

CAPE OF GOOD HOPE.

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Department of Public Education.

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REPORT  
OF THE  
SUPERINTENDENT-GENERAL  
OF  
EDUCATION  
FOR THE YEAR 1894.

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Presented to both Houses of Parliament by command of His Excellency the Officer  
administering the Government.  
1895.

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CAPE TOWN:  
W. A. RICHARDS & SONS, GOVERNMENT PRINTERS, &c.

1895.

[G. 7—'95.]



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\* This should be i—xxxii, there being two pages numbered ix and two pages numbered x.

## CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

### Report of the Superintendent-General of Education for the Year 1894.

Presented to both Houses of Parliament by command of His Excellency the Officer  
Administering the Government,  
1895.

Education Office,

Cape Town ; 22nd April, 1895.

THE HONOURABLE THE COLONIAL SECRETARY.

SIR,—I have the honour to submit to you herewith my report on the work of the Education Department for the year 1894. The lines followed in drawing it up are essentially those of the report for 1893, any change being due to increase in the material. Formerly much matter that concerned special districts of the Colony was included in it; this is no longer the case, a simple reference being made instead to the Inspectors' reports on the districts in question. The annexures, which I regard as more than ordinarily valuable, have this year been arranged under four heads:—

- I. Special Reports from the Circuit Inspectors.
- II. Reports on the Educational Survey of neglected districts.
- III. School Statistics.
- IV. Matters connected with Finance.

No effort has been spared to ensure clearness and at the same time fulness of detail, in the hope that any one really interested in education may find it possible to obtain all the information he needs, and that with the minimum expenditure of trouble.

[G. 7—'95.]



## 1. ADMINISTRATION.

*Head Office.*—The greatest improvement which has been effected during 1894 has taken place in the Statistical Branch, the work of which now proceeds with machine-like accuracy, and yet with sufficient evidence that there is intelligence inside the machine. It, like every other branch, has, however, been hard driven through the great increase in the number of schools, and the still greater increase in the number of inspections. Should increase continue at the present rate, and the new branches of work recently ventured upon be developed, some further reorganization of the office will be necessary; methods of working which were good enough for the days in which they were instituted being utterly incapable of coping with even the present amount of business. Ultra-rigid economy in such matters is anything but wise, and is doubly inadvisable in the case of a large spending Department. The account-keeping, for example, connected with an expenditure of £176,000 per annum in small sums, many of which originate in a crowd of items, cannot be done with sufficient minuteness of audit by two accountants and two juniors, however faithful and hardworking they may be; and I am not aware that anything like it is attempted elsewhere.

*Inspection Circuits.*—The inspection circuits stand as they did in 1893 with one exception. Barkly East and Glen Grey having been withdrawn from Inspector's Milne's Circuit, St. Mark's from Inspector Woodrooffe's, and Xalanga, Engcobo, and Maclear from Inspector Crawshaw's, were combined to form a new circuit under Inspector Bennie. Notwithstanding the reduction of Inspector Milne's circuit, it is still much the largest, and something will have to be done in 1895 to make it less unmanageable.

I am glad to be able to report that increased interest is being taken by the Inspectors in the improvement and development of educational work: they more and more identify themselves with their circuits, and feel themselves responsible for the state of education therein. The mere *Inspector* is fast disappearing.

*School Reports.*—There is nothing to add to what was said a year ago regarding this subject. The machinery on which they are dependent has worked throughout the year with perfect efficiency, every one of the 2,102 schools examined having received a copy of the inspector's report within a very short time of the date of inspection.

The reports have been gradually made less dry and statistical in character and more practical. Faults in equipment, organization, and teaching have been pointed out in them, and recommendations made for the guidance of managers and teachers during the ensuing year. Unfortunately some managers have been very careless in dealing with such reports, teacher after teacher having complained to Inspectors that no copy was ever shown them. It has consequently been made compulsory to have a copy of the report inserted in the school register, and any neglect in regard to this will be sharply dealt with in the future.

*Statistics.*—The recasting of the statistical forms, so as to keep the entries regarding white children separate from those regarding coloured children, was made in time to allow the new forms to come into use at the commencement of 1894. We have thus for the first time a complete year's set of statistics for white children, and the same for coloured children. In order that the character of the change may be fully understood, the statistics for a specimen Division (Barkly East) as received in December 1892, and those for the same

Division as received in December 1894, are herewith given. Incidentally they also serve to show very vividly the progress which the Division has made during the course of two years.

## DECEMBER, 1892.

Description and Place of the School.	Order.	Class.	Number of Scholars on the Books.	Admitted during the Quarter.	Withdrawn during the Quarter.	Ordinary Daily Attendance.
BARKLY EAST.						
1. Barkly East .. .. .	A	2	70	6	10	62
2. Rifle Spruit .. .. .	B	3	11	0	0	11
3. Bell River Boarding School .. .. .	D	..	18	0	0	17
Total .. .. .	..	..	99	6	10	90

## DECEMBER, 1894.

Description and Place of the School.	Order.	No. on Roll.				Total.	Highest Weekly Average.	Lowest Weekly Average.	Average Attendance.	No. of Boarders.
		Boys.		Girls.						
		White.	Coloured.	White.	Coloured.					
BARKLY EAST. (Inspr. Bennie).										
1. Barkly East .. .. .	A 2	59	0	34	0	93	84	76	77	0
2. Driefontein .. .. .	A 3	12	0	13	0	25	25	17	22	0
3. Leymour Lodge .. .. .	A 3	6	0	7	0	13	13	10	13	0
4. Lyndale Lodge .. .. .	A 3	14	0	7	0	21	20	15	19	0
5. Moss Dell .. .. .	A 3	4	0	6	0	10	10	9	10	0
6. Rhodes .. .. .	A 3	17	0	28	0	45	41	35	38	0
7. Steepside .. .. .	A 3	5	0	6	0	11	11	..	8	0
8. Wartrail .. .. .	A 3	19	0	8	0	27	25	21	22	0
9. Willowleigh .. .. .	A 3	10	0	6	0	16	16	12	16	0
10. Clifford .. .. .	P.F.	0	0	5	0	5	5	5	5	0
11. Donnybrook .. .. .	P.F.	5	0	3	0	8	7	7	7	0
12. Glen Almond .. .. .	P.F.	3	0	4	0	7	7	6	7	0
13. Hollywood .. .. .	P.F.	3	1	4	0	8	8	8	8	4
14. Kennure .. .. .	P.F.	2	0	6	0	8	8	5	7	0
15. Mount Mourne .. .. .	P.F.	2	0	3	0	5	5	3	5	0
16. Smiling Vale .. .. .	P.F.	5	0	0	0	5	5	5	5	0
Total .. .. .	..	166	1	140	0	307	290	234	269	4

Abstracts like the former of these were sent during 1893 to every Civil Commissioner in the Colony and every Magistrate in the Transkei, so that they might have accurate information of what was going on in their midst: during 1894 similar copies were also sent to each Member of the Legislative Assembly, and to such clergymen as were known to be interested in state-aided schools.



*Inspectors' Annual Reports.*—This year for the first time there is annexed a complete set of special reports regarding the various Circuits into which the Colony has been divided for educational purposes. Members of Parliament and others, who, besides being interested in the education of the country as a whole, are desirous of having more minute information regarding their own districts have thus ready at hand a large amount of valuable detail of the kind required.

A considerable improvement has also been effected in the form of the reports. The order of subjects, the headings and sub-headings are practically the same in them all, and the same as in my report. It is thus easily possible to find out what any Inspector says regarding any branch of the work in his circuit, and easily possible to compare the state of affairs in one circuit with that in another.

Five of the Inspectors have not reported before, viz., Inspectors Bennie, Brady, Clarke, Mitchell, and Theron. Their reports are thus specially deserving of attention. They refer to circuits very unlike each other in character, so that a reading of the five will serve in some measure to show the great diversity of conditions existing in the Colony and the consequent complexity of most of the educational problems we have to solve.\*

It is very pleasing to find that there is an air of hopefulness pervading the great majority of the reports. The one which is most despondent refers to an uninviting circuit in which good seed has been sown and good work done, and from which, I am persuaded, a satisfactory return will yet be forthcoming. True they all mention difficulties in the way of improvement, defects in the material and arrangements, and shortcomings on the part of managers, parents and teachers: it is more and more apparent, however, that this is not done merely for the sake of fault-finding, but as a necessary preliminary to a personal attempt at establishing a better state of things. By this time, indeed, it must be clear to most, if not all, of the writers that mere report-making will effect little, that their great power for good lies in acquiring the confidence of the people of their circuits and in stimulating and guiding local effort.

## II. SUPPLY OF SCHOOLS.

*New Schools.*—The all-important matter of the establishment of schools in neglected districts has been unceasingly attended to during the year, with the result that the rate of 1893, viz., *one new school per day* has been more than maintained. Unfortunately we have a death-rate to reckon with as well as a birth-rate. Many of the schools started in 1893 are no longer on the list, and even several of those that came into existence towards the beginning of 1894 have not lived to see the year out. Still the net increase for the two years is very gratifying, there being in operation at the end of 1894, 568 schools more than there were at the end of 1892.

All the requisite details regarding this increase are given in the annexures, so that a person interested in any particular Division of the Colony may be able to see to what extent the Division is supplied with schools, what kind of school is on the increase or decrease, what amount of progress the Division is making, and what the *rate* of progress is as compared with other Divisions.

The distribution of the 568 schools among the various possible classes is as follows:—

First-class Public Schools ...	...	11
Second-class Public Schools ...	...	16
Third-class Public Schools ...	...	119

\* For Mr. Bennie's, see p. 7; Mr. Brady's, p. 11; Mr. Clarke's, p. 24; Mr. Mitchell's, p. 46; Mr. Theron's, p. 62.

Poor Schools ...	...	...	85
Boarding Schools...	...	...	-6
Farm Schools ...	...	...	250
Mission Schools ...	...	...	62
Aborigines Schools ...	...	...	33
Unclassified ...	...	...	-2.

From this it is seen that the additional Third-class Public Schools, Poor Schools and Farm Schools, being 454 in number, form *four-fifths* of the whole increase. The forward educational movement among the farmers, to which attention was drawn a year ago, is thus seen to be still in progress.

The Divisions which show the greatest activity are Riversdale with 22 additional schools, Willowmore with 21, Cape and Kingwilliamstown with 20 each, Jansenville with 19, Uitenhage and Xalanga with 16 each, Wodehouse with 15, Cradock with 14, and Barkly East, Somerset East and Oudtshoorn with 13 each. The progress of the Transkeian Magistracy of Xalanga is very noteworthy, 13 of its additional 16 schools being for white children. It is also an encouraging fact that, with the exception of the Cape, Kingwilliamstown and Uitenhage, all these Divisions which show marked advance stood very low educationally at the time of the Census in 1891.

The Divisions which seem still wrapped in slumber are Namaqualand, Kenhardt, Prieska, Clanwilliam, Tulbagh, Piquetberg, Worcester, Aberdeen, Uniondale, and Victoria East. Of these Worcester, Tulbagh and Victoria East need cause little uneasiness, as the Census showed that they were by comparison fairly well provided for in 1891: the others stand in need of an awakening. Inspector Murray has in consequence recently made a house-to-house visitation in Aberdeen; Mr. Wilson has done the same in Prieska, and is now proceeding to tackle Hopetown: and the remaining two Divisions, Kenhardt and Uniondale, will doubtless also receive extra attention before long. Some improvement may therefore be expected before another year has passed. These Divisions, however, need all the aid which those interested in them, official or non-official, can give. It is extraordinary how much of the heat of enthusiasm such districts can absorb without showing any rise in temperature.

Among the Territorial Magistracies greatest progress is evident in Xalanga, as already mentioned, and distant Umzimkulu. On the other hand the following, as judged by this test, are not advancing:—St. Mark's, Butterworth, Umtata, Idutywa, Kentani, Elliotdale, Mt. Frere and Mt. Fletcher.

When we come to group the Divisions into *Circuits*, so as to show broadly the regions of greatest activity, some very curious results present themselves. Inspector Milne's Circuit extending from Somerset East to Aliwal North has gained 64 additional schools; Inspector Murray's 58, and yet it includes Aberdeen and Uniondale where progress is slow; Inspector Bartmann's 54, although it includes Stellenbosch which is stationary; Inspector Brice's 53, although it includes Hopetown and Philipstown; Inspector Theron's 50, although it includes Kenhardt and Prieska; and Inspector Fraser's 50, although it includes Bathurst. If Inspector Bartmann's Circuit, which consists of five of the South-Western Divisions be left out of this group of six progressive Circuits, the remaining five are found to be contiguous and to form a great central section of the Colony. Any general deduction, however, from the statistics is scarcely possible, there being so many facts to be taken into account which the tables do not, and in the nature of things could not, show.

*Closing of Schools.*—Attention has been more than once drawn to the short life of many of the schools which are started, and it has been frankly



pointed out that this is one of the less pleasant features that characterize our system of education. Some of the supposed causes were referred to in last year's report; but the facts had not then been ascertained in full enough detail to enable one to say definitely whether these causes were true and sufficient, or to suggest a remedy for the evil. A large body of evidence, however, is now available, and it is certainly not of a cheering character. First of all there is the outstanding fact that during the last two years the number of schools which have ceased to exist is 385. What an amount of wasted effort and disappointment this implies! The extraordinary number is distributed as follows among the various classes of schools:—

First-class Public Schools ...	...	0
Second-class Public Schools ...	...	1
Third-class Public Schools ...	...	88
Poor Schools ...	...	18
Boarding Schools...	...	3
Farm Schools ...	...	231
Mission Schools ...	...	19
Aborigines Schools ...	...	25

It is thus seen that Third-class Schools, Poor Schools, and Farm Schools account for 88 per cent of the whole. Practically, therefore, it is the rural population which suffers.

Looking next at the *Divisions* in which the evil is most pronounced, we find that Queenstown heads the list with 50 schools closed, that Somerset East follows with 18, Bedford with 11, and Albany, Cathcart, Cradock and Victoria West with 10 each. Now these are the very *Divisions* in which Farm Schools abound.

Turning to the *Circuits*, we find the worst six to be Inspector Milne's with 46 schools closed, Inspector Murray's with 45, Inspector Theron's and Inspector Clarke's with 42 each, and Inspector Brice's and Inspector Fraser's with 29 each. But strange to say, these *Circuits*, where most schools have been closed, are almost exactly those in which the greatest number of additional schools have survived. The two exceptional circuits, that is to say, the circuits which occur at the head of the one list but not at the head of the other, are those of Inspectors Bartmann and Clarke. The circuits which appear at the head of both lists, and which therefore seem satisfactory and unsatisfactory at the same moment, may from a certain point of view be considered as doubly satisfactory, and be singled out as those in which educational activity during 1893 and 1894 was most marked; for, had no schools come to an untimely end, the number of additional schools would have been:—

To Inspector Milne ...	110	instead of	64
" Murray ...	103	"    "	58
" Theron ...	92	"    "	50
" Brice ...	82	"    "	53
" Fraser ...	79	"    "	50

And these are the five contiguous circuits above referred to as forming a great central area of progress.

Figures like the foregoing suffice to give an idea of the discouraging character of the work which the promoters of new schools and the inspectors have got to face. Had all these schools continued to exist, we should have had over 900 additional schools in operation, and although many of them would have been small, still every one of them would have been a centre of civilization not to be despised. Contemplation, however, of

the good things which might have been is profitless; the wise course for all interested is not to let their eyes be fatally drawn to the 385 schools which have succumbed, but to fix them earnestly on the far larger number of new schools which have survived, and to go forward in hope.

Our bounden duty also is earnestly to seek out the causes which make such a state of things possible, and to apply preventive remedies. Thanks to the work of the Inspectors, especially during the past year, the causes are well known. First of all and most serious is the deeply-rooted opinion in certain quarters that six or twelve months' schooling is all that a farmer's children have any need for; in other words, after a short span of life schools are closed *intentionally and with the utmost deliberation*. For this two cures suggest themselves, the one slow-acting and somewhat uncertain, the other prompt and drastic. The former consists in seeking to modify existing opinion through the Church, the Officials of the Education Office, the Press, and increased communication with the people of more enlightened districts; the latter is to pass and carefully administer a School Attendance Act. As for the other assigned causes, six or seven in number, they are really reducible to one, viz., that the people in rural districts are not sufficiently in earnest about the education of their children, and will not therefore exert themselves enough to keep a school going. This is why they sometimes do not treat the teacher well; this is why they allow local prejudices and petty jealousies to prevent co-operation; this is why, when the teacher gives notice of leaving, they do not immediately bestir themselves to secure another. Doubtless something may be done to make the filling of vacancies more easy, and the new mode of registration elsewhere referred to promises to be useful in this way; but after all it is the awakening of the public conscience, by persuasion or compulsion, which alone will bring about a better state of things.

*Schools for the Poor.*—The number of Poor Schools which have been established during the year exceeds that of any other single class, the Third Class Schools and Farm Schools being the next in order. It is also double the number established in 1893, the exact figures being as follows:—

Year.	Poor schools in operation.	Increase.
Dec. 1892 ...	... 41	
Dec. 1893 ...	... 69 ...	... 28
Dec. 1894 ...	... 126 ...	... 57

The expenditure on such schools has in consequence greatly exceeded the Parliamentary Vote. Twenty-five *Divisions* which two years ago had no Poor Schools now have them, the *Divisions* in which they are most numerous being Willowmore, Somerset East, Xalanga, Prince Albert, Oudtshoorn and Knysna.

There can be no doubt that in the great majority of cases the extra liberal grants given to such schools are well spent. The greatest care has been taken in the Office to scrutinize the applications and select the most deserving. There is not wanting, however, a tendency in some districts to strain the interpretation of the word "poor," which needs to be carefully guarded against; and I therefore trust that the promoters of schools and the Inspectors will use all vigilance to see that the money voted by Parliament for the education of the poor really reaches in every instance those for whom it was intended. It is certainly very disappointing to find Poor Schools in operation now where Third-Class Schools, supported on the £ for £ principle, were in existence not long ago. The change should be in exactly the opposite direction, that is to say, from Government help to self-help, from deadening dependence to ennobling independence.



*Educational Survey.*—In last year's report a scheme for an Educational Survey was sketched, with the object of showing how the educational wants and possibilities of any neglected Division of the Colony could be best ascertained; and the scheme was illustrated by giving the result which had been got for the Division of Jansenville. This specimen piece of survey work met with the approval of Parliament, and a sum was voted to continue the undertaking. The Divisions selected to be dealt with during what remained of 1894 were Aberdeen, Steynsburg, Fraserburg. Mr. Murray took in hand the first of these, and Mr. Hofmeyr the two others. Their reports, which are exactly on the model of last year's specimen, are given as an annexure; they deserve the serious attention of every one interested in the welfare of the Divisions in question.\*

In the case of Aberdeen 34 new schools are proposed as a result of the survey, viz., 5 Third-Class Public Schools, 2 Poor Schools, and 27 Farm Schools. In the case of Steynsburg, 25 new schools are considered necessary, viz., 2 Third-Class Public Schools, 1 Boarding School, 2 Poor Schools and 20 Farm Schools. In the case of Fraserburg, the state of which is described as "deplorable," the number proposed is 35, viz., 2 Third-Class Public Schools 1 Boarding School, 6 Poor Schools, and 26 Farm Schools. The annual cost to the Government is estimated at £755 for Aberdeen, £600 for Steynsburg, and £831 for Fraserburg. In every case the site has been chosen, the accommodation available is noted, the number of children who would in all probability attend, the local contribution which should be insisted upon, and the Government Grant which should be made.

All that is now wanted is a little local enthusiasm and energy, the early outcome of which would be as great an educational advance for each of the three Divisions as has already been made by Jansenville.

### III. ENROLMENT AND ATTENDANCE.

*Enrolment.*—The increase in the number of pupils enrolled is at least as satisfactory as the increase in the number of schools. At the close of the year there were 101,991 children on the books: at the close of the preceding year the corresponding number was 93,395: and at the close of 1892 it was 83,347. There has thus been an increase of 18,644 in the space of two years. The increase, it is to be noticed, is not quite so great for 1894 as for 1893; and it is easy to foresee that without some measure of compulsion, the increase for 1895 may be still less favourable. As we go further back into the more sparsely populated districts the difficulty of starting schools and keeping them going becomes much greater, and therefore less can be accomplished in the time. The expenditure, it may be added, also becomes heavier.

One curious feature of the enrolment in past years was that it rose in the 1st quarter, fell in the 2nd, rose in the 3rd, and fell in the 4th, there being, however, on the whole a gain of level. In other words, if the enrolment were represented graphically, as statisticians are wont to do, the curve of representation would be wave-like and ascending. In 1894 this peculiarity no longer holds, and the change is distinctly a change for the better. Every quarter shows an increase on the quarter before it, the exact state of matters being that instead of two increases and two decreases there are now four increases, two large and two small. The figures are:—

Quarter	Increase
1st	3,482,
2nd	506,
3rd	3,640,
4th	968.

\* For Report on Aberdeen, see pp. 75-77; on Steynsburg, pp. 78-82; on Fraserburg, pp. 83-87.

The prominence of the 1st and 3rd Quarters is due to the fact that in some districts of the Colony the school year begins in January and in others in July; and the change just indicated may possibly mean that fewer pupils than formerly fall away rapidly in their attendance. It is earnestly to be hoped that this is the case, and that we have here a corroboration of the statement of Inspector Murray, who confidently affirms in regard to his own circuit that the school life is "lengthening noticeably."

*Attendance.*—The average attendance for the last quarter of 1894 was 76,132, being 8,336 more than for the same quarter of 1893, and 14,109 more than for the same quarter of 1892. Knowing that the rate of increase in enrolment for the year is 9.2 per cent., we should expect that the rate of increase in the average attendance would at the most be the same: as a matter of fact, however, it is better, viz., 12.3 per cent. This is very satisfactory, and all the more so when it is borne in mind that the exceptionally bad attendance in three Circuits, where native schools predominate, has made it less than it otherwise would have been.\* The comparison for the two-year period is not so favourable, but the advantage is still on the right side, the enrolment having increased by 22.3 per cent., while the average attendance has increased by 22.7 per cent. In the December quarter of 1892, 74.3 per cent. of the children enrolled were in daily attendance; for the December quarter of 1894 the percentage was 74.6.

*Ratio of White to Coloured.*—For the first time we have full information regarding the relative numbers of white and coloured children under instruction, all the school statistical forms being now ruled so as to divide the pupils into four classes, viz., White Boys, White Girls, Coloured Boys, Coloured Girls. Thus, taking the enrolment for the last quarter of the year, we find it partitioned as follows:—

White Boys	...	...	22,277	} 43,043.
White Girls	...	...	20,766	
Coloured Boys	...	...	28,101	} 58,948.
Coloured Girls	...	...	30,847	

It appears therefore that in state-aided schools 42.2 per cent. of the pupils are white.

The only figures with which I am able to compare these are given in the Gazette School Statistics for the January-March quarter of 1891; and the result is:—

	White.	Coloured.
Jan.-Mar., 1891	... 38 per cent.	62 per cent.
Oct.-Dec., 1894	... 42.2 per cent.	57.8 per cent.

The change here indicated agrees entirely with what we know regarding the character of the new schools established during the past two years.

### IV. INSPECTION OF SCHOOLS.

The state of affairs at the close of 1892 in regard to the annual examination of schools was so serious that the condition of the inspectorate was one of the first things selected for attention. It was not a question merely of reconsideration of methods and organisation: there was the elementary fact

\*See report of Inspector Woodroffe, who says (p. 18) that the attendance in native schools has been worse than at any time during the last twelve years.



to be faced that there existed more than 200 schools whose inspection was unprovided for, and the further fact that the inspection of a large number of smaller schools was performed by local clergymen and other casual examiners of very varied attainments and very varied views regarding the duties they had to perform. During 1893, there was, in some respects, a gratifying change; but, although 366 more schools were inspected than in 1892, there were practically as many schools unattended to as ever, by reason of the great number of new schools which had been established. It is my pleasing duty now to report that during 1894 another step forward has been made, the number of schools inspected being 360 more than in 1893, and therefore 726 more than in 1892. The result is that for the first time the number of inspections has overtaken the number of existing schools. With very few exceptions, every school in the Colony has been inspected during the twelve months, and by reason of slight changes in the Circuits some of them have been inspected twice. The figures bearing on the matter are as follows:—

Year.	Schools inspected.		
1892	...	...	1,376
1893	...	...	1,742
1894	...	...	2,102

In the Annexure containing the list of state-aided schools with the number of pupils in attendance, a new column has this year been added showing in what quarter each school was examined, and as the Inspectors have started the year 1895 with a clean slate, it is hoped that schools will be inspected in the same quarter of the current year as in 1894, and thereafter at regularly recurring intervals.

*Informal Visits.*—Facts of time and space have in the past prevented the Inspectors from making more than one visit to a school in a year; and, when this visit took place, the main, if not the only business on hand was the individual examination of the pupils. I am glad to find that visits of another character are now reported, and that both teachers and managers approve of such visits and take occasion to consult with the Inspector regarding any school changes they may have in view.

*Casual Examiners.*—It was reported a year ago that the examination of schools by persons other than the permanent official of the Circuit was being gradually discontinued. I have now to state that during 1894, it practically disappeared. Of the 2,102 schools inspected only 48 were examined by local teachers and clergymen. Not even in all of these 48 cases would this course have been necessary, had it not been for the foolish "early-closing" system, which makes it impossible to continue a school for a week beyond the covenanted six or twelve months. I am in hopes that the number of such inspections will be still fewer in 1895; for no Inspector who is really interested in the work of his Circuit will depute the inspection of one of his schools if he can at all help it.

#### V. PUPILS' ATTAINMENTS.

*Pupils' Standards at Inspection.*—On account of the now complete organization of the Inspectorate, and the consequent examination of all the schools in the year, we have for the first time full and reliable information on this point. The details are printed in an annexure, the arrangement of the material being according to Inspectors' Circuits.

The most pleasing result in the table is that 84.5 per cent. of all the children on the roll were present at inspection. This being 10 per cent.

better than the average attendance is on the whole very satisfactory. In this respect the Cape is no longer at a disadvantage as compared with other British colonies. In my report of 1892 the following comparison with Victoria was made:—

	Average attendance.		Present at Inspection.	
Victoria	...	141,125	...	150,968
Cape Colony	...	60,691	...	54,970

where the figures for Cape Colony are those for the quarter and year ending 31st March, 1891. The corresponding figures for the quarter and year ending 31st December, 1894, are:—

Cape Colony	...	76,132	...	80,819
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showing that, while the average attendance had increased by 15,441 in the period specified, the number of children examined by the Inspectors had increased by 25,849.

The next set of figures is anything but satisfactory. The 80,819 children here stated to have been examined were classified as follows:—

Sub-standard	...	34,504	<i>i.e.</i> ,	42.69 per cent.
Standard I	...	14,103	"	17.48 "
Standard II	...	13,134	"	16.25 "
Standard III	...	9,847	"	12.18 "
Standard IV	...	5,122	"	6.33 "
Standard V	...	2,236	"	2.76 "
Standard VI	...	543	"	.67 "
Ex-standard	...	1,205	"	1.48 "
Unclassified	...	125	"	.15 "

This means that of 80,000 children at school as many as 34,000 were found by the Inspectors to be wrestling with the troubles of the alphabet and with the mysteries of pothooks and figures, that 62,000 had not finished the "Simple Rules" in Arithmetic and had no knowledge of Geography, and that only 1,800 had finished their elementary school course. In other words, if from the schools of the Colony we take an average 100 of children we shall find 60 of them at the Infant School stage, and only 2 that have gone through the last Standard of the Elementary School. There is no more serious fact connected with our system of education than this.

*Leaving Standard.*—A considerable body of facts\* has again been collected by the Inspectors regarding the educational stage at which children are when they leave school. Much of this is interesting; but as the work of inspection becomes more and more complete, the need for specially obtained statistics on this point grows less and less. For, if the distribution of all the school children into Standards be accurately known for a number of consecutive years we shall have a very fair idea of the stages at which children leave. As yet we cannot of course say that we have these data, because even for 1893, when 67,640 children were examined, the information was incomplete; nevertheless, a comparison of the Standards into which these 67,640 were put with the Standards of the 80,819 examined in 1894 is sure to be instructive, and certain deductions may very safely be drawn. The comparison can best be made from the percentages, and these are:—

	1893.	1894.
Sub-standard	42.48	42.69
Standard I	17.48	17.48

\* See pp. 17, 18, 19, 52, &c.



Standard II	...	...	...	16.08	16.25
Standard III	..	...	...	12.53	12.18
Standard IV	...	...	...	6.43	6.33
Standard V	...	...	...	3.01	2.76
Standard VI	...	...	...	.58	.67
Ex-Standard	...	...	...	1.17	1.48
Unclassified	...	...	..	.21	.15

Now a glance is sufficient to show that the percentage in any Standard is practically the same for both years. From this fact and others either already given or to be referred to under the head of "Annual Progress of Pupils" we are able to conclude that several thousand children annually leave school before reaching Standard I, and that by far the greater bulk of the pupils leave before reaching Standard IV.

#### VI. ANNUAL PROGRESS OF PUPILS.

This is another subject on which for the first time we have full and accurate information. Since the beginning of April, 1893, it has been a requirement that in the case of every school inspected the number of children who were present at the preceding inspection be given, and immediately below this, the number of those who succeeded in passing a higher Standard than they had done the year before. In my report for 1893 only a portion of the results for the year could be exhibited, although very probably this portion was fairly representative of the whole.

For 1894 the first fact of importance which has been ascertained is, that of the 80,819 pupils examined in the year there were 10,264 whose Standard could not be compared with their Standard of the previous year, by reason of the fact that the schools to which they belonged were in 1894 examined for the first time. This leaves 70,555 pupils found by the Inspectors to be attending schools where a record of the previous inspection was available, and where therefore some deduction as to progress was possible.

The second ascertained fact is, that of these 70,555 only 39,747, *i.e.*, 56.33 per cent. had been present on both occasions. This is a very lamentable revelation regarding irregularity of attendance and length of school life.

The third fact is, that of these 39,747 who were present at two consecutive inspections only 21,614, *i.e.*, 54.38 per cent. advanced a Standard. The others either were stationary (17,757) or had fallen back (376). Doubtless part of the blame for this is attributable to neither teachers nor pupils, there being at least one of the old Standards which required more than a year's work from an average pupil: but, all allowances being made, the result is poor indeed.

A fourth fact, included in the first two, is to the effect that although 80,819 passed through the Inspectors' hands in 1894 only 39,747 of these, *i.e.*, not the half, were known to have been present at inspection in 1893. This serves to emphasize the conclusion just drawn regarding the short time spent by children at school and the irregularity of their attendance while their names are on the books.

Now that the course of instruction in elementary schools has been carefully graduated, and pains have been taken to ensure that the work of any one Standard is not more than a child of average ability can accomplish in a year, it is expected that there will be better results to chronicle in the future. With a view to improvement two practices which are not uncommon at present must be discontinued, *viz.*, (1) encouraging pupils to pass two Standards in one year, and (2) keeping back pupils in a Standard which they

have already passed. Doubtless there may be cases where exceptions to this rule would be desirable: they ought, however, to be exceedingly few in number, and should only be made with the Inspector's approval.

#### VII. SCHOOL CURRICULA.

*Elementary School Standards.*—During the year the new Standards referred to in last year's report received a final revision, and intimation was made that they would come into operation on 1st January, 1895. A considerable number of teachers, however, adopted them in the latter part of 1894, and it was even found that some schools in the last quarter of 1894 had already their work prepared in accordance with them. It is satisfactory to note that the change has been well received by the teachers, and that the new scheme for an elementary school course, both in whole and detail, has been well spoken of by educationists elsewhere. The main objects kept in view in making the change were (1) that certain neglected subjects, such as Recitation, Mental Arithmetic, Sewing should be explicitly included in the curriculum; (2) that there should be a careful gradation of the work from year to year, in accordance with the results of sound educational experience; (3) that the work of each Standard should as nearly as possible represent what could be undertaken in one year by a child of average ability; (4) that the subjects should be looked at from a South African as well as a cosmopolitan standpoint.\*

Drawing and Boys' Handiwork have not been included as obligatory subjects, because a great many of the schools could not possibly have met the requirements. Definite courses, however, in both of these subjects have been published, so that any teacher who can teach them may see how to grade his work according to the Standards. Suitable books have also been recommended for his guidance.

\* The general character of the change made in the Standards will be fairly understood from the following statement of the two sets of requirements of Standard IV.

##### OLD.—STANDARD IV:

*Reading.*—Any ordinary narrative fluently and correctly.

