

CAPE OF GOOD HOPE.



DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR ENDED 31ST DECEMBER,

1920.

Price 7s. 6d.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the year ended 31st December, 1920.

THE HONOURABLE THE ADMINISTRATOR,
PROVINCE OF THE CAPE OF GOOD HOPE.

Department of Public Education,
Cape Town, 1st May, 1922.

Sir,

I have the honour to present the report on the work of the Department for the period ended 31st December, 1920. I regret the unavoidable delay in placing the report before you, delay due entirely to the exceptional claims made on my time by duties, apart from those inherent in my post, arising out of work which, with your approval, had also to be undertaken for the Union Government.

The thanks of the Department and of myself personally are due to you, Sir, and the Executive Committee, for the unvarying support which has been accorded in all matters which concerned the progress of education.

I have the honour to be,

Sir,

Your obedient servant,

W. J. VILJOEN,

Superintendent-General of Education.

CHAPTER. I.

ADMINISTRATION.

HEAD OFFICE.—The year under review has taxed to the uttermost the resources of the Department, for while the staff has remained substantially the same, there has been legislation involving the review and the re-organisation of almost every branch of the work, sometimes at very short notice. The application of the Teachers' Salaries and Pensions Ordinance alone necessitated a scrutiny of the grading and emoluments of over six thousand European teachers, and similarly every other ordinance promulgated during a year of almost unprecedented activity has brought with it fresh demands upon the officers of the Department. The period of re-organisation and co-ordination through which the educational system of the Province has been passing, should result in the near future in a greater economy of effort than has been practicable hitherto, but if education continues to develop at its present rapid rate, no appreciable lessening of the strain at headquarters can be expected.

INSPECTORATE.—During the period under review the inspectorate sustained a severe loss through the death of Mr. A. Morrison, M.A., B.Sc., whose circuit comprised the divisions of Bredasdorp, Montagu and Swellendam. He was a fine teacher and an enlightened educationist, and though his inspectorial career in the Province was short, he showed himself a most valuable official.

The Department takes this opportunity of placing on record its appreciation of the services rendered to education by Mr. John Young, M.A., B.Sc., inspector of schools in the East London circuit since 1903, and Miss E. M. Swain, Departmental instructress in kindergarten method since 1906, both of whom have retired on pension, carrying with them into their retirement the thanks of the Department and the good wishes of all those who have been associated with them in their work.

At the beginning of the year Mr. A. J. Lambrechts, B.A., principal of the Villiersdorp High School, joined the inspectorate, and in April, Inspector P. J. Retief took over the circuit left vacant by the death of Inspector Morrison. It was also found necessary to re-arrange certain inspectorial circuits. From February, 1920, the divisions of Britstown, Carnarvon, Philipstown, Prieska and Victoria West were assigned to Inspector Hobson; Aberdeen, Graaff-Reinet, Hanover, Murraysburg, Pearston and Richmond to Inspector Joubert; Mafeking and Vryburg to Inspector Kelly; Hay, Herbert and Hopetown to Inspector Lambrechts; Calvinia and Fraserburg to Inspector Siddle; Barkly West and Kimberley to Inspector Spurway; Colesberg, Maraisburg, Middelburg, Molteno, Steynsburg and Tarka to Inspector van der Walt; Gordonia, Kenhardt and Kuruman to Inspector Wium. From April, 1920, the divisions of Albany, Alexandria and Bathurst were assigned to Inspector Bennie; Bedford, Cradock and Somerset East to Inspector Craib; Cathcart,

Queenstown and Stockenstrom to Inspector Logie; East London, Komgha and Stutterheim to Inspector Young.

After an interim of nearly two years, the Department succeeded in securing, in succession to Mr. A. B. Lamont, M.A., B.Sc., instructor in nature study and science, the services of Mr. S. H. Skaife, M.A., B.Sc., whose appointment as inspector of science dates from January, 1921. Mr. Skaife has been a lecturer at the Agricultural College, Cedara, Natal, and his high qualifications in science, more particularly on the biological side, will be of special value to schools at the present juncture, when the science courses are being revised and extended.

Another important appointment is that of Mr. W. G. Bennie, B.A., as chief inspector of native education. His thorough acquaintance with the special problems of native education and his long experience as inspector of schools in the Transkei and latterly in the Albany district, will be most helpful in the projected re-organisation of native schools and revision of the native school curriculum.

The increase in the number of domestic science centres and the enhanced importance given to this subject by its inclusion in the secondary school curriculum has led to the appointment of Miss W. M. Currey, of the Cape Town Training School for Domestic Science Teachers, as additional Departmental instructress in domestic science.

During the past year the newly appointed medical inspectors of schools, Dr. Herbert Maughan Brown, M.D., Ch.B., D.P.H., and Dr. Elsie M. Chubb, B.A., M.D., B.S., D.P.H., have been in charge of this important branch of the work of the Education Department. The magnitude of the task on which they are engaged is reflected in their joint report, which appears as an annexure.

CHAPTER II.

SCHOOLS.

NUMBER OF SCHOOLS.—A comparison of the number of schools for European pupils in 1920 with the corresponding figures for 1919, shows a decrease of 149 schools, although the total number of pupils in attendance has increased by 4,496. When it is further noted that there are 109 fewer farm schools this year than last, it will be evident that the Department, aided by the more enlightened school boards, is succeeding in carrying through its policy of centralising rural education by the gradual elimination, wherever possible, of small single-teacher schools and the establishment at convenient centres of schools with an enrolment sufficient to justify the appointment of two or more teachers. By this means the pupils are ensured a better education at a smaller cost to the State, while the schools, being larger, are more likely to survive the vicissitudes of drought or depression, which too often prove fatal to the small single-teacher school in a rural area.

As pointed out in last year's report, the establishment of indigent boarding houses under the provisions of the Indigent Children Boarding House Ordinance of 1917, has brought in a large number of pupils from the remoter country districts to the various public schools, and has satisfactorily solved the problem of providing such pupils with primary education. During 1920 there have been 111 of these houses in existence, accommodating some 5,000 children, many of whom might otherwise from lack of opportunity have grown up ignorant and neglected. The beneficial and far-reaching results of this ordinance will be appreciated by all who have at heart the uplifting of the most backward portion of the European population of this Province, while any who are not yet fully acquainted with the difficulties involved would do well to read in the annexure the report of the Rev. J. H. van Wijk, organising and inspecting commissioner of indigent boarding houses.

CLASSIFICATION OF SCHOOLS.—The following table shows, for the years 1919 and 1920, the distribution of schools for European pupils according to different types or classes of schools:—

EUROPEAN SCHOOLS.		1919.	1920.	Increase.
<i>Training Colleges and Schools</i>	...	11	13	2
<i>Secondary Schools:</i>				
High Schools	...	58	66	8
Other Secondary Schools	...	41	101	60
<i>Intermediate Schools</i>	...	122	...	—122
<i>Primary Schools:</i>				
Undenominational Schools	...	1,889	1,898	9
Church Schools	..	35	35	...
District Boarding Schools	...	1	1	...
<i>Farm Schools</i>	...	583	474	—109

Special Schools:

Schools of Art	...	3	3	...
Schools of Music	...	1	1	...
Schools for the Blind, Deaf and Dumb	...	4	4	...
Industrial Schools	...	13	15	2
Domestic Science Schools	...	3	3	...
Other Schools	...	1	3	2

Part-time Schools:

Technical Schools	...	4	3	—1
Commercial Classes	...	1	1	...
Elementary Classes	...	13	13	...
		2,783	2,634	—149

GRADING OF SCHOOLS.—The system underlying the classification of schools has been modified to bring it into line with the provisions of Ordinance No. 8 of 1920. The new nomenclature has been followed in the preceding paragraph, except that the term "intermediate school" has been retained for purposes of comparison in so far as it is applicable to the statement for 1919. Of the 122 schools formerly graded as intermediate, 55 have been re-classified as primary and 67 as secondary, under the provisions of the 1920 ordinance.

The two new training schools opened during the year are at Stellenbosch and Uitenhage, and the two new industrial schools for boys are at Montagu and Ugie.

CHAPTER III.

SCHOOL BUILDINGS AND EQUIPMENT.

6. NEW ERECTIONS.—Most of the buildings completed during the year under review consisted of much needed extensions in areas which had become congested. The principal buildings were the following:—

Cape Division: Rochester Road.
Cape Division: Woodstock, Mountain Road.
Ceres Division: Ceres.
East London Division: De Waal.
Kimberley Division: Transvaal Road.
Queenstown Division: Queenstown Boys.

DEPARTMENTAL BOOK AND REQUISITES STORE.—At the beginning of the year the departmental book committee was strengthened by the addition of two teachers representing the South African Teachers' Association and two representing the Suid-Afrikaanse Onderwysers Unie. The committee then consisted of Inspector Sinton (Chairman), Inspectors Boersma, Charles and Watermeyer, Mr. Rodger (Registrar of the Department), Professor Smith and Mr. Burger (representing the S.A.O.U.), Mr. Clarke and Mr. Taylor (representing the S.A.T.A.).

Meetings were held during the school vacations in March, June and September, when questions of policy were discussed and decisions taken with the concurrence of the Superintendent-General of Education. Finally, in October, the committee embarked on a complete revision of the book list, meeting twice a week in the evenings for a period of close on two months until the work was completed. Outside aid with reference to special subjects was sought from teachers and departmental instructors, and the committee greatly appreciated the readiness with which this aid was given.

Regulations governing the supply of requisites to the schools were drawn up, and arrangements were made for the preparation of school report forms and school record books.

It should be mentioned that the Book Store is situated in the Industry Buildings at the corner of Loop and Hout Streets. Visits from teachers desiring guidance in the framing of their requisitions through personal inspection of the articles stocked will at all times be appreciated.

It has been decided to supply for pupils above Standard VI. any books or requisites stocked at the store at departmental prices subject to certain conditions. This should prove a great convenience to principals of schools in the country districts in particular.

An item of interest worthy of mention is that the Departmental Book Store supplies books and requisites not only to the schools of the Cape Province, but also to the schools of the Orange Free State and of South-West Africa.

CHAPTER IV.

SCHOOL ATTENDANCE.

PUPILS IN SCHOOL.—At the 30th September, 1920, the total European enrolment was 127,503, being an increase of 4,496 for the year. The number of boys was 65,086, and of girls, 62,417. The number attending schools under the control of school boards was

115,064, this being an advance of 4,766, as compared with 1919. The numbers at the chief classes of European schools were as follows:—

High	25,348
Secondary	22,208
Primary	71,159
Farm	3,250
Part-time (Evening)	1,000

A complete analysis of the enrolment figures, which include 783 student teachers, will be found elsewhere in the report. The roll at training colleges and schools was 1,585; at industrial schools, 680; at art schools, 377; and at the Cape Town school of music, 699.

Attached to the report are tables showing for a given date in the last quarter of the current school year (a) the distribution of European pupils in high, secondary, primary and farm schools, the pupils being classified in the standards for which they were preparing; (b) their ages; and (c) the average age of the pupils in each standard. As there has been considerable discussion, in the press and elsewhere, as to the average age at which primary and secondary pupils respectively complete their course, the relevant figures are given below:—

AVERAGE AGE IN YEARS AND MONTHS, 2ND NOVEMBER, 1920.

Class of School.	Sub-Std	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
High ...	7.0	8.1	10.0	11.1	12.2	13.3	14.3	15.4	16.1	17.8	18.3
Secondary ...	7.8	9.1	10.3	11.3	12.4	13.5	14.5	15.9	16.2	16.5	17.8
Primary ...	7.8	9.2	10.4	11.6	12.6	13.5	14.4	15.0	16.0	18.8	19.6
Farm ...	8.3	9.3	10.4	11.5	12.8	13.8	14.6	15.0			

The number of pupils receiving instruction in the secondary area (Standards VII to X), continues to increase from year to year as is shown by the following tables:—

ENROLMENT IN OCTOBER-DECEMBER QUARTER, 1919.

	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Totals.
High ...	2,571	1,913	1,113	1,002	6,599
Secondary ...	941	433	166	87	1,627
Totals	3,512	2,346	1,279	1,089	8,226

ENROLMENT IN OCTOBER-DECEMBER QUARTER, 1920.

High ...	3,191	2,200	1,227	1,076	7,694
Secondary ...	1,681	892	144	124	2,841
Totals	4,872	3,092	1,371	1,200	10,535
Increase	1,360	746	92	111	2,309

COMPULSORY ATTENDANCE.—Through the operation of Ordinance No. 8 of 1919, compulsion has been brought to bear on certain neglectful parents, and a number of European children have been brought into school. It must, however, be admitted that in the more sparsely populated districts, many parents still evade their responsibilities and take advantage of the exemption from compulsory attendance of children living more than three miles from a public school. The establishment of indigent boarding houses has provided for 5,000 of the poorest children; it is to be hoped that the pressure of public opinion will ultimately induce those parents who are neither rich nor poor to take advantage, even at the cost of some personal sacrifice, of the nearest facilities for education provided by the State.

ADMISSION AGE.—It may be interesting to ascertain the results of the raising in 1919 of the age of admission to State-aided schools. In 1920 there were 6,488 children under 7 years of age in attendance, as against 7,542 (of whom 1,880 were under six years of age) in 1919. In other words, there were during the year under review 1,054 fewer children under 7 in school. A comparison of the average age of pupils in sub-standards and Standard I. does not as yet show any advance, nor are there relatively many fewer children in Standard I. This would seem to indicate that less time is being spent over the preliminary work, and that pupils are passing more rapidly into the standard classes. This is as it should be. For many children the termination of school instruction is brought about by the attainment of a certain age and not of a certain standard. Where this is due to economic pressure on the parents, a year wasted in the sub-standards may mean a year less in a secondary school, or no secondary education at all. In many schools in town and country the question of unnecessary retardation needs to be seriously faced.

CHAPTER V.

TEACHERS.

SUPPLY OF TEACHERS.—The number of European teachers in the service of the Department in 1920 was 6,543, of whom 354 were employed in positions of special responsibility in non-European schools. There is, therefore, an average of one European teacher for every twenty European pupils.

SEX.—In the main classes of European schools, viz., high, secondary, primary and farm schools, the percentage of male teachers was 24 as compared with 23.2 in 1919.

PROPORTION OF STAFF PROFESSIONALLY TRAINED.—Elsewhere in the report will be found a table giving full details of all the teachers under the Department, including non-European teachers, arranged according to class of school and professional and academic certificates. In high, secondary, primary and farm schools the percentage of qualified teachers reached 85.7 as compared with 83.2 last year. It is encouraging to note that there are now sufficient certificated teachers to fill the posts falling vacant, and that as uncertificated teachers leave the service of the Department they can be replaced by certificated teachers. In high schools 95.5 and in secondary schools 96.3 per cent. of the teachers hold professional certificates, in primary schools 86.2, and in farm schools 38.9. If we leave out of account the main classes of non-European schools, viz., B and C, the percentages of teachers under the Department holding the various professional certificates were as follows:

T3 Certificate	57.9
T2 Certificate	15.1
T1 Certificate	1.5
European Government Certificates	3.8
Miscellaneous Certificates	7.6
No Professional Certificates	14.1

6.7 per cent. held a university degree, 3.6 had passed the intermediate examination or held some other university diploma, and 13.6 had passed the matriculation examination.

THE TRAINING OF TEACHERS.—From the beginning of 1920 the new scheme for the training of teachers came into effect, and the system of pupil-teachers so long in vogue in this Province finally disappeared. The standard for admission to a training course was raised and the satisfactory completion of the junior secondary school course to standard VIII. became the minimum qualification for candidates seeking the primary teachers' lower certificate. Similarly candidates for the primary teachers' higher certificate must satisfactorily complete the full secondary school course to standard X. before being admitted to a training college for a two years' course of professional training.

To meet the new position resulting from the raising of the admission age of pupils in state-aided schools, the Department has discarded the former two years' course of training for the kindergarten certificate in favour of a one year course in infant school method, during which students will give special attention to improved methods of instruction in language, number and the training of hand and eye, more especially adapted to the needs of the sub-standards and standard I.

In order to encourage teachers in training to improve their qualifications, arrangements are being made to enable a primary lower teacher who gains a first grade certificate to proceed with the primary higher course in preparation for the primary higher certificate, on condition that the second additional year of training is spent in specialising in some one branch of the school course, such as infant school method, domestic science or physical culture. In this connection it may be mentioned that in the near future the Department hopes to develop its courses so as to equip teachers, not only in the special subjects named above, but also in art, music, and agriculture, to name only a few of the subjects to be introduced into the new secondary school alternative courses.

It has been decided that in future the training of secondary school assistants shall be the function of the universities.

TEACHERS' SALARIES AND PENSIONS.—The adoption by the Provincial Council of the recommendations of the special commission on teachers' salaries and pensions, and their embodiment in Ordinance No. 8 of 1920, brought to a satisfactory conclusion a long period of unrest and uncertainty, and marked a definite advance in the status and emoluments of teachers in this Province by securing for them the benefits of a scheme specially designed to meet the peculiar conditions of the Cape system of education and at the same time ensuring an approximate uniformity with teachers serving in other parts of the Union, due regard, however, being paid to educational qualifications, length of service and responsibility of work to be performed.

TEACHERS' LEAVE OF ABSENCE.—During the year amended regulations were published governing the conditions under which teachers could be granted leave of absence.

A certain number of teachers were enabled to proceed on furlough, but as it was impossible to grant furlough to all applicants, the privilege had to be restricted to the most urgent cases, the length of unbroken service being as a rule the determining factor.

CONDITIONS OF SERVICE OF TEACHERS.—Ordinance No. 8 of 1920 provided for the repeal of the Teachers' Discipline Ordinance, No. 15 of 1916, and for the substitution of the provisions of the relevant sections of Chapter II. of the Public Service Act, these regulations being made to apply to all teachers under the control of a school board, to all European teachers whose salaries are paid by the Department, and to superintendents, matrons and managers of boarding establishments or other institutions receiving a grant in aid from the Department.

CHAPTER VI.

SCHOOL COURSES.

(a) PRIMARY SCHOOL COURSE.

PRIMARY SCHOOL CURRICULUM.—The new primary school curriculum may now be regarded as having already passed the experimental stage. The more able and enthusiastic teachers appreciate its elasticity and are making wise use of their freedom to frame their own schemes within certain limits. In many schools marked progress is noted in the teaching of composition, geography and history. It is, however, evident from the reports of the circuit inspectors that some teachers, either through lack of initiative or through a consciousness of their own limitations, have great difficulty in adapting their methods to suit the new conditions. In some centres conferences of local teachers have been held, and inspectors and teachers have discussed the best methods of handling the various subjects of the school course. Such gatherings are particularly helpful to the isolated teacher who has few opportunities of comparing notes with his more favourably situated colleagues.

AFRIKAANS IN THE PRIMARY SCHOOL.—In many of the country districts and in most of the towns Afrikaans is rapidly superseding Nederlands as a language and as a medium in the primary schools. The change is very popular with English as well as with Dutch-speaking pupils, and it is found that where correct methods are employed a colloquial knowledge of Afrikaans is readily acquired by pupils whose home language is English. Its use as a medium for Dutch-speaking pupils is almost universal, and an advance is noted in ease and fluency of expression. Particular pains should be taken during the transition period to cultivate clear and deliberate utterance and purity of idiom in both official languages. In a bilingual country these points require incessant and watchful supervision; above all, the teachers themselves must maintain a high standard of speech, taking every opportunity of improving their own and their pupils' knowledge of the second language, whichever that may be.

DISAPPEARANCE OF STANDARD VII. FROM THE PRIMARY SCHOOL.—One result of the re-organisation of primary and secondary education has been the elimination from the primary school of standard VII., which was formerly the concluding standard. In some quarters this has been misunderstood, and pressure has been brought to bear on the Department to allow the retention of standard VII. classes at primary schools. It must, therefore, be pointed out that under the new system standard VII. becomes the first year of the secondary school course, and includes instruction in science and other secondary subjects which cannot be provided for in primary schools. Free and compulsory education ends with standard VI. but the desire of the Department is to carry over the bulk of the European pupils into the secondary school. Under the new bursary scheme secondary education is brought within the reach of all pupils in need of assistance and capable of profiting by a secondary school course. An additional year at the primary school would be of comparatively little value, and the provision of a primary VII. class would encourage parents to take their children away from school a year sooner than they might otherwise do. As a purely temporary measure and to bridge the period of transition, a few standard VII. classes are still attached to primary schools in centres where the arrangements for secondary education are as yet incomplete, but the recognition of these classes is for one year only, and from January, 1922, standard VI. will be the concluding standard of all primary schools under the Department without exception.

(b) SECONDARY SCHOOL COURSE.

SECONDARY SCHOOL COURSE.—The revision and amplification of the secondary school course alluded to in last year's report is well in hand, and draft schemes have been published for standards VII. and VIII., while others for standards IX. and X. are being prepared. In drafting these syllabuses the Department has enlisted the co-operation of

experienced teachers of the different secondary subjects, and has invited criticism and suggestions from all those interested. When it is remembered that all candidates for the teaching profession will in future be required to complete either a two-year or a four-year secondary course as a preliminary to professional training, the need of well balanced and adequate schemes will be obvious. On the other hand, the course must not be overloaded at the expense of the pupils' mental and physical powers. No doubt any scheme that is adopted will need to be revised later in the light of experience. The Department does not expect to reach finality this year or next, but it is anxious to set its house in order in readiness for the rapid development of secondary education that may reasonably be expected during the coming decade.

Hitherto there have been no exclusively secondary schools in the Cape Province, though secondary classes have been attached to many schools in town and country. Ordinance No. 8 of 1920 makes it competent for the Department to recognise a school giving secondary instruction only, that is, a school for pupils in standard VII. and above. The South African College senior school, Cape Town, shed its standard VI. classes at the end of 1920 and thus became a secondary school in the full sense of the term. Similarly the school board for the Cape division, following on a re-organisation of the primary schools in its area, opened in January, 1921, two new secondary schools, one at Woodstock and one at Cape Town. These new schools begin with a two year course for pupils in standards VII. and VIII., but there is every prospect of their developing later into high schools and working up to standard X.

BURSARIES FOR SECONDARY EDUCATION.—The centralisation of secondary education and the co-ordination of primary, secondary and high schools present no serious difficulty in the large towns; but in the country, where considerable distances almost invariably separate primary schools from secondary schools, and secondary schools from high schools, a bursary scheme is necessary if the plan of co-ordination is to become effective. A scheme has been devised for the assistance of pupils who are promising and necessitous; that is, pupils who in the opinion of the circuit inspector are able to profit by a course of secondary education, whose homes are more than three miles distant from a secondary school, and whose parents are unable without assistance to provide for their attendance at secondary or high schools.

CHAPTER VII.

EXAMINATION AND INSPECTION.

CONFERENCE OF INSPECTORS AND INSTRUCTORS.—A conference of inspectors and instructors was held in the Training College, Cape Town, from the 26th to the 30th January, 1920. The Superintendent-General of Education presided, and with the exception of one officer who was on furlough, every inspector and instructor, to the number of sixty, attended. Many matters were discussed, and decisions were taken which should conduce to greater uniformity of procedure in the conduct of inspections.

The Honourable the Administrator visited the conference and delivered an address dealing with a variety of educational matters of outstanding importance, among them being the provision of free education, the centralisation of educational facilities, and the bringing of all children of school going age within the scope of compulsion.

The members of the conference were grouped into committees to deal with such subjects as secondary school courses, training of teachers, coloured education, native education, native teachers' salaries, text-books for use in native schools, European industrial schools and principals' supervision duties in the larger and more important schools. Valuable reports were drawn up and submitted to the Department for consideration and for subsequent action where such might appear to be necessary.

INDIVIDUAL AND CLASS INSPECTION.—The substitution of class for individual inspection is answering well in the larger and better equipped schools where there is continuity of work from year to year. The time formerly spent by the inspector in a necessarily hurried examination of individual pupils can be given to observation of the methods of instruction in use throughout the school, and to consultation with the principal and staff as to the best means of raising the standard in subjects in which weakness is noticeable. In such schools the responsibility of classifying and promoting the pupils rests with the principal, whose aim it should be to pass them rapidly through the primary course, in the hope that the great majority may afterwards enter a secondary school.

The retention of individual inspection is provided for in schools in which the small enrolment necessitates the grouping of classes, and in the single-teacher schools, where the continuity of the instruction is only too often destroyed by frequent changes of teachers. If any argument is needed in favour of the centralisation of rural education, it is supplied by the reports of circuit inspectors on these single-teacher schools, which have sometimes as many as four changes of teacher within the year.

DEPARTMENTAL SECONDARY SCHOOL EXAMINATIONS.—Preparations are in train for the institution of departmental junior and senior certificate examinations to be taken at the standard VIII. and standard X. stages respectively. The first junior certificate examination will be held in December, 1921, and the first senior certificate examination may be expected to follow in December, 1923. Principals of secondary schools will, for the present, be allowed to enter their pupils either for the Departmental or for the University Junior Certificate examination, and the latter will continue to be held by the University until it is evident, from the small number of candidates entering, that the continuance of the examination is no longer necessary. In time the Departmental examination will no doubt supersede the University, but during the transition period the Department is prepared to allow a free choice in view of the widely differing circumstances of the schools. Meanwhile steps are being taken to ensure the recognition of the Departmental Certificate examinations by the post office and other branches of the Public Service.

CHAPTER VIII.

NON-EUROPEAN EDUCATION.

NATIVE EDUCATION.—While Coloured and Native schools are now separated in the quarterly statistical abstract, in the Province proper (*i.e.*, excluding the Transkeian Territories) there are invariably many Native pupils to be found in schools designated as coloured, and *vice versa*. It is probable, however, that the numbers in the two cases approximately balance, and that the statistics for Native schools give a tolerably correct idea of the number of Native pupils at school. In December, 1920, there were 550 Native schools in operation in the Province proper, and 1,059 in the Transkeian Territories, or a total of 1,609 schools. Of these, 14 were training schools; 9, industrial schools; 1, a secondary school; 1, a primary school under a school board; and 3, evening schools. The remainder were primary day schools directly or indirectly under missionary control.

The average enrolment in the training schools was 1,799; in the industrial schools, 252; in the secondary school, 57 pupils; in the evening schools, 196; and in the primary schools, 109,076, making a total of 111,380 students and pupils. In addition to the pupils attending the industrial schools, 834 pupils were receiving industrial training in industrial departments attached to mission schools.

The number of teachers employed in Native schools was 2,071, of whom 1,371, or 59.2 per cent., were certificated. The percentage of certificated teachers is not unsatisfactory in the case of men, but leaves much to be desired in the case of women, many of whom naturally exchange the profession for married life after a year or two.

A change of far-reaching importance was made when, under Ordinance 26 of 1920, the Administration made Native education free, and assumed all responsibility for the salaries of teachers and for the cost of furniture, books and other requisites. Relieving missionaries of a heavy financial burden, and the people of the necessity of paying fees, the measure afforded much relief in a year of drought and scarcity. On the other hand, it is having the unavoidable effect of greater centralisation of control. Another effect of the abolition of school fees has been a difficulty in raising money for rent, where church buildings are not available and rooms have to be hired for combined mission schools.

In taking over responsibility for salaries as from 1st July, the Department merely consolidated existing salaries. In many cases these salaries were not at the maximum owing to existing limitations of the local contribution. The result was that anomalies of pay arose as between one school and another. It is much to be regretted that lack of funds prevented the removal of these, and that it was not possible substantially to raise the salaries of Native teachers, whose pay is admittedly inadequate, and who have waited with great patience for increases long recommended.

COLOURED EDUCATION.—The most important steps taken during the year in regard to coloured education have been the abolition of school fees and the acceptance by the Department of full responsibility for the payment of teachers' salaries. Mission school managers have welcomed the latter: relief from the burden of having to provide a local contribution supplementing a salary grant from the Department has proved a boon for which they are duly grateful, but the teachers themselves consider the scale to be too low, and find that owing to its inelasticity, hardships are often experienced. A more satisfactory scale is desired. The abolition of school fees has increased the enrolment beyond the just limits permitted by available accommodation and teaching power—schools are overcrowded and the classes, in many cases, are far too large.

The need for much increased accommodation and additional staffing is serious. The element of compulsion is still absent from school attendance. Its desirability is generally acknowledged, but the weight of opinion is that its introduction is not practicable at present. Directions in which it is hoped that early development will be possible are the provision of a special syllabus for coloured schools as well as increased secondary facilities for coloured children. Both are receiving consideration at present.

CHAPTER IX.

LEGISLATION.

NEW ORDINANCES.—The following ordinances dealing with education were passed by the Provincial Council during the year under review:—

Ordinance 8. Education (Classification of Schools and Teachers' Salaries) Ordinance, 1920.

Ordinance 11. School and Hospital Board Officials' Salaries Ordinance, 1920.

Ordinance 12. Indigent Children (Boarding House) Amendment Ordinance, 1920.

Ordinance 26. Coloured and Native Educational Institutions Ordinance, 1920.

Ordinance 27. Education Ordinance, 1920.

Ordinance 28. Uitenhage and East London (High Schools) Ordinance, 1920.

The Ordinance of outstanding importance in this group is No. 8, which fixed the scales of salaries for teachers in European schools and amended the pension law. The salary scales were based on the report submitted to the Administrator by the commission of Departmental officers and teachers which sat during the summer vacation. The need had become urgent for a thorough reconsideration of the whole matter. This need was due to a variety of causes, *e.g.*, the rising cost of living, the considerable increases in teachers' salaries which had recently been granted in the Transvaal, and finally the extensive changes contemplated in the educational system of the Cape Province.

At the Inter-Provincial Conference which took place at Cape Town in August, 1919, the following resolution was adopted on the motion of the Administrator of the Cape Province:—

“That this Conference approves of the immediate appointment of an Inter-Provincial Commission consisting of the four Directors of Education to draft a scale of teachers' salaries and pensions for submission to this Conference on Friday next, such scales to be based upon the greatest possible amount of uniformity (taking into consideration educational qualifications, length of service and class of work to be performed); and that the highest existing scale of salaries and pensions prevailing in any Province be taken as the standard, but that percentage deductions from salaries be provided for so as to allow where necessary for the difference in the cost of living as existing under pre-war conditions in the various Provinces.”

In consequence of this resolution Sir Frederic de Waal announced at the annual congress of the Suid Afrikaanse Onderwysers Unie his desire to introduce in the Cape Province a scale of teachers' salaries based upon the Transvaal system, deduction, however, being made from the Transvaal salaries on account of the lower cost of living in the Cape Province. At a joint meeting held immediately after this intimation the representatives of the two teachers' associations pronounced against the application to the Cape Province of a scale designed to meet Transvaal conditions. The Administrator intimated his willingness to recommend to the Provincial Council the adoption of an increased scale of salaries drawn up with special reference to the requirements of the Cape Province and costing approximately the same amount as the levelling up to the Transvaal basis would have cost, *viz.*, £250,000 per annum.

To draw up this new scale a commission was appointed consisting of two representatives from each of the two teachers' associations, two inspectors of schools and two officials of the Education Department, with myself as chairman.

The scale recommended by the commission involved an additional expenditure of nearly £30,000 per annum over and above the £250,000 earmarked for the purpose. Before submitting its report, therefore, the commission interviewed the Administrator and the Executive Committee and appealed to them to place the necessary funds at its disposal for the purpose of carrying out the new scheme in its entirety. In view of the fact that the commission had abandoned all idea of a retrospective war bonus and had succeeded in framing a scale which was true to the educational principles upon which the commission as a whole had agreed, the Administrator in Executive Committee agreed to add the £300,000 required to the original offer made by Sir Frederic de Waal in his address at the congress of the Suid Afrikaanse Onderwysers Unie.

Considerable amendments are proposed in the teachers' pension scheme, which while requiring an increased pension contribution, will provide greatly improved pension benefits.

The principles on which salary qualifications are based, are now well known and have given much satisfaction. It may be briefly stated that full recognition is given for periods of study and professional training on units of one year each, and in regard to experience all teaching work in South Africa is generally recognised for salary purposes, and in addition, five years' teaching experience overseas can also be recognised. After taking into account training and experience the salary of a teacher is finally determined by the nature of his post. In the case of assistant teachers there is naturally a division between primary and secondary positions; and in the case of principal teachers the different grades of primary, secondary, high and training schools are adequately provided for. Full information on the subject may be gleaned from examination of the ordinance referred to and of

the report of the commission, which was published in the *Education Gazette* of the 22nd January, 1920, page 626.

The salaries of school board officials were fixed by Ordinance No. 11.

Ordinance No. 12 provides that the £18 capitation grant to indigent boarding houses may in special cases be increased up to £22, and that aid may be given towards the rent and furniture of these boarding houses.

Uniform scales and salaries for European teachers in coloured and native training, practising and industrial schools were embodied in Ordinance No. 26.

Ordinance No. 27 dealt with various matters, the most important being the abolition of school fees in primary standards; the ordinance provides that unless the Department decides that any particular school is to be a fee-paying school, no school fees will be charged up to and including standard VI., and that books will be supplied free of charge to pupils in these standards.

Ordinance No. 28 is of a domestic nature and calls for no special comment.

The introduction of a new ordinance which will consolidate all the acts and ordinances dealing with education at present in force in the Cape Province has been steadily kept in view. The necessity for such a consolidating ordinance was mentioned in my report for 1918, and is now recognised on all sides. Before the close of the year work on the draft measure was well advanced.

CHAPTER X.

FINANCE.

APPORTIONMENT OF GOVERNMENT EXPENDITURE.—The expenditure on education during the year ending 31st March, 1920, was £1,676,207 11s. 11d., as against £1,403,841 2s. 9d. for the previous year. The following statement shows how these totals were arrived at:—

	1919.	1919-20.
1. Head Office (Administration) (including transport)	£15,880 14 2	£15,269 19 1
2. Inspection (including transport)	39,896 2 8	44,353 17 11
3. Training of Teachers	102,709 12 11	105,443 17 6
4. Schools under school boards (grants-in-aid)	924,035 9 10	1,105,658 7 1
5. Schools not under school boards	47,379 12 9	56,640 11 11
6. Schools under missionary control	135,661 7 10	144,765 0 3
7. Industrial Schools	23,074 13 10	23,369 3 4
8. Good service allowance	13,975 3 10	15,276 7 9
9. Pension fund	2,500 0 0	2,500 0 0
10. Incidental expenses	53,107 3 4	66,874 8 3
11. War bonus	36,200 8 9	62,867 16 11
12. Indigent boarding houses	9,420 12 10	33,188 1 11
Total	£1,403,841 2 9	£1,676,207 11 11

SCHOOL BOARD FINANCE.—The following figures show the income and expenditure for the years 1918 and 1919:—

INCOME.		1918.	1919.
<i>Government Contributions:</i>			
(1) Grants	...	£619,554	£626,612
(2) Deficits	...	70,279	373,447
Total Government contributions	...	£689,833	£1,000,059
<i>Local Contributions:</i>			
(1) School fees	...	£209,163	£249,832
(2) Sale of books, etc.	...	21,491	24,360
(3) Other	...	6,322	5,878
(4) Rates	...	5,162	409
(5) Boarding departments	...	67,961	92,191
Total Local contributions	...	£310,099	£372,670
Grand Total	...	£999,932	£1,372,729

EXPENDITURE.

(a) Administration:

(1) Salaries of school board officers	...	£32,216	£34,871
(2) Other Expenses	...	22,840	22,013
Total administration	...	£55,056	£56,884

(b) Schools:

(1) Salaries of teachers	...	£955,096	£960,105
(2) Other expenses	...	214,876	209,818
Total schools	...	£1,169,972	£1,169,923

(c) Boarding departments

...	...	122,703	123,668
Grand total expenditure	...	£1,347,731	£1,350,475

CHAPTER XI.

MISCELLANEOUS.

VACATION COURSES FOR TEACHERS.—The three weeks' vacation course for teachers of botany and nature study, held at Kirstenbosch National Gardens in January, 1920, proved so successful that the National Botanical Society arranged a series of courses to be held at intervals during the year, a limited number of students or teachers being admitted to each. The Department is much indebted to Mrs. L. Bolus, who was the prime mover in organising the courses and herself acted as chief lecturer.

Opportunities were also given to secondary teachers by the University of Cape Town to attend, during the summer vacation, lectures in subjects in which they were specially interested. Accommodation was provided at the University Hostels and various privileges were extended to them during their stay. Nor did the matter rest there, for during the two winter terms arrangements were made between the University and the local Teachers' Association for afternoon classes to be held at the University for any who wished to refresh and supplement their knowledge of certain subjects which they were called upon to teach. The value of such university extension lectures is fully appreciated by the Department.

HOSPITALITY SHOWN TO UP-COUNTRY TEACHERS.—At the suggestion of Sir John Graham, chairman of the School Board for the Cape Division, certain teachers from the more remote districts of the Cape Province were enabled to spend several weeks of the 1920 summer vacation as guests at the Rondebosch Girls' High School. With the permission of the Administrator, the Cape School Board placed the boarding department at the disposal of the special committee which carried through the scheme and defrayed all expenses. The visiting teachers were treated with the greatest kindness by local residents and public bodies, and carried away a pleasant recollection of the generous hospitality shown them. The experiment was most successful, and the Department greatly appreciates the exertions of Sir John Graham and of the enthusiastic band of ladies who spared no pains to make the holiday a happy one.

VACATION COURSES FOR SUPERINTENDENTS OF INDIGENT BOARDING HOUSES.—The opening of a number of boarding houses for indigent children involved the appointment as housefathers and housemothers of persons chosen on the ground of character and ability, but in many respects untrained for the difficult and responsible work they were undertaking. It was, therefore, thought advisable to hold two vacation courses, one at Middelburg and one at Paarl, during the 1920-1921 summer vacation, and to invite all housefathers and housemothers to attend. The Department was fortunate in securing as lecturers the Rev. J. R. Albertyn, the Rev. M. T. Smit, the Rev. J. H. van Wijk, Dr. E. M. Chubb and Miss J. Rudd. Lectures were given daily on various aspects of the work in indigent boarding houses, and the result of the *viva voce* examination held at the end of the courses showed that the time had been well spent in dispelling misconceptions, affording guidance and establishing a standard at which all could aim on returning to the institutions to which they were attached.

CHILD WELFARE.—One of the most valuable results of the appointment of medical inspectors of schools has been the awakening of the public conscience to the poor physique of many of the children attending the public schools, and to the danger resulting to the race from malnutrition and dental defects, to name only two of the preventible causes of ill-health among school children. The Department has learned with much satisfaction of the provision at a number of centres of meals for necessitous children. The necessary funds are subscribed locally and administered by various charitable organisations. Valuable

experience is being gained as to the most nutritious and economical diet, and the marked improvement in the children who are fed is stimulating and encouraging to the workers. It is to be hoped that before long a Child Welfare Society or similar organisation will be established in every village and town. A perusal of the report of the medical inspectors of schools, which appears in the annexure, will show how pressing is the need.

SCHOOL BURSARIES.—An encouraging sign of the growing public interest in education is the number of donations that are being made for the founding of bursaries by private donors, by municipal and divisional councils, by masonic lodges and by business corporations. During the year valuable scholarships have been founded in connection with the schools at Aliwal North, Barkly East, Barkly West, Bedford, Cradock, Kimberley, King William's Town, Mossel Bay, Port Alfred, Port Elizabeth, Richmond and Vryburg while the Kerkerad of Riebeeck East and the Municipality of Stutterheim were the first to take advantage of the new scheme for secondary bursaries instituted by the Department. It should also be recorded that Mr. Louw, M.L.A., for Colesberg, has given his additional £200 per annum member's allowance for the same purpose.

These generous gifts have the warm appreciation of the Department. The friendly rivalry that is taking place between the various districts of the Province in regard to this matter of bursaries is bound to exercise a great influence for good upon the schools. There is no better use to which money can be put than to bring the means of education within the reach of a promising boy or girl; and no district that prides itself on being progressive can afford to remain outside the new bursary scheme.

BIOSCOPES IN SCHOOLS.—During the current year some forty schools under the Department have provided themselves either with pathoscopes or with some other form of portable cinematograph, and the value of this aid to more formal teaching has been abundantly demonstrated. The funds for the purchase of the machine have in most cases been raised by the school principals, though here and there a school has benefited by the generosity of a private donor, as for example at Uitenhage, where the Dolley School was presented with a pathoscope by Mr. W. Burch, the local M.L.A. It has been found that the pupils and their parents willingly pay a small fee for admission to pathoscope exhibitions given outside school hours; and the money thus realised is generally expended on new library books or on additional school equipment. The Department learns with satisfaction of the enterprise shown in this connection by many teachers; it is highly desirable that the public school should focus the educational activities of the district which it serves, and any agency which unites the pupils, the parents and the teachers in a common activity is to be cordially welcomed.

SCHOOL LIBRARIES.—Teachers are realising more and more the necessity for inculcating a love of reading in their pupils, and it is now not uncommon to find every class in a school, including the sub-standards, with its own class library, constantly made use of by the children and increased from time to time by the proceeds of sales and entertainments. Good books are dear and short-lived, but a school without a library is almost a contradiction in terms. Valuable gifts are occasionally made to school libraries by private donors, and at least one municipality, that of Hermanus, gives a grant towards the upkeep of the library of the local school. This is a worthy example that might with advantage be followed by other municipalities.

MUSIC IN SCHOOLS.—It is increasingly realised that music in schools should mean far more than the weekly lessons in class-singing, however desirable these may be. For this reason the Department is deeply indebted to Mr. Theo. Wendt, director of the Cape Town City Orchestra, and to the Cape Town City Council, for the monthly orchestral concerts given to school children in the Cape Peninsula during the winter months of the year under review. Not the least valuable result of this experiment has been the formation at several schools of classes in musical appreciation, conducted either by outside lecturers or by members of the school staff. Thanks are due to the principal of the Cape Town college of music for his valuable help and advice and for the loan of gramophone records. It is hoped that in other districts than the Peninsula persevering efforts will be made to cultivate a taste for music, instrumental, vocal and orchestral, and to train as appreciative listeners the many who cannot themselves hope to attain distinction as performers.

THRIFT AND SAVINGS CLUBS.—At a time when the economic pressure resulting from the high cost of living is being felt in a greater or less degree by all classes of the community, any scheme for inculcating thrifty habits among school children is specially deserving of hearty support. For many years Penny Banks have been run in a number of schools with encouraging results, and now teachers are given an opportunity by the General Post Office of establishing school savings clubs at their schools in connection with the Union Loan. Both schemes have much to recommend them. In the Penny Bank the rate of interest is smaller, but the amount accepted for deposit may be as low as one

penny; in the savings club sixpence is the smallest amount accepted for deposit, but the rate of interest is higher, and the child, by holding a union loan certificate, is brought directly to appreciate the fact that he is a member of the body politic and a shareholder in the State. The Department learns with satisfaction that many savings clubs have already been formed in the schools and that in some centres, through the generosity of local firms and individuals, special inducements have been offered to the clubs achieving the best results within a given period.

CHAPTER XII.

GENERAL CONCLUSION.

The year 1920 proved a notable one in several respects. It was ushered in with strong expressions of dissatisfaction on the part of the general body of teachers who were clamouring for improved conditions of service. The Salaries Commission which met in January fortunately was able to evolve a scale of salaries which gained general approval, and which was given effect to by the Administration. The assurance was given by the representatives of the teachers on the Commission that the scale would be accepted by teachers as a fair settlement of their claims, and that, relieved of the strain of making ends meet financially, the teachers would turn their attention to a more attractive field, namely, the furthering of the cause of education by improving the methods of teaching. I am glad to be able to report that this assurance was confirmed to the letter, and that activity in educational research and discussion of educational problems became the rule at gatherings of teachers. The relations between the teachers and the Department throughout the period under review were, as the result of a better mutual understanding, more cordial than ever before.

July 1st, 1920, will be a landmark in the history of education in the Cape Province. On that date free primary education was introduced in all schools of the Province, both European and non-European, except in the case of some nineteen schools where for various reasons the system of paying fees was continued. Simultaneously with the abolition of fees, the provision of free books and stationery was likewise agreed to. These measures mark a most important step in the educational development of the Province.

From the 1st July, 1920, the Administration became responsible for the entire salaries of teachers in mission schools. With reference to this measure, one of the circuit inspectors states: "This will vastly improve the financial position of the teachers, as they will in future no longer be dependent for part of their salary upon a local contribution, seldom, if ever, paid in full."

I desire to call attention to two striking facts of enrolment. First, although, as a result of the Department's policy of centralisation, there were 149 fewer schools for Europeans than in 1919, yet there were 4,496 more pupils on the roll. Second, the increased enrolment in the secondary standards, that is, standards VII. to X., totalled 2,300 as compared with 1919. From these figures two deductions may be made—the one, that the efforts to bring pupils to school, who, without the provision of indigent boarding houses and conveyance grants, would otherwise not attend, were very successful, and the other, that pupils were retained longer at school.

In conclusion, I desire to thank the members of my staff, both at the head office and in the field, for the loyal support and able assistance which they so willingly rendered.

B. REPORTS OF INSPECTORS AND DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES

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

The need for some measure of devolution, referred to in my report for 1919, continues, and indeed becomes more urgent with the further increase in the number of training schools.

I. European Training Colleges and Schools.

In addition to the regular training colleges and schools the centres of training at Worcester and Queenstown were examined by me during the year; at the latter centre excellent work had been done. The time is approaching when the training of teachers will be concentrated entirely in training schools, a consummation towards which the Department has worked steadily over a period of years. In 1920 there were (excluding the first year pupil-teachers) 1,653 students in training in schools of the Province. This number gives some idea of the probable future enrolment in the training colleges and schools, though the insistence on a two-year course of secondary education before entrance even on the lower certificate course may lead to some reduction of numbers. An increase in the proportion of candidates for the primary teachers' higher certificate is very desirable; in 1920 there were only 56 of these in the final year of training, as against 748 students taking the final year for the lower certificate. The percentage of male students shows a further decline, from 10.5 per cent. in 1919 to 8.3 per cent. in 1920; ten years ago the percentage was about 20.

Curricula.—An important step has been the revising the general courses of training for primary school teachers. (*cf. Education Gazette*, May 13th, 1920). In the new draft courses the non-professional element has been materially cut down, it being assumed that the students will receive an adequate preparatory education in the secondary school. Points worthy of note in the new courses are: the provision made for the medical inspection of all students, the increased stress laid on hygiene and physical culture, the inclusion of literary history in the higher as well as the lower course of training, and—most important of all—the increased share given to the training school authorities in the system of examination, not in practical subjects only (which has been the case for some time) but also in subjects which are tested by written examination. It may here be recalled that, in future, students who have passed the lower certificate examination in the first grade may proceed to a further two-year course for the higher certificate; provided that the second of these two years is devoted to a special course (*e.g.* that for the infant school or the physical culture teachers' certificate). Such teachers will have had four years of training, and may well prove to be professionally the best equipped in the country whether for the work of the primary schools or for a vital part of the work in training schools.