*Writing.*—Write freely to dictation. Copy-books to be shown.

*Arithmetic.*—Reduction, easy mental exercises, and vulgar fractions (elementary exercises).

*Geography.*—The World generally, and South Africa especially.

*Grammar.*—Elements of grammar, parts of speech, composition of a sentence.

##### NEW.—STANDARD IV:

*Reading and Recitation.*—To read fluently and intelligently from a Standard IV. Reading Book, or an ordinary narrative from any other source.

To recite 40 lines of poetry, with knowledge of the meanings and allusions.

*Writing and Spelling.*—To write on slate or paper six lines dictated from the reading book, and fifteen other words selected from a single page of the same.

To show a finished copy-book in medium hand and small hand, containing at least one page of figures.

*Arithmetic.*—(1.) *Written.*—Addition, subtraction, multiplication, and division of weights and measures. Different ways of expressing a given weight or measure. The principle involved in the process known as "Practice," with easy exercises. Easy "Proportion" exercises.

2. *Mental.*—The same as the written work. Easy operations with very simple fractions (halves, quarters, eighths, thirds, sixths, twelfths.)

*Geography.*—The form of the Earth; Day and Night; Latitude and Longitude.

To know the map of the Cape Colony, including features of coast-line, chief mountain ranges, chief rivers and their basins, railways, situations and chief industries of towns having over 2,000 inhabitants. To draw said map from memory.

Position of South Africa on the Globe. Names and situations of the various continents and oceans.

*Grammar.*—To analyse a simple sentence, and to tell the grammatical names of the words in it.

To know the inflection of nouns and verbs.

To correct grammatical errors in a simple sentence.

*Composition.*—To reproduce, after hearing it read twice, a simple story of not greater than 10 lines of the reading book.

*Handiwork (Girls'\*)*.—1. The work of the previous Standards, gathering, setting-in, button-hole, sewing on button. Garment, a plain nightshirt, nightgown, or petticoat, or any garment showing these stitches.

2. Darning, plain (as for thin places), in stocking-web material.

3. Knitting. 4 needles, a sock.

4. Herring-bone, a patch (at least 3 inches square) on coarse flannel.

*Drawing.*—Freehand as for Standard III, but with greater difficulty in example, and more skill in execution. Simple scales and drawing to scale.

\* Handiwork for Boys begins with Standard V.



A three days' conference of Inspectors took place at the end of the year for the purpose of discussing with me a proposed uniform course of action in examining for the new Standards. Such a course was decided upon and will be followed throughout 1895, considerable discretionary power being given to the Inspectors so as to minimise the inconvenience likely to arise in the first year following so important a change.

*Higher Schools' Curriculum.*—As recommended in last year's report, the Teachers' Association has now taken up the subject of a curriculum for the higher-class schools, and I am consequently in hope that before another year a definite scheme will have been resolved upon.

#### VIII. SCHOOL LIBRARIES.

The fresh interest excited in 1893 in regard to school libraries has continued to bear good fruit during 1894. The First and Second Class Public Schools alone have added 4,000 volumes to their libraries in the last twelve months. Three of these schools deserve honourable mention for their efforts in this direction, viz., Kimberley Girls', Willowmore, and Kimberley Boys'. It is also most pleasing to record the fact that some enterprising Third Class Schools have done more than many of the schools which rank above them. Still this is not as it should be. There is a great amount of lee-way to make up in this particular sphere of educational effort, and the First Class Public Schools ought to set an example. School Managers and teachers should not rest satisfied because of the existence of a *Public Library* in their Town. The officials of Public Libraries do not usually provide a sufficient variety of books suitable for school children, and they certainly cannot be expected to exercise a discretionary power in refusing to lend out unsuitable books. Moreover, half the virtue of a school library lies in the fact that the children feel a proprietary right in it, and have a share—the main share, I trust—in its management. It must never be forgotten that the object of a school library is not merely to make the children more intelligent, and, therefore, better fitted for their ordinary school work; it is also *to develop a taste for reading and an interest in books*. With this object in view, the existence of the admirable Public Library at Kimberley is really an argument in favour of having two miniature libraries in the chief schools of the town. From among the school children of to-day are to come the friends and managers of the Public Library in the future.

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

*Buildings.*—Improvement and extension of school buildings have been going on steadily throughout the year. Nothing striking has been effected, but every Inspector testifies to a gradual forward movement. Perhaps the two best specimens of new schools are to be found in the Cape Division, viz., the set of class-rooms forming part of All Saints' Home, Kloof Road, Cape Town, and the Sea and Green Point First Class Public School. The former are quite finished and are admirable both as to construction and equipment; the latter is well advanced and will soon be ready for occupying. The managers of these schools will, I trust, not rest content with what they have done, but will see that the grounds surrounding their buildings are made as neat and tasteful as the class-rooms themselves. It is a little disappointing to find that several of the new schools erected in 1893 are standing to-day as bare and untidy as when the contractors handed them over. Managers who are responsible for this neglect seem to be quite unaware of the important educational opportunity which they are thus losing.

It is satisfactory to note that it is becoming more common for building committees to utilize the services of an architect, and that the architects em-

ployed are beginning to know better what the special requirements of a school are.\*

In the case of the lower grades of schools, where the greatest need for improvement exists, there is also pleasing evidence of activity. The non-descript "out-room" is still, unfortunately, thought good enough in many places for school purposes; but its day is passing. One Inspector states that in one week he came across three farms where special school rooms were being erected. The number of the lower-grade schools, however, is legion, and much remains to be done by both Inspectors and farmers.

*Laboratories and Workshops.*—The increase in school laboratories is not worth noting. Individual teachers have made efforts to teach science in a common-sense fashion, but little has been done locally to aid them. The new regulations regarding examinations in this subject will, I trust, have the effect of directing a due amount of attention to the matter. Workshops on the other hand, are popular; and now that a carefully thought-out course in woodwork has been prescribed, really good results may be anticipated. Through the instrumentality of the Vacation Courses, too, qualified teachers are becoming more common, and the expense of providing a specialist is no longer a barrier to the introduction of the subject.

*New Building Loan Scheme.*—The success of the new scheme for providing money for school buildings is now undoubted. The demand, if anything, has been too great; and a very careful sifting of the applications has been made in consequence. For the same reason a preference has been given to school buildings proper over teachers' houses and boarding accommodation, the latter as a rule being more easily obtained on lease. Experience has shown, however, that improvements are necessary in the details of the working of the scheme, so as to prevent delay in the preliminary stages and to ensure proper Government control over the expenditure of the money lent. These matters will, I believe, receive early attention.

The transference of school property to trustees has entirely ceased to be a matter of difficulty.

*Furniture.*—In the matter of the furniture and equipment of class-rooms there is also manifest a slow but steady improvement, especially in the first and second class public schools. Canadian, American and English desks are being introduced even where a less expensive native article might be more appropriate. A common fault, too, is to have more furniture in a room than the floor space warrants, the consequence being that there is next to no vacant area between the teacher's desk and the front row of pupils. As for the lower-grade schools it would be incorrect to say that improvement of furniture and apparatus is proceeding less satisfactorily; but in their case more leeway has to be made up, and it may be necessary to quicken the pace, a minimum of equipment being demanded before any grant is authorized.

*Proposed Model Schools.*—The need for at least one Model School in each Inspector's circuit has become more and more apparent during the year. Such a school will be an object lesson, and the only lesson that seems to tell in the Colony is a lesson of this kind. For want of them, too, Vacation Courses for teachers are at present impossible except in two or at the most three chief towns, and even in these the accommodation is not of the character which is most instructive for the kind of teachers that assemble. A trial will therefore be made during 1895-96 to get one such school established, an Inspectorate being selected in which good school buildings are rare, and a

\* See Mr. Brady's Report, p. 12.



town in it where an enterprising school committee and head master are to be found and which is readily accessible from other parts of the district.

The half cost of the buildings necessary for such a school ought not, of course, to be borne by the town in which it stands, because the benefits conferred by it are not limited to the town or even the immediate neighbourhood. Either the whole circuit should contribute, or, what seems to me simpler and preferable, Government should pay two-thirds of the interest on the requisite loan, and the school committee of the town the remaining third.

#### X. SUBJECTS OF INSTRUCTION.

The critical account which I gave in my first report regarding the efficiency with which the various school subjects seemed to be taught is still in great part applicable, and I do not propose to repeat it. Repetition is the less necessary, because Inspectors, and especially those who report for the first time, give confirmatory evidence in considerable detail.\* These portions of their reports deserve every attention among the teachers; in addition to criticism many suggestive hints will there be found which are sure to prove useful in the daily work of the class-room. It has also to be noted that during the course of the year a fair amount of matter of this kind has already seen the light. For, after the University Examinations, abstracts of the reports of the examiners, similar to those issued in connection with the Teachers' Examinations, were for the first time published, with the object of being a warning and a guidance to future candidates. They are to be found in the *Government Gazette*.†

*The three R's.*—It is undesirable, however, to pass over in this way the fundamental subjects, Reading, Writing, and Arithmetic. These should be taught reasonably well in the great majority of schools, and unfortunately we cannot say that it is so with us. On the contrary there is the clearest evidence that in a great number of our schools these subjects are attempted to be taught without either method or knowledge. To shut our eyes to this fact would be utter folly. The Inspectors seem to think the teaching of Arithmetic worst done, but very probably this is merely because the subject requires a little more intelligence on the part of the teacher, and because when examining in arithmetic the lack of intelligence is very readily made apparent. The standard set up and conditions of examination being the same, I do not think that reading or writing is one whit more skilfully dealt with. Fortunately the cause lies quite on the surface; it simply is, that by far the greater number of the teachers have never been taught to teach. Fortunately also they are now beginning to recognise their needs, and to take advantage of the opportunities offered them for improvement: and herein is one great reason at present for hope in the future.

*Singing.*—The only other subjects calling for attention are those referred to in my first report as being either quite neglected or insufficiently provided for in the school curriculum. These are Singing, Drawing, Girls' Handiwork, and Boys' Handiwork.

In regard to the teaching of Singing there is every cause for satisfaction with the progress already made: indeed one might be pardoned if one waxed a little enthusiastic over what has been accomplished by the Music Instructors. The natural gifts of the children—their ears for time and tune—are so marked that the subject will soon not need to be pushed at all, but will make progress of its own accord. This I thought probable two years

\* See Mr. Clarke's Report, pp. 28, 29; Mr. Mitchell's, pp. 49, 50; Mr. Theron's, 65, 66.  
† See *Gazette* of 24th August, 1894, p. 1,641; of 17th August, p. 1,580; of 25th Sept., p. 1833.

ago and hinted at in my report for 1892: the improvement which has taken place, however, is far in excess of what I anticipated. One of the instructors, whose previous experience has been gained in English schools situated in districts noted for musical ability, says in his December report, "I never met with children more apt at learning to sing from notes than those of this Colony." This aptness may be a local manifestation, just as in Yorkshire and a few other places in England; we have not yet sufficient evidence regarding the Divisions outside the Cape Peninsula to form a judgment on the point. If it be not, however, and if the present rate of progress continue, I shall be much surprised if in other two years our schools do not compare most favourably in this respect with those of any other British Colony. The one thing to be feared is a striving after showiness. Teachers who have capable pupils, and parents who have at school children capable or incapable, are a little apt to be pleased with mere display. Too often it happens that a few attractive pieces are prepared mainly if not entirely by ear, and these when sung at the annual school entertainment are looked upon as trustworthy evidence of the quality of the music teaching. Now no parent ought to rest satisfied with this, and no parent who really knows about music is satisfied. Just as a father expects his boy to be able to read the morning newspaper and not confine his skill to the school reading book, so he ought to expect him to sing at sight, if the boy be taught singing at all.

As intimated last year no Departmental Examinations in Music have been instituted, it being thought better to utilize the existing machinery of the Tonic Sol-Fa College. In this way time was saved, the accumulated experience of many years at once acquired, and the Standard of European Institutions ensured. Full details regarding the certificates obtained by teachers and pupils during 1894 have been published in the *Gazette*.\* The following is a summary of them.

Junior Certificate	...	...	...	815
Elementary Practical Certificate	...	...	...	311
Intermediate Practical Certificate	...	...	...	40
Elementary Theory Certificate	...	...	...	9
Intermediate Theory Certificate	...	...	...	1
First Grade Staff Notation Certificate	...	...	...	7
Second Grade Staff Notation Certificate	...	...	...	3
Total	...	...	...	1,186.

The mention of the two last certificates will, I trust, open the eyes of people who have been led into believing that there is necessarily an antagonism between the two notations, the truth being that a practical knowledge of the later notation is viewed as the best possible introduction to the old.

It may also be chronicled that during the year there was given in Cape Town under Mr. Lee's superintendence, a concert in which 500 school children took part. As a first experiment it was in every way a success. The enthusiasm awakened by the rendering of certain of the prepared pieces being renewed when the previously unseen pieces were successfully sung.

*Drawing.*—A year ago there was nothing to report regarding the organization of the teaching of Drawing, because nothing had been done. I regret to say that even yet only a start has been made, the difficulties which stood in the way having but recently been got over. Instead of the

\* See *Gazette* of 5 April, 1894, pp. 632-3.



examinations which used to be conducted by a private body, a new set of examinations has been intimated to take place in December. These are less extensive in character than the former and less ambitious in their aim, the desire being to get students to make sure of the ground work of their art, and to prevent them wasting time in attempting work for which they have had no sufficient previous training. Simultaneously with this, a Course of Drawing, graded to suit the capabilities of the children of the various School Standards, has been published and recommended for adoption. As yet many schools cannot introduce it, and will not be able to do so until the teachers themselves have been instructed, but all schools in which Drawing is taught are expected to do their work on the lines there indicated. In the lower Standards this work will be judged by the Inspector on the occasion of his annual visit; in the higher Standards it will be necessary for the pupils to present themselves at the central examinations in December.

When the new arrangements have begun to take effect, I shall be glad to co-operate in any way with local bodies that take an interest in Drawing and Painting so as to try to foster among the people of the Colony a taste for Art.

*Girls' Handiwork.*—The agencies set agoing in 1893 for the improvement of the teaching of Needlework have begun to bear fruit. The graded syllabus of work for the Standards has been adopted in a large number of schools, and, even in cases where the teachers have had but little acquaintance with it, has effected a marked change for the better. Leniency has been exercised where the new regulations were likely to press hard upon managers or teachers, but every quarter there has been less need for this, and it is already quite clear that in a short time almost every girl in attendance will receive systematic instruction in Sewing. The statements which for a time were made about the inability of Colonial girls to do the same amount of handiwork as the girls of older countries have been repeatedly falsified, and have died away. Indeed several good schools have not adopted the modified syllabus, but have stuck to the lengthier and more exacting original, and have complied with its requirements just as well as European schools of the same class could have done. The Burghersdorp First-Class Public School, which is not a school for girls only, and therefore has greater difficulties to contend with, is worthy of honourable mention in this connection. Early in the year a scheme for the granting of Certificates in Needlework was announced, and classes for instruction in the best modes of teaching it were started in Cape Town under the guidance of Miss Fuechsel. The main points of the scheme are (1) the dividing of the subject into five parts, viz., Plain Needlework, Mending, Cutting-out, Knitting and Netting, Dressmaking; (2) the granting of certificates in any one part of the subject; (3) the recognition of teaching ability as well as mere skill with the hands\*; (4) the full Teachers' Needlework Certificate to be granted only after certificates was introduced to meet the difficulty caused by the extreme diversity the candidate had obtained all the partial certificates. The device of partial of the schools included in our educational system; it will doubtless be found useful in connection with other subjects, and it certainly supplies the solution of the problem of suiting the Third Class Teachers' Examination to the abilities of both white and coloured candidates. The first examination held under the system took place in December, and the results turned out

\* The examination in each part of the subject comprises :—  
 (a). Work prepared beforehand.  
 (b). Work done on day of Examination.  
 (c). Criticism of specimens worked by children.  
 (d). Simple lessons on some chosen stitch or operation.

exceedingly satisfactorily. The following are the numbers of certificates granted :—

	1st Grade.	2nd Grade.	Total.
Plain Needlework ... ..	25	30	55
Mending ... ..	16	24	40
Cutting Out ... ..	11	8	19
Knitting and Netting ... ..	6	0	6
Dressmaking ... ..	0	2	2
Totals ... ..	58	64	122

The work presented by the candidates was of a much higher order of excellence than was expected, and at the suggestion of Lady Loch, who had all along taken a helpful interest in the classes, it was exhibited publicly and attracted considerable attention.

*Boys' Handiwork.*—The stage which has been reached in organizing the teaching of Woodwork is, as nearly as may be, the stage at which Needlework stood a year ago. A three years' course has been mapped out, the details of which with lithographed drawings will be published immediately, and suitable text-books have been indicated for the guidance of the teacher. This course all male pupil-teachers will be required to follow, and all other boys taught in a school where a workshop exists; and, to secure thoroughly educative teaching, the work will not only be looked into by the ordinary Circuit Inspector, but will be examined and reported upon by a well qualified specialist at the close of the year.\* In the past it has been almost impossible to get satisfactory evidence of work done by the so-called *Trade Classes*. In individual cases good has no doubt resulted; but, speaking generally, the village carpenter with his class of school boys has been an educational failure.

*Science.*—The preparations for a more effective teaching of Science are in a still less advanced state; but a start has now been made. In the new issue of the Education Manual a series of text-books on the more important subjects has been recommended, and enterprising schools which have laboratories and appliances will be required to present themselves for examination by specialists at the end of the year. Unfortunately, Science subjects which ought to vary with locality, such as Botany, Geology, Agriculture, have to be taught at present with the help of text-books written from a purely European point of view. This, as I have repeatedly pointed out, is a most serious drawback, because it encourages pure bookwork in place of direct study from nature. Even here, however, a beginning of reform can be chronicled; for I have just concluded an arrangement with a leading London publishing firm, whereby an existing text-book of Botany will be thoroughly re-cast to suit our requirements. New woodcuts, 80 to 100 in number, will be prepared, to illustrate the South African species, and I am in hopes that even the text will be considerably improved for teaching purposes. The business arrangement it, may be added, costs the Government nothing, and, should the publishers find it successful, they will not hesitate to extend the sphere of their labours.

\* Each year's Examination will include :—  
 (a). Work done beforehand. The article itself will be left entirely to the candidate's own choice, provided it illustrates the operations mentioned in the syllabus.  
 (b). Work done on the day of examination.  
 (c). Questions on the said operations.



## XI. TEACHERS.

*Qualifications.*—In the report of 1893 it was only possible to give accurate statistics regarding the qualifications of less than half of the teachers employed in state-aided schools, viz., those whose schools were inspected during the last two quarters of the year. Two kinds of qualifications were taken into account, viz., (1) those evidenced by some general academic certificate, and (2) those officially attested to by a special professional certificate. The one referred to the teacher's knowledge of his subject, the other to his ability to teach the subject to others. As far as concerned the first of these, viz., general education, the 1,421 teachers were divided as follows:—

Holders of B.A. degree... ..	27
" University Intermediate Certificate... ..	12
" Matriculation Certificate ... ..	54
" School Higher Certificate ... ..	26
" School Elementary Certificate ... ..	35
" no academic Certificate ... ..	1,267.

As far as concerned professional training, they were divided as follows:—

Holders of British Government Certificate ... ..	30
" other European Government Certificate ... ..	17
" Cape 2nd Class Certificate ... ..	14
" Cape 3rd Class Certificate ... ..	316
" no professional Certificate ... ..	1,044.

It is thus seen that of the 1,421 teachers, 89·1 per cent. had no academic certificate whatever, and 73·4 per cent. had no professional certificate whatever; the figures also showed that 65·8 per cent. had no certificate of either one kind or the other.

During 1894 the statistics have been made complete, and we have now details regarding the qualifications of 3,686 teachers actually employed in schools inspected during the year. This great increase of detail, however, does not alter to any notable extent the general conclusions just mentioned\*; of the 3,686 teachers

3,213, *i.e.*, 87·1 per cent. had no academic certificate;  
2,673, *i.e.*, 72·5 per cent. had no professional certificate;  
and 2,386, *i.e.*, 64·7 per cent. had no certificate of either kind.

Instead of 89, 73, 65, we have thus 87, 72, 64; so that, what change there is, is at least a change in the right direction.

*Sex.*—There is a marked preponderance of female teachers. In the schools examined during 1894, there were in all 3,425 teachers; and of these 1,362 were males, and 2,063 females. This gives

of Males ... .. 39·76 per cent.  
of Females ... .. 60·23 per cent.;

so that it is very nearly correct to say that of every five teachers three are females.

\* The details are:—

I. Holders of the B.A. Degree ... ..	87	} 3,686.
" University Intermediate Certificate ... ..	30	
" Matriculation Certificate ... ..	172	
" School Higher Certificate ... ..	78	
" School Elementary Certificate ... ..	106	
" no academic certificate ... ..	3,213	
II. Holders of British Government Certificate ... ..	98	} 3,686.
" other European Government ... ..	27	
" Cape 2nd Class Certificate ... ..	84	
" Cape 3rd Class Certificate ... ..	804	
" no professional Certificate ... ..	2,673	

This state of matters corresponds very closely with what obtains in the Colony of Victoria; in Canada the percentage of females is still higher: in some of the older of the United States it is excessively high, Massachusetts, for example, having ten female teachers for one male.

*Supply.*—The supply of really qualified teachers for the lower grades of schools is still far short of the demand, although there are promising signs of a change. As in 1893 many inexperienced and even poorly educated persons were accepted as teachers, because there was nothing better to be got, and because it was considered wiser to utilize such applicants than to stand in the way of the establishment of schools. The low state of education of some of these so-called teachers is scarcely credible, and the payments made to them are in many cases in excess of their value. The difficulty experienced is not altogether a difficulty of supply but of *supply and distribution*, teachers being available and underpaid at one spot, and quite unobtainable at another. To rectify this to some extent and to develop a healthy and fair competition for desirable posts, the plan has recently been tried of publishing weekly in the *Government Gazette* a list of all duly intimated vacancies. This plan is already known to be doing good in at least one direction; and the fact that the number of vacancies notified in one week's issue has risen to 31 is very satisfactory evidence that a felt want has been supplied.\*

It may also here be mentioned that with the object of encouraging deserving teachers, and thus further contributing to improve the supply, the vote for Good Service Allowance has been considerably increased for the coming year.

In the case of First and Second-class Schools the supply of teachers is now not nearly so scanty as it was. Scarcely a vacancy occurs without calling forth a large number of applicants. Intimation has consequently been made that after 1st July, 1895, no appointment in these schools will be approved of unless the candidate can produce an Official Certificate of professional training.

*Training Institutions.*—The very insufficient return received from the subsidized Training Institutions was revealed in last year's report, where it was shown, for example, that of 54 teachers who had received a two years' course of training in the Normal College, Cape Town, only 13 were at work as teachers in the Colony, and that generally the Colony was spending large sums of money to benefit the neighbouring States. To put a stop to this waste a resolution was come to that all future students on entering should sign an agreement to teach for two years in the Colony after completing their course. In carrying out the resolution no difficulty has been experienced, it being manifestly fair that if the Colony is to spend money in preparing young teachers for their profession, something is due from them to the Colony in return. Not only, however, is there no hardship to a teacher in this, but, as I have since ascertained, a very considerable advantage to them is possible. For, although the salaries to some of them at the commencement were higher outside the Colony, the best of those who remained in the Colony have secured much better positions than would have been available for them elsewhere. Since the new regulation was made, 15 other students who entered under the old regulation have finished their two years' course in Cape Town; and it is satisfactory to note that of these 8 are known to be teaching in the Colony and only 4 in the Orange Free State.

The great demand, however, being for teachers of the lowest grade, any development of the Normal College on its present lines is not urgently

\*It is expected that when a vacancy is about to occur, the School Committee will advertise in the newspaper and send a copy of the advertisement to the Education Office to be included in the *Gazette* list. Separate copies of the list are usually ready for distribution on Thursdays, and may be obtained by teachers on application to the Secretary.



required. Instead of this, indeed, a new departure was made in June, 1894, by offering to it grants in aid of a *Six* months' course of training, it being conditioned that students who took the course should present themselves in December for the *Third-class* Certificate, and should thereafter teach for *one* year in the Colony. The venture, I am glad to say, was very fairly successful. A class of 15 students was formed, and of these, 12 are now teaching in the Colony, and only 1 in the Orange Free State.

*Training Institutions for Aborigines.*—A start has been made in introducing the reforms foreshadowed in last year's report. It was there pointed out that among the aborigines there was no dearth of young persons who wished to be teachers, but that the arrangements made for their training were so defective that scores of them came up for examinations which they failed to pass and which indeed they had no chance of passing. The remedy was at the same time indicated as follows:—"Suitable young people ought to be selected; certain of the Institutions must be pressed to take up in earnest the proper training of teachers, and certain others where proper teaching staffs do not exist ought to devote their attention to other things; and, further, less book instruction should be exacted (say only the requirements of the Second Year's Pupil Teachers' Examination) and more skill in manual work."

The first institution to offer itself for this work was Healdtown; the second, Lovedale; and the third, St. Matthew's, Keiskama Hoek. Negotiations have since been opened with others, and it is confidently hoped that by the end of 1895 proper classes for teachers will be in operation at as many aborigines institutions as there may be need for. The conditions laid down are:—(1) that fair-sized classes of pupils ready to prepare for the Pupil Teacher Examinations be forthcoming: (2) that for each class a certificated European teacher be appointed: (3) that a practising school be close at hand: (4) that some form of handiwork be taught to every pupil: and (5) that every pupil be presented at the December Examinations. As a consequence of these conditions, maintenance grants will no longer be given for children in the lower standards, nor trade grants for teachers who teach only a few apprentices. As another consequence, some so-called Institutions will have to give up the name, it being clearly much better to have a few that are thoroughly efficient and conveniently situated than a larger number with a large percentage of weaklings.

*Examination for Second-Class Certificate.*—The number (45) of candidates in 1894 for the Second-class Teachers' Certificate showed a great advance on that of the previous year, when 32 were examined. The number in 1892 was only 23. This increase of a hundred per cent. in two years is full of encouragement for the future. Some advance was also shown in the quality of the work, a fact which is the more pleasing because in the meanwhile the standard had been slightly raised. Full details of the Examination, with useful extracts from the Examiners' reports, were published at the time in the Government Gazette.\*

After the present year the character of the examination will be altered in several particulars, the object being to make it more valuable from a professional point of view.

*Pupil Teachers.*—The re-organization of the pupil-teacher system is now almost complete. The abuses which had grown up around it, and choked it, practically disappeared at the end of the year, when the results of the first examination were made known and acted upon.† Those who now receive

\* See *Gazette* of 20th July, 1894: p. 1381.

† Perhaps the most flagrant case discovered was that of a girl who was in receipt of a pupil-teacher grant, and yet was only in Standard II and had no intention of being a teacher.

the grants are pupil-teachers in reality as well as in name. Care is taken that they receive a suitable general education and proper professional instruction, that they have a certain amount of daily practice in teaching and yet are not made drudges, and that their progress is tested yearly by an oral and written examination and by actual teaching work in the presence of an Inspector.

Strange to say the greatly increased stringency of the conditions under which pupil-teachers are engaged has not interfered with the supply; in fact the very opposite is the case, there being now more pupil-teachers on the Office list than at any previous date. In the Cape Division alone the number has increased 50 per cent. The only unsatisfactory feature is that boy pupil-teachers remain exceedingly few in number, and in the larger towns are not to be had. In this respect the country districts show an improvement in 1894, an improvement which I trust will gather strength as Inspectors and Managers of schools come to recognise the fact that the best way to provide teachers for outlying districts is to have always half a dozen pupil-teachers under training in the principal town or towns of the Division.

The schools which have had any difficulty in working in accordance with the new regulations are but two or three in number, and the cause of the difficulty is that they have been always saddled with more pupil teachers than they could possibly train. For this there are two cures available, (1) to reduce the number, (2) to increase the number to such an extent that a separate instructor would be required for each year's class and the whole working day devoted to it. If the latter course were taken, the work would be that of a lower-grade Training School, and the mode of conducting it would be similar to what I have above sketched out for Aborigines Institutions.

The Cape Town Central Classes have worked well under Mr. Low's superintendence. Those who attend them have certain manifest advantages which rural pupil-teachers cannot share. Besides instruction from Mr. Low in ordinary subjects, they receive lessons in Sewing, Music, and Drill from specialists, and those who show a taste for Drawing are allowed to attend the School of Art one day a week. The classes have thus become popular, and, as I have stated, the number in attendance has increased from 80 to 120.

*Examinations for Pupil-Teachers' and Third-Class Certificates.*—This, the first examination of the kind, is a little difficult to characterize in a few words. The long Gazette report regarding it should be studied by those interested.\* The number of examinees was 789, distributed as follows:—

1st Year Pupil-Teachers ...	...	...	314,
2nd Year Pupil-Teachers ..	...	...	178,
3rd Year Pupil-Teachers ...	...	...	297,

among the last being included a number of acting teachers and others of a less satisfactory character. Candidates of this latter kind will gradually be refused admittance, and eventually disappear. Those who succeeded in satisfying the Examiners were 484 in number, viz.:—

1st Year's Pupil-Teacher Certificate...	...	173,
2nd Year's Pupil-Teacher Certificate	...	110,
3rd Class Teachers' Certificate	...	201.

As the examination and the examiners were new, the failures were most leniently dealt with, being separated into three classes:—A. Those who had done sufficiently well to be allowed to proceed on trial to the next year's course; B. Those who were to be kept on the list of pupil-teachers, but will

\* See *Gazette* of 29th Jan. 1895, p. 203.



have to present themselves again for the same examination; C. Those whose work was too unpromising to justify their retention on the list.

A most gratifying feature in connection with the examination was the excellence of the work of a comparatively large number of the First-Year candidates. Should these candidates continue to devote themselves earnestly to their studies and to the work of their profession, the Third Class Teachers' list of two years' hence will be eminently satisfactory.

*Vacation Courses of Training.*—The success of the experiment referred to in last year's report has been greatly surpassed during 1894. Two courses were arranged for, one at Grahamstown in June under Inspectors Fraser and Milne, and the other in Cape Town in December under Inspectors le Roux and Brice. At the former 90 teachers attended, at the latter 141. A most pleasing feature of the Cape Town Course lay in the fact that, of the 141 teachers who assembled, about half were certificated. As a consequence, the treatment of the subjects was made less elementary in two of the classes, and additional subjects were taken up, viz., for both men and women Elocution and Drawing, and for the men alone Agriculture and Military Drill. Most favourable reports were received from both centres as to the zeal of the students and as to the amount of good which had been derived, and I am satisfied from personal observation that these reports were well founded. I have evidence also that immediate good accrued to the schools of the Colony; Inspector after Inspector refers to the change for the better which was observable in the schools of those teachers who had put themselves under training.

Examinations were held at the close of each Course, and after considering the results of these, and taking into account the teachers' services in connection with the Education Department, and any professional or academic certificates previously obtained, teachers' certificates of the second or third class were awarded. In order to maintain as nearly as possible the same standard as is set in the ordinary Departmental Examinations, the candidates were arranged in order of merit, and on this list the positions were noted of those teachers who already had obtained a certificate in the ordinary way. There can be little doubt that substantial justice was thus done. It was rather surprising at first to observe how low some of the already certificated teachers stood on the list, but this feeling disappears if one reflects for a moment on the character of the Third Class Teachers' Examination. As one of the Inspectors\* says "Many of the Third Class Teachers' Certificates do not represent any systematic training in teaching, but merely the ability to pass a written examination in the lower stages of certain elementary subjects and in the theory of school management." In this connection, however, a warning is necessary. Teachers must remember that the ordinary examinations for certificates and the vacation course examinations are meant for totally different classes of people, the former for young candidates on entrance to the teaching profession, and the latter for teachers who have been in service for several years, and who cannot be expected to go back and begin their studies anew.

Of the 231 teachers who attended in 1894, certificates were awarded to 124, the details being as follows:—

Second-class Certificate, First Grade	...	3	} 21
Second-class Certificate, Second Grade	...	18	
Third-class Certificate, First Grade	...	44	} 103
Third-class Certificate, Second Grade	...	59	

\* Mr. Brady, p. 14: see also Mr. Clarke's Report, p. 30.

Arrangements have been made for a fuller development of the Training Courses in 1895, the applications which have been accepted for the June Course alone being much in excess of the total applications accepted in 1894. The best part of the development will have its seat at Willowmore, where, through the energy and devotion of the Reverend J. A. Beyers, all the teachers of the division will be brought together for training purposes. This I consider one of the most promising signs of the times.

## XII. THE SCHOOL SYSTEM.

In my first report, as was natural, the subject of the School System occupied considerable space, and the account there given was supplemented in the report of 1893. Repetition, or the recital of further trifling details, would serve no good end. The system, if we may with propriety call it so, is now sufficiently well known for the only purpose that is worth keeping in view, viz: the improving or the supplanting of it by legislation.

## XIII. COLLEGES.

As was the case in 1893, the most noteworthy advance of the year, in connection with the higher education, has been made at the South African College, Cape Town. In the first place, a physical laboratory, lecture room and workshops of excellent design and workmanship have been erected, and no expense has been spared to equip the rooms with tools and apparatus of the very latest type. Many a European College, which has done notable work both in teaching and research, could not, until comparatively recently, have shown anything better. In the second place, a new professorship of great importance has been instituted, the subject, Geology and Mineralogy, being one that has a direct practical bearing on the welfare of the country. This step is not merely of interest in connection with Higher Education, but will I trust be the means of recalling to thoughtful minds the clamant need that exists for a Geological Survey. From the new professor's class there will doubtless every year be turned out a number of young men carefully trained to observe, record, and reason upon Geological phenomena, and it will be a reckless throwing away of our chances if the services of the best of these be not utilized towards producing a sufficiently detailed and accurate geological map of the Colony. In the third place, a new property for purely school purposes has been acquired. The College council will thus be able to apply the present school class-rooms to College purposes, and so provide that additional laboratory and lecture room accommodation of which it stands in need. This record of work is most encouraging, but should only be an incentive to further effort.

In other respects the arrangements for Higher Education stand practically as they were a year ago. There is the same reduplication of lectureships, the same meagre amount of real University work, and the same diversion of the lecturers' energies to the drilling of school boys. I am glad to be able to say, however, that there have not been wanting signs of a drawing together towards union. With some of those who are opposed to it one cannot but feel considerable sympathy. After years of devoted work they see their labours crowned with a considerable measure of success; they have become attached to their institution; and they naturally hesitate to do anything that would seem to lower its prestige. But surely there are unions that are not dishonourable, and patriotism that is independent of locality. Besides, centralization of the higher University work would not prevent each of the existing institutions from doing as good work in the future as it has done in the past. Then there is the vital question as to how the competition with the educational attractions of Europe is to be faced. When one thinks

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of the splendid laboratories, workshops, museums, and libraries of a European University, and the highly trained specialists who preside over them, one cannot wonder that parents wish to send their promising children out of the Colony for education. And the stream outwards is bound to go on, and the discontent of those who cannot go with it is bound to last, so long as we fritter away our resources as we do at present.

## XIV. FINANCE.

*Apportionment of Education Vote.*—In last year's report it was pointed out how difficult a matter an educationist would find it to separate out from our Estimates or our Accounts the various items which go to form the main branches of expenditure on education, viz., the sum spent on higher education, the sum spent on schools, the cost of the training of teachers, the cost of Inspection, and the cost of the Central Office. This I am now able to do with a fair approximation to accuracy so far as the totals are concerned: the details must be sought for as before in the old form of account which is still used in the Annexures. The facts are as follows:—

## Expenditure for 1893-4.

A. Office	...	...	£3,978	16	11
B. Inspectorate	...	...	10,725	18	2
C. Higher Education	...	...	8,964	12	6
D. Training of Teachers...	...	...	2,336	12	6
E. Schools	...	...	150,184	4	0
Total	...	...	£176,189	19	3

The cost of the Inspectorate, it should be noted, includes a large item for transport; and the expenditure on Higher Education includes £2,000 for the Examining University. From this statement it is perfectly clear that there is one branch which is starved, viz., the training of teachers, and it is, as we have seen, the one branch of work which it is absolutely necessary to push forward. As has before been stated, the vote for Higher Education, if it were well spent, would also be anything but extravagant.

*Cost to Government per Pupil.*—If we leave out the expenditure on the Colleges and the University, it is seen that the cost of the School System to the country is £167,225 6s. 9d., and as there was during the year an average attendance of 73,271, it follows that each pupil cost the Government £2 5s. 8d. for the year. The corresponding rate in the Colony of Victoria for the same year was £4 6s. 7d., and four years ago was considerably higher.

The figures for 1894, showing the rates of grant in the various kinds of schools, do not differ much from those for 1893: they are as follow:—

Kind of School.	Government Grant per Pupil present at Inspection.
First-class Public School	£3 5 0
Private Farm School	2 11 0
Second-class Public School	2 10 0
Boarding School	2 9 0
Poor School	2 7 0
Third-class Public School	2 0 0
Mission School	0 15 0

The number of schools having markedly high grants or the reverse, as compared with other schools of the same kind, is gradually disappearing.

The striking feature of this list is the position of the Private Farm Schools, which, on the average, come out to be more expensive than any other class of school except one. If we take into consideration the kind of education given in a great many of them, this is clearly not a very satisfactory result. The only hopeful signs in connection with them are that a goodly proportion of intelligent farmers are insisting upon having certificated and experienced teachers, and that the farmer who tries to make a profit off his school, though not extinct, is becoming more of a rarity.\*

The list as a whole, however, is more interesting than any of its parts. It is seen to be an irregular stairway of seven steps. Starting in the squalid basement with certain schools paid at 15s. per pupil per annum, we gradually find our way to higher mansions where the grant is four times as great. And the moral of the ascent is "To him that hath shall be given."

## XV. SUMMARY.

If for a second time the eye be cast, with a little care, over the preceding sections, the main lines of work upon which the Department has been engaged ought to be easily discernible. They are these:—

- I. The setting in action of a Building Loan Scheme, accompanied by the nationalization of school property.
- II. The reorganization of the Inspectorate, and all the work connected with it.
- III. The reorganization of the School Curricula, accompanied by the introduction and fostering of certain neglected subjects.
- IV. The reorganization and extension of the means for the Training of Teachers.
- V. The organization of an Educational Survey.
- VI. The reorganization of the Central Office.

To the first of these nothing further of an essential character needs to be done; any place really in want of a new public-school building, or of an extension to an existing public-school building, may now have it at any time, if the regulations in regard to the scheme be complied with; and in a few years there will be dotted, all over the country, ground and buildings, the property of the public, inalienably set apart for school purposes.

The second piece of work—the reorganization of the Inspectorate—is also practically complete, this having been, as above stated, one of the first things selected for attention.

Under the third head there are still some things to be done, the most important of which is the planning of a detailed Course of Study for the Higher Schools. Of the neglected subjects there are two for which scarcely anything has yet been accomplished, viz., Drawing and Science; but a beginning has been made and the lines of future action indicated.

The fourth and most extensive branch of work,—the Training of Teachers,—has been almost fully provided for. The acting teachers have been got at by the Vacation Courses. The teachers in embryo have had secured for them a full means of development, viz., a carefully planned three years' course of tuition and training as pupil-teachers, which enables them to obtain the Elementary Teachers' Certificate; then, after a little experience and if they care to go further, a two years' course in a Normal Department, which prepares them for obtaining the Middle-Class Teachers' Certificate; and finally a University Course, accompanied by study of the

\* See, however, Mr. Bartmann's Report, p. 6; Mr. Clarke's pp. 27, 31; Mr. Fraser's p. 42.



History, Theory, and Practice of Education, which leads to the First-Class Teachers' Certificate. The last of these has only recently been arranged for, and has not as yet come into action. In the second place, teachers who have a taste for a special subject and wish to devote themselves to the teaching of it, have had provision made for them, courses of training having been mapped out in Singing, Needlework, Woodwork, Drawing, and Science, and the services of special instructors put at their disposal, so as to prepare them for receiving the Special Teachers' Certificates in these subjects. In the third place, the training of teachers for Aborigines' Schools has been taken in hand, and the new scheme will soon be in force at as many centres as may be necessary.

The fifth branch of work,—the Educational Survey,—is now in full operation, and by the end of next financial year, there will be little of it left to do.

Lastly, the reorganization of the Central Office has been accomplished in part; what has been done has taken the direction of specialization, and has been so far successful. More, however, will need to be undertaken if the work is to be properly coped with. Unfortunately, the three qualifications necessary for the better class of clerks in an Education Office, viz., skill in office work, knowledge of the educational system, and interest in its development, are very rarely to be met with in one and the same individual, and the present means of civil servant supply is not calculated to encourage the combination.

From all these branches of work satisfactory results have followed, though, of course, in varying measure. In regard to one of them, however, a caution is specially necessary. This one is the fourth, viz., the means taken to secure a full supply of trained teachers. If all the circumstances be taken into account, what has already been accomplished is surprising, the untrained teachers themselves being so anxious to improve, and those who have already had a training being so willing to assist. But when we have between 3,000 and 4,000 teachers, and 72 per cent. of them untrained, all that can be accomplished in a year or two is little more than a drop in the bucket. Then, in addition to this there is the large number of new rural schools for which teachers have daily to be sought; and teachers, as the public has always to be reminded, cannot be trained in a day. The only course for us is to do the same as other countries in a similar position have done, viz., to put the productive machinery in order, to exercise patience, and to make a dogged resistance to the introduction of incompetents. In one of the provinces of Canada the process took years of hard work to bring to a satisfactory termination.

## XVI. THE FUTURE.

Two years ago in a section under this heading I wrote as follows:—

“The lesson for the future, which is to be learned from a perusal of a review of the educational system of the Colony, is that *organization ought to keep pace with growth*. To decree general compulsory education before one has in operation better machinery for producing school buildings, school teachers, &c., would be worse than confusing: to institute school boards throughout the country before the departmental machinery has been arranged for carefully supervising their labours would be less fatal but still objectionable. This amounts to saying that there are three predominant requirements, viz. :—

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

that all three might be attempted at one time; or that A might be attempted first, and B and C together at a later date; or that A, B and C might be taken in hand separately and in order. The last of these proposals, more especially if accompanied by certain possible improvements on the existing regulations, is in my opinion the wisest course to follow.”

Now, as for the Departmental Organization here referred to, the preceding section shows approximately what has been accomplished up to date. All the time I have been able to spare, during the past two years, from the missionary work of starting new schools and looking after the educational wants of the poor, actual and imaginary, has been given to this matter. It is not quite complete, as I have carefully pointed out; but it is sufficiently near completion for me to say that the time has now come to make preparation for the two next steps of the programme.

In regard to these steps I am still of opinion that both ought not to be attempted at once. In the larger towns we might certainly have both, and I should be glad to see them there at an early date. But for the country as a whole the experiment would be risky, and might do more harm than good. If this be agreed to, the question then remains as to which should be taken first. Ordinarily School Boards have preceded Compulsory Education; but it does not necessarily follow that this would be the best course in our case. The question is a complicated one and cannot be fully discussed here; but I may say that having gone into all the details, and having been brought face to face with all the difficulties, I am strongly of opinion that we should reverse this order, or, rather, that we should legislate for a modified combination peculiar to ourselves, viz., *School Attendance Boards*. Such Boards would have as their main duty to see that children within a certain distance of a school were being taught; they would not settle what school a child should attend; they would not necessarily manage schools of their own, but might be accepted as managers for new schools in neglected places; they would decide questions as to the inability of parents to pay school fees; and they would with the help of the Education Department and a local rate provide for the teaching of children who might be indigent. A scheme like this would, I feel sure, solve the great problem which is pressing on us,—the problem, that is to say, of getting children into school and retaining them there until they have really profited by their stay; and it would at the same time prepare the way for Boards of a wider educational scope,—indeed, I believe that the one form of Board would glide gradually and almost insensibly into the other, as the people became ready for the change.

The mention of a local rate recalls the motive power of School Boards, and, it may be, recalls to some minds the costliness of many Boards and their extravagance. And it is well that it should do so, for in deciding what educational step has next to be ventured upon, it would manifestly be unwise to leave out the counting of the cost, and not to make sure that the increased efficiency would be worth the money. As a help towards this, we may consider, from a financial point of view, the cases of two typical Divisions of the Colony, viz., of an inland area, the Division of Worcester; and of a small sea-board area with a large commercial town, the Division of Port Elizabeth. In the former Division there are in all 25 state-aided schools, which, in addition to the Government grant, cost the people of the Division £3,100. Now the Divisional Council valuation of Worcester is £591,270, so that a rate of a penny-farthing in the pound would cover the whole local outlay on education—in other words, would secure so-called *Free Education* for the Division. The necessary rate for all the requirements of a School Attendance Board ought thus to be a very small fraction of a penny in the pound. Again, in the Division of Port Elizabeth there are also 25 state-aided schools, the local contribution to which is somewhat more than in the case of Worcester, viz., £3,500. Here the Divisional Council valuation is £1,951,997; so that a rate which would confer “free” education on the children now in attendance at these schools, would be less than a halfpenny



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in the pound. A School Attendance Board would therefore cost the individual ratepayers of Port Elizabeth still less than in the case of Worcester.

I hope to submit at a later date fuller details on all points for your consideration. Meanwhile,

I have the honour to be,

Sir,

Your obedient Servant,

THOMAS MUIR,

Superintendent-General of Education.

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## ANNEXURE I.

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### INSPECTORS' REPORTS

TO THE

SUPERINTENDENT-GENERAL.

[G. 7—'95.]



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1.—INSPECTOR BARTMANN'S REPORT.

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

SIR,—I have the honour to submit to you my Annual Report for the year 1894.

Results of Inspection.—The results of Inspection appear in the following tables:—

	No. of Male Teachers.	No. of Female Teachers.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Above Standard.
Stellenbosch ..	17	37	1,814	1,433	612	191	210	164	117	39	1	99
Caledon ..	13	52	1,755	1,437	673	278	242	142	54	24	8	16
Bredasdorp ..	11	18	884	645	372	110	80	73	6	4	..	..
Swellendam ..	8	43	1,278	1,100	538	173	161	122	57	27	3	19
Riversdale ..	11	34	942	790	341	127	132	95	46	14	16	19
Totals ..	60	184	6,673	5,405	2536	879	825	596	280	108	28	153

From this it is found that the percentages of children in the various Standards are as follows;—

Sub-St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	Ex-St.
47	16	15	11	5	2	5	2·8

and therefore that the percentage below Standard IV is 89·3 and above that Standard 5·5.

Progress.—(a) An analysis of the Schedules shows that the number of children reaching the higher Standards is steadily increasing.

(b) Teachers, even the most backward, are keeping pace with the times and are eager to do what they can to qualify themselves better for their work.

(c) School Buildings, &c.—At Caledon a really excellent school building has been erected by the Church of England, and another at an out-station; also on two farms in Caledon new buildings have been erected. In Swellendam the boarding house has been rebuilt, and a very neat and commodious school building has been erected on a farm in Barrydale. At Napier a boarding house has been purchased and a large room added to the school. Also at Bredasdorp—which had a Third Class Public School last year with 16 on the roll and now has a Second Class School with 59—the school building has been considerably enlarged. At Riversdale it is contemplated to add a large room to the Boys' School. Several old buildings, e.g., at Heidelberg and in the districts of Swellendam and Riversdale, have been renovated and enlarged, and are now suitable and in excellent order. I am glad to report that on several farms the suggestions made in my official reports with respect to ventilation and lighting have been carried out. The sanitary arrangements, however, in many schools are far from satisfactory.

Supply of Schools.—The appended table exhibits the number of pupils on the books, the number actually present at inspection, and the number and kind of schools examined during the past two years.



DIVISION.	PUPILS.						SCHOOLS.													
	On roll at Inspection.		Present at Inspection.				AI.		AII.		AIII.		P.F.		Miss.		Poor.		Total.	
			White.		Coloured.															
	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.	1893.	1894.
Stellenbosch .....	1745	1814	616	624	801	809	2	2	1	1	5	5	2	3	11	11	..	..	21	22
Caledon .....	1744	1755	597	668	767	769	1	1	1	1	21	21	1	4	13	14	..	1	37	42
Bredasdorp .....	751	871	189	245	422	400	..	..	..	2	5	7	3	6	5	5	..	1	13	21
Swellendam .....	1029	1278	455	618	446	482	1	1	2	2	5	6	8	11	10	10	1	4	27	34
Riversdale .....	701	942	416	559	199	231	2	2	..	..	3	3	19	19	3	6	1	5	28	35
Totals .....	5970	6660	2273	2714	2635	2691	6	6	4	6	39	42	33	43	42	46	2	11	126	154



This shows that during the year eight schools in Bredasdorp, seven in Swellendam, seven in Riversdale, five in Caledon, and one in Stellenbosch—in all 28 schools—have been visited for the first time.

I made a point of finding out the reason why some of the schools in my circuit have been closed. In Caledon three schools were closed, and the assigned reasons are as follows:—One of the schools could conveniently send most of its pupils to another school close by, where there was a more competent teacher; the second was closed on account of the teacher having left; and the third because the teacher, who was a pupil of the same school at last year's inspection, proceeded, on my advice, to a good girl's school, to obtain experience and a certificate of competency. In Swellendam three P. F. Schools were closed. In one case the proprietor had died, and in another the proprietor's wife, in which latter case the teacher, who is the farmer's daughter, had to take charge of the house duties. The third school was closed because the number had fallen below the minimum required for a grant, two pupils having been sent to carry on their studies elsewhere after passing the highest Standard in their own school. In Riversdale six schools were closed—two will re-open in January—whilst two teachers resigned their situations temporarily, and are at present preparing for the Third Class Teachers' Certificate. The fifth school had done its work as a P. F. School, and sent two of its pupils to the Public Schools. The sixth was closed because the teacher, already an old man, had left. In Bredasdorp and Stellenbosch no schools have been closed.

*Qualifications of Teachers.*—The qualifications of teachers in the different schools are shown in the accompanying Table:—

Division.	Males.	Females.	M.A.	B.A.	Intermediate.	Matriculation.	Middle Class Teachers.	Third Class Teachers.	Special Certificates.	English or Scotch Privy Council Cert.	South K. Art Teachers.	Dutch Govt. Teachers' Diploma.	German Govt. Teachers' Diploma.	Certificated.	Uncertificated.	Total.	
Stellenbosch ..	17	37	1	2	2	5	2	6	2	4	1	1	2	28	26	54	
Bredasdorp ..	10	18	..	..	..	..	..	4	2	..	..	..	..	6	22	28	
Caledon ..	12	52	..	..	1	..	..	8	4	1	..	..	..	14	50	64	
Swellendam ..	8	43	..	..	1	2	..	10	..	1	..	..	..	14	37	51	
Riversdale ..	11	35	..	..	1	4	1	8	3	..	..	..	..	17	29	46	
Total	1894	58	185	1	2	5	11	3	36	11	6	1	1	2	79	164	243
	1893	55	159	..	3	2	12	2	30	4	6	1	1	..	61	153	214

It is thus seen that the percentage of teachers possessing no certificates of any kind is as follows:—

1. Stellenbosch ..	..	..	..	..	48.1
2. Riversdale ..	..	..	..	..	63.
3. Swellendam ..	..	..	..	..	72.5
4. Caledon ..	..	..	..	..	78.
5. Bredasdorp ..	..	..	..	..	78.5

and it is gratifying to observe that the percentage for the whole circuit has fallen from 71.4 in 1893 to 67.4 in 1894.

*Teachers' Salaries.*—I shall confine myself to the Riversdale Schools and to the Swellendam Second Class Public Schools in dealing with the subject of teachers' salaries. The following Table shows the salaries of teachers in charge of the different classes of schools:—



	Principals A I.	Assist'nts A I.	Princip'ls A II.	Assistants A II.	Teachers A III.	Teachers P. F.	Teachers Mission Schools.
	£ s. d.	£	£	£ s. d.	£ s. d.	£ s. d.	
Average Govern- ment Grant ..	112 10 0	54	65	36 5 0	39 13 4	19 8 6	—
Full Salaries ..	£225 + House Allowance	£132 + Board and L'dging	£156	£42 10s. + Board and Lodging.	£56 6s. 8d. + Board and Lodging.	£26 16 10½* + Board and Lodging.	£36 17 10

Scanning the above Table we find that the salaries paid to Principals of First Class Schools are very fair, to Principals of Second Class Schools moderate, whilst teachers in Third Class Schools obtain insufficient and in Private Farm Schools a miserably small remuneration.

*Poor Schools.*—I have no objection to these schools when I find them in localities where the people are too poor to maintain a public school. But they are surely not wanted in villages where several schools already exist, and Government is prepared to appoint an assistant without exacting a local equivalent contribution, provided sufficient indigent children are got together. I hope other villages will follow the example of Heidelberg, where the poor children have been taken up in the existing public school, and where, to my greatest satisfaction, I found the utmost difficulty to lay my finger on any of the "poor whites."

*Mission Schools.*—In one or two instances complaints have reached me of coloured teachers acting in direct opposition to instructions issued by their superintendents. Very rarely have I found such teachers able to discharge the duties of headmasters satisfactorily unless European Superintendents are constantly prepared to treat cases of insubordination and see that the school rules are enforced. At Genadendal and Elim the coloured teachers are doing good work, but, then, at each station there is a Superintendent of Education who is personally responsible to his Society for the state of his school and who visits the schools daily and instructs all the teachers after school hours. In several schools in my circuit a lack of knowledge on the part of superintendents of the work done and the attainments of the pupils makes me suspect that they do not sufficiently visit their schools. Coloured people have no respect for one of their own class and it is essential that at least headmasters in mission schools should be qualified Europeans.

*Evening Schools.*—Increased interest is being manifested in these schools. The two existing schools in my circuit do not aim higher than giving an elementary education to boys who are unable to attend day schools. It is to be hoped that the operations will be widened and that later on adults may get instruction in subjects relating to their particular occupations. It is scarcely necessary to state that I put managers on their guard against admitting pupils who are not *bona fide* occupied with some kind of labour during the day.

*Private Farm Schools.*—I have found in a few instances that the proprietors of these schools are autocrats and refuse to admit any children but their own. Now I fail to see what right they have to exclude the children of taxpayers like themselves, and who, though belonging to the poorer classes, are quite respectable. The name *Private* should never have been given to schools of this class.

They should be open to all European children; and surely farmers cannot fail to see that the more children they admit the more chance they have of drawing the maximum Government grant. Again, the whole Government allowance should be paid to the teacher, with an additional local contribution. The farmer may rely on it that the greater the salary the better class of teacher he will draw.

\* Average attendance in these schools is 22. In Caledon the average attendance is 11, and the teacher's salary £30.

*School Managers.*—I am glad to report that, on the whole, the greatest cordiality exists between managers of schools and teachers. In most cases, however, it seems to me that the only aim of the manager is to see that the conditions of aid are met, and that the school is self-supporting. This is excellent, of course, but the visitation of schools is also an important part of a manager's work. The object of the visit need not necessarily be to criticise the conduct and organisation of the school, but to show interest in the school work, and to sympathise with and encourage the teacher in his arduous duties.

*Vacation Lectures for Teachers.*—The plan devised for training uncertificated teachers has produced highly satisfactory results. I have had the pleasure of visiting one or two schools in charge of teachers who attended the vacation lectures, and I noticed a marked change in the quality of the work. There was more spirit and method and greater thoroughness in the teaching, and the teachers seemed to find greater delight in their work, and their influence appeared to be more effective and salutary. Every uncertificated teacher should make a point of attending these lectures.

*Pupil Teachers.*—The practical work of pupil teachers in Public Schools, as a rule, shows care and study; but I regret to state it is far from promising in mission schools. This may be partly due to inefficient private instruction. It seems doubtful also whether native candidates can be expected to do as much as Europeans.

*Compulsory Education.*—Much might be said upon this question; I prefer, however, to reserve my judgment for the present.

*Examinations.*—I still stand by the opinions expressed under the same heading in last year's annual report, as I think our examination system demands serious attention.

In conclusion, I beg to tender my appreciation to all the ministers of the Dutch Reformed Church, as well as others in my circuit, for their assistance in forwarding the cause of education.

I have the honour to be,

Sir,

Your obedient Servant,

A. B. BARTMANN.

Stellenbosch, 19th January, 1895.

## 2.—ACTING-INSPECTOR BENNIE'S REPORT.

(Circuit:—Barkly East, Glen Grey, Engcobo, St. Mark's, Xalanga, Maclear.)

SIR,—I have the honour to submit my report for the period of three and a half months, during which I have been engaged in inspecting schools.

During this time sixty schools were inspected, in the magistracies of St. Mark's, Maclear, Elliot and Xalanga; and in addition to these the Clarkebury Boys' Institution, and Girls' School in the district of Engcobo. I am as yet unacquainted with the rest of my circuit, and can therefore report only upon the parts mentioned.

*Supply of Schools.*—The number and distribution of schools in these districts during December, 1894, are as follows:—

	A II.	A III.	P. F.	Poor.	C.	Total.	Total for 1893.
St. Mark's	—	2	1	—	11	14	12
Xalanga	1	1	2	1	18	23	33
Elliot	—	8	1	7	2	18	
Maclear	—	5	2	1	3	11	8
Total	1	16	6	9	34	66	53

This gives a proportion of one school to 46 white children, between the ages of 5 and 15—taking the numbers returned at the last census,—and one Mission School to 326 native children of similar age. The proportion of schools for white children seems at first sight sufficient; but such is far from being the case. Account has to be taken of the scattered nature of the population, making a large number of small schools necessary. In spite of an increase of about 25 per cent. on the number of schools in operation during December, 1893, there still remains great need for new schools, both European and Native.



The number of new schools opened in the four magistracies during the year is 18; classified as 4 A. III, 3 P. F., 7 Poor, and 4 C. Against this must be set 5 schools closed, leaving a nett increase of 13. The number of "Poor" Schools recently started calls for special notice.

*Enrolment and Attendance.*—The following Table shows the number of children enrolled and the average attendance for the third quarter of the year, with the proportions of these to the number of children between 5 and 15 years of age.

District.	No. enrolled.		Percentage.		Average Attendance.	Percentage.
	White.	Coloured	White.	Coloured		
St. Mark's .. ..	41	663	60.9	10.6	466	7.4
Xalanga and Elliott ..	378	1164	37.1	28.7	1087	21.4
Maclear .. ..	108	133	32.7	16.9	203	17.9

In this Table it is noticeable how low the percentage of attendance is when the number of Native pupils greatly exceeds that of the European, viz. :—7 per cent. of the number of children of school-going age, or 66 per cent. of the number enrolled. Teachers often complain of the irregular attendance of children, and with good reason, as the register shows. The parents have yet to learn the importance of regular attendance if their children are to make any progress. The same fault exists, but to a less extent, in country Poor Schools.

*Indigent White Children.*—The increase of Poor Schools has already been noted. Those now in existence are chiefly in the valleys of the Gubenxa, Xuka, and Mbokotwa, where there are settlements of Poor Whites holding erven of arable land at a small quitrent. There poverty is in many cases extreme. But it is satisfactory to see that parents are generally desirous that their children should be educated; although it must also be said that with most this desire is not sufficiently keen to make them seek education if it is not brought to their doors. Unfortunately many show no such desire, and are too apathetic to make use of advantages offered them. I have met with a number of instances where, to keep up the required number in a country Public School, free education was offered to the children of poor neighbours, but where the parents, for no reason that an outsider could see, refused to allow them to attend.

*Results of Inspection.*—All the schools in the four magistracies mentioned have been inspected, with the exception of a new school in Elliot and six schools in Xalanga. The Clarkebury schools also were taken in December, their usual time.

The results of inspection are given in the form of a Table.

District.	No. of Schools.	No. of pupils enrolled.	No. of pupils present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V. and above.
St. Mark's .. ..	15	666	521	274	98	76	59	13	1
Maclear .. ..	11	246	237	91	60	50	24	12	—
Elliot .. ..	17	434	401	157	103	77	50	13	1
Xalanga .. ..	17	757	620	323	118	97	67	15	—
Clarkebury .. ..	2	262	244	59	24	39	32	44	46
Total .. ..	62	2365	2023	904	403	339	232	97	48

From the total numbers we obtain the following percentages :—

Present.	B.	I.	II.	III.	IV.	V. and above.
100	44.7	19.9	16.7	11.5	4.8	2.4

If we exclude the Clarkebury Boys' Institution, in order to get a truer estimate of the work of the ordinary day schools, the percentages are :—

Present	B.	I.	II.	III.	IV.	V.
100	48.1	21.3	16.5	11.1	2.9	0.1

We find then that in these districts, of a thousand school-going children 1 is in Standard V. and 694 are below Standard II. As 19.9 per cent. of the children of school-going age attend school, this means that only *six per cent.* of the children between 5 and 15 can do the simple rules up to short division and read a simple narrative with words of more than one syllable.

*Duration of School Life, and Leaving Standards.*—Most of the white schools visited had been so short a time in existence that no reliable information could be got from them as to the average duration of school life. Seventeen Native schools give an average of 2½ years of school life. But owing to the lack of properly kept registers of admittance and withdrawal, this is to be taken only as an approximation. I have gathered statistics from 10 white and 22 Native schools regarding the standards at which children leave school, with the following results :—

	Present at previous inspection.	Standards					Total	
		B.	I.	II.	III.	IV.		V.
White	175	17	14	14	4	1	—	50
Coloured	1,062	196	71	59	59	16	—	401

In considering these figures it must be borne in mind that many who could not be traced have gone to other schools. Could all such be removed, the leaving standards would be higher and the average length of school life greater than they appear to be.

*Annual progress of Pupils.*—The formation of a new circuit from parts of three existing circuits made it unavoidable that some schools should be inspected within a year of the previous inspection, while the schools in the magistracy of St. Marks had not been inspected for two years. The subjoined table accordingly shows the progress of pupils (1) with 2 years (2) with one year, and (3) with 8 months, between the inspections.

Interval between Inspections.	No. present who were present at previous inspection.	Reached a Higher Standard.		Remained in the same Standard.		Fell into a Lower Standard.	
		Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
2 years ..	185	123	66.5	60	32.4	2	1.1
1 year ..	302	197	65.3	96	31.8	9	2.9
8 months..	359	192	53.5	167	46.5	—	—

It is curious to observe that while none fell into a lower standard after 8 months, 9 did so after a year and 2 after two years. One of the last was a pupil in an excellent native school, but has been most irregular in attending, and doubtless other cases might be similarly explained. Others the teacher had tried to push on too fast, with the result that the entrance of new subjects and new rules of arithmetic had driven out the old, not sufficiently fixed in the pupil's mind. Progress is generally most unsatisfactory in the portion of the school below standard, which is often in size out of all proportion to the rest of the school. Children are kept mechanically repeating the alphabet for months, so that children who were in the alphabet class at the previous inspection are found to be still there. The practice of leaving the infant department entirely to an assistant, who frequently has little of either skill or experience, favours this stagnation.

*School Buildings and Furniture.*—The school buildings generally call for no special remark; they are always very simple structures, of stone or brick, or more often of sods or wattle-and-daub. They are usually large enough, and fairly well lighted and ventilated. In some, however, where the roof is of iron and unceiled, the heat in summer radiating from the hot iron upon the children's heads cannot but be injurious.

Furniture on the other hand is frequently insufficient. A large school with two teachers is found to have a single small black-board; another has no desks, and pupils have to write their copy-books at the teacher's table; in a third the teacher cannot prepare pupils for the Third Standard because there is no map. Needless to say, the best teacher would find progress difficult under such circumstances. This is the more unfair to the teacher in that school committees, who should supply these needs, are very ready to find fault with the teacher's work if their children do badly at the inspection.

*Subjects of Instruction.*—These are confined to the requirements of the standards with sewing, singing, object lessons, and in some schools a little drill. In one school a pupil had made a beginning in Latin, Euclid and Algebra, but these were taught without regularity.



*Reading.*—The chief faults in this subject are (1) a mechanical and monotonous style, without regard to expression; and (2) indistinctness, due to slovenly articulation, with the head bent over the book and the mouth barely opened. Reading would be much improved in many schools if the pupils were made to read from the furthest end of the room.

*Writing.*—In comparatively few schools is writing taught with due attention to the correct formation and junction of letters and to uniformity of size. Some teachers appear to leave beginners to pick up the art by watching their neighbours. Little systematic instruction is given with the help of the black-board. In copy-book writing, pupils are often left to write as they like, while the teacher is engaged with another class. In a fair number of schools, however, the writing of the pupils is careful and neat throughout.