Staffing.—The proper staffing of the training schools is a matter which causes me increasing concern. Hitherto the fully trained overseas teacher and the "second class" teacher from our best training colleges (especially if she has had some previous experience of "pupil-teacher" training in a good secondary school) have been the mainstay of the training schools. Both of these types are becoming rarer; and it must be stated that not a few teachers have recently entered the service of the training schools, who, while possessed of good academic credentials, have no adequate grasp of the details of primary school methods. At this stage I can only urge strongly that—in the interests of professional efficiency—no permanent appointment to a training school, whether European or non-European, should be sanctioned unless the applicant possesses a reliable professional qualification and has successful experience of teaching, preferably in the sphere of teachers' training. The services of specialist teachers are in my opinion very desirable in such subjects as physical culture, music and drawing.

Buildings.—Good training school buildings and students' hostels are being provided. Practising schools are at present a difficulty in certain centres—notably at Uitenhage, Graaff-Reinet and Wellington. A practising or demonstration school has always been regarded as an indispensable adjunct of a training school, its main function being to provide classes for the numerous demonstration and criticism lessons which have to be given. I consider that there should be a special scale of salaries for practising schools, so that the services of the best and most skilful primary school teachers may be secured. Further, in view of South African conditions, one room in every practising school should be arranged as a model one-teacher school, the organisation of which could be carefully studied by the students.

General Progress.—Every effort is being made to secure effective bilingual training. Language work is settling down to the two central forms—for the purposes of the primary school—of English and Afrikaans, though the study of Nederlands literature is being as far as possible maintained. It is pleasant to record the efforts which are being made at various centres—by means of lectures, concerts, etc.—to widen the students' interests and raise their standard of taste and appreciation. A like purpose is served by the organised courses of private reading; but more liberal support in the formation of libraries is necessary.

II. Non-European Training Schools.

There are nineteen training schools for non-European students, including the recently established schools at Hankey and Tigerkloof. The number of students in the training schools in 1920 was 2,121; in other schools there were 306 students. The question may arise soon of establishing fresh training schools in the native territories, especially in the eastern areas. Attention has several times been drawn to the fact that certain of the existing native institutions are overcrowded. As soon as the primary school course for natives has been finally determined, no time should be lost in revising the general course of training for native teachers and in establishing such additional courses as are now seen to be necessary.

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

For the year under review my work of inspection was seriously interrupted during the first six months; the latter half of the year was spent in leave of absence in England, and during my stay there I was given several opportunities of seeing something of the work in secondary schools, and of hearing in discussions and conversations something of the prevailing views as regards aims and methods in secondary education. The following are some brief notes of my observations.

The main aim in secondary education of all types is now generally recognised to be the humanising of the pupils—a different attitude from that common thirty years ago, when government grants towards secondary education were limited solely to the fostering of science and art at the expense of all the other subjects.

The paramount importance of health is recognised in a more practical manner than formerly. This is one of the lessons learned in the war. The scholars in secondary schools of all classes are now given more opportunities for organised games, and at intervals during the school day they vacate their classrooms for a short 'romp' in the playground.

The secondary school curricula have been made more comprehensive and less academic in character. The new schemes contemplate a great increase in the number of pupils proceeding to secondary courses. Things are, however, in a transition stage. Many of the changes and improvements are still in the air, and owing to financial stringency will not be realised for a considerable time to come.

The admitted congestion of subjects in the earlier years of the secondary courses is being reduced, not so much by the complete omission of subjects as by cutting down the amounts demanded in the several subjects.

In the study of English more attention is being given in the best schools to oral work both in composition and in the discussion of literature. Debating and literary societies are made a more integral part of the school routine. Greater care is also taken that the books selected for study are appropriate to the pupils' age and advancement.

In the mathematical courses more regard is paid to psychological considerations than was permissible in the more purely logical order of former days. Formal definitions and formal proofs play a minor part. For non-mathematical students simpler courses are drawn up, omitting a good deal of the less essential topics.

In science teaching there is something of a reaction against the large amount of laboratory work devoted to weighing and measuring. The limitations of the heuristic method have been realised.

History and geography are getting more time and more intelligent treatment. The war has helped the positions of these subjects.

The disadvantages of the prevailing examination system as a means of testing the work of the teacher and the ability and attainments of the pupil are being realised. The assistance of the "psychological expert" has been called with apparently some success but has not yet won anything like general confidence.

INSPECTOR: DR. B. J. HAARHOFF, B.A., Ph.D.
RELIEVING INSPECTOR AND INSPECTOR OF DUTCH.

During the past year I had the privilege of visiting, for a considerable length of time, two important circuits in this Province, and also to examine the practical work in Dutch in a number of training colleges.

Primary Schools.—In the primary schools which I visited I found that the teachers had not taken sufficient trouble to work according to the new syllabus. For this there are two reasons: (a) many of them have not even become acquainted with the syllabus and (b) it is not possible for them to do efficient work up to standard VI. and at the same time do justice to the conversation exercises in the lower standards in both languages.

One seldom finds the same teacher at a school during two successive visits; it is not an uncommon occurrence to hear that there had been two or more different teachers since the last inspection. In a number of primary schools in the Dutch areas which I visited, the second language is much neglected; it is only read but never used as a medium.

Coloured Schools.—There are a large number of big coloured schools in the parts I visited. On the whole the work is very poor for the following reasons: (1) the schools are more than overcrowded, (2) they are also entirely understaffed, (3) the pupils in almost every school begin their school life by reading the language they do not speak. In spite of these general defects, I am pleased to say that a few of these schools did excellent work.

Training Centres.—In the training centres both the staff and the students showed enthusiasm. The reading and recitations, in most cases, were satisfactory, and were selected from Dutch and Afrikaans literature. In the class-teaching the language used was often lacking in refinement. In almost every centre the senior students devoted some time to Dutch literature. In both the English and Dutch centres there are students who neglect to practise speaking the second language. In a few training colleges this matter causes much worry to the staff, but it becomes a serious matter when, as some teachers state, the students wilfully neglect the second language, thinking that they can manage without it.

INSPECTOR: MR. S. BOERSMA.
LANGUAGE INSPECTOR.

During the major portion of the year 1920, I was employed as acting inspector of schools in the circuit comprising Namaqualand and Van Rhijnsdorp. The time was only sufficient to enable me to note the prevailing conditions in this extensive circuit, which in many respects still lags behind more privileged circuits. What strikes one at once is the fact that, according to the latest statistics, there are only 1,451 white pupils in school as against 735 coloured, and that of the 73 schools for white pupils no fewer than fourteen are private farm schools. It appears to me that the following problems deserve speedy and earnest attention:—

I. What facilities for education can be provided for children who do not as yet attend any school. I consider that first of all it will be necessary to find out their number by some means or other.

II. What will be the best way to centralise education and to diminish the number of private farm schools. The unsatisfactory nature of the instruction given in these schools, in most cases by uncertificated and unqualified teachers, requires no further elucidation. When the establishment of new schools is considered, more attention should be paid than heretofore not only to the requirements of the place where it is proposed to establish a school but also to the present and future requirements of all the places in the vicinity.

III. How can the urgent want of suitable buildings for school purposes and boarding establishments be supplied. It is gratifying to note that arrangements are being made to erect a number of new buildings and to enlarge some of the existing buildings during 1921; but much remains to be done. In connection with the erection of buildings the almost insurmountable difficulties caused by long distances from the nearest railway station or the nearest seaport and the heavy costs of transport are also felt. It is well worth while trying to create a healthy competition amongst the owners of rented buildings to make these buildings as suitable as possible; at many places they leave much to be desired as far as suitability and sanitary conditions are concerned.

IV. The evil of giving vacations during ploughing and harvesting seasons, that has such a bad influence on the regular order of things, ought also to be combated in earnest.

V. It is feared that the continuous change of teachers will never altogether come to an end. But the question should be considered whether it is not possible to make the work in remote places more attractive by improved lodgings and by other means. High commendation is due to those who faithfully stick to their posts notwithstanding all sorts of hardships and inconveniences.

The above-mentioned problems have of course received attention ere now and it is gratefully acknowledged that some efforts have been made to find a solution of them. But they deserve renewed and earnest consideration, and they should be approached in accordance with a previously drawn up scheme which should be adhered to as far as circumstances permit.

It is very pleasing to be able to add, as a sign of progress, that from the 1st of January, 1921, Namaqualand will have its first secondary school—that at Springbok. With gratitude the fact is recorded that permission has been given to this school to extend the course of instruction given by it to the final standard of the secondary school course, viz., standard X.

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

During the greater part of the year I was engaged in relieving inspectors who were on leave of absence. In the training centres visited in the eastern portion of the Province, it was a matter of great satisfaction to find how carefully and with what enthusiasm the suggestions made last year had been carried out. Improvements in several directions were consequently apparent.

Afrikaans.—Nederlands is being gradually replaced by Afrikaans, and already it has become evident that not only are the English-speaking students able to express themselves more freely than was the case a year ago, but the lessons given through the Dutch medium were made more effective in consequence. More especially during the transition stage a constant watch will have to be set against the intrusion of Nederlands inflections and Anglicisms and against inconsistencies in Afrikaans.

During the year 147 schools were inspected and 47 informal visits paid.

INSPECTORS' CIRCUIT REPORTS—EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

CIRCUIT: CALITZDORP, OUDTSHOORN, PRINCE ALBERT.

During the year under review it has been possible to inspect all but six schools in the area. The number of informal visits was 41, and it is regretted that in this respect not more could be done. It is highly desirable that all schools should be informally visited at least once a year. In existing circumstances, however, this is out of question.

Classification of Pupils.—The standard of education may be gauged from the following details showing percentage of pupils in sub-standards and standards after inspection:

EUROPEAN SCHOOLS.

	Sub-std. A.	Sub-std. B.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
Calitzdorp	20	12	12	13	15	10	7.3	5.8	1.2	1.4	.3	.1
Oudtshoorn	15	11	12	12.3	14.1	11.2	7.2	7	3.8	2.4	1.1	.7
Prince Albert	16	19.7	12.3	14	17.4	7.8	7.8	5.7	3.1	1.4	.8	1

(Pupil-teachers and pupils "unclassified" are not included in the above details).

NON-EUROPEAN SCHOOLS.

	Sub-std. A.	Sub-std. B.	I.	II.	III.	IV.	V.	VI.
Calitzdorp	48.6	12.8	12.8	17.6	5.1	0	2.5	0
Oudtshoorn	54.3	11.4	14.3	6.7	6.6	3.9	1.3	.7
Prince Albert	44.3	11.4	14.7	17.4	7.6	4	.06	0

Subjects of Instruction.—In many schools visited by me for the first time no attempt had been made to introduce the new primary school course. It may, however, be stated that the new course is now fully observed in all schools. The new primary course, wherever it was found in operation, presented, as might have been expected, certain difficulties; but with the guidance given, and a year's experience, many of the difficulties should disappear. The practice of reading only half a reading book is making room for an improved scheme. The necessity for systematic conversational lessons must still be insisted upon. History and geography are generally weak subjects. It is, however, gratifying to be able to report that in several schools excellent schemes for the teaching of these subjects are in operation, particularly in the lowest stages. It, naturally, all depends on how the teachers handle these subjects. In standards IV., V. and VI. much uncertainty and gross ignorance of main facts are often noticeable. In regard to South African history, which is generally better known than general history, the warning must be given to check the tendency to be one-sided, or to confine one's attention to one particular period. Composition leaves much room for improvement, especially in the country schools. In the secondary schools this subject shows a marked improvement. Increased attention is being paid to penmanship and in not a few schools the quality of writing shows a great improvement.

It is very desirable that increased provision for manual training should be made. This useful subject is at present taught in the secondary schools only. Domestic science now forms part of the curriculum in the girls' high school at Oudtshoorn.

Changes of Teachers.—There can be no doubt that the constant, and what would sometimes appear to be unnecessary, changes of teachers have a disastrous effect on the progress of the children. Even in some secondary schools continuity of work suffers from the same cause.

Indigent Children.—A contributory cause to much of the backwardness of many children is poverty, and here one is confronted with a great and serious problem. I have again and again seen children sadly undernourished and insufficiently clad. In the condition in which they often present themselves to me, intellectual progress is either out of the question or is very slow. Thanks to the liberal financial support from the Administration, the indigent boarding-houses assist in ameliorating the unfortunate condition of many a child, but it is only too apparent that little more than the fringe is touched. In the town of Oudtshoorn a Child Welfare Society has been called into existence, and provision is now made for a daily midday meal. The matter of providing clothing to those needing it most has for some time past received sympathetic attention. At Calitzdorp nourishing soup is served to the poorest of the poor. These and other individual efforts are cheering, but what of the large number of unfortunate children in country schools?

Attendance.—Irregularity of attendance, and indifference on the part of parents constitute additional causes for much of the backwardness. The minimum attendance regulations have on several occasions been applied, and I am strongly of opinion that the minimum of two-thirds of the number of attendances should be raised to three-fourths.

Afrikaans.—Nederlands is gradually being superseded by Afrikaans; it would, however, appear that the movement would be better served if the introduction of Afrikaans were more gradual. The sudden and complete change from one form of the language to the other, where this has been the case, has resulted in confusing the pupils. This opinion is shared by many teachers.

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

CIRCUIT: BARKLY EAST, ELLIOT, MACLEAR, XALANGA.

Buildings and Surroundings.—During the year additional class-rooms have been added to Maclear secondary and Cala and Embokotwa primary schools, and work on a new building for Tungela primary school has been commenced, and should be completed before the schools re-open in 1921. Provision has been made in the estimates for the cost of erecting an annexe to Elliot secondary school and new buildings for Rhodes secondary and Ugie primary schools, and suitable plans have been prepared. It is hoped that, ere the winter sets in again, all the primary schools in Barkly East will have been supplied with some form of heating apparatus.

[C.P. 2-'21.]

In many parts of the circuit the interest taken locally in the comfort of the teachers and pupils might well be greater. As an instance of what is left undone in this connection the case of a large primary school may be mentioned. Here in the rainy months of the year, the streets in the immediate neighbourhood of the school form part of a marsh which it is impossible for any one going to school to avoid, and which the local authorities do not attempt to drain.

Indigent Boarding-houses.—At Ugie, Maclear and Elliot the Dutch Reformed Church boarding-houses for indigent children are proving an immense boon; they not only provide for poor children whose homes are far from any school, but have made it possible to close schools for which efficient teachers could never be found owing to the difficulties in connection with boarding, and to give the children who were formerly pupils of these schools a sound education. I am, however, strongly of opinion that the circumstances of applicants for the admission of children to these institutions should be far more thoroughly inquired into than sometimes appears to have been done. In the last quarter of the year there were altogether 233 children in these institutions.

In a district in which there is an indigent boarding-house a diminution in the number of small private farm and primary schools is to be expected, and need cause no anxiety, unless the total enrolment for the district shows a decline. Where, however, as in Barkly East, there is no indigent boarding-house, and the number of schools is considerably less than it was five or six years ago, it is highly probable that there are many children who are not under instruction, and it is the duty of the school board to ascertain exactly what the position is, and to take measures to ensure that every normal, healthy European child in the district is being educated.

Afrikaans.—So far very few school committees have declared for Afrikaans as a subject of instruction in place of Nederlands, but among the few are those of two of the largest schools in the circuit. A much more general desire for the change may be expected to manifest itself before long.

Free Education. The introduction of free education has been the great event of the year in the coloured schools, where formerly, if the fees were not paid, the teachers had to bear the loss of part of their very meagre salaries. As the coloured parents have been in a poverty-stricken state for some years owing to the high prices and long-continued drought, they experience with the teachers the very real relief afforded by the ordinance.

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

CIRCUIT: ALBANY, ALEXANDRIA, BATHURST.

The supply of schools in this area has fallen from 101 in December, 1919, to 96 in December last. This is partly due to the extension of boarding facilities for the indigent. There are now indigent boarding-houses at Grahamstown, Alexandria, Riebeck East (D.R.C.), Kareiga (Baptist) and Southwell (Eng. Ch.), and the first two have had to secure additional accommodation. An attempt to centralise in the north of Albany by establishing a boarding-school at Beaumont fell through owing to local opposition. Rockcliffe, a country boarding-school with a long and honourable history, had to be closed, owing to the lack of a successor to the last principal, the fact that the number of day scholars did not justify a day school, and the state of the buildings, which were reported by the Government engineer to be too far gone to be worth repairing.

Another factor contributing to the decrease of schools has been the drought, the worst known in these parts by the oldest residents. Farmers who depend on agriculture have had no crops, and therefore no income, for two years or more, and stock farmers have lost heavily in cattle and been unable to sell what remained, owing to poverty.

On the other hand the number of pupils has risen from 4,591 to 4,819. The most noteworthy growth has been in the case of the Grahamstown boys' high school, the girls' secondary, Alexandria secondary, and Grahamstown elementary schools. The development in the first two is the more satisfactory because it has been mostly in the upper classes. The girls' school is to receive a further accession by the transference of a considerable standard VII class from St. Peter's, which becomes now a purely primary school, and by the beginning of a class for standard VIII. For the time being, this school is to confine its secondary work to the domestic science course, and the girls taking the academic or the commercial side go to the boys' high school after passing std. VI. It is hoped, however, that before very long the school will be self-contained, and develop into a girls' high school.

The primary school course is now generally followed, its success in each school varying according to the intelligence and enthusiasm of the teacher. Some teachers have complained of the delay in securing the necessary supply of books, or of the limitation of their requisitions for reason of economy. The required change in the teaching of arithmetic, in the direction of cultivating more intelligence and greater power of applying arithmetical processes to new problems, comes slowly, and there have been some bad break-downs on this side of the work. Much of the teaching of geography and history has been thoughtfully done, but often it has not been driven home, and the result has been a vague acquaintance with the ground covered. In other cases there was evidence that teachers were shirking the necessary preparation.

The secondary schools in Grahamstown (two) and at Alexandria, Alicedale, Port Alfred and Riebeck East all made a beginning with the new course during the year. The Grahamstown schools provide for the academic, the commercial and the domestic science courses; the others tend to favour the academic, with Latin for the sixth subject. Science offers some difficulty, since most teachers who can teach the biological section cannot take the physical, and *vice versa*.

Class Inspection.—Class inspection has been somewhat extended during the year, but I think it will be found desirable not to extend it much more, in view of the unceasing change of teachers. Individual inspection, conducted with due regard to the principal's opinion and the pupil's record, proves of valuable assistance to young teachers, and even teachers of experience have welcomed external assistance in gauging the attainments of their pupils.

Afrikaans.—Towards the end of the year the managers of the schools under the Grahamstown school board passed the necessary resolutions for the introduction of Afrikaans instead of Nederlands in the primary course. The schools under the Sisters of St. Peter's Home are also to make the change.

Fee-paying School.—In agreement with the wishes of two-thirds of the parents who voted, the school board of Grahamstown recommended that the primary departments of the secondary schools should continue to be fee-paying, and this was sanctioned by the Department.

School Buildings.—It has not been possible during the year to provide any of the classroom or boarding accommodation urgently required for the boys' high school, or for the new boarding-house for the girls' secondary school. The latter now requires two more classrooms and an additional music room. The Grahamstown School of Art, also, is waiting for funds for a proper building suited to its needs. The building of two new classrooms for Alexandria secondary school was begun during the year, but lack of water threw the work back; at the end of the year two sections of the school and the woodwork classes were being held in separate buildings away from the school, a most undesirable arrangement. Sandflats primary school is in a similar plight for lack of accommodation. The Realty Trust has provided a good site for school purposes in the new township of Langholm, and on this a temporary building has been put up, but funds will soon be required for a good building, of at least two rooms, before long.

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

CIRCUIT: KING WILLIAM'S TOWN.

A. European Schools

Plans for a central high school and a training school block have been approved of; unfortunately, the Grey Hospital will not be available as a training school hostel for some time to come, and boarders are being accommodated in four private houses. In the near future it will be necessary to erect a seniors boys' boarding department, the Dale College premises being kept for juniors. During the year more than 70 applications for boarding room at Dale College had to be declined. At Berlin, a principal's house has been bought; a teachers' house is badly needed at Keiskama Hoek, and additional teachers' quarters and a fifth classroom at Frankfort. If secondary classes are formed at Berlin and Keiskama Hoek, further accommodation will be needed at both places.

Afrikaans.—The town committees and several country ones have agreed to replace Nederlands by Afrikaans, hoping that English children may so be enabled to become bilingual, which in the past has not been the case. Certain subjects of the syllabus might profitably be taken in Afrikaans, and teachers of language should both in and out of school speak Afrikaans only. One trusts that really interesting books will be produced to oust some of the profoundly dull publications that have been rushed on to a paying market.

Curriculum.—The new primary curriculum is proving a success. Teachers must be careful not to overdose their young patients with geography, history and nature study notes. One is inclined to fear that too much class lecturing is done—few grown-ups can listen to an hour's sermon without a yawn. Pupils should be allowed to read silently, and to consult works of reference in the school library. An arithmetic textbook covering the whole primary school course, instead of the standard manuals with their host of puzzling examples, would be a boon, and force teachers to adapt methods to pupils' needs. Composition is improving; occasional attempts at writing verse might be encouraged.

B. Native Schools.

As parents no longer pay fees, they should be expected to improve unsatisfactory buildings. Teachers must see that schoolrooms are kept clean and well ventilated, and should execute minor repairs themselves.

Free education was introduced just in time to save many schools from extinction. The year 1920 was a worse year even than 1919, for the drought persisted, and prices remained impossibly high. Now teachers know that salaries will be paid in full; but the present scales must, in bare justice, be considerably raised to keep the wolf from the door. In addition to their money grants, principals should receive a free house and land. Changes are still far too frequent; teachers who stick to their post are happier and more successful than those who are always on the move.

All native pupils offer Kafir, a subject which was formerly neglected; the medium of instruction in the junior classes has always been the vernacular. Much more progress would be possible in English if teachers gave regular lessons in simple conversation. The tendency to let the sub-standards idle away their time is still common, though in some schools these classes are extremely well taught. Standard VI. schools should have fenced gardens for practical work under the general direction of native demonstrators, who could live at suitable centres. Grass weaving and clay work should be practised in all schools.

In conclusion I tender very warm thanks to European and native teachers and friends for their unflinching kindness and hospitality to me during the fourteen years of my work in the circuit.

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

CIRCUIT: CAPE DIVISION (No. 1).

European Schools.—With the passing of the Normal College boys' and girls' schools as centres of secondary education, the two principals, M. J. Smith, M.A., and Miss M. Calderwood, have retired on pension. Mr. Smith's connection with the school as sub-rector and principal extended over an unbroken period of 40½ years. His was truly a life spent in the service of education, and it is very doubtful whether the school ever achieved better results than in this the last year of Mr. Smith's tenure of office. Miss Calderwood served the Normal College girls' school as assistant and principal for 38½ years. The high efficiency and excellent tone of the school to the very end are a striking testimony to her splendid personal influence and great ability as a teacher. The good wishes of the Department go with both in their period of retirement.

Two new buildings have been opened during the year; Sydney Street primary school is now comfortably housed in a large building which should be sufficient to meet the requirements for many years to come. Its only drawback is that the playground space is rather restricted. The Docks District coloured school is now accommodated in a handsome and roomy building; the school was taxed to its fullest capacity from the opening day.

The threatened closing of the Normal College schools hung like a cloud over the circuit during 1920. The board did not actually acquire the buildings until November, before which date a plan of reorganisation of all the neighbouring schools had been worked out to accommodate the 700 primary and secondary pupils concerned. A careful survey of all the surrounding schools showed that, by using up practically all the reserves of accommodation, the displaced pupils could be provided for. This implied a delimitation of the areas to be served by each school and the data for this delimitation were actually obtained. This final step became unnecessary when the Normal College actually passed into the hands of the board, but the reorganisation decided on was carried through. The most important changes are:—

- (1) The establishment of a new secondary school to be housed in 7 rooms of the West Cliff primary school. All the standard VII. classes of the old intermediate schools will now be removed to this new institution.
- (2) The Normal College schools will be retained for primary pupils only, and the pupils of the Orange Grove primary school will be transferred there.
- (3) The primary department of the Good Hope Seminary high school will be accommodated in the Orange Grove school.
- (4) The Camp Street school vacated by the Good Hope Seminary will be used as a school with Dutch as the prevailing medium.

Two very pressing needs will thus be met, viz., the provision of adequate accommodation for the Good Hope Seminary and the complete separation between primary and secondary education.

The South African College high school will, at the end of 1920, shed its standard VI. class, and will thus become the first real high school in the Cape Province.

Coloured Schools.—The coloured schools in my circuit are still very crowded with pupils in the classes below standard IV. The average age of the pupils in the different standards has fallen considerably during the year owing to the more rapid progress of the pupils through the sub-standards, but there is need for some centralisation of the pupils in the higher standards, if their education is to be efficient.

[C.P. 2—'21.]

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

CIRCUIT: BEDFORD, CRADOCK, SOMERSET EAST.

In April of the year under review Alexandria was withdrawn from my circuit and Bedford substituted. With only two exceptions, all the schools in the present circuit have been visited and inspected. It may be stated that the general efficiency of the work done during the year in all classes of schools is satisfactory.

Buildings and Equipment.—The chief additions to existing buildings have been as follows: one classroom to the Somerset East primary and the remaining half of the hostel to the Cradock training school. The boarding-houses of the larger schools are however full to overflowing, and for some time back those attached to the Somerset East boys' high and the Bedford (Templeton) secondary schools have been very inadequate. In the case of the latter, the grant promised some years ago has now been made available, and the new hostel will be started during the ensuing year. The equipment of most of the schools is on the whole satisfactory, but in some few cases additions and changes in such requisites as desks, cupboards, blackboards, wall maps, etc., are urgently needed. In the mission schools there is great inadequacy in most of the above requisites. In respect of the rural parts of the circuit, the remarks of last year's report may be repeated. Central schools have been built, however, in the Cradock district at Baroda and Mortimer, and also at Kaalplaats, where a teacher's residence and a large boarding establishment have been provided. Plans for the improvement of the central schools in Somerset East district at Klipfontein and Rietvlei have been prepared, and also for the erection of a new central school at Longhope.

Staffing.—The larger schools of the circuit are fully and well staffed, and the same may be said of most of the primary schools in rural areas. The demand for the best available teachers is keen, and it is practically only in the farm schools and in a few of the more remote primary schools that this demand is not satisfied. This is accounted for, partly, by the scarcity of certificated teachers, and partly, by the fact that qualified teachers are unwilling to accept posts where the salary increments as well as the amenities of life are absent. The frequent changing of teachers is certainly unsatisfactory. Time and centralisation may, perhaps, improve these conditions.

Curricula.—The chief feature of the past year has been the introduction of the new primary and new secondary school courses. In only two schools, at the end of the current year, was the work found still being conducted on the lines of the old primary course. It may be too soon to speak of the success (or otherwise) of these new courses, but there is no doubt about the interest shown by teachers and pupils alike at their inception. The re-arrangement of the work comprised under the seven old standards into the six new standards, and the pleasing changes in the treatment of such subjects as geography, history, grammar and composition, and nature study have called forth powers of organisation and individuality which previously, perhaps, had not much scope. Even in the one-teacher schools, with their multiplicity of classes, the relief from cramming is seen, and much successful work in methods of instruction, in selection of topics, and in combination of classes has been done. With the advent of some few necessary text-books for guides and reference, the work of the teacher may be less superficial and the confidence thus gained prove more effective. With regard to the individual subjects of the curriculum in this transitional stage, it is possible to say that too much time is given to certain subjects such as arithmetic, and too little to others, such as history, geography, nature study, and even composition. The old atmosphere still clings, but one does not doubt the adaptability of the teachers. In the case of languages, I have throughout suggested the introduction of Afrikaans instead of Nederlands, deeming that this would be of mutual benefit for both first and second language purposes, as the form in reading and composition would then be identical with that of speech in both languages.

General.—The attendance is improving. With attendance officers, indigent boarding-houses, and grants for conveyance, it may be said there are few, if any, children now beyond reach of a school.

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

CIRCUIT: EAST LONDON, KOMGHA, STUTTERHEIM.

During the first half of the year I had charge of the circuit Steytlerville, Jansenville and Willowmore, but since July 1st my work has lain in the circuit comprising East London, Komgha and Stutterheim.

Primary School Course.—The most interesting feature of the annual inspections was observing the result of the first year's working of the new primary school course.

In the majority of small country schools, where the teacher had to carry on her work unaided by intercourse with other teachers, or by current literature, few changes were made in the curriculum.

Though the habit, common among youthful and inexperienced teachers, of ignoring directions printed in the *Education Gazette* until they are brought to their notice by the inspector, is blameworthy, still some sympathy is due to a teacher who has six or eight classes of mentally inert pupils under her charge, and one may feel confident that she will try the new way after it has been explained to her.

The arithmetical tests of the new course have revealed many weaknesses, which must be due to the teaching being of too mechanical a nature, as quite sufficient, if not too much time, is usually devoted to the subject. The new history course has been taken up with considerable enthusiasm, though with many pathetic demands for text-books out of which lessons can be set for home preparation. The syllabus in geography has brought to light the fact that many teachers do not know the geography of South Africa beyond the limits of the Cape Province. There is still very much to be done in this subject, as well as in history, by the teachers in the way of private reading to increase their own knowledge.

The elimination of standard VII has been resented in some quarters, as depriving children whose parents say that they cannot afford to send them away to a high school, of a portion of their education. It is always pointed out to them that the additional standard in a small school deprives the other children of a portion of the teacher's attention which is due to them.

In the larger schools the new course has been adopted with zeal and enthusiasm, and good effects are already noticeable in several subjects. This is most marked perhaps in the case of composition; but it will take several years before the full effect of the new syllabus is seen, as it is rather a hard struggle to fit in the full course in standards V. and VI. in the case of pupils who have been grounded in the old course only.

Individual Inspection.—I have had no experience, as yet, of schools which have been exempted from individual inspection, nor have I found the teachers in town schools particularly anxious for the change; still, in well-staffed schools the decision as to promotions has been left almost entirely to principals.

Buildings.—Several building schemes have been completed during the year, the most important of which is the De Waal primary school in East London, for which a beautiful building has been erected. The Beach primary, Clifton primary, West Bank primary, and Cambridge high school, have had two or three classrooms respectively added to their buildings, and in every case the new rooms have been nearly filled at once. The new joint high school buildings in East London will supply a very decided want when they are completed. The existing high school buildings are now filled to their utmost capacity. The new buildings ought to be ready in two years from now, as tenders are being invited at the present time.

The Komgha school board has taken the unnecessarily strong step of resigning in a body because of an alleged insufficient grant towards the building of additional classrooms for the secondary school in the village. The administration of school matters is being carried on in the meantime by the secretary, as it was found impossible to nominate sufficient members to form another board.

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

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

With so many changes taking place, the past year has been an interesting one. Much is being done in the secondary schools towards teaching on the lines laid down in the new syllabus, and teachers seem to feel that there are happier days ahead. Some, however, are not taking very kindly to keeping the necessary records of work done. Articles published from time to time in the *Education Gazette* and in the organs of the two teachers' associations have been most helpful, and all look forward to seeing these articles embodied in a book of suggestions. The prevailing tendency still is to do too much to grammar and spelling and too little to history, geography and reading. It is the proposed secondary school course that is giving the most trouble, as few schools have either teachers or equipment for any course other than the literary course. One school is taking the agricultural course for boys and has obtained permission to follow a modified domestic science course for girls.

Teachers.—The supply of certificated teachers is still quite insufficient. Of the 45 farm school teachers only ten are certificated, and of the 40 in the primary schools, only 22. The number of teachers who cannot speak even passable English is distressingly large.

Indigent Boarding-houses.—The establishment of indigent boarding-houses is decreasing the number of country schools. There are now 340 indigent boarders in the circuit, involving an expenditure of about £720 p.a., and within the next two years the number will be more than doubled. There is need for stricter supervision of these boarding-houses. Some are overcrowded; others are not sufficiently clean; at others, the children are said to receive insufficient nourishment. An urgent need is the establishment of single-teacher industrial schools, as contemplated by Ordinance No. 5 of 1919. Numbers of the indigent boarders are already having to leave school owing to their having reached the compulsory age limit or having passed standard VI., and there is nowhere for them to go. During the last six months there is a sadly marked increase in the number of children who are poorly clad and underfed.

Compulsory Attendance.—Very little has been done by boards towards enforcing compulsory school attendance. They have given notice to a few rich people to put their children to school, and have helped the church to get hold of a few indigents. But further they cannot go. The indigent boarding-houses are full, and they have no other provision for poor children, whereas with the mass of neither rich nor poor they simply do not know what to do.

Mission Schools.—The fourteen mission schools in the circuit are in a miserable state as regards efficiency. The furniture and equipment are poor; the teachers' salaries inadequate; the progress of the pupil is very slow. Of the 770 pupils examined, not a single one had reached the standard VI. stage, and only eight had reached standard V. No fewer than 70% are classified in the sub-standards, and not one in five will ever pass standard II. It is quite usual to find children kept three and four years in the sub-standards. The £1,179 expended on salaries works out at only £1 10s. 6d. per pupil, and it is not to be wondered that certificated teachers are rare. Since the introduction of free education these schools are overcrowded, but it is difficult to persuade committees to limit the enrolment to what the staff can teach. Such children as do not attend regularly are being excluded, also all children under eight years of age.

Cost per Pupil.—The cost per child in salaries in the 36 primary schools works out at £9 10s. 6d., and in the 45 farm schools at £8 8s. 9d. What is paid as rent for primary school buildings would bring the cost per child up to over £10. These figures are interesting when compared with the £8 10s. 1d. given as the cost per child in the elementary schools of England.

Leaving Ages and Standards.—The following table shows the ages of and the standard attained by such pupils as are definitely known to have left school for good during the year:—

	13	14	15	16	17	18	19	20	21	Total.
Std. X. . . . .	..	..	..	3	5	4	1	..	1	14
.. IX. . . . .	..	..	..	..	..	2	..	..	1	3
.. VIII. . . . .	..	..	..	4	6	1	1	..	1	13
.. VII. . . . .	..	3	5	21	8	3	2	1	..	43
.. VI.	1	4	10	5	8	3	1	2	..	34
.. V.	1	2	10	3	3	2	..	..	..	21
.. IV.	3	10	4	3	2	..	..	..	..	22
.. III.	1	..	1	4	1	..	..	..	..	7
.. II. . . . .	..	..	2	..	..	..	..	..	..	2
.. I.	1	..	..	..	..	..	..	..	..	1
Total.	7	19	32	43	33	15	5	3	3	160

Of the 112 children who passed standard VII. last year, 40 left school for good, 58 are going on to matriculation, 11 have entered upon the pupil-teacher course, one upon a commercial course, and two are spending a year in the junior certificate class before finally leaving school.

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

CIRCUIT: MALMESBURY, PAARL (EXCLUDING WELLINGTON).

The new syllabus naturally claimed considerable attention in the course of the year. But it was only in the larger schools, which were inspected during the latter part of the year, that it was found to be in more or less full operation in the primary standards. It is too soon yet to express an opinion on results; but the manner and spirit in which the majority of teachers have interpreted and applied the new requirements and the degree of initial success attained encourage one to hope for an early realisation of some, at least, of the ideals aimed at.

Inspections in the course of the new year will reveal what progress has been made in the smaller schools, where unavoidable grouping of standards renders the task of framing convenient and suitable schemes of work a matter of considerable difficulty.

Afrikaans.—The recognition of Afrikaans (both as medium and as subject of instruction) instead of Nederlands is likely to lead to the substitution of Afrikaans for Nederlands in the great majority of schools in this circuit. At the last inspection, however, Nederlands was still with two or three exceptions, the only form of Dutch taught in the schools.

Mission Schools.—There are 37 mission schools with a total enrolment of 3,064 pupils in this circuit, and they claimed a large share of my time and attention. With very few exceptions the pupils are all Dutch-speaking, and the application of the principles of the Language Ordinance, especially as far as the sub-standards and lower standards are concerned, was strongly recommended in all schools. At a full and interesting meeting of Paarl teachers, the adoption of home-language medium and the treatment of Dutch or Afrikaans as the first language, at least up to the second or third standard, was generally accepted as the best policy for the present. Results will be keenly watched at the coming inspections.

Centralisation of Schools.—Irregular attendance, too frequent change of teachers and incompetence are still seriously retarding progress in many of the smaller schools, and it is to be regretted that practically nothing has been done in this circuit in the way of centralisation or amalgamation with a view to eliminating, as far as possible, the small, struggling, one-teacher school.

In this connection, and also with a view to difficulties that have arisen in some of the larger institutions in this circuit, whilst recognising and appreciating good work done by members of school boards and committees often at great personal inconvenience, one cannot help deploring the fact that personal and sectional considerations are often allowed to obscure the wide and larger outlook, to the detriment of the community as a whole.

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

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

During the past twelve months several far-reaching changes have taken place in the system of education in our schools. With the introduction of the new primary school course new life has been infused into our schools, the majority of teachers have applied themselves in real earnest to make the new scheme a success. In the larger schools the difficulty arising from the lack of suitable books for teachers' use has been overcome by valuable additions to the reference library.

Subjects of Instruction.—It is gratifying to note that history and geography, which had hitherto received but scant treatment, are now, on the whole, receiving the necessary attention. The history schemes have been found, in several instances, to be too elaborate, with the result that the quality of the work has suffered. Physical geography is still very often taught in a too mechanical and consequently uninteresting manner. This subject should be dealt with on more practical and scientific lines. The teaching of mathematics lacks thoroughness. A large percentage of the pupils do not seem to have a clear grasp of the first principles of geometry.

Homework and written work continue to receive, in certain centres, too much prominence. It is, however, satisfactory to note that in the lower standards oral composition is receiving increased attention. In one-teacher schools, it is strongly recommended that, for oral work, the classes should be arranged in two or three groups.

Afrikaans.—Afrikaans is now used as a medium of instruction and is taught as a language in practically all the schools in my circuit. The results are, on the whole, satisfactory. The pupils feel much more at home and express themselves much more freely in Afrikaans. In consequence, Dutch composition shows a great improvement. Dutch reading (Afrikaans) is not yet as natural as one would like it to be: there is much room left for improvement in this direction.

Changes of Teachers.—Much of the weakness noticeable in our schools is evidently due to the constant change of teachers. There is a certain class of teacher, whose chief aim appears to be to make a change some time before the second annual inspection takes place. The sooner this type of teacher takes up some other vocation the better for all concerned.

Centralisation.—Much has been written on the question of centralisation, yet very little has actually been done in the matter. In some districts the indigent boarding houses have received an influx of children from the district, resulting in the closing down of a few one-teacher schools. The aim of boards should be to reduce the number of one-teacher schools by drafting the pupils to more centrally situated schools, with the view of securing an enrolment which will justify the appointment of at least two teachers.

Buildings.—New school buildings are urgently needed for the primary schools at Aberdeen and Graaff-Reinet. The new building at Bethesda is nearing completion, and will be greatly appreciated, when finished, by teachers and pupils.

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

CIRCUIT: MAFEKING, VRYBURG.

New Primary School Course.—The new syllabus is in working in the great majority of the schools in the circuit and in all the larger ones. Its introduction is generally appreciated. In a few schools, the new syllabus has not yet been introduced owing to the non-arrival of the necessary text-books. In certain other schools under uncertificated teachers its non-introduction is due to the fact that such teachers lack the necessary knowledge and adaptability.

Afrikaans.—The introduction of Afrikaans has been fairly general throughout the circuit, and more particularly in the Vryburg District. Its introduction has already brought about considerable improvement in composition, reading and dictation. One would, however, like to see compilers of Afrikaans' reading books exercise more discrimination in the choice of subject matter.

Buildings.—The establishment of two indigent boarding-houses in the town of Vryburg has brought about a considerable increase in the number of pupils in the local secondary school and the pupils are housed in four different buildings in various parts of the town. Under the circumstances, effective supervision is impossible, and the need for extensions to the new public school building is urgent. In the rural area many of the buildings used as schools are unsatisfactory. One has, however, sometimes to overlook the faulty condition of such buildings in order that children in the neighbourhood may not be altogether without the benefit of education. The Tiger Kloof native institution has lately been graded as a training school, and a large practising school is now in course of erection at that centre.

I may be allowed to take this opportunity, on my transfer to another circuit, after nine years' service in Bechuanaland, to thank heartily the school boards and their officials for help and courtesy ungrudgingly extended to me at all times.

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

CIRCUIT: ALBERT, ALIWAL NORTH, HERSCHEL.

There has been substantial progress and development in educational matters in this circuit. The work of the future lies in consolidating and working out carefully in detail the schemes introduced during the past year. Of the many points of importance and interest, the following deserve special mention. In most of them the Superintendent-General of Education, who visited this circuit in September, not only did much to solve difficulties, but gave new direction to the thoughts and activities of those interested in educational matters locally.

A. European Schools.

1. *The new Primary School Course.*—In the year under review, all the schools were inspected for the first time according to the new primary school course. Much reluctance in abandoning the old, well-defined order of things, and adopting in its stead the freedom, with all its responsibilities, of the new syllabus was met with. Often, and in some instances, too readily, the absence of suitable books and the omission of predecessors to do their share of pioneer work were pleaded in extenuation of the fact that nothing, or only very little, had been done to meet the new requirements. After the first year, a better idea is abroad of what is required, and better results can now be expected. The efforts of a minority of teachers who not only met the new requirements, but also bridged over gaps where such were found to exist between the work prescribed by the old syllabus and that prescribed by the new, deserve special mention.

2. *Class Inspection.*—The system of class inspection was followed in all the larger town schools. These schools were visited in the last quarter of the year, and the scheme and range of work in each subject, and the standard of marking of each teacher, were judged. Where this standard was found to be too high or too low, an adjustment was recommended. The final classification of the pupils for the following year was then left to be made by the teachers at the end of the year on the approved standard of marking. A careful record of the pupils' work throughout the year needs to be kept. Where teachers know their pupils intimately out of school as well as in school, it is dangerous to rely on nothing more than a general impression of the pupils' capabilities for giving marks at the end of the year.

3. *Free Education.*—Education is now free in the primary standards in all the schools in this circuit. Wherever, up to the present, a secondary and a primary school have existed side by side in the same town, there has been a strong expression of opinion in favour of amalgamation.

4. *Afrikaans.*—Throughout the circuit it has been decided to replace Dutch (Nederlands) by Afrikaans. In 1921 Afrikaans will be taught in all the schools, up to and including standard III. With two or three exceptions, it has been possible to maintain uniformity in this matter throughout the circuit, so that pupils going from one school to another will not be handicapped by being faced with different conditions. The general feeling is that, although Dutch will disappear ultimately from the schools as a spoken and a written language, the pupils in the upper classes should continue to be taught to read with appreciation Dutch books.

5. *Centralisation.*—The general advantages of centralisation, not only of country schools, but also of the higher classes in town schools, is being recognised, but it is not as yet always realised that these advantages far outweigh any minor sacrifices and inconveniences that such centralisation entails. The result is that, although progress is being made in this direction, it is not as rapid as could be wished, nor is the general co-operation towards this end as wholehearted as it might be.

B. Coloured and Native Schools

In the past year, the teaching of the home language has been placed on a different basis. In every instance it has now been definitely prescribed, how much is required in the vernacular, and how much in one of the two official languages of the Union. This has not been easy, as there are Dutch-speaking, Kafir-speaking and Sesuto-speaking people in this area. In most schools there are children from two of these sections, and in some schools there are children from all three of these sections of the community in attendance. This makes the work very difficult, and it requires the wholehearted co-operation of the teachers to make a success of this work.

In some parts there has been a distrust of the new privileges of free education, because it is regarded as the forerunner of increased taxation. By most of the old supporters of schools, however, it is welcomed, and the regularity with which books and stationery can now be handed out to the children is bound to lead to improvement in the work.

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

CIRCUIT: HAY, HERBERT, HOPETOWN.

Centralisation.—In the Hay and Hopetown districts there are 7 church boarding-houses, namely, one in each village and two on farms in the Hay district. Boarders in these establishments now number more than 300. At Griquatown and Postmasburg, these institutions are growing rapidly, and at all the other places the houses are quite full. Also at Douglas, in the Herbert district, the Dutch Reformed Church has lately bought a suitable property and such a boarding-house will be opened there in the new year. These boarding-houses ought in future to obviate the necessity for establishing small farm schools. The cost per child in these farm schools is often more than is required to board a child in a church boarding-house, and naturally the child gets better instruction in the larger school. In any case school boards ought to use great discretion in the establishment of new schools. It sometimes happens that a farmer desires a school for his own children, and then the need for a school is created by bringing children from another farm where their educational needs were well provided for. School boards ought to avail themselves of all means in their power to centralise education as much as possible. The minimum average attendance of 5 and 10 pupils, respectively, in farm and primary schools, ought to be raised appreciably.

It is suggested that instruction in all one-teacher primary schools should be limited to standard V.: it is quite impossible for one teacher to manage 8 classes.

Language Teaching.—The teaching of both official languages ought to be much improved. Very few pupils who leave school after passing standard VI. have even a fair practical knowledge of both languages. In 1921 Afrikaans will be introduced in all the schools in this circuit, but unless the teachers themselves first make a thorough study of the language the result is sure to be a failure. Where Afrikaans is also taught in the higher classes, at least an hour a week should be devoted, in the classes from standard V. upwards, to the reading of suitable Dutch literature. Now that the Language Ordinance is properly carried out in nearly all the schools, the teaching of English, as a language, ought to be all the more thorough in order to secure satisfactory results. It is suggested that an English reader should not be used before pupils enter standard I., but copious oral exercises should be given daily, from the very beginning, in all classes.

Buildings.—The school buildings at Strydenburg, Campbell, Griquatown, Postmasburg and Niekerkshoop have all become too small, while the building at Bucklands is very unsatisfactory. At all these places, either extensions or new buildings are urgently required. At Niekerkshoop and at Bucklands, new buildings ought to be erected without delay. To supply the educational needs of the children on the river diggings, the Herbert school board ought to have one or two portable school buildings at its disposal.

Staffing.—Education suffers a great deal through want of certificated teachers. The majority of schools are very far from the railway—the schools in the Hay district are mostly over 100 miles from the railway line—and one particular school is 180 miles from the nearest railway station. In this way it is often difficult to find suitable teachers to fill the vacancies, and in many cases uncertificated teachers must still be appointed or schools closed for longer or shorter periods.

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

CIRCUIT: CATHCART, STERKSTROOM, STOCKENSTROM, QUEENSTOWN.