*Arithmetic.*—This subject which ought to be a means of mental training, is taught in the majority of schools so mechanically as to be of little value for this purpose. In Reduction, for example, a pupil is told to “reduce tons to hundred weight by multiplying by 20; but he does not know why he must multiply and not divide, or indeed what reduction of tons to hundredweights actually means, and if such a pupil were told to reduce 500 tons to hundredweights, the chances are he would divide by 20 because the given number happened to be large. Examples in Fractions are worked with a slavish adherence to fixed rules and put down in a way which is both confusing to the pupil and inaccurate, e.g.,  $\frac{1}{2} + \frac{1}{3} = \frac{1}{4}$  is represented as equal to  $\frac{2}{3} + \frac{1}{4}$ , and this again is made equal to  $\frac{11}{12} = \frac{1}{12}$ . In the simple rules long division is a very weak spot; I have found pupils preparing for Standard IV, working such exercises with remainders many times greater than the divisor. Mental arithmetic is entirely neglected up to Standard III, and then as a rule only so much attention is given to it as, the teacher thinks, will enable the pupils to get through Standard IV.

*Dictation* is generally good in European schools, but weak in those of Order C. The pupils in the latter know too little English to judge which of two words sounded alike must be the right one; and too often the teacher's bad pronunciation is to blame for such errors as *ship* for *sheep*, *heard* for *hard*.

*Geography* receives more attention in mission than in public schools. It is, however, frequently a mere repetition of names, of which the pupils know nothing but their locality on the map.

*Grammar* is also too often a matter of definitions and terms, excellently memorized perhaps, but little understood. In analysing a sentence the common practice is to put down the first noun for the subject, and the first verb, even if it be a participle, for the predicate, and to make haphazard guesses as to the rest of the sentence.

*Object Lessons.*—As object lessons are not required for the Standards, it is a common practice for teachers to neglect them entirely or to get up one or two for the inspection, the children being carefully drilled in the answers they are to give. In a few schools these lessons are given more systematically. But even in these, the tendency is to make the lesson consist too much of instruction in facts, and to pay too little attention to gaining the pupils' interest and drawing out their intelligence.

*Singing* is taught in most mission schools and in some others, professedly by notes but practically by ear. By following the teacher in singing the notes written on the black-board, the pupils get to know certain tunes, but invariably know nothing of the theory or practice of music.

*Sewing* is now required in all schools where there are girls, but I found a considerable number in which no arrangements for teaching it had been made. The sewing in some of the schools is good, and as a rule it is better in schools of Order C than in public schools. In others the work shows signs of insufficient supervision. An excellent plan for securing good work is followed at St. Mark's, where the sewing teachers of the out-station schools have to bring all the work done each quarter to be examined by the Lady Superintendent. More supervision of this kind would greatly improve the quality of the work generally.

*Teachers.*—I had the pleasure of inspecting certain schools where discipline and teaching left little to be desired. But there were unfortunately many more schools in which the progress of the children was poor because the teacher lacked skill or diligence, or both. There is a great scarcity of teachers having training or aptitude for the work. Of 30 European teachers whose schools I inspected 6 held teachers' certificates—1 of

the Second Class, 3 of the Third Class, and 2 European; 7 had university certificates ranging from the School Elementary to the B.A.; and 17 had no certificate. Of 49 Natives teachers, 13 held the Third Class Teachers' Certificate, 4 having the School Elementary as well, and 36 had no certificate.

On the other hand, the payment of teachers is generally so poor, and most of the schools are so isolated, that it is small wonder if the average teacher is not highly accomplished. Third Class Public Schools in the country receive a grant of £30 *per annum*, and this is sometimes all the teacher gets besides his board. In one school, a teacher holding a Scottish teachers' certificate has actually to pay £6 out of this towards his board, and so clears £2 a month by his teaching, good as it is. The same state of things exists in many mission schools. The nominal salaries are not generally such as to attract men of any ability, in addition to which is the fact that local contributions are sometimes very slackly paid. A young woman, doing good work as assistant teacher, receives the handsome salary of £6 a year and her board—a wage which would not satisfy a town domestic.

*General Remarks.*—Having been through these districts but once, I am not in a position to say anything as to the general progress that has taken place in educational matters during the year. But several hindrances to progress have presented themselves, some of which have already been noted. In farming districts and small villages, a serious obstacle lies in inefficient management and half-hearted support, leading to the closing of schools before they have been long in existence. When the burden of making up the teacher's salary falls on two or three families, as frequently happens, or on one, the existence of the school is bound to be precarious. One family leaving the district kills the school. Delay in securing a new teacher when the former one leaves also endangers the life of these schools, as some parents in the meantime make other arrangements for their children. But the worst enemy to such country schools as I have mostly to do with, is local prejudices and petty jealousies between neighbours making co-operation impossible where it is most needed, if the children are to be educated. Mission schools have a more stable life; but where the grant is small, the teacher is changed too frequently for steady progress to be made.

It is a hopeful sign in the districts I have visited that there is among many—both white and coloured—a desire for education, which I have reason to believe is growing.

I have the honour to be,

Sir,

Your obedient Servant,

W. G. BENNIE,  
Acting Asst. Inspector of Schools.

Bedford, January 9th, 1895.

### 3.—INSPECTOR BRADY'S REPORT.

(Circuit: Cape).

SIR,—I beg to submit my report on the schools inspected by me during the year. My district, the fiscal division of the Cape, contains 111 schools, with an enrolment of 13,855, and an average attendance of 9,969.

The tables and remarks following, unless it is otherwise indicated, refer to the 93 schools inspected by me in the year ending September 15th 1894. In every case I speak of things as they were at the time of my last inspection.

[G. 7—95.]



## I.—SCHOOL BUILDINGS.

The school accommodation provided for the Government-aided Schools may be classified as follows :—

31	<i>per cent.</i>	of the buildings	are	thoroughly	unsatisfactory.
55	„	„	„	fairly	satisfactory.
14	„	„	„	quite	satisfactory.

The buildings under the first head are so bad, either in floor and air space, or in ventilation, or in lighting, or in state of repair, or in several or (generally) all of these respects, that they are as a rule unfit to be licensed as schools. Their continued use is more or less injurious to teachers and children. It sometimes happens that the accommodation for the senior pupils is fairly suitable, while the infants are taken in a crowded, ill-ventilated, forbidding room. The young child's craving for brightness and motion and pure air is repressed. He is brought up in the midst of unæsthetic and insanitary conditions. After the first hour of school, his blood ceases to obtain from the vitiated atmosphere its necessary supply of oxygen; he is cramped from having to remain motionless for (to him) excessively long periods, seated on a crowded, uncomfortable form; during the latter part of the school-day he is never properly awake, and his mind cannot receive or assimilate the instruction given.

The requisites of a sanitary school are simple :

- (i) At least 10 square feet of floor space, and 100 cubic feet of air space for each child (The English code specifies 8 and 80.)
- (ii) Sufficiently large ventilating apertures on opposite sides of the room—all windows should open top and bottom.
- (iii) A ceiling not more than a foot above the highest ventilating aperture.
- (iv) A sufficient and suitable supply of sanitary closets in the proportion of about 1 to every 40 children in large schools, with a larger proportional number in small schools.
- (v) Abundance of light coming from the left of, and behind, and a little from above, the pupils when seated.

Very few school buildings even among those of recent date have all these hygienic requirements. A pleasing exception is to be found in the new buildings erected by the All Saints' Sisters for St. Michael's and St. Augustine's Schools.

A very fruitful, and, I fear, inevitable, cause of another evil in the school accommodation in Mission Schools, is the necessity that the building should serve a double purpose—school-room during the day, 5 days a week, and parish, or concert room, or church during the rest of the time. Large rooms therefore are of constant occurrence (sometimes divided by wooden partitions or curtains, but generally with no division), in which several classes under separate teachers are being taken at once. Even moderately good work is impossible under such conditions, no matter what may be the zeal and ability of the teachers.

An almost universal defect in infant schools is the uncomfortable cramped design of the gallery. In many cases it consists of a series of plain steps, each about 10 inches high and 12 inches wide. This width serves as seat for one row and foot-rest for another; it is altogether insufficient. The step should be nearly 2 feet wide and should be provided with a back-rest.

A great want in nearly all the schools is a play-ground. Even in cases where the original area was large enough with proper management to secure this, the universal plan of erecting single story buildings for schools has used up the space that might have served for recreation grounds.

## II. QUALIFICATION OF TEACHERS.

The following table gives a synopsis of the certificates, professional and academic, of the teachers of the Cape Division, differentiated for classes of school and for sexes of teachers. [N.B. Under each heading are included examinations and certificates either of similar scope, or intermediate between it and the next higher.]



TABLE A.—Qualifications of Teachers.

	2nd Class Teachers'.					Privy Council.					3rd Class Teachers'.					No Professional Cert.					Total.				Grand Total.
	Public Sch.		Mission Sch.		Total.	Public Sch.		Mission Sch.		Total.	Public Sch.		Mission Sch.		Total.	Public Sch.		Mission Sch.		Total.	Public Sch.		Mission Sch.		
	M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.		M.	F.	M.	F.	
Graduation ..	..	..	..	..	..	1	..	..	..	1	..	..	..	..	..	9	2	..	..	11	10	2	..	..	12
Matriculation ..	4	1	..	..	5	3	2	..	..	5	1	4	..	..	5	2	4	..	..	6	10	11	..	..	21
School Higher ..	..	..	..	..	..	..	1	..	..	1	..	6	..	2	8	..	..	..	..	..	..	7	..	2	9
No Academic Cert.	1	..	1	2	4	6	8	1	1	16	6	15	12	30	63	14	11	17	114	156	27	34	31	147	239
Total ..	5	1	1	2	9	10	11	1	1	23	7	25	12	32	76	25	17	17	114	173	47	54	31	149	281



The points of main interest in the above table are the following:—

- Of the 281 teachers enumerated, 78 are male, and 203 female.
- 108 have a professional certificate of some kind, and 173 have none.
- 42 have an academic certificate of some kind, varying from that of the School Higher Examination to a degree.
- 156, or nearly 56%, have no proof either of professional training or of scholastic attainments.

Moreover, of the 76 Third Class Teachers' Certificates enumerated, many do not represent any systematic training in teaching, but merely the ability to pass a written examination in the lower stages of certain elementary subjects and in the theory of school management.

It need hardly be said that a very undesirable state of things is shewn above. That, in a country which teems with certificates of every description, more than half the teachers in the principal division of the Colony should be possessed of no proof of attainments of any kind is portentous indeed.

The principal obstacle is the multiplicity of schools. Within the municipality of Cape Town there are 37 schools receiving Government aid in addition to the large number of private schools. But I wish to confine my remarks to the lower grade or Mission schools, of which there are 26 with an enrolment of about 5200, and an average attendance of about 3700. For these schools there are more than 80 teachers and about 70 pupil teachers. Now if this 150 were divided into the total number of pupils in average attendance, unnecessarily small classes of 25 pupils are the result; but when it is further taken into consideration that about 63 per cent. of the children attending these schools are infants, who are generally in very large classes, it makes the average number of pupils for all except the infant teachers still smaller.

The actual average size of the Standard III. class in the Capetown Mission Schools is less than 14; of the Standard IV. class, 10; of the Standard V class, 7. With thoroughly capable, trained teachers, and with proper accommodation and apparatus, a class of \*60 is what should be aimed at, to combine economy with efficiency: in other words one good teacher could take 4 of the present Standard III. classes, 6 of the Standard IV. classes, and 9 of the Standard V. classes. Now it is perfectly certain that no system of state or municipal aid can give large grants to teachers of such small classes as those mentioned above. If we are to get good teachers in the Cape Town lower grade schools, we must give good salaries; if teachers are to get good salaries, they must teach large classes; and, if there are to be large classes, the number of schools allowed to take these classes will have to be reduced.

In reference to the question of the denominational government of schools, the following tables will be of interest. They show, I think, very clearly that, with the exception of one religious body, there is no deep-rooted prepossession in favour of schools of their own denomination on the part of parents of children attending the lower grade schools.

The first puts in compendious form the denominations of the pupils who were, at the time of my inspection, enrolled in the Cape Town Mission Schools; the second shows how many of the children of each denomination were attending schools of their own or of some other denomination. A Jewish School and another Wesleyan School, which have not yet been inspected by me, are not included. The fact principally to be noted is that the number of pupils attending schools of a different denomination from their own is 48 per cent. of the total number, or, omitting all pupils who have no school of their own denomination to which they can go, 37 per cent.

\*In the course of a late trip to England, in which I visited some of the best aided schools in London and in Manchester, the smallest class that I saw (omitting the wood-work classes) had 56 pupils. In the majority of cases the classes had 70 and above.

TABLE B.—Denominations of Pupils attending Cape Town Mission Schools.

Denominations of SCHOOLS.	Denominations of PUPILS enrolled.										No. of Pupils of SAME Denomination as School.	No. of Pupils of DIFFERENT Denomination from School.	Total Pupils.		
	Baptist.	Congregational.	Dutch Reformed.	English Church.	Jewish.	Lutheran.	Mahometan.	Moravian.	Plymouth Brethren.	Presbyterian.				Roman Catholic.	Salvation Army.
Congregational ..	445	27	47	2	..	94	..	..	2	..	..	8	45	184	229
Dutch Ref. Church ..	..	..	494	134	..	5304	..	..	17	..	..	22	494	482	976
English Church ..	2	7	404	1449	527	286	5	2	47	28	..	95	1449	908	2357
Moravian ..	..	..	24	59	..	1256	..	..	..	2	..	3	56	100	156
Presbyterian ..	..	..	22	104	..	735	..	..	44	2	2	2	44	198	242
Roman Catholic ..	5	19	57	195	18	19	1	..	34	392	..	48	392	396	788
Wesleyan ..	..	..	3	9	8	4	3	..	10	..	..	18	18	37	55
Total ..	1174	1037	1996	2961	732	61	2154	424	2220	2498	2305	4803			

TABLE C.—Denominations of Schools attended by Cape Town Mission School Pupils.

Denominations of PUPILS.	Denominations of SCHOOLS.							No. of Pupils attending Schools of THEIR OWN denominations.	No. of Pupils attending Schools of OTHER De- nominations.	Total Pupils.
	Congregational.	Dutch Reformed.	English Church.	Moravian.	Presbyterian.	Roman Catholic.	Wesleyan.			
Baptist ..	4	..	2	..	..	5	..	..	11	11
Congregational ..	45	..	7	..	..	19	3	45	29	74
Dutch Reformed	27	494	404	24	22	57	9	494	543	1037
English Church ..	47	134	1449	59	104	195	8	1449	547	1996
Jewish ..	2	..	5	..	..	18	4	..	29	29
Lutheran ..	..	5	27	..	7	19	3	..	61	61
Mahometan ..	94	304	286	12	35	1	..	..	732	732
Moravian ..	..	..	5	56	..	..	..	56	5	61
Plymouth Brethren	..	..	2	..	..	..	..	..	2	2
Presbyterian ..	2	17	47	..	44	34	10	44	110	154
Roman Catholic	..	..	28	2	2	392	..	392	32	424
Salvation Army	..	..	..	..	2	..	..	..	2	2
Wesleyan ..	8	22	95	3	26	48	18	18	202	220
Total ..	229	976	2357	156	242	788	55	2498	2305	4803

I have singled out the Cape Town Mission Schools for this full treatment because the fault of unnecessary multiplication of elementary schools is here so pronounced, and the remedy feasible. But the evil is widespread. In Woodstock there are three English Church Mission Schools, within a very short distance of one another, with about 400 pupils and 13 teachers and pupil teachers. The three schools, combined, would be liberally staffed with one thoroughly competent head teacher and five efficient assistants. The combined Standard III. class (at the last inspection) would have been 40, Standard IV. 27, Standard V. 12. It is difficult to see any excuse for this dissipation of energy. If there were a rigid division into coloured school, white boys' school



and white girls' and infants' school, the reason (however unnecessary such a partition might appear in this case) would be intelligible. But no such classification is adhered to. What might be meant for the coloured school had (on the day of inspection) nearly 50 per cent. of white children. The Girls' School had boys even in the 4th standard class. The Boys' School had children who ought to have been in the Infant School. An amalgamation of these three schools would render it possible to pay better salaries to all engaged, and would also allow of a more advantageous division of the existing accommodation. There are also in Woodstock a Public School, doing almost exactly the same work as two of the above schools, and a Dutch Church Mission School which is in most respects similar to the third of them. The total enrolment for the five schools is about 440 white children and 330 coloured. There should be two schools, one for white and one for coloured.

In Mowbray there are four Government-aided schools, with a combined enrolment of about 120 white children and 270 coloured. Here also two schools would be a full provision.

In Claremont there are a Public School and an English Church Upper Boys' Mission School, with enrolments of 46 and 43 respectively, doing exactly the same kind of work. The two, amalgamated, would make a very small school. A staff sufficient for either of the two could do the whole work and much more.

In Kalk Bay (with Muizenberg) there are four Government-aided schools. Two (for white and coloured respectively) would be ample.

In Simon's Town the state of affairs is the same.

The possible saving of money is only a small part of the benefit arising from the abolition of unnecessary schools in the Cape Division; the main good would be the increased efficiency which would be rendered possible.

### III. ENROLMENT AND ATTENDANCE.

Taking the total population of the Cape Division as now amounting to 100,000, almost equally divided between white and coloured, a seven years' period, viz. 6 and under 13, would, according to the proportion of the last census, give us a little over 20,000 children of school-going age, of whom 10,000 are white children. The total enrolment of European children in Government-aided schools is now 7,433; and taking the number of pupils in private schools as 2,329, we get a total of more than 9,600 white children enrolled in the schools of the Cape Division, or about 19 per cent. of the total white population, giving an average school life of over six years.

With the coloured children things are not in so favourable a state. About 7,200, or 14 per cent., of the coloured population are probably enrolled in public and private schools; but this includes an excessive proportion of children who are much under any useful school age, and a large number of older children whose attendance (especially in the case of the boys) is so irregular that their schooling cannot do them much good.

Returning to the white children: if the 9,662 pupils enrolled were all between 6 and 13, a state of things verging on perfection (from the point of view of elementary education) would be indicated; but this is not so. A very large number are over 13 (*cf. in this connection Table F*); and there are many below 6, a considerable portion of whom will have a short and almost useless school life. Without attempting to deduce any very exact inference from the figures available, I think I may safely state that the enrolment of white children must be considerably increased before it can be looked upon as satisfactory. In the Colony of Victoria, there were scarcely any children of school age who were not receiving instruction in State or private schools during the year 1891, and I can see no reason why, with compulsory education, a similar state of things should not be secured in the Cape Division.

### IV. PUPILS' ATTAINMENTS AND PROGRESS.

The attainments in Elementary subjects of instruction, as shown at the last inspection, are indicated in the following Table:—

TABLE B.—Percentage of Attendance who reach Standards.

	Below Standard	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI. and above.
First Class Public Schools in Division ..	11½	8	12	19½	20¼	19	9¾
Second " " " ..	23	13¾	23¼	19½	12½	6½	1½
Third " " " ..	48	20½	15	9½	5½	1¼	1¼
All " " " ..	19¼	11½	15¾	18¼	16¼	13	6
All Mission " " ..	60¼	15	13	7¾	3½	½	..
All " " " ..	49	14	14	10½	7	4	1½
Cape Town Public Schools ..	15½	9¼	14¾	16	18½	18½	7½
" Mission " " ..	63	14¼	12½	7	3	¼	..
" Schools of both Classes ..	50	12¾	13¼	9½	7¼	5¼	2

The state of affairs shown above in the 1st and 2nd Class Public Schools throughout the Division, and in the Cape Town Undenominational Schools of all three classes taken as a whole, is, I consider, satisfactory. That shown to exist in the Mission Schools, and in a smaller degree in the 3rd Class Public Schools, *most unsatisfactory*. In the Mission Schools of the Division 60 per cent. of the pupils attending are in the infant classes, and, taking Cape Town alone, 63 per cent.

The significance of these figures will be better understood if I indicate about what they would be if all the pupils stayed on till Standard IV., if only two years were taken to reach Standard I, and if the other standards took a year each, a small allowance being made for failures.

	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV. and above.
Hypothetical Case ..	36	17	16	16	15
Real State in Cape Town ..	63	14¼	12½	7	3¼

Of the 26 Cape Town Mission Schools, however, many are doing very good work, and are attended by a class of pupils who stay on to the higher standards. If about 10 of these were deducted, the result for the remaining 16 would be much worse than indicated above. The percentage of infants (or pupils below standard) in some of the schools is between 80 and 88. Practically speaking such schools are nothing but nurseries.

*Leaving Standard.*—Children leaving elementary schools seldom give any notice of withdrawal, and still more seldom say what is their destination. They may have finished school life, or they may be going to another school either at once or after some little break. The amount of changing from school to school is almost incredible. Taking the Mission Schools in Cape Town inspected in one year, there had been during the preceding twelve months a registration of a number of new pupils equal to 77 per cent., and a withdrawal equal to 73 per cent. of the total enrolment. If these withdrawals meant that the school life was finished, it would give an average total school life to the scholars at Mission Schools of a little over 16 months. This of course is not so. The figures, however, besides pointing to a state of things very prejudicial to instruction and discipline, show very conclusively that no certain or even probable deduction as to leaving standard can be drawn from the statement of standards obtained by *all* the pupils who have left school during a year.

Still such statistics are of interest, and I subjoin a table referring to 78 schools in the Cape Division. The withdrawals have been divided into three classes, (*i*), those who are known to have finished their education; (*ii*), those who are known not to have finished it; (*iii*), those whose destination is unknown. For the purpose of the present enquiry, the 1st class needs most consideration. I have also drawn up a corresponding Table for leaving ages.



TABLE E.—*Leaving Standards.*

Standard.	Finished School Life.			Gone to other Schools.			Destination Unknown.			Total.		
	Public Schools.	Mission Schools.	Total.	Public Schools.	Mission Schools.	Total.	Public Schools.	Mission Schools.	Total.	Public Schools.	Mission Schools.	Total.
Below ..	4 or 2 p. cent.	211 or 28 p. cent.	215 or <b>22</b> <sup><math>\frac{3}{4}</math></sup> p. cent.	19	899	918	123	1252	1375	146	2362	<b>2508</b>
I ..	7 " $3\frac{3}{4}$ "	71 " $9\frac{1}{2}$ "	78 " <b>8</b> <sup><math>\frac{1}{4}</math></sup> "	20	202	222	19	190	209	46	463	<b>509</b>
II ..	16 " $8\frac{1}{2}$ "	185 " $24\frac{3}{4}$ "	201 " <b>21</b> <sup><math>\frac{1}{4}</math></sup> "	37	193	230	15	121	136	68	499	<b>567</b>
III ..	34 " $17\frac{1}{2}$ "	153 " $20\frac{1}{2}$ "	187 " <b>20</b> "	35	100	135	42	63	105	111	316	<b>427</b>
IV ..	34 " $17\frac{1}{2}$ "	99 " $13\frac{1}{4}$ "	133 " <b>14</b> "	45	38	83	8	16	24	87	153	<b>240</b>
V and above	99 " 51 "	29 " 4 "	128 " <b>13</b> <sup><math>\frac{3}{4}</math></sup> "	50	5	55	5	3	8	154	37	<b>191</b>
Total ..	194	748	942	206	1437	1643	212	1645	1857	612	3830	<b>4442</b>

TABLE F.—*Leaving Ages.*

Ages.	Finished School Life.			Gone to other Schools.			Destination Unknown.			Total.		
	Public Schools.	Mission Schools.	Total.	Public Schools.	Mission Schools.	Total.	Public Schools.	Mission Schools.	Total.	Public Schools.	Mission Schools.	Total.
Under 10 .. ..	1	134	<b>135</b>	75	1030	1105	124	1176	1300	200	2340	<b>2540</b>
10 - 12 .. ..	11	229	<b>240</b>	39	253	292	36	321	357	86	803	<b>889</b>
12 - 14 .. ..	44	230	<b>274</b>	43	128	171	36	117	153	123	475	<b>598</b>
14 - 16 .. ..	71	142	<b>213</b>	26	26	52	12	29	41	109	197	<b>306</b>
Over 16 .. ..	67	13	<b>80</b>	23	..	23	4	2	6	94	15	<b>109</b>
Total .. ..	194	748	<b>942</b>	206	1437	1643	212	1645	1857	612	3830	<b>4442</b>

[NOTE.—The returns from the schools from which I have been unable as yet to obtain the desired statistics would slightly improve the position of the Public Schools, and the Total, but would not materially alter that of the Mission Schools in the above Tables.



In considering these one of the chief points to be noticed is that, of the total number of withdrawals only 21 per cent. are known to have finished their school life, and that nothing is known of nearly 42 per cent. It is quite evident therefore that any inference we may draw from the limited number of known cases might, and most probably would, be entirely changed if we could find out what had become of the much larger number of those whose destinations are unknown. My opinion is that whether the percentages given in the first column of Table E for Public Schools would pretty nearly represent the actual state of affairs or not (and they agree to some extent with the deduction on this point which might be drawn from Table D), those for Mission Schools cannot be regarded as giving any reliable information on the subject of *general* leaving Standard.

The Tables, however, point to an extremely unsatisfactory state of things. They shew clearly that, of the children attending all classes of Government aided schools, more than half of those who leave and are known to have finished their school life have not reached the 3rd Standard, and nearly a quarter start life without even having reached Standard I. These percentages would, I am quite certain, be much increased if it had been possible to trace every one of the 4,442 withdrawals.

The most significant fact, however, to be gleaned from the two Tables is this:—More than 56 per cent. of the total number of withdrawals are below standard and are under 10 years of age. Such figures are most lamentable, and, taken in connection with the paragraph immediately following Table D., prove unmistakably that a very large number of children leave our schools after a practically useless year or two in the infant classes.

In accordance with the plan hitherto adopted in this report of paying special attention to the Cape Town Mission Schools, I append a Table of Leaving Standards for these Schools:—

TABLE G.—*Leaving Standards in Cape Town Mission Schools.*

Standards.	Finished School Life.	Gone to other Schools.	Destination Unknown.	Total.
Below	75 or <b>23</b> per cent.	520	731	1326 or <b>64</b> $\frac{1}{4}$ per cent.
I.	19 „ <b>6</b> „	88	104	211 „ <b>10</b> $\frac{1}{4}$ „
II.	95 „ <b>29</b> „	114	65	274 „ <b>13</b> $\frac{1}{4}$ „
III.	79 „ <b>24</b> „	53	34	166 „ <b>8</b> „
IV.	46 „ <b>14</b> „	15	13	74 „ <b>3</b> $\frac{1}{2}$ „
V. and above.	14 „ <b>4</b> „	2	—	16 „ $\frac{3}{4}$ „
Total	328	792	947	2067

Beyond mentioning that it is very probable that a great part of those whose destinations are unknown had actually finished their school life, the Table needs no comment—the figures speak for themselves: no explanation can make anything but a most deplorable case of the fact that more than 64 per cent. of the withdrawals were below Standard. It shews clearly that school life is too short, and removals too frequent, in fact that, under present circumstances, no suitable return for the Government expenditure is obtained.

*Progress.*—During the year ending September 15th 1894, 9,753 pupils were inspected by me. Of these 5,080 were presented for the various Standards and 4,235, or more than 83 per cent. succeeded. Considering the exceptionally hard conditions of the Cape Standards, and the unfavourable circumstances under which the work is in many cases carried on, this may be looked upon as a quite satisfactory result, and one that speaks highly for the zeal of the teachers. The apportionment of the pupils between the two classes of schools, and between Cape Town and the rest of the division is given in the following table.

[ G. 7—'95.]



TABLE H.—*Success.*

	Public Schools.		Mission Schools.		All Schools.	
	Pre-sented.	Succeeded.	Pre-sented.	Succeeded.	Pre-sented.	Succeeded.
Cape Town ..	1138	990 or 87 p.c.	1451	1198 or 83 p.c.	2589	2183 or 85 p.c.
Country ..	727	614 „ 84 „	1764	1433 „ 81 „	2491	2047 „ 82 „
Whole Division	1865	1604 „ 86 „	3215	2631 „ 82 „	5080	4235 „ 83 „

The result, as far as its significance goes, does not fall far short of what can reasonably be expected; but, to obtain any idea of the *progress* of the pupils, it has to be combined with another factor—the number, and the description of the children who were not presented for any standard or who were presented for the same standard as at the previous inspection. It is not necessary to make separate calculations for this purpose: the state of affairs is sufficiently and more usefully indicated in the following Table, which shows the number of children present at inspection who were also present at the inspection of the previous year, and the number who advanced a standard.

TABLE I.—*Progress.*

	Public Schools.			
	Presented for Inspection.	Present since last Inspection.	Advanced.	Did not Advance.
Cape Town ..	1601	992	765 or 77 p.c.	227 or 23 p.c.
Country ..	762	418	277 „ 66 „	141 „ 34 „
Whole Division ..	2363	1410	1042 „ 74 „	368 „ 26 „
	Mission Schools.			
	Presented for Inspection.	Present since last Inspection.	Advanced.	Did not Advance.
Cape Town ..	3722	1873	727 or 39 p.c.	1146 or 61 p.c.
Country ..	3229	1239	644 „ 52 „	595 „ 48 „
Whole Division ..	6951	3112	1371 „ 44 „	1741 „ 56 „
	All Schools.			
	Presented for Inspection.	Present since last Inspection.	Advanced.	Did not Advance.
Cape Town ..	5323	2865	1492 or 52 p.c.	1373 or 48 p.c.
Country ..	3991	1657	921 „ 56 „	736 „ 44 „
Whole Division ..	9314	4522	2413 „ 53 „	2109 „ 47 „

Now, if the standards were so arranged that each represented a fair year's work the Table above would point to an extremely bad state of affairs. The 74 per cent. of successes for the Public Schools might appear bearable, but the 44 per cent. for the Mission Schools (reduced to 39 per cent. in Cape Town), and the 53 per cent. for all the schools in the division would seem to indicate an intolerable inefficiency.

To form, however, a just estimate of the figures, it must be borne in mind that to reach Standard I. requires at the very least 2 years (and, in many of the crowded infant departments of the Cape Town Mission Schools, it takes much longer), and that some of the steps between the old standards were too much for an average child's year's work.

Of the 3,722 children presented for inspection in the Cape Town Mission Schools, 1,873, or just about half, remained over from the last year—the other half were new scholars. Of the 1,146 (out of this 1,873) who failed to reach a higher standard than at the previous inspection, 978 were still in the infant classes. This fact, although it exonerates the teachers from much of the blame attaching to the results exhibited in the Table, points to a most serious state of things in the Mission Schools. It is another proof of the fact mentioned before that these schools are to a great extent regarded as infant schools, or even in Cape Town, as nurseries.

As pointed out above, more than half the children who have been more than a year in these schools are still infants; and, as shown in Table D, 63 per cent. of the children attending them are below Standard—in other words, in the infant classes. Parents are willing to pay 1d. for 25 hours' supervision of their young children or babies; but as soon as they can take care of themselves in the streets, the penny is no longer forthcoming, and the children go to the gutter. In the Cape Town Mission Schools there are more than 500 children under 5 years of age. The average duration of school-life in the same schools is two years. Good results are impossible.

Making every possible allowance, the state of things indicated, from whatever cause it may arise, is most unsatisfactory. There is only one remedy—Compulsory Education.

Before closing this report I wish to add a few words, in order to guard against the possibility of my remarks on the qualifications of teachers being misinterpreted into a sweeping condemnation of all the elementary teachers in my circuit. I should be blind indeed if I failed to see and to appreciate the zeal and efficiency of many, and the industry and willingness of a still larger number. But it is no good disguising the fact that very many have merely drifted into teaching, without either professional training or any ordinary education, beyond the very barest rudiments. The vacation courses are doing much good to some, but far too many of the teachers in the division have taken no advantage of the chance of improving themselves; and in the case of many of these, it is doubtful whether any useful superstructure can be built upon such altogether insufficient foundations.

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

J. H. BRADY,  
Inspector.

Wynberg, January 28th, 1895.

#### 4.—ACTING INSPECTOR BRICE'S REPORT.

(Circuit:—*Barkly West, Colesberg, Hanover, Hay, Herbert, Hopetown, Kimberley, Middelberg, Philipstown, Steynsburg.*)

SIR.—I have the honour to submit to you a general report on the state of schools in this Circuit, the work of inspection actually accomplished, and other matters connected therewith. During the period under review, that is the last three months, 52 schools have been visited, and, as no inspections were made in the previous three months, my time has necessarily been chiefly taken up with the immediate pressing needs of inspection; yet I am glad to have had occasional opportunities of paying attention to school supply, with the result that several new schools have already been started, and several others will be opened next term.



*Supply of Schools.*—In the Districts in which I have already completed the inspection, namely in Kimberley, Barkly West, Hay and Herbert, the supply of schools, except in the district of Kimberley, is lamentably inadequate. In the three last mentioned Districts the percentage of children of school-going age actually attending school is approximately as follows:—

	White.	Coloured.	All Races.
Barkly West .. ..	22	6	9
Hay .. ..	10	4	7
Herbert .. ..	7	3	4

Inspector Nixon, in his annual report last year, referred to the poverty caused by the ravages of locusts and caterpillars; the Districts in question have not been so much afflicted by these pests during the past year, but there has been much destitution among the River diggers, and although an honest effort has been made by them to keep up existing schools, it has been done at considerable self-sacrifice, and a special word of commendation is due to them.

*Attendance.*—In the schools inspected in this Circuit during the past quarter there were 3,081 children on the roll, and of these 2,573, or about 83 per cent. were present at inspection; this is considerably higher than the average daily attendance (approximately 75 per cent.); still it is very low, and I have every where urged upon managers, schoolmasters, and others interested in education to impress upon parents the necessity of enforcing regularity and punctuality in attendance.

*Indigent White Children.*—Many undoubtedly exist in the districts under consideration, and provision should be, and in many places is being, made for their education; still it is difficult to induce the parents of such children to see the advantages of education and avail themselves of the facilities offered, and in some cases I have reason to think that "Poor" Schools exist where the parents are quite in a position to support Third Class Schools; this is unsatisfactory, and every effort should be made to cause the people to become more energetic and self-reliant, and less eager to apply to the Government to do everything for them.

*Standards.*—In the classification of children I much regret the inordinate number of children below Standard, or not more advanced than the First Standard; the following figures will bring out the position of affairs very clearly:—

Schools Inspected.	On the Roll.	Present at Inspection.	Below Standard.	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Above Standard
52	3081	2573	1078	506	411	311	168	49	35	12

This is in itself sufficiently bad, but the position is much worse if the statistics of the Kimberley Public Schools and a few other institutions be deducted. Thus we have in 42 schools:—

On Roll.	Present at Inspection.	Below Standard.	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Above Standard
1857	1494	751	344	230	123	23	0	0	0

From these figures we gather that in four-fifths of the schools inspected more than half of the children are below the requirements of any standard, and that only one in sixty-five passes the Fourth Standard! This calculation is far from being exaggerated, for as a rule the children not present at inspection are very low in the school, as the master always makes an effort to present his higher pupils for examination, and in fact sometimes sends for them if they happen to be absent when the inspector arrives. This very low standing of such a large number of pupils is a serious matter for consideration, and I am strongly of opinion that more energetic action, and greater interest in their work on the part of the managers would go far towards remedying the evil; the teachers, too, should be led to see—and I have everywhere urged it strongly—that the only means of achieving success is by devoting constant and careful attention to the junior classes. One great difficulty, of course, lies in the carelessness and apathy

of the parents; being frequently of little or no education themselves, and practically ignorant of its importance, their children are too often sent to school while they are young "to be out of the way," and removed from it on any trivial excuse; the consequence is that there is little real progress, and meanwhile the teacher, who probably commenced work with a certain amount of enthusiasm and ambition, loses heart, and ultimately becomes entirely mechanical, caring little for the welfare of the pupils, and striving only to attain results sufficient to get over the next inspection without actually endangering the grant. One hardly likes to suggest it, but really there are some schools, besides Private Farm Schools, where the principle of payment by results for two or three years might be applied most beneficially.

*School Buildings, Furniture, &c.*—I am glad to be able to report that in these matters satisfactory progress is being made in several places; of course many almost useless buildings still exist, and probably will for years to come, but the excellent schoolrooms at the Transvaal Road (Kimberley), Waldeck's Plant, and Warrenton, and the proposed new buildings for Campbell, Douglas and Griquatown are hopeful signs, and will aid much in influencing the people of other localities in the right direction. The furniture and other apparatus are generally better than I expected to find, and, indeed, in some schools are distinctly good; still there are a few institutions very indifferently equipped, but these are also in every case hopelessly deficient in other respects.

*Subjects of Instruction.*—My experience of schools in the North practically corroborates that acquired in the East last year, namely that the worst taught subject, and the one in which there is the greatest number of failures, is arithmetic. It is not my intention to again enter into detail, but I may say generally that the principal evils result from the almost universal use of strokes, dots and fingers for addition, &c. in the junior Standards, and to the neglect of mental processes in all Standards. Further I would add that brief methods are seldom aimed at, absurd reductions and needless long divisions being everywhere the rule; the treatment of fractions too is generally radically wrong, and I would impress upon teachers the necessity of familiarizing themselves with the methods of the most recent writers upon the subject. The excellent lectures at the Teachers' Vacation Course will do much good, but, unfortunately, not all teachers, who require help in this particular branch, are in a position to attend them. Of other subjects I must draw particular attention to spelling; this is also very weak and many more failures have resulted from it than one would suppose, especially as the dictation has always been given from the various reading books in use in the schools. With regard to singing it gives me great pleasure to report more satisfactorily on this subject than I did last year. In many schools the children sing very nicely from the tonic sol-fa notation, and in several others this notation will shortly be introduced;—the outlook is promising and on a future occasion I hope to be able to give statistics showing material progress.

*Drill.*—I regret that only a few schools as yet have introduced this very necessary subject; where it has been adopted satisfactory progress has been made. Musical Drill is the kind usually in vogue, and this I find thoroughly enjoyed by both pupils and teachers. If the teachers of any district could assemble at some school to see drilling well taught I think much good would result, and I hope on my next visit to Kimberley, as being a large centre, to have something of the sort attempted.

*Teachers.*—With regard to the supply of teachers so much was said and with marked unanimity in last year's reports that it seems almost useless to add anything thereto now, unless, if possible, to show progress. This, as yet, seems out of the question, as, with the large increase of schools, the supply of properly trained teachers is obviously not equal to the demand.

I have the honour to be,

Sir,

Your obedient Servant,

A. E. BRICE.

Capetown, 31st December, 1894.



## 5.—INSPECTOR CLARKE'S REPORT.

CIRCUIT.—(Queenstown, Cathcart, Fort Beaufort, Stockenstrom, Victoria East.)

SIR,—I have the honour to submit my general report on the districts embraced in my circuit for the year 1894.

During the 12 months 138 schools have been inspected—127 by myself, and 11, that I was unable to overtake, by deputy. No schools have been left uninspected except four farm schools that have only recently been put on the list of Government schools, and three others that were closed when I was in the neighbourhood.

With the present provision for education I must confess to a feeling of considerable disappointment on the whole, but with regard to the future prospects I see strong grounds for hopefulness, not so much in the better working of the present school system, as in the fact that there is almost everywhere manifested a keen desire to make use of whatever educational advantages are provided.

The wide conception of an Inspector's duties which you have invited us to take, and which the diminution of the size of the circuits renders easily possible, I have found cordially accepted by most school committees. There still lingers in the minds of a few Managers the idea that an Inspector's function is restricted to an annual visit to the school, and that any further interest which he seeks to take in the welfare of the school is an unwarrantable official interference that has only to be resented to disappear. These cases, however, are few, and the prevailing desire on the part of School Committees and Managers is to seek the aid of the Inspectors in all matters in which they regard his advice as likely to be of service to them. It is perhaps chiefly in regard to the opening of new schools that one notices a tendency occasionally on the part of some Managers to ignore the sanction of the Inspector, and to attempt to arrange such cases by direct communication with the Education Office. When the new relation between an Inspector and his circuit is fully understood and established, I look for a great advance, not merely in regard to the improvement of existing schools, but also in regard to the placing and management of new schools.

### SUPPLY OF SCHOOLS.

In the five divisions in my circuit 41 schools have been closed during the year, while 32 new schools have been opened and nine schools re-opened after being in abeyance for longer or shorter periods. This would seem to indicate no advance, and yet I consider substantial improvement has been made; several of the new schools are well situated and should be productive of good results, while several of those that have been closed had very little reason for their separate existence, and the children attending them can fortunately be provided for at other schools within reach. There are still several localities that are urgently in need of schools, while in others there is an excess in the number of schools that has no better reason for its existence than the convenience or whim of individual farmers; in one locality I found two farm schools within a few hundred yards of each other, one of which had been opened while the other was temporarily closed for want of a teacher. Such abuses of educational privileges will become impossible when Inspectors are able to have a comparatively minute acquaintance with each part of their circuit.

One rather prevalent misconception has to be noted with regret, namely, that arising from the name "Private Farm School," several farmers either refuse to admit children within easy distance to participate with their own in the advantages of Government-aided education, or decline to join hands with other farmers around in establishing a centrally situated school that would be of greater advantage to all concerned.

Many parents evidently regard a school of six or eight children as likely to be quite as good as one of six or eight and twenty, and if they can have this school at their door and make use of their governess as a domestic drudge, teaching sewing and giving music lessons in addition to her ordinary school work, they regard the provision of a paternal Government as a most excellent one. One parent explained to me that one of her reasons for desiring a grant for a farm school was that she did not wish her daughters to associate with the children at the village school about three miles off. It must be brought home to such people that Government aid is not given to encourage exclusiveness of this character.

This, however, is only one side of the picture. There are other cases where farmers are anxious to arrange that the benefits of aided education may be as widely diffused as possible. I might point to the school Roslyn in the Cathcart district as an almost ideal arrangement for a number of farms not far removed from each other. In several cases I have been successful in altering a farm school into a third class one which is open to all who choose to avail themselves of it.

One very serious evil in connection with many of the smaller schools is the extreme uncertainty of their duration. The teacher is found to be incompetent or unsuitable, or the manner of treatment of the teacher at the farm is such that no respectably bred lady-teacher could be expected to endure it—I have one very flagrant case in mind in the Fort Beaufort division—and the school closes. Frequently the closing of a school for a time is due simply to the fact that the managers are unacquainted with the best way of securing a new teacher. The new registry arrangements at the Education Office will do very much to lessen this defect.

### ENROLMENT AND ATTENDANCE.

The following tables will exhibit the progress made between the last quarter of 1893 and the third quarter of 1894:—

	On Roll.	Average attendance.	Percentage.
Queenstown.			
4th Quarter, 1893.....	1782	1356	76.0
3rd Quarter, 1894.....	1904	1472	77.3
Stockenstrom.			
4th Quarter, 1893.....	487	341	70.0
3rd Quarter, 1894.....	478	350	73.2
Victoria East.			
4th Quarter, 1893.....	1663	1213	72.9
3rd Quarter, 1894.....	1786	1357	75.9
Cathcart.			
4th Quarter, 1893.....	396	355	89.6
3rd Quarter, 1894.....	433	354	81.7
Fort Beaufort			
4th Quarter, 1893.....	1147	831	72.4
3rd Quarter, 1894.....	1156	887	76.7

From these figures it appears that with the exception of Stockenstrom there is an increase in the number on the roll, and with the exception of Cathcart an increase in the average attendance.

In seeking to ascertain what proportion of children are attending Government aided schools, I compared the number on the roll for the 3rd quarter of 1894 with the census returns of children between the ages of 5 and 15. This of course will not give anything like an accurate idea, but it is the nearest approximation one can make, and, excepting Victoria East and Fort Beaufort where the Lovedale and Healdtown pupils make the proportion of Native children bulk much too largely, the results are equally fair to all.

	Number attending Government-aided schools.	Percentage of total Children between 5 and 15.
Queenstown.		
White.....	684	38.3
Coloured.....	1220	11.4
Stockenstrom.		
White.....	242	50.9
Coloured.....	236	14.7
Victoria East.		
White.....	122	38.1
Coloured.....	1664	79.7*
Cathcart.		
White.....	275	45.1
Coloured.....	158	14.4
Fort Beaufort.		
White.....	262	31.5
Coloured.....	894	27.3*

\* If we allow 350 off for those above 15 at Lovedale and 150 at Healdtown, the percentages would come out 22.7 for Fort Beaufort, and 58.1 for Victoria East; but here again allowance must be made for an enlargement of Victoria East since the census of 1891.



After making allowance for those attending private schools, as in Queenstown, Fort Beaufort &c., and on the other for the fact that the numbers from 5 to 15 years of age by no means embrace all who are or might be attending school, one may very easily see from the above figures that there must still be a large percentage of children who are without the privileges of education.

*Indigent White Children.*—Although there are comparatively few poor schools in my circuit, still there are many cases where the children of very poor parents are received into farm schools without paying any fee. There are several localities where I feel it is necessary to open poor schools, but the difficulty of getting a suitable school-room has proved an insuperable obstacle. Another difficulty that is felt is providing suitable board and lodging for the teacher. At present the burden of providing a class room and accomodation for the teacher falls entirely upon the shoulders of one or two fairly well-to-do farmers, and one finds this responsibility too readily left to them by the parents of the bulk of the children who contribute absolutely nothing towards the maintenance of the school. It is a melancholy thing to note cases where men are too proud to earn money by doing an honest day's work for another man, but who are not too proud to write themselves down "indigent" and have their children educated at that other man's expense.

An educational survey such as was suggested in your report of last year, but which it is scarcely possible for the ordinary Inspector to overtake except in a very incomplete manner is urgently needed in the localities I have above alluded to.

*Inspection of Schools.*—Except in cases where the inspection of a farm school was very much overdue, or where notice was given of an intention to close the school at a very early date, and when therefore the employment of a substitute was unavoidable, I have experienced no difficulty in overtaking the mere inspection of all the schools in the circuit myself. I regard the employment of head masters and others for the inspection of schools as undesirable on three grounds, (1) because farmers themselves seem to attach more value to an inspection conducted by a Government official than by a local schoolmaster who is comparatively familiar to them, (2) because the Inspector himself misses thereby an opportunity of becoming acquainted with that particular part of his district, and (3) because the standard of inspection of such casual inspectors is by no means consistent with the uniformity of the ordinary test applied to other schools. I hope in future that the employment of a substitute will be very rare in my circuit, if not altogether unnecessary.

*Standards at Inspection.*—The following table gives the results in all schools in my circuit inspected during 1894:—

No. of Pupils Registered.	No. of Pupils Present.	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	Above St.
5554	4824	1592	853	841	737	437	142	35	187
Percentage of total present in different Standards.	Below St.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	Above St.	
	33.0	17.6	17.4	15.2	9.0	2.9	.7	3.8	

The great mass of those below standard are found in Mission Schools. As a result of the former requirements for Good Service Allowance, there was a tendency on the part of the teachers to strain after passes in Standards III and IV, and have comparatively neglected the majority of the school. I have tried to impress upon Native teachers the folly of such a course, and I am hopeful of finding next year a substantial decrease in the proportion below standard.

I have very seldom been able to pass pupils in farm schools in a higher standard than the Fourth. The Fifth has frequently been attempted, but in most cases either the teaching has been one-sided, or the teacher has been incompetent to teach up to, or properly to estimate the requirements for, any standard beyond the Fourth.

#### ANNUAL PROGRESS OF PUPILS.

Advancing a standard each year is an ideal that is fairly approximated to in some of the better public schools; I should wish to single out Adelaide Public School for special mention in this respect. In many mission schools there is far too large a proportion who fail to advance a standard each year, particularly in Standards III. and IV., where one sometimes finds a pupil only succeed in passing Standard III. after having previously passed Standard IV.

With inexperienced or ill-trained teachers, one sometimes finds pupils more than fit to pass a higher standard in some subjects while having made apparently no progress in others. I have noticed a tendency on the part of some Third Class Farm School teachers to disregard the ordinary grading of Readers, and have pupils reading No. 5 Reader, while unable to tell the capital of their own country.

The new arrangement of standards ought to make the annual advance from one standard to the next more easily and more uniformly possible.

#### SCHOOL CURRICULA.

*Elementary School Work.*—I have been surprised to find pupils who complied with the requirements of the 5th Standard wondrously destitute of general information, and ignorant of the world around them. Our plan of education hitherto has been too much one of mechanical book learning, and it is high time some improvement is made. The new standards are much more likely to stimulate thought and intelligence on the part of the children.

*Higher School Work.*—The 5th Standard stage having been passed the University Elementary Certificate is the prize most generally coveted, and much sound training has too frequently to be sacrificed for the sake of gratifying the ambition of the average parent. The mischief that is done to the cause of education by the trumpeting of local newspapers over passes in the Elementary is getting more and more serious. The prevailing desire is to strain after the certificate of some public examination, and the generality of parents seem to regard the time their children pass at school as unprofitable unless it is occupied in the attempt to "pass something." "What is he preparing for?" is a commoner question than "What is he studying?" Hence it is that science-teaching receives little or no attention in the majority of schools—it does not pay. As a result too of the absence of proper provision for University as distinct from school work, I find in at least one school an attempt being made to prepare a candidate for the Intermediate examination. It should be clearly understood that work of this kind does not fall within the sphere of the Public Schools.

*School Libraries.*—I am not aware of the existence of a school library within my circuit except at Lovedale. The lack of general information or indeed even of the knowledge of current events in very many schools is most deplorable—numbers of children seem never to see even a newspaper or an illustrated periodical. I should like to find some better attempts to stimulate a taste for reading. Those who do read always stand out prominently from their fellows, but they are few and far between.

#### SCHOOL BUILDINGS, FURNITURE, ETC.

*Public Schools.*—The First Class Schools are not well provided with buildings. In Queenstown, if the separation scheme is carried out, there will be ample provision for both boys and girls. A new school building is in contemplation for Adelaide, and at Fort Beaufort some partial repairs are going on. The Second and Third Class Schools are on the whole fairly well provided for—Whittlesea is a notable exception. In the newer buildings there is more evidence of plan and attention to conditions of health than in some of the older ones. In point of furniture and equipment there is less ground for complaint as a rule; in some Third Class Schools on farms such requisites as blackboards are sometimes wanting, but I have always found a readiness to procure anything that was suggested as lacking.

*Farm Schools.*—In most cases the rooms provided are not satisfactory—too frequently the schoolroom does duty for the teachers' bedroom as well. As a rule conditions of health are very little considered: it is no uncommon thing to find the school next door to the stable. Desks are unusual, and where found at all are generally of the roughest description. Blackboards are seldom provided, and in more than one instance I found the lid of a packing case, smoothed and blackened, made to do duty for the purpose. A great deal of this is due to the fact that the teachers themselves very often do not seem to be aware that this state of matters is unsatisfactory. I have generally found the farmers themselves anxious to remedy any such defects that are pointed out to them. There are several schools that I could mention as large, well-built, and suitably equipped, where the farmer has some respect for education, and some idea of what is essential to make school life pleasant and profitable. Some very suitable schoolrooms have been erected expressly for the purpose, and one or two others are in course of erection.

[G. 7—'95.]



*Mission Schools.*—The planning and construction of these rooms is too often left to the natives themselves, with the result that the schoolroom erected is a long narrow room most unsuitable for school purposes. The usual method of enlarging them is to lengthen them, which makes the evil still worse. Overcrowding is found in many of them. Some of the newer buildings are better in many respects, but the open iron roof makes school work in rainy or windy weather exceedingly difficult.

*New Loan Scheme.*—There is an increasing desire to take advantage of this scheme and I should like to see it applied not merely to schools already established, but, with proper safeguard of course, in localities where new schools ought to be established, and where the granting of such loan would give Government the controlling voice in deciding the site for the new school building.

#### SUBJECTS OF INSTRUCTION.

*Reading.*—This is scarcely ever good. The chief fault is the want of expression, and this is peculiarly noticeable in the case of country children. Besides the lack of expression and spirit, the matter of accent is one of serious moment, we are allowing in our schools a mutilated form of English to pass almost unchecked. It seems to be a blend of a variety of English dialects with the modification of the Scotch or Dutch accent superadded: the dropping of the 'h,' the sounding of 'night' as 'noight,' 'gently' as 'gentlee,' 'town' as 'tyown or taown,' 'there' as 'thay,' 'father' and 'garden' as 'fother' and 'gordon,' 'just now' as 'just nyow,' and the exaggeration of guttural and 'r' sounds are some examples of the prominent characteristics. It is difficult to deal with these faults as the teachers themselves are sometimes the most serious offenders, having had no opportunity of proper training and instruction in the subject.

In schools where Dutch reading is presented I find there is a tendency to adopt a high pitched monotone and also to follow the colloquial rather than the correct pronunciation.

In native schools Reading is more frequently than not a weak subject, and yet in the third and fourth Standards in some of these schools I have heard as fluent reading as in many white schools.

*Writing.*—In few schools is the subject systematically taught by means of the black-board. A line is written on the board for the children to copy as best they can, or copy-books are distributed to a class to work their pleasure with while the teacher is engaged in some other work. These remarks apply specially to Mission schools: in most of the public schools there is evidence of more systematic teaching and better grading of copy-books. It was in a Mission school, however, in the Kamastone District that I came across some of the most uniformly good writing that I have seen in any school. The general tendency, particularly in farm schools, is to allow the younger children to write too small a hand.

*Arithmetic.*—Purely mechanical work is fairly well done in most schools, but mental work in the majority of schools has received far too little attention. Some excellent results were produced in the upper classes at Adelaide and Queenstown Public Schools.

*Dictation and Spelling.*—In the majority of Public and Farm schools the appearance made is very fair: it is only in Mission schools where the medium of instruction is Kaffir that the results are really bad.

*Geography.*—Definitions are frequently learnt by rote without any attempt on the part of the teacher to make them comprehensible to the children. The teaching is in many cases lacking in practical interest, and is in some instances made to appear to the pupils so far outside their every-day life that I have several times found children who could not tell me the name of the country they lived in—I remember one girl hazarding "North America."

*History.*—The most usual mistake is to try to cover too much ground, with the result that the pupils' minds become confused. I have found in several schools the children studying Cape History from a small synopsis, useful certainly as a companion to a proper textbook, but ruinous to the pupils' notion of history if used alone. Some very sound work is done in this subject in some of the better public schools, and also in some farm schools.

*Grammar.*—There is no subject in which the results are so generally unsatisfactory. The processes of analysis and parsing in most schools are almost purely mechanical. If the subject is not taught in such a way as to stimulate the intelligence and reasoning of the children, it had much better be left alone. I attribute this weakness

to two chief causes—(1) the unsuitableness of the text book used, (2) the fact that very many of the teachers know too little of the subject themselves to be able to make it anything better than dry bones to the children. I should be disposed to recommend the disuse of text books altogether in junior classes if it were not for the incompetence of the average teacher. In Lovedale, and in some of the better public schools the system of teaching is excellent, and the results very satisfactory.

*Dutch.*—Dutch is taught as a specific subject in 11 schools in my circuit, but in very few cases is anything professed beyond a little Reading and Dictation. In one or two schools it is taught as a subject for the School Higher and Matriculation Examinations.

*French.*—It is taught in only six schools in my circuit, and then generally to a few candidates for public examinations. I found the best results in Queenstown High School.

*Latin.*—I have found the subject taught in 8 schools. As a rule only a very elementary knowledge is acquired, and even in a school like Queenstown the subject receives very little prominence and the results are very disappointing.

*Greek.*—This subject is not taught anywhere in my circuit.

*Science.*—With the exception of Lovedale, where there is a fair chemical laboratory, I have nowhere come across any other provision than the text book for the teaching of Science.

*Mathematics.*—Algebra and Euclid are taught in very few schools, and then almost exclusively to those preparing for the School Higher or Matriculation Examination. Some very sound work is done in Adelaide Public School.

*Sewing.*—Although some useful and excellent work is done in many schools, particularly Lovedale and Healdtown, yet the teaching is usually most unsystematic. There is also frequently a scarcity of material in Mission schools.

*Singing.*—In the majority of white schools the subject is not taught. In Mission schools, where it is generally professed, I have never been able to find that the children could pick up what they sang otherwise than by following the teacher's voice.

*Handiwork.*—I have found no provision for the teaching of boys' handiwork in any public or farm school. It is most desirable that an attempt be made to introduce some training in manual work in connection with every Mission school. In most cases, I fear, the practical difficulties are meanwhile too great, and moreover very few of the native teachers have themselves received sufficient training to be able to give instruction in the subject.

*Drill and Physical Exercises.*—In Queenstown High School and in Healdtown Native Institution I was very much pleased with what I saw: the instruction is systematic and most competent. In Alice Public School, also, military drill for the boys has recently been begun.

*School Games.*—The value of school games in the forming of character, and the opportunity which they give to the teacher of knowing his pupils more intimately and establishing fresh and wider relations with them are too often neglected and lost sight of. It is a common idea that the aims of education are restricted to what can be treated more or less after the manner of a school subject, and that in the matter of amusement the children are best left to follow their own will: we give a sober approbation to military drill for the boys and calisthenic exercises for the girls as an excellent means of physical development, and there too frequently we stop. In suggesting that teachers should endeavour to enter into and in some measure to direct the amusements and games of the children when they let themselves loose from the artificial schoolroom life, and shew another side of their character altogether, I do not for a moment propose to add to the already heavy enough burden of a teacher's responsibility. Such interest on the teacher's part, besides its value to the children, would go far to make his own work lighter and brighter. The teacher who would complain that such effort was a burden, has mistaken his vocation.

In my circuit I have found successful efforts in this direction in Queenstown High School, and Adelaide and Seymour Public Schools. In town schools particularly, even in mixed schools where the difficulties are much greater, the *esprit de corps* which is generated by school games has frequently an excellent influence, not merely during school life, but long after school days are over. In country schools well directed games are badly wanted, and I should like to see far more done than is done at present.



## TEACHERS.

*Qualifications.*—In classifying the white teachers in my circuit as 'Qualified' and 'Unqualified.' I have included under the head 'Qualified' those who possess a University degree or a Teacher's Certificate of some kind :—

Qualified.	Unqualified.	Total.
43	77	120

I do not regard this, however, as representing even approximately the proportion between those who have teaching capacity and those who have not. Among the 43 whom I have called 'Qualified' there are 9 graduates, 7 of whom are connected with Lovedale Institution alone, the other 2 being in public schools. I regret to say that I have found the Third Class Teachers' Certificate no guarantee that the holder of it could teach, or even possessed a competent amount of knowledge; in several instances I have been surprised to have presented to me utterly bad processes in arithmetic and methods in grammar for which teachers who called themselves 'Certificated' were to be held responsible. Such a state of matters cannot be possible when the candidates for this certificate are required as now to have gone through training and instruction under competent supervision. I have in my mind one or two instances in which a governess is retained at a country school until the daughter of the farmer has qualified under her hands for the Teacher's examination, when the services of the governess are dispensed with and those of the daughter substituted. Teachers who have obtained a certificate in this way cannot be regarded as competent.

While some of those as might be described as qualified are thus found to be by no means satisfactory, on the other hand several of those who possess no certificate or degree are very competent teachers and produce some excellent results; one of the very best teachers in my circuit possesses no certificate of any kind.

It is in the farm schools that I find the worst class of teacher as a rule. Many of the male teachers among them have proved failures in everything else they have tried and have turned to teaching as a last resort. What can we expect of the children entrusted to such guides either in learning or in character?

Among the Native Teachers the proportion between those who are certificated and those who are not much more nearly represents the proportion between those who are competent and those who are more or less incompetent. The numbers are :—

Certificated.	Uncertificated.	Total.
29	65	94

*Training.*—With the better arrangements that have been made and are still to be made at Lovedale and Healdtown Institutions for the training of teachers, I look for a distinct improvement being gradually found in the class of teachers produced for native work. Some steps should, I think, be taken, as in the case of the Normal Colleges, to ensure that those for whose training Government aid is given actually do betake themselves, for a time at any rate, to the work of teaching; at present many of them, and indeed some of the best, never become teachers at all, but are employed as interpreters, lawyers' clerks or assistants in stores. As in the case of white teachers, the emoluments offered to the native teacher are not sufficiently attractive.

The training of white teachers is a question of very serious moment. Some of the public schools afford good opportunities for the the training of pupil-teachers.—Queens-town High School for example is producing good results—but it appears impossible to recruit the ranks of the teachers in this way except to a small extent. What a great many teachers lack, even many who are certificated, is the knowledge of the working of a well managed school. That the teachers themselves appreciate this want is shewn by the eagerness with which they seem to avail themselves of the vacation lectures recently instituted. A few weeks' attendance at such lectures will be of immense benefit to the teacher who has already had some experience and is conscious of his shortcomings, but what appears to me to be needed is another Normal College in the Eastern Districts with a model school attached for the training of those who wish to enter the teaching profession.

## THE SCHOOL SYSTEM.

*Public Schools.*—The classification at present in force is not satisfactory. Fort Beaufort, for example, is ranked as a First Class School and yet the standard of work shewn at last inspection was little, if at all, above that of some Third Class Schools. The state of this school is probably chiefly due to the fact that its rank is a survival

from a period when the community was in a less demoralised condition with regard to the value put upon education. On the other hand Seymour Public School shews infinitely better work and yet it is ranked as a Second Class School. The curricula moreover which are laid down as necessary for certain classes of schools are frequently found to be unsuitable for the locality, and as a matter of fact are not carried out. The greatest fault of the system lies in the present arrangement of a Board of guarantors for each school. It is in the country districts, in the case of Third Class Schools, where the system seems often to break down utterly. The Board is sometimes a mere name, the teacher conducting all the correspondence and trying to get his salary together as best he can, and frequently failing as more than one has confessed to me. In some cases where I called for a record of meetings or a statement of accounts I found that there were no properly constituted meetings and no accounts. The only satisfactory solution I can see of these difficulties is to have a large central Board for each Division with powers of taxation for school purposes, and with the power of deciding, in concert with the Education Department, where schools are to be planted and of what character they are to be. Such an arrangement would destroy the mischief now caused by petty local and personal feeling, and would tend to give that permanence and stability to country schools which are so sadly wanting at present.

*Farm Schools.*—The character of these depends very much upon the farmer himself. In many cases the teacher is well treated, the school fairly furnished and equipped, and some evidence of satisfactory work produced. In others, however, and probably the majority, the teacher is incompetent and the general condition of matters unsatisfactory. The tendency of the term *Private Farm School*, as I said before, is to encourage a feeling of selfishness and exclusiveness. There are localities now, however, where farmers combine to have one common school, and I have tried in others, where the number would justify it, to convert a Farm School into a Third Class one. I fear that provision for the comfort of the teacher, which is doubly necessary in remote country districts, is often conspicuously absent. In fact any teacher in a delicate state of health should be exceedingly cautious in accepting a post in a farm school. It is this very fact which leads to uncertainty regarding the duration of a farm school and to that constant changing of teachers which is so disastrous to the progress of the children. Further, the appointment of some near relation of the farmer's as teacher, a thing by no means uncommon, is not likely to be a successful one, and I have found such an arrangement more than once break down owing to the failure of proper discipline.

*Mission Schools.*—These vary very much in management and efficiency. As a rule Mission Schools, which are close to the residence of the Missionary Superintendent, are the most satisfactory, but in many, that are situated in remote parts and are seldom visited, I have found considerable shortcomings. In many cases the local contribution promised to the teacher is only partly forthcoming. This forms one of the reasons why the work of teaching is not sufficiently attractive to some of the better qualified natives.

*Finance.*—The £ for £ principle, which forms the basis of our Public School system, works fairly well in most First and Second Class Schools, but I fear that in many Third Class Schools it is not fully carried out, and in some few instances is almost a dead letter.

I have endeavoured to reckon the average cost to Government of each pupil in the various classes of public and farm schools, and also the average number of pupils to each teacher. The result is as follows :—

	Average cost to Government, per head.	Average No. of pupils per teacher.
PUBLIC SCHOOLS :—		
1st Class .....	£3.4	27.6
2nd Class .....	£2.3 (nearly)	27.2
3rd Class .....	£1.8	25.5
All Classes .....	£2.4	26.5
FARM SCHOOLS.....	£2.5	7.8

In the case of the farm schools it is not so easy to arrive at the exact amount of Government aid, but I believe the different errors made probably balance each other and that the final result is not far out. It will be seen that in farm schools we are giving for what is generally an inferior education a larger amount of aid per head than is given in all public schools combined.



In the matter of fees and of reductions in fees there is much irregularity existing in the scales proposed by different Boards. I had occasion recently in connection with the scheme of separating the Boys' from the Girls' School in Queenstown to go into the question of their finances, and I discovered an extensive system of reductions and free scholarships which brought the average fee per pupil down to 22s. 6d. per quarter. Such a state of matters in a First Class School is unusual, and it is difficult to see how a Board could propose to maintain a strong staff on such terms.

In concluding I should direct attention to the two matters which seem to me of most pressing importance, viz. :—

- (1) Better provision for the training of teachers, both white and native.
- (2) The necessity for guarding against the multiplication of small schools, and for planting instead permanent Third Class Schools in suitable positions.

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

W. E. C. CLARKE.

Grahamstown, 7th January, 1895.

## 6.—INSPECTOR CRAWSHAW'S REPORT.

(Circuit :—Griqualand East (excluding Maclear), Elliotdale, Mqanduli, St. John's, Umtata.)

SIR.—I have the honour to submit my general report for 1894.