Buildings.—The most pressing building needs in this circuit at present are the following:—additional class rooms for Queenstown, Queens Drive primary school, and for Cathcart secondary school, and also an additional room for Bailey primary school.

For some years, there has been a great lack of boarding accommodation at the two secondary schools in Queenstown. In the country schools there has been a considerable improvement in the rooms used for schools in the past few years, as well as in the furniture and general equipment.

Teachers.—Under the new arrangements schools are now adequately staffed, but in secondary schools, there is the greatest difficulty in obtaining male teachers. The result has been that female teachers have had to be employed in positions formerly occupied by male teachers, and, although they have shown zeal in their work, they have not been able to maintain rigid discipline. In boys' schools, female teachers should not be employed above standard IV., but, until more male teachers are forthcoming, they will have to be employed even in the secondary department. It seems likely that a period of commercial depression will be necessary to force men into this profession in sufficient numbers to meet the requirements. It is regrettable that so many are entering this profession at the present time who have neither capacity for their work nor interest in it. For some years

the quality of young teachers has been on the down grade. I have seen letters from teachers applying for positions with scarcely a sentence written in correct English, and with no regard for punctuation and capital letters. In the course of my work I have received many such letters from teachers. It is too much trouble to take pains, and accuracy is ignored. I have heard school children ridicule the language used by their teachers for its inaccuracy, and its incorrect pronunciation. The remedy for this state of affairs is twofold: to exact a higher standard from those who wish to become teachers, and to get rid of those who show so little interest in their profession that they make no attempt to improve.

Text-Books.—The new syllabus has been an advance in more ways than one. It is an improvement in itself upon the old one. As there are no text-books in certain subjects which exactly meet the requirements, teachers have been forced to read up for themselves in those subjects and the result is that they know the subjects better and teach them better. Moreover, children, having no text-book, are actually taught now instead of being expected by so many teachers to commit a text-book to memory. The decreased use of text-books in the schools has had most beneficial results.

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

Six years ago, at the close of the third quarter of 1914, the number on the roll of the aided schools of the circuit was 9,550. At the end of the third quarter of 1920 the enrolment was 12,415—an increase of 2,865 pupils, of whom 1,695 are white and 1,170 are coloured. While not a little has been done during these six years to enlarge and to improve the school buildings of the circuit, the position to-day is that, in the case of a number of schools in both Port Elizabeth and Uitenhage, the enrolment has outgrown the accommodation. Growth in enrolment, together with the increasing demand for secondary education, is affecting the high schools in particular, and the claims of these schools for increased accommodation are pressing. The two high schools, the school of art and the Cunningham primary in Port Elizabeth itself, and the Chatty primary in the district are necessitous cases. In Uitenhage the completion of the projected new high school will relieve the pressure in the case of the Muir (boys') and the Riebeek (girls') schools, but will not obviate the need for improvement to their accommodation. The 'Dolley' and the 'Innes' primary schools are still obliged to make use of hired and inconvenient premises; the school accommodation at Loerie River (where, however, a new building is to be erected) is utterly unsuitable; at Addo and Selborne, the existing provision is very unsatisfactory because of its inadequacy, and at Kirkwood there is need for improvement. In the case of a number of the smaller rural schools of the Uitenhage division, the buildings in use deserve, for one or other reason, to find a place on the condemned list. In both divisions of the circuit, the accommodation which is provided for coloured and native schools is not always either suitable or sufficient.

Centralisation.—A scheme of centralisation, which will affect a number of small schools in an out-lying portion of the division, has been recently projected by the school board of Uitenhage, and is welcomed as being a step in entirely the right direction, encouraging the hope that further advance may be found possible in other portions of the division. The conveyance of children is a matter which is frequently not easy to arrange.

Teachers.—It is occasionally difficult to secure suitable teachers for rural schools. The difficulty in securing trained and certificated teachers for advanced work in secondary schools is very pronounced, and is the cause of no little anxiety. There is no prospect of successors to several teachers who have recently vacated posts in the high schools of Port Elizabeth and Uitenhage.

Curriculum.—The ordinary branches of the new primary curriculum, with its requirements necessitating the preparation of schemes of work and the regular keeping of records of work, are receiving the zealous attention of the teachers of the circuit; in quite a number of schools the progress is gratifying, and, over all, the prospects are encouraging. In some of the smaller country schools, where one teacher is responsible for the work of all classes up to and including standard VI, all-round thoroughness is not possible and the attainment in geography, history, grammar and composition is, more often than not, meagre indeed. In the teaching of geography and history, there is often too much trust in text-books and the use of illustration by means of pictures, portraits, etc., is, unfortunately, rare. At least two schools have the pathoscope, and two others have raised the funds needed to purchase this machine. In one large primary school, the enthusiasm of the principal has provided a pathoscope, an excellent lantern with a large and varied selection of slides, and a number of very fine relief maps; and the use of these has materially helped to bring about a marked improvement in the rational treatment of geography.

Afrikaans.—The use of Afrikaans in place of Nederlands is now to be found in a number of schools in both Port Elizabeth and Uitenhage.

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

Inspection and Curriculum.—During the past year, 111 schools were visited for the purpose of the annual inspection, while 62 were visited informally. All European schools were examined for the first time according to the new syllabus. In the secondary and primary schools in towns, and also in a considerable number of rural schools, an earnest and praiseworthy endeavour had been made to meet the new requirements: in other rural schools, however, it was disappointing to find that the teachers had taken little trouble to make themselves acquainted with the syllabus, and adjust themselves to the new conditions. To make the syllabus a success, it is essential that, in all schools, schemes of work should be drawn up at the beginning of the year, and that, when teachers leave, a full record of the work accomplished by them should be available for the guidance of their successors. By this means, some measure of continuity of work, so essential to progress, could at any rate be maintained. Under existing circumstances the children in country schools are placed at a great disadvantage through the constant migration of teachers. In several schools inspected during the year there had been a change of teachers each quarter, and in one school, curiously enough, with each change of teacher there had likewise been a change of medium. The results in such schools may be imagined.

Language Ordinance.—Except in certain secondary schools, where the number of Dutch-speaking children forms an almost negligible minority, and in isolated farm schools, where the promoter happens to be of English descent, full effect is now, wherever possible, given to the Language Ordinance. Unfortunately, trained bilingual teachers are not always available, and in some instances—such as that referred to in the previous paragraph—the farmer, rather than close the school, has to be satisfied with the services of a unilingual teacher, whose medium is not the home language of the pupils. It is safe to say that, as a result of the application of the ordinance, Dutch has improved, while English has deteriorated. This is most marked in country schools where the pupils, except in the English lesson, have little opportunity of hearing the language spoken; but it is also noticeable in the senior standards of town schools attended by Dutch-speaking children, where the composition and essays of such pupils are decidedly on a lower level than they were in previous years.

Free Education.—Since the 1st July, education has been free in all schools, coloured as well as white, up to and including the sixth standard. In no centre where both secondary and primary schools were represented have the school boards concerned declared themselves in favour of the secondary school being a fee-paying one. The natural result is that, in all such centres, the secondary and primary schools are in the process of amalgamation. As most of the pupils in the primary schools have Dutch as their home language, a further result will be that the Language Ordinance will in future have to be carried out in those schools also, where hitherto it has been in abeyance.

As regards native mission schools it is too early to judge what effect the introduction of free education will eventually have upon the enrolment. Whether it is that the principle has not yet been thoroughly grasped, or whether it is due to the apathy of the parents or to the economic conditions of the country, the fact remains that so far there has been little appreciable difference in the enrolment and attendance. Since the 1st July, 1920, all salaries of teachers in mission schools are paid by the Department. This will vastly improve the financial position of the teachers, as they will in future no longer be dependent for part of their salary upon a local contribution, seldom, if ever, paid in full.

INSPECTOR: MR. P. J. RETIEF, B.A.
CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

The school boards in this circuit have shown a keen interest in the development of education in the areas entrusted to their care. Aided by recent provincial legislation relative to compulsory attendance, they have done much to extend their operations, and there is every reason to believe that, before long, provision will be made for the comparatively small number of children of school-going age who are not yet attending school. Unless areas are unduly large, there does not appear to be much advantage in relieving larger areas by cutting off portions to be placed under separate boards. The larger school areas have the privilege of appointing full-time officers, with satisfactory salaries, which is productive of excellent results, and reduces and condenses the work of the board so much that relief may be unnecessary. Further, the establishment of too many boards may frequently tax a community too much for a sufficiently large number of public spirited men to fill the various boards.

Buildings.—Ample and satisfactory accommodation is being provided in all secondary and high schools in this circuit while, for the majority of rural schools, the buildings used are large and airy and well cared for. The unfortunate tendency, existing in the case of a number of small rural schools, to overlook certain essential hygienic requirements, where indifference, apathy or poverty on the part of the proprietor is the cause, is to be very strongly discouraged. Boards should become thoroughly acquainted with and adopt a firm attitude with reference to boarding accommodation for teachers of rural schools, as this has been, and is still, causing much distress to teachers at some outlying schools.

Centralisation.—The question of avoiding the establishment of schools in close proximity to existing ones, is one that needs special attention. Unless great sacrifices are made, centralisation cannot be accomplished, and the single-teacher school will remain the unsatisfactory solution of the educational problem in the country districts. In a number of instances schools at distances of from one to three miles from each other have offered successful opposition to being closed for reasons of being separated by rivers, flooded occasionally, or by marshy ground after much rain. To find a solution to such difficulties would have much better results than to allow matters to continue in the old way, which is distinctly detrimental to the cause of education.

Conveyance.—There is too much indifference or lack of co-operation on the part of poor parents, in the matter of conveyance of children to and from school. Instead of taking advantage of simpler means of conveyance, such as donkey-carts and bicycles, it has too frequently been the case that private people have contracted to convey children with heavy vehicles and horses, which naturally, at the rates allowed by the Department, has invariably resulted in a very unsuccessful financial undertaking for the contractor. It should be understood that conveyance grants are not intended to support contracting parties: they are merely intended to cover the cost of conveying children to and from school in the simplest manner devised by the parents.

Standard of Attainment.—In a relatively small number of schools there is, as yet, a tendency to attach too little importance to the study of the second language, and in a considerable number of single-teacher schools, a portion of the school course is entirely or partly neglected in consequence of there being too many classes under the care of the teacher. With these and a few other exceptions, it may safely be stated that the standard of attainment in the circuit is generally satisfactory, and that there is every prospect of gradual progress in this direction.

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

Administration.—It is gratifying to be able to report that both boards are very willing to act up to the suggestions contained under this paragraph in my last annual report. In the case of one or two single-teacher schools, the pupils above standard IV. are transferred to the nearest central school. Aid is given at present to children who have passed the sixth standard in primary schools, and who wish to continue their studies in secondary schools: more aid should be forthcoming in the case of pupils who are at present obliged to qualify for standards V. and VI. in single-teacher schools because their parents are in straitened circumstances. The instruction received in these two standards in the majority of single-teacher schools is far from satisfactory. It is hoped, therefore, that the time will soon come when the authorities will establish bursaries for the benefit of such indigent pupils.

The question of establishing more boarding departments has not yet received attention. I would suggest that such establishments be opened at Zuurfontein, Velddrift, Redelinghuis and Eendekuil in the Piquetberg district, and at Citrusdal (Jachtvallei), Leipoldville, Graafwater, Zandberg and Palscheuvel in the Clanwilliam district.

It is noted with pleasure that bursaries have been established in aid of the Piquetberg high school by local benefactors.

Supply of Schools.—It is curious to note how averse the average farmer is to the idea of amalgamating smaller schools into strong central schools. He appears to be labouring under the erroneous impression that, when he happens to live more than three miles from the nearest school, and can collect the minimum number of children required, the Department is obliged to grant him a school. In many cases, the pupils of other schools are enticed away in order to make up the number. The fact of the matter seems to be that each one wants his children to be educated at his own door, no matter how scanty or primitive the nature of such instruction may be. The Department offers adequate transport facilities, so that there is no need whatever for a school on every farm. Members of school boards and school committees could aid very considerably in this matter by urging the less enlightened members of the community to strive to get the best education possible for their off-spring. Very little has been done to carry out the suggestions offered in this direction in my last annual report.

Teachers.—The number of teachers in my circuit during the quarter ended June, 1920, was 206, as compared with 194 in 1919. Of these 73 per cent. were certificated: this shows an increase of one per cent. on the previous year's record. A few of those who are uncertificated are teachers with many years' experience, but the majority of them ought to be encouraged to obtain a professional certificate at the earliest opportunity. During the year under review, 53 pupil-teachers were being trained in the circuit as compared with 54 during the previous year.

Subjects of Instruction.—The remarks made in the 1919 report with regard to the teaching of arithmetic and writing may be repeated. Composition, geography and history show gradual improvement. Grammar is still very weak, especially in country schools. It is most gratifying to be able to report the improvement made in reading and in recitation in several schools, not a few of these being single-teacher schools. There are, however, still cases where improvement has been looked for in vain. In these cases it is absolutely essential that the teacher should do pattern reading daily. Generally speaking, the instruction in drill leaves much to

be desired. The exercises are performed in too perfunctory a manner. Drawing should be taught with greater regularity, at least one period a week being set apart for this purpose. During the singing lessons, more attention should be paid to the correct production of the vowel sounds and to the proper use of all the organs of speech.

Libraries.—There are 100 schools possessing libraries in my circuit: this shows an increase of six for the year.

Buildings.—Throughout my circuit there is a crying need for additional accommodation. At Piquetberg and Porterville, the class-rooms are overflowing to such an extent that most inconvenient temporary makeshifts are being utilised; at Veldrift, Platkloof and Jachtvallei, the situation beggars description. Buildings should also be erected by the state at Haltmanshof, Pool's Siding and Paleisheuvel.

The Dutch Reformed Church authorities at Piquetberg have decided to build a boarding department for girls. A good boarding department is very necessary at Porterville.

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

CIRCUIT: ROBERTSON, TULBAGH, WELLINGTON, WORCESTER.

I was absent on sick leave from the beginning of June to the end of September, 1920. During my absence, the work was carried on by ex-Inspector Colightly. All schools in this circuit were inspected by us during the year.

All that was said in my last annual report still holds good. Most of the high and secondary schools in this circuit show a steady increase in enrolment, while primary schools systematically show a decrease in enrolment. Many of them just manage to keep together enough pupils to continue. Now that free primary education has been introduced the tendency towards the towns and villages is more pronounced. There is no doubt that expenditure on the erection of district school buildings must be watched carefully.

The school buildings of all classes of schools in this circuit are very satisfactory. The managers of mission schools find great difficulty in raising funds for necessary extensions, as the cost of building is so high at present. European schools are well furnished and equipped; mission schools are fairly well furnished.

Teachers.—With a few exceptions, the teachers in the various classes of school are hardworking and do their best. The new primary school syllabus has given much needed relief, though most of the teachers even in high schools cannot carry out the new syllabus without a great deal of help and guidance. In many of the larger schools, class-inspection cannot be followed completely, as the principals are not in touch with the work of the schools and do little to help the assistants. They complain that much of the time set aside for supervision duties must be devoted to registration, correspondence, collection of school fees in the secondary division and the administration of the stationery and book-department. They sacrifice the work for which their posts primarily exist to do this work. These duties should be divided up among the various members of the staff, who should be responsible for the proper discharge of such duties. A great deal of such work might also be assigned to the chief primary assistant.

Primary School Course.—The primary school course makes no provision for the teaching of such subjects as Latin, geometry and algebra, and yet there are principals who persist in placing such subjects in standard VI., in spite of the fact that the Department has disapproved of such action in the *Education Gazette*. It follows that less time can be devoted to subjects like nature study, geography and history. The time has arrived when the Department should prohibit any course which is considered educationally unsound.

Language Ordinances.—The Language Ordinance is carried out, but is given a very wide interpretation in some centres. Several of the high school principals allow the parents to determine which is the home language of the children and classify them accordingly, although they are convinced that the parents have been guilty of misrepresentation. The principal should satisfy himself that the statement is correct. The Language Ordinance is based on the sound principle that the child must be instructed through the medium he understands best, and the teacher alone can determine what that medium is.

Since last year the active hostility against the introduction of Afrikaans as subject of instruction in the place of Nederlands has disappeared, and in 1921 all schools will make a start with the subject. In schools where Afrikaans has been taken during the year results have been excellent.

Subjects of Instruction. Two things are necessary in our schools if we wish to educate the pupils properly. We must teach them to express themselves well and fluently both orally and on paper. We must read much with them, and teach them to read for themselves. Reading the same book over and over before the inspection must be discontinued. The pupils should read more than one class-book during the year. Nature study should receive careful attention. In schools where this subject has been taken systematically the results have been excellent, the pupils having acquired a great deal of useful knowledge. In one school, the pupils know a great deal of the history and geography of other lands through the systematic reading of daily papers in conjunction with the atlas. Every effort should be made to get away from dull routine and to render the work attractive. To teach in this way, however, requires more study and general reading than many of our teachers engage in at present.

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

CIRCUIT: HUMANSDORP, UNIONDALE.

As I had the full year at my disposal, I was able to pay 87 informal visits and to conduct 147 inspections, of which 15 were in a neighbouring circuit.

While I am pleased to report progress in certain directions, I regret having to state that there has been retrogression in other directions.

Teachers. The number of unqualified teachers, as well as the number of those who changed their posts during the year, was greater than last year. The difficulty of finding suitable accommodation in the more backward parts of my circuit may be partly responsible for this state of affairs, but the levity with which a certain type of teacher still treats the profession must not be underestimated. On account of this continual change, it was not surprising to find that in several of the country schools the provisions of the new primary curriculum were being carried out in an unsatisfactory manner. Geography and history were not receiving the attention they merit, and the schemes submitted were usually crude. There was a tendency to neglect general history altogether.

Subjects of Instruction.—Last year, woodwork was taught in three of the five highest schools, but, for various reasons, this subject is at present receiving attention in only one school. This is to be deplored, and it is hoped that those concerned will give this matter serious attention.

While composition shows improvement in a few schools, there is, generally, retrogression in the majority of schools. The quality of both English and Dutch appears to be deteriorating. Several probable reasons for this might be given, if space permitted.

Afrikaans.—Afrikaans has been introduced into a few schools but, with the exception of the two largest schools, the results have so far been very disappointing. Although it would appear advisable to introduce this form of the Dutch language universally, it is feared that many of the teachers will have to acquire greater proficiency in Afrikaans, before it can be taught with success in the various schools.

Centralisation.—The Department's scheme of centralisation is still meeting with considerable opposition in certain parts of my circuit, both from parents and from governing bodies, who consider such a scheme detrimental

to the interests of education. During the year, applications for at least six new schools had to be refused. Of these proposed schools, the farthest was about four miles from an existing school without any natural obstacles. Only one new school was recommended. In spite of this opposition, however, four schools were closed for good, but it is felt that, if a wise scheme of centralisation could be put into effect, at least twenty more schools could be amalgamated with existing schools. This would mean an annual saving of at least £3,000, and a much higher standard of work.

Progress during Year.—Referring briefly to the progress made during the year, I have to mention, first of all, that the five largest schools in my circuit have all been raised in grade. The ordinary school boarding-houses are full. Two indigent boarding-houses, with an enrolment of about 80, have been opened, while a third one will be opened next year. The school buildings are generally in a much better condition. Five new buildings were erected, while several were extended or entirely renovated. The total enrolment in my circuit shows an increase of more than 500.

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

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

The outstanding event of the past year in my circuit has been the decision of the school committees at George and Mossel Bay respectively to amalgamate the boys' and the girls' schools. In George the primary departments of the two schools will remain separate as before, co-education commencing only after standard VI., but in Mossel Bay boys and girls will be taught together throughout. Lack of accommodation will, at George at any rate, interfere with the smooth working of the scheme to begin with, but when this handicap has been removed, the soundness of the views of those who see in amalgamation the true solution of the difficulty which secondary education, with its alternative courses, presents in small centres will, it is hoped, be amply vindicated. The adoption of the scheme at Mossel Bay means the immediate establishment of a high school; with separate schools, the chances of attaining this distinction appeared to be very remote. The regrettable feature of the change at George is that it has resulted in the resignation of the principal of the girls' school. So highly have her services been valued by the community in general and, in particular, by those directly interested in the welfare of the school that, if the possibility of losing her had been foreseen, the amalgamation would have encountered strong opposition.

Afrikaans.—Practically the whole of my report last year was devoted to the question of the second language in schools. It is gratifying to find that the danger pointed out is becoming more and more universally recognised, and that efforts are being made to cope with it. The adoption of the recommendation made by the Superintendent-General of Education in his last report that Afrikaans should be employed both as medium and subject of instruction in primary schools will simplify the problem. Relieved of the necessity of spending much time on a language which is, to a large extent, foreign to them, Dutch-speaking pupils will be able to devote more attention to English, while English-speaking pupils will no longer find that the language which they read and write in school is different from that which they hear in all walks of life. I can testify from personal knowledge to the greater interest taken by both English- and Dutch-speaking pupils in their lessons when Afrikaans instead of Dutch books are used. The objection that the displacement of Nederlands by Afrikaans will deprive pupils of access to Dutch literature would, I feel convinced, be met if, in the later part of the primary course, suitable Dutch reading books were introduced. Though there would be considerable difficulty in teaching pupils to write Nederlands, the vocabulary which they have already acquired would, after they have spent a few weeks in familiarising themselves with the inflexions of verbs and with some differences in spelling, make it a comparatively easy matter to enter upon the study of standard authors.

Student-Teachers.—The new regulations in regard to pupil-teachers, which make it necessary for a candidate to spend two years at a secondary school before admission to a training college, will undoubtedly have a beneficial effect. Hitherto, the passing of standard VII. has been regarded by many parents, and by some teachers of country schools, as sufficient guarantee that pupils who have reached this stage are fit to become teachers, and their admission to the pupil-teacher course in the nearest secondary school has been claimed as a matter of right. Under the new conditions the principal and staff of the secondary school will have opportunities of judging whether pupils desiring to take up teaching possess the necessary qualifications for this important work, and it will be possible to exclude those who give no promise of doing credit to the profession. The additional year of academic preparation, and the removal of pupil-teacher work from the curriculum of secondary schools, are important forward steps.

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

CIRCUIT: CALVINIA, FRASERBURG, WILLISTON.

The diminution of the area and of the number of schools resulting from the elimination of the division of Carnarvon at the end of the previous year rendered the circuit more manageable, and it is now possible to pay the majority of the schools at least two visits in the course of the year.

Accommodation.—The accommodation in the case of the larger schools is, as was anticipated, somewhat over-taxed, and an even greater difficulty is the lack of boarding facilities, a problem that calls for early attention now that the bursary system is on the point of coming into operation.

Teachers.—The shortage of certificated teachers and the constant change of teachers continue to be great obstacles to efficient work. In this connection it is noted, with regret, that the treatment dealt out to teachers on some farms is by no means above reproach, and in several of the more glaring cases schools have, in consequence, been closed.

Attendance.—School attendance during the latter part of the year was adversely affected by outbreaks of influenza of a mild type, chicken pox, and measles, which necessitated the postponement of the annual inspections of various schools to 1921. The propensity of the parents of boys in attendance at farm schools to keep them out of school on the slightest pretext is, unfortunately, as marked as ever, and drastic action on the part of the boards is desirable, to remind the offenders that the law cannot be lightly ignored.

Curriculum.—The initiative displayed by the teachers in the application of the revised syllabus has been, on the whole, disappointing. Many have so far shown little inclination to draw up more than the mere skeletons of schemes of work, and appear to think that a series of lessons to cover the work of four quarters can be indicated in as many lines. Credit, however, must be given to a number of rural school teachers, who, working under adverse conditions and burdened with as many as six or seven different classes, managed to produce results that must be regarded as extremely satisfactory. As in previous years, composition is the subject in which little or no progress can be recorded, and in this connection it is a matter for regret that so little is done in the way of local effort to put school libraries on a more satisfactory footing. Until the somewhat meagre ground covered in class-reading is supplemented by a generous course of private reading, pupils will continue to find a poverty-stricken vocabulary the greatest stumbling-block to their efforts at self-expression.

A pleasing feature of the introduction of the new curriculum is the tendency of parents and pupils to cease regarding standard VII. as the coping stone of education. During the past year only five per cent. of the standard VII. pupils throughout the circuit desired individual inspection, with a view to obtaining the old departmental leaving certificate.

[C.P. 2-'21.]

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

CIRCUIT: CAPE, NO. 2.

A new building was erected at Mountain Road, Woodstock, to accommodate the boys of the Balfour Street school. Extensions were begun at Rochester Road school and arrangements made for the building of a new school in Albert Road to replace the Church Street and Foresters Hall schools. A new school was opened in temporary premises near Lansdowne Road station on the Cape Flats railway. For this school new premises will require to be built. When these buildings are completed, accommodation for primary education in the area will be fairly satisfactory.

Arrangements have been made to terminate the curriculum of all the schools in the Woodstock area at standard VI., and to concentrate all the secondary pupils in the portion of the Balfour Street school which was vacated at the end of the year by the boys. This school is being opened for pupils in standards VII. and VIII., and is to be known as the Woodstock Secondary School.

The secondary departments of the Rondebosch boys' and girls' schools have grown to such dimensions that they should be separated as soon as possible from the primary departments. The process of separation has already been going on at the boys' school for some time, and all classes up to and including standard III. have been detached. It is hoped that the board will be able at an early date to allocate funds for the building of a new school to accommodate the senior pupils of the girls' school.

Most of the larger schools now have the school year coinciding with the calendar year, which should prove of great advantage and facilitate the transference of pupils from primary to secondary departments. At all except Rondebosch boys' and girls' schools education became free, and free books have been supplied since July. It is not generally recognised what an uplift has resulted from the liberal way in which the Administration has interpreted the term "free books." This has been most apparent in the subject of "reading." Till now, except in one or two of the better schools, pupils have read at most one reader per annum. In many cases the children were unable to provide even one book. Now each child is allowed in addition to the ordinary reader a supplementary reader, which may be either historical, geographical, nature or literary.

Silent Reading.—The new primary school course has been effectively used in several schools, but custom dies hard and many teachers seem unable to adopt new methods and schemes of instruction. Most progress has been made in reading. The old idea of reading a book over and over again until the pupil knew it off by heart and could spell every word in it has been largely abandoned. The fact that reading at sight from an unprepared reader has been prescribed has led to the use of a greater variety of readers. Some, though not enough, use has been made of silent reading. It is essential that a certain standard should be attained in oral reading, and this has been the chief object of elementary instruction in reading in the past. To-day the tendency is to place greater emphasis on silent reading as being of greater use to the individual. To get the thought out of the printed page implies the power of selecting what should be remembered. Children seldom have the faculty of selection, and, as a preliminary to silent reading, the teacher should indicate the points on which questions will be put after the reading has been done. Silent reading may be made a valuable aid to oral composition, the pupils being required to tell a story or incident after having read it. A further useful exercise is to get the pupils to question one another on the piece of literature studied.

Libraries have been greatly increased in several schools, and many classes through their own contributions now possess their own libraries. With a view to standardising the estimation of compositions and ascertaining how the pupils of the circuit compare in the matter of composition with those in other circuits and overseas, an essay was set to all pupils in standard VI. on the same day and at the same time. These essays have been marked by the teachers and are now being re-marked, after which it is hoped to publish essays representative of the various groups into which they have been divided.

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

CIRCUIT: BARKLY WEST, KIMBERLEY.

At the beginning of the year the division of Barkly West was incorporated in my circuit in place of Herbert and Hopetown. This change, while slightly decreasing the number of schools under my charge, added considerably to my work. However, practically all the schools in the circuit were inspected during the year, though few of them were visited more than once.

In the Kimberley division the new primary syllabus was followed in all the European schools, and during the coming year it will be introduced into such of the native and the coloured schools as are considered ripe for the change.

In the city of Kimberley all secondary work will be concentrated in the two high schools from the beginning of 1921. The only other school in the Division doing such work is Warrenton, which will continue to take pupils up to standard VIII. At Warrenton, an indigent boarding-house is shortly to be opened.

The most pressing scheme of re-organisation is the division of the girls' high school, which is now overgrown. The consideration of this question, however, is rightly being held over until the effect of free education in the primary schools can be seen.

As in the past, education in Kimberley owes much to De Beers Consolidated Mines, which has donated large sums to provide (a) a new hostel for the boys' high school (some private gentlemen, notably Mr. Hirschhorn and Sir David Harris, also generously contributed); (b) bonuses for teachers; (c) cheap tram fares for school children. This generosity is greatly appreciated.

In the Barkly West division the European schools fall naturally into two classes, viz., (a) digger schools, (b) rural schools. In the former, irregularity of attendance is very prevalent. As a preliminary step, the pupils have been warned that their promotion will in future depend, to a large extent, on their regular attendance. The effect of this warning remains to be seen.

Owing to difficulties that are experienced along the River Diggings in finding accommodation, changes of teacher are so frequent as seriously to hamper progress.

Several of the larger schools are unfenced. Consequently their surroundings are often made unsanitary by straying cattle. On Sundays, too, the natives sometimes congregate near the schools. It is, therefore, desirable that all school grounds should be suitably enclosed as early as possible. At Windsorton, Klipdam and Delport Hope more classrooms are needed. At Daniels Kuil and Boetsap additional rooms are either in course of erection or will shortly be begun.

The rural schools are far removed from any railway and there is a difficulty both in obtaining teachers for them and in retaining the services of teachers for any length of time.

There are indigent boarding institutions at Boetsap and at Daniels Kuil. The former owes much to the kindly offices of Mr. Pagan, while the latter is similarly indebted to the Rev. M. Brink. These institutions provide for the many poor rural children whose homes are situated far from any school. In all these schools the new primary syllabus is now being followed.

The non-European schools also fall under two classes, viz., (a) the schools near the river diggings and (b) the remote location schools. There is little enthusiasm for education displayed by the parents, and the schools, especially those in the locations, are exceedingly backward.

I should like once again to place on record my appreciation of the assistance that has always been given me by the school boards and by their executive officers.

INSPECTOR: MR. C. H. STOKES.

CIRCUIT: GLEN GREY, WODEHOUSE.

Buildings.—The additions to the Indwe secondary school buildings have greatly increased convenience and efficiency in working. Additional class-rooms are still required at the Dordrecht secondary school, whilst at Indwe and at Dordrecht school boarding-houses are urgently needed.

Teachers.—The percentage of certificated teachers employed has risen, especially in Wodehouse, where the school board has adopted an excellent scheme. The missionary superintendents in Glen Grey have also been active along similar lines. Teachers in European rural schools change their posts with disastrous frequency. Of 51 such schools in Wodehouse, only 20 had the same teacher at the 1919 and 1920 inspections, and in six of the 20 cases, the farmer was the teacher's parent, whilst in four others the teacher was owner (or part-owner) of the farm. Obviously criticisms and suggestions made in inspection reports are largely nullified.

Enrolment and Attendance.—Pending the appointment of a school attendance officer, the Wodehouse board has resolved to require from its teachers a quarterly return of children making fewer than 80 per cent. of the possible attendances. It is pleasing that, in spite of the epidemics, droughts and high prices, the native people have so well maintained their interest in educational matters. Even now there are numerous native advocates of compulsory attendance. Native enrolment and attendance are affected by two evils, one being the small amount of work attempted in the (lower) sub-standard A class, which usually constitutes one-half to two-thirds of the school. Yet the little children are intensely eager, and if something interesting were introduced, e.g., clay-modelling, straw plaiting, grass weaving, the attendance would be much more regular. The second evil is the undue detention of children in the sub-standard classes. Teachers' interference with the classification made at inspections is very common, and the withholding of merited promotion undoubtedly affects attendance seriously. Warning was given in the *Education Gazette* of 8th February, 1917, that offenders are liable to be refused employment in aided schools; the injustice to the children and the discouragement to the parent whose child is at school for three years (often more) before reaching standard I. are obvious. The sub-standard A class is generally, although temporarily, increased in size just before inspection, especially if a grant has been endangered, or if an extended curriculum is desired. Recently, in one case, the enrolment rose from 28 to 68, and in another from 42 to 99, both within a week. Of the 53 European rural schools in Wodehouse on 30th September, 27 had been in operation for seven years.

Subjects of Instruction.—Progress has been impeded by the inability to obtain requisites, and, further, by the inability of teachers to obtain handbooks exactly meeting the requirements of the new course, especially in geography, history and nature study, subjects wherein grouping small classes for instruction might be much more common. Composition is, however, the least satisfactory subject. More use of libraries would lessen the characteristic poverty and inaccuracy of thought and expression. Native teachers should use the vernacular sparingly in their highest standards, and remember that composition tests intelligence and not merely memory. Nearly all native schools have acquired, really by ear, a repertoire of choral pieces, but time studies, ear tests and the like, are much neglected, probably because they involve hard work and do not appeal to native concert-goers. Only two schools in the circuit—the two schools at Indwe—include gardening in the curriculum.

INSPECTOR: MR. G. P. THERON, B.A.

CIRCUIT: CALEDON, STELLENBOSCH.

Buildings.—Last year attention was drawn to the urgent need of additional accommodation at Somerset West and at The Strand. In the case of the former place tenders are being asked for the erection of new class-rooms, whilst at The Strand less progress has been made with the contemplated building scheme, although, at that centre, the need is even greater than at Somerset West. At Caledon, where part of the school is very indifferently accommodated in an old church, a scheme having in view the erection of a separate building for the secondary classes of the high school is taking definite shape, and an excellent site has been secured. The Greyton secondary school requires larger and better housing and the proposed sale of the old building, as well as the acquisition of a much more suitable site, is engaging the earnest attention of all concerned.

During 1920 a new kindergarten room was added to the accommodation of the Hermanus secondary school, which requires at least two more classrooms. In the division of Stellenbosch a second room was built for the Brackenfel primary school. These constitute the only extensions to school board buildings completed during the year.

The privately owned buildings in the case of country schools are generally fairly suitable, but there are cases where school boards are obliged to pay high rentals for schoolrooms on farms that hardly fulfil essential conditions as regards lighting, ventilation, flooring and surroundings.

Staffing.—There has been little difficulty in filling new and vacated posts during the year, although there were instances in which higher qualifications and longer experience than those possessed by candidates were desirable.

One of the causes militating against the steady progress of pupils is a frequent change of teacher, especially in small country schools; for, although praiseworthy effort is the general rule, negligence is sometimes detected during the last term of a teacher's tenure of a post, whilst the next occupant is prone to charge his or her predecessor with the blame for shortcomings revealed at the next inspection. Both are usually guilty, and months of children's precious time is lost. It is to be hoped that means may be found for dealing with glaring cases of this nature, and for checking the unnecessary migration of teachers.

Teaching Methods.—Last year's remarks in regard to the teaching of reading, recitation and composition are still applicable. The teaching of history in accordance with present requirements was found to fall far short of the promise of last year's commencement. With some notable exceptions, teachers are too much tied down to the pages of some inferior and antiquated text-book. There should be much wider reading and more thorough preparation on the part of teachers, and full advantage should be taken of the books recently written, expressly to suit the new requirements.

As regards the teaching of English it has of late become distinctly noticeable that the work has, in far too many instances, a tendency to deteriorate into mechanical book lessons, whilst the really useful side of the subject—the oral instruction and practice, aiming at the attainment of a ready working knowledge of the spoken language—is utterly neglected. The consequence is that Dutch-speaking children under such conditions go through the primary school course without the opportunity of getting a useful start on the road towards bilingualism. The lack of this accomplishment may possibly not be felt by the farming population in Dutch districts, but is undoubtedly a very serious drawback to young people who adopt a scholastic or a mercantile career.

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

CIRCUIT: BEAUFORT WEST, CERES, LAINGSBURG, SUTHERLAND.

The Primary School Course.—The primary school course has been gradually introduced since April, 1919. Prior to its introduction at any particular school, the subjects of the course were discussed seriatim with the teacher concerned, or with groups of teachers, at suitable centres. This method of procedure might have contributed materially towards smoothing the course for the new order of things. In any case, it does not appear that, at

any school in this circuit, the change has proved disturbing. Text-books to suit the new requirements have, however, been in great demand. The efforts, therefore, of those firms who have exerted themselves in providing, among others, desirable arithmetic text-books call for appreciation. It is a pity to find that, in respect of this, the course is not always correctly interpreted. Too much is being expected in the initial stages.

Class Inspection.—In several of the larger secondary schools, individual examination has been superseded by class inspection. The change has, however, been gradual, for the governing principles of class inspection have been followed since April of last year. Its influence in two directions has been considerable. The pupil has been given to understand and, it is to be hoped, has begun to realise, that promotion is no longer dependent on the chances that the annual examination by the inspector might afford, but that he has to show honest endeavour and satisfactory progress throughout the whole year. Relieved of a somewhat large number of unnecessary papers, which the individual written test would involve at the end of the day's oral examination, the inspector has been placed in a position to study and judge the details of any particular situation in more normal circumstances, and then to suggest what might be considered desirable. The way has, in fact, been opened for inspectors to act as "travelling masters of method."

Free Primary Education.—The introduction of free primary education has been welcomed, and is being appreciated throughout this circuit.

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

CIRCUIT: LADISMITH, RIVERSDALE.

The year 1920 has been a year of steady progress and normal achievement. No outstanding developments fall to be recorded, but considerable significance is attached to the substitution of Afrikaans for Dutch in the primary areas of all the secondary and high schools in this circuit, as well as to the exclusion of secondary subjects from all classes below standard VII. in the three high schools in the division of Riversdale.

The local education authorities, especially in the larger centres, continue to discharge their functions with admirable zeal and efficiency, and it is impossible to speak with too high approval of the valuable service rendered to the cause of education, and of the assistance given to me personally, by the more energetic and enthusiastic members of the various boards and committees.

During the year 144 visits were paid to schools in this inspection area: 119 were for purposes of inspection and 25 were of an informal nature. It is a matter of great regret to me that the exigencies of formal inspection make it impossible to pay a second visit to a large number of schools.

Primary School Course.—The primary school course is now in operation in all the European schools in this circuit. The freedom which teachers and local school authorities are encouraged to exercise under the primary curriculum represents a change of orientation for which those who are directly concerned with rural education are not prepared; no suggestions whatever have been received in regard to the modification of the syllabus in accordance with the peculiar requirements of any particular locality.

Methods of Teaching.—Much attention was given during the past year to teachers' methods of testing the effectiveness of their own methods of teaching. The style of questioning was not found to vary much in different types of school; the examinations, both oral and written, were often markedly superficial, showed a strong tendency to degenerate into mere memory tests, and signally failed to reveal the extent to which information had been assimilated. The importance of the proper correlation of related subjects is, on the whole, but very dimly realised.

Libraries.—Only a few European schools do not possess libraries as part of their equipment. The insufficiency of the number of Dutch and Afrikaans books is generally deplored. In secondary schools the libraries are being put to the best possible use, but the majority of rural teachers do not show themselves to be inspiring guides in directing their pupils' reading.

Bursaries.—The response to the Department's appeal to local bodies for the institution of bursary schemes has up to the present not been very encouraging. No provision can, in consequence, be made for the education of various promising country pupils whose schooling must, therefore, cease just at an age when it was going to be fruitful.

Boarding Accommodation.—Hostels for the accommodation of children of non-indigent parents exist in connection with the Riversdale high schools and at Van Wijkdorp, but at Ladismith and Albertinia the absence of suitable boarding facilities militates against these centres fully meeting the educational needs of their respective districts.

Free Meals.—The provision of free meals for necessitous children is a most pressing need at a not inconsiderable number of schools. At Albertinia and Ladismith, local philanthropic societies are providing a light meal for a number of underfed pupils, but neither of the school boards has, to my knowledge, taken any steps to ascertain the exact extent of the need in the whole of the area under its control.

Buildings.—During the year under review, no new building schemes were undertaken. The necessary funds for the much needed extensions to the Van Wijkdorp secondary school, and for the erection of a boarding house for girls at Riversdale have been available for some considerable time, but the usual preliminaries are an unconscionable time in reaching the stage when building operations can actually begin. The position in regard to the nature of the accommodation provided in rural areas has undergone no material change. In non-European schools, the overcrowded state of the sub-standard departments does not, unfortunately, cause managers the concern it should.

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

CIRCUIT: COLESBURG, MARAISBURG, MIDDELBURG, MOLTENO, STEYNSBURG, TARKA.

I have been able to inspect all the schools in my circuit and, in addition, to visit informally about half of them. Towards the middle of the year, I spent a few days in each of the secondary schools with a view to observing and discussing methods of teaching and, where necessary, demonstrating other methods. It is, however, extremely difficult to meet all the country teachers twice a year. At the annual inspection little or no time is found for a thorough discussion of method and other educational matters. Nothing can be done to illustrate better methods, and these teachers have, on account of their isolated situations, the more need of such aid. Teachers' associations can, to a certain extent, meet this want, but the teachers are too often prevented from attending the meetings in town. This purpose could, to my mind, be fruitfully served if the inspector were allowed to convene annual teachers' conferences in each school board area. Attendance should be compulsory. The schools should be closed on a certain Friday, and Friday and Saturday devoted to discussion of educational matters. Demonstration lessons should be given, whenever necessary. This would inspire the teachers anew for their task and, at the same time, provide a pleasant respite in the monotonous life of many a country teacher living far from town.

New School Course.—The new primary school course is now in operation in all schools. The secondary course is, with a few exceptions, now being applied in standard VII. In all schools, difficulty is experienced in finding teachers on the staff qualified to teach the science of standards VII. and VIII. Otherwise the new syllabus has been welcomed.

The teachers deserve commendation for the way they are exerting themselves to make a success of the new primary school course. Owing to lack of previous training, the teachers generally find nature study, hygiene and general history a source of trouble. Many teachers have no knowledge of the general history prescribed for standards I.-III, and have not succeeded in interesting the little ones in this branch of the work. In several schools, the pre-Christian era was taught in conjunction with bible stories. This was more successful.

Language Instruction.—Afrikaans is now being taught as home and second language in all districts, excepting Colesberg, where its introduction was vetoed by the casting vote of the chairman. It has again been apparent this year that the teaching of Afrikaans has been beneficial to the linguistic training of both English and Dutch pupils. The second language of the Dutch-speaking pupils (*viz.* English) is not so satisfactorily situated. Although on the whole sufficient time is devoted to this subject, many teachers employed in the lowest and most important classes are not conversant with effective ways of teaching a foreign language. Too much time is given to translation exercises, while the pupils are not taught to use the language freely. In some schools, in which I demonstrated the principles of the direct method, I could, on a subsequent visit, notice very fair progress in the lowest classes.

The Language Ordinance is now fully applied in all schools up to, and including standard IV. Beyond standard IV, only a few schools have followed the procedure laid down in the ordinance.

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

CIRCUIT: CAPE DIVISION (No. 3).

The outstanding event in educational development this year has been the general adoption throughout the circuit of the new primary school syllabus. The great enthusiasm evinced by the mass of teachers in regard to it has been a characteristic feature accompanying the transition, and augurs well for the success of the new scheme. While it is yet too early to speak with conviction as to results, there is evidence that in the case of certain of the teachers at any rate, the relief now offered from restrictions formerly imposed, is likely to react most beneficially. In the case of others—not a few—some who experience difficulty in extricating themselves from the groove of routine into which they have allowed themselves to sink, others whose feeble intellectual equipment and mediocre attainments restrict initiative—in the case of all these, the prospects are less assuring, and it is feared that superficiality of a pronounced type is likely to characterize the instruction. Is it too much to hope that the professional ardour of their more fortunate colleagues will devise ways and means of rescuing these weaker vessels—and through them, the profession itself—from the fate of proving unworthy of the confidence the new syllabus reposes in teachers? Much may be done in this direction both by individuals and by associations.

Buildings.—A new school-building at Constantia, and additional class-rooms at Koeberg Road and Brooklyn form the sole items on the building programme completed during the year. The board is keenly alive to its responsibilities in this direction, and so far as funds at its disposal permit, is making every endeavour to overtake arrears. Would that machinery existed for dealing as effectively with deficiencies of accommodation in mission schools. In many of these the conditions are appalling.

The effective organisation of education in the circuit would appear to demand definite provision, in the near future, of secondary facilities for European children in the Maitland-Kuils River area. Whether the existing needs call for the establishment of only one or of two secondary schools is an open question. Probably one would be sufficient in the first instance; but it is almost certain that a second will be required at no distant date.

In the Wynberg area a cry still more insistent calls for the establishment of a school to provide secondary facilities for non-European children. It is not suggested that the school board should be required to establish this school, but it is urged that early steps should be taken to place at the disposal of a large and respectable class of coloured people opportunities they keenly desire and of which they are fully deserving.

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

CIRCUIT: GORDONIA, KENHARDT, KURUMAN.

Proposed Re-adjustment of Circuit.—At the beginning of this year, the Hay division was detached from my circuit and the Kenhardt division was added. The geographical barrier between the Kuruman and the Gordonia districts, in the form of the uninhabited and, for the greater part of the year, waterless Kalahari, makes it desirable to attach the Kuruman division to Vryburg, Barkly West or Hay, while Prieska might be added to Gordonia and Kenhardt.

New School Buildings.—As a result of closer settlement during the last few years along the Orange River, namely, at Straussville, Louisvale and Oranjedal, it became necessary to provide schooling at very short notice for over 300 children. For some time, therefore, there was great dearth of school buildings and furniture. New school buildings are, however, at present under construction at the three above-named places, but the increase in the number of children here makes additions to these buildings necessary.

Further building extensions have become necessary for the Kuruman secondary, Upington secondary, Kenhardt primary and Alheit primary schools, while the Kakamas central school is in need of important repairs. As a matter of fact, the other school buildings of the Kakamas Labour Colony also need urgent repairs.

Proposed Loans for Country Primary Schools.—Many farm school buildings in this area are unsuitable for teaching purposes, while often new schools cannot be opened for lack of suitable buildings, since the owners of these farms have no cash to erect them. I, therefore, wish to suggest that the Provincial Administration advance sums (on satisfactory security) of £50 to £100 for the erection of schools. These loans should be redeemed by the annual rentals, fixed by the school board concerned, for such schools; and, in the event of a school being closed before the full loan on it has been redeemed, the owner should pay in the balance.

Centralisation.—Along the Orange River, greater centralisation could be effected, if certain small streams were bridged by cheap and simple wire foot bridges; for instance, at Rooikop Island, Warmzand and also at Alheit, in the Kakamas Labour Colony. In the outlying parts, where the distances are often rather great, there is a tendency to establish too many small schools. This should be avoided, as far as possible, by inducing the owners of such schools (especially farm schools) to amalgamate, so as to establish larger primary schools. To carry out this suggestion, one farmer will have to board the children of others. In the district of Kenhardt, a few country boarding schools should be established, for instance at Nous West or Bladgrond, at Theronville (Pofadder) and at T'Caimepsleege. Something similar should be done in Gordonia. In the division of Kuruman, there are three country boarding schools, but they are badly patronised. A very important point, which school boards should consider more carefully, is that suitable board and residence for the teacher be obtainable at the spot proposed for a new school.