*Inspection Results.*—The number of schools inspected during the year and the results of inspection are as follows :—

Kind of School.	Schools.	Male Teachers.	Female Teachers.	Roll.	Present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Above Standard.	Total in Standards.
European . . . .	27	14	20	556	501	110	102	135	105	38	8	1	2	391
Native . . . . .	156	150	100	8441	7395	3826	1501	1321	611	126	6	..	4	3569

Besides these 7 European and 40 Native schools were also visited; of which about one-third have since received grants and will appear in the official list next year.

It is not possible exactly to compare the total results of this year's inspection with those of last year as the district inspected is not quite the same; but taking the twelve Magistracies common to the two districts we have the following results :—

Kind of School.	Year.	Schools.	Male Teachers.	Female Teachers.	Roll.	Present at Inspection.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Above Standard.	Total in Standards.	
European . . . . .	1893	19	9	15	348	323	68	68	91	58	31	4	3	..	255	
	1894	20	10	16	389	343	62	45	105	86	34	8	1	2	281	
	(per centages) .	1893	..	..	..	..	93	21	21	28	18	10	1	1	..	79
	1894	..	..	..	..	..	89	18	13	32	25	10	2	..	..	82
Native . . . . .	1893	109	100	64	6196	5460	2967	1033	886	484	85	2	..	..	32493	
	1894	118	111	78	6424	5668	2859	1194	1014	477	114	6	..	..	42809	
	(per centages) .	1893	..	..	..	..	88	55	19	16	9	1	..	..	45	
	1894	..	..	..	..	..	88	51	21	18	8	2	..	..	49	

It is thus seen that there is a small increase again this year in the number both of schools and scholars. The numbers and percentages of pupils below Standard are a little lower than last year, and of those in the Standards a little higher. This double improvement goes on very slowly but steadily year by year. In 1890 in this district there were only 5 European schools with 87 pupils on the roll and 42 in Standards. Last year seven Magistracies had no European school, this year three, Mount Ayliff, Mount Fletcher and Mqanduli; but the white population is very small, numbering according to the last census 366, with only 34 children of school-going age (*i.e.* between five and fifteen).

*Percentage at School.*—In the whole district 55 per cent. of the European children are on the roll of Government aided schools, and a considerable number are taught at home or sent away to boarding schools. Of the Native children 9 per cent. are on the roll and but very few are at private schools.

*Poor Schools.*—There are no poor schools in this district. The farmers are anxious to have their children educated, and though many are not well to do they meet the usual pound-for-pound requirement of the Department.

*School Buildings, &c.*—The gradual improvement in school buildings, furniture and equipment referred to in last year's report still goes on. By far the greater number of the schools, both European and Native, still, however, have mud floors, and the desk accommodation in Native schools is generally only sufficient for the higher classes. Books, slates and school materials are almost always well supplied.

*European Teachers.*—Of the total of 284 teachers in this district 42 are Europeans, 3 of these hold University degrees, 1 has matriculated, 4 hold the Privy Council Certificate, and 7 the Elementary Teachers' Certificate. The remaining 27 hold no certificate of general education and have had no professional training. All the teachers with University degrees are in schools in the larger towns, and nearly all the untrained teachers are on farms or in small village schools. Though not qualified to conduct a large school many show energy and ability in their work, and all have more than sufficient general education to enable them to teach a few children at least as far as Standard IV.

*Native Teachers.*—Of the 242 Native Teachers, 69 hold the Elementary Teachers' Certificate (7 of them with Honours), and 1 has passed the School Elementary Examination (several of the certificated teachers have also passed this examination), but their higher qualification only is noted), 81 have passed Standard V, 37 Standard IV, and 26 (chiefly men advanced in years or acting assistants) have not even reached so high; the remaining 28 teachers are merely sewing mistresses. At only 69 of the Native Teachers are certificated and there are 118 Native schools, it may be imagined that the assistants and so-called infant teachers are generally



untrained, often incompetent, and usually know very little English. With a few notable exceptions really well conducted infant classes are not met with, and this of course tells on the work all through the school, and is one main reason why the children in Standard III or even IV often know so little English. Often indeed English cannot be said to be "taught" in the Infant classes at all; the little children merely pick up a few words or phrases from their Reading books.

*Local contribution to Salary.*—In Native schools the local contribution promised towards the salary of the teacher is often very badly paid and sometimes is not paid at all. This is one of the chief reasons why so many of the very best teachers leave the service and accept other positions. The only remedy I can suggest is that the Headman be required to pay the amount promised into the Magistrate's office every quarter, and that the teacher receive the money from the Magistrate or his clerk. I may add that I only know one single instance where the Headman regularly pays the teacher on the very quarter day.

*Industrial Training.*—In the ordinary Native village school, beyond teaching the elder girls to sew, no attempt is made to give industrial training to the children. Let any one (to quote from a previous report) who knows the conditions and surroundings of native life consider the ordinary case of a day school with some forty to fifty boys and girls under a single teacher. Then let him think out a definite and detailed practical scheme for finding all these children (or even the elder half of them) some daily industrial training however simple. He will soon see how impossible is the task. In several instances at head mission centres with a resident European missionary a few picked boys work two or three hours a day in a joiner's or blacksmith's shop, or are taught masonwork, brickwork, or gardenwork; but at one place only, the Trappist Mission at Lourdes, is industrial training of all the scholars carried out systematically and on a large scale. There are there 144 pupils, all boarders, 72 boys and 72 girls, and all work five and a half hours a day. Of formal apprentices there are 49 under 16 European trade teachers; they are trained as carpenters, wagonmakers, blacksmiths, saddlers, shoemakers, masons, brickmakers, tailors and gardeners. All the rest, both boys and girls, work in the gardens and fields, or in making roads or drains, &c.; always under strict European supervision, one Trappist generally working with five or six pupils. Under all ordinary conditions, however, such a scheme is an unrealisable ideal; it may be admired but it cannot be imitated. The great difficulty in the way of all really thorough industrial training is its very great cost.

In conclusion I can only say as last year that there is a slow but steady improvement in nearly every part of the district.

I have the honour to be,

Sir,

Your obedient Servant,

C. J. CRAWSHAW.

Capetown, 18th January, 1895.

## 7.—INSPECTOR ELY'S REPORT.

(Circuit:—Peddie, Kingwilliamstown, and East London.)

SIR,—I have the honour to submit to you my report on the state of Education in my circuit for the year 1894.

*Supply of Schools.*—For the year ended 30th September, 1894, there was a net increase of 16 schools; the numbers being 144 in September, 1893, and 160 in September 1894. Between those two dates 22 schools were opened and 6 closed. Of the schools opened 3 are in Peddie, 12 in Kingwilliamstown, and 7 in East London. Of the schools closed 2 are small Kingwilliamstown Mission schools, which will in all probability be reopened shortly; 2 Third Class U. P. Schools in East London; and a Third Class U. P. School and a Private Farm School in Peddie. The causes of closure were:—In Kingwilliamstown, the small attendance, due to some extent to the opening of a rival school in their immediate neighbourhood; in East London, the proximity of a larger and more efficient school in one case, and the dissatisfaction of the parents with the teacher in the other; in Peddie, dissatisfaction with the teacher in the first case, and the death of the mistress of the farm in the second.

*Enrolment and Attendance.*—On the 30th September there were enrolled 9,539 children, while the average attendance was 7,008. Of those on the roll 2,826 were Europeans. There are about 600 more in private schools, so that out of the European population of school-going age of 4,751 we have 3,426 (approximately) receiving some kind of education. The details for the three divisions are:—

Divisions.	Children of School-going Age.	Children attending School.	Not accounted for.
Peddie .. .. .	440	say 240	200
Kingwilliamstown .. .. .	2427	„ 1769	658
East London .. .. .	1884	„ 1418	466
Tota .. .. .	4751	„ 3427	1324

*Leaving Standard.*—In October I addressed a circular to managers and teachers asking for information on the following points:—(a) The number of pupils who have left the school between the 30th September, 1893, and the 30th September, 1894; (b) their average age, and (c) the Standards attained on leaving. I received answers from 117 schools, and here tabulate the information supplied.

Class of School.	No. of Children who left between 30th Sept., 1893, and 30th Sept., '94.	Average Age.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI., Preliminary.	Standard VI., Final.	Above Standard.	
A. I .. .. .	6	326	114	56	32	40	62	61	44	11	4	16
A. II .. .. .	1	2	14	..	..	1	..	..	1	..	..	..
A. III .. .. .	13	125	13	24	25	28	23	15	7	3	..	..
P. F. .. .. .	6	15	15	..	1	5	2	6	1	..	..	..
White Mission .. .. .	7	391	10	107	57	60	70	72	21	..	..	4
Native Institutions .. .. .	4	153	14	53	20	22	34	12	7	..	..	5
Native Mission .. .. .	80	1729	13	807	282	261	237	142	..	..	..	..
Totals .. .. .	117	2741	13	1047	417	417	428	308	81	14	4	25

No doubt many of these will return to school at some time or other; but the fact remains that very few of those who have left have got beyond the fourth Standard. The reason for such a result is not far to seek. In all schools, excepting the best, one hears the same complaint: "The attendance is very irregular." In mission schools for white children and in native mission schools this irregularity assumes alarming proportions. I submit an analysis of the registers of two of the largest mission schools for whites in my circuit—the Convents at East London and Kingwilliamstown.

### EAST LONDON.

#### Boys absent.

Quarter.	1-10 days.	10-20 days.	20-30 days.	30-40 days.	40-50 days.
July—Sept., 1894 .. .. .	77	25	5	4	..
Oct., .. .. .	82	17	1	..	..

[G. 7—'95.]



## EAST LONDON—Continued.

## Girls absent.

Quarter.	1-10 days.	10-20 days.	20-30 days.	30-40 days.	40-50 days.
July—Sept., 1894 ..	99	19	11	7	..
Oct., „ ..	119	19	..	..	..

## KINGWILLIAMSTOWN.

## Boys absent.

Quarter.	1-10 days.	10-20 days.	20-30 days.	30-40 days.	40-50 days.
July—Sept., 1894 ..	28	5	..	4	..
Oct., „ ..	35	3	1	..	..

## Girls absent.

Quarter.	1-10 days.	10-20 days.	20-30 days.	30-40 days.	40-50 days.
July—Sept., 1894 ..	35	8	8	6	2
Oct., „ ..	51	7	2	5	5

A similar state of things prevails in some of the public schools in the smaller villages. On one of these I find that I reported in August last:—"It is hopeless to expect work in the higher Standards while the attendance is so wretchedly irregular. One of the pupils presented for Standard IV had been absent 14 days during the current quarter, while others had been absent 13, 15, 16, 17, 18 and 24 days. Others again whose names are still on the list had not been present a single day." Making every allowance for sickness, which has been more or less prevalent throughout the year, we find ourselves face to face with a state of things which calls for very serious consideration. Compulsion seems to be the only remedy, and I think that a modified system might be tried. A certain amount of dissatisfaction must be expected, as it will press hardly on a certain class of parents to be compelled to send their children to school when their services are needed at home; but the temporary inconvenience to the parents will be more than counterbalanced by the permanent gain to the children.

*Classification under Standards at Inspection.*—During the year just ended 158 schools have been inspected with 8,499 scholars on the roll, and an attendance at inspection of 6,662. These have been classified as follows:—

Registered.	Present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI P.	Standard VI F.	Above Standard.
8499	6662	2769	1119	1174	902	406	173	44	..	75
Percentage	100	41.5	16.8	17.6	13.5	6.09	2.5	.6	..	1.1

*Progress.*—Of the 6,149 pupils present at inspection in 1893, 3,517 were present in 1894. Of these 1,841 went up a Standard, 1,641 remained where they were and 35 went down. But of the 158 schools inspected in 1894 only 26 had a full year between one inspection and the other. In them 977 of those present in 1893 were also present in 1894; 702 went up a Standard, 267 remained stationary, and 8 went down. The Native Mission Schools undoubtedly keep down the percentage of upward passes. Children are kept back not only by the irregularity of their attendance but also by the senseless way in which English is taught.

*School Buildings.*—At Fort Peddie the schoolroom has been completed. At East London East a small sum has been spent on alterations and improvements in the 1st Class Public School buildings, but much is still required. The buildings on the West Bank also need a good deal of attention. Good schoolrooms have been put up at Lily Vale, Lily Fontein, Lower Kwelegha and Blue Water. At King William's Town the German-English Branch of Dale College has moved into its new quarters, and extensive alterations and improvements have been effected both at the College itself and at the English Branch School. In connection with the College, also, a new block of building has been erected which will be ready for use when the next term begins.

*Subjects of Instruction. Classics and Mathematics.*—Some very good work was produced in the 1st Class School at East London East, at Dale College, and in the Girls' Collegiate School at King William's Town.

*Arithmetic.*—In the better schools shorter methods are being adopted, and the pupils are constantly exercised in mental arithmetic; but it will be some time before any rapidity in working questions mentally will be acquired.

*English Teaching in Native Mission Schools.*—This in most cases is as bad as it can be. Children are taught to read a book and, perhaps, also to understand it, and that is all. The instruction is of no practical value, as teachers for the most part carry on all the work of the school in Kafir.

*Singing.*—Some interest is being taken in this subject. The Rev. C. Taberer, who holds the Intermediate Certificate, has given teachers in schools under his supervision a thorough drilling in it.

*Sewing.*—Sewing according to standards has been introduced into the European Schools.

*Drawing.*—Some of the drawing shown me was very fair; a good deal of the map drawing excellent. At the Girls' Collegiate School, King William's Town, there is a class of "old pupils" who come in to take lessons in painting and sketching from nature.

*Handiwork.*—At the Dale College 47 boys were learning carpentry, 40 of these had been taught geometrical drawing, and 16 drawing to scale. The managers intend to provide a suitable building for the class. I should be glad if managers of other public schools would follow this good example and encourage boys to take a branch of work so eminently useful in a country like our own, when a man may at any time be called upon to use his hands.

F. HOWE ELY,  
Deputy Inspector of Schools.

Queenstown, 5th January, 1895.

## 8.—INSPECTOR FRASER'S REPORT.

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

SIR,—I have much pleasure in submitting my report for the year 1894. It is always gratifying to note progress, and the past year has been one of marked progress in my Circuit. This I state all the more readily that there is still much to be done. In a report of this kind the salient points on which an Inspector is apt to dwell are those deficiencies and faults which require to be attended to and remedied. While I shall endeavour in what follows to point these out faithfully, I feel bound also to acknowledge at the outset that much good work has been done and is being done: that general interest in educational work has been largely excited; that most of the teachers have been stirred up to an intelligent appreciation of the value of the work in which they are engaged, while many of them deserve admiration and respect for their conscientious discharge of duty in circumstances, always trying, sometimes painful.



## I. SUPPLY OF SCHOOLS.

In every division of my Circuit new schools have been opened. The new method of giving all the schools of every class in a Circuit to one Inspector has worked well. The Inspector is brought into direct communication with the inhabitants of outlying and secluded districts. The people thus hear of what is being done by the Education Department, and their interest in schools is awakened or increased. Not a few of the new schools have been opened on direct application by myself. A number have been opened owing to the labours of ministers of various denominations. In remote localities the bulk of the work has been done by the ministers of the Dutch Reformed Church, who have always willingly rendered me every assistance in their power.

*Closing of Schools.*—Schools are closed far too readily. One school, opened this year, was closed in a few weeks' time. It is impossible to know the exact number closed during the year, for a teacher leaving school often neglects to send the Quarterly Return. When I see in the Quarterly Abstract, that a school has made "No Returns," I begin to think that the school is closed.

The closing of farm schools is sometimes due to the fact that the children have grown up, and that one or more are being sent to a boarding school. The number of pupils is thus reduced below five, the *minimum* for a grant, and the school is either closed or carried on without Government aid.

In Third Class Schools it frequently happens that the managers are not all equally interested in the school's welfare or existence, and the slightest hitch or difference of opinion may bring about the closing of the school.

## II. ENROLMENT AND ATTENDANCE.

There has been an increase in the number of pupils registered. Steadily, quarter by quarter, this increase has been maintained. In six months, the number of pupils registered has increased by 355.

*Attendance.*—I cannot consider the attendance satisfactory when I find that the last Quarterly Abstract shows an average attendance of 6,003 out of an enrolment of 8,185, or an average of 73 per cent. This state of things is largely due to the Native Mission Schools. To quote an example, some weeks ago I visited a school on a Station where it is one of the conditions of residence that children are to be sent to the Day School and Sunday School, and I found that the Natives fulfilled their part of the agreement as follows:—In a particular period of six weeks, the boys made 1,091 attendances out of a possible 1,680; the girls made 870 out of a possible 1,240, or 65 and 70 per cent., respectively. In another Mission School for Natives in a small township, I found that out of a possible attendance of 3,840, the boys had made 2,152 or 56 per cent., and that the girls had made 1,909 attendances out of a possible 3,100 or 61 per cent. An examination of the register showed that no name had been kept on it beyond the proper time. One girl had made 5 attendances during the first week of the quarter, was absent the next two weeks, made 1 attendance on each of the next two, was absent the sixth week, made 1 attendance on each of the next two weeks, and was absent on the 9th and 10th week. No teacher can obtain good results where such irregularity prevails; and the Inspector is inclined to ask what is the value of the Missionary Superintendence when such a condition of things can be possible.

As an indication that the irregularity of attendance in Native schools is excessive, we may compare Native Mission schools, not with Public schools where we might expect a better attendance, but with Mission schools for European children. In Port Elizabeth, there are five schools of this class for Europeans, and the same number for Natives. In the European schools with an enrolment of 450, there is an average attendance of 365, or over 80 per cent.; in the schools for Natives there is an average attendance of 414 out of an enrolment of 649, or under 64 per cent.

## III. INDIGENT WHITE CHILDREN.

A number of "Poor" schools have been opened for the children of indigent Whites. There is room for many more. Several parts of the Uitenhage Division, particularly along the base of the Winterhoek, are badly provided with schools. The apathy and indifference of the parents must be seen to be believed. They have lived without education themselves, and they cannot see why their children should go to schools. If they do send them to school, they expect the children to learn in six months all that they will require for after life. It would be amusing, if it were not painful, to hear how these people expect their children to pass Standards IV or V after a few months' schooling. The explanation is that these Standards are, to them, mere names conveying little or no meaning.

## IV. INSPECTION.

Every school in my Circuit, that has continued throughout the year, has been inspected. In all 164 schools, have been inspected in 1894. In these schools, there were 271 teachers, 7,441 pupils on the roll on the day of inspection, and 6,613 present at inspection. The percentages in the various Standards were, as under:

B.S.	I	II	III	IV	V	VI	Above Standard.
39.	17.	15.	14.	9.	4.	1.	1.

## V. DISTRIBUTION OF PUPILS INTO STANDARDS.

*Leaving Standards.*—There is very great difficulty in obtaining trustworthy statistics on the leaving Standards and ages of pupils. Some schools keep only the Class Register, and when all the Registers are kept, it is not always possible to get the required information. Children are often removed without notice; and where a quarter's notice is required, a parent will send formal notice that his child is leaving school at the end of the quarter, but he seldom troubles himself to give any reason for the removal. The teacher is thus unable to say whether the child is going to another school.

The information supplied to me, is for the First Class Schools, accurate and full; for the Third Class Schools I have sufficient statistics to furnish a near approximation to the truth. The statistics supplied by Second Class Schools and European Mission Schools, are not, to my mind, satisfactory. I hope that, next year, when teachers come to know exactly what information is asked from them, I may be able to give reliable statistics from all classes of schools.

I give, below, the only statistics, that can be depended upon, as correct or approximately so for the leaving Standard, and average age of the pupils in each Standard.

## AI. SCHOOLS.

	B.S.	I.	II.	III.	IV.	V.	VI.	Above Standard.
Percentage	.. ..	.. ..	.. ..	7.8	12.8	30.7	33.3	15.4
Average age	.. ..	.. ..	.. ..	14	14	14 $\frac{3}{4}$	15 $\frac{1}{2}$	16 $\frac{1}{3}$

## AIII. SCHOOLS.

	B.S.	I.	II.	III.	IV.	V.	
Percentage	..	10.6	23.7	29	21.3	13	2.4
Average age	..	9 $\frac{1}{4}$	10	10 $\frac{3}{4}$	12	13 $\frac{1}{3}$	14

The difference in the ages of pupils in III, IV and V is explained by the fact that a number of backward pupils are sent from the country to First Class Schools, and, as many of them leave before proceeding far with their studies, the average age for the lower Standards is increased.

## VI. ANNUAL PROGRESS OF PUPILS.

It is very difficult to estimate the annual progress. A large part of our population is fluctuating and migratory, and children go from school to school almost at will. At the close of an inspection lately the teacher asked me how the children had done, and if I was satisfied. My answer was that she had done good work for me before, and I must take her on trust this time, as out of 25 children only 8 had been at the previous inspection. In the public school of the same village, of 68 on the books 26 had been at the former inspection, and in the Mission School (Natives) 25 had been present out of 48 on the roll. This state of things is too prevalent. In towns there is no excuse for schools, whose limit is Standard III or IV, keeping children for two, three or more years in these Standards. I have determined to note these cases and put a stop to them if possible.

## VII. SCHOOL BUILDINGS, FURNITURE, &amp;c.

As a rule, in the larger towns, the school buildings are fairly suited to their purpose; in some instances they are well designed and admirably fitted. There is still much to be done, however. Every school should have ample accommodation for its pupils, should be well fitted internally, with good light and ventilation, and if possible should have a playground with simple gymnastic appliances. We are far from this as yet.



It is in the country, and especially on farms, that we find wretched and unsuitable buildings. Any odd room or outhouse, that can be conveniently spared is thought good enough for a schoolroom. In one case, I found that the schoolroom was also used as the teacher's bedroom. His bed and belongings occupied quite one-third of the available space. The room was narrow, scarcely six feet broad. What should have been a wall was a mere partition; and the noise and smell from the other side of the partition showed clearly that the schoolroom had been divided off from the stable. Another school is held in an out building. It is difficult to tell, by examination of it, whether this outbuilding is a schoolroom or a cart house. It is, in fact used for both purposes. The school furniture consisting of 1 chair, 2 forms, 1 table, 1 trestle, 3 maps, 1 alphabet card. In addition to this the room contains 1 cart and harness, 1 large box, 1 wagon tent, 1 plough, 3 spades, 2 assegais, and a miscellaneous collection of hammers, pickaxes, paraffine tins, old cases, iron pots, shoe-lasts, barrel, water vatje, &c.

This will soon give way to better arrangements. Already a movement has commenced for better accommodation and surroundings. With proper encouragement much may be done to bring in improvements.

*Laboratories.*—Good laboratories have been provided at the Grey Institute, Port Elizabeth, and the Riebeeck College, Uitenhage. That at the Grey Institute is very complete, with gas and water laid on for each student.

#### VIII. SUBJECTS OF INSTRUCTION.

*Reading.*—There is no attention paid to style and expression, except in a few of the very best schools.

*Writing.*—Girls write better than boys. Writing on slates is much better than that on paper. Too little attention is given to the teaching of handwriting. Usually, the children are set to write, without supervision, while the teacher is busy with another class. I was favourably impressed by the attention given to this subject in Standards IV, V and VI of the Grahamstown Public School.

*Dictation.*—This is generally good, in many cases exceptionally good. This arises, no doubt, from the fact that the dictation is given from the book read in the class. I am confident that, in Native Schools, the children spell by the eye, from the remembrance of what they have seen. It is quite impossible that any one could spell from the reading of the Native teacher.

*Arithmetic.*—This is the worst taught subject of all. I almost despair of getting rid of fingering. Worse than fingering is the mechanical making of strokes on the slate, to the value of the figures given, and then adding or subtracting the strokes. These strokes are also used for purposes of division. If a child has to divide 39 by 8, he will make 39 strokes, then count them off in parcels of 8 and find his quotient and remainder. In the more advanced parts of the subject, decimal fractions seem to be dreaded. Fractions of this class are for the most part changed to the vulgar notation before the arithmetical operations are commenced. This sort of thing is not confined to one class of school under teachers with a particular training. I have found the proper method of treating decimal fractions taught in farm schools, when the First Class school of the same division was using the other and objectionable method. There can be no intelligent teaching of arithmetic in schools where boys ask the Inspector "What rule is that?" or where a pupil does not know whether his answer represents miles, hundred weights or shillings, or where the majority of the pupils in a class give *nothing* as the answer to an exercise in multiplication of fractions where the product of the numerators is equal to the product of the denominators.

*Mathematics.*—Geometry is generally weak. The bookwork is fairly done, but riders, except the very simplest, are seldom attempted. The terms used are not properly understood. If asked "What is the converse of a proposition," a boy will generally answer "the opposite of it." Algebra is better understood. I have had some really good work from boys and girls.

*Latin.*—This subject is taught in some schools where it should not be attempted. Even in the best of the First Class Schools re-translation is very weak. Indications of improvement are abundant, and I expect to note marked progress at next inspection.

*Greek.*—This subject is practically given up in my Circuit.

*Singing.*—Many schools in Port Elizabeth and Grahamstown teach the tonic sol-fa system with very fair results. Many Native teachers profess to teach on this system, with a great array of sol-fa symbols on the blackboard; their teaching, however, is by ear only.

*Sewing.*—The introduction of this subject caused some consternation. The girls, in one school in Port Elizabeth asked their teacher what was meant by "darning." It was their custom to wear stockings as long as they kept together, and then to throw them away. I expect to see great improvement in the year to come.

*Handiwork.*—A carpentry class has been carried on in Grahamstown Public School for many years. The pupils of the Native Institution, in the same city, are acknowledged on all hands to be excellent workmen.

*Drawing.*—A few schools in the country take up this subject, and, where the teacher has a taste for it, some passable work is done. The Art School at Port Elizabeth does good work in the training of pupil-teachers, and among the Aided Schools in Port Elizabeth and Uitenhage. The Grahamstown Art School does its work chiefly in the private schools of the city. This work is not seen by me; but the work I saw at the Art School was of a very high class.

*Composition.*—Whether judged by the general work done in written papers or by the essays set in Standards V and VI, composition is very unsatisfactory. The pupils in the Grahamstown Public School did for me really excellent work. The ease, the freedom and the flow of language, the sequence and variety of the sentences, and the compactness in the general structure of the essays, showed careful training.

*Kindergarten.*—In most Infant Schools and Infant Departments a little kindergarten work is done. The Kindergarten at the Riebeeck College, Uitenhage, is well equipped and most efficiently conducted.

#### IX. TEACHERS.

The teachers in this Circuit are of widely different training and upbringing. Here we have the graduate of a British University, and a few yards off a teacher who would find it difficult to pass Standard V. In one school we have a trained school-master, acquainted with all the mysteries and intricacies of the art of teaching, and holding the parchment certificate of the Privy Council. Not far off from him is one who knows nothing of the theory or practice of teaching, and who thinks that any one can teach whatever he knows. A teacher if this stamp will argue that it is quite easy to teach Geography or History. He says that all that is needed is to keep a page ahead of the class.

In this matter of teachers we are advancing. There are among us a number of earnest-minded men and women who have taken to teaching as their life's work. They spare no pains to equip themselves for the work before them, and do not consider that their education is finished when they have passed their examinations, and secured their degree or certificate. The number of such teachers is increasing. I see in their hands "The Teachers' Aid" or "The Practical Teacher." In higher class schools I note teachers who read Herbert Spencer or Bain on Education, Scully's Psychology, and various works on Pedagogy. These are valuable indications of the trend of thought among our teachers.

Here, perhaps, I may be pardoned for paying a passing tribute to one of the ablest teachers in my circuit, Mr. J. B. Angus, M.A., of Grahamstown, who died a few days ago. He was an earnest, enthusiastic and painstaking teacher. It was beautiful to see his trust and confidence in his boys, and their admiration and reverence for him. May his mantle fall on many like minded.

*Vacation Lectures to Teachers.*—This new departure in our educational system has been productive of great good. With special pleasure did I note at Grahamstown that nearly one-half of the class was composed of teachers from my circuit. Many of these teachers had never seen good teaching till they went to the class. There they received not only training but stimulus.

*Pupil-Teachers.*—The new regulations for pupil-teachers are bound to lead to greater efficiency. At the same time the salary offered, especially in the case of boys, is not sufficient to secure a supply of promising candidates.



Some stringent rule must be enforced that candidates, at their admission, are up to the required standard. I remember an instance in which two candidates were apprenticed in a school on receipt from the teacher of a private school that they had attended her school and could pass Standard IV. The teacher of the school in which they served afterwards complained that she had reason to doubt their ability to pass that Standard.

The work done by pupil-teachers before me has, this year, been judged very leniently. Better work will be expected as teachers come to be more acquainted with the requirements of the Syllabus. The passages for repetition are generally well committed to memory, but the meanings and allusions are not well understood. If these passages had been well understood, no candidate would say, as has been said to me, that "accoutrements" meant "courtship," and that "Lupercal" was a "river." The principles of handwriting seem to be taught to most pupil-teachers, but I have found cases in which the candidates had no idea that there were any recognised rules for heights, distances and joinings.

*Object Lessons.*—These prove to be a great stumbling block. The "Notes of Lessons" are drawn up too rigidly on one model. It is quite refreshing to find a candidate who will leave the book and strike out a plan for herself. The true end and aim or an Object Lesson in quickening intelligence, developing the reason, and cultivating the power of observation, is seldom or never thought of. The one desire of the candidates seems to be, by interrogation and lecturing to get, as speedily as may be, through the amount of matter in the notes which she has handed in.

*Kindergarten, Games and Physical Exercises.*—These are generally well executed. At times a candidate shows great smartness and considerable musical power. Too little effort is put forth to correct mistakes. A child or two may march out of step for a long time without being corrected.

#### X. THE SCHOOL SYSTEM.

*Public Schools.*—As a rule the classification and organisation in these schools is satisfactory. This is pre-eminently the case in the largest schools, where each class has a separate teacher. I have great sympathy with the teachers in the smaller schools where one person has to overtake the work of the whole school. In some places increased efficiency could be obtained by combining two small schools, so as to make one moderately sized school. There would then be two teachers for the same number of classes as one had formerly to manage. The system of keeping up two small schools, one for boys the other for girls, where one mixed school could do the whole work, leads to waste of educational power and machinery.

*Farm Schools.*—In no class of schools is there greater variety in the attainments of the pupils, the capabilities of the teachers, or the general character of the work than in these schools. Discipline is largely interfered with by the fact that the children are at home while the teacher is a stranger. I have myself had to check a forward child and say to her, "I shall not allow you to address your teacher in that fashion in my presence." Great advance, however, has been made in farm schools within the last year or two. In one school on a farm a young girl of 15 read an ordinary French classic. In another the Physical Geography of Standard V was well understood. In a third the Mental Arithmetic of Standard IV was done as well as in any public school in my Circuit. While these signs of progress are gladly noticed we must not forget that much remains to be done before the great body of farm schools can be considered satisfactory.

*Mission Schools.*—In towns Mission Schools for Europeans are in the hands of religious bodies, often of brotherhoods or sisterhoods. The furniture, equipment and educational work of these schools will bear comparison with those of the Third Class Schools, being often much superior. Mission Schools for Natives are, in a few cases, well equipped and fairly efficient. Too often they are poorly equipped and do unsatisfactory work. The meagre salary offered is not a living wage even for a Native, and the teacher appointed often knows nothing of school-keeping. When asked for his Time-table he says that none has been sent to him, meaning that the Department has not provided him with one. Sometimes a Time-table is posted, but an examination of it shows that it is unsuited to the circumstances of the school. One of the large religious bodies prepares a Time-table for its Mission Schools, which the teachers seem unable to modify to suit their own circumstances. A few weeks ago I found posted one of these Time-tables for a school with Master, Mistress and Monitor. "Who is your Monitor?" I asked. I found there was none, and yet the Time-table showed

a school divided into three parts, with regular work for a Monitor. Proceeding, I asked "How many learn Grammar?" "Oh!" said the teacher, "I have no Standard IV this year." For all this, a time for Grammar was marked on the Time-table, which, for all practical purposes was of no account in this particular school.

In another school, a few weeks ago, I took the teacher to examine the Time-table. There were 46 pupils divided into 6 classes, and all the time allowed for "Reading" was 25 minutes per day. I found afterwards that there had been no Time-table in the school till the morning of the inspection. Some friend had warned the teacher that the Time-table was the first thing that the Inspector would look for, and he made one. It was well that he discovered that such a production would not do.

#### XI. PRIVATE SCHOOLS.

Last year I made reference to the large number of private schools in towns and villages. I have this year made an educational census of Grahamstown, and give the particulars below.