Local and Travelling Allowance.—I deem it necessary that a higher local allowance should be granted to all teachers coming from other parts to the north-western districts; and also that twice yearly, for school vacations, travelling expenses by motor or cart, at a rate of 1s. a mile (or post motor or cart tariff, if less) to and from the railway to some central point, to be fixed by the Department, should be refunded to such teachers.

Indigent Boarding Houses.—Six indigent boarding houses, established under Ordinance No 11 of 1917, are in existence in this circuit, with about 300 boarders. There is a tendency in some of these to regard organised discipline and sanitary arrangements as of secondary consideration. It must be borne in mind that one aim of the school boarding-house should be to cultivate in every child as high a standard of cleanliness and hygiene as possible, by having well-kept rooms with a stretcher for every child, ample bath-room provision and scrupulously clean out-offices and urinals.

Manual Training and Industrial Schools.—As yet no manual training is taught in any school in this circuit. Further, it is to be regretted very much that, thus far, no industrial school has been started in connection with any indigent boarding-house, and that the only so-called industrial school, namely the industrial school at Kakamas is a failure. In these parts industrial schools should be a primary consideration in solving the poor-white problem.

INSPECTORS' CIRCUIT REPORTS—TRANSKEI.

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

CIRCUIT: LIBODE, QUMBU, TSOLO.

Native education has reached an interesting stage and there are signs of advance in nearly all directions. The past year saw the publication of the report of the Commission on Native Education, which formulates in broad outlines a progressive scheme for native education. In accordance with one of its most important recommendations a chief inspector of purely native education has since been appointed. Further, the free supply of books and school materials and the payment of teachers' total salaries by the government mark changes of far-reaching character. The amount of some £30,000, hitherto contributed locally by the General Council, being now set free, may be utilized (*in toto* or partly) towards meeting educational needs, such as erection and improvement of school buildings, provision of better equipment, and increase of teachers' enrolments, etc.

During the year under review all the schools of my area except four were inspected. Generally speaking, progress has been steady and continuous. Roll and attendance have continued to increase in spite of bad crops, drought and economic distress, the average attendance in 1920 being 8,075 as against 7,888 in 1919. Apart from the three European schools, there are 20 schools working up to standard V., while nine proceed to standard VI. and one school teaches up to standard VII. The proposed new curriculum being *sub judice*, the old elementary school course is still followed. Reading is now taught on more intelligent lines, and composition is receiving increased attention.

Curriculum.—The subjects which have given least satisfaction are geography, history, mental arithmetic and physical exercises. Manual training (woodwork) is given at two centres; some tree planting has also been done, though not yet to a large extent. The best results in school handicrafts have been attained at St. Cuthbert's. Hygiene is taught in a few schools. It is hardly necessary to say, in conclusion, that religious knowledge occupies a very important position among the subjects taught in schools.

Teachers.—There are now few single-teacher schools in my area, and the percentage of certificated teachers shows a remarkable upward tendency. In 1917 the percentage was 49; in 1918 60; in 1919 66; and in 1920 71. There is now little difficulty in supplying schools with qualified teachers; on the contrary there is a tendency towards an over supply, the consequence being that teachers fresh from the training schools have not always been successful in securing immediate employment. In certain cases undue haste was displayed in applying for additional grants, while in other cases the attendance and classification of pupils did not warrant, or barely warranted, the continuance of all grants for the teaching staff. In these circumstances it may serve a useful purpose to draw attention once more to the note on the staffing in mission schools in the *Education Gazette* of the 11th November, 1920.

Meetings of Teachers.—The quarterly meetings of teachers referred to in last year's report have been continued at the school of agriculture at Tsole and have for the most part been well attended. Teachers have not only shown a commendable interest in the agricultural courses and demonstration lessons but have taken an active part in discussions which aimed at improvement in the educational outlook generally.

Buildings.—As I have pointed out on previous occasions, a new building for the Tsole primary school and an additional classroom for the Shawbury practising school are urgent needs.

Speaking personally, I am under deep obligations to missionary superintendents, to officials, to traders and others who have helped me in various ways in carrying out the work of inspection.

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

CIRCUIT: ENGCOCO, ST. MARK'S.

For the greater part of this year, the natives have again suffered from drought and from the high cost of living. Owing to poverty and to the lack of necessary clothing, many children have been withdrawn from school.

Teachers' Salaries.—A good deal of dissatisfaction has been caused among the teachers owing to the fact that the proposed scale of salaries has not yet been put into operation. Many of the teachers, especially those who are married, scarcely earn a living wage. Some relief has been brought by the temporary allowance from the Transkeian General Council of 20 per cent. of the grant paid by the Provincial Council.

Training in Agriculture.—The suggestion is again made that the habit of allocating land to principal teachers as part of their salary should be discontinued and that this land should be used by the pupils for training in agriculture. The supervision of this work could remain in the hands of the Council demonstrators until such time as it can be undertaken by the teachers themselves. The funds for this very necessary extension of native education might be supplied by the Transkeian General Council from the money set free by the cessation of their contribution to the salaries of teachers.

Handwriting.—During last year the practising schools at Clarkebury and All Saints' were asked to introduce print-writing into certain classes. The results of this experiment have been very encouraging. At Clarkebury the sub-standards, and at All Saints' standards III. and IV. were chosen. At the latter school a comparison of work in both forms of handwriting by the same pupils indicated the superiority of print-writing with regard both to legibility and to neatness, while speed has not suffered at all. The use of this alternative form of writing should be permitted in the written part of the pupil-teachers' examination.

Teaching.—For the past two years, in all the schools the work of sub-standard A has been carefully inspected. This has almost entirely done away with the neglect from which this class suffered. In almost all the schools oral instruction in English is begun in sub-standard A, and in certain of the best schools the pupils in this sub-standard make a more creditable attempt to converse in English than the pupils of standards II. and III. did formerly.

School Requisites.—A certain amount of inconvenience has been experienced through the delay caused in getting school supplies and school books under the new conditions. This has chiefly happened owing to requisitions being incorrectly filled in by native missionary superintendents. Another source of delay has arisen through over-estimating, sometimes to a ridiculous extent, the number of articles required. Slates seemed a frequent source of temptation.

Native school buildings are at present built by the people of the location and are used for other than school purposes. This may give rise to difficulty with regard to the use of furniture now being wholly supplied by the Provincial Council. It certainly makes the supply of a lock-fast cupboard to stock books, etc., an imperative necessity in every native school.

For the guidance of native teachers some indication should be given as to how long the articles supplied free, e.g., pencils and books, are supposed to last.

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

CIRCUIT: MOUNT FLETCHER, MOUNT FRERE.

Nearly all the schools in my circuit which are roofed with iron have now been ceiled with grass or reeds. It is hoped that the few which have not yet been ceiled will be ceiled in the course of the coming year. Local authorities have been urged to fence in the school grounds and to plant trees in the enclosure. School gardens have been urgently recommended where suitable.

It is not urged that all uncertificated teachers be replaced, for there are several who have had long and meritorious service under the Department, but there are in employment a number of young uncertificated teachers who might with advantage be replaced by certificated teachers, and who would derive considerable benefit from one or two years' attendance at a training school.

The teaching of English in native schools remains in the same unsatisfactory position. One of the chief sources of want of progress in this direction lies in the lack of a properly defined scheme of instruction in the language. There are a few schools in the circuit where fair progress is made in the teaching of the language, but in the large majority of schools, pupils who have been receiving instruction in English for periods varying from five to ten years are not sufficiently conversant with the language to carry on the simplest kind of conversation. It is distressing to find so little progress being made in this direction, when it is remembered that in other parts of the world pupils under more or less similar conditions acquire a working knowledge of the language in from one to two years. The necessity for a detailed scheme of instruction in oral and written composition bearing the authority of the Education Department cannot be too strongly urged.

During the year several schools which had an insufficient number of pupils in standard IV. to justify the continuance of the class were advised to restrict instruction to standard III., and to send pupils for standard IV. to a larger school in the neighbourhood. This met with considerable opposition both from the people and from the missionaries, the former refusing to send their children to school for standard IV. unless they could be taught in the school which they had been attending, and the latter contending that the time for such action was not ripe. There is no doubt that instruction to pupils in standard IV. would be more thorough and efficient in a school which is better equipped and better staffed than most of the small schools, where the greater share of the teacher's time is taken up with one or two pupils in standard IV. to the serious neglect of the pupils in the lower standards. One serious objection put forward to this scheme is the lack of boarding facilities in the neighbourhood of larger schools. Pupils have as a rule to provide their own food and the lodging provided leaves much to be desired.

During the year a census was taken of pupils who had been present at inspection in 1919, but not present at inspection in 1920, and the reasons for the failure of such pupils to return to school. Excluding pupils who were attending school elsewhere and pupils who had passed standard VI., the returns showed that approximately 1,900 pupils failed to continue their school life. Of these 900 were in the sub-standards and 1,000 in the standards. The following table gives the reasons for failure to return and the percentage of pupils in each case:—

	No adequate reason.	Illness or Death.	Attending School elsewhere.	Migrated.	Working.	Poverty.
Sub-Standards	38	8	9	20	14	11
Standards	41	6	19	13	15	6

The high percentage in the first column would almost seem to indicate the necessity for some form of compulsion.

It is very pleasing to record that, through the generosity of the European section of the community of Mount Frere, a sum of money has been granted to provide a shield for annual competition among the native schools for the Division of Mount Frere. This shield will be presented to the school which shows the best record for last year. It is also pleasing to state that the inhabitants of Mount Fletcher Division have liberally responded to an appeal for funds to provide a shield for a choir competition in the Division.

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

CIRCUIT: BUTTERWORTH, NQAMAKWE, TSOLO.

European Schools.—In addition to the secondary school at Butterworth, there were two primary and two farm schools, together with several private schools at isolated homes. The enrolment and efficiency of the secondary school increased considerably during the latter half of the year; but, with the re-awakening of the interest of the European population in the welfare and scope of the curriculum of the only secondary school in the Transkei, progress will become more marked, particularly when the bursary schemes of the Department are in full operation. All the European teachers were certificated.

Native Schools.—Of these one taught up to standard I. inclusive, nine to standard III., sixty to standard IV., twelve to standard V. and thirty-eight to standard VI. It is regretted, however, that so many of the schools which professed to teach standard VI. did not satisfy the Departmental requirements, so that it was impossible in many cases to resist the conclusion that the people were not able or willing to take advantage of the liberal provision of such schools, and it seemed advisable and even necessary to cut out at least twelve of these classes. The economic conditions which have prevailed for the past two years in the Transkei, together with the serious epidemics which have ravaged the locations, seriously interfered with the education given in all schools. Though the present prevailing circumstances cannot be considered as stable, it was fairly satisfactory that 394 pupils were inspected in standard V. and 323 in standard VI., of which latter number 216 received the Departmental certificate for passing standard VI. There was a very distinct improvement in the arrangement and organisation of the classes, in the use of the English language, both oral and written, and in the teaching of sub-standard A usually by one of the best female teachers on the staff. Syllabus drawing also had been developed to a creditable extent in a few schools.

Native Industrial Schools.—Definite Departmental regulations were required for these schools, as irregularities had crept in. For example, pupils became apprentices before they had passed standard IV., and apprentices received only intermittent and insufficient book instruction. If the work of apprentices is to be thoughtful and useful, their minds must be suitably trained as well as their hands.

School Requisites.—Serious delays occurred in the case of most schools before supplies were received, so that the work of the current year has been severely handicapped.

Staff.—At the annual inspection 364 native teachers were present, of whom 240 or 66 per cent. were certificated. In 1918 and 1919, the number certificated was 53 and 61 per cent. respectively. Some managers have striven earnestly to improve their staffs.

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

CIRCUIT: IDUTYWA, KENTANI, WILLOWVALE.

The past year has been in many ways a disastrous one for native education. In many locations influenza has never been entirely eradicated, and has broken out over and over again. Typhus fever has been even more prevalent, and more general. To these set-backs must be added the terrible drought, which has left the greater portion of the people in the Transkei suffering from the worst famine that has been experienced for very many years. As a result of this famine, it has been impossible for the parents to clothe their children; and during the March quarter, the enrolment and attendance in most of the schools fell to a very low figure.

Buildings.—Owing to the causes above mentioned, the progress hoped for in the matter of buildings was not made. It is hoped that in the course of the next few months a considerable number of new and larger buildings will be erected. In this connection, it is to be hoped that the General Council, now that it no longer contributes to the salaries of the teachers, will annually set aside a sum for improved school buildings.

Staff.—There has been a decided improvement in the qualifications of teachers in the native schools, especially in the larger ones. It has been a difficult year for managers, in that numbers have fluctuated so much that if the rule with regard to the number of pupils per teacher had to be rigidly enforced, it would in numerous instances have meant the dismissing of teachers who were not required, and the appointment of a new teacher to the same post a few months later. This would have entailed great hardship on the teachers concerned, for whom in the circumstances no posts were available; and it would also have caused much loss of power, and much disorganisation in the schools. Seeing that the depression was likely to be temporary, the Department was in all such cases advised not to insist on a reduction of the staff until it could be seen whether a recovery took place or not.

Curricula and Teaching Methods.—A welcome sign of development and increased keenness is the fact that in one school in the Idutywa district, and one in the Willowvale district, the teaching of standard VI. has been begun; while in one of the Kentani schools, where standard VI. was formerly taught, but had been in abeyance for some years, the teaching of this class has been resumed. All of these schools serve areas where the need of a standard VI. class was urgent; but hitherto it has always been felt that neither the attendance nor the quality of the teaching warranted the granting of the necessary permission to teach it.

The points emphasised in my last annual report in regard to teaching methods—namely the intelligent use of the English language, and the development of the reasoning faculty, rather than the memory (as exemplified in the teaching of composition and arithmetical problems)—still need emphasis; though in some few instances the improvement in the subjects and points named has been positively surprising, and shows that the end aimed at is not unattainable, as has sometimes been urged.

European Education.—The schools for Europeans in this purely native area are few and small. The efficiency and progress in these are on the whole reasonably satisfactory.

INSPECTOR: MR. A. H. HILL.

CIRCUIT: BIZANA, FLAGSTAFF, LUSIKISIKI, MOUNT AYLIF, NTABANKULU, PORT ST. JOHN.

The circuit is unwieldy, consisting of six magistracies. Much time has therefore to be spent in travelling. To complete the work of the year, two schools have sometimes to be inspected on the same day, while informal visits are comparatively few.

Buildings.—Lusikisiki is in urgent need of a school building, while Mount Ayliff and Bizana schools need, or will shortly need, enlarging. There are very few good native school buildings. They provide neither light nor air. Fortunately the rondavel is nearly extinct; its shape and the lowness of the windows, throwing the scanty light on the floor, condemn it for school purposes. It is hoped that the funds raised by native taxation will come to the fore in effecting a necessary improvement in this direction, necessary from both the educational and hygienic points of view. Meanwhile expert advice might be called in to devise a model building so that gradually school buildings may be standardised according to the recommendation in the report of the Commission on Native Education.

Free Education.—Free education has not as yet increased the enrolment, while drought, poverty and very prevalent diseases have diminished the numbers. In this circuit education has been free for some years except so far as books, etc. are concerned.

Staffing.—Most of the native schools are adequately staffed. The same cannot be said of white schools in the several villages, where the one teacher is responsible for some seven or eight classes, and the children number anything below thirty. For a single teacher to do justice to every class and every subject is well nigh impossible.

Certificated Teachers.—The number of certificated teachers in native schools is increasing by leaps and bounds. It is little below that of uncertificated teachers, whereas formerly it formed a very small percentage of the whole. It is hoped that soon their salaries will be considerably raised so as to attract the best material, prevent leakage and ensure a contented body of teachers. It is pleasing to report that local funds have already granted an increase of 20 per cent. to meet the increased cost of living.

Curriculum.—All teachers in white schools have now adopted the revised course. Some have entered into the new work with enthusiasm and with good results. It is hoped that a corresponding course for native schools will be issued. Meanwhile it is possible to vary the present one with great advantage.

Teaching.—Teaching in native schools is still too mechanical and depends too much on the memory instead of the understanding of the pupil. Nearly every annual report refers to lack of intelligence in reading and to weakness in oral composition and mental arithmetic. Geography and history are invariably very unsatisfactory. Teachers fail to carry out in practice what they have learnt at the training school. There has been a distinct advance in written composition, indicating conscientious work on the part of the teachers in this most difficult subject. Written arithmetic and dictation have been as a rule satisfactory, though in the former subject the methods are too wooden and do not appeal to the reasoning powers.

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

CIRCUIT: ELLIOTDALE, MQANDULI, NGQELENI, UMTATA.

Schools and Enrolment.—The number of schools in operation in the circuit during the third quarter was 160, of which twelve were for European pupils. The enrolment of European pupils has risen; the boarding and class-room accommodation in each of the Umtata town schools has been taxed to the utmost capacity and there is every prospect of a further increase of pupils at the beginning of next quarter. In the European boarding houses attached to the Bedford and Roodeheul schools also additional accommodation has had to be provided for the increasing numbers seeking admission. The native enrolment, too, shows an increase, which, remarkable when the conditions of poverty and sickness prevalent throughout the circuit are taken into consideration, may in part be the result of recent legislation whereby school books and slates are provided free of cost to pupils.

Teachers.—The percentage of certificated native teachers has risen during the year and with the hearty co-operation of managers one hopes that in a few years an untrained teacher in a state-aided school will be a rare exception. In no case have the services of an uncertificated teacher been dispensed with where faithful and efficient work was being done. On the contrary, in more than one school where retrenchment became necessary owing to a decrease in the enrolment, the manager was advised to give notice to one of the young certificated members of the staff and to retain the services of an uncertificated assistant whose teaching record had been long and excellent. But in not a few instances managers have rightly refused to continue to employ untrained teachers whose work for years past had been indifferent, and who had been time and again warned in vain of the necessity for improving their qualifications. In view also of the increasing number of teachers who each year finish their course at a training institution and have difficulty in securing posts, there is little excuse for any manager seeking to employ an untrained man or woman when a vacancy occurs in one of their schools. On the other hand young trained teachers should realise that the time is past when they can pick and choose their sphere of work. One would like to see among those educated in our missionary institutions a greater desire to help their own race in the more backward and heathen districts, where the example and work of an earnest christian teacher have an incalculable influence, and where the conditions of life and service are only to be endured by one imbued with a constant missionary spirit.

Subjects of Instruction.—One is pleased to note the greater attention paid to the needs of the younger pupils in native schools, especially by teachers who have recently completed their course of training. It is now the exception, where it used to be the rule, to find Xosa reading taught by other than the phonic method. Translation work, so often neglected in the past, is now becoming regarded as an essential part of the English reading lesson. Games and action songs relieve the monotony of the school session for the smaller children. Oral English composition continues one of the worst taught subjects in the curriculum. There is urgent need of a text-book, written specially for the use of native teachers, by an expert conversant with the requirements of native schools, which would provide a carefully graded course of lessons having as their objective the elimination of the more common "kafirisms" which disfigure the speech and writing of the average pupil, and the teaching of the everyday idioms of English conversation and the correct use of words and inflexions.

In most of the schools little or nothing has been done to teach clay modelling and grass-weaving; in some schools half-hearted attempts have been made, more, one fears, to please the inspector than for the sake of training the pupils; in very few has the work been carried on systematically and with energy. The educational value of the work is admitted and also its potential economic worth, but lack of technical skill, of energy and of initiative militates against its voluntary adoption. If these handicrafts are to be taught effectively and to any extent one is convinced that the appointment of an expert instructor or instructress is essential; that certain minimum requirements in this work should be laid down officially for each class of school; and that assistance towards the purchase of the necessary reeds and grasses should be given to those schools in whose vicinity these do not grow.

Moral or Religious Teaching.—One is distressed to notice in how many schools of the circuit no definite moral or religious teaching whatever is being given. Possibly here too lack of technical training to impart such knowledge, and the fact that such subjects are not tested at the inspector's examination, contribute to the causes of this neglect. But when one remembers that it is in class that many if not most native pupils have their only opportunity of becoming acquainted with christian ideals of life and conduct one sometimes wonders if such schools are not failing to fulfil the chief aim of their founders.

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

CIRCUIT: MATATIELE, MOUNT CURRIE, UMZIMKULU.

The number of schools in operation is 149, which is three less than last year. During the year all the schools were inspected with one exception, but very few informal visits could be made. The total number of pupils on the roll is 11,384 an average of 76 for each school.

European Schools.—There are 14 white schools with an enrolment of 678. The schools of the highest grade are secondary, of which there are two, Kokstad and Matatiele. The increase in the enrolment of these schools has been large, so that in both schools more class-rooms are needed; though additions have been made to both schools in recent years, the accommodation is still inadequate, and probably as regards buildings the most important point is the provision of a suitable school for Kokstad, and a boarding house for Matatiele.

There are seven primary schools, of which Cedarville is the only large one. For this school a very excellent building is being erected, and will probably be ready for occupation for the first quarter of 1921. The other primary schools have less than 20 pupils in each.

A great drawback to progress in the white schools of this far-away border circuit is the difficulty of obtaining and retaining the services of well-qualified teachers, and this applies equally to the two secondary schools, and to the primary and farm schools.

As regards subjects of instruction, it is unfortunate that woodwork has not received the attention it deserves in the three larger white schools, in every case from lack of accommodation.

Native Schools.—There are 135 non-European schools containing 10,614 pupils, while two schools provide for a large number of pupil-teachers, namely Mvenyane native training institution and Maria Zell, both in Matatiele district. The total number of pupil-teachers in these two schools is 210, so that no male teachers who are not fully certificated need be employed in the C schools. There is, however, a very great scarcity of fully certificated female teachers. The percentage of fully certificated teachers in native schools is 51, a slight improvement on last year.

The buildings in use for the C schools are fairly satisfactory, though there is often a good deal of overcrowding. It is not probable that free education will cause a large increase in the enrolment except in standards V. and VI., and for these standards more accommodation will be needed. At present instruction in standard VI. is given in eleven schools while 18 others go as far as standard V. The work in the native schools has without doubt improved in quality in recent years. The pronunciation of English in reading, recitation and oral composition leaves much to be desired, and the same mistakes are repeated year after year.

The supply of free books and school requisites will be a great boon to teachers and pupils. No longer will teachers have to supply books, chalk, ink, etc., at their own expense.

[C.P. 2-'21.]

NEEDLEWORK IN THE TRANSKEI.

MISS A. M. EXLEY.

During six months' furlough from March to September no schools at all were visited, and it yet remains to be seen whether the work was carried on as steadily as usual.

In the small number of European schools the new curriculum is being gradually introduced, and, as scarcely any of them go beyond the primary stages, only quite elementary needlework is taught. Even in the secondary schools nothing of an advanced nature will be possible, owing to their inability to carry out the full domestic science course. This is regrettable, but, at present, unavoidable. No change has yet been made in the syllabus for native schools, and work is proceeding, on the whole satisfactorily, on the old lines. The greatest set-back to sewing during the last six months has been caused by the inevitable difficulties arising from the sudden introduction of the free supply of requisites. The fact that the government store was opened at a time when goods were not easily obtained has caused long delays, and a great limitation in the choice of suitable materials. In addition to this, great uncertainty was felt as to the best method of recovering the money for material used in garment-making, which the natives themselves are not in a position to provide; and for a short time the issue of such material was suspended. There is no doubt however, that, with the co-operation of the school managers, this matter can be satisfactorily adjusted. Needlework is still, unfortunately, the only branch of handwork which finds a place in the education of native girls, and its value is continually being demonstrated. It is to be regretted that the ordinary industrial course of cookery, laundry work and sewing is by no means popular with native girls, and to the one and only industrial school in the territories it is most difficult at the present time to attract apprentices. The reason obviously is that such training offers no prospect of congenial and remunerative occupation to the girls in the future. On the other hand the spinning and weaving industry has lately entirely caught the native imagination, as affording a means of livelihood to their girls after leaving school, and there are over 100 candidates waiting for admission to St. Cuthbert's weaving school. Among those who are already apprenticed there, it is noticeable that those who have received the best instruction in needlework in the standards are producing the best results in the kindred handwork of spinning, weaving, elementary designing and embroidery, in which they are occupied. It is impossible at present to judge of the future of the industry from an economic point of view, because, as in every business enterprise, capital is needed to carry it on, and from lack of it the school cannot advance as it might, and it is not yet self-supporting. But the outlook is most promising, the productions compare most favourably with those of old-established schools in England, while about the educational value of the work there is no doubt at all. It brightens the intelligence, encourages accuracy and skill in matters of detail which are so often lacking in native workers, and it makes for general efficiency. It is regrettable that in the institutions in which our native teachers are trained, the large number of subjects taught leaves so little time for needlework, and that its value is not more highly recognised in the examinations. It is greatly to be hoped that in the near future this will be amended, as no secular part of their education bears more direct influence on the after life of native girls and women.

DEPARTMENTAL INSTRUCTORS' REPORTS.

KINDERGARTEN.

MISS DRAKE.

From April 1st, 1920, I was absent on furlough for six months. During the first quarter of 1920, I visited thirty schools. In these schools I noted that there was a considerable amount of confusion in the teachers' minds as to the kind of work they should be doing with the children, owing to the new regulations with regard to the age of admission.

Many teachers seem to think that children should no longer learn from the concrete, and that all forms of expression work should be dropped. The schools are undoubtedly awaiting a pronouncement from the Department on this matter.

The syllabus for the new infant-school teachers' course has now been drawn up, and it is hoped that many more students will take up this work than have done so in the past, and that more training colleges will open classes for the training of infant-school teachers, so that in future all classes in our infant schools (including standard I.) may be staffed with teachers specially trained for the work.

DOMESTIC SCIENCE.

MISS M. C. MACIVER.

Schools and Pupils.—Domestic science is taught in 14 high schools, 8 secondary schools, 44 primary schools, 9 special schools, one evening school and 5 non-European schools, making a total of 81 schools with enrolment of 3,991 pupils. The number of schools as compared with 1919 shows a decrease of six, with a corresponding decrease in the number of pupils. Four high schools have been unable to continue instruction in the subject owing to the lack of qualified teachers and for the same reason the work has ceased in five primary and two evening schools. As it is the intention of the Department to eliminate the teaching of the subject in the primary schools, no effort has been made to replace the teachers in these schools. Permission has, however, been given for the erection and equipment of a cookery classroom, at the West Bank primary school, East London; and work was begun this year in two primary schools at Port Elizabeth. A new centre has been opened at the Oudtshoorn girls' high school, at which classes from four primary schools attend for instruction.

Industrial Schools.—Although attention has frequently been called to the need for regular and systematic teaching in industrial schools, it is noted with regret that up to the present nothing further has been done. As has been pointed out in previous years, if the girls of these schools were fully trained in the domestic arts, they could be reckoned amongst the country's most valued assets.

Nature of Instruction. The new combined syllabus for cookery, laundry work and housewifery was drawn up at the beginning of the year, and is to be begun in January, 1921, at the following centres:—Kimberley, Wellington, Uitenhage, Stellenbosch, East London; at all of which places there are fully qualified domestic science teachers.

Training of Teachers.—Twenty-one students were admitted to the Cape Town domestic science training school at the beginning of the year; eight entered for cookery, five for laundry and housewifery and eight for needlework; three left before completing the course. The suggestion that there should be further training in the subjects has been carried out, and students are now admitted for a two-years' course in the combined subjects of cookery, laundry work and housewifery, or for a one-year's course in needlework.

The demand for qualified teachers far exceeds the supply, showing that the suggestion made in the last and previous years that there was room for other training centres is fully justified. (At present there are 22 high and secondary schools at which the subject is taught, with only seven fully qualified teachers.)

The development of the work will be much hindered if a sufficient number of teachers are not ready by January, 1922.

Thirty-six mistresses are at present employed by the Department, eight of whom are fully qualified; the remaining 28 hold cookery certificates only. All young teachers holding the latter have been advised to return to the training school to qualify for the combined diploma.

NEEDLEWORK: WESTERN DISTRICTS.

MISS A. CAIRCROSS.

General progress may be reported. This has been most marked in training centres and in schools where teachers are experienced, capable and interested in their work.

The subject has suffered considerably owing to lack of materials and to long delays in delivery of supplies. Certain schools were obliged to discontinue work on this account.

Accommodation at the present training schools at Stellenbosch and Oudtshoorn is wholly inadequate. The girls' high school at Rondebosch is most insufficiently equipped. Progress and development must be retarded unless adequate accommodation and apparatus are afforded.

Advance has been made in the training of teachers, more especially in the course prescribed for the primary higher certificate.

The training of specialists at the domestic science centre has developed very satisfactorily. The need of special grants here is urgent, so that experienced teachers may be induced to come forward and take this training.

Needlework has been deleted from the time-table in many secondary schools. This branch of domestic science would be specially beneficial to girls in the north-western districts, where much poverty exists and where many girls have no opportunity of learning even the elements of dressmaking and millinery after leaving school.

It is very desirable that help should be extended to acting teachers who will be called upon to teach in secondary schools. If such help could be given by means of a vacation course, it would enable teachers who have given proof of their ability as teachers, but who have had no opportunity of acquiring wider knowledge of the subject, to meet the requirements of the new secondary school course.

Up to the present there has been no change in the nature of instruction given in industrial schools. The basis of payment forms a handicap in obtaining qualified teachers for these schools. Lack of time has made it impossible to pay annual visits to all schools in my circuit. It is very gratifying to find work being carried on satisfactorily in schools that could not be visited for two or even three years.

Acknowledgment is due to circuit inspectors for advice and support in matters concerning their schools, to principals who have given assistance readily on days of official visits, and to teachers for their conscientious work throughout the year.

* NEEDLEWORK: EASTERN DISTRICTS.

MISS A. M. COGAN.

In the transition stage the new secondary school syllabus is affecting needlework adversely, for, though the new division of work in that subject is good, only comparatively few pupils are taking the domestic science course and, therefore, the majority of the girls in secondary schools are not being taught needlework just at the age when it could be most useful to them. The time allowed for this subject, too, is far too short to permit of anything like satisfactory work being done.

The syllabus is planned so that the work for each year is complete in itself and yet, if the student pursues the subject through another year her work will be a connected whole, and not merely recapitulation.

In the standards of the primary schools good sound work has been done, wherever the teachers have been interested in the subject.

Needlework teaching depends, as does all technical work, almost entirely on the teacher for its success. The principal, by showing sympathetic interest, may do much to arouse enthusiasm for the subject, especially where the teachers are young or need encouragement because of their lack of self-confidence.

VOCAL MUSIC: EASTERN DISTRICTS.

MR. F. FARRINGTON.

During the first three quarters of the year under review, my work was done by Mr. E. Smedley Williams, of East London, whose well-known enthusiasm for music made his appointment a suitable one.

An instructor can visit only about ten per cent. of the schools in his area each year. The training centres, the secondary schools, and as many as possible of the primary schools were visited either by my substitute or by myself.

The syllabus is now generally understood, but occasional misinterpretations were met with. For instance, several teachers looked upon *voice training exercises* as class and not individual exercises. It is evident that a student who essays to sing even a scale alone for the first time is not likely to gain much credit from an examiner. The number of schools which can submit a definite scheme of work in singing is increasing. Frequent changes in the staff of a school retard progress. The principal should take stock of the situation when a teacher leaves. It is not unknown for a new teacher to find that no record has been kept and that no list even of the songs taught is at hand.

Methods of instruction do not change much from year to year. The more thorough the teaching of singing from notes the easier is it to teach songs, especially part songs. It is surprising that teachers should attempt to teach part singing by means of part songs without giving two-part voluntaries as a preliminary exercise. The syllabus prescribes part songs in standard IV. and says nothing about preparation in the earlier standards, but a good teacher will give quite young pupils chords in two parts, gradually leading the beginners on to phrases in two parts from hand signs and modulator. The next step involves the reading of simple exercises from the blackboard. Printed things come last and they should not be used without much preliminary preparation. The giving of two-part voluntaries from hand signs by student teachers forms a pretty and effective concert item at certain training centres. Happily, there is now no excuse for the non-possession of song-books; these are supplied free. Many teachers are too dependent on printed matter. How few can take a piece of chalk and write down a piece of melody! When asked to do this they often make a poor attempt or a lame apology. A little practice at each lesson would work wonders, and result in converting an otherwise dull lesson into an interesting one.

School concerts are so popular that no one would be likely to complain if they were made compulsory. Where the travelling concert party never reaches, and where the bioscope is unknown, the school concert may flourish. Honour belongs to those teachers who work so indefatigably for their annual concert. The interest attaching to choir competitions admits of several schools meeting together once a year. In European schools the competition movement has not gained ground during recent years. Now that the schools are of two kinds, primary and secondary, it would perhaps be best to confine the competing choirs to the primary standards. This is the more advisable in the case of the larger towns. A festival day, once a year, would be excellent. Not only the competition among the primary standards, but a solo competition and an exhibition from the secondary classes might be included.

* Miss Exley's report on Needlework in the Transkei is printed on previous page.

A word may be said about native singing. The natives love music and excel in part singing, but the best choirs fail to reach a standard which satisfies our European cultivated ear. Rhythmic feeling and appreciation of harmony belong to all the native tribes. At the competitions there were large gatherings mustering from 500 to 2,000 people. They love best the old glees and madrigals. The doings of dainty nymphs and deceiving shepherds appeal to them, but it is the rhythmic movement and the interweaving and multiplication of parts which give them the greatest enjoyment. To them a piece in 8 parts is worth twice as much as one in 4, and a unison song would never be attempted by a choir of small children. It is the ambition of the smallest native boy to sing bass and he would scorn to sing the air with girls. No doubt, the taking of an independent part when young makes it easy for them to take an independent part when they become adults. In the case of Europeans part-singing is often postponed until it is too late to begin.

VOCAL MUSIC: WESTERN DISTRICTS.

MR. A. LEE.

The observations advanced below on the teaching of class singing and musical appreciation are complementary to those expressed in the report of 1919.

1. Method in teaching singing is a well-ordered arrangement of one's ideas which should be laid out on the principle of sounds first, then symbols. But tones and the notes which represent them are devoid of meaning until they are arranged in some rhythmic scheme of a musical phrase, just as words draw their significance from the context of a sentence of which they form a part. Many young teachers, failing to grasp the relevance of this fact to the way in which music should be handled, have no eye for the design of a composition nor for the material of which the design is made, namely, the musical phrase or sentence. Introduction to every song and exercise (and exercises should be melodies on which it is worth while spending the time of a class) should be made from this phrase-by-phrase point of view. Young people find no difficulty in dissecting a melody into phrases. After these have been marked off, they should be sung separately as complete things in themselves, their rhythms compared aurally and attention drawn to their emotional effects. It is by so doing that pupils get a peep into the meaning of music. Training on these lines in primary schools is indeed indispensable if the new curriculum of the secondary school is to be taken in hand intelligently.

2. The object of the curriculum of the secondary school in the matter of appreciation is but an extension of this type of work. It is expected that pupils shall make the acquaintance of vocal music of a more advanced character and be given opportunities of hearing music of a more advanced character than that which their usual school experience can supply. There must, however, be gradation, so that the connection of the new with what is known may be recognised; otherwise interest will be lost. Further, a sound foundation will be laid where most of the theory required is extracted under guidance from what is sung and heard. Memorising the facts and dogma of text books, or symbols before the things they stand for, is not education.

3. These points have been discussed with the staffs of every secondary school visited during the past year. At some favoured centres a promising beginning has been made, while at others experience is being gained by arranging for one lesson or musical evening per term, at which a paper or lecture is given on the life of a great composer, with musical illustrations supplied by the school choir and vocal and instrumental soloists, a special point being made of enlisting the services of local musicians whenever such are available.

Teachers will find the following books rich in helpful suggestions:—*The Book of Great Musicians*; *Musical Appreciation, Why and How*; *The Listener's Guide to Music*. The writer is Percy A. Scholes and the publishers, the Oxford University Press.

DRAWING: WESTERN DISTRICTS.

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

Primary Schools.—In the primary schools the year has been one of general retrogression. Delay in the provision of necessary materials has been one factor concerned, but this will doubtless be obviated in future. Another factor has been a more strongly developed tendency to grudge time for drawing in standards V. and VI. In these standards there always was difficulty in securing the necessary minimum time for drawing, but since the issue in the *Gazette* of a suggested time-table that difficulty has increased. The allocation of one hour to drawing is taken by many teachers to indicate Departmental sanction for a course that they had formerly been persuaded, with much difficulty, not to take. The syllabus for these standards can only be fairly covered on a basis of two lessons ($\frac{2}{3}$ hour) weekly. With less than this, the tendency is to make a mere pretence of teaching the beginnings of convenient portions of the syllabus.

Secondary Schools.—In the secondary schools there is not much progress to record, but ground formerly gained has, at least, been held. It is fairly safe to prophesy that the new secondary school course, as at present drafted, will limit the teaching of drawing to very narrow confines. This movement is directly opposite to that which has gone on with increasing impetus in other countries that are free from language difficulties. It may be hoped, however, that where drawing is taught in future, a very high standard of work may be attained.

Training Schools.—Centres of training for pupil teachers provide cause for much satisfaction. The work of these centres is uniformly good, and in some cases is quite excellent. Much enterprise is shown in applying the principles of drawing to general teaching; and in no case has the subject become at all stereotyped in treatment.

Art Schools.—The art schools have for some years been training a very useful type of art class teacher, originally intended to be placed in secondary schools for the development of drawing therein. Suitable posts for such teachers have been few, and it is now unlikely that they will increase. Where such teachers can be occupied in a training centre, they should be appointed. There is ample scope for art teachers at Kimberley and Oudtshoorn, for instance.

Exhibitions.—It would be well were exhibitions to be held of the work done in primary schools, secondary schools, art schools and training colleges and schools. Chosen material, assembled for exhibitions in Cape Town, could well be made to form a useful travelling exhibit, to show teachers in each class of schools the best work that is done in the other classes of schools.

DRAWING: EASTERN DISTRICTS.

MR. H. CHRISTIE SMITH, A.R.C.A.

The development and progress of drawing are bound up in the training in the subject given to student teachers and the conditions under which the teacher is required to put that training into effect.

As regards the latter, recent years have seen very greatly improved material conditions. New school buildings have provided more and better accommodation, better lighting, better furniture and equipment. Against this there has been an almost general reduction of the time devoted to drawing, so that the inadequate one and a half hours per week has been reduced to one hour, and in many schools to three quarters of an hour per week. The effect of this is serious as no teacher can do justice to the syllabus in one short lesson per week and the pupils regard but lightly a subject which is so lightly treated in the matter of time.

The reduction of time applies also to the training colleges, where less time is now being spent on the subject than formerly. It was difficult to cover the ground before and to give fair instruction in the methods of teaching the subject, but it is quite impossible now, and all but a few students specially gifted must leave the training centres with but the vaguest ideas of drawing and how to teach it.

If drawing is to live, a minimum of one and a half hours per week is essential. If it is to develop as it should, the instruction should be given by a teacher specially trained to teach drawing. For this a new and special scheme of training in drawing, to follow that of the ordinary teachers' training, should be devised. As it must be given now, instruction in training centres can only be regarded as preparatory, and of more benefit to the student as such than as a prospective teacher with drawing as one of the subjects she has to teach.

This country has great artistic possibilities and our part in the realisation of these lies in the scope and quality of the work put into initial stages of drawing instruction. We have gone so far as to recognise the value of drawing by including it in the school course as a subject of regular instruction. It is no longer regarded as a special subject of study for the few, but as a general subject for all. The trouble is that we consider it an ordinary subject and fall short of giving it ordinary consideration.

MANUAL TRAINING: EASTERN DISTRICTS.

MR. J. DOVEY.

Owing to absence from this area during the months April-July inclusive, I have not been able to visit every school. Visits to schools numbered 152 and were utilised in most cases to examine the work executed by pupils. All native pupil-teachers were examined personally except in the case of one institution. Demonstration lessons were also given at all schools where necessary and where time allowed.

The year has been productive of steady general progress in all branches, but the discontinuance of instruction in standard VII. in secondary schools has dealt a blow to the advanced work.

Development in school manual work is placed at a disadvantage by any drastic change of programme which is not well heralded, chiefly owing to the difficulty of procuring equipment and to the prevailing high costs. While there is every hope for the future when a definite and suitable scheme of manual training is evolved from the various experiments which are in progress, one is forced to face the fact that whereas in 1919 there were over 900 third-year pupils there are now less than 700.

There has been a decrease in the number of pupils receiving instruction in cardboard modelling, chiefly owing to the cost of the necessary material. Costs are easing now a little and it is hoped that this work will be able to proceed without further handicap. About 1,400 pupils are in receipt of instruction and the general standard of the work has improved vastly in the last two years.

By forming centres for schools adjacent to each other it has been possible to effect without expense an increase in the number of schools in which instruction is given. Two valuable transfers of equipment have been effected. Pupils receiving woodwork instruction number 5,615, as compared with 5,336 in 1919, and the number of schools in which instruction is given has increased from 104 to 111. Improvements may be effected by the provision of better facilities for the training of teachers, and by the formation of a centre with special accommodation for the training of teachers of manual training. Such a centre might be on the lines of a small polytechnic and might be worked in conjunction with various crafts. Vacation courses might help, but it is doubtful whether the subject can be at all thoroughly treated in the necessarily short space of time.

There is a great desire for this training on the part of many teachers who realise their shortcomings keenly. Several instructors are needed in this area and it is likely that this shortage will exist as long as the present high rate of wages which artisans are receiving continues. It is impossible at present to attract that type of skilled artisan who, with his extensive technical knowledge, has proved so successful in many schools.

The woodwork rooms attached to most schools are of satisfactory design but there are several schools in serious need of better accommodation. The present high cost of building precludes the possibility of hoping for much improvement in this direction, but there is a point when waiting is no longer economical. Progress cannot be sacrificed for too long a time and new problems of life and commerce are best solved by those who adapt themselves to the new order. The establishment of a timber store in the Eastern Province—and probably in the Western Province—would be a great boon. Such a store would need to be thoroughly well stocked. This arrangement would save a great deal of time and correspondence, freight and expense. The cost of such a store would be practically nil, as distributions could be made in a couple of days in each quarter, when all requisitions would be dealt with. One is hopeful that during the coming year conditions generally will show much improvement. Lower costs and more competition may be expected.

MANUAL TRAINING: WESTERN DISTRICTS.

MR. F. T. MORRISON, M.I.Mech.E.

Schools and Pupils. The number of schools in which manual training is given is now 128, an increase of 2 as compared with last year. The number of pupils is now 8,500; of these 7,618 are being taught woodwork or metal work while 882 are taught through the medium of cardboard.

Hindrances to Progress. The number of schools and the number of pupils would have been much larger had circumstances been more favourable. The cost of material and equipment has increased almost by 400%, consequently one felt that, for the time being, until prices became more normal, a halt had to be called. Prices, I am pleased to see, are showing a downward tendency, and we may look for early development, as there are many schools awaiting an opportunity to begin the work. We have had the greatest difficulty in keeping up our supply of instructors. At present there are not less than ten schools where the subject might be taught were an instructor available. The fact that woodwork is treated as a primary subject, as it naturally should be in a primary school, makes it impossible to offer the salaries which draw the best men to this work. Under the new scheme of training for teachers this position may be rectified.

Instructors' Qualifications. The number of instructors is now 93; of these 81 hold the full woodwork certificate, 5 hold minor certificates, and 5 hold no certificates. In this case as in others one does not always find a want of efficiency along with the absence of a certificate, but we would strongly advise all to qualify as soon as possible.

Quality of Instruction. The general improvement in work continues, but very much requires to be done before it can be considered wholly satisfactory. The proportionately large number of boys in the first year courses as compared with those of the second and third year indicates that far too few ever get beyond the very rudiments of the work; this is a condition of affairs which calls for most serious reflection on the part of the principals of our schools. Now that the annual examination in woodwork has been dropped, I would again urge our principals to place woodwork on the same basis as the other school subjects, so that woodwork may begin and end with the ordinary standard year. Within that year all the suggested work, including the preliminary models, will be completed, and all the work should be laid aside to await the coming of the Departmental instructor. The work should be accompanied by the record of work done and the marks accorded to each pupil.

Lately we have introduced a form of simple metal work into some of our schools; the material used is tin, all of which so far has been provided by the pupils themselves. The tools used are not numerous and they are cheap, and it may be possible to carry on the work in the earlier stages without the necessity of an expensive work bench, the work being done on the top of the ordinary school desk. It may also be possible to introduce this form of manual instruction into two-teacher schools, where there are only female teachers.

C. ANNUAL REPORT ON MEDICAL INSPECTION OF SCHOOLS.

The Superintendent-General of Education,
Education Department,
Province of the Cape of Good Hope,
Cape Town.

SIR,— We have the honour to submit the report on the work for the year ending December 31st, 1920.

We have the honour to be,
Sir,

Your obedient Servants,
H. MAUGHAN BROWN,
ELSIE M. CHUBB.
Medical Inspectors of Schools.

Dr. Leipoldt handed over the work of medical inspection to us on 31st December, 1919, and we had the advantage of discussing the situation and the problems with him. His wide experience here and in the Transvaal made this opportunity of great value to us, and our work was made much easier by the solid foundations laid by him and Dr. Bremer. During the year we were able to see Dr. Bremer as well, and learned much from his experience, which helped us in organisation and dealing with the special problems which arise.

During this first year we thought it advisable to make ourselves familiar with local conditions and problems, and we decided to visit as many schools as possible, of all types and with school population drawn from every section of the community in town and country. We covered as wide a field as possible, both in extent and numbers, so that the total number of children examined this year will probably be considerably in excess of those examined in subsequent years.

Staff.—The medical staff is the same as when we took over from Dr. Leipoldt and consists of two medical inspectors of schools. The appointment of one or more assistants is immediately necessary to take charge of work in areas far distant from headquarters. We have been very handicapped throughout the year owing to our inadequate staff of school nurses. Mrs. Davies was appointed chief school nurse by Dr. Leipoldt and has done excellent work in inaugurating her colleagues into the service, assisting in the medical inspections, paying home visits to parents and lecturing. Her enthusiasm on behalf of the welfare of the school child has been most helpful and inspiring wherever she has gone.

We much regret that two of our assistant school nurses had to resign after six months' service. We wish to express our appreciation of the work which Miss Saayman and Miss de Villiers did during their brief stay with us.

We have recently advertised for four assistant school nurses, but unfortunately very few suitable applications have been received. We regard a maternity and a general training as essential. There appears to be an impression abroad that to insist on a maternity certificate for a school nurse is absurd. We would point out that our nurses are expected to give lectures on mothercraft to older girls. They also visit the homes and give advice to parents on many points in relation to babies or young children below school age. The work is all educative and it is difficult to draw a hard and fast line as to what the nurse should or should not do when she visits the home. On the other hand the nurse must have a full medical and surgical training. We have received many applications from those who have not this training and who consequently do not possess the expert knowledge which we expect in our nursing staff. We have been confronted with the difficulty of getting sufficient bilingual candidates. For some reason or other girls of Dutch parentage seem to avoid this branch of the profession. An ability to speak both languages is most essential for the school nurse who comes into close contact with the parent in the homes, but until we can get more applications from Dutch-speaking ladies, we have to utilise the services of English-speaking who have only an imperfect knowledge of Afrikaans.

Two thoroughly trained and suitable candidates, Miss Annie Marais and Miss Amy Head, have been appointed and commence duties at the beginning of the new year. The other two appointments have not yet been filled, but we are in communication with some applicants. School work is new in this Province, but probably as it expands and its interest and possibilities become known we shall be able to develop the nursing service as it requires.

Dr. Leipoldt in last year's report gave a summary as to the duties of a school nurse; they are multifarious. They cover a wide field and require initiative and tact, as well as wide professional experience.

We wish to express here our appreciation of the fact that our recommendations on the subject of nurses' salaries have been almost entirely approved of, and that now our chief school nurse receives a salary more in keeping with the qualifications demanded and status required than has hitherto been the case. The emoluments of the assistant school nurses have likewise been considerably increased.

STATISTICS—WORK DONE.

Number of schools visited for inspection	229
Number of schools visited informally	29
Number of training colleges visited	13
Number of indigent boarding houses visited	20
Number of addresses given to teachers, students or parents	74
Number of children excluded from school	113
Excluded because of mental deficiency	20
Excluded because contagious disease	90
Excluded because of general disease	3
Total number of European children examined	13,826
Total number of coloured children examined	127
Total number of parents present	4,700 (34 per cent)
Total number of objections to examination	415 (3 per cent)

NURSES.

Number of schools visited	222
Number of homes visited	737
Number of lectures given	108

CHILDREN EXAMINED, 1920.

	Routine Inspections.						Special Inspections.						Re-examinations.			Total.*		
	Boys.	Defective.	Percent.	Girls.	Defective.	Percent.	Boys.	Defective.	Percent.	Girls.	Defective.	Percent.	Boys.	Girls.	No. Examined.	No. Defective.	Percent.	
European Children	2,091	774	37	2,903	1,214	41.8	4,301	2,848	66.2	4,456	3,021	67.8	42	33	13,826	7,857	56.8	
Coloured Children	..	..	..	..	..	..	64	46	71.8	63	51	80.9	..	..	127	97	76.4

School Board.	School.	Routine Inspections.						Special Inspections.					
		Boys.			Girls.			Boys.			Girls.		
		Number Examined.	Number Defective.	Per-centage.	Number Examined.	Number Defective.	Per-centage.	Number Examined.	Number Defective.	Per-centage.	Number Examined.	Number Defective.	Per-centage.
Aberdeen ..	Aberdeen Primary ..	39	21	54	40	20	50	18	10	55	13	9	69
..	.. High ..	49	21	43	45	19	42	5	2	40	13	5	38
Albert ..	Burghersdorp Secondary ..	..	..	..	..	..	..	17	15	88.2	13	10	76.9
..	.. Primary ..	..	..	..	..	..	..	20	16	80	22	20	90.9
Aliwal North ..	Aliwal North High ..	..	..	..	..	..	..	51	40	78.4	19	16	84.2
..	.. Primary ..	..	..	..	..	..	..	21	18	85.7	14	12	85.7
Barkly West ..	Jamestown ..	..	..	..	..	..	..	27	22	81.4	27	23	85.2
..	Barkly West Primary ..	15	7	46.6	17	11	64.7	..	..	..	..	..	..
..	Delpoorts Hope ..	..	..	..	..	..	..	21	14	66.6	25	17	68
..	Klipdam ..	..	..	..	..	..	..	22	14	63.6	20	13	65
..	Windsorton ..	..	..	..	..	..	..	17	14	82.3	19	14	73.6
Beaufort West ..	Beaufort West High ..	..	..	..	..	..	..	80	43	53.7	..	..	..
..	.. Girls Sec. ..	32	23	72	67	29	43	..	..	..	..	..	..
..	.. Primary ..	..	..	..	..	..	..	46	22	48	54	30	55
Bedford ..	Bedford Secondary ..	..	..	..	..	..	..	23	22	95.6	13	9	69.2
Caledon ..	Hermanus ..	..	..	..	..	..	..	41	30	73.1	46	39	84.8
Calvinia ..	Calvinia High ..	..	..	..	..	..	..	55	29	52.7	57	33	57.9
..	Nieuwoudtville ..	..	..	..	..	..	..	20	19	95	21	14	66.6
Calitzdorp ..	Calitzdorp Secondary ..	..	..	..	..	..	..	76	59	78	74	50	67
Carnarvon ..	Carnarvon Secondary ..	..	..	..	..	..	..	32	22	68.7	44	27	61.3
Cape Town ..	Bellville ..	..	..	..	..	..	..	17	13	76.5	13	11	84.6
..	Brooklyn ..	..	..	..	..	..	..	24	12	50	20	11	55
..	Camps Bay ..	..	..	..	..	..	..	25	17	68	12	6	50
..	Anderdale ..	25	13	52	19	12	63.1	..	..	..	..	..	..
..	Claremont ..	..	..	..	..	..	..	15	12	80	23	19	82.6
..	Claremont, Feldhausen ..	62	25	40	89	38	43	..	..	..	..	..	..
..	Cape Town:—	..	..	..	..	..	..	..	..	..	..	..	..
..	De Villiers St. ..	..	..	..	..	..	..	24	15	62.5	25	21	84
..	East Park ..	..	..	..	..	..	..	29	25	86.2	36	22	61.1
..	Kotze St. ..	..	..	..	..	..	..	16	15	93.7	19	10	52.6
..	Orange Grove ..	..	..	..	..	..	..	21	17	80.9	19	16	84.2
..	Sydney St. ..	..	..	..	..	..	..	32	22	68.7	35	28	80
..	Training College Schl. ..	41	11	27	56	17	30	..	..	..	..	..	..
..	West Cliff ..	..	..	..	..	..	..	50	37	74	36	31	86.1
..	West End ..	..	..	..	..	..	..	28	25	89.3	27	26	96.3
..	Diep River ..	45	22	49	32	19	59	..	..	..	..	..	..
..	Durbanville ..	22	11	50	14	6	43	..	..	..	..	..	..
..	Goodwood ..	..	..	..	..	..	..	11	10	90.9	15	12	80
..	Hout Bay ..	..	..	..	..	..	..	25	17	68	11	9	81.8
..	Kalk Bay ..	29	12	41.4	25	10	40	..	..	..	..	..	..
..	Maitland ..	..	..	..	..	..	..	46	36	78.2	47	37	78.9
..	Koeberg Rd. ..	..	..	..	..	..	..	33	25	75.7	23	19	82.6
..	Mowbray Inter. ..	..	..	..	..	..	..	19	9	47.3	5	4	80
..	Muizenberg ..	31	17	54.8	16	4	25	..	..	..	..	..	..
..	Newlands ..	19	9	47	19	5	26	7	5	71	5	4	80
..	Observatory Rd. ..	19	7	37	50	18	36	87	59	67.8	2	..	..
..	Parow ..	..	..	..	..	..	..	19	15	78.9	12	12	100
..	Plumstead ..	..	..	..	..	..	..	21	17	80.9	13	10	76.9
..	Retreat ..	..	..	..	..	..	..	21	17	80.9	16	10	62.5
..	Rondebosch Girls' Junior ..	11	3	27	60	20	33	..	..	..	..	..	..
..	Simonstown Secondary ..	..	..	..	..	..	..	17	10	58.8	20	11	55
..	.. Arsenal Rd. ..	..	..	..	..	..	..	21	16	76.2	18	14	77.7
..	Springfield ..	18	7	39	18	13	72.2	..	..	..	..	..	..
..	Salt River Dryden St. ..	..	..	..	..	..	..	48	35	72.8	42	34	80.9
..	.. Rochester Rd. ..	..	..	..	..	..	..	42	34	81	32	25	78.1
..	Sea Point, Round Ch. ..	23	10	43	11	2	18	..	..	..	..	..	..
..	Tokai ..	..	..	..	..	..	..	10	9	90	13	12	92.3
..	Wynberg Aliwal Rd. ..	..	..	..	..	..	..	10	7	70	11	9	81.8
..	.. Ottery Rd. ..	..	..	..	..	..	..	26	21	80.7	16	14	87.5
..	.. York Rd. ..	42	21	50	44	20	45	..	..	..	..	..	..
..	Woodstock Church St. ..	..	..	..	..	..	..	26	21	80.7	28	23	82.1
..	.. Boys ..	..	..	..	..	..	..	42	26	61.8	..	..	..
..	.. Girls ..	28	10	36	126	59	47	..	..	..	..	..	..
..	.. Regent St. ..	..	..	..	..	..	..	26	23	88.4	25	16	64
..	.. Victoria Wk. ..	..	..	..	..	..	..	27	21	77.7	17	13	76.5
..	Cape Town, Good Hope Sem. ..	17	3	18	110	29	26	..	..	..	..	..	..
..	Rondebosch Boys' High ..	..	..	..	..	..	..	71	47	66.2	..	..	..
..	.. Girls' High ..	24	6	25	130	53	40	..	..	..	..	..	..
..	Sea Point Boys' High ..	..	..	..	..	..	..	77	47	61	..	..	..
..	.. Girls' High ..	17	5	29	96	21	22	..	..	..	25	11	44
..	Wynberg Boys' High ..	..	..	..	..	..	..	72	42	58.3	..	..	..
..	.. Girls' High ..	7	4	57	127	48	38	..	..	..	15	8	53
..	Three Anchor Bay ..	..	..	..	..	..	..	9	5	55.5	34	15	44.1
Ceres ..	Ceres High ..	..	..	..	..	..	..	19	14	73.6	19	13	63.8
..	Prince Alfred's Hamlet ..	..	..	..	..	..	..	10	4	40	24	12	50

Uncleanliness. One of the most important parts of a child's training consists in the teaching of correct habits, the practice of a hygienic way of living. Cleanliness is of the greatest importance for the health of the children, and we should not be content until all the children in our schools are clean in clothes and person. At present public opinion is often apathetic on the subject, and many children attending school have lice or nits in the hair and dirty bodies. Verminous conditions spread so rapidly that one or two infected children may soon infect a whole class, and ultimately the whole school, and a child from the most careful home may be infected when travelling, or by coloured servants; but there is not the least doubt that with constant watchfulness, and with the co-operation of all the parents a school can be made and kept clean. Vermin are carriers of disease, as, for instance, typhus, and children with nits in the hair are very liable to suffer from sores on the head, enlarged glands in the neck, and other signs of impaired health. Verminous children are therefore a source of danger and increased illhealth to the school and the community, and we must spare no efforts to create a public opinion which will aim at a "clean school." The evil is very widespread. It is almost unknown to conduct a medical inspection without finding some children with nits or vermin, and this is true of all types of school. Though the percentage may vary considerably the "clean school" can scarcely be said to exist at present, and some fifty to sixty per cent. of the children have vermin or nits.

One of the first steps is to explain the evils due to such conditions and to create a public opinion. In some areas the condition is regarded as more or less normal, and parents resent—not so much its presence—as its being noticed and remarked on. One parent seemed to express a fairly common idea when she said that a child who could not "breed nits" was not very strong; and therefore that nits were a sign of health. In creating this public opinion one of the most important points is the home visiting by school nurses. At present not much of this has been done owing to pressure of work and the small staff available, but where any could be done there was an immediate improvement in the condition of the school. Children who were actually verminous and capable of infecting the other children were excluded until clean. Children with nits only were merely given directions as to how to get clean. All girls with long hair should wear it plaited or tied in school. This much diminishes the risk of infection. In many cases short hair is advisable. Curiously enough the present fashion of bobbed hair has increased the risk of infection. The hair is long enough to fly about but not long enough to tie or plait to keep it out of harm's way. If the teachers can co-operate with the school medical service by talks on cleanliness, by recognising the condition when present, and drawing the parents' attention to it, much can be accomplished in eradicating the condition. Some have already done this with excellent results, undeterred by the unpleasant attitude taken up by some of the less particular parents. There will always be a residue of a few obstinate cases, where, from carelessness or illness, or being at work, the parents are unable to keep the children clean, and in the larger centres, accommodation for cleaning may have to be provided on a small scale. The Graaff-Reinet voluntary clinic run by the Infant Care Society provides a woman who cleans the heads of children who require it; and in their new premises provision has been made for giving baths to children who are unable to get them at home, and who come to school dirty. This is a most valuable help to the work of the teachers in teaching personal cleanliness. It improves the health of the children and makes the atmosphere of the class-room much fresher.

Malnutrition. The following are the percentages of malnutrition among the 14,000 children we examined last year:

Routine Inspections.			Special Inspections.			Coloured Children.		
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
12.5	9.1	10.5	21.7	18.3	20	29.7	15.9	22.8

In 1918 Dr. Bremer discovered 11.2 per cent. malnutrition.

The figures for Natal (1918) were: Boys, 14.9 per cent., Girls, 10.6 per cent.

The figures for the Transvaal were 10 per cent.

In 1919 Dr. Leipoldt discovered 18.6 per cent. which is approximately the same percentage as we have noted during 1920; probably the increased cost of foodstuffs and living generally is responsible in part for this change.

The difference between the condition in the Transvaal and Natal and that in the Cape Province can be partly explained on the hypothesis that in these areas feeding is undertaken by the state. During 1920, 150,000 free meals were provided in the Transvaal. Nothing is being done here directly by the Administration, but indirectly through the establishment of local societies for carrying out this work, to which the Administration contributes on a definite basis. In several places feeding stations have been established and much good, both physically and mentally, has followed this provision of suitable food.

Both Dr. Leipoldt and Dr. Bremer drew attention to the seriousness of this problem of malnutrition. We would again emphasise the fact that malnutrition is not always due to lack of sufficient food; but in many cases to unsuitable food; that is, to food which does not contain the constituents in the right proportions necessary to build up a healthy body. Unfortunately, the increased cost of living and the drought have made it difficult to have a correctly balanced diet.

Fat in any form has been scarce and dear, and in some districts milk, fruit and vegetables, which are so necessary for healthy growth, have been almost unobtainable. The effects of unsuitable feeding during childhood are far reaching. They include not merely a temporary lack of energy and capacity for work, which is reflected in the school work, but the building up of a body which is incapable of standing severe strain and shows a lowered resistance to infection. During their school life such children lack energy and vitality and do not profit fully by the education given them; in later life they live permanently on a lower level of health and energy. The state which has many such citizens is injured in two ways—first, in that their contribution in work is small—secondly, that in illness, incapacity and unemployment they are a direct expense.

In dealing with the problem one of the most important points is to educate the public. We must teach them very simply what are the essentials of a satisfactory diet from a health point of view; what foodstuffs are necessary. The food values of the common food should be explained, so that if one article of food becomes scarce or dear, it may be replaced by another as much alike it in food value as possible. For instance, potatoes are cheap in some areas, mealies or rice in another, and it is not necessary to have all three on the same diet sheet. With simple but practical knowledge of food equivalents and diet suitable for different ages, it is possible to feed children properly even in times of dearth and scarcity, and with careful planning and preparation it is usually possible to arrange for dried fruits, onions or dried or preserved vegetables during the winter months, or in seasons when fresh fruit and vegetables are unobtainable. This knowledge of food and diet, which is so essential for the rearing of a healthy race, can be given by talks and courses of simple lectures and demonstrations to mothers, but the best way of getting at the future mothers is to see that the older girls in our schools are all taught this, preferably by cookery courses. Every girl who leaves school, whatever the standard reached or whatever her future work, should possess the elements of this knowledge in a form which she can use practically when she requires it. Women are the food preparers of the nation, and on their knowledge of right feeding the future health of the nation largely depends. Certainly, every one who is responsible for catering for boarding establishments, hostels and such institutions should have some idea of what the body requires to be healthy. The diet in many boarding-houses has too great a preponderance of starchy foods, and lacks fresh fruit and vegetables. In going round the indigent boarding-houses of the country, for instance, we notice the nutrition of the children, their alertness and capacity for work vary

considerably even in institutions in the same town and with children from the same surroundings. On enquiry we find one house has a garden, or makes provision for fresh fruit when it is cheap, or in other ways takes care to provide all the elements required, while in another the children live almost entirely on bread, potatoes or mealies and coffee. It does not follow that varied diet is necessarily more expensive if carefully planned, and the effect on the children of the improved dietary is remarkable. It will probably be found that at first such ideas may be too revolutionary for some to accept, and it may take some time to bring conviction. For instance, children in some places live very largely on bread, and this bread is usually white bread, which lacks much of the important food elements found in brown meal, which are particularly necessary for the growing body. We have been asked to explain to the mothers at meetings how much more nourishing brown bread was than white, as the workers had quite failed to convince them, but our success was not much greater. The children in the indigent boarding-houses usually have excellent home-made brown bread which is a great improvement on the white bread they commonly eat at home.

A second line of attack for the problem is the removal of the other causes of malnutrition—lack of sufficient sleep, overcrowding, physical defects, etc. This can be done partly by the practice of a hygienic way of living at home and school, partly by the creation of an enlightened public opinion in matters of hygiene, and only the first can be carried out in the school.

The third line of attack is the provision of meals for children whose parents are unable to feed them suitably. As a result of the conditions found at inspections the following places are known to have made arrangements for feeding children—

Craddock.	Ladismith.	Richmond.
East London.	Montagu.	Robertson.
Graaff-Reinet.	Port Elizabeth.	Wellington.
Kimberley.		

In each case there is a local committee which is responsible for the arrangements and very excellent and valuable work has been done by them. The food provided is in some cases bread provided at the morning break, in others soup and bread, and in some an excellent but simple and inexpensive dinner. We rather discourage the provision of much bread. This already bulks too large in proportion in the dietary of the underfed child, and the school meal should, if possible, supply the other elements which are lacking. Graaff-Reinet serves a daily dinner for 100 children at a cost of 3d. a head, and has the advantage of Dr. Bremer's advice in the supervision of the diet. They are also fortunate in having his services for the voluntary clinic run in connection with the schools by the child welfare society. Montagu also serves a dinner, and has Dr. Muller and his wife, both doctors, on the committee. East London serves a daily dinner for 200 children at three centres. In all three cases the ladies of the committee take it in turns to be present and supervise the serving of the meal. It is possible to make the school meals an opportunity for teaching good manners and clean habits. Kimberley prepares soup at a centre and distributes it to the schools by motor.

Such work when done by local societies which are in touch with local conditions is of the utmost value and there are many other places which would benefit by feeding centres. Many country areas show much malnutrition. The highest percentage, 31 per cent., was obtained from one country school, and if so many are undernourished, it is certain still more are underfed, though perhaps not yet showing obvious symptoms.

It must also be remembered that many children come long distances to school. They start early after a small breakfast and bring bread with them to school. Their first real meal comes between 3 and 4 in the afternoon when they get home. Such children are often unduly fatigued and exhausted. If a hot dinner were served at the school, their physical condition and capacity for work would be much improved, and a charge sufficient to cover expenses would be made to those in a position to pay.

When people realise the need, and the improvement which follows school meals, they are usually very ready to contribute in money, or by sending in sacks of farm produce, fruit, etc. The difference between children in an area where a feeding centre is at work and a similar one where nothing is done is often most striking, and teachers are unanimous as to the increased interest and capacity for work shown by children when they get sufficient of the food necessary to supply the energy necessary for growth and work.

Teeth. In reckoning the children suffering from defective teeth, only those were counted who had four or more carious teeth, or some other coincident condition, e.g., pyorrhoea. The state of the teeth varied very much in different localities, much more so than between different schools in the same locality, though of course, if parents are able and willing to have dental treatment the condition is better than where the teeth are neglected. Teeth on the Karroo are markedly better than on the coast plains, and some valuable research might be done in studying the incidence of decay, and the factors that produce it.

The care of the teeth is a most important element in keeping the mouth healthy. All children should be taught practically the use of the toothbrush, and be given the right sort of food to develop strong and healthy teeth.

Unfortunately the value of preventive treatment is not understood. If a child's tooth is carious and the pain is severe, it is pulled out, and the child loses an important tooth, which might have been saved if it had been cleaned and stopped early. If the tooth does not ache, nothing is done, and the child daily swallows the germs and decaying matter from the tooth. This chronic poisoning is the cause of much continual illhealth, and many acute illnesses. The first teeth are very generally neglected, in spite of the fact that defective first teeth can infect the second teeth, and cause grave injury to the child's health.

But even if parents understand the value of early preventive treatment, the shortage of qualified dentists makes it very difficult to obtain, and the cost is too high for many to pay.

Here again, local effort will probably be the best way to begin at first. In Cape Town, the services of some local dentists have been offered free for a school if suitable premises and outfit can be found; in Kimberley the dentists are prepared to co-operate, and at Swellendam the dentist who visits there has offered to give one afternoon to the treatment of school children. In all three cases, of course, the offer is limited to necessitous children.

Public opinion at present has not grasped the importance of sound teeth for health, and the care of the teeth should be specially emphasised in all hygiene lectures in the school, to teachers in training and to mothers. In all such matters education of public opinion is of great importance.

Mentally Defective Children. It has been quite impossible to do much in the way of investigating the problem as far as numbers are concerned. The probability is that they do not differ materially from those elsewhere throughout South Africa, or the world generally, viz., just under 1 per cent.

The examination of the mental condition of a child and the numerous tests which require to be carried out before one can get any idea as to the mental possibilities, take about an hour for each child, so that it can be easily imagined that there is no time for this work when there is so much more pressing work calling. Until our staff is augmented this matter must be left in abeyance.

At present in the Cape Province there is one special class for backward children. An inquiry into the mental condition of the children attending this class yielded the following table:—

3 mentally defective,
5 probably mentally defective,
4 doubtfully mentally defective, and
4 dull and backward only.

This class has been working under adverse conditions, viz., lack of accommodation, lack of proper material and a mixture of all classes of defects. We do not consider that the venture has had a fair chance of showing what can be done with more specialised teaching for these backward pupils.

The whole question of policy with regard to the education of the backward and feeble-minded is one that requires very careful consideration. The cost is much greater per child than is that for the normal individual. Nevertheless

something must be done. The truly mentally defective child ought not to be educated with the normal child. He requires a different method altogether. He is largely incapable of grasping the abstract and therefore his training must be on practical lines with much manual work. His brain is like that of a young child, and his training should be to a large extent similar, simple and concrete, but he must not be taught with the young child of his own intellectual level.

The degree of feeble-mindedness varies considerably—some are ineducable, some can only be taught to do simple occupations like dress themselves, sweep the floor, make beds and so forth. Others more advanced can carry out unskilled manual work. Others can be taught skilled trades like bootmaking, carpentry, dressmaking, etc. In all cases, however, they are incapable of working without some supervision—their work may be good, but they will be exploited and suffer from competition with others. They must always be guarded.

Whether the expenditure required is justifiable for an Education Department as such, is doubtful under present circumstances. Primarily it is not an educational problem—it is a eugenic one. Something, however, ought to be done to deal with the problem. Education will not solve the difficulty, but segregation or some other means of preventing the transmission of the defects will.

There are far more dull and backward children in our schools than mentally defective. These are cases which can be considerably improved by amelioration of physical defects or change in methods of education.

Expenditure of public money on the better education of these is warranted because there is considerable economic return from the more efficient product. Sufficient attention in the past has not been paid to this problem. The question of education for the feeble-minded has swamped the cry for better education of the dull and backward. We are advocating a change in this respect. The improvement of the physical conditions, such as malnutrition, various physical defects, etc., which are responsible for much backwardness, the encouragement of more fresh air in the school, the introduction of more individual teaching, and, where necessary, the adoption of a more manual curriculum for the dull and backward.

In every school there are many such. Probably it would be no exaggeration to say that roughly about ten per cent. might fall into this category.

We suggest that each big school should develop a special class—transition, observation or backward class into which the principal could draft backward scholars for observation and individual and specialised teaching. The class should not accommodate more than twenty children. These children could be especially examined by the medical inspector of schools. The class would act as a sieve for the mentally defective, who could then be transferred to the department responsible for them throughout the whole course of their lives. Money spent on these classes would produce better returns than money spent solely on educating the mentally defective.

Teachers specially trained are needed for these classes. There are hardly any such in the Province. Specialists in the teaching of such children should be imported for the purpose of training suitable teachers for this work. These teachers ought to receive slightly better pay, so as to attract the best type, for the problem is a difficult one and requires the far-seeing individual who can adapt himself to varying circumstances and phases of child life, and whose knowledge of child psychology is more than superficial.

Treatment. It is obvious to everyone that unless something is done to ameliorate defects found, medical inspection is largely wasted. But it is well to point out that much is being done in this way which is overlooked, or rather is not regarded as treatment. In the first place there is much advice given to parents and teachers with regard to individual children, which comes under the heading of preventive treatment, e.g., the advocating of efficient mastication, the change in diet to a more wholesome menu, the encouragement of greater rest, the curtailment of home work, the adoption of more exercise, the plea for better ventilation, the supervision over posture at school and at home, and the care over the size of the print and the amount of light for reading purposes, etc. All these are forms of treatment which can be carried out by the lay person without further advice from the doctor. There are other cases, such as the slighter degrees of adenoids, where the practice of efficient breathing exercises through the nose, coupled with proper cleaning of that organ, are sufficient to improve and in some cases cure, the defect. Further, many cases of malnutrition require a change in their diet or their habits of life, which is all that is necessary to cure this condition.

We mention these facts because there is a widespread opinion that the service is wasted owing to the absence of provision for carrying out medical treatment.

There are many defects which require further treatment from a doctor or dentist. Such cases are marked degrees of carious teeth or septic teeth, pronounced tonsils and adenoids, deafness, defective sight, communicable disease and other general diseases. These cannot be treated by the medical inspector, and in many places it is impossible for them to be treated by any one else, partly owing to the extreme cost which the poorer people cannot afford, and partly owing to the absence of a qualified person to carry out the treatment. It is particularly in reference to the provision of treatment for defective sight and teeth that this last applies, so that some day it will be necessary for the Administration to make provision by means of a travelling clinic for the provision of glasses, and conservative dentistry. Of the total number of children examined last year, about 44 per cent. were recommended to obtain further advice or treatment from their own doctor.

Of the forms left at the school to be completed by the principal, stating which of these children had received treatment, and which not, only a few have been returned to the office. Consequently we can give only an approximate idea as to the response to recommendations for treatment. We have returns dealing with 632 children. Of these 210 or 33.2 per cent. have received treatment from their own doctor or dentist, 377 or 59.6 per cent. have received no treatment, 17 have promised to get treatment during the Christmas vacation, and 28 have left school without obtaining treatment beforehand. An average response of 33 per cent. to our recommendations is quite good when the difficulties are considered. The success of our efforts depends a great deal on the way in which the local effort supports our recommendations. There are marked differences in this respect. In some places where there are efficient child welfare societies, which do not confine their attentions solely to the infant, a very big percentage of success has been obtained; similarly, where there are other energetic bodies of workers, or even individuals alone, there has been considerable success, e.g., at Graaff-Reinet, Spes Bona, there is a return of 77 per cent. treated, at Wellington girls' high school, 74 per cent.

In some cases, e.g., at Kimberley, special arrangements were made to treat the poorer children at the Kimberley hospital, where numerous operations for enlarged tonsils and adenoids were conducted and several pairs of glasses prescribed. The school nurse in her report states that about 57 per cent. of the children, recommended for treatment three months previously, had received treatment.

Medical inspection then, if it is to be of any value, must be followed up in each school which has received a visit. At the second visit every child found defective at the first examination must be re-examined, to see if treatment has been obtained if that was necessary, and what the physical condition now is, so that the instructions to the teachers and the work of the child may be altered if modification is called for. This "following up" is of the utmost importance. Without it medical inspection becomes a mere piling up of statistics, without any benefit to the child commensurate with the time and expense spent on medical inspection. But obviously such re-inspection reduces the time available for the examination of new children, and makes it impossible to extend the number of schools visited. It may seem as if schools which could not be visited before should receive visits in future, but if medical inspection is to give any results of lasting value, it will be impossible to broaden its extent much with the present staff. School nurses can cooperate usefully in home visiting and in helping parents to obtain treatment, and an efficient nurse can make a great difference to the percentage of children who obtain the treatment recommended, but the re-examination must be carried out by the school doctor. In cases of poverty, we make an attempt to get in touch with some society, such as the A.C.V.V. or child welfare society. In some cases arrangements have been made for the teachers to refer cases which cannot pay for the necessary treatment to them, and the members arrange to pay for a doctor or to admit the child to a hospital.

In other cases the difficulty is distance. Some schools are far from the nearest town, and have no doctor in the village. But here, too, it is possible for arrangements to be made, if only the local conditions are studied, and there is a nucleus of energetic and earnest workers, who are anxious to help. In one case an energetic principal raised money by school entertainments, and this is to be used to pay the fares of the children to the nearest town possessing a hospital and opportunities for treatment.

In other cases the difficulty is an objection to treatment, based usually on a misunderstanding as to the object of medical inspection, and the reason for curing defects, even in their early stages, before symptoms, obvious to the parents, have appeared. Where the parents accept the invitation to be present at the medical inspection this difficulty is much more rarely met with. The percentage of parents present at inspection varies very much. It depends partly on their occupation and distance from the school, but still more on their intelligent interest in their children's health. Some areas seemed apathetic, and even where they could have easily been present, very few parents came. On the other hand, in some areas, among which rural areas were prominent, parents came long distances and took much trouble to come and discuss their children's health with the medical inspectors. In one country school 96 per cent. of the children examined had a parent present. Parents and principal were anxious to do their best, but treatment will be a difficulty, as the school is 40 miles by car from the nearest doctor, the parents are mostly too poor to pay for treatment, and as they are a scattered community, there was no society to refer to.

Where real objections to treatment exist, the best way is to get in touch with the parents by home visiting of school nurses, and by little informal gatherings and discussions at the school.

In some areas (not by any means always in country districts or the primary schools, but in town high schools as well) it has been difficult to get in touch with parents, and the principals have reported that the same difficulty exists in their work.

The conditions vary so much from one school board to another, and from one school to another, that different methods must be adopted to see that the children obtain the necessary treatment. If a few people in each place are sufficiently interested to set to work to find out ways and means, much can be done. It is necessary to educate public opinion steadily, so that churches, school boards and the general public realise the importance of ensuring that the present generation of school children grow up sound and healthy. Many of our pressing economic problems, e.g., the poor white, are largely physical. The undernourished, physically defective child is incapable of sustained and effective work when he grows up.

We often find that it is thought that medical inspection may be advisable for primary schools, but is unnecessary for high schools. A glance at the percentage of defects found in high schools will show how far this is from being the case, and as many of the children have their own family doctors, it is hoped that a large percentage will readily obtain the treatment required. A visit to the boys' high school, East London, visited by Dr. Leipoldt, showed that 96 per cent. of his recommendations as to treatment had been carried out, either at the children's homes or in the hospital of the town. This good result was very largely due to the interest the principal took in reminding and encouraging parents, and arranging for treatment at the hospital.

It is true that defects due to uncleanness and malnutrition do not occur quite so frequently in high schools as in primary schools, though they do occur, but defects due to eyestrain, nerve strain and physical deformities such as lateral curvature, are much more frequent. Especially in the upper classes the children are often working hard at a period of rapid growth and development. Unless they are carefully watched to see that they get sufficient sleep, graduated physical exercises to develop the growing body, and recreation, they are liable to do themselves harm. Work in itself does not harm the normal child, but unsuitable school methods and surroundings may. The prevalence of lateral curvature, round backs, cramped chests among all the scholars, but more markedly in the older girls, is clear proof that they are not developing symmetrical and healthy bodies, but will be handicapped in their future. Yet in many cases parents object to physical exercises and games, on the plea that the children are not strong enough. The carefully graded physical exercises of the syllabus are so arranged as to throw no strain on the immature body, and are needed to counteract the effect of hours spent indoors and at a desk. There should be a short period every day for physical exercises, if possible out of doors. In the kindergarten and lower standards these should be very informal movements, games and free play; in the upper standards more definite drill, with games and gymnastics wherever possible. It is essential to see that the desks are proportioned to the actual size of the child, and not to the standard he has reached. There should be a re-arrangement of and resorting of desks twice a year at least. When they are fastened to the floor so that they cannot easily be moved and refixed, we may find a class of big overgrown boys cramped into desks meant for much smaller bodies, and *vice versa*. Attention to the attitude in writing, the direction of the light and the print of books may do much in preventing curvature and eye defects. When defects already exist, or in cases of deformity due to accident or disease, remedial exercises or exercises specially adapted to counteract the defect may be useful, and a specially trained physical culture mistress is of great value. The new course for training physical culture mistresses should do much to help us ensure that the children's bodies are well balanced and symmetrical, by ensuring careful supervision during their stage of rapid growth in the somewhat artificial environment of a classroom.

While on the subject of exercise, the question of dancing comes up. Dancing in itself is a healthful exercise, but like all exercise for growing children, it needs to be taken at suitable times and in moderation, and step-dancing develops the legs only, and not the body symmetrically. Many children after finishing their school work go to dancing lessons, and we have found cases of overfatigue and nervous strain where children, after a heavy day's school and home work and a music lesson, spend from one to two hours at a dancing class for teaching step-dances. There was no time for recreation, the classes were in the evening and often culminated in an evening display, and in more than one instance the child was sleepless, restless, fatigued and nervously exhausted. It is necessary to ask parents to review the child's day carefully, in and out of school, and to make sure there is time for 9-12 hours' sleep, according to age, and open air recreations. In the end there will be better work done, and a breakdown with a period out of school, and a permanently weakened bodily and mental condition will be avoided.

Teaching of Hygiene. The consideration of these points should make one realise how important is the knowledge of a subject like hygiene to both teacher and pupil. In the past sufficient attention has not been paid to this point. It is one of considerable import for the future. We are glad to see that training in hygiene is bulking more and more in the curriculum of the school. All boys and girls should be taught the knowledge of the functions of the human body and their application to a hygienic life, and this teaching can start at an early age—simple lessons, demonstrations and talks about what to do to keep well and why; the course becoming more advanced as the age of the child increases and his capacity for understanding advances. But for this purpose teachers must be properly trained, and hitherto this subject seems to have been largely omitted from the training course for teachers, or considered of such little importance that it was submerged as a subject under school management. Every teacher ought to have a good knowledge of hygiene, not only for purposes of instructing others, but so that he can realise the difficulties under which children may be labouring, either through working in defective environment or suffering from physical ills, which hamper his work and prevent efficient output, so that he can do his best to remove the obstacle. The teacher who has no idea of hygiene will keep the windows shut, and possibly punish children for continually yawning or giving a stupid answer, when a little knowledge would have taught him that what the children needed was fresh air, and it was not naughtiness, but fatigue which was responsible for the poor result.

A full course of training should be given on the physiology of the body as regards the following points: form and function; the factors at work in the development of the child; the daily requirements of health in mind and body, such as nutrition, fresh air, exercise and manual and intellectual occupation, warmth, rest,

cleanliness; common ailments of school children; abnormal children; the objects and methods of medical inspection of schools and school children; sanitation generally as it affects the school building and its surroundings; the training of the child in the practice of hygiene.

It will be seen that for the school medical service to be of full value, it must be in close touch with all other organisations, state or voluntary, which are working at social and hygienic problems. It depends very largely on the co-operation of voluntary workers, and its success is closely bound up with the interest and support which the teachers may give it.

From what has already been said, it will be obvious that care committees and social workers of all kinds will be needed to ensure that the children have the opportunity for treatment and supervision required, and we must say how much the school child is already indebted to the Child Welfare Society, A.C.V.V. and similar organisations. School meals, treatment of defects, seaside holidays for children from congested districts, are instances of their activities. Doctors have given their time and interest to children referred to them. But the most important link of all in the chain is the teacher. The interest and energy of teachers have done wonders in many a difficult and unlikely place, and for their help in educating public opinion and providing the stimulus to activity between the visits of the medical inspectors we owe them much. In many instances they have provided food and treatment at their own expense.

Indigent Boarding Houses. Altogether there are about 100 indigent boarding houses, whose accommodation varies from 15 to 120—but usually there are about 30 or 40 at each establishment. In many places these hostels have been established hurriedly and often in very indifferent and unsatisfactory buildings. Almost invariably the boarding-houses are overcrowded, and usually there is insufficient closet accommodation. The cleanliness of these premises leaves much to be desired, and generally speaking there is much room for improvement. It seems to be quite a common opinion that anything will do for an indigent boarding house, because the children who go there come from worse surroundings. In many cases this may be true, for there are cases on record where children have previously been living under a bush and under two sheets of corrugated iron. But when children are collected together their environment must be good or their health will suffer. Overcrowding of several children in one room does more harm than the indifferent surroundings of those individual children at home.

Many of the children inspected came from indigent boarding houses, and although they had been several months in these institutions, their general appearance showed a considerable amount of neglect—in some cases the heads and bodies were verminous, and the clothes dirty and torn. At one place there were three children who could not attend school because they had no clothes to wear. Many of these children showed marked signs of overfatigue and malnutrition.

It is true that in some of the boarding houses the children appeared happy, and were obviously well cared for as far as their physical requirements were concerned, and also their mental.

Dr. Leipoldt last year drew attention to the need for care in selecting the housefather and housemother. This is a most important point, and it cannot be too emphatically urged that more care be exercised than has been the case in the past in the selection of these foster parents.

In many of the hostels the diet is exceedingly monotonous, and there is lack of the necessary food requirements. The diet so often consists too exclusively of mealies, or some modification of it. There is frequently an insufficiency of fat and often an absence of fresh vegetables. Meat also is sometimes cut down too much. We would emphasise the importance of these matters.

Many of the poor whites in these places are good material, and only require good food and decent upbringing to make them worthy citizens.

Very fine work has been done by some of the housefathers and housemothers, and under difficult circumstances. Their success shows what can be done when the right people are in charge, and the conditions are healthy.

We have visited 20 of these indigent boarding houses, and as the result of our visits we have drawn up in collaboration with the organising commissioner for indigent boarding houses the following conditions, which we consider all future establishments should conform to before being opened, and all present ones as soon as practicable.

Clothes. Two suits or frocks are necessary, three desirable. At least three sets of underwear. Night shirt, night gown or some sleeping garment, not worn during the day, to be provided. Clothes to be kept clean and mended. Each child to have his or her own toothbrush, brush and comb in a bag, and towel.

Bedclothes. At least two blankets on top.

Bedrooms. No room to be used as a bedroom unless it has a window which will open. Floor space 40 sq. feet per bed. Each child to have a separate bed.

Washing and Baths. At least one hot bath weekly should be provided for, and frequent cold baths. Provision for washing morning and evening.

Light. Suitable lights for those who have homework and sewing to do in the evening.

Diet. Meat for children under 12 should be 4 oz. per day per head, reckoned without bone, 6 oz. per head for children over 12. Porridge and fat of some kind should be contained in the diet and greens and fruit—fresh or dried—whenever possible. The diet should not consist merely of meat and bread. Second helps should be allowed.

Closets. Two closets for 20 inmates and under, an extra one for every additional 20 or under, reckoning sexes separately. To be kept clean and well supervised, and paper to be provided.

Provision for Open Space for Games and Outdoor Recreations, and Garden if possible, is very important.

Many children examined needed medical treatment but there is no provision for such. This is a matter which each committee should arrange for, as it is unfair to expect the housefather to bear the expense, either out of his own pocket, or out of the money allotted for food.

Attention must be drawn to the disgraceful overcrowding of many of these establishments. Not only are too many children put into one room, but in many the beds adjoin each other, and it is a common practice to put two children to sleep in a single bed. This is very bad for the health of the child, and should never be countenanced.

Frequently the windows are kept shut; sometimes they cannot be opened, so that the atmosphere becomes most poisonous.

There is room for much improvement in these establishments before they can be regarded as satisfactory places for the home life of children.

Attention, too, must be drawn to the absence of any means for filling the leisure hours profitably. They play no games, apparently have no interests outside school work, and when not engaged in doing this, are lolling about. This is a matter that the committee should look into. There are untold possibilities underlying the efficient filling up of these spare hours. Those who have seen or heard of the wonderful success of the Rev. Mr. Smit's work at Ugie on these lines, cannot but be struck by the importance of a more extended development of this part of the life in the hostel.

During the Christmas holidays, two vacation courses were held, at Middelburg and Paarl respectively, for housefathers and housemothers of indigent boarding houses. Over 120 were present. We gave addresses on the medical aspect of the care of children, dealing chiefly with practical points which we had noticed on our visits.

Future Policy. During the past year we have endeavoured to cover as much ground and visit as many schools as possible, with a view to obtaining some insight into varying local conditions in the far scattered areas of this Province.

Up to the present there has been no definite basis on which inspections of school children have been carried out—in some cases mostly the younger children have been examined, in others mostly specially selected children. But the time has now come when the work should be carried out on some definite system.

Wherever medical inspection has been introduced there has been an attempt, more or less complete, to examine all the children irrespective of their seeming lack of health or otherwise. This is impracticable unless it be carried out on certain lines.

It is important that all children be inspected as soon after they commence school as possible—so that any defects can be pointed out, and if necessary remedied, before the hampering effects of school life make them worse. It is desirable that children be examined before they leave school, for they are still then under the control of some public body, and it gives the medical inspector the chance of pointing out defects for the last time, and the necessity for remedying them, and also is helpful in guiding parents as to a suitable occupation for the leaver as far as his physical or mental condition determines this.

Between these two points there is a space of about 8 years, during which time the child is in the school—subject to school restriction, hampered by school regulations, and generally living under conditions which are not always the most ideal—the result of these limitations is often the production of defects which could be remedied if detected at an early period. Therefore, there ought to be at least one further examination between these two ages, e.g., at age 12 years.

We would submit, therefore, that at the outset we must adopt as a minimum that all entrants and all leavers be medically inspected. This would mean the inspection of some 20,000 odd children every year—for the examination must be conducted annually in each school, otherwise it is difficult to avoid numerous children escaping the examination. We estimate that it will be possible this year to examine about 12,000 children on this basis with our present staff. It must be recognised that in addition to these there are special examinations of those previously inspected to be carried out. These last will form a gradually increasing number, so that it will not be possible to keep to the examination of 6,000 new children each year by each medical inspector. With our present staff, only about half the number of children would thus be examined, so that we require assistance in this work.

In deciding the number of children that it will be possible to examine annually, we have not considered the problem of the children in the small schools, and in farm schools. It is quite impossible to visit these small districts with the present staff, even if the children were collected and brought to a central spot for examination.

It appears to us that, at present, and certainly until we receive further assistance, the work can be best accomplished and the greatest gain obtained, by visiting the larger schools only and concentrating our work on them.

In round numbers there are—

20 schools containing over 500 pupils	.. .. .	12,000
75 schools containing between 300 and 500 pupils	.. .. .	30,000
200 schools containing between 100 and 300 pupils	.. .. .	40,000
150 schools containing between 50 and 100 pupils	.. .. .	12,000
Total in schools containing over 100 on the roll	.. .. .	82,000

If only the schools containing over 100 children are visited there will be roughly some 15,000 to be examined of entrants and leavers, which is more than two of us can manage in one year.

The coloured schools have not entered into our calculations. There are roughly about 3,000 children in coloured schools, who legally are liable for inspection.

We shall require one more assistant this year to enable us to complete the work on the basis outlined above, viz., to examine entrants and leavers—say children aged 7 years and 15 years respectively, at schools possessing over 100 children.

If the smaller schools are to be included, we shall need more than one extra assistant to start with.

Eventually of course there must be more assistants—one with headquarters at Kimberley, one at East London, one at Port Elizabeth, one at Beaufort West or Oudtshoorn. As the office work increases, it will be necessary to appoint an extra assistant.

At present it is quite impossible to consider the case of farm and other small schools, scattered about all over the district.

The only possible solution is, when the staff is big enough to cope with the demand, to collect children from these schools at some central spot in the district at certain times, e.g., nachtmaal, and examine them there.

D. SPECIAL REPORT ON BOARDING HOUSES FOR INDIGENT SCHOLARS AND INDUSTRIAL SCHOOLS.

(Ordinances 16 of 1913, 11 of 1917 and 5 of 1919).

"Who saves the children, saves a people."

INSPECTOR: REV. J. H. VAN WYK.

I have the honour to submit to you my annual report on boarding houses for indigent scholars and industrial schools established under the ordinances mentioned above, and visited and inspected by me in the past year in terms of instructions issued to me as Inspecting Commissioner, which read as follows:—

"It is the special duty of the Inspecting Commissioner of boarding houses for indigent scholars and industrial schools to ascertain:—

1. If these institutions answer their purpose in terms of Ordinances No. 16 of 1913, No. 11 of 1917 and No. 5 of 1919.
2. If the indigent scholars receive the full benefit of the grants issued under these ordinances.
3. If the buildings and equipment of the boarding departments in connection with these institutions afford a new environment for the social and moral uplifting of the scholars.
4. If the personnel of the boarding departments are mentally and morally fit to raise the moral and social tone of the scholars entrusted to their care."

Although these instructions have been drawn up in general terms, it will at once be seen that they prescribe many and even difficult duties. These I have faithfully endeavoured to carry out with zeal and tact. To what extent I have succeeded must be left to the judgment of your department.

I regret exceedingly that I have not been able to visit all the existing institutions during the past year, partly because it is impossible for one inspector to travel through the whole of the Cape Province in a year of less than 200 school days, and partly, because a great deal of my inspection time had to be devoted to so much other work referred to me from time to time for inquiry and report. Enough has, however, been seen by me to convince me of the fact, that it was high time that these boarding houses should be inspected and reorganised. Indeed, from the beginning it was quite evident that my chief duty would be to point out defects, to put a stop to existing abuses, and to show the way to much needed reform. In order, then, to give you a clear idea

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of the existing state of affairs in these institutions, of the hopes which we may cherish, the difficulties with which we have to contend, and the reforms which must be insisted upon, I deem it necessary to arrange all that I have to report and to treat of under the following heads:

- I. Boarding houses for indigent scholars.
- II. Industrial schools.
- III. Boarding houses compared with industrial schools.
- IV. Recommendations.

I.—BOARDING HOUSES FOR INDIGENT SCHOLARS.

Ordinances No. 11 of 1917 and No. 5 of 1919 deal with the establishing of boarding houses for indigent scholars and single-teacher industrial departments in connection with these boarding houses. The aim of these ordinances is twofold: (a) that the boarding houses should be, in the best sense of the term, educational institutions, and (b) that every scholar, who has completed the full course in these institutions, should be able to earn his own livelihood. Whether this has been fully grasped or understood by those who were to carry out the said ordinances, will appear from what follows.