Number of Private Schools.	..	..	..	..	25
Number of Teachers	Male	..	32	Total	..
	Female	..	58		
Number of Pupils.	Boys	..	451	Total	..
	Girls	..	547		
Number of Day Scholars.	Boys	..	307	Total	..
	Girls	..	416		
Number of Boarders.	Boys	..	144	Total	..
	Girls	..	131		
No. of Day Scholars who come from a distance.	Boys	..	45	Total	..
	Girls	..	29		

Of these private schools 7 prepare their pupils for Matriculation, while 2 or three others make the Elementary Examination their goal.

It will be seen that the number of Grahamstown children in the unaided schools of the city is 639. The number in the aided schools is 729, giving a total of 1,368 European children at school. As the European population of Graham's Town, at the census of 1891, was 6,297, we may conclude that the city is not only a great educational centre, but that its inhabitants are aware of the value of education for their own children.

I have the honour to be,

Sir,

Your obedient Servant,

D. D. FRASER,  
Deputy-Inspector of Schools.

Port Elizabeth, 29th December, 1894.

#### 9.—INSPECTOR MILNE'S REPORT.

(CIRCUIT—Albert, Aliwal North, Barkly East, Cradock, Glen Grey, Herschel, Tarka and Wodehouse.

SIR,—I have the honour to submit to you the following general report for the year 1894:—

*Supply of Schools.*—The number of schools in the circuit varies very much from time to time on account of the opening of new schools at all times and the closing of others. 163 schools have been inspected. During the year, 46 new Schools have been opened and 20 closed, leaving a gain of 26. The new schools are made up as follows:—

AIII—chiefly on farms	..	..	..	..	10
Private Farm Schools	..	..	..	..	26
Poor Schools	..	..	..	..	4
Mission Schools	..	..	..	..	6



Still not one division is by any means adequately supplied, though there are a few small areas fairly well provided. There is much difficulty experienced in providing permanent schools in the country districts. Frequently the clergyman or an enterprising farmer establishes a school and labours hard to keep it going, but after a time gives up owing to the apathy and indifference of those he is specially seeking to benefit. An inspector sees several cases of this in a year's time. Even the Poor Schools are not taken advantage of by some who live quite near. Nothing short of some sort of compulsion will get over these difficulties, though a diminished grant for the first year or two, or only part paid till the school has been two years in existence, might lengthen the lives of some of the Farm Schools. However, a gain of 26 schools during the year is distinctly encouraging, as also is the fact that the number of pupils has largely increased. The increase on the roll is 10 per cent.; but the increase in the average attendance does not keep pace, as it is but 6 per cent. The greatest increases are in the districts of Aliwal North, Tarka and Barkly East. There is no increase in places where there are poor children so widely scattered that little can be done for them, as they are too few in number to warrant the establishing of a Poor School. Some farmers help by taking poor children into their private schools, but this is not a common occurrence. The difficulty seems to be solving itself in part, as there is a distinct migration of this class into the towns, and the children are then able to attend the Poor Schools.

*Leaving Standards.*—In Public Schools the average Leaving Standard for the year is midway between Standards II and III. In A 1 Public Schools it is nearer Standard IV than III.

In Public Schools there left during the year:—

Below Standard	..	..	..	..	..	17.7	per cent.
In Standard I	..	..	..	..	..	14.9	..
.. .. II	..	..	..	..	..	16.3	..
.. .. III	..	..	..	..	..	15.6	..
.. .. IV	..	..	..	..	..	14.9	..
.. .. V	..	..	..	..	..	14.2	..
Above Standard V	..	..	..	..	..	6.4	..

The average leaving age is 13 years and yet as already stated the average leaving Standard is only between Standards II and III.

*Standards of Pupils at Inspection.*—In schools for white children there were present at inspection 2,210 pupils, of whom there were:—

Below Standard	..	..	..	..	..	24	per cent.
In Standard I	..	..	..	..	..	16.6	..
.. .. II	..	..	..	..	..	19.4	..
.. .. III	..	..	..	..	..	18.3	..
.. .. IV	..	..	..	..	..	12.9	..
.. .. V	..	..	..	..	..	4.9	..
.. .. VI	..	..	..	..	..	2.1	..
Above Standard	..	..	..	..	..	1.6	..

In Schools for coloured children there were present 2,736 pupils of whom there were:—

Below Standard	..	..	..	..	..	49.5	per cent.
Above Standard II	..	..	..	..	..	16	..

In these latter schools *progress is being made*, as more pupils are getting into the higher Standards. This year 433 passed Standard III, or a higher Standard, compare with 280 who did so last year. In the Public Schools the average age for the Standards is still too high, but one hopeful point is that the average age for those still at school is one year lower in each Standard than for those who left school. The average ages for those still at school are:—Above Standard, 15 years; Standard VI, 14 years; Standard V, 13½ years; Standard IV, 12 years; Standard III, 11 years; Standard II, 10 years; and Standard I, 7 years.

*New Standards.*—In a few schools in my district the pupils were presented in the new Standards. The results were such as to indicate that the new Standards will work smoothly. In a First Class Public School the results were excellent showing that in well organised schools there should be no difficulty whatever in carrying out the Standards in full. The new work was very well done, and the sewing requirements were met with less than two hours' work per week.

*School Buildings.*—Considerable activity has been displayed in improvements. The committee at Tarkastad has erected substantial and well finished buildings designed for school purposes. Other three committees have made considerable additions to their schoolrooms. No school has yet acquired a laboratory, but two have begun manual work though not in very satisfactory buildings.

*Libraries.*—Libraries are being acquired in nearly all the better schools. These are not so well patronised as they should be and probably will be soon, for one notices on looking over the lists of readers that two or three pupils have taken out as many as all the others together.

*Furniture.*—In a few of the First Class Public Schools the furniture is still of the clumsiest pattern, the desks and blackboards are unwieldy and tend against the general efficiency of the school.

*Subjects of Instruction.*—There has been an improvement in the management of Infant Departments in First Class Public Schools. In Burghersdorp School this department is excellently conducted and is having an outside influence. In the large majority of the Second Class and Third Class Schools, however, not much is yet done in the way of making the work pleasant for the children. The remarks made in my last report as to the character of the teaching still apply to most of the subjects. Writing is inexcusably bad in very many schools, and this is invariably found where no use has been made of the blackboard for demonstration, and where the pupils have been left practically to themselves and their copy books. Drawing is much improved, but by no means yet what it should be. Singing is in advance of last year. Modulator practice is quite common now, and the elementary theory of music is taught in many schools. Sewing is more systematically taught and with better results. Physical exercises are now well taught in a number of schools. The increased activity in the teaching of Singing, Sewing, and Physical exercises is in many cases traceable to the Vacation Courses of Lectures.

*Qualifications of Teachers.*—On looking over the qualifications of the Teachers I find that in First Class Schools, of 28 teachers:—

20 were certificated  
8 were not.

Of these 7 had University degrees and 2 had matriculated.

In Second Class Schools, of 21 teachers:—

11 were certificated  
10 were not.

Of these 1 had a University Degree and 5 had matriculated.

In Third Class Schools, of 28 teachers:—

10 were certificated  
18 were not.

In Poor Schools of 8 teachers:—

4 were certificated  
4 were not.

In Farm Schools of 59 teachers:—

13 were certificated  
46 were not.

Of these 1 had a University Degree.

In Mission Schools of 87 teachers:—

18 were certificated  
69 were not.

Taking into account all the schools, I find that 67 per cent. of the teachers were uncertificated. Many of these have little or no teaching ability. A few of the schools need never expect trained teachers until they hold out better inducements. The Third Class Schools on farms are as a rule very poorly supplied.

*Supply of Teachers.*—The quality of the supply of teachers is bound to improve soon. There are two among other sources which tend to this—the Pupil Teacher system and the Vacation Courses of Lectures. There are 5 schools in my circuit in which there are pupil teachers, and in most cases they are being carefully trained to teach, so that these schools in a year or two should supply from 4 to 5 properly qualified teachers annually. More, however, are still wanted. The traces of the influence of the Vacation Courses of lectures are quite observable, as I have already mentioned, in the increased interest taken in the teaching of Singing, Sewing and Physical



Exercises. These lectures are also stirring up many teachers to higher ideas and several attend a second course even after having received a Certificate, so that it is not alone the mere desire for a Certificate which influences them.

In conclusion I would add that although the work of the pupils as tested by inspection is only slightly in advance of that of last year, yet for reasons already stated I expect a greater improvement next year.

I have the honour to be,

Sir,

Your obedient Servant,

WM. MILNE.

## 10.—INSPECTOR MITCHELL'S REPORT.

(Circuit.—Mossel Bay, George, Knysna, Oudtshoorn, Ladismith and Prince Albert.)

SIR,—The following report which I have the honour to submit refers to the Districts of Mossel Bay, George, Knysna, Oudtshoorn, Ladismith and Prince Albert. Excepting those schools which were established after my visit of inspection to any District, I have been able to inspect all schools in my circuit.

*Supply of Schools.*—The supply of schools is inadequate. There is great need for a further increase in each district of my circuit. During the September quarter of 1894, there were 149 schools in operation; 132 during the December quarter of 1893 and 107 during the December quarter of 1892. This increase of 17 since last year would have been about one-half more, had all schools already in existence been kept going. In the District of Ladismith alone, there is room for half a dozen more schools.

A desire among the rural population for increased facilities is, however, manifest, and evidence of this is to be found in the fact that of the 22 new schools actually started during the year, 12 are Third Class Schools, 9 are Poor Schools and 1 a Private Farm School. The following statement shows the increase since last year in each of my districts.

	No. of Schools during Dec. '93.	No. of Schools during Sept. '94.
George .. ..	25	27
Knysna .. ..	25	27
Ladismith .. ..	11	14
Mossel Bay .. ..	20	21
Oudtshoorn .. ..	36	42
Prince Albert .. ..	15	18
	132	149

I have every reason to hope for a considerable further increase in the immediate future, and to this end I shall be able to give more direct attention than I have found it possible to afford during a first visit to this portion of the Colony.

*Closing of Schools.*—It is to be greatly regretted that educational progress is so often checked by the premature closing of schools in the country. This feature is due in a measure to the want of prompt action on the part of committees. A teacher resigns, the committee remains inert, and the school is closed, to be re-opened perhaps after an interval. In more remote localities it is difficult to induce teachers to undertake the work. It occasionally happens, in the case of the lady teacher especially, that, disappointed with the accommodation provided, discouraged by a low estimate of her work and status, and interfered with in the discharge of her duties in school by parents whose ideas regarding the usefulness of certain books and subjects are peculiar, she abandons the school which in all probability remains closed for a considerable time. It may be that in a few of such cases there has been want of tact on the part of the teacher.

*Enrolment and Attendance.*—The following figures shew the percentage of pupils (white and coloured) present at inspection to pupils on the roll:—

White.		Coloured.		White and Coloured.		Percentage of Pupils Present to Pupils Registered.		
Pupils Registered.	Pupils Present.	Pupils Registered.	Pupils Present.	Total Registered.	Total Present.	White.	Coloured.	Total White and Coloured.
3,894	3,433	1,998	1,664	5,892	5,097	88.1	83.2	86.5

The number on the roll during the September quarter of 1893 was 5,562, while the corresponding number for 1894 was 6,222, being an increase of 660, or a rate of 11.8 per cent. If Mission Schools be left out of consideration, a comparison of the number on the roll during the September quarter of 1893 with the number during the same quarter of 1894, shews an increase at the rate of 14 per cent. An increase of 8 per cent. is the result of a similar comparison for Mission Schools. In the town of Mossel Bay, with a population of 907 whites, there were found registered in schools of all classes 194 pupils. In George, with a population of 1,336 there were 300 pupils. In Knysna (pop. 628) the names of 162 pupils were on the Registers; in Oudtshoorn (pop. 2,189), 436. In the village of Ladismith the population of which is 258, there were registered 78 pupils and in Prince Albert (pop. 695), 174.

These numbers refer to Europeans only. In the division of Oudtshoorn with a European population according to the Census of 1891 of 11,576, there are 1,373 at school.

The number of children between 5 and 15 years of age attending unaided schools in my circuit is about 400.

From statistics received from nearly every school, I am able to show conclusively how great the need is for the establishment of new schools, and what is perhaps of as much importance, for increased activity in connection with existing schools. The numbers of children of school-going age in the vicinity of existing schools but not attending any school are as follows:—

District of Mossel Bay .. ..	178
George .. ..	370
Knysna .. ..	315
Oudtshoorn .. ..	900
Ladismith .. ..	305
Prince Albert .. ..	132

In the town of George there are 96 white children of school-going age not attending any school, and 76 attending unaided schools.

*Standards at Inspection.*—Of pupils present at inspection:

45.3 per cent. were below Standard.
18.2 " passed Standard I.
15.8 " " " II.
10.9 " " " III.
5.4 " " " IV.
2.5 " " " V.
8.6 " " " VI.
706 " were above Standard.

If coloured Mission Schools be left out of consideration the results are as follows:—

35.5 per cent. were below Standard.
19 " passed Standard I.
17.7 " " " II.
13.2 " " " III.
7.9 " " " IV.
3.9 " " " V.
1.3 " " " VI.
1 " were above Standard.

If pupils in attendance at Mission Schools be arranged according to Standards passed by them, the results in percentages are:—

Below Standard	I	II	III	IV
63.1	16.8	12.4	6.7	8.3

The number of white children attending coloured Mission Schools is 223.



*Ages for the Standards.*—The average age for the Standards is high. If we take the schools for whites, (eleven in number) in the district of Ladismith, the average is as follows:—

	Below Standard	I	II	III	IV
	8.2	10.3	12.7	13	14.7

The average for one 1st. and one 2nd. Class School is as follows:—

	Average Age.	
	A1.	A2.
Standard I	10	9
" II	10.3	10
" III	13	11
" IV	13	13
" V	14.7	14
" VI	16.5	

*School Buildings.*—Of thirteen First and Second Class Schools, six may be described as satisfactory both as regards buildings and furniture. The others are either a collection of rooms separated from each other, rendering supervision by the principal difficult, and preventing the possibility, without crowding, of the occasional junction of two or three classes for some special exercise; or they are single rooms uncomfortably crowded and frequently both badly lighted and ventilated. Among Third Class, Poor, and Mission Schools every variety of building is to be found. Some (chiefly buildings of recent erection) are comfortable, commodious, substantial; others, comfortless, small, and in need of repair.

Private Farm Schools are generally unsatisfactory as regards size, except in a few cases where farmers have erected special buildings.

A marked characteristic of Mission Schools is overcrowding. The absence, in connection with some First and Second Class Schools, of properly equipped Junior Departments is to be regretted. There is no Boys' School in my Circuit provided with a Junior Department as such; boys below Standard and Standard I are sent to the Junior Room of the Girls' School. The teacher finds he cannot give these young boys the necessary attention, and so he advises that they should be sent to the Infant Room of the Girls' School. If there were a greater number of Junior Departments under well-trained teachers, in connection with our First and Second Class Schools, there would probably be a smaller number of these doubtfully efficient private schools for young children.

Sanitary arrangements are frequently defective. In connection with one Second Class country School with a registered number of 95 pupils, boys and girls, I found no provision whatever. The same may be said of another Second Class School placed in the centre of a village. The arrangements in force at one First Class School are of a very unsatisfactory nature.

*Furniture and Apparatus.*—A supply of the most approved modern furniture is to be found in only a few of the schools. In the case of a great many (First and Second Class Schools included) nearly the whole available floor space is taken up with desks. Consequently change of attitude, which is a relief, is scarcely possible. In many Third Class, Private Farm and Poor Schools, tables take the place of desks, and now and again antiquated furniture of the most clumsy and uncomfortable description is to be met with. That most important of teaching appliances—the blackboard—is frequently of very inferior quality, occasionally altogether absent. In a large number of schools the supply is insufficient. It is very evident also that the blackboard is used sparingly, and especially is this true with regard to the teaching of writing. In only a few of the country Schools have I found an effort made to give a cheerful appearance to the schoolroom; pupils are surrounded by bare walls. Absence of care and method in material arrangements is too often noticeable. It should be the aim of every teacher of every class of school to make external and internal appearances as pleasing and attractive as possible.

*Teachers.*—There are in every class of school capable and successful teachers. In the majority of schools men and women are making earnest effort to faithfully discharge the duties of their office, but often with very little or no knowledge of method, no training, no opportunity of coming, except on rare occasions, into contact with those who can advise or instruct. A few are indeed of very inferior quality, chiefly males, and these unfortunately are the least likely to take advantage of Vacation Courses or of any other means of attaining to fitness for the work of teachers. The number of country schools ought to be increased; but where are efficient teachers to be got? This is a question not easily answered. I should like to see a larger number of Pupil Teachers in the First and Second Class Schools of my circuit. There are only five

really acting as such now. Many of those teachers who have passed the School Elementary and School Higher Examinations have received but very little of that training necessary to ensure success as Elementary Teachers. Were some of the time that is now being so zealously spent in striving after *passes* devoted to training some of our young people *how to teach*, work in our Elementary Schools might be of a more satisfactory character.

In First Class Schools of 26 teachers	8	were uncertificated.
In Second " "	17	" 5
In Third " "	61	" 38
In Private Farm " "	14	" 8
In Poor " "	25	" 13
In Mission " "	63	" 50

That is to say, that in schools for whites 50 per cent. of the teachers employed were uncertificated, and in Mission Schools nearly 80 per cent.

*Poor Schools.*—There are now twenty-nine of these schools with a registered number of 728 pupils in operation in this circuit. No school of this class has as yet been established in the District of Ladismith. Of the 596 pupils at inspection 69 reached Standard III and above. In five schools work beyond Standard III was attempted. Attendance is, in the case of nearly every school, very irregular. At one school out of a registered number of 68 pupils, 32 were present on the day of inspection, at another 18 of the 37 pupils on the books were found in school. Teachers of these schools have difficult positions to fill. They are surrounded by much that discourages owing to the prejudices and meddlesome instincts of parents. In two of my districts decidedly good though very elementary work is being done. In a number of schools of this class, under most adverse circumstances and in out-of-the-way places, teachers supported by the keen interest of the Dutch Church Ministers are carrying on work which, although slow, is distinctly progressive, and which is exerting an influence bearing good fruit among parents as well as children.

*Subjects of Instruction. Writing.*—This is generally badly taught. Pupils below Standard are frequently to be found writing a small hand. At that stage when the blackboard should be made use of to show details of formation, children are left to copy pieces from reading books, or to write in copy books which frequently give evidence of careless supervision. The copy books chosen are not always suitable. In one country school I found pupils of Standard II writing in Darnell's Copy Book, No. 23. (Ladies' Angular Hand.) In upper Standards too much dependence appears to be placed on copy books as a means of teaching writing. I attribute a great deal of that absence of method and neatness so often to be met with in the written work even of advanced pupils to the neglect of the subject of writing. An accurate knowledge of any particular method is not necessary to secure good writing. I would recommend a good copy *on the blackboard*, the direction of the pupils' attention to details, and careful supervision of all exercises on slate and paper. Such lessons given at regular intervals might with advantage be given to advanced pupils.

*Arithmetic.*—Mental arithmetic is frequently found to be sadly neglected, or, if taken at all, it is given in one, or at the most two long lessons weekly. Frequent short lessons would be much better.

The teaching of slate arithmetic is very often mechanical. In one First Class School some pupils of Standard I were puzzled when an addition exercise was written thus:— $897+65+493$ , etc.; and in country schools such an experience has been frequent. Standard II has very often come to grief over such a question as "*Take 316 from 1040,*" while the same question written in words appeared to be something entirely new and unwarranted. In a great many of my Reports I have made use of the expressions "Pupils ought to be accustomed to questions expressed in words." Many children do not recognize subtraction in any other form than that which consists of two rows of figures with a line underneath. Standard III has again and again bungled over the question:—"*A cart costs 40 guineas and the horse £15 more than the cart. How much do they cost together?*" As a rule when questions requiring the exercise of a little thought were given, pupils were quite at a loss. These remarks apply chiefly to country schools: in the greater number of First and Second Class Schools, arithmetic is taught with a very fair degree of success. The style, however, of writing out arithmetical solutions both on slate and paper, is, in schools of all classes, too often of a somewhat unmethodical character.

*Reading.*—This is in most schools creditably fluent, but generally without expression. Clear and distinct enunciation is rare, while reading in an undertone is a common feature. Questioning on the subject-matter of lessons read is not always







year's interval between the inspections. This was the case in the divisions of Aberdeen, Jansenville, Somerset East, Uniondale, Willowmore. The result is:—

Pupils present at inspection, 1893.....1038.  
Reached higher Standard, 1894.....617, or 59·5 per cent.  
In same Standard, 1894.....421, or 40·5 per cent.

The comparatively small number of pupils present at two successive inspections is one of the least satisfactory features in our schools. From a number of P. F. Schools no children have left during the year. This is a hopeful sign. In connection with the following tables\* regarding Leaving Standard, I must note that when a child leaves below ten years of age I have struck the name out, as the chances are that it will receive further schooling. Those who leave between 10 and 12 years of age, and they are chiefly from country schools, may return again, but my experience is that they seldom reach a higher Standard in the future, even if they re-enter. I have further omitted those who were not present on the day of inspection.

1. Taking first four A I schools, I find:—Children who have left school during 1894.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
2.	1.	13.	23.	26.	23.	12.	17.	117.

or 55·5 per cent. left below Standard V.

„ 44·5 „ in or above „

The percentages for 1893 were 53·1 and 46·9 respectively.

2. Five A II schools (mixed).

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
11.	5.	17.	28.	25.	9.	4.	3.	102.

or 84·4 per cent. left below Standard V.

„ 15·6 „ in or above „

The percentages for 1893 were 89·8 and 10·2 respectively.

3. Sixty A III, P. F., and White Mission Schools.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
29.	24.	58.	59.	36.	9.	1.	0.	216.

or 78·7 per cent. left below Standard IV.

„ 21·3 „ in or above „

The percentages for 1893 were 86·9 and 13·1 respectively. In these classes of school a distinct raising of the leaving Standard can be seen.

4. Twenty Poor Schools.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
27.	40.	28.	2.	1.	0.	0.	0.	98.

or 98·9 per cent. left below Standard IV.

„ 1·1 „ in „

The percentages for 1893 were 95·3 and 4·7 respectively. These last figures as they stand are exceedingly disheartening, but by reading between the lines, and from personal knowledge of the work being done at certain schools, I expect considerable improvement in the future. One hopeful feature is that while 106 pupils left from 11 schools last year, only 98 left from 20 schools during the present year. This points to a longer school-life for those that remain. On referring to the ages of those who have left, I find that 42 of them (*i.e.* nearly half the number) are 16 years of age or older. These belong to a class who come to school only for six months or a year to learn to read Dutch, while the real nucleus of the schools consists of younger children who attend school regularly for 2 or more years.

5. Twenty Coloured Mission Schools.

B.	I.	II.	III.	IV.	V.	VI.	Above.	Total.
136.	29.	39.	26.	9.	0.	0.	0.	224.

or 82·9 per cent. below Standard III.

„ 17·1 „ in or above „

The percentages for last year were 80·9 and 19·1 respectively. The way in which children come and go, even in Public Schools, within the year is very unsatisfactory. In one case half a dozen children who left school during the year were none of them on the roll at the time of inspection. In the case of the AIII School at Twee Rivieren, Uniondale, eight children left during the year. Only two of these were present at inspection, the remaining 6 having entered and withdrawn between the

\* I am indebted to a large number of teachers for their courtesy in filling in the forms by means of which I have been able to tabulate the leaving Standards for over 100 schools.

inspections. Taking the figures relating to all schools attended by white children the following result is obtained:—

69 per cent. leave below Standard IV,  
31 per cent. in or above Standard IV.

*School Libraries.*—During the year the supply of books in connection with two First Class Schools has been greatly increased and a grant for a library in connection with the Willowmore Public School has been made. I need hardly say that the effect of the use of a school library becomes apparent, more especially in the intelligence shown in English composition at certain schools.

*School Buildings and Furniture.*—School-buildings continue to improve slowly. One AII school has had a new class-room added, and one has been renovated and improved during the year. In one week I came across three rooms in process of erection for P. F. Schools in the Graaff-Reinet division to take the place of the “out-room” more generally in use. Many of the rooms in use still leave much to be desired, but the payment of half a fairly assessed rental in the case of public schools is leading to the enlargement and the laying of a boarded floor in the case of several rooms.

*Subjects of Instruction. Reading.*—In the lower class schools there is often a want of insistence upon clear and correct pronunciation, little effort being made to overcome the habit of slurring over final letters and syllables, a besetting sin of many colonial children. In one First Class School the reading was excellent, and it was interesting to notice how favourably this re-acted upon the country schools in the district owing to the fact that many of the teachers were drawn from that school.

*Arithmetic.*—Mental work does not yet receive the attention due to it, and in Standards V and VI it is generally wholly neglected. In the written work of Standards III and IV pupils too frequently omit to put down the names of the objects to which the figures refer. Notation and numeration show distinct improvement. The teaching of fractions is far too mechanical; little use is made of the blackboard or objects for explanation or comparison.

*Geography.*—Natural features surrounding the school or village are now more frequently used to localise the points of the compass.

*Singing from Notes.*—This is taught with varying success in the larger public schools. In one small school I found it very successfully introduced by a teacher on his return from a Vacation Course. There is still great difficulty in getting it properly taught in Mission Schools.

*Sewing.*—This subject is very thoroughly taught in two Girls' AI Schools, and the work in accordance with the Standards is being introduced into others.

*Teachers.*—While one has often still to sanction the appointment of teachers barely fit for their work, I am glad to note that the number of certificated teachers in my Circuit is steadily increasing, and to welcome the addition of three certificated male teachers to the Willowmore division. The larger number of men passing the Teachers' Examination this year augurs well for the future. In the few cases in which a school has been inspected after the attendance of a teacher at a Vacation Course, the success with which practical hints received in teaching are carried out, and the interest with which new subjects have been introduced, are very gratifying.

Closely connected with the supply of teachers for my circuit is the establishment of a Normal Department at the Midland Seminary. It has only been in working a short time, but I feel confident that in the near future the teachers going out from it will make their influence felt in raising the standard of teaching in those divisions.

*The School System.*—Little new remains to be said on this subject. I have come across several P. F. Schools which quite come up to the expectations I had formed of their utility.

*Poor Schools* remain unsatisfactory in too many cases; but the fact that owing to the lack of suitable boarding accommodation the teacher has to be a married man, with a total salary of at most £72 per annum, should prevent us from expecting very intelligent work.

*Railway Schools.*—The Graaff-Reinet line traverses divisions under my charge for about 100 miles. During 1893 there was a flourishing school at Oatlands Station, but the action of the Railway authorities in removing the parents of 9 children without filling their places with men having families, left the remaining guarantors to bear the whole burden of the amount due to the teacher, and this was the chief cause of the closing of the school. Unless the Railway authorities hold out some hope of as little



disturbance as possible of the number of children collected at a station, or will guarantee the short-fall in the fees due to the removal of children, any efforts to establish Railway schools in my circuit will be unavailable. At present several children of Railway employes attend P.F. or AIII schools on farms. Either Aberdeen Road Station or Outlands Station would be a suitable Railway school centre owing to the convenient arrival of trains both up and down. At the latter place there is a large chapel the use of which for a schoolroom would probably be granted.

*Mission Schools.*—I have tried during the past year to improve the finances of Coloured Mission Schools in Graaff-Reinet by getting a scale of uniform fees introduced, and a system of discharge tickets which would prevent any child with fees unpaid at one school from joining any other school. How the scheme works will appear during the ensuing year. It may be worth noting that the Independent Mission School at Somerset East shows the most satisfactory income from fees, the attendance being considered, and that the Aberdeen Independent Mission School collects more than the Poor School in that town. Last year I mentioned that I had found two native schools conducted at the sole expense of one or more natives. This year I came across similar instances. I further found at one place a farmer paying a teacher to instruct his natives, and I consider this has important bearings. There is a strong and unhealthy tendency on the part of the natives to drift to the towns, and this is often increased by their desire to have their children educated. In several instances they send their children to the town to board. Where this tendency is at work, it is to the interest of farmers to take the matter of the education of the native children in hand. Not only would they be more likely to retain their servants, but they would be able to represent to Government the seasons at which it would be most convenient for them that the schools should close so as to set all labour free. In the case I refer to, it is part of the contract with the teacher that during the mealie harvest he take the children to the mealie fields in the afternoon and see that they engage in the harvesting. This at all events is doing something towards solving the question of manual labour in the native schools.

While there is a fair supply of Kaffir teachers, superintendents of Mission Schools in my circuit have been finding it well nigh impossible to obtain coloured teachers for schools containing children of mixed races. In three cases, after long waiting, white teachers have been obtained, but the pay is so low that in every case the teacher is untrained, and it is questionable how long they will remain at their posts.

*Finance.*—This matter has an extremely close connection with the supply of teachers and as time goes on, will, I am convinced have a far-reaching effect upon the number of efficient teachers who are willing to make teaching their life-work. I consider that young men starting life on £60 a year and board have nothing to complain of. It is after a few years' service that the shoe begins to pinch. The number of schools at which teachers are paid £120 per annum and upward is so small that the prospects of a married man are very limited. Even if he be successful in obtaining a £120 salary on a group of farms, yet should such a school break up at any time it is very uncertain whether he will be able to get an equally good or better salary elsewhere. It must be borne in mind too that the tendency is to place schools as far as possible at the door of every child. This, while it increases the number of schools that pay £60 p.a., tends to lessen the number of the larger farm schools and thus holds out fewer prospects of higher salaries. I have in mind more than one married teacher who has been vainly looking out for an equally good situation to the one which he has been compelled to leave by circumstances over which he had no control.

*The Guarantee System.*—As far as my experience goes, teachers in large public schools, in towns and villages, and tutors and governesses employed in A. III schools on farms, which are practically managed by a single farmer, who is the sole guarantor, have little to complain of the working of the system. In the former case there is generally speaking a sufficient number of business men on the Committee to see that the salaries are paid in due time, and in the latter case the guarantor is usually fairly able and willing to pay or he would not have undertaken the expense of the school. It is on groups of farms, and often in the case of a married teacher, that the system is unsatisfactory. Committees on farms have often no idea of their joint responsibility for the sum guaranteed and are usually satisfied that if their own children's fees are paid they have done their duty. It is in these cases that the temptation arises for teachers to sign that they have received local monies, not received, in order to get the ordinary Government grant. A ten pound shortfall in the local grant would mean a loss of £20 in the future as the Government grant would drop to the same extent, and the temptation to sign the receipt for the full amount is the more intense as the prospects of another situation are less. This is a greater burden than should be laid upon

married human nature. A single man can always risk being out of a situation for some months, but the married man has given hostages to fortune. At the same time I have been much surprised to find the looseness with which teachers in comparatively independent positions sign the receipt form before local monies have been received, merely to prevent a little unpleasantness. Surely the time has arrived for the payment of elementary teachers out of the general taxation or from taxes or rates specially levied for that purpose. In conclusion I would say that while the year has been a successful one in the opening of new schools and to a certain extent in the work done, it is clear that some time must still elapse before the character of the work in country schools will be visibly raised and that this will only be effected by the constant employment of trained teachers or such as are improving their methods from year to year.

I have the honour to be,

Sir,

Your obedient Servant,

(Signed) A. H. MURRAY.

Muizenberg, 22nd January, 1895.

## 12.—INSPECTOR NOAKS' REPORT.

(Circuit:—Malmesbury, Paarl, Worcester, Robertson.)

Sir,—I have the honour to submit my report for the year 1894.

*Circuit.*—At the beginning of the year my circuit was altered by the substitution of the division of Robertson for the three divisions of Piquetberg, Tulbagh and Ceres, and it therefore now comprises only the four divisions of Malmesbury, Paarl, Worcester and Robertson.

*Inspection.*—All the schools in these four divisions I visited in the course of the year, with the exception of five schools in the division of Robertson, the inspection of which there was special reason for entrusting to the headmaster of the nearest First Class Public School. With part of the time thus gained I was able to undertake the inspection of six schools in the Cape division at the close of last quarter. During the coming year I hope to be able to visit all the schools in my circuit, and trust to have the time and opportunity to help in promoting the establishment of new schools in the more outlying parts of it. The total number of schools which I inspected during the year is 138: viz. 24 in Worcester, 39 in Paarl, 26 in Robertson, 43 in Malmesbury, and 6 in Capetown; the total number of children present at inspection being 7,531. The schools in Malmesbury were visited for the third time, those in the Paarl and Worcester for the second time, and those in Robertson for the first time.