The promoters of these boarding houses.

According to Ordinance No. 11 of 1917 these boarding houses for indigent scholars can only be established by a church authority or some other body not being a school board or school committee. The institutions inspected by me were almost without exception established by "Kerkraden" or the "General Commission for Poor Relief" of the Dutch Reformed Church. The promoters supply the necessary buildings and equipment, and appoint a committee of management.

In several cases the "Afrikaanse-Christelike Vrouwen Vereniging," which supports the good cause with commendable zeal, is represented on the committee of management. The personnel is appointed by this committee, but the appointment does not appear to be subject to the approval of the Department. Many of the buildings hired or purchased by the promoters leave much to be desired, and others are entirely unsuitable. It must be acknowledged, however, that in many other cases, the buildings, either the property of kerkraden, or purchased or erected by kerkraden, with an outlay of large sums of money, have been so thoroughly altered, and so well erected, that they may be considered model institutions. In several cases, congregations which cannot be described as large or financially strong have erected buildings at a cost of £3,000 and more—a clear proof that the church sincerely appreciates the assistance given her in this important work of salvation on behalf of the ever increasing poor white class.

Much that is praiseworthy has been accomplished by the General Committee for Poor Relief in Namaqualand. The use of buildings under the control of the Administrator has been granted to this committee on the most favourable terms. Most of these buildings are suitable and healthily situated, the exceptions being those at Springbok where the boys are boarded, and Bovesdorp. All are, however, badly in need of repairs and alterations. In this respect one must be excepted, namely the newly completed diningroom, kitchen and pantry for the girls' boarding house at Springbok. This new building serves as a model to be copied everywhere. Throughout it may be described as plain, neat, elegant and suitable.

The huts made of rushes and supplied by the committee mentioned above, I would not like to condemn in very strong terms, but it should be distinctly understood that they can only be allowed as a last resort or temporary measure. According to my instructions these institutions should provide a new environment for the children, in which it will be possible for them to become acquainted with the requirements and advantages of modern civilisation. This is, of course, impossible in these huts, which without exception consist of one room used as diningroom, bedroom, kitchen, pantry, lavatory, etc., etc., without any partition whatsoever for separating the sexes, and which moreover reminds them of nothing more than the roaming nomadic life of those who have never been properly equipped for the struggle for a happy and prosperous existence.

It cannot be too strongly impressed upon the minds of all promoters, that the aim and object of the educational work in these institutions is to create within every child a feeling of dissatisfaction with himself and his previous environment, and to make him see *what he is not to be*, and *what he can and should become with the assistance given him*, if he is not to sink into ignorance and poverty lower than the surrounding heathen. Certainly a difficult but not an impossible task.

The personnel of the boarding houses.

As has already been stated above, the personnel are appointed by the promoters through their committee of management, but in the ordinance it is not stipulated that the appointment is subject to departmental approval. This is in my opinion a serious omission in Ordinance No. 11 of 1917, which should be amended. The amendment is necessary, because so much of the success of these boarding houses depends upon a personnel thoroughly efficient, and also, because of this omission, there are to-day in several boarding houses housefathers and housemothers entirely unqualified for the important educational work to be done in these institutions. To prevent such appointments in future, a form of application for the establishment of a boarding house has been drawn up by me and approved of by the Department. In this form the question is asked: "Who is to be the housefather? State his qualifications." This form is now to be satisfactorily filled in before authority for the establishment of a boarding house can be given. Granted that the establishment of boarding houses for indigents is a new undertaking for which neither the church nor the Administration was prepared, it cannot be denied, however, that in the appointment of housefathers and housemothers due consideration was not given to the fact that they should be educationalists, and if possible bilingual, because these institutions are undenominational; pious and not merely religious like the brothers of Joseph; prepared to exercise sincere self-sacrificing love, able to care properly for the children, and in every respect to be an example in neatness, cleanliness and orderliness, the chief characteristics of a well-conducted educational institution.

Difficulties.

(1) As has already been remarked, when Ordinance 11 of 1917 was promulgated, the church was not prepared with the necessary and suitable buildings nor with the desired personnel. Many of the future promoters were not conversant with or did not understand the provisions of the ordinance; and many others feared that they might eventually be burdened with debt, because in their opinion the grants were not adequate, and too much was expected from the church. However, through the mission of the Revds. J. R. Albertyn and D. P. van Huyssteen the dreaded difficulties were removed, unusual enthusiasm was evoked for the good cause, and about 70 boarding houses established. Unfortunately the work was started in several places under a misunderstanding; boarding houses were opened in unsuitable and even dilapidated buildings, and the children were entrusted to the care of housefathers and housemothers, who had not the faintest idea of the educational work to be done in these houses, chiefly because the pernicious principle had been adopted: "Anything is good enough for the poor whites." Now, happily, these cases have become the exceptions, and much has been altered and improved. We now find that smaller congregations, not financially strong, have hired, purchased or erected very costly buildings, and these have been so carefully planned and equipped that they may be classed among the model institutions.

The interest paid for sums expended on these buildings hired, purchased or erected, represents a capital of £225,000. Add to this another £25,000 for furniture, equipment and clothing, and we are faced by the significant fact that the church has contributed no less than £250,000 for the execution of Ordinance 11 of 1917. If we

further take into consideration that there are now 5,000 children boarded in these boarding houses, who receive free education up to standard VI., thereafter two years' trade instruction in the industrial departments in connection with these boarding houses, and evening instruction up to standard VII., and perhaps higher, then the Administrator may be congratulated on the success of his efforts for the salvation of the poor white children.

(2) I regret that in several places an unfavourable spirit is being manifested towards these boarding houses for indigents. Employers of labour, among whom members of school boards are found, oppose the establishment of these boarding houses in their own districts, because, now that the children of their byowners are being admitted into the boarding houses in the towns, they are thereby deprived of their cheap labour during the ploughing and reaping seasons, and also because, under the altered circumstances, they are unable to have their private farm schools for the education of their own children. This selfish spirit makes it almost impossible to establish boarding houses in certain places, or to maintain and improve the existing institutions. It seems to me that this spirit can only be combated by the earnest preaching of the gospel: "Knowledge, as well as righteousness, exalts a nation," and by increasing the number of trades in the industrial departments to be attached to the boarding houses, and other industrial schools, whereby our farmers will be supplied with a better class of labourer, even in their agricultural pursuits, who will enable them to continue their farming operations in a more scientific manner, and consequently with less expenditure and greater profit.

(3) At present there are some hundreds of children who have passed standard VI., and for whom industrial departments must be established in terms of Ordinance No. 5 of 1919. It stands to reason, that it is not possible to have two such departments, one for each sex, attached to every boarding house, because the expense will be too great, and also because the technically trained teachers are not procurable in South Africa. In connection with this difficulty I have proposed to the Administrator to divide the Cape Province into industrial-school areas, and have also laid before him a scheme providing for two training schools for the training of the required teachers. I make bold to say that the scheme submitted will prove not only inexpensive but effectual.

Well do I know that there are those who hold the opinion that it is not advisable to provide the girls of the poor white class with trade instruction, because, so they argue, it will not be in the interest of the country, and because after the completion of their school course they think only of getting married as soon as possible, forgetting their indebtedness to the state and the church for the free education received.

With due deference I wish to differ from this opinion, and for the following reasons:

- (a) It is contrary to the well known saying: "Knowledge is power," and betrays a lack of knowledge of the labour market. Further the knowledge that makes our youth strong and vigorous in the moral, industrial and economic spheres of life, is not the knowledge acquired in our dayschools up to standard VI., and no more. No, it is high time, that also with us it shall become an unwritten law: "For every South African child, be he rich or poor, the same privileges and the same advantages. For every South African child the best possible education that will enable him to earn his own livelihood."
- (b) It is contrary to the motto of this report: "Who saves the children saves a people." The girls also belong to the people, and if it is true that the future of a people depends upon well-bred and well educated mothers, how then can we withdraw the hand of assistance from the future mothers with impunity, by withholding from them the necessary vocational training? True it is, and sad that it is true, that our poor white girls have many imperfections and weaknesses, but are they not so weak, as they are said to be, simply because they have not had the advantages of others, have not been properly educated and equipped for the struggle for existence, and also because they have not received the required and thorough vocational training that will help them to an independent existence?
- (c) It is also contrary to the principle "Every well educated child is an asset to his country." A child who has received only an imperfect education up to standard VI., without any vocational training according to the needs of our time, has not thereby shared in the salvation we aim at, which in the first place should mean: "Helped to be able to help themselves and their children." Conclusion: conceiving this truth deeply, one is inclined to exclaim: "Woe to them who could have done better, but who have left to their descendants as an inheritance of shortsightedness a generation of uneducated mothers."
- (4) There are still other difficulties: with the parents throughout one finds a false pride, which manifests itself against manual labour being done by their children. They have no eye to see how necessary it is that the children should assist with the ordinary homework, and also take part in the manual labour in the garden, the grounds of the boarding house, and on the lands where they are fortunate enough to have these. It is necessary and desirable, if not as a proof of their gratitude for their free education by the church and the state, then, surely, because thereby they learn to do something for themselves and for one another; in terms of their bible: "No man liveth unto himself." Neither have these parents an eye to see how circumstances have altered, and how necessary it is that their children should receive a better education in order to be equipped for the struggle that awaits them. Up to now the struggle for existence in South Africa has not been so strenuous as in other countries, but during the last years thousands have learned by bitter experience that at last it has come to this: "Work or starve," and "woe to all who aspire not after something higher than the life of their parents, who do not thirst after knowledge and education, especially vocational training."

To those who are able to recognise these facts it is a source of grief that so many of our Dutch-speaking people and fellow countrymen are sinking into poverty and ignorance while the natives and coloured races make rapid progress in the educational, industrial and economic spheres of life, and even become the owners of landed property. It is true: "labour ennobles," but it is also true that "slavery and idleness are twin sisters." How dark the future of our poor whites becomes unless the state and the church awake to the fact that extraordinary means should be employed to save whatever can be saved!

In connection with this difficulty I quote a few significant instances to prove that our poor whites are intensely blind to their own interests.

Acting under a misunderstanding a father came to an industrial school to remove his son, a very promising lad. He was told that this could not be allowed until the boy had reached his eighteenth year. "No," he said, "as soon as he becomes eighteen, he will take up his hat and walk off. He must now come to work for me." I asked him why he wanted to stand in the way of his child instead of being grateful to his church and the state for the free education given to the boy? He replied: "I cannot see for what I must be grateful." "Precisely," I said, "for once in your life you have spoken the truth. You are blind, you cannot see." Again he replied: "But I will take my child away." "Very well," I said, "but first hear what the law says." "If you take the child away, you will be brought before the magistrate, and according to this law, he will sentence you to three months' hard labour, and a fine of £20." He sat thinking for a moment, then took up his hat from the floor, walked out without greeting me, but saying: "You have humbugged me from top to bottom."

(5) A last difficulty should be mentioned. More than once I have stated that the personnel of some of the boarding houses was undesirable. By that term I intended to convey that they are not educationalists, that they are too uncultured, and that they had not participated in the privileges afforded by modern schools and educational institutions, and therefore have not the slightest idea of what must be understood by a boarding house. To them such a boarding house is nothing more than a house where the poor children are brought together to be fed. They cannot understand the need and necessity of sanitation and ventilation; and the constant change of food insisted upon, the scientific preparation and the tasteful manner in which it should be served, are in their opinion needless trouble. In more than one instance there was no scarcity of furniture, but they knew not how to make a proper use thereof, or to arrange the different pieces with due effect. The need for cleanliness in the different apartments and precincts of the boarding house was to them very often a matter

of indifference. They dreaded and loathed the sanitary offices, which in many cases were found in a most dangerous state. To me it is still a matter of surprise that infectious diseases have not developed in many of the boarding houses. Asked why he did not use the neat water closets supplied by his committee, a house-father replied: "I don't want them; they are too dirty." To the same question another replied: "We do not make use of the water closets, because they are against the laws of nature, and that is why so many people suffer from appendicitis." Because of this, and for many other reasons, a vacation course was held for house-fathers and housemothers by consent of the Administrator. Lectures were given by qualified instructors on the following subjects: "The boarding houses for indigent scholars and educational and training institutions; the medical and domestic care of the children; and the proper administration of these boarding houses." The result was most encouraging, judging by the answers given to the questions at the "test" held at the end of the course; many acknowledged that they were returning home under a deep impression of their unfitness, with sincere gratitude for what they had learned, and with a clearer grasp of the object of these boarding houses.

II.—INDUSTRIAL SCHOOLS.

For the poor white children a great and noble work is being done by the existing industrial schools for boys and girls. On the list handed to me thirteen are designated as industrial institutions. Of these four have been established by the Dutch Reformed Church for boys, and have in attendance 317 pupils. Seven were established for girls by other bodies or associations working in conjunction with the Dutch Reformed Church, and provide day-school and trade instruction for 261 pupils. One institution for boys was established by the Roman Catholic Church, and one by the Administration. In these thirteen schools there are no less than 706 pupils. The boys receive day-school instruction up to standard VI., and even standard VII., and learn the following trades: wagonmaking, cabinetmaking, shoemaking, tailoring, and that of blacksmith and tinsmith. Only at Worcester there is also an agricultural department. For the girls there is at present only one industrial school proper; the others are better known as "huishoudscholen," or institutions for the training of the children for the ordinary home duties, and rightly so, because there is no provision made for any industrial or vocational training. They were established by the Afrikaanse Christelike Vrouwen Vereniging, an association of christian women that deserves better recognition by the church and the state.

Because the grants to the industrial schools are not so large as those given to the boarding-houses for indigent scholars, and because as a result of the late European war the prices of material, food and clothing have risen abnormally high, almost everyone of these schools, notwithstanding wise economy in every department, is more or less burdened with debt. That this is an undesirable state of affairs no one will deny who knows that the industrial schools are the best solution of the poor white problem. And considering that industrial schools and the boarding houses for indigent scholars have been established for the same class of children and for the same purpose, and considering that the industrial schools turn out better equipped tradesmen than the industrial departments attached to the boarding houses, it is only fair that they should be relieved of their financial burdens by a special grant, or by a temporary increase in the usual grants.

Seeing that the matter is of so great importance to the state and the church, I would once more set out the reasons why the industrial schools should for their continuance receive grants on a more generous scale, and also point out how undesirable it is that they should pass through the struggle for existence without any permanent sources of income:

- (a) because they turn out better equipped tradesmen;
- (b) because every boy who has completed his four-year course in an industrial school costs the Administration almost £50 less than a boy who has completed a similar course in a boarding house with an industrial department attached;
- (c) because both institutions have been established for the same class of children and for the same purpose;
- (d) because the industrial schools have thus far proved to be the best solution of the poor white problem;
- (e) because every child is an asset to the state which has a proprietary right to him, but also owes him important duties, seeing that every child, by right of birth, is entitled to all the accumulated benefits of the state, and therefore his vocational training should not be dependent upon a charitable association, not even a church institution.

I must not forget to state that the promoters of these church industrial schools have for their object not only the industrial and economic, but also the moral and spiritual uplifting of the poor white children, and consider that they have failed where this object has not been achieved. There have been many disappointing cases, because the church is not in possession of the men who could be set apart for that work. Fortunately I am in a position to state that most encouraging reports have been received about the ex-pupils. Among these are to be found successful tradesmen, respected Sunday-school teachers, deacons of the churches, and even mayors of little townships.

While on the one hand the church gladly and gratefully acknowledges the help received from His Honour the Administrator, and the personal interest shown by him in her work of salvation by means of the existing industrial schools, the Administrator may on the other hand rejoice with the church, because of the success which has crowned her efforts. And more good work could be done by these schools, could the church, by following the example of the Anglican and Roman Catholic denominations, appoint as rectors on the staffs of her schools some of her younger ministers, who have a love for that work, and who have been trained for that purpose. Probably this will eventually come about, when the church has perceived the need of specialists for the moral and religious training of the children who have been brought together in her schools with such a laudable object.

By the incredulous the question has been asked: "Is it worth while?" The answer of those who may speak with authority is: "Yes, certainly." It is, however, to be regretted that this work was undertaken by the church rather too late than too early. Fortunately it is not yet too late. Much can still be done and saved, but this must be done without delay, if the burden is not eventually to prove too great for the church, though assisted by the state. In my opinion it is worth while to give money and always more money on behalf of these children, and for the following reasons:—

(a) *Because of their great brain power.* More than once it has been stated before commissions of inquiry, that the mentality of our poor whites is much lower than that of other nationalities streaming into this country. Those who speak thus betray great ignorance. They know not our poor white, and their judgment is based upon a test or comparison neither fair nor just. Our adult poor whites are undoubtedly backward in many respects compared with the adults of other nations, not because their mentality is lower, but rather because they have not shared in the same privileges, and because they have not had the same opportunities. No, if you would be convinced of their brain power, visit our industrial schools, and note the talent revealed there by these poor white children in learning their several trades, and the ease and speed with which they make progress. Not only will you express surprise at their brain power, but you will readily endorse what an inspector reported on one of the industrial schools: "The work turned out by the boys in every department of this school is equal if not superior to that turned out by the best furnishing houses and workshops in the country."

The fact that we still have this brain power with our poor white children, and the not less significant fact that many ex-pupils are earning their 20s. per diem, or have their own profitable business, encourage us to persevere in this work of salvation notwithstanding much that is disappointing.

(b) *Because of their strong physique.* Those who know our Dutch-speaking Afrianders will readily admit the strong physique which characterises both the poor and the rich. How could it be otherwise? They are the descendants of Dutch, German and French ancestors, nations which, thanks to their physical and intellectual abilities, have made glorious history on land and sea, in peace and war, in prosperity and adversity. It is, therefore, not surprising that the children descended from such ancestors, born in sunny South Africa, favoured by local circumstances, blessed with a climate nowhere surpassed, were allured to agriculture, the sphere of life most suitable

for the cultivation and development of their inherited strong physique, whereby they are enabled in their turn to make history, and reap glory on the battlefield not less than in the agricultural, industrial and economic spheres of life. I would, therefore, repeat with emphasis, that it is worth while for the state in every respect to qualify and equip its future burghers in the best possible way for the industrial and economic struggle that awaits them.

(c) *Because of their pure blood.* A highly respected member of parliament once said: "In this country we are all aristocrats." Probably this was an example of his biting sarcasm—he was speaking of the weaknesses of our poor whites—but his statement is not void of truth. I may be using a platitude, but it must be acknowledged that our poor whites are descended from aristocratic families, and it is noble blood, ay, the blood, of martyrs and heroes that still flows in their veins. Certainly there are exceptions, and no one, who knows under what circumstances they have been born and have grown up, will be surprised at that, but of the great majority it is still true, that their blood has been preserved pure. This is the more surprising if we consider that they are living scattered far and wide over the country, deprived of almost every privilege, and surrounded by heathen peoples.

I must, however, recall one danger by which they are being threatened. I refer to the many consanguineous marriages whereby the number of mentally defective children is alarmingly increasing. In some way or other this must be stopped (would it be possible by legislation?) if we are to have a future generation with the brain power and physique in which we now take pride. Therefore, let all who have the conviction that the poor white can and should be saved, and that it is worth our while, adopt the motto and strive after its realisation: "Who saves the children, saves the people."

In a report of this nature there is no room for pious wishes. I must, however, give expression to one more thought. The abovementioned outstanding characteristics form a striking trinity of natural abilities, which cries aloud for protection and development, in order that our poor white children may not become a threatening danger or an unbearable burden to the state, but a beautiful asset and a blessing. More than 90 per cent. are of Dutch-speaking families, therefore we may well pray that every Dutch-speaking Afriander, who desires the welfare of his people, may have an eye to see why they should be saved, an ear to hear their cry for help, and a heart in which the words will resound: "Help them I must; help them I can and will, because their blood is my blood."

Have I given expression to an undeserved eulogy on our poor white children, and have I purposely refrained from mentioning their many and regrettable vices and weaknesses? Have I not in what appears above considered and treated the poor white problem too exclusively from the standpoint of the Dutch-speaking Afriander? These and similar questions will probably be asked by the thoughtful reader. He must not, however, forget that the great majority are Dutch-speaking Afrianders, and although their vices and weaknesses have not been directly or categorically enumerated, they have nevertheless been so fully described, that no one, not even their greatest admirer, will find any reason in this report for priding himself on a generation wholly virtuous or blessed with higher mental abilities than others. On the contrary, their ingratitude to the state and the church, their want of ambition and truthfulness, their slothfulness and false pride, etc., etc., are not unknown to me, because they are the principal difficulties with which we have to contend in this work of reformation undertaken on their behalf. However, it remains true, for the reasons stated above, that they are not to be characterised as too unworthy or irreclaimable.

III.—BOARDING-HOUSES COMPARED WITH INDUSTRIAL SCHOOLS FOR INDIGENTS.

Boarding houses for indigents with industrial departments and industrial schools proper have been established for the same class of children, and for the same purpose, namely, their salvation from an industrial and economic point of view. The oldest institutions are the industrial schools established by the Dutch Reformed Church or other associations working in conjunction with that church. Only one is under direct supervision of the Department of Education, namely, that at Knysna. The schools established by the church receive grants from the Administration in terms of Ord. No. 16 of 1913, namely: Capitation at the rate of £21 per pupil; salaries for members of the staff, rent or interest, and all other approved expenditure on the £ for £ principle. This means an average grant of about £33 per pupil per annum. The average course in an industrial school is one of four years, and for every boy who completes his four-year course the Administration contributes £132. The majority of these boys reach standard V., VI. and even VII. in the day school attached to these institutions, and leave their school proficient enough to earn their own livelihood, and even to have their own prosperous establishments, notwithstanding strong competition.

The situation with regard to the boarding-houses for indigents is somewhat different. They are established under Ordinances No. 11 of 1917 and No. 5 of 1919, and in terms of these ordinances they receive the following grants from the Administration: Capitation at the rate of £21 per pupil; rent or interest on the £ for £ principle; housefather and assistant, £50 and £30 respectively, and free day-school instruction in the existing public schools up to standard VI. In a boarding-house of 45 scholars this means an average grant of £36 per pupil per annum. In an industrial department attached to a boarding-house the grants are more liberal. In this case the Administration pays the full rent and bears the cost of the equipment of the industrial buildings, and the full salaries of the trade instructor and the teacher of the evening classes, and every boy who completes his two-year course in such industrial department costs the Administration at least £54 p.a. A four-year course consisting of two years in the boarding-house and two in the industrial department, will, therefore cost the Administration £180, i.e., £48 more than in the industrial schools under the church. The most expensive school, however, is that at Knysna, where every boy costs the Administration £70 p.a.

IV.—RECOMMENDATIONS.

In the foregoing enough, I think, has been said to justify the following recommendations:—

1. The appointment of an advisory board of three persons with experience and knowledge of affairs pertaining to industrial schools in order to assist the Superintendent-General of Education with advice from time to time. (Cf. Draft Consolidated Education Ordinance, sections 190, 373.)
2. The subdivision of the Cape Province into industrial-school areas, because it is impossible and unnecessary to provide every boarding-house with an industrial department.
3. The establishment of two training schools for the training of the required trade instructors for the industrial departments to be established in terms of Ord. No. 5 of 1919, and that with that object in view two of the existing industrial schools shall be utilised. Under this scheme:
 - (a) large sums of money will be saved;
 - (b) most of the required teaching staff is available;
 - (c) there need be no fear that in time to come too many trade instructors according to the need of circumstances will have been trained, that expensive buildings will have to be closed and stand unoccupied, and a costly staff of instructors dismissed;
 - (d) there also is available the required practising school, and
 - (e) profit-bearing departments will materially lessen the annual expenditure.
4. The introduction of new legislation, whereby both classes of industrial institutions dealt with in this report may be so arranged, that the one shall not interfere with the other, but be the complement thereof, and whereby provision will be made for the payment of grants to both classes on an equal and more generous scale, both having been established for the same purpose and for the same class of children.
5. That, where the state undertakes a work of salvation of this nature, the sound principle should be maintained, that every child is an asset to the state, and that while the state has a proprietary right to him, it also owes him important duties, because every child by right of birth in the state has a claim to all the benefits of the state, and more especially the best possible education. His education should, therefore, not be dependent on a charitable association without any permanent sources of income.

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ABBREVIATIONS.

Sp. .. Special School or Institution.	E... .. Evening School.
Sec. .. Secondary School.	B... .. Mission School.
Inter. .. Intermediate School.	Cl .. Aborigines' Training School.
Prim. .. Primary School.	C .. Aborigines' School.
D. .. District Boarding School.	

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† Indicates an Eastern Circuit.

* Indicates a Western Circuit.

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Inspector of High Schools	W. A. RUSSELL, M.A.
Relieving Inspector and Inspector in Dutch ..	B. J. HAARHOFF, M.A., Ph.D.
Language Inspectors	S. BOERSMA and J. C. W. RADLOFF.
Organizing Commissioner of Indigent Boarding Houses and Industrial Schools	REV. J. H. VAN WIJK.
Medical Inspectors of Schools	H. MAUGHAN BROWN, M.B., Ch.B., D.P.H.
	ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

Domestic Economy:

Miss M. C. MACIVER.

Drawing:

Mr. W. W. RAWSON, A.R.C.A., Western Districts.
Mr. H. CHRISTIE SMITH, A.R.C.A., Eastern Districts.

Kindergarten:

Miss E. M. SWAIN, Eastern Districts.
Miss C. DRAKE, Western Districts.
Miss E. TISMEER.

Nature Study and Science:

Vacant.

Needlework:

Miss A. M. COGAN, Eastern Districts.
Miss A. CAIRNCROSS, Western Districts.
Miss A. M. EXLEY, Native Territories.

Vocal Music:

Mr. F. FARRINGTON, Eastern Districts.
Mr. A. LEE, Western Districts.

Woodwork:

Mr. J. M. DOVEY, Eastern Districts.
Mr. F. T. MORRISON, M.I.Mech.E., Western Districts.

A.—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1920.

	European Training Colleges & Schools.	Sp.	High	Sec.	Inter	Prim.	D.	E	Farm	Poor.	B.	Cl.	C.	Total 1920.	Total 1919.	Increase.
<i>European:</i>																
Schools under School Boards	8	5	63	97	...	1846	...	16	458	...	...	...	...	2493	2636	-143
Labour Colony Schools ...	...	1	...	1	...	8	...	...	...	...	...	...	...	10	10	...
Church A3 Schools ...	...	...	...	...	...	35	...	...	...	...	...	...	...	35	35	...
Other European Schools	5	23	3	3	...	44	1	1	16	1	...	...	...	97	102	-5
Total European Schools 1920	13	29	66	101	...	1933	1	17	474	1	...	...	...	2635	...	...
Total European Schools 1919 .. .. .	...	36	...	99	122	1923	1	18	583	1	...	...	...	...	2783	...
Increase ...	13	-7	66	2	-122	10	...	-1	-109	...	...	...	...	...	...	-148
<i>Non-European:</i>																
Schools under School Boards .. .. .	...	...	...	...	...	14	...	1	...	...	...	...	...	15	15	...
Other Non-European Schools .. .. .	...	4	...	1	...	5	...	6	...	...	910	14	1064	2004	1977	27
Total Non-European Schools, 1920 .. .. .	...	4	...	1	...	19	...	7	...	...	910	14	1064	2019	...	...
Total Non-European Schools, 1919 .. .. .	...	5	...	1	2	18	...	7	...	...	884	13	1062	...	1992	...
Increase ...	...	-1	...	...	-2	1	...	...	...	...	26	1	2	...	...	27
Total Schools 1920	13	33	66	102	...	1952	1	24	474	1	910	14	1064	4654	...	-121
Total Schools 1919 .. .. .	...	41	...	100	124	1941	1	25	583	1	884	13	1062	...	4775	...
DIVISION.																
Aberdeen .. .. .	...	...	...	1	...	9	...	...	10	...	2	...	...	22	22	...
Albany	1	1	1	3	...	19	...	2	8	...	12	...	...	47	52	-5
Albert .. .. .	...	...	...	2	...	34	...	...	7	...	4	...	...	47	45	2
Alexandria .. .. .	...	...	...	1	...	17	...	...	3	...	6	...	...	27	32	-5
Aliwal North .. .. .	...	...	1	2	...	25	...	...	7	...	7	...	...	42	45	-3
Barkly East .. .. .	...	...	...	2	...	15	...	...	6	...	2	...	...	26	31	-5
Barkly West .. .. .	...	...	...	...	...	38	...	...	...	...	19	...	...	57	54	3
Bathurst .. .. .	...	...	...	1	...	11	...	...	1	...	7	...	...	20	20	...
Beaufort West .. .. .	...	...	1	1	...	7	...	...	24	...	5	...	...	38	30	8
Bedford .. .. .	...	...	...	1	...	2	...	...	12	...	4	...	...	19	18	1
Bredasdorp .. .. .	...	...	1	1	...	30	...	...	7	...	6	...	...	45	40	5
Britstown .. .. .	...	...	...	1	...	7	...	...	3	...	3	...	...	14	15	-1
Caledon .. .. .	...	...	2	3	...	47	...	...	11	...	15	...	...	78	83	-5
Calitzdorp .. .. .	...	...	...	1	...	18	...	...	...	...	1	...	...	20	20	...
Calvinia .. .. .	...	...	1	1	...	46	...	...	13	...	2	...	...	63	67	-4
Cape	1	11	9	4	...	79*	...	8	...	...	88	...	...	200	193	7
Carnarvon .. .. .	...	...	...	1	...	10	...	...	14	...	2	...	...	27	27	...
Cathcart .. .. .	...	...	...	1	...	9	...	...	5	...	2	...	...	17	21	-4
Ceres .. .. .	...	...	1	1	...	18	...	...	4	...	3	...	...	26	28	-2
Clanwilliam .. .. .	...	...	...	1	...	38	...	...	11	...	4	...	...	54	50	4
Colesberg .. .. .	...	...	...	2	...	3	...	...	7	...	2	...	...	14	18	-4
Cradock	1	...	2	...	...	15	...	1	12	...	4	...	...	35	35	...
De Aar .. .. .	...	...	...	1	...	2	...	...	...	...	2	...	...	5	6	-1
East London .. .. .	...	...	3	...	...	38	...	3	5	...	14	...	...	63	60	3
Elliot .. .. .	...	...	...	1	...	26	...	...	4	...	1	...	...	32	33	-1
Fort Beaufort .. .. .	...	2	...	2	...	8	...	...	4	...	12	1	...	29	34	-5
Fraserburg .. .. .	...	...	...	1	...	3	...	...	22	...	1	...	...	27	34	-7
George	1	1	2	...	...	37	...	...	1	...	8	...	...	50	46	4
Glen Grey .. .. .	...	...	...	...	...	1	...	...	3	...	67	...	1	72	70	2
Gordonia .. .. .	...	...	...	1	...	11	...	...	3	...	5	...	...	20	21	-1
Graaff-Reinet	1	1	2	...	...	21	...	...	2	...	8	...	...	35	35	...
Hanover .. .. .	...	...	...	1	...	2	...	...	5	...	1	...	...	9	11	-2
Hay .. .. .	...	...	...	1	...	21	...	...	5	...	2	...	...	29	38	-9
Herbert .. .. .	...	...	...	1	...	20	...	...	1	...	12	...	...	34	38	-4
Herschel .. .. .	...	...	...	...	...	...	...	...	3	...	50	1	...	54	49	5
Hope Town .. .. .	...	...	...	2	...	8	...	...	7	...	4	...	...	21	26	-5
Humansdorp	1	1	2	...	...	57	...	...	2	...	14	...	...	77	77	...
Jansenville .. .. .	...	...	...	1	...	37	...	...	6	...	3	...	...	47	52	-5
Kenhardt	1	1	1	...	...	37	...	...	11	...	...	...	...	50	45	5
Kimberley	1	1	2	1	...	28*	...	2	2	...	12	...	...	49	51	-2
King William's Town	1	1	2	...	...	29	...	1	2	...	112	1	...	149	152	-3
Knysna .. .. .	...	1	...	2	...	33	...	...	...	...	6	...	...	42	42	...
Kongha .. .. .	...	...	...	1	...	8	...	...	3	...	4	...	...	16	17	-1
Kuruman .. .. .	...	...	...	1	...	20	...	...	...	...	5	...	...	26	34	-8
Ladismith .. .. .	...	...	...	2	...	31	...	...	1	...	6	...	...	40	45	-5

* Including 1 Inter. (Coloured).

B.—(CONTINUED)—SCHOOLS UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1920.

SCHOOL BOARD.	European.											Non-European.	
	European Training Colleges and Schools.	Sp.	High	Sec.	Inter.	Prim.	E.	Farm	Total, 1920.	Total, 1919	Incr.	1920.	1919.
Malmesbury (Divisional)			2	1		28			31	30	1		
Hopefield (Divisional)				3		28		4	35	35			
Maraisburg			1		2		1	4	11	11	-7		
Middelburg			1		3		5	9	18	18	-9		
Molteno			1	1		12		3	16	19	-3		
Montagu			1			16		1	18	19	-1		
Mossel Bay (Municipal)				2		1			3	3			
Mossel Bay (Divisional)						28		2	30	33	-3		
Murraysburg				1				2	3	2	1		
Garies (Divisional)						8		6	14	11	3		
Springbokfontein (Divisional)						23		3	26	26			
Oudtshoorn (Municipal)	1		2			5			8	8			
Oudtshoorn (Divisional)				2		45		2	49	51	-2		
Paarl (Divisional)	1		4			14		2	21	20	1		
Wellington (Divisional)			2			9			11	11			
French Hoek (Divisional)			1			2			3	4	-1		
Pearston				1		10		2	13	11	2		
Peddie				1		14		5	20	21	-1		
Philipstown (Divisional)				1		2		1	4	5	-1		
Petrusville (Divisional)				1				6	7	6	1		
Piquetberg			2			65			67	68	-1		
Port Elizabeth		1	2			16	3		22	22		3	3
Prieska				1		15		13	29	32	-3		
Prince Albert				1		15		4	20	22	-2		
Queenstown			2			10	1	9	22	23	-1		
Richmond				1		2		4	7	9	-2		
Riversdale			3			63		5	71	74	-3		
Robertson	1		2	1		18		3	25	25			
Somerset East			1	1		25		13	40	47	-7		
Stellenbosch		1	2	2		12		1	18	18			
Sterkstroom				1		7		3	11	9	2		
Steynsburg				1		5		9	15	15			
Steytlerville				1		25		3	29	30	-1		
Stockenström						12		1	13	12	1		
Stutterheim (Municipal)				1		3			4	4			
Stutterheim (Divisional)						7		3	10	11	-1		
Sutherland				1		8		13	22	26	-4		
Swellendam (Municipal)			1			1			2	2			
Swellendam (Divisional)						50		5	55	52	3		
Heidelberg (Municipal)				1					1	1			
Barrydale (V.M. Board)				1					1	1			
Tarka				1		4		3	8	12	-4		
Tulbagh			1			9		1	11	13	-2		
Uitenhage	1		2	1		43	1	4	52	57	-5		
Uniondale			1	1		46		1	49	51	-2		
Van Rhynsdorp				1		22		5	28	30	-2		
Victoria East				1		2		6	9	13	-4		
Victoria West				2		3		9	14	16	-2	1	1
Vryburg (Municipal)				1					1	1			
Vryburg (Divisional)						45		2	47	54	-7		
Williston						4		13	17	16	1		
Willowmore			1			24		7	32	34	-2		
Wodehouse (Divisional)				1		41		9	51	58	-7		
Indwe (Municipal)				1		1			2	2			
Worcester (Municipal)				2		1			3	3			
Worcester (Divisional)				1		22		2	25	25			
TRANSKEI:													
Butterworth (Municipal)				1					1	1			
Idutywa (Municipal)						1			1	1			
Matatiele				1		3		4	8	11	-3		
Mount Currie				1		2			3	4	-1		
Mount Fletcher (Municipal)						1			1	1			
Nqamakwe (Municipal)						1			1	1			
Port St. John						1			1	1			
Umtata (Municipal)				1		1			2	2			
Cala (Municipal)						2			2	2			

C.—EUROPEAN SCHOOLS NOT UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1920.

SCHOOL BOARD AREA.	European Training Colleges and Schools.	Sp.	High	Sec.	Inter.	PRIM.		D.	E.	Farm	Poor	Total 1920	Total 1919
						Church.	Other.						
SUMMARY.													
Province, excluding Territories	5	24	3	4		34	30	1	1	3		105	109
Territories						1	22			13	1	37	38
Total, 1920	5	24	3	4		35	52	1	1	16	1	142	
Do., 1919		27		4	7	35	53	1	2	17	1		147
Grahamstown, (Municipal)	1	1				6						8	8
Albany (Divisional)				1								1	1
Burghersdorp (Div.)							1					1	1
Bedford							1					1	1
Cape	1	5	2	1		11	2					22	22
Cathcart							1					1	1
Coloerberg				1			1					2	2
Craddock													1
De Aar													1
East London							3					3	3
Fort Beaufort		2										2	2
George		1					1					2	2
Glen Grey Division											3	3	3
Gordonia							3					3	3
Graaff-Reinet		1					1					2	2
Hanover							1					1	1
Hope Town							1					1	1
Kenhardt		1		1			5					7	7
Kimberley							1		1			2	2
King William's Town	1	1				3	2					7	7
Knysna (Municipal)		1										1	1
Maclear		1										1	
Malmesbury		1										1	2
Middelburg													2
Molteno							1					1	1
Montagu		1										1	
Springbokfontein (Div.)								1				1	1
Oudtshoorn (Mun.)		1					2					3	3
Paarl (Div.)							1					1	1
Wellington (Div.)	1	1										2	2
Port Elizabeth							4					4	4
Prince Albert							1					1	1
Queenstown							2					2	2
Somerset East							3					3	3
Stellenbosch				1								1	1
Steynsburg	1	1					1					3	3
Tulbagh		1										1	1
Uitenhage		1					1	2				4	5
Vryburg (Div.)								1				1	1
Worcester (Mun.)		3										3	3
Worcester (Div.)							1					1	1
TERRITORIES.													
<i>Magistracy.</i>													
Bizana...							1					1	1
Butterworth													1
Elliotdale							1			2		3	2
Engcobo							2			1		3	2
Flagstaff							1					1	1
Idutywa													1
Kentani							1			1		2	
Libode							1					1	1
Lusikisiki							1			1		2	2
Mount Ayliff							1					1	1
Mount Currie							1					1	1
Mount Frere							1					1	1
Mqanduli							1			2		3	3
Ngqeleni							1					1	1
Nqamakwe										1		1	1
Ntabankulu							1					1	1
Qumbu							1					1	1
St. Mark's							2			1		3	3
Tsolo							1			1		2	4
Tsomo							1					1	1
Umtata							1			1	1	3	4
Uzimkulu							2					2	1
Willowvale							1			1		2	3
Xalanga...										1		1	1

D.—NON-EUROPEAN SCHOOLS AT 30TH SEPTEMBER, 1920.

DIVISION.	Under SchoolBoard		Others.							Total 1920.	Total 1919.
	Prim.	E.	Sp.	A1.	A3.	E.	B.	Cl.	C.		
<i>Summary.</i>											
Province, excluding Territories ...	14	1	4	1	5	6	910	6	5	952	927
Territories	8	1059	1067	1065
Total, 1920 ...	14	1	4	1	5	6	910	14	1064	2019	...
Total, 1919 ...	14	1	5	1	6	6	884	13	1062	...	1992
Aberdeen	2	...	...	2	2
Albany	1	12	...	...	13	13
Albert	4	...	...	4	4
Alexandria	6	...	...	6	5
Aliwal North	7	...	...	7	7
Barkly East	2	...	...	2	3
Barkly West	19	...	...	19	20
Bathurst	7	...	...	7	7
Beaufort West ...	1	...	...	...	...	...	5	...	...	6	6
Bedford	4	...	...	4	4
Bredasdorp	6	...	...	6	5
Britstown	3	...	...	3	3
Caledon	15	...	...	15	16
Calitzdorp	1	...	...	1	1
Calvinia	2	...	...	2	2
Cape ...	5*	1	2	...	...	2	88	...	...	98	94
Carnarvon	2	...	...	2	2
Cathcart	2	...	...	2	1
Ceres	3	...	...	3	3
Clanwilliam	4	...	...	4	4
Colesberg	1	...	2	...	...	3	4
Craddock	1	4	...	...	5	4
De Aar	2	...	...	2	2
East London	14	...	...	14	11
Elliot	1	...	...	1	3
Fort Beaufort	12	1	...	13	15
Fraserburg	1	...	...	1	1
George	8	...	...	8	7
Glen Grey	67	...	1	68	66
Gordonia	5	...	...	5	3
Graaff-Reinet	8	...	...	8	8
Hanover	1	...	...	1	1
Hay	2	...	...	2	3
Herbert	12	...	...	12	11
Herschel	50	1	...	51	47
Hope Town	4	...	...	4	4
Humansdorp	1	...	...	...	14	...	...	15	14
Jansenville	3	...	...	3	3
Kenhardt	1
Kimberley ...	3*	...	...	1	...	...	12	...	...	17	17
King William's Town	112	1	...	113	113
Knysna ...	1	...	...	...	...	...	6	...	...	7	7
Komgha	4	...	...	4	4
Kuruman	5	...	...	5	6
Ladismith	6	...	...	6	5
Laingsburg	1	...	...	1	1
Maclear	2	...	...	2	2
Mafeking	16	...	...	16	12
Malmesbury	17	...	...	17	17
Maraisburg	1	...	...	1	1
Middelburg	4	...	...	4	4
Molteno	2	...	...	2	2
Montagu	2	...	...	2	2
Mossel Bay	8	...	...	8	7
Murraysburg	2	...	...	2	1
Namaqualand	11	...	...	11	12
Oudtshoorn	8	...	...	8	11
Paarl	1	24	...	...	25	25

* Including one Intermediate.

D.—(cont.)—NON-EUROPEAN SCHOOLS AT 30TH SEPTEMBER, 1920.

DIVISION.	Under SchoolBoard		Others.							Total 1920.	Total 1919.	
	Prim.	E.	Sp.	A1.	A3.	E.	B.	Cl.	C.			
Pearston	2	...	...	2	1	
Peddie	27	...	...	27	27	
Philipstown	3	...	...	3	3	
Piquetberg	7	...	...	7	6	
Port Elizabeth	3	...	...	...	...	23	...	...	26	25	
Prieska	2	...	...	2	2	
Prince Albert	1	...	2	...	...	3	3	
Queenstown	32	...	...	32	31	
Richmond	2	...	...	2	3	
Riversdale	6	...	...	6	6	
Robertson	3	...	...	3	3	
Somerset East	7	...	...	7	8	
Stellenbosch	18	...	...	18	18	
Sterkstroom	2	...	...	2	2	
Steynsburg	1	...	...	1	1	
Steytlerville	1	...	...	1	1	
Stockenström	9	...	...	9	9	
Stutterheim	19	1	...	20	20	
Sutherland	1	...	...	1	1	
Swellendam	9	...	...	9	8	
Tarka	5	...	...	5	5	
Tulbagh	6	...	...	6	7	
Uitenhage	1	19	...	...	20	19	
Uniondale	2	...	...	2	2	
Van Rhynsdorp	5	...	...	5	5	
Victoria East	1	...	...	19	1	2	23	22	
Victoria West	1	...	...	...	...	1	...	...	2	2	
Vryburg	1	...	14	1	2	18	12	
Williston	1	...	...	1	1	
Willowmore	2	...	...	2	2	
Wodehouse	8	...	...	8	7	
Worcester	1	...	5	...	...	6	6	
<i>Magistracy.</i>												
Bizana	17	17	18
Butterworth	26	26	26
Elliotdale	10	10	9
Engcobo	2	64	66	67	
Flagstaff	1	22	23	23	
Idutywa	31	31	29
Kentani	41	41	42
Libode	25	25	26
Lusikisiki	24	24	22
Matatiele	1	60	61	61	
Mount Ayliff	28	28	31
Mount Currie	13	13	13
Mount Fletcher	50	50	51
Mount Frere	69	69	72
Mqanduli	37	37	37
Ngqeleni	1	40	41	38	
Nqamakwe	1	51	52	51	
Ntabankulu	29	29	28
Port St. John	14	14	11
Qumbu	1	64	65	68	
St. Mark's	45	45	44
Tsolo	53	53	53
Tsomo	44	44	44
Umtata	1	59	60	58	
Umzimkulu	61	61	61
Willowvale	58	58	58
Xalanga	24	24	24

[C.P. 2-'21.]

F.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1920.

NUMBER OF SCHOOLS ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTORS.	European Training Colleges and Schools.	Sp.	High.	Sec.	Prim.	D.	E.	Farm	Poor.	B.	Cl.	C.	Total, 1920.	Total, 1919.	Increase.
Anders, H. ...	...	...	...	...	3	...	...	1	...	...	1	142	147	153	-6
Anders, J. ...	1	1	2	4	87	...	...	6	...	11	...	...	112	119	-7
Baigrie ...	...	...	...	4	...	...	...	2	...	...	2	109	117	116	1
Bain ...	...	1	...	4	52	...	...	14	...	5	...	24	100	110	-10
Bennie ...	1	1	1	5	47	...	2	12	...	25	...	...	94	104	-10
Bond ...	1	1	2	...	29	...	1	2	...	112	1	...	149	152	-3
Charles ...	1	9	5	1	24	...	6	...	...	15	...	...	61	59	2
Chisholm ...	...	...	...	...	2	...	...	...	...	...	...	119	121	125	-4
Craib ...	1	...	3	2	45	...	1	37	...	15	...	...	104	111	-7
Ferguson ...	...	...	...	1	2	...	...	1	...	...	1	121	126	126	...
Freeman ...	...	...	3	2	56	...	3	11	...	37	1	...	113	112	1
Green ...	...	...	...	...	3	...	...	2	...	...	...	130	135	134	1
Hill ...	...	...	...	...	6	...	...	1	...	...	1	134	142	140	2
Hobson ...	...	...	...	8	40	...	...	46	...	13	...	...	107	114	-7
Hofmeyr ...	1	1	7	4	73	...	1	6	...	35	...	...	128	128	...
Houghton ...	...	...	...	1	5	...	...	5	1	...	2	146	160	154	6
Joubert ...	1	1	2	5	44	...	...	25	...	17	...	...	95	95	...
Kelly ...	...	...	...	2	64	...	...	2	...	30	1	2	101	97	4
Kreft ...	...	...	1	4	59	...	...	17	...	61	1	...	143	139	4
Lambrechts ...	...	...	...	4	49	...	...	13	...	18	...	...	84	102	-18
Logie ...	...	...	2	2	40	...	1	18	...	45	...	...	108	109	-1
Mitchell ...	1	2	4	1	69	...	5	4	...	42	...	...	128	132	-4
Porter ...	...	...	...	2	8	...	...	4	...	...	1	134	149	152	-3
Rein ...	...	2	...	5	24	...	...	15	...	58	2	2	108	117	-9
Retief ...	...	1	3	3	97	...	...	13	...	17	...	...	134	125	9
Rosenow ...	...	2	1	103	...	...	...	11	...	11	...	...	128	124	4
Rousseau ...	2	5	7	2	61	...	...	6	...	20	...	...	103	106	-3
Roux ...	...	1	2	3	103	...	...	3	...	16	...	...	128	130	-2
Scott ...	...	2	1	6	99	...	...	3	...	22	...	...	133	131	2
Siddle ...	...	...	1	2	53	...	...	48	...	4	...	...	108	118	-10
Sinton ...	...	2	2	2	18	...	2	...	...	25	...	...	51	48	3
Spurway ...	1	1	2	1	66	...	2	2	...	31	...	...	106	105	1
Stokes ...	...	...	...	2	43	...	...	12	...	75	...	1	133	137	-4
Theron ...	1	...	5	5	59	...	...	12	...	33	...	...	115	120	-5
Van der Merwe, C. J. ...	...	...	2	3	46	...	...	42	...	10	...	...	103	104	-1
Van der Merwe, H. Z. ...	...	...	3	2	94	...	...	6	...	12	...	...	117	125	-8
Van der Walt ...	1	1	1	6	31	...	...	28	...	15	...	...	83	112	-29
Watermeyer ...	...	...	2	1	37	...	...	...	...	48	...	...	88	86	2
Wium ...	...	1	...	3	68	...	...	14	...	10	...	...	96	100	-4
Vacant Circuit, No. 1 ...	...	...	1	2	86	...	...	16	...	6	...	...	111	119	-8
Vacant Circuit, No. 2 ...	...	...	...	1	53	...	1	14	...	16	...	...	85	85	...
Total... ..	13	33	66	102	1952	1	24	474	1	910	14	1064	4654	4775	-121

G.—INDUSTRIAL SCHOOLS AND DEPARTMENTS.

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES, AT 30th SEPTEMBER, 1920.

BOYS.

SCHOOL.	Class.	Blacksmithw ^{rk}	Bookbinding.	Carpentry and Cabinetmaking.	Gardening and Agriculture.	Housework.	Masonry.	Printing and Compositing.	Shoemaking.	Tailoring.	Wagonmaking.	Miscellaneous.	No. of individual Pupils, 3rd Qr., 1920.	No. of individual Pupils, 3rd Qr., 1919.
<i>European :</i>														
Adelaide ...	Sp.	21	...	31	...	...	...	...	...	...	35	...	87	83
Cape Town, Salesian Institute ...	Sp.	...	14	35	...	...	...	39	13	16	...	...	117	113
Kakamas ...	Sp.	5	...	...	...	...	...	...	...	...	3	...	8	11
Knysna ...	Sp.	...	...	27	...	...	...	...	...	...	...	...	27	25
Montagu ...	Sp.	...	...	...	...	...	...	...	14	...	...	...	14	...
Oudtshoorn ...	Sp.	14	...	14	...	...	...	...	...	...	11	...	39	41
Ugie ...	Sp.	...	...	10	...	...	...	...	...	...	...	...	10	...
Uitenhage ...	Sp.	22	...	30	...	...	...	...	12	19	21	...	104	101
Worcester ...	Sp.	...	...	19	18	...	...	...	17	18	...	8	80	70
Industrial Departments attached to 2 European Schools. ...	Sp.	...	...	...	...	...	...	...	18	1	...	49	68	18
<i>Non-European :</i>														
Blythswood ... (U.F.C.) ...	C	...	...	19	...	...	...	...	...	...	...	...	19	16
Clarkebury ... (Wes.) ...	C	...	...	14	31	...	...	...	10	...	...	...	31	23
Lovedale ... (U.F.C.) ...	C	3	2	26	...	...	...	6	...	...	8	7	52	84
Mount Arthur, Tembu ... (Wes.) ...	C	...	...	11	3	...	...	...	...	...	...	...	11	10
Osborn ... (do.) ...	C	...	...	...	...	...	...	...	...	...	...	...	...	12
Umtata ... (Eng. Ch.) ...	C	...	...	15	...	...	...	...	...	...	...	...	15	15
Vryburg, Tigerkloof ... (L.M.S.) ...	C	...	...	21	5	17	18	...	...	17	...	1	79	61
Industrial Departments attached to 6 Non-European Schools. ...	C	...	...	18	38	...	...	...	...	...	...	130	186	245
Total, 3rd Quarter, 1920 ...	...	65	16	290	95	17	18	45	84	71	78	195	947	...
Do., do., 1919 ...	...	61	14	277	357	41	13	47	76	62	70	184	...	928

GIRLS.

SCHOOL.	Class.	Cookery.	Housework.	Laundrywork.	Spinning.	Weaving.	Miscellaneous.	No. of individual Pupils, 3rd Qr., 1920.	No. of individual Pupils, 3rd Qr., 1919.
<i>European :</i>									
Adelaide ...	Sp.	...	37	37	...	...	37	37	19
George ...	Sp.	5	45	18	...	...	30	45	32
Graaff-Reinet ...	Sp.	24	82	79	...	...	82	82	74
Riebeek West ...	Sp.	2	26	6	...	...	3	37	53
Tulbagh ...	Sp.	4	28	10	...	...	...	42	42
Wellington ...	Sp.	7	31	25	...	...	31	31	35
Classes attached to 73 European Schools, all of which teach Cookery. ...	Sp.	3848	40	23	...	...	28	3939	3945
<i>Non-European :</i>									
Blythswood ... (U.F.C.) ...	C	11	11	10	...	...	...	11	12
Lovedale ... (U.F.C.) ...	C	...	27	27	...	...	...	27	36
Vryburg, Tigerkloof, Girls ... (L.M.S.) ...	C	26	59	26	...	...	26	64	38
Industrial Departments attached to Non-European Schools. ...	C	128	308	29	30	30	...	495	328
Total, 3rd Quarter, 1920 ...	...	4055	694	290	30	30	237	4810	...
Do. do., 1919 ...	...	4115	523	241	10	10	41	...	4294

3.—ENROLMENT AND ATTENDANCE.

A.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS AT 30TH SEPTEMBER, 1920.

Table showing enrolment and attendance of European and Non-European pupils at 30th September, 1920. Columns include School Board, European Training Colleges & Schools, and various grade levels (Sp., High., Sec., Inter., Prim., D., E., Farm, Poor., B, C1, C). Rows include European and Non-European categories, with sub-rows for School Board Schools and Other Schools. Total figures for 1920, 1919, and increase are provided.

B.—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1920.

Table showing enrolment in schools under school boards in 1920. Columns include School Board, European Pupils (Sp., High., Sec., Inter., Prim., E, Farm, Total 1920, Total 1919, In-crease), and Non-European (1920, 1919). Rows include a Summary section for Province, Territories, and Total, followed by a list of individual school boards such as Aberdeen, Grahamstown, Albany, etc.

B.—(continued)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1920.

Continuation of Table B, listing individual school boards and their enrolment statistics. Columns include School Board, European Pupils (Sp., High., Sec., Inter., Prim., E, Farm, Total 1920, Total 1919, In-crease), and Non-European (1920, 1919). School boards listed include Beaufort West, Bedford, Bredasdorp, Britstown, Caledon, Calitzdorp, Calvinia, Cape, Carnarvon, Cathcart, Ceres, Clanwilliam, Colesberg, Cradock, De Aar, East London, Elliot, Fort Beaufort, Fraserburg, George, Lady Frere, Gordonia, Graaff-Reinet, Hay, Hanover, Herbert, Herschel, Hope Town, Strydenburg, Humansdorp, Jansenville, Kenhardt, Kimberley, King William's Town, Knysna, Komgha, Kuruman, Ladismith, Laingsburg, Maclear, Mafeking, Malmesbury, Hopefield, Maraisburg, Middelburg, Molteno, Montagu, Mossel Bay, Murraysburg, Garies, Springbokfontein, Oudtshoorn, Paarl, Wellington, French Hoek, Pearstoun, Peddie, Philipstown, Petrusville, Piquetberg, Port Elizabeth, Prieska, Prince Albert, Queenstown, Richmond, Riversdale, Robertson, Somerset East, etc.

B.—(cont.)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1920.

SCHOOL BOARD.	European Pupils.										Non-European.			
	European Training Colleges & Schools	Sp.	High	Sec.	Inter.	Prim.	E.	Farm.	Total 1920.	Total 1919.	Increase	1920.	1919.	
Stellenbosch	111	...	811	550	...	380	...	7	1859	1772	87	...	...
Sterkstroom...	207	...	193	...	23	423	370	53	...	...
Steynsburg	225	...	63	...	63	351	314	37	...	...
Steytlerville	171	...	437	...	21	629	677	-48	...	...
Stockenström	377	...	10	387	324	63	...	...
Stutterheim (Mun.)	114	...	70	...	...	184	169	15	...	...
Do. (Div.)	220	...	19	239	212	27	...	...
Sutherland	195	...	92	...	81	368	348	20	...	...
Swellendam (Mun.)	431	...	...	15	...	...	446	437	9	...	...
Do. (Div.)	1131	...	31	1162	1078	84	...	...
Heidelberg (Mun.)	261	...	...	...	...	140	138	2	...	...
Barrydale (V.M.Board)	140	19	386	391	-5
Tarka	317	...	50	6	542	542
Tulbagh	262	274	27	281	279	102
Uitenhage	58	...	744	143	...	1825	84	27	281	279	102	...	...
Uniondale	252	150	...	1001	...	6	1409	1350	59	...	...
Van Rhynsdorp	198	...	413	...	37	648	627	21	...	...
Victoria East	147	...	37	...	44	228	276	-48	...	...
Victoria West	396	...	166	...	56	618	593	25	79	64	
Vryburg (Mun.)	404	84	205	169	36
Do. (Div.)...	867	...	18	885	796	89	...	...
Willowmore	408	...	...	573	...	54	1035	992	43	...	...
Woodhouse (Div.)	264	...	616	...	66	946	1001	-55	...	...
Indwe (Mun.)	197	...	104	...	...	301	271	30	...	...
Williston	121	...	84	205	169	36	...	...
Worcester (Mun.)	724	...	...	265	...	...	989	959	30	...	...
Worcester (Div.)	109	...	540	...	14	663	660	3	...	...
TERRITORIES.														
School Board.														
Butterworth (Mun.)	134	...	...	...	...	134	139	-5	...	...
Idutywa (Mun.)	63	...	...	63	59	4	...	...
Matatiele	184	...	96	...	23	303	312	-9	...	...
Mount Currie	178	...	26	...	...	204	161	43	...	...
Mount Fletcher (Mun.)	29	...	...	29	46	-17	...	...
Nqamakwe (Mun.)	20	...	...	20	23	-3	...	...
Port St. John	45	...	...	45	39	6	...	...
Umtata (Mun.)	166	...	84	...	...	250	201	49	...	...
Cala (Mun.)	92	...	...	92	70	22	...	...

C.—EUROPEAN ENROLMENT IN SCHOOLS NOT UNDER SCHOOL BOARDS, 1920.

SCHOOL BOARD AREA.	European Training Colleges and Schools.	Sp.	High	Sec.	Inter.	Prim.		D.	E.	Farm	Poor	B.	Cl.	C.	Total 1920.	Total 1919.
						Church	Others									
SUMMARY.																
Province, excl. Territories	704	2118	1466	969	...	4025	2045	31	205	17	...	10	...	...	11590	11885
Territories	140	578	...	...	75	54	...	...	2	849	824
Total, 1920	704	2118	1466	969	...	4165	2623	31	205	92	54	10	...	2	12439	...
Total, 1919	2741	...	1815	1293	4097	2362	30	209	108	37	12	...	3	...	12709
Increase	704	-623	1466	-846	-1293	68	261	1	-4	-16	17	-2	-2	-1	-270	...
Grahamstown (Municipal)	193	50	...	...	...	517	...	...	...	...	...	...	...	...	760	813
Albany (Divisional)	129	...	...	...	...	...	...	...	...	...	...	129	100
Burghersdorp (Municipal)	57	...	...	...	...	...	...	...	57	37
Bedford	113	...	...	...	...	...	...	...	...	113	127
Cape	192	1034	1010	296	...	1482	572	...	...	...	...	3	...	...	4589	4625
Cathcart	20	...	...	...	...	...	...	...	20	19
Colesberg	298	...	...	47	...	...	...	...	...	...	...	345	336
Cradock	43
De Aar	408
East London	509	...	...	...	...	...	...	...	...	509	476
Fort Beaufort	122	...	...	...	...	...	...	...	...	...	...	...	...	122	101
George	34	...	...	...	157	...	...	...	...	...	...	...	...	191	156
Glen Grey (Division)	17	...	...	...	...	17	28
Gordonia	206	...	...	...	...	...	...	...	206	188
Graaff-Reinet	98	...	...	...	81	...	...	...	...	...	...	...	...	179	155
Hanover	23	...	...	...	...	...	...	...	23	16
Hope Town	8	...	...	...	...	...	...	...	8	7
Kenhardt	8	...	246	...	...	520	...	...	...	...	...	...	...	774	665
Kimberley	20	...	205	...	...	...	...	...	225	183
King William's Town	66	15	...	...	...	372	86	...	...	...	...	7	...	...	546	494
Knysna (Municipal)	...	27	...	...	...	...	...	...	...	...	...	...	...	...	27	25
Ladismith	3
Maclear	10	...	...	...	...	...	...	...	...	...	...	...	...	10	...
Malmesbury	34	...	...	...	...	...	...	...	...	...	...	...	...	34	74
Middelburg	70
Molteno	46	...	...	...	...	...	...	...	46	44
Montagu	17	...	...	...	...	...	...	...	...	...	...	...	...	17	...
Springbokfontein (Div.)	31	...	...	...	...	...	31	30
Oudtshoorn (Municipal)	...	35	...	...	...	185	...	...	...	...	...	...	...	...	220	210
Paarl (Divisional)	32	...	...	...	...	...	...	...	...	32	40
Wellington (Divisional)	221	29	...	...	...	...	...	...	...	...	...	...	...	...	250	280
Port Elizabeth	459	...	...	...	...	...	...	...	...	459	445
Prince Albert	25	...	...	...	...	...	...	...	25	32
Queenstown	84	...	...	...	...	...	...	...	84	97
Somerset East	150	...	...	...	...	...	...	...	150	120
Stellenbosch	456	...	...	...	...	...	...	...	...	...	...	...	456	422
Steynsburg	32	220	...	...	...	...	18	...	...	...	...	...	...	...	270	280
Stutterheim (Divisional)	2
Tulbagh	40	...	...	...	...	...	...	...	...	...	...	...	...	40	42
Uitenhage	83	...	...	...	118	67	...	...	...	...	...	...	...	268	305
Victoria East	6
Vryburg (Divisional)	21	...	...	...	...	...	...	...	21	24
Worcester (Municipal)	...	262	...	...	...	...	...	...	...	...	...	...	...	...	262	251
Worcester (Divisional)	75	...	...	...	...	...	...	...	75	106
MAGISTRACY.																
Bizana	28	...	...	...	...	...	...	...	28	34
Butterworth (Municipal)	7
Elliotdale	18	...	10	...	...	...	...	...	28	18
Engcobo	87	...	7	...	...	...	...	...	94	96
Flagstaff	15	...	...	...	...	...	...	...	15	11
Idutywa	6
Kentani	15	...	5	...	...	...	...	...	20	...
Libode	9	...	...	...	...	...	...	...	9	15
Lusikisiki	21	...	5	...	...	...	...	...	26	23
Mount Ayliff	24	...	...	...	...	...	...	...	24	20
Mount Currie	140	...	...	...	...	...	...	...	140	142
Mount Frere	34	...	...	...	...	...	...	...	34	27
Mqanduli	27	...	12	...	...	...	...	...	39	40
Nqgeleni	9	...	...	...	...	...	...	2	11	16
Nqamakwe	6	...	...	...	...	...	6	5
Ntabankulu	14	...	...	...	...	...	...	...	14	14
Qumbu	34	...	...	...	...	...	...	...	34	40
St. Mark's	35	...	6	...	...	...	...	...	41	43
Tsolo	38	...	6	...	...	...	...	...	44	60
Tsomo	21	...	...	...	...	...	...	...	21	21
Umtata (Municipal)	80	...	7	54	...	...	...	...	141	120
Umzinkulu	31	...	...	...	...	...	...	...	31	15
Willowvale	38	...	6	...	...	...	...	...	44	44
Xalanga, Cala (Municipal)	5	...	...	...	...	...	5	7

D.—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30TH SEPTEMBER, 1920.

SCHOOL BOARD.	School Board Schools.	Other Schools.	TOTAL, 1920.	TOTAL, 1919.	Increase.
SUMMARY.					
Province, excluding Territories ...	113924	11590	125514	121133	4381
Territories ...	1140	849	1989	1874	115
Total, 1920 ...	115064	12439	127503	...	...
Total, 1919 ...	110298	12709	...	123007	...
Increase ...	4766	-270	4496	...	...
Aberdeen ...	791	...	791	860	-69
Grahamstown (Municipal) ...	813	760	1573	1497	76
Albany (Divisional) ...	341	129	470	500	-30
Burghersdorp (Municipal) ...	399	57	456	457	-1
Albert (Divisional) ...	514	...	514	456	58
Venterstad (Magisterial) ...	218	...	218	212	6
Alexandria ...	574	...	574	601	-27
Aliwal North (Divisional) ...	954	...	954	952	2
Lady Grey (Divisional) ...	357	...	357	335	22
Barkly East ...	621	...	621	642	-21
Barkly West ...	1521	...	1521	1321	200
Bathurst (Divisional) ...	221	...	221	221	...
Port Alfred (Municipal) ...	155	...	155	163	-8
Beaufort West (Municipal) ...	695	...	695	665	30
Beaufort West (Divisional) ...	343	...	343	235	108
Bedford ...	303	113	416	416	...
Bredasdorp ...	1124	...	1124	1031	93
Britstown ...	391	...	391	419	-28
Caledon ...	2180	...	2180	2124	56
Calitzdorp ...	1026	...	1026	1065	-39
Calvinia (Divisional) ...	1098	...	1098	1077	21
Nieuwoudtville (Divisional) ...	248	...	248	283	-35
Cape ...	17874	4589	22463	21990	473
Carnarvon ...	663	...	663	503	160
Cathcart ...	362	20	382	443	-61
Ceres ...	633	...	633	646	-13
Clanwilliam ...	1003	...	1003	903	100
Colesberg ...	365	345	710	708	2
Cradock ...	1127	...	1127	1157	-30
De Aar ...	513	...	513	476	37
East London ...	4284	509	4793	4767	26
Elliot ...	805	...	805	745	60
Fort Beaufort ...	593	122	715	655	60
Fraserburg (Divisional) ...	400	...	400	414	-14
George ...	2104	191	2295	2005	290
Lady Frere (Municipal) ...	82	17	99	110	-11
Gordonia ...	578	206	784	757	27
Graaff-Reinet ...	1396	179	1575	1503	72
Hanover ...	256	23	279	272	7
Hay ...	772	...	772	757	15
Herbert ...	637	...	637	703	-66
Herschel ...	28	...	28	16	12
Hope Town (Divisional) ...	346	8	354	339	15
Strydenburg (Divisional) ...	202	...	202	215	-13
Humansdorp ...	1713	...	1713	1481	232
Jansenville ...	1036	...	1036	1041	-5
Kenhardt ...	923	774	1697	1366	331
Kimberley ...	4103	225	4328	4274	54
King William's Town ...	1908	546	2454	2371	83
Knysna (Municipal) ...	291	27	318	315	3
Knysna (Divisional) ...	997	...	997	909	88
Komgha ...	302	...	302	313	-11
Kuruman ...	675	...	675	602	73
Ladismith ...	1250	...	1250	1203	47
Laingsburg ...	563	...	563	502	61
Maclear ...	572	10	582	512	70
Mafeking ...	480	...	480	456	24
Malmesbury (Divisional) ...	1996	34	2030	1978	52
Hopefield (Divisional) ...	1179	...	1179	1195	-16
Maraisburg ...	245	...	245	284	-39
Middelburg ...	840	...	840	897	-57
Molteno ...	453	46	499	588	-89
Montagu ...	1094	17	1111	952	159
Mossel Bay (Municipal) ...	586	...	586	520	66
Mossel Bay (Divisional) ...	841	...	841	871	-30
Murraysburg ...	274	...	274	243	31
Garies (Divisional) ...	215	...	215	145	70
Springbokfontein (Divisional) ...	657	31	688	512	176

D.—(continued).—ENROLMENT OF NON-EUROPEAN PUPILS AT 30TH SEPTEMBER, 1920.

SCHOOL BOARD.	School Board Schools.	Other Schools.	TOTAL, 1920.	TOTAL, 1919.	Increase.
Oudtshoorn (Municipal) ...	1420	220	1640	1503	137
Oudtshoorn (Divisional) ...	1649	...	1649	1552	97
Paarl (Divisional) ...	2203	32	2235	2158	77
Wellington (Divisional) ...	1003	250	1253	1224	29
French Hoek (Divisional) ...	440	...	440	428	12
Pearston ...	328	...	328	345	-17
Peddie ...	318	...	318	347	-29
Philipstown (Divisional) ...	343	...	343	344	-1
Petrusville (Divisional) ...	196	...	196	203	-7
Piquetberg ...	2332	...	2332	2219	113
Port Elizabeth ...	4278	459	4737	4549	188
Prieska ...	708	...	708	697	11
Prince Albert ...	607	25	632	658	-26
Queenstown ...	1314	84	1398	1363	35
Richmond ...	316	...	316	321	-5
Riversdale ...	2142	...	2142	2038	104
Robertson ...	1530	...	1530	1513	17
Somerset East ...	1105	150	1255	1227	-28
Stellenbosch ...	1859	456	2315	2194	121
Sterkstroom ...	423	...	423	370	53
Steynsburg ...	351	270	621	594	27
Steytlerville ...	629	...	629	677	-48
Stockenström ...	387	...	387	324	63
Stutterheim (Municipal) ...	184	...	184	169	15
Stutterheim (Divisional) ...	239	...	239	214	25
Sutherland ...	368	...	368	348	20
Swellendam (Municipal) ...	446	...	446	437	9
Swellendam (Divisional) ...	1162	...	1162	1078	84
Heidelberg (Municipal) ...	261	...	261	262	-1
Barrydale (V.M.Board) ...	140	...	140	138	2
Tarka ...	386	...	386	391	-5
Tulbagh ...	542	40	582	584	-2
Uitenhage ...	2881	268	3149	3084	65
Uniondale ...	1409	...	1409	1350	59
Van Rhynsdorp ...	648	...	648	627	21
Victoria East ...	228	...	228	282	-54
Victoria West ...	618	...	618	593	25
Vryburg (Municipal) ...	404	...	404	353	51
Vryburg (Divisional) ...	885	21	906	820	86
Williston ...	205	...	205	169	36
Willowmore ...	1035	...	1035	992	43
Wodehouse (Divisional) ...	946	...	946	1001	-55
Indwe (Municipal) ...	301	...	301	271	30
Worcester (Municipal) ...	989	262	1251	1316	-65
Worcester (Divisional) ...	663	75	738	660	78
TERRITORIES.					
Magistracy.					
Bizana ...	...	28	28	34	-6
Butterworth (Municipal) ...	134	...	134	146	-12
Elliotdale ...	...	28	28	18	10
Engcobo ...	...	94	94	96	-2
Flagstaff ...	...	15	15	11	4
Idutywa (Municipal) ...	63	...	63	65	-2
Kentani ...	...	20	20	...	20
Libode ...	...	9	9	15	-6
Lusikisiki ...	...	26	26	23	3
Matatiele ...	303	...	303	312	-9
Mount Ayliff ...	...	24	24	20	4
Mount Currie ...	204	140	344	303	41
Mount Fletcher (Municipal) ...	29	...	29	46	-17
Mount Frere ...	...	34	34	27	7
Mqanduli ...	...	39	39	40	-1
Nggeleni ...	...	11	11	16	-5
Nqamakwe (Municipal) ...	20	6	26	28	-2
Ntabankulu ...	...	14	14	14	...
Port St. John ...	45	...	45	39	6
Qumbu ...	...	34	34	40	-6
St. Mark's ...	...	41	41	43	-2
Tsolo ...	...	44	44	60	-16
Tsomo ...	...	21	21	21	...
Umtata (Municipal) ...	250	141	391	321	70
Umzimkulu ...	...	31	31	15	16
Willowvale ...	...	44	44	44	...
Cala (Municipal) ...	92	5	97	77	20

G.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS.
ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTOR.	European.			Non-European.			Total.		
	1920.	1919.	Increase.	1920.	1919.	Increase.	1920.	1919.	Increase.
Anders, H.	87	115	-28	9285	9222	63	9372	9337	35
Anders, J.	4947	4778	169	1077	868	209	6024	5646	378
Baigrie	135	139	-4	6971	6962	9	7106	7101	5
Bain	2105	1976	129	1832	1552	280	3937	3528	409
Bennie	2993	2982	11	1841	1617	224	4834	4599	235
Bond	2454	2371	83	8768	8273	495	11222	10644	578
Charles	8899	8778	121	5797	5812	-15	14696	14590	106
Chisholm	63	73	-10	9152	8813	339	9215	8886	329
Craib	2798	2800	-2	1377	1297	80	4175	4097	78
Ferguson	181	195	-14	12782	11738	1044	12963	11933	1030
Freeman	5518	5463	55	2605	2339	266	8123	7802	321
Green	127	109	18	8921	8684	237	9048	8793	255
Hill	152	141	11	8855	8510	345	9007	8651	356
Hobson	3432	3235	197	893	758	135	4325	3993	332
Hofmeyr,	5884	5759	125	3225	2926	299	9109	8685	424
Houghton	469	395	74	7993	7659	334	8462	8054	408
Joubert	3563	3544	19	1186	1040	146	4749	4584	165
Kelly	1790	1629	161	2360	1766	594	4150	3395	755
Kreft	2527	2428	99	3800	3473	327	6327	5901	426
Lambrechts ..	1965	2014	-49	776	701	75	2741	2715	26
Logie	2590	2500	90	2998	2527	471	5588	5027	561
Mitchell	7886	7633	253	4529	3981	548	12415	11614	801
Porter	678	630	48	10706	10477	229	11384	11107	277
Rein	1261	1284	-23	5005	5180	-175	6266	6464	-198
Retief	4244	3898	346	1463	1191	272	5707	5089	618
Rosenow	3335	3122	213	977	935	42	4312	4057	255
Rousseau	5354	5297	57	2580	2446	134	7934	7743	191
Roux	3122	2831	291	1044	827	217	4166	3658	508
Scott	5037	4620	417	2015	1688	327	7052	6308	744
Siddle	1951	1943	8	321	228	93	2272	2171	101
Sinton	7979	7754	225	4349	4036	313	12328	11790	538
Spurway	5849	5595	254	3970	3771	199	9819	9366	453
Stokes	1346	1382	-36	3747	3956	-209	5093	5338	-245
Theron	4495	4318	177	2778	2553	225	7273	6871	402
Van der Merwe, C. J. ..	2602	2396	206	856	748	108	3458	3144	314
Van der Merwe, H. Z. ..	3392	3241	151	1006	879	127	4398	4120	278
Van der Walt	3301	3462	-161	1131	1038	93	4432	4500	-68
Watermeyer	5585	5458	127	5690	5161	529	11275	10619	656
Wium	3156	2725	431	502	510	-8	3658	3235	423
Vacant Circuit, No. 1. ..	2700	2710	-10	543	431	112	3243	3141	102
Vacant Circuit, No. 2. ..	1551	1284	267	735	735	...	2286	2019	267
Total	127503	123007	4496	156441	147308	9133	283944	270315	13629

H.—ENROLMENT AND ATTENDANCE ACCORDING TO CLASSES OF SCHOOLS.

Class of School.	Number of Pupils on Roll.			Average Attendance.			Percentage Attendance.		Percentage of Pupils on Roll at Various Classes of Schools.	
	1920.	1919.	Increase.	1920.	1919.	Increase.	1920.	1919.	1920.	1919.
European Training Colleges & Schools ..	1585	..	1585	1519	..	1519	95.8	..	.6	..
Sp.	3161	3838	-677	2939	3541	-602	93.0	92.3	1.1	1.4
High	25348	..	25348	24131	..	24131	95.2	..	8.9	..
Sec.	22260	32628	-10368	19436	29423	-9987	87.3	90.2	7.8	12.1
Inter. .. ..	..	27276	-27276	..	24640	-24640	..	90.3	..	10.1
Prim.	74529	57252	17277	66993	51044	15949	89.9	89.2	26.2	21.2
D	31	78	-47	31	70	-39	100.0	89.7	.01	.03
E	1434	1671	-237	1066	1305	-239	74.3	78.1	.6	.6
Farm.	3250	4005	-755	3039	3756	-717	93.5	93.8	1.2	1.5
Poor	54	37	17	53	36	17	98.1	97.3	.02	.01
B	75067	68942	6125	63120	56892	6228	84.1	82.5	26.4	25.5
C1	1783	1918	-135	1696	1827	-131	95.1	95.3	.6	.7
C	75442	72670	2772	63927	61479	2448	84.7	84.6	26.6	26.9
Total	283944	270315	13629	247950	234013	13937	87.3	86.6	..	..

I.—SEX AND RACE OF PUPILS.

Year.	European Pupils.			Non-European Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
3rd Quarter, 1920	65086	62417	127503	74898	81543	156441	283944
Percentage	22.9	22.0	..	26.4	28.7	55.1	100.0
3rd Quarter, 1919	62603	60404	123007	71059	76249	147308	270315
Percentage	23.2	22.3	45.5	26.3	28.2	54.5	..

4.—INSPECTION OF SCHOOLS.

A—SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR ENDING 31st DECEMBER, 1920.

	Number of Inspections made by each Inspector.	Number of informal visits made by each Inspector.
Anders, H.	144	24
Anders, J.	89	38
Baigrie	117	53
Bain	108	66
Bennie	99	75
Bond	126	36
Charles	47	29
Chisholm	105	45
Craib	102	106
Ferguson	138	39
Freeman	104	35
Green	86	27
Hill	133	37
Hobson	83	50
Hofmeyr	63	11
Houghton	77	35
Joubert	95	24
Kelly	100	55
Kreft	138	45
Lambrechts... ..	96	49
Logie	101	166
Mitchell	111	25
Porter	144	27
Rein	111	62
Retief	83	47
Rosenow	126	42
Rousseau	70	19
Roux	147	87
Scott	107	74
Siddle	109	75
Sinton	39	10
Spurway	93	21
Stokes	141	74
Theron	117	109
Van der Merwe, C. J. ...	112	18
Van der Merwe, H. Z. ...	91	26
Van der Walt	93	40
Watermeyer	73	122
Wium	60	20
Young	56	35
Other Inspectors	496*	105†
Total 1920	4,530	2,083
Do. 1919	4,910	2,325

Mr. W. A. Russell, M.A., Inspector of High Schools, paid 26 visits to schools, inspecting the work of the upper standards, and giving attention generally to the organisation of the school and to the methods of instruction followed.

Mr. H. J. Anderson, M.A., Inspector of Training Colleges, paid 37 visits to training schools and departments, including visits to Training Schools for the annual inspection of the students in training.

* Mr. S. Boersma, 57; Mr. T. S. Golightly, 28; Dr. B. J. Haarhoff, 182; Mr. J. H. Hofmeyr, 19; Mr. J. C. W. Radloff, 147.

† Mr. S. Boersma, 47; Mr. T. S. Golightly, 9; Dr. B. J. Haarhoff, 5; Mr. J. H. Hofmeyr, 10; Mr. J. C. W. Radloff, 34.

B.—NUMBER OF VISITS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDING 31ST DECEMBER, 1920

SUBJECT.	NAME OF OFFICER.	NUMBER OF VISITS, 1920.
Domestic Economy	Miss M. MacIver	117
	Mr. W. W. Rawson (W.)	131
Drawing	Mr. H. Christie Smith	117
	Miss C. Drake (W.)	56
Kindergarten	Miss E. M. Swain (E.)	73
	Miss E. Tismeer	85
	Miss Cairncross (W.)	270
Needlework	Miss A. M. Cogan (E.)	95
	Miss A. M. E. Exley (Territories)	93
	Mr. F. Farrington (E.)	44
Vocal Music	Mr. A. Lee (W.)	117
	Mr. E. Smedley Williams (Acting) (E.)	188
	Mr. F. T. Morrison (W.)	163
Woodwork	Mr. J. M. Dovey (E.)	108

The letters E. and W. indicate Eastern and Western Districts.

5.—AGES OF PUPILS.

A.—AGES OF EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 2ND NOVEMBER, 1920.

Ages in Years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1920.	1919.
Under 7 years	389	373	523	511	2,338	2,097	134	123	6,488	7,542
7 "	630	659	806	798	3,782	3,568	155	159	10,557	9,559
8 "	694	722	1,063	1,011	4,187	4,160	202	162	12,201	11,473
9 "	850	878	1,015	1,071	4,380	4,114	196	187	12,691	11,861
10 "	931	825	1,029	1,130	4,376	4,044	198	146	12,679	12,31
11 "	1,091	939	946	1,177	4,121	3,859	187	167	12,487	12,375
12 "	1,268	976	1,029	1,184	4,036	3,996	157	171	12,817	12,635
13 "	1,542	1,248	1,132	1,191	3,672	3,793	157	125	12,860	11,917
14 "	1,612	1,316	1,122	1,197	2,930	2,872	110	99	11,258	10,441
15 "	1,591	1,330	979	986	1,921	1,695	86	67	8,655	7,701
16 "	1,379	1,083	597	620	743	617	46	29	5,114	4,466
17 "	914	663	349	282	213	165	24	12	2,622	2,427
18 "	529	294	145	95	82	46	10	10	1,211	1,208
Over 18 years	481	143	116	60	35	19	7	2	863	907
Total	13,901	11,449	10,851	11,313	36,816	35,045	1,669	1,459	122,503*	116,827*

B.—AVERAGE AGE, IN YEARS AND MONTHS, OF EUROPEAN PUPILS IN EACH STANDARD IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS.

	Sub-Std.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High ..	7·0	8·1	10·0	11·1	12·2	13·3	14·3	15·4	16·1	17·8	18·3	18·0
Secondary ..	7·8	9·1	10·3	11·3	12·4	13·5	14·5	15·9	16·2	16·5	17·8	17·1
Primary ..	7·8	9·2	10·4	11·6	12·6	13·5	14·4	15·0	16·0	18·8	19·6	11·6
Farm ..	8·3	9·3	10·4	11·5	12·8	13·8	14·6	15·0	..	..	..	..

6.—CLASSIFICATION OF PUPILS IN STANDARDS.

A.—TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 2ND NOVEMBER, 1920.

Standards.	High.	Secondary.	Primary.	Farm.	TOTAL.	
					1920.	1919.
Sub-Standards	2,934	4,461	18,564	729	26,688	24,986
Standard I.	1,765	2,411	9,977	480	14,633	13,765
.. II.	1,829	2,507	10,131	453	14,920	14,456
.. III.	2,150	2,508	10,278	488	15,424	15,057
.. IV.	2,594	2,637	9,406	451	15,088	14,554
.. V.	2,999	2,570	7,678	328	13,575	12,942
.. VI.	3,335	2,207	4,738	187	10,467	9,486
.. VII.	3,191	1,681	851	12	5,735	5,925
.. VIII.	2,200	892	163	..	3,255	2,938
.. IX.	1,227	144	23	..	1,394	1,320
.. X.	1,076	124	8	..	1,208	1,113
Unclassified	50	22	44	..	116	285
Total	25,350	22,164	71,861	3,128	*122,503	*116,827

* As returns from certain schools were unobtainable, and other returns arrived too late to be included, the total number given above is less than the total number of European pupils in attendance. Pupil-Teachers are not included above. Pupils in Special and Evening Schools are omitted.

B.—CLASSIFICATION OF NON-EUROPEAN PUPILS, THE PUPILS BEING CLASSIFIED IN THE STANDARDS IN WHICH THEY WERE PRESENTED AT INSPECTION.

Class of Schools.	Sub-Stds.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
	A.	B.											
A.1 ..	..	..	..	..	..	..	..	14	32	11	..	..	..
A.3 or Primary	*871	342	433	340	279	218	163	85	30	9	5	1	..
Evening	10	22	26	23	21	10	6	1	..	..	..	..	..
B ..	30,898	10,257	8,702	7,021	5,219	3,343	1,484	808	62	..	..	..	13
C ..	26,639	9,851	8,250	6,652	4,882	3,667	1,980	1,221	7	..	..	..	71
Total	58,418	20,472	17,411	14,036	10,401	7,238	3,633	2,129	131	20	5	1	84

* Including figures of 2 Intermediate Schools.
Pupil-Teachers are not included. Of the pupils present at two successive inspections 70 per cent. were placed in a higher standard.

7.—SUBJECTS OF INSTRUCTION.

A.—NO. OF PUPILS RECEIVING INSTRUCTION IN CERTAIN SPECIAL SUBJECTS.

SUBJECT.	Number of Schools.		Number of Pupils.	
	Euro-pean.	Non-European.	Euro-pean.	Non-European.
Algebra ..	217	3	9356	53
Blacksmithwork ..	4	1	62	3
Bookbinding ..	1	2	13	31
Bookkeeping ..	29	—	727	—
Botany ..	37	—	1978	—
Cardboard Modelling ..	67	3	2816	56
Carpentry ..	7	9	166	124
Chemistry ..	28	—	1058	—
Cookery ..	78	10	3890	165
Dressmaking ..	4	—	116	—
French ..	12	1	673	2
Geometry ..	204	3	10811	79
German ..	17	—	528	—
Greek ..	11	—	224	—
Hebrew ..	2	—	189	—
Latin ..	187	2	8645	59
Laundry Work ..	8	1	261	29
Masonry ..	—	1	—	18
Music (Instrumental) ..	103	1	3704	2
Painting ..	6	—	198	—
Physical Science ..	104	1	4804	15
Physics ..	8	—	494	—
Printing and Compositing ..	1	1	39	6
Shoemaking ..	5	1	74	10
Shorthand ..	15	—	301	—
Tailoring ..	4	1	54	17
Typewriting ..	10	—	146	—
Wagonmaking ..	4	1	70	8
Woodwork ..	201	36	11696	1537

B.—PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1920 :
NUMBER OF CANDIDATES AND PASSES.

Subject.	Candidates.		Passes.		Subject.	Candidates.		Passes.	
	1920.	1919.	1920.	1919.		1920.	1919.	1920.	1919.
Drawing :					Kafir :				
Standard V. ...	235	226	152	130	1st Year ...	910	934	480	470
Standard VI. ...	916	1116	626	607	2nd Year ...	572	739	464	608
Standard VII. ...	931	1007	591	506	3rd Year ...	626	517	221	299
Dutch :					Latin :				
Nederlands : 1st Year	380	422	113	149	1st Year ...	41	38	28	26
Afrikaans : 1st Year	62	...	17	...	2nd Year ...	18	20	14	14
Nederlands : 2nd Year	797	1106	501	462	3rd Year ...	13	18	8	13
Afrikaans : 2nd Year	150	...	103	...	Sechuana :				
Nederlands : 3rd Year	645	829	546	389	1st Year ...	33	20	12	7
Afrikaans : 3rd Year	159	...	114	...	2nd Year ...	17	17	13	2
French :					3rd Year ...	14	17	9	4
1st Year ...	24	14	21	10	Sesuto :				
2nd Year ...	12	5	8	3	1st Year ...	166	201	105	139
3rd Year ...	7	6	7	5	2nd Year ...	90	90	67	68
German :					3rd Year ...	51	61	31	31
1st Year ...	...	1	...	...	Standard VII Needlework*				
2nd Year ...	4	5	2	3	Pupils and Pupil Teachers	1107	1404	923	1188
3rd Year ...	2	2	2	2	Woodwork :				
					1st Year ...	2218	1247	1555	584
					2nd Year ...	1542	858	1245	597
					3rd Year ...	920	509	690	392

* The figures for Needlework are for the year ending 30th September.

C.—TECHNOLOGICAL AND ART EXAMINATIONS, DECEMBER 1920.

	Candidates.		Passes.	
	1920.	1919.	1920.	1919.
Art ...	171	158	126	126
Woodwork Apprentices :				
1st Year ...	37	83	23	54
2nd Year ...	18	62	15	36
3rd Year ...	20	36	19	26
Total ...	246	339	183	242

D.—SUMMARY OF ALL DEPARTMENTAL EXAMINATIONS : NUMBER OF CANDIDATES AND PASSES.

(For details see above and page 37a)

	Candidates.		Passes.	
	1920.	1919.	1920.	1919.
Pupils' Specific subjects ...	12662	11429	8668	6708
Technological and Art ...	246	339	183	242
Teachers ...	5586	5890	4011	4136
Teachers' Special subjects ...	1243	1352	981	1108
Total ...	19737	19010	13843	12194

E.—RESULTS OF MATRICULATION EXAMINATION, 1920.

	1st Class.	2nd Class.	3rd Class.	Total.	Percentage of Passes.
Cape	78	193	348	619	59.8
Transvaal	10	62	161	233	22.5
O.F.S.	12	31	54	97	9.4
Natal	4	15	56	75	7.2
Rhodesia	0	5	7	12	1.1
Totals	104	306	626	1036	..

SCHOOLS UNDER DEPARTMENT WITH 3 OR MORE PASSES.

	Total.	1st Class.	2nd Class.	3rd Class.		Total.	1st Class.	2nd Class.	3rd Class.
S.A. College School	51	18	21	12	Britstown Secondary	5	0	4	1
Paarl Upper, Boys'	37	3	8	26	Ceres High	5	2	1	2
Stellenbosch Boys'	29	3	7	19	King William's Town Boys'	5	0	2	3
Lower Paarl, Boys'	24	0	5	19	Montagu High	5	3	0	2
Wellington Girls'	22	0	5	17	Oudtshoorn Boys'	5	0	3	2
Malmesbury Boys'	19	2	7	10	Paarl Girls' High	5	0	1	4
Rondebosch Girls'	14	2	9	3	Somerset West High	5	0	1	4
Stellenbosch, Bloemhof	14	2	3	9	Uitenhage Girls'	5	0	3	2
Normal College	13	6	2	5	Bredasdorp High	4	0	0	4
Good Hope Seminary	13	2	5	6	Wynberg Boys'	4	1	0	3
Paarl, la Rochelle	12	0	5	7	Kimberley Girls'	4	0	3	1
Grahamstown, Boys'	11	0	1	10	Porterville High	4	0	1	3
East London Boys'	10	0	6	4	Swellendam High	4	0	2	2
Port Elizabeth Boys'	10	4	4	2	Wellington Boys'	4	1	1	2
Rondebosch Boys'	9	0	2	7	Humansdorp High	4	0	0	4
Wynberg Girls'	9	3	4	2	Philipstown Secondary	4	0	0	4
Middelburg High	8	0	4	4	Bedford Secondary	3	0	1	2
Port Elizabeth Girls'	8	3	2	3	Carnarvon Secondary	3	0	1	2
Villiersdorp High	8	1	4	3	Cradock Girls'	3	0	0	3
George Boys'	7	3	4	0	East London Girls'	3	0	0	3
Kimberley Boys'	7	1	2	4	Malmesbury Girls'	3	0	0	3
Riversdale Girls'	7	0	2	5	Oudtshoorn Girls'	3	0	3	0
Somerset East, Boys'	7	0	3	4	Piquetberg High	3	0	0	3
Worcester Girls'	7	1	1	5	Robertson Boys'	3	0	2	1
Sea Point Girls'	6	1	2	3	Richmond Secondary	3	0	1	2
Tulbagh High	6	0	4	2	Riversdale Boys'	3	0	0	3
Worcester Boys'	6	1	2	3	Uitenhage Boys'	3	0	0	3
Aliwal North High	5	1	2	2	Willowmore Secondary	3	0	0	3
Beaufort West High	5	0	1	4					

12 Schools had 2 passes.

18 Schools had 1 pass.

SENIOR CERTIFICATE RESULTS.

	1st Class.	2nd Class.	3rd Class.	Total.
Cape	1	14	44	59
Transvaal	1	3	8	12
O.F.S.	0	5	21	26
Natal	0	0	0	0
Rhodesia	0	0	0	0
Totals	2	22	73	97

SCHOOLS UNDER DEPARTMENT WITH 3 PASSES OR OVER.

	Total.	1st Class.	2nd Class.	3rd Class.		Total.	1st Class.	2nd Class.	3rd Class.
Stellenbosch Boys'	10	0	2	8	Wellington Boys'	4	0	1	3
South African College	7	0	1	6	Paarl Girls' High	4	0	0	4
Robertson Girls' High	6	0	1	5	George Boys'	3	0	1	2
Rondebosch Girls'	5	0	3	2	Paarl Upper Boys'	3	0	1	2

SCHOOLS WITH 10 OR MORE PASSES IN MATRICULATION AND SENIOR CERTIFICATE COMBINED.

South African College School	57	Normal College, Cape Town	13
Paarl Upper Boys'	40	Good Hope Seminary	14
Stellenbosch Boys'	39	Paarl, la Rochelle	12
Lower Paarl, Boys'	26	Grahamstown, Boys' High	12
Wellington Girls'	22	East London Boys'	10
Malmesbury Boys'	21	Port Elizabeth Boys'	10
Rondebosch Girls'	19	Port Elizabeth Collegiate	10
Stellenbosch, Bloemhof	14	George Boys'	10

8. TEACHERS.

A.—TEACHERS HOLDING PROFESSIONAL AND ACADEMIC CERTIFICATES AT 30TH JUNE, 1920 : ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Class of School.	Summary.					Certificated.	Uncertificated.	Total.	Percentage Certificated.				Percentage Increase.
									1920.		1919.		
	Province, excluding Territories	Territories				6,695	1,528	8,223	81·4		79·2	2·2
Total, 1920					1,531	991	2,522	60·7	51·9	8·8			
Total, 1920					8,226	2,519	10,745	76·6	72·8	3·8			

Class of School.	"Privy Council" Certificate.					Other British Government Certificate.				Other European Government Certificate.					T2 Certificate.				T3 Certificate.				Miscellaneous.				Uncertificated.				Total Number of Uncertificated Teachers.	Total Number of Certificated Teachers.	Total Number of Teachers.								
	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	T1 Certificate.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.				No Academic Qualification.							
																																			Total	1920	1919	Increase	Total	1920	1919
European Training Colleges & Schools	4	...	2	...	5	...	...	...	1	...	...	...	...	2	1	10	9	1	26	...	...	1	...	2	5	3	...	2	1	17	...	...	...	1	1	92	93
Sp.	1	...	...	...	5	...	...	...	...	...	...	...	...	...	3	10	9	1	26	...	...	1	...	2	5	3	...	2	1	17	...	...	...	1	1	92	93
High	44	3	...	4	31	3	1	8	65	102	67	5	239	12	16	8	1	59	218	11	3	1	9	208	23	1	...	5	24	26	130	156			
Sec.	11	4	2	2	9	...	1	1	19	46	51	1	160	2	13	5	...	59	384	3	3	89	15	2	...	2	14	33	865	898			
Prim.*	1	1	2	11	47	1	1	4	1	7	32	1	156	14	3	8	1	89	2564	1	3	41	2	1	...	14	462	479	2989	3468			
D	1	1	1
E†	1	1	1	...	1	7	13	4	4	24	28			
Farm	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	3	183	...	...	...	...	...	...	...	1	297	298	190	488
Poor	2	2	2	
B	1	6	1	6	2	9	1295	1	7	1	5	633	639	1328	1967			
C1	5	3	3	3	13	...	...	...	...	...	...	...	...	2	3	...	1	...	2	1	...	...	...	1	16	1	...	...	...	8	...	...	...	4	4	62	66
C	...	...	...	1	4	...	...	...	...	...	...	...	...	1	...	...	...	2	2	...	...	...	...	3	1407	1	...	...	...	4	...	...	...	982	982	1425	2407
Total, 1920	67	11	9	22	122	4	2	...	...	5	...	...	1	14	92	168	162	8	600	35	32	23	2	228	6123	24	4	4	16	448	41	4	29	2445	2519	8226	10745
Total, 1919	72	14	7	13	139	2	1	1	1	5	...	...	1	11	97	154	166	7	591	23	35	26	4	238	5683	24	3	8	9	417	38	9	33	2814	2895	7752	10647		
Increase	-5	-3	2	9	-17	2	1	-1	-1	-1	3	-5	14	-4	1	9	12	-3	-3	-2	-10	440	...	1	-4	7	31	3	-5	-1	-4	-369	-376	474	98			

* Including Intermediate Schools.

† Excluding Teachers who are employed in Day Schools.

[C.P. 2-21.]

I.—EUROPEAN STUDENT TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1920,
ARRANGED ACCORDING TO DIVISIONS.

SENIOR COURSE.

DIVISION.	1st Year.	2nd Year.	3rd Year.	Total 1920.	Total 1919.	DIVISION.	1st Year.	2nd Year.	3rd Year.	Total 1920.	Total 1919.
Albany ..	16	..	..	16	168	Prieska ..	..	1	..	1	6
Albert ..	2	2	..	4	5	Prince Albert ..	8	7	..	15	19
Alexandria ..	7	5	..	12	12	Queenstown ..	10	12	11	33	34
Aliwal North ..	1	9	..	10	12	Richmond ..	..	..	..	..	9
Barkly East ..	2	3	..	5	6	Riversdale ..	23	23	..	46	53
Bathurst ..	1	1	..	2	8	Robertson ..	4	1	..	5	97
Beaufort West ..	3	4	..	7	10	Somerset East ..	5	6	..	11	10
Bedford ..	3	8	..	11	8	Stellenbosch ..	..	..	..	..	114
Bredasdorp ..	6	12	..	18	14	Steynsburg ..	..	..	..	..	40
Britstown ..	..	..	..	..	1	Steytlerville ..	..	1	..	1	10
Caledon ..	7	3	..	10	25	Stockenstrom ..	1	2	..	3	5
Calitzdorp ..	6	3	..	9	16	Stutterheim ..	1	..	..	1	1
Calvinia ..	5	2	..	7	18	Sutherland ..	2	1	..	3	3
Cape ..	3	3	..	6	185	Swellendam ..	15	12	..	27	36
Carnarvon ..	..	..	..	..	8	Tulbagh ..	..	9	..	9	15
Cathcart ..	..	..	..	..	2	Uitenhage ..	..	..	..	..	50
Ceres ..	2	3	..	5	9	Uniondale ..	11	8	..	19	30
Clanwilliam ..	..	5	..	5	13	Vanrhynsdorp ..	3	6	..	9	9
Colesberg ..	1	2	..	3	4	Victoria East ..	4	1	..	5	4
Cradock ..	..	..	..	..	102	Victoria West ..	1	4	..	5	10
De Aar ..	..	..	..	..	1	Vryburg ..	8	5	..	13	10
East London ..	4	..	..	4	7	Willowmore ..	..	13	..	13	27
Elliot ..	..	4	..	4	10	Wodehouse ..	1	2	..	3	17
Fort Beaufort ..	4	..	..	4	5	Worcester ..	18	7	9	34	37
Fraserburg ..	2	..	..	2	3						
George ..	24	25	..	49	50						
Graaff-Reinet ..	..	..	..	..	139						
Hay ..	1	3	..	4	13						
Herbert ..	..	..	..	..	4						
Hope Town ..	5	4	..	9	12						
Humansdorp ..	21	10	..	31	26						
Jansenville ..	8	9	..	17	22						
Kenhardt ..	14	20	..	34	39						
Kimberley ..	..	..	..	..	92						
King William's Tn.	..	..	..	..	64						
Knysna ..	17	26	..	43	43						
Komgha ..	1	..	..	1	1						
Ladismith ..	17	11	..	28	30						
Laingsburg ..	5	3	..	8	8						
Maclear ..	4	4	..	8	7						
Mafeking ..	..	..	..	..	1						
Malmesbury ..	17	28	..	45	53						
Maraisburg ..	2	..	..	2	1						
Middelburg ..	..	4	..	4	12						
Molteno ..	..	..	..	..	5						
Montagu ..	6	5	..	11	14						
Mossel Bay ..	5	2	..	7	8						
Murraysburg ..	..	..	..	..	2						
Oudtshoorn ..	1	2	..	3	85						
Paarl ..	..	..	..	..	358						
Pearston ..	..	5	..	5	10						
Peddie ..	3	1	..	4	4						
Philipstown ..	..	3	..	3	2						
Piquetberg ..	24	21	..	45	46						

* Excluding Student-Teachers at Universities and University Colleges.
† Students at Training Colleges and Schools not included in 1920.

J.—EUROPEAN STUDENT TEACHERS IN TRAINING—ARRANGED
ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges & Schools.	Sp.	High	Sec.	Inter.	Prim.	TOTAL.	
							1920	1919
Total, 1920	1447	..	311	422	..	50	2230	..
Total, 1919	..	1278	..	745	402	49	..	2474

K—NON-EUROPEAN TRAINING SCHOOLS, AT 30TH SEPTEMBER, 1920.

Name of Training School.	Students.		3rd Class Teachers (Jun.)			Total, 3rd Qr., 1920.	Total, 3rd Qr., 1919.	Increase.
	Male.	Female.	P.T. 1.	P.T. 2.	P.T. 3.			
<i>Non-European:</i>								
Bensonvale (Wes.)	56	18	39	6	29	74	76	-2
Blythswold (U.F.C.)	83	125	88	61	59	208	204	4
Buntingville (Wes.)	81	..	36	20	25	81	80	1
Capetown, Zonnebloem (Eng. Ch.)	40	32	32	18	22	72	73	-1
Clarkebury (Wes.)	120	..	56	31	33	120	129	-9
Emfundisweni (Wes.)	91	52	80	29	34	143	156	-13
Emgwali (U.F.C.)	..	96	45	27	24	96	77	19
Engcobo, All Saints' (Eng. Ch.)	..	61	33	12	16	61	64	-3
Genadendal (Mor.)	..	..	..	..	..	..	15	-15
Hankey (Ind.)	24	18	13	12	17	42	37	5
Healdtown (Wes.)	116	89	76	71	58	205	202	3
Kimberley, Perseverance	51	54	61	20	24	105	99	6
Lovedale (U.F.C.)	116	130	99	71	76	246	369	-123
Mvenyane (Mor.)	93	..	31	29	33	93	109	-16
Salt River (Wes.)	31	47	29	26	23	78	77	1
St. Matthew's (Eng. Ch.)	85	62	65	35	47	147	141	6
Shawbury, Girls (Wes.)	..	206	99	65	42	206	220	-14
Tiger Kloof (L.M.S.)	34	22	30	21	5	56	..	56
Umtata (Eng. Ch.)	88	..	42	31	15	88	98	-10
Total	1109	1012	954	585	582	2121	2226	-105

L.—PUPIL TEACHERS IN NON-EUROPEAN SCHOOLS—ARRANGED
ACCORDING TO DIVISIONS.

(JUNIOR COURSE.)

DIVISION.	1st Year.	2nd Year.	3rd Year.	TOTAL.	
				1920.	1919.
Barkly West	9	8
Caledon	17	15
Cape	20	179
Ceres	1	1
Fort Beaufort	202
George	7	11
Herschel	76
Humansdorp	37
Kimberley	120
King William's Town	141
Malmesbury	2	4
Namaqualand	6	2
Oudtshoorn	4	1
Paarl	39	37
Piquetberg	4	2
Port Elizabeth	3	5
Riversdale	17	14
Stutterheim	81
Tulbagh	2	9
Victoria East	369
Vryburg	1	33
Worcester	11	14

L.—(Contd.)—PUPIL TEACHERS IN NON-EUROPEAN SCHOOLS—ARRANGED
ACCORDING TO DIVISIONS.

(JUNIOR COURSE.)

MAGISTRACY.	1st Year.	2nd Year.	3rd Year.	TOTAL.	
				1920.	1919.
Butterworth	30	...	...	30	48
Engcobo ... ..	...	...	...	...	193
Flagstaff ... ..	...	...	...	...	156
Matatiele	57	31	13	101	196
Ngqeleni ... ..	...	...	...	...	80
Nqamakwe ... ..	...	...	...	...	204
Qumbu ... ..	...	...	...	...	220
Umtata ... ..	...	...	...	...	98
Xalanga ... ..	...	...	...	...	2
Total, 1920	164	94	48	306*	...
Total, 1919	1135	853	570	...	2558

* Students at Training Schools not included in 1920.

M.—NON-EUROPEAN PUPIL TEACHERS IN TRAINING—ARRANGED
ACCORDING TO CLASSES OF SCHOOLS.

(JUNIOR COURSE)

	Sp.	Inter.	Prim.	B	C I.	C.	TOTAL.	
							1920.	1919.
Total, 1920	297	...	32	143	1824	131	2427	...
Total 1919	301	21	...	141	1925	170	...	2558

N.—CANDIDATES AND PASSES IN TEACHERS EXAMINATIONS, DECEMBER, 1920.

	Candidates.		Passes.	
	1920.	1919.	1920.	1919.
Adult Teachers :				
Primary Higher (T2)	80	139	62	119
Kindergarten, Lower	37	65	31	56
Higher	43	46	36	37
Cookery	7	6	7	6
Dressmaking	7	6	7	6
Housewifery	2	...	2	...
Laundry-work	2	...	2	...
Millinery	10	7	10	7
Needlework	6	7	6	7
Pupil Teachers :				
First Year Junior	1298	1287	890	704
Second Year Junior or First Year Senior ...	1537	1808	1160	1357
Third Year Junior or Second Year Senior ...	1612	1564	1143	1148
Primary Lower (Third Year Senior) ...	945	955	655	689
Total	5586	5890	4011	4136

O.—TEACHERS' EXAMINATIONS IN SPECIAL SUBJECTS, DECEMBER, 1920.
CANDIDATES AND PASSES.

	Candidates		Passes.	
	1920.	1919.	1920.	1919.
Drawing :				
Blackboard	772	808	692	701
Freehand	94	68	37	40
Geometrical	35	64	28	57
Model	247	213	172	166
Needlework :				
Course I.	4	6	0	6
Course II.	3	10	2	9
Course III.	0	14	0	13
Course IV.	3	4	3	4
Course V.	4	11	4	7
Woodwork :				
Branch I.	37	76	19	39
Branch II.	31	69	14	57
Cardboard Modelling	13	9	10	9
Total	1243	1352	981	1108

10. SCHOOL BUILDINGS.

A.—LOANS ISSUED FOR YEAR ENDED 31st MARCH, 1921.

Division.	School.	Total Loan.		Payments for Year.	
		£	s. d.	£	s. d.
"A" Schools.					
Aberdeen	Aberdeen Public	7,900	0 0	4,000	0 0
Albert	Stormbergen	1,000	0 0	1,000	0 0
Alexandria	Alexandria	1,300	0 0	1,300	0 0
Barkly West	Barkly West Boys'	500	0 0	500	0 0
Do.	Daniels Kuil	1,600	0 0	1,600	0 0
Bredasdorp	Wolfgat	600	0 0	600	0 0
Caledon	Gans Baai	550	0 0	550	0 0
Cape	Albertus Street	4,000	0 0	1,645	0 0
Do.	Brooklyn (Extensions)	1,000	0 0	1,000	0 0
Do.	Constantia	4,400	0 0	4,400	0 0
Do.	Koeborg Road (Extensions)	2,000	0 0	2,000	0 0
Do.	Mowbray (balance of purchase price)	600	0 0	600	0 0
Do.	Muizenberg	2,000	0 0	2,000	0 0
Do.	Rochester Road (Extensions)	3,500	0 0	3,500	0 0
Do.	Sydney Street (to complete)	1,000	0 0	1,000	0 0
Do.	Woodstock, Church Street (Site)	2,000	0 0	2,000	0 0
Do.	Woodstock, Mountam Road (to complete)	1,500	0 0	1,500	0 0
Do.	Woodstock, Church Street	10,000	0 0	10,000	0 0
Do.	Wynberg Girls' (Extra provision for girls)	8,400	0 0	8,400	0 0
Cathcart	Cathcart	2,500	0 0	2,500	0 0
Ceres	Ceres	9,000	0 0	9,000	0 0
Cradock	Baroda	530	0 0	530	0 0
Do.	Mortimer	520	0 0	520	0 0
De Aar	De Aar	6,500	0 0	6,500	0 0
East London	East London Boys' High	13,000	0 0	6,395	0 0
Do.	Cambridge	1,800	0 0	1,800	0 0
Do.	Clifton	2,400	0 0	2,400	0 0
Do.	De Waal Primary (to complete)	6,377	0 0	6,377	0 0
Do.	Lilyfontein (Principal's Residence)	700	0 0	700	0 0
Do.	East London Girls' Secondary	680	0 0	680	0 0
Do.	Quigney	2,400	0 0	2,400	0 0
Do.	Southernwood (to complete)	300	0 0	300	0 0
Do.	West Bank (to complete)	600	0 0	600	0 0
Elliotdale	Elliotdale	800	0 0	800	0 0
Graaff-Reinet	Graaff-Reinet Boys' Public	2,270	0 0	2,270	0 0
Do.	New Bethesda (to complete)	2,200	0 0	2,200	0 0
Jansenville	Jansenville	6,000	0 0	6,000	0 0
Kenhardt	Kakamas (to complete)	950	0 0	950	0 0
Do.	Louisvale	3,200	0 0	3,200	0 0
Do.	Oranjedal	1,800	0 0	1,800	0 0
Do.	Strausville	1,800	0 0	900	0 0
Kimberley	Kimberley Boys' High	4,750	0 0	4,750	0 0
Do.	Gladstone	2,500	0 0	2,500	0 0
Do.	Homestead	2,000	0 0	1,000	0 0
Do.	Transvaal Road	750	0 0	750	0 0
Kingwilliamstown	Berlin (Teachers' Residence)	1,000	0 0	1,000	0 0
Do.	Frankfort (Additions)	750	0 0	750	0 0
Do.	Keiskama Hoek (Teachers' Residence)	1,500	0 0	1,500	0 0
Ladismith	Van Wyk's Dorp	2,500	0 0	2,500	0 0
Maclear	Ugie	6,000	0 0	6,000	0 0
Malmesbury	Darling	4,500	0 0	4,500	0 0
Matatiele	Cedarville (to complete)	1,400	0 0	1,400	0 0
Montagu	Montagu	12,000	0 0	12,000	0 0
Mount Frere	Mount Frere	800	0 0	800	0 0
Mqanduli	Mqanduli	1,200	0 0	1,200	0 0
Namaqualand	Springbok	1,500	0 0	1,500	0 0
Paarl	Lower Paarl Boys'	8,000	0 0	8,000	0 0
Do.	Hermon	1,200	0 0	1,200	0 0
Do.	Wellington Girls' (to complete)	3,000	0 0	3,000	0 0
Peddie	Peddie	6,000	0 0	6,000	0 0
Swellendam	Uitvlugt (to complete)	100	0 0	100	0 0
Uitenhage	Innes	3,050	0 0	2,500	0 0
Do.	Loerie River	1,250	0 0	1,250	0 0
Victoria East	Alice (to complete)	1,020	0 0	1,020	0 0
		£186,947	0 0	£171,637	0 0

LOANS ISSUED (continued).

Division.	School.	Total Loan.		Payments for Year.	
		£	s. d.	£	s. d.
"B" BOARDING HOUSES.					
Albert	Stormbergen	1,450	0 0	1,450	0 0
Clanwilliam	Clanwilliam Girls' Boarding House (to complete)	550	0 0	550	0 0
Colesberg	Colesberg (to complete)	1,300	0 0	1,300	0 0
Namaqualand	Bowesdorp (purchase)	1,500	0 0	1,000	0 0
Do.	Springbok	1,500	0 0	1,500	0 0
Do.	Wallekraal	3,150	0 0	3,150	0 0
Robertson	Robertson Boys' High and De Waal Hostel (Delco Plant)	525	0 0	400	0 0
		£9,975	0 0	£9,350	0 0
"C" TECHNICAL TRAINING AND INDUSTRIAL SCHOOLS.					
Cape	Polytechnic	20,000	0 0	20,000	0 0
Knysna	Knysna Industrial School	9,000	0 0	6,223	1 3
Stellenbosch	Stellenbosch Training Hostel	12,000	0 0	12,000	0 0
		£41,000	0 0	£38,223	1 3

UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR.

Division.	School.	Payments for Year.	
		£	s. d.
Albert	Stormbergen	110	
Barkly West	Boetsap	1,320	
Bredasdorp	Bredasdorp	746	
Do.	Wolfgat	400	
Caledon	Hermanus	185	
Do.	Gans Baai	450	
Cape	Sydney Street	455	
Do.	Koeborg Road	400	
Do.	Muizenberg	291	
Do.	Rochester Road	500	
Do.	Mountain Road, Woodstock	517	
Cathcart	Cathcart	350	
Clanwilliam	Clanwilliam Girls' Boarding School	470	
Cradock	Kaalplaats	400	
East London	St. John's Road	2,038	
Do.	Girls' High	110	
Do.	Cambridge	350	
Do.	Quigney	150	
Elliotdale	Elliotdale Public	400	
Garies	Garies Boarding House	850	
Hay	Griquatown	144	
Jansenville	Jansenville	1,550	
Kenhardt	Louisvale	200	
Kimberley	Boys' High	275	
Do.	Transvaal Road	173	
Do.	Training Hostel	145	
Do.	Do. School	137	
King William's Town	Berlin Teachers' Residence	200	
Ladismith	Ladismith	580	
Matatiele	Cedarville	280	
Mount Frere	Mount Frere	100	
Namaqualand	Port Nolloth	525	
Paarl	Herman	130	
Robertson	Boys' High	525	
Swellendam	Klipdrift	525	
Tulbagh	Wolseley	375	
Do.	Porterville Road	132	
Willowmore	Rietbron	355	
		Total	£16,843

B.—FREE BUILDING GRANTS.
BUILDINGS UNDER £500—VOTE 2 F2.

Division.	School.	Amount.
		£ s. d.
Caledon	Gans Baai	39 16 6
Calvinia	Nelskop	185 3 1
Cape	Maitland	192 8 10
East London... ..	Cove Rock	247 0 0
Do.	Orange Grove	16 6 8
Maraisburg	Middlepan	148 6 11
Riversdale	Riethuis	125 0 0
Do.	Snipfontein	243 6 1
Somerset East	Hofmeyer Primary	296 7 0
Stellenbosch	Brackenfell	355 0 0
Uitenhage	Bayville	133 0 0
		<hr/>
		2,000 15 1

C.—PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES.

Division.	Name.	Area.		
		Mor.	sq. rds.	sq. feet.
Barkly East	School Extension Site on Barkly East Town Commonage	4	531	36
Cape	Lot 204 in the Township of Durbanville	3	437	16
Carnarvon	Public School Site in the Village of Van Wijk's Vlei	1	113	132
East London	"Orange Grove School" in Field Cornetcy No. 3	0	229	143.64
Fort Beaufort	Dorrington School	0	300	0
" "	" Garden	2	300	0
Maclear	Block XV in the village of Ugie ...	2	300	0
Malmesbury	The Public School Site in the extension of the Village of Langebaan	1	0	0
Van Rhynsdorp	Koekenaap School being portion of the farm "Roodeheuvel" in Field Cornetcy No. 3 Oliphants River	4	0	0
" "	Achtvlei School being portion of the farm "Klippe Kraal" in Field Cornetcy No. 5 Hardeveld	4	0	0

A list of the Grants of land issued during the year 1919 was published in Education Gazette of 22nd July, 1920.

II.—FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR 31st MARCH, 1919, TO 31st MARCH, 1920.

ADMINISTRATION AND INSPECTION.			
	£	s. d.	£ s. d.
<i>Salaries and Allowances:</i>			
Head Office Staff	15,269	19 1	
Inspectors	27,096	13 3	
War Bonus (including Schools)	62,867	16 11	
			<hr/>
			105,234 9 3
<i>Travelling Expenses:</i>			
Head Office Staff	455	14 11	
Inspectors	16,801	9 9	
			<hr/>
			17,257 4 8
<i>Incidental Expenses</i> (including £58,023 6 0 interest and redemption charges on loans)			<hr/>
			66,874 8 3
TRAINING OF TEACHERS.			
Salaries of Departmental Instructors and Instructresses	6,270	18 11	
Travelling Expenses of Officers and others on duty ...	4,697	12 10	
Pupil Teachers, Student Teachers and Probationers	40,018	6 0	
Grants to Indigent Students taking P.T. course at certain centres	2,694	17 1	
Grants to Principals on passing Pupil Teachers ...	696	6 0	
Institutions for Training Teachers			
Salaries	£28,026	2 11	
Rent, Furniture, Requisites, Fittings, etc.,	16,718	1 5	
Grant to Pupil Teachers' Loan Fund	2,000	0 0	
			<hr/>
Pupil Teachers' Monthly Train and Tram Fares ...	1,030	11 5	
Vacation Courses	2	15 0	
Examinations for Certificates and Science, Art, Manual Training and Art Scholarships ...	3,228	12 6	
Expenses of Competitions and Exhibitions of Manual Work, Singing, Writing, etc.	59	13 5	
			<hr/>
			105,443 17 6
INDUSTRIAL SCHOOLS.			
Salaries	8,580	12 7	
Maintenance Grants for Apprentices and Indigent Boarders	10,032	19 9	
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc....	3,505	11 0	
Grant of Stocking Agricultural School, Cradock ...	1,250	0 0	
			<hr/>
			23,369 3 4
SCHOOLS: GRANTS-IN-AID.			
<i>School Boards:</i>			
Salaries and Allowances	471,236	6 4	
School Buildings and Extensions not exceeding £500	1,532	15 10	
Maintenance Grants to Indigent Boarders ...	12,952	10 10	
Special Assistance to Education in Poor Districts ...	168	5 1	
School Fees of Children of Persons on Active Service	4,687	2 2	
Interest on Local Loans for School Buildings ...	1,366	12 1	
Rent of Land and Buildings for School Purposes ...	16,622	13 8	
School Board Deficits and Miscellaneous Expenditure connected with School Boards	475,176	2 1	
School Board Administration	34,020	4 9	
General Maintenance of Schools	36,642	15 2	
Travelling Expenses of Teachers... ..	0	0 0	
School Requisites, Furniture, etc.	51,252	19 1	
<i>Schools not under School Boards:</i>			
Salaries and House Allowances	46,267	13 7	
Maintenance Grants to Indigent Boarders... ..	2,567	8 8	
Special Assistance to Education in Poor Districts ...	831	0 7	
Interest and Redemption on Government Loans ...	0	0 0	
Rent of Land and Buildings for School Purposes ...	2,216	15 5	
			<hr/>
Carried Forward	1,157,541	5 4	318,179 3 0

[C.P. 2—'21.]

EXPENDITURE FOR PUBLIC EDUCATION—(continued).

STATEMENT FOR YEAR 31st MARCH, 1919 TO 31st MARCH, 1920—(continued).

	£	s.	d.	£	s.	d.
Brought Forward	1,157,541	5	4	318,179	3	0

SCHOOLS: GRANTS-IN-AID—(continued).

Schools not under School Boards (continued):

General Maintenance of Schools including Deficits of Railway Schools and School Committees ...	1,888	13	5
School Fees of Children of Persons on Active Service ...	1,150	14	11
School Requisites, Furniture, etc. ...	1,718	5	4
School Buildings or Extensions ...	0	0	0
Boarding Houses for Indigent Children ...	33,188	1	11

Mission Schools:

Salaries	135,963	5	6
School Fees of Children of Persons on Active Service ...	204	6	10
Rent under Section 8 of Amended Regulations, 1905 ...	59	15	1
School Requisites, Furniture, etc. ...	6,424	0	3
Grant to cover loss of School Fees due to Influenza Epidemic ...	2,113	12	7
	<u>1,340,252</u>	<u>1</u>	<u>2</u>

GENERAL.

Good Service Allowance to Teachers and Departmental Instructors	15,276	7	9
To Supplement Teachers' Pension Fund	2,500	0	0
	<u>17,776</u>	<u>7</u>	<u>9</u>
Total	<u>£1,676,207</u>	<u>11</u>	<u>11</u>

PUPIL TEACHERS' FUND.

ACCOUNT FOR THE YEAR ENDED 31st MARCH, 1920.

1919.	£	s.	d.	1919.	£	s.	d.
To Balance	163	6	2	By Allowance to Pupil Teachers	336	0	0
To Interest received from Master Supreme Court ...	336	4	2	By Balance at 31st March, 1920	163	10	4
	<u>£499</u>	<u>10</u>	<u>4</u>		<u>£499</u>	<u>10</u>	<u>4</u>

TEACHERS' PENSIONS.

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

	Amount.	Date.
Ackland, Hugh P.	£107 0 3	1 January, 1921.
Adams, Frederick	24 0 0	1 October, 1919.
Adcock, Edith M. (Mrs.) ...	54 16 4	1 October, 1920.
Aird, Margaret Jane (Mrs.)...	67 10 0	1 April, 1914.
Allez, W.	155 3 9	1 January, 1920.
Ames, John	90 0 0	1 April, 1919.
Anderson, George W. (Rev.)	24 10 0	1 April, 1905.
Anderson, G. B. (Rev.) ...	60 0 0	1 January, 1916.
Atkins, Emma, (Miss) ...	61 0 8	1 July, 1919.
Baalie, Frederic Josaias ...	30 0 0	1 May, 1917.
Balie, Rudolf	24 0 0	1 July, 1905.
Barnley, Fanny Jane	48 0 0	1 January, 1914.
Barry, Maria Aletta (Mrs.) ...	36 0 0	1 July, 1915.
Beerling, A. M. (Miss) ...	74 0 0	1 October, 1919.
Beswick, Frederick	140 0 0	1 July, 1899.
Bikitsha, S. J.	22 11 6	1 April, 1918.
Blair, Helen	30 16 0	1 January, 1911.
Blane, Marie Hortense ...	39 0 0	1 January, 1917.
Bliss, A. E. (Miss)	120 0 0	1 April, 1910.
Bosman, Maria Josina ...	22 13 3	1 January, 1918.
Bourne, Arthur Hy. Johnstone	336 0 0	1 January, 1918.
Brink, Petronella Anna W. ...	68 19 3	1 January, 1918.
Broster, Thomas	100 0 0	1 July, 1915.
Calder, Sarah A.	21 0 0	1 July, 1893.
Cameron, A. (Miss)	85 14 0	1 January, 1919.
Cassé, George W.	45 0 0	1 July, 1908.
Chambers, Anne H.	113 8 0	1 January, 1915.
Charnley, J. A.	83 6 0	1 January, 1919.
Cilliers, Susanna E.	60 0 0	1 April, 1914.
Clayton, A. M. (Miss) ...	118 18 9	1 July, 1920.
Clinton, Anne (Miss) ...	42 0 0	1 April, 1916.
Cochrane, A. E.	70 16 6	1 October, 1920.
Coetzee, Dirkie Cornelias ...	27 0 0	1 January, 1912.
Cogan, A. A. I. (Miss) ...	39 12 0	1 July, 1916.
Cole, Amelia Elizabeth ...	51 16 0	1 April, 1918.
Collins, Frank F.	101 16 3	1 July, 1920.
Colquhoun, H. (Miss) ...	95 13 6	1 April, 1919.
Compaan, John Aukes ...	31 10 0	1 July, 1915.
Crankshaw, J. F. W.	99 16 10	1 April, 1918.
Crawford, Florence N. ...	42 0 0	1 August, 1913.
Cunningham, John Miller ...	59 16 8	1 July, 1917.
Daintree, Eliz.	39 7 6	1 January, 1911.
Dale, Robert	70 6 3	1 January, 1899.
Daniels, Catherine Johanna L.	18 18 0	1 April, 1912.
Daoma, Anne Rebecca ...	27 0 0	1 April, 1918.
Davidson, Jas.	100 0 0	1 April, 1910.
Davidson, Lydia Josephene ...	42 0 0	1 January, 1912.
De Kock, D. J.	199 8 0	1 January, 1919.
Delpont, Gerhardus I. ...	152 12 0	1 October, 1920.
De Smidt, Johannes H. ...	48 0 0	1 July, 1901.
De St. Croix, A. M. (Mrs.)...	105 5 7	1 January, 1920.
De Villiers, Elizabeth R. ...	21 0 0	1 May, 1889.
De Wet, Peter François ...	52 10 0	1 July, 1911.
Dickson, E. R. (Mrs.) ...	33 6 10	1 January, 1920.
Dingiswayo, David	21 0 0	1 January, 1921.
Dowling, E. T. (Miss) ...	57 1 6	1 October, 1919.
Dowthwaite, R. G.	157 10 0	1 July, 1918.
Dumbleton, Helen	52 10 0	11 October, 1915.
Dunn, Emma (Mrs.)	84 1 2	1 April, 1920.
Du Plessis, J. S.	43 16 11	1 July, 1917.
Du Toit, S. J. (Mrs.) ...	21 0 0	1 January, 1895.
Dyer, Rosa (Miss)	126 18 4	1 April, 1920.
Eaton, Lewis	140 0 0	1 January, 1917.
Ebeling, Aletta M.	33 12 0	1 April, 1902.

TEACHERS' PENSIONS—continued.

	Amount.	Date.
Eksteen, Elizabeth C. ...	£64 0 0	1 January, 1913.
Elliott E. (Mrs.) ...	135 13 2	1 July, 1920.
Elmes, George ...	99 14 5	1 October, 1920.
Esselen, C. J. (Miss) ...	71 15 0	1 January, 1916.
Evans, E. G. (Rev.) ...	126 17 3	17 December, 1920.
Featherstone, Edith Emma ...	36 0 0	1 October, 1914.
Fisk, Ellen Eliza ...	64 7 0	1 January, 1912.
Forbes, J. A. C. (Miss) ...	73 8 0	1 January, 1919.
Forman, Wm. Johnston ...	140 0 0	1 January, 1912.
Fourie, Joseph S. ...	61 5 0	1 July, 1906.
French, G. ...	152 19 2	1 October, 1919.
Frick, S. M. (Miss) ...	122 3 3	1 January, 1921.
Fuechsel, H. D. (Miss) ...	105 0 0	1 July, 1916.
Gant, Charles S. ...	112 0 0	1 January, 1920.
Gantz, C. L. ...	21 12 0	1 July, 1912.
Gawe, S. P. ...	25 0 0	1 January, 1916.
Gericke, J. C. ...	221 1 7	1 April, 1918.
Gilmore, Letitia Margaret ...	35 0 0	1 July, 1912.
Glennie, Catherine F. ...	52 10 0	1 July, 1907.
Goliath, Cath. H. (Mrs.) ...	13 13 0	1 July, 1920.
Golightly, T. S. ...	90 0 0	28 September, 1919.
Gordon, David ...	48 0 0	1 July, 1915.
Graham, W. ...	156 10 5	1 October, 1918.
Griesbach, F. T. R. ...	63 15 11	1 October, 1918.
Griffiths, M. A. (Miss) ...	13 10 0	1 October, 1909.
Groepe, T. J. ...	19 16 0	1 April, 1918.
Gulwa, James D. ...	21 0 0	1 April, 1920.
Hafele, C. J. ...	253 13 8	1 April, 1920.
Halcrow, Thomas S. ...	112 0 0	1 January, 1908.
Hanna, Sarah L. ...	35 1 0	1 July, 1920.
Harris, Anna Margaret ...	60 0 0	1 July, 1913.
Harris, A. V. ...	45 0 0	1 April, 1902.
Harsant, A. M. (Miss) ...	81 18 0	1 July, 1916.
Hatton, C. E. G. ...	56 16 5	1 July, 1919.
Heese, Freida J. ...	29 15 0	1 January, 1912.
Heldzingen, M. M. (Miss) ...	27 0 0	1 October, 1905.
Helm, J. W. (Miss) ...	29 8 0	1 January, 1916.
Helm, A. C. (Miss) ...	28 0 0	1 April, 1920.
Hendrickse, A. J. ...	56 0 0	1 January, 1913.
Hendrickse, Johanna M. ...	24 0 0	1 July, 1904.
Hill, Henry, B.A. ...	122 10 0	1 January, 1906.
Hlati, Charles ...	27 4 0	1 January, 1921.
Hoogenhout, Casparus P. ...	68 0 0	1 January, 1909.
Hopkins, Alliot ...	63 0 0	1 October, 1916.
Horan, Sister M. M. ...	60 0 0	1 January, 1916.
Hornabrook, Emily Ellen ...	70 0 0	1 July, 1914.
Hugo, J. G. ...	95 19 2	1 October, 1918.
Hurter, Magdalene Z. ...	14 14 0	1 July, 1918.
Immelman, E. A. (Miss) ...	43 15 0	1 April, 1919.
Inglis, John ...	127 10 0	1 April, 1914.
Jackson, Hannah A. (Mrs.) ...	24 10 0	1 January, 1915.
Jackson, William M. ...	115 10 0	1 June, 1914.
Jenner, A. (Miss) ...	142 0 0	1 October, 1919.
Johnstone, E. E. ...	93 15 8	1 April, 1918.
Jonker, Joshua ...	24 0 0	1 January, 1920.
Joubert, D. C. (Miss) ...	52 10 0	1 July, 1908.
Juffernbruch, Carl ...	60 0 0	1 January, 1908.
Keast, A. R. (Mrs.) ...	41 13 3	1 January, 1919.
Kidd, Constance Emily (Mrs.) ...	45 0 0	1 July, 1892.
Kiddell, Laura E. ...	77 0 0	1 July, 1914.
Kildasi, Henry C. ...	21 0 0	1 August, 1895.
Kirsten, A. J. (Miss) ...	21 0 0	1 April, 1907.
Kleinschmidt, William George ...	119 4 0	1 January, 1917.
Klinck, J. D. ...	100 0 0	1 April, 1916.
Knight, A. W. (Miss) ...	31 10 0	1 January, 1917.
Knowles, Augusta ...	£51 9 0	1 April, 1920.
Koeries, M. J. ...	19 1 6	1 January, 1920.
Kruger, G. H. J. ...	117 8 0	1 October, 1919.

3.—TEACHERS' PENSIONS—continued.

	Amount.	Date.
Kupa, A. ...	19 4 0	1 January, 1920.
Kwatsha, David ...	12 12 0	1 January, 1919.
Law, John ...	134 12 5	1 July, 1920.
Laws, G. G. C. (Miss) ...	30 0 0	1 April, 1906.
Lean, A. E. (Mrs.) ...	45 2 0	1 January, 1919.
Leipoldt, Maria C. ...	24 0 0	1 January, 1902.
Le Roux, Abraham G. (Rev.) ...	24 0 0	1 July, 1898.
Le Roux, A. C. (Miss) ...	148 0 0	1 April, 1920.
Le Roux, P. J. ...	110 0 0	1 January, 1917.
Lewis, C. E. (Professor) ...	150 0 0	1 January, 1918.
Limney, Sarah A. ...	36 0 0	1 July, 1918.
Lister, Catherina Augusta ...	42 0 0	1 July, 1912.
Littlewood, E. T. ...	256 0 0	1 October, 1919.
Loman, Brother ...	21 0 0	1 January, 1895.
Lokwe, J. J. ...	14 8 0	1 January, 1916.
Lord, Alex. Duke ...	70 0 0	1 January, 1914.
Louw, Stephen M. ...	14 8 9	1 April, 1913.
Low, J. B. ...	166 5 0	1 October, 1915.
Lucas, Fanny Garson ...	28 4 4	1 October, 1916.
Lyon, A. F. ...	98 0 0	16 August, 1918.
Macdonald, Archibald ...	150 0 0	1 January, 1918.
Maci, A. H. ...	25 12 0	1 April, 1916.
Mahali, John ...	21 0 0	1 January, 1908.
Mahali, Maud (Miss) ...	18 0 0	1 January, 1919.
Marais, A. A. (Miss) ...	44 2 0	1 January, 1919.
Marais, A. C. (Miss) ...	76 0 0	1 January, 1920.
Marais, J. J. (Miss) ...	55 0 0	24 July, 1918.
Marela, George Gray ...	15 15 0	1 April, 1920.
Martin, Sister Clare ...	80 0 0	1 January, 1916.
Martin, C. C. (Miss) ...	70 5 7	1 January, 1919.
Mashiyi, Hezekiah ...	21 0 0	1 October, 1901.
Mason, Johanna C. ...	31 3 0	1 January, 1914.
Matumbu, Thomas ...	29 0 0	1 July, 1915.
Mbewu, J. ...	16 16 0	1 July, 1919.
McGaffin, P. M. C. ...	193 8 9	1 October, 1919.
McKay, A. (Miss) ...	132 6 0	1 July, 1919.
McKay, M. M. H. (Miss) ...	52 11 2	1 September, 1919.
McGregor, Peter ...	54 0 0	1 July, 1913.
McLennan, Nina (Miss) ...	127 19 11	1 July, 1920.
Michie, Mary A. ...	17 6 6	1 January, 1909.
Middlemiss, Alice ...	42 18 7	1 July, 1918.
Mildenhall, Florence L. ...	25 4 0	1 April, 1908.
Miller, Cyril George ...	164 7 2	11 January, 1920.
Mitchell, Annie ...	38 10 0	1 July, 1906.
Mkumla, S. J. ...	19 12 0	1 July, 1918.
Mlalandle, Harriet (Mrs.) ...	8 18 6	1 July, 1920.
Morrison, Sarah Annie ...	37 16 0	1 July, 1913.
Morton, E. (Miss) ...	113 8 0	1 January, 1916.
Moyle, M. P. J. ...	52 0 0	1 January, 1910.
Murray, Helen ...	90 0 0	1 January, 1917.
Myburg, M. M. E. (Miss) ...	28 7 3	1 January, 1920.
Nangu, Jonathan ...	12 8 4	1 July, 1911.
Nason, Lucy ...	29 8 0	1 January, 1914.
Ndwardwa, Theo. ...	36 15 0	1 January, 1912.
Ndlazilwana, Jacob ...	16 16 0	1 January, 1912.
Nel, L. F. ...	164 18 0	1 January, 1920.
Nel, A. J. (Mrs.) ...	42 0 0	1 September, 1918.
Nicol, Matthew ...	70 0 0	1 July, 1898.
Nichols, L. (Mrs.) ...	47 19 5	1 October, 1919.
Njokweni, Alexander Mata ...	21 0 0	1 January, 1912.
N'tanta, Luke ...	17 10 8	1 July, 1918.
Oates, Annie May ...	45 0 0	1 October, 1914.
Ogston, L. (Miss) ...	33 15 0	1 January, 1916.
Olver, A. (Rev.) ...	100 17 6	5 June, 1917.
Pamla, Matilda A. ...	24 0 0	1 January, 1915.
Parker, Ethel M. ...	56 15 8	1 July, 1920.
Parkinson, Ellen ...	42 0 0	1 October, 1916.
Pattison, J. (Rev.) ...	107 3 10	1 April, 1920.

3.—TEACHERS' PENSIONS—*continued.*

	Amount.	Date.
Pauw, A. S. C.	21 0 0	1 January, 1918.
Pearson, David	33 0 0	1 July, 1913.
Pearson, Mabel A	88 4 8	1 July, 1920.
Perry, E. M. (Miss)	30 15 4	1 July, 1919.
Pfeiffer, Pieter S.	24 0 0	1 July, 1896.
Pressly, John S.	75 0 0	1 September, 1915.
Pridham, Florence A. (Mrs.)	69 0 0	1 January, 1911.
Prozesky, Carl (Rev.)	28 0 0	1 October, 1914.
Pumelo, Peninah	15 11 6	1 April, 1920.
Quail, John	52 10 0	1 July, 1900.
Raats, Magdalena J. (Miss)...	35 8 1	8 July, 1920.
Rainier, Arthur G. (Rev.)	90 0 0	1 January, 1915.
Ramsay, E. (Mrs.)	55 10 0	1 July, 1916.
Raphael, Sister Mary	24 0 0	1 January, 1912.
Raymond, Sister Mary	42 0 0	1 January, 1900.
Redford, C. (Miss)	84 0 0	1 April, 1916.
Reid, Petronella C.	39 12 0	1 July, 1911.
Rein, G. J. R.	82 10 0	1 July, 1918.
Reynolds, Edgar J. R.	88 4 0	1 January, 1915.
Roberts, A. W. (Dr.)	288 13 3	28 May, 1920.
Robinson, Alice M.	59 13 4	1 July, 1918.
Rosenow, Carl F. W.	120 0 0	1 April, 1904.
Ross, J. K. (Miss)	47 13 3	1 January, 1918.
Ross, J. N. (Miss)	21 0 0	1 January, 1916.
Rossiter, M. B. (Miss)	27 11 3	1 October, 1909.
Rossouw, Elizabeth H.	52 10 0	1 July, 1904.
Roux, David G.	60 0 0	1 January, 1902.
Roux, Gerhardus J.	96 5 0	1 October, 1913.
Ruiter, A. J.	24 0 0	1 January, 1917.
Sagar, W. (Mrs.)	43 11 2	1 July, 1914.
Sangster, Orlando B.	46 0 8	1 April, 1920.
Sargeant, F. M. (Miss)	50 8 0	1 October, 1919.
Scheuble, Frederica C. K.	60 0 0	1 July, 1908.
Searle, Fanny	51 12 0	1 July, 1912.
Serfontijn, Margaret C. E.	26 12 0	1 April, 1909.
Smith, A. E. (Miss)	80 0 0	1 September, 1908.
Smith, A. T. (Miss)	118 6 0	1 January, 1920.
Smith, J. E. (Mrs.)	60 0 0	1 January, 1909.
Smith, George (Rev.)	42 0 0	1 January, 1902.
Smith, Peter	199 12 0	1 January, 1918.
Smuts, J. E. (Miss)	49 0 0	1 April, 1910.
Solilo, Alfred	21 0 0	1 October, 1915.
Soyiswapi, T. A.	22 18 6	1 January, 1918.
Starkey, E. J.	151 1 7	1 October, 1918.
Steyn, S. D. (Miss)	101 2 2	1 October, 1920.
Stocks, Alfred R.	45 0 0	1 July, 1906.
Stucki, Marinus J.	100 0 0	1 January, 1903.
Sutton, Joseph George	175 0 0	1 January, 1913.
Swain, E. M. (Miss)	156 13 4	3 September, 1920.
Swemmer, John Wm.	64 15 0	12 November, 1911.
Theunissen, P. H.	127 14 3	1 April, 1919.
Thompson, Agnes	43 15 0	1 January, 1914.
Tlale, N. S.	8 8 0	1 January, 1910.
Tobias, E. Y.	35 0 0	1 April, 1913.
Tudhope, E. L. (Mrs.)	43 2 9	1 January, 1920.
Turpin, Edith E.	19 16 0	18 April, 1909.
Truter, A. B. du Toit	73 10 0	1 January, 1916.
Tyamzashe, Peter	15 16 4	1 January, 1904.
Underwood, George	108 0 0	1 January, 1914.
Van der Horst, Ernst J. J.	56 0 0	1 April, 1904.
Van der Lith, Augusta F.	59 16 2	1 July, 1918.
Van Heerde, Gerrit L.	59 10 0	1 April, 1898.
Van Heerden, Louisa M. (Miss)	47 18 11	1 July, 1920.
Van Niekerk, Johanna J.	35 0 0	1 January, 1898.
Van Niekerk, Susan J.	63 0 0	1 January, 1901.
Van Oordt, H. O. (Miss)	97 19 0	1 January, 1919.
Van Oosten, Willem A.	46 10 5	1 July, 1920.
Varnfield, George	34 6 0	1 April, 1907.

3.—TEACHERS' PENSIONS—*continued.*

	Amount.	Date.
Venn, Catherine	18 0 0	1 May, 1901.
Venter, H. B.	25 15 8	1 April, 1917.
Vipan, G. W.	150 0 0	1 January, 1916.
Visser, J. H.	26 18 1	1 January, 1918.
Von Stettler, W. (Miss)	74 3 5	1 January, 1919.
Vorster, A. S. E. (Miss)	59 12 11	1 October, 1918.
Waite, Grace C.	35 0 0	1 April, 1904.
Watson, Margaret (Miss)	48 0 0	1 October, 1913.
Weeber, Maria E.	39 0 0	1 July, 1907.
Weich, J. M. (Mrs.)	24 0 0	1 January, 1920.
Weller, S. F.	111 12 2	1 July, 1918.
Welsh, E. A. (Miss)	83 7 4	1 August, 1919.
Wessels, Elizabeth M. M. (Miss)	39 12 3	1 April, 1920.
Wilson, Thomas W.	70 0 0	1 April, 1899.
Wium, Johannes van Niekerk	150 5 10	1 July, 1917.
Xatasi, Wm. F.	26 19 0	1 July, 1912.
Xavier, Sister M.	21 0 0	1 January, 1905.
Young, Charles Smith	131 5 0	1 August, 1917.
Zeeman, Anne (Mrs.)	20 16 0	1 July, 1911.
Zeeman, Daniel W.	101 4 0	1 January, 1921.

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