*Supply of Schools.*—In the more populous parts of all four divisions I consider that ample provision is already made for the education of European children. The provision for the education of coloured children is on the whole less satisfactory. In the division of Worcester there is only one school (viz. that belonging to the Rhenish Mission) which is attended exclusively or almost exclusively by children of colour, and in the division of Robertson there are but four such schools. In the Paarl, however, there are 14, and in Malmesbury 15. During the year 14 schools have been opened in my circuit, 14 have been closed, 5 have been temporarily closed and then re-opened, and one has been converted from a Private Farm School into a Third Class Public School. The 14 schools which have been closed comprise four Third Class Schools, seven Private Farm schools, one Evening School, one Poor School, and one Mission School, whilst those which have been opened comprise three Third Class Schools and 11 Private Farm Schools. The closing of the Evening School after a very short life is noteworthy as it is the only school of the kind which has been started in my circuit. It was started in connection with a public School, and was conducted by the principal of the school, in addition to his ordinary duties. The excessive strain upon the teacher, dissatisfaction with the amount of the grant available from the department for carrying



on the work, and the lack of sufficient interest on the part of the pupils, all contributed, if I am not mistaken, to the closing of the school.\*

*Enrolment and Attendance.*—The average enrolment and attendance for the four quarters of 1893 and for the four quarters of 1894 are given in the following tables:—

	1893.		1894.	
	Enrolment.	Attendance.	Enrolment.	Attendance.
Malmesbury .....	2,223	1,664 $\frac{1}{2}$	2,425	1,804 $\frac{1}{4}$
Paarl .....	3,179	2,407 $\frac{1}{2}$	3,245 $\frac{1}{2}$	2,502 $\frac{1}{2}$
Worcester .....	1,388 $\frac{3}{4}$	1,035 $\frac{3}{4}$	1,452 $\frac{1}{2}$	1,129 $\frac{3}{4}$
Robertson .....	1,151 $\frac{1}{4}$	830	1,240 $\frac{1}{2}$	917 $\frac{3}{4}$
Totals .....	7,942	5,937 $\frac{3}{4}$	8,363 $\frac{1}{4}$	6,354 $\frac{1}{4}$

From these tables it will be seen that the percentage of attendance to enrolment in 1893 was in the case of Malmesbury and Worcester 75 per cent., in the case of the Paarl, 76 per cent., and in the case of Robertson, 72 per cent; and further that for the present year almost the same percentage holds in the case of Malmesbury as last year, whilst for Robertson it rises to 74 per cent., for the Paarl to 77 per cent., and for Worcester to 78 per cent. It will also be seen that in each division there has been a slight increase in both enrolment and attendance; the increase in enrolment amounting to rather more than 5 per cent. in the aggregate, and the increase in attendance to 7 per cent.

*Indigent White Children.*—The number of really indigent children in my circuit is, I believe, happily small. In each of the villages of Malmesbury, Wellington, Worcester, Robertson and Montagu schools which are virtually, if not always in name, Poor Schools, have been established in more or less close connexion with one or other of the Public Schools. With a view to uniformity of nomenclature, I would recommend that in each case these schools be definitely classified as extra-aided or Poor Schools. On the outskirts of Wellington there is also, in connection with the Dutch Reformed Church, a Mission School for white children, which is virtually a Poor School. At Riebeeck Kasteel, French Hoek and the North Paarl, the Public Schools have opened their doors to a considerable influx of poor scholars in consideration of the Education Department having undertaken to pay the full salary of an additional assistant. But it is only in the Division of Robertson that Poor Schools have thus far been started away from villages. In the northern portion of Malmesbury called the Zwartland, with Hopefield and Moorreesburg as centres, I am convinced that schools of this class are much needed; and I am led by the warm interest in education which was manifested in this neglected district to hope that ere long they will be established.

*Distribution of Pupils into Standards.*—The following Table exhibits the number of pupils in each Standard in each of the divisions in my circuit:—

Division.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standards I. to V.					Standard VI (Preliminary).	Standard VI (Final).	Above Standard.
				Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.			
Worcester .. ..	1386	1254	504	185	197	189	99	54	17	..	9
Paarl .. ..	2939	2599	943	358	345	320	270	189	3	..	171
Robertson .. ..	1227	1106	399	217	164	155	98	27	15	..	31
Malmesbury .. ..	2306	1933	793	392	293	226	125	74	19	..	11
Totals .. ..	7858	6892	2639	1152	999	890	592	344	54	..	222

From the totals in the above table it will be found that out of 100 pupils in schools of all classes in these four divisions 38.2 per cent. were at the last inspection placed below Standard, 16.6 per cent. in Standard I, 14.6 per cent. in Standard II, 13 per cent. in Standard III, 8.6 per cent. in Standard IV, 5.1 per cent. in Standard V, and 3.9 per cent. above Standard V.

\* The average number of pupils for the one quarter during which the School was on the list was 5 less than the number entitling to any grant at all.—S. G. E.

*Educational Efficiency.*—As a rough measure of the educational efficiency of a district I would suggest, as last year, for schools (A) attended exclusively or almost exclusively by children of European origin, the ratio of children above Standard III to the total number of children present at inspection, and for schools (B) attended exclusively or almost exclusively by children of colour, the ratio of children above Standard II to the same total. These ratios are given as percentages in the following tables:—

	A.	B.
Malmesbury ..	26	9
Paarl ..	38	4
Worcester ..	26	8
Robertson ..	21	5

Percentage of European children above St. III.      Percentage of coloured children above St. II.

*Annual progress of Pupils.*—In estimating the annual progress of pupils in a school or district by the proportion of children who, after spending a year or more in the school, succeed in reaching a higher Standard at the annual inspection, it appears to be advisable to omit altogether from the calculation the number of children who are presented below Standard. Making this omission, I find that the percentages of pupils who advanced a Standard in schools for Europeans and in schools for coloured children are as follows:—

	Europeans.	Coloured.
Malmesbury ..	72 per cent.	51 per cent.
Paarl ..	75 "	55 "
Worcester ..	69 "	62 "
Robertson ..	78 "	81 "

In the case of the schools in the Robertson district it is to be noted that owing to the change of circuit already referred to a period of more than 18 months had elapsed since the last inspection.

*Leaving Standard, &c.*—With regard to the question of the average age and attainments of pupils in various classes of schools at the close of their school life, I regret to say that I have not found it possible during the past year to collect any information which would form a reliable basis for generalization.

*School Curricula.*—It is encouraging to find that there is a disposition on the part of teachers to welcome the Revised Standards. The changes which have been introduced can hardly fail to foster a less mechanical and more formative style of teaching, in the case of teachers who have sufficient freshness and skill to modify their methods in accordance with the new requirements. But for those who have not this freshness and skill there is the danger that by a defective handling of better methods they may obtain worse results than by the long-practised use of inferior methods. *Corruptio optimi pessima.* I fear that there are not a few teachers who know of no other way of teaching the arithmetical facts known as the multiplication table but the old way of simultaneous chanting and rote-work, and who if debarred from this will hardly succeed in teaching them at all. It is in the greater stress laid on mental arithmetic and composition and in the obligation to practise recitation that the best teachers will find their greatest opportunity. Teachers should take care from the outset that no verses are set for recitation, which are not excellent of their kind. At present there is little enough in the curriculum of an elementary school to form a taste for reading; and yet if this taste be not formed, it is of doubtful advantage to have learned to read. There is no surer way of stimulating and cultivating the love of good literature than the judicious and refined teaching of recitation.

*School Libraries.*—Next to the practice of recitation as a means of forming a taste for reading I would place the sympathetic reading by the teacher of suitable works of adventure or fiction. Every school should possess a collection of such works. But the number of schools in my circuit in which the smallest nucleus of a library is to be found is regrettably small. Where, however, a serviceable school library has been formed, and is used, its influence upon the intellectual life of the school is profound.

*School Buildings, Equipment, &c.*—As regards the erection of school buildings, the year has been somewhat uneventful. At Derde Heuvel (A.3, Robertson) a commodious building had been erected before my visit to the school, and at Kleinberg and Bridge Town (both A.3, Malmesbury) new school-buildings were near completion; whilst much needed additions had been made to the Boys' Public School, Wellington, at Blauwvallei A.2, Dal Josephat A.2, and Klein Drakenstein A.2, all in the division of the Paarl. Alterations are also being carried out at Hopefield A.2, French Hoek A.2, and Riebeeck West A.2, all in the division of Malmesbury. The sanitary arrangements in country schools are sometimes very defective. Last year it came to my knowledge that two boarding



on the work, and the lack of sufficient interest on the part of the pupils, all contributed, if I am not mistaken, to the closing of the school.\*

*Enrolment and Attendance.*—The average enrolment and attendance for the four quarters of 1893 and for the four quarters of 1894 are given in the following tables:—

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Robertson .....	1,151 $\frac{1}{4}$	830	1,240 $\frac{1}{2}$	917 $\frac{3}{4}$
Totals .....	7,942	5,937 $\frac{3}{4}$	8,363 $\frac{1}{4}$	6,354 $\frac{1}{4}$

From these tables it will be seen that the percentage of attendance to enrolment in 1893 was in the case of Malmesbury and Worcester 75 per cent., in the case of the Paarl, 76 per cent., and in the case of Robertson, 72 per cent; and further that for the present year almost the same percentage holds in the case of Malmesbury as last year, whilst for Robertson it rises to 74 per cent., for the Paarl to 77 per cent., and for Worcester to 78 per cent. It will also be seen that in each division there has been a slight increase in both enrolment and attendance; the increase in enrolment amounting to rather more than 5 per cent. in the aggregate, and the increase in attendance to 7 per cent.

*Indigent White Children.*—The number of really indigent children in my circuit is, I believe, happily small. In each of the villages of Malmesbury, Wellington, Worcester, Robertson and Montagu schools which are virtually, if not always in name, Poor Schools, have been established in more or less close connexion with one or other of the Public Schools. With a view to uniformity of nomenclature, I would recommend that in each case these schools be definitely classified as extra-aided or Poor Schools. On the outskirts of Wellington there is also, in connection with the Dutch Reformed Church, a Mission School for white children, which is virtually a Poor School. At Riebeek Kasteel, French Hoek and the North Paarl, the Public Schools have opened their doors to a considerable influx of poor scholars in consideration of the Education Department having undertaken to pay the full salary of an additional assistant. But it is only in the Division of Robertson that Poor Schools have thus far been started away from villages. In the northern portion of Malmesbury called the Zwartland, with Hopefield and Moorreesburg as centres, I am convinced that schools of this class are much needed; and I am led by the warm interest in education which was manifested in this neglected district to hope that ere long they will be established.

*Distribution of Pupils into Standards.*—The following Table exhibits the number of pupils in each Standard in each of the divisions in my circuit:—

Division.	No. of Pupils Registered.	No. of Pupils Present.	Below Standard.	Standards I. to VI.						Above Standard.	
				Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI (Preliminary). (Standard VI (Final)).		
Worcester .. ..	1386	1254	504	185	197	189	99	54	17	..	9
Paarl .. ..	2939	2599	943	358	345	320	270	189	3	..	171
Robertson .. ..	1227	1106	399	217	164	155	98	27	15	..	31
Malmesbury .. ..	2306	1933	793	392	293	226	125	74	19	..	11
Totals .. ..	7858	6892	2639	1152	999	890	592	344	54	..	222

From the totals in the above table it will be found that out of 100 pupils in schools of all classes in these four divisions 38.2 per cent. were at the last inspection placed below Standard, 16.6 per cent. in Standard I, 14.6 per cent. in Standard II, 13 per cent. in Standard III, 8.6 per cent. in Standard IV, 5.1 per cent. in Standard V, and 3.9 per cent. above Standard V.

\* The average number of pupils for the one quarter during which the School was on the list was 5 less than the number entitling to any grant at all.—S. G. E.

*Educational Efficiency.*—As a rough measure of the educational efficiency of a district I would suggest, as last year, for schools (A) attended exclusively or almost exclusively by children of European origin, the ratio of children above Standard III to the total number of children present at inspection, and for schools (B) attended exclusively or almost exclusively by children of colour, the ratio of children above Standard II to the same total. These ratios are given as percentages in the following tables:—

	A.	B.
Malmesbury ..	26	9
Paarl ..	38	4
Worcester ..	26	8
Robertson ..	21	5

Percentage of European children above St. III.      Percentage of coloured children above St. II.

*Annual progress of Pupils.*—In estimating the annual progress of pupils in a school or district by the proportion of children who, after spending a year or more in the school, succeed in reaching a higher Standard at the annual inspection, it appears to be advisable to omit altogether from the calculation the number of children who are presented below Standard. Making this omission, I find that the percentages of pupils who advanced a Standard in schools for Europeans and in schools for coloured children are as follows:—

	Europeans.	Coloured.
Malmesbury ..	72 per cent.	51 per cent.
Paarl ..	75 "	55 "
Worcester ..	69 "	62 "
Robertson ..	78 "	81 "

In the case of the schools in the Robertson district it is to be noted that owing to the change of circuit already referred to a period of more than 18 months had elapsed since the last inspection.

*Leaving Standard, &c.*—With regard to the question of the average age and attainments of pupils in various classes of schools at the close of their school life, I regret to say that I have not found it possible during the past year to collect any information which would form a reliable basis for generalization.

*School Curricula.*—It is encouraging to find that there is a disposition on the part of teachers to welcome the Revised Standards. The changes which have been introduced can hardly fail to foster a less mechanical and more formative style of teaching, in the case of teachers who have sufficient freshness and skill to modify their methods in accordance with the new requirements. But for those who have not this freshness and skill there is the danger that by a defective handling of better methods they may obtain worse results than by the long-practised use of inferior methods. *Corruptio optimi pessima.* I fear that there are not a few teachers who know of no other way of teaching the arithmetical facts known as the multiplication table but the old way of simultaneous chanting and rote-work, and who if debarred from this will hardly succeed in teaching them at all. It is in the greater stress laid on mental arithmetic and composition and in the obligation to practise recitation that the best teachers will find their greatest opportunity. Teachers should take care from the outset that no verses are set for recitation, which are not excellent of their kind. At present there is little enough in the curriculum of an elementary school to form a taste for reading; and yet if this taste be not formed, it is of doubtful advantage to have learned to read. There is no surer way of stimulating and cultivating the love of good literature than the judicious and refined teaching of recitation.

*School Libraries.*—Next to the practice of recitation as a means of forming a taste for reading I would place the sympathetic reading by the teacher of suitable works of adventure or fiction. Every school should possess a collection of such works. But the number of schools in my circuit in which the smallest nucleus of a library is to be found is regrettably small. Where, however, a serviceable school library has been formed, and is used, its influence upon the intellectual life of the school is profound.

*School Buildings, Equipment, &c.*—As regards the erection of school buildings, the year has been somewhat uneventful. At Derde Heuvel (A.3, Robertson) a commodious building had been erected before my visit to the school, and at Kleinberg and Bridge Town (both A.3, Malmesbury) new school-buildings were near completion; whilst much needed additions had been made to the Boys' Public School, Wellington, at Blauwvallei A.2, Dal Josephat A.2, and Klein Drakenstein A.2, all in the division of the Paarl. Alterations are also being carried out at Hopefield A.2, French Hoek A.2, and Riebeek West A.2, all in the division of Malmesbury. The sanitary arrangements in country schools are sometimes very defective. Last year it came to my knowledge that two boarding



departments (for boys and girls) were unprovided with out-offices of any kind. These had been supplied before my next visit to the schools: but the teachers assured me that the pupils had not given up the former custom. In many Farm Schools the accommodation is seriously inadequate. In four such schools in the division of Malmesbury, the school-room is the teacher's bedroom. The equipment in the various classes of schools is in much the same state as last year; and I desire once more to draw the attention of those interested in Infant Schools to the fact that the benches should be provided with backs and should not be so high that the feet of the children cannot rest on the ground. The advantage of hanging the walls of infant schools (and indeed of schools of every kind) with prints or coloured pictures also deserves a far wider recognition than it yet receives.

*Laboratories.*—Last year I had to report that the position of natural science continued to be deplorable; and that there was only one school in my circuit which possessed a set of apparatus equal to the illustration of an elementary course in chemistry. The school referred to was the Boys' School at Wellington. Since then, thanks to the zeal of one of the teachers, a set of apparatus illustrative of the elements of natural philosophy has been procured by the Boys' Public School at Worcester. But this is the only improvement of the kind which has come to my notice.

*Subjects of Instruction.*—As regards the subjects of instruction which are not included in the ordinary Standard course, the greatest improvements has been shewn in *Sewing*. This marked improvement is in large measure traceable to the issue of a graduated scheme of instruction by the Education Department, and to the adoption of the text books recommended in this connection. There is a tendency in some country schools and Mission schools to give undue prominence to knitting and fancywork. This practice is sometimes accounted for by teachers as a concession to the wishes of parents (who fancy that they themselves can teach plain sewing at home, and are desirous that their daughters should learn some more showy accomplishment): and sometimes it is to be explained by the needs of a bazaar in aid of the school funds. As the sewing improves, the line of distinction between a teacher of sewing for whom no special grant is at present available in public schools and the instructress of a trade-class will become increasingly difficult to draw.

In *Vocal Music*, the greatest need is classification. At present, in a majority of cases, the whole school is taught from the modulator simultaneously. Improvement, from year to year, under such circumstances is impossible. *Drawing*, in a few schools, notably in the Huguenot Seminary, Wellington, is taught with judicious care. But in many schools this subject is so inefficiently taught as to cause a mere waste of the pupils' time. Geometrical drawing and model drawing are almost universally neglected.

In *Handicraft for Boys* (Carpentry) a more systematic method of instruction is indispensable, if this subject is to have any educational value; and I trust that the recently published course of woodwork will serve to introduce some order and method into the work of inspectors who are unable to devise a properly graduated scheme for themselves.

*Teachers' Qualifications.*—In the division of Malmesbury and the Paarl, the proportion of teachers in schools for European children who possess certificates either of general education or professional training is approximately 63%; that in the Division of Worcester 68%, and in the Division of Robertson 57%. In the Mission schools in these four divisions the proportion of teachers possessing a certificate is about 26 per cent. As the advantages offered by the Vacation Courses of instruction now in operation become more widely understood, there is good reason to hope that the number, at present far too large, of teachers who have not acquired the very rudiments of professional knowledge will steadily decline.

*Pupil Teachers.*—Upon the working of the pupil-teacher system I hope to be able to report more fully next year, when the various tendencies latent in the present administration of the system may be expected to have more clearly revealed themselves.

I have the honour to be,

Sir,

Your obedient Servant,

EDWARD NOAKS.

Stellenbosch, 14th January, 1895.

### 13.—INSPECTOR LE ROUX'S REPORT.

CIRCUIT:—(Ceres, Tulbagh, Piquetberg, Clanwilliam, Sutherland, Calvinia, Vanrhynsdorp, Namaqualand, Walfish Bay.)

SIR,—I have the honour to submit my report for the year 1894.

*Inspection.*—During the year I inspected 107 schools, 3 of which were in Inspector Brady's circuit. No casual inspectors were employed by me. In Namaqualand, however, 2 schools could not be overtaken. The one (Richtersveld) is well nigh inaccessible, and the other (Spoegrivier) was crowded out by a visit to Pella—a school which no Inspector had ever yet attempted to reach. Owing to a slight change in my circuit 5 schools were inspected twice. I leave out the pupils of these five and obtain the following figures:—

No. of Pupils on Roll.                      No. of Pupils present.  
3,864.    3,153.

Table A. shews the share which each Division contributed to these aggregates.

TABLE A.

DIVISION.	PUPILS.			SCHOOLS.					
	On Roll.	Present.		A 2.	A.3.	P. F.	Miss.	Poor.	Total.
		Wh.	Cd.						
Ceres .. ..	463	152	267	2	..	5	3	1	11
Tulbagh .. ..	740	229	373	1	6	1	3	..	11
Piquetberg ..	703	293	307	2	2	3	5	4	16
Clanwilliam ..	543	196	242	1	3	6	5	2	17
Sutherland ..	123	106	2	..	7	..	..	1	8
Calvinia .. ..	248	181	37	1	3	6	1	1	12
Vanrhynsdorp	213	92	54	1	2	2	1	..	6
Namaqualand ..	828	195	427	1	5	..	10	2	18
Walfish Bay ..	not	inspec	ted.						
Total .. ..	3861	1444	1709	9	28	23	28	11	99

If the pupils be separated according to the Standards in which they passed we have the following approximate percentages:—

Below Standard.	I.	II.	III.	IV.	V.	VI.	Unclassified.
45.	18.	15.	11.	4.	2.	7.	4.

These results compared with those of last year show that there is no appreciable difference in the standard of work. They show also that about 90 per cent. of the children at School are below Standard IV., and only 3 per cent. above it.

Table B gives the census returns (1891) of children of school age, and the percentage of those attending State-aided schools in each of my Divisions.

[G. 7—'95.]



DIVISIONS.	Census Returns.		Pupils enrolled, Sept., 1894.		Percentage enrolled.	
	Wh.	Cd.	Wh.	Cd.	Wh.	Cd.
Ceres .. .. .	686	1,069	235	310	34.2	29
Tulbagh .. .. .	513	1,152	328	355	64	30
Piquetberg .. .. .	1,812	1,483	343	351	18.9	23
Clanwilliam .. .. .	1,314	1,966	222	352	16.8	17
Sutherland .. .. .	651	495	107	2	16.4	.4
Calvinia .. .. .	1,414	1,875	251	57	17.7	3
Vanrhynsdorp .. .. .	unknown.		94	130	..	..
Namaqualand .. .. .	941	3,242	176	664	18.7	20
Walfish Bay .. .. .	unknown.					
Totals .. .. .	7,331	11,282	1,756	2,221	23.9	19.6

From this it is seen that the most advanced Division is Tulbagh, and the most backward Sutherland.

*Leaving Standard.*—Though this matter has had my attention, I cannot deduce any reliable statement from the data furnished me up to the present. I hope to be able to do so at the end of another year.

#### PROGRESS.

In reviewing the work of the past year I cannot say that I am satisfied with the progress of education in my circuit. In most cases the results obtained were not commensurate with the trouble taken and the energy spent. A severe drought over a considerable area was the cause of bad attendance in some schools, the closing of others, and the small number of new schools opened.

*Attendance.*—In the divisions of Tulbagh and Namaqualand there has been a slight falling off in the average attendance, but in each of the other divisions it has increased.

*Standards.*—I find on comparing the progress made in the various Standards by the different classes of schools the following results:—

	Passed higher Standard	Passed same Standard.	Passed lower Standard.
Public Schools .. .. .	67 per cent.	32 per cent.	1 per cent.
P. Farm .. .. .	48 "	50 "	2 "
Mission .. .. .	41 "	52 "	7 "
Poor .. .. .	50 "	44 "	6 "

*Teachers.*—What I said in my Report for 1893 about the incompetency of the majority of teachers in my circuit holds good for 1894. There is certainly not much improvement to chronicle. I expressed the wish in my last report that some of my uncertificated teachers should attend one of the Vacation Courses of Training, and during the year many were urged by me privately to do so, but I am sorry to say that only a very few availed themselves of this opportunity of self-improvement. It is in the lower grade schools where the inferior quality of the work is seen most, and I have endeavoured by every means in my power to secure a better class of teachers for these schools, but such teachers are either unobtainable or else they are too fastidious. Of the 130 teachers now at work 19 hold the Third Class Teachers' Certificate, 5 hold the Middle Class Teachers' Certificate, 5 hold the Matriculation Certificate, while 1 is an Intermediate B.A., and 1 a M.A. Of the remaining 99 by far the great majority are inexperienced and poorly educated.

*School Accommodation.*—I look upon a suitable school, well and suitably furnished as an important educational factor, and I am glad to be able to report considerable progress in this respect. Each of the towns—Calvinia, Sutherland, Vanrhynsdorp, Piquetberg and Porterville—has now fairly creditable school premises,

which either have been or are being excellently furnished; while at seven other important centres new school buildings are in process of erection. Suitable boarding arrangements have also been completed in connection with the public schools in Calvinia, Sutherland and Porterville. All that remains now is for the people in these several districts to show their appreciation of what has been done by giving the schools liberal support.

*New Schools.*—While these have been increasing at the rate of about 30 per cent., others have been closing at about the same rate. A few have been opened and closed again in the same year. Private Farm Schools in particular are short-lived. Too frequently the object with which these schools are started is to get the grown-up sons and daughters to read sufficiently well to be confirmed. After confirmation their education ceases, and the school is closed until the younger ones are ready to go through the same process, when probably the school is re-opened.

#### SUBJECTS OF INSTRUCTION.

*Reading.*—On this head I can only repeat what I said a year ago: not until the importance of good Reading is recognised by teachers will the teaching of this subject take up its rightful position in the school curriculum. I do not hesitate to say that in not a single school in my circuit does the teaching of *Reading aloud* receive the attention it merits. Some pretence of teaching it is made, but the results at the inspection show that the *daily practice before the teacher and under his guidance*, which alone can make perfect, is wanting. This subject has received considerable attention at the recent Vacation Course, and it is to be hoped that those teachers who attended the lectures will bring into practice the lessons they have learned. It is also to be hoped that Recitation, which is now one of the requirements of the Standards, will not degenerate into the mere repetition of so many lines of poetry. A little done well will be infinitely better than much done badly.

*Geography.*—The teaching of this subject continues to be very little more than mere map-drill.

*Arithmetic.*—Intelligent teaching in Arithmetic is still lacking to a great extent. Easy examples involving a little thought are said to be very difficult, whereas fairly difficult examples are looked upon as easy, provided they are set according to some conventional model. Mental arithmetic has received more attention and the importance of teaching it is beginning to be more generally recognised.

*Handwriting.*—There is no improvement in the teaching of this subject. The many mistakes found in Copy Books clearly prove that children are left to themselves in writing; there is no real teaching and no good supervision.

*Singing and Sewing.*—Both these subjects are receiving increasing attention.

*Object-lesson Teaching.*—In nine out of ten cases this means nothing more than a repetition of certain facts collected from the object-lesson card or the text-book.

*History and Grammar* continue to be indifferently taught.

*Dutch.*—This is taught almost universally, but the quality is poor.

*Composition.*—This is one of the weakest subjects in all my schools.

*Discipline.*—In some schools laxity of discipline is indicated by frequent attempts at copying, while in a few others the action of the teacher is not calculated to raise the moral tone of the school. The teacher's desire that the pupils should do well at the inspection is often so intense that the temptation to render unlawful assistance is too strong to be resisted.

#### CONCLUDING REMARKS.

*House-to-house Visitation.*—In the districts of Calvinia, Piquetberg and Clanwilliam this was undertaken to some extent. In the portion of Calvinia thus visited by me 5 new A. 3 schools were started. In Piquetberg it has led to renewed and increasing interest in education, and I trust to the opening of 5 schools. It may be out of place here to express my indebtedness to Rev. Truter, Rev. Vlok and Rev. Conradie for the valuable assistance rendered me by them in this work. Not only did they accompany me, but they kindly arranged meetings with the farmers which we thought were productive of much good. This, by the way, is an excellent method of arousing interest, removing prejudices and establishing new schools.



Work of a similar nature was done in the district of Clanwilliam, more especially in the portion known as the Upper Oliphant's River Valley. The valley is thickly populated, but most of the farmers are poor. Two sites were fixed upon and preliminary arrangements were made for starting schools. Rev. Leipoldt has undertaken to follow up this work.

*Obstacles to Education.*—It ought not perhaps to be surprising to find how little the importance of education is felt by those among whom ignorance is rife and who therefore stand most in need of it! Among many farmers the notion that six months' schooling is sufficient still prevails. We have reasoned with these until we have lost patience. Others are waiting until the labour question has been satisfactorily settled. Meanwhile their children are growing up in ignorance in the "veld" behind their sheep. It is not sufficient that the Inspector is willing, nay eager to do everything he can to provide school and teacher, he is also asked to supply them with herds and labourers. Others again seem in earnest about the education of their offspring and seem ready to assent to almost any proposal. Arrangements are consequently made for starting a school, and everything seems most promising and satisfactory, but no sooner has one turned one's back than their ardour and enthusiasm suddenly fall to zero, and unless the *pastor loci* is an energetic man and steps forward and starts the school the inspector may come back to the same place a year afterwards to find that nothing has been accomplished. Again there are others who are simply indifferent. On one occasion I visited a cluster of farms at the request of, and accompanied by, a minister and by a farmer who has a P. F. school on his farm. I was told that I should find about 30 children of school age on and about those farms. This turned out to be the case. The outline of a building destined for a school and begun a year ago was also shown me. Here I thought was proof positive that the people were in earnest; but I was mistaken. Nothing could rouse them from their lethargy, not even an offer from the farmer who accompanied me to convey his teacher and his five children every morning to a building which belonged to him and which could be seen in the distance (say 3 miles off), to hold the school there and to throw it open to their children. In another instance of sinful indifference the facts were as follows. Not 200 yards from a P. F. school I found a family of 6 children whose parents stubbornly refused to send them to school. They were all needed at home, I was told. These are typical cases and my firm belief is that nothing short of compulsion is needed to have such children educated.

I might continue to speak of mismanagement on the part of the School Committees, their lack of public spirit, their want of foresight and business capacity, and their unwillingness to be guided (sometimes I have talked to them for hours) but I have said enough to show that in my circuit at least there are many counteracting influences at work which will necessarily retard the progress of true education.

I have the honour to be,

Sir,

Your obedient Servant,

B. P. J. LE ROUX,  
Deputy Inspector of Schools.

Wellington, 25th January, 1895.

#### 14.—INSPECTOR THERON'S REPORT.

(Circuit.—Beaufort West, Britstown, Carnarvon, Fraserburg, Kenhardt, Murraysburg, Prieska, Richmond, Victoria West.)

Sir,—I have the honour to submit to you a general report on the state of education in my circuit as I found it in the course of my first year's tour of inspection.

*Supply of Schools.*—The nine divisions comprising my circuit have a united area of not less than that of the Free State, and in all this extent of country there are at

present only a little over a hundred schools in actual operation. The population is certainly very sparse in this part of the Colony, but I am sure that double the number of existing schools will hardly suffice for educational needs, especially in those wards which are situated at considerable distances from towns or villages.

*Increase of Schools.*—When a farm school is opened it is quite impossible to say with any degree of certainty how long it is likely to "live." There are so many causes any of which may terminate its existence. The teacher may leave without giving notice; it may be found out that he or she is incompetent, lazy, or in other ways unsuited for the position; in not a few instances the young lady teacher gets married; and it sometimes happens that the farmer suddenly makes the discovery that he himself has not had more than six months' schooling, and "why then should his children have more than a year or 18 months?" Still, in spite of all this, the subjoined list shows that there has been some progress.

#### SCHOOLS OPENED DURING 1894.

Division.	A 3.	Mission.	P.F.	Total.
Beaufort West .. .. .	1	—	3	4
Britstown .. .. .	2	1	4	7
Victoria West .. .. .	4	—	8	12
Murraysburg .. .. .	1	—	4	5
Fraserburg .. .. .	1	1	7	9
Prieska .. .. .	—	—	1	1
Kenhardt .. .. .	2	—	1	3
Carnarvon .. .. .	—	—	5	5
Richmond .. .. .	—	—	6	6
Total	11	2	39	52

This would be altogether encouraging but for the fact that about 20 country schools have closed during the year. The net increase is thus 32.

*School Buildings.*—While it must be said that there is not a single model school building in my circuit, I am glad to be able to report improvements effected during the course of the year in the case of 3 out of 6 first class schools. Two large rooms, 30 x 40 feet each, have been added to the school accommodation at Richmond, a new wing at Victoria West, and at Beaufort West some necessary alterations have been made. Of nine Mission schools two possess quite suitable accommodation, four could hardly be in a worse plight in this respect, while in the case of the remaining three there is much room for improvement.

All schools of the first and second class have good boarded floors and are fairly well ventilated. In third class schools a much less satisfactory state of things prevails. Thirteen out of eighteen schools of this class inspected have clay floors, in some cases very uneven and readily broken up into dust which, rising in the air, aggravates the evils of imperfect ventilation. In the case of P.F.S. the room provided is often one of the worst on the farm. Only 15 out of 62 inspected during the year have boarded floors. Eleven of the total number I found to be wretched and unwholesome little dungeons, in some of which the children of well-to-do farmers were condemned to pass their school hours. I have never lost an opportunity of impressing on farmers the absolute necessity and educational value of a comfortable and cheerful schoolroom, and I have reason to hope that improvements may confidently be expected next year.

*Furniture.*—In first and second class schools the furniture is as a rule satisfactory, and the same may be said of about 50 per cent. of farm schools. In 5 out of 9 Mission schools in my circuit the children sit on benches without backs, and have no desks to write on; two are fairly well furnished, and two others insufficiently. No wonder that truancy is so common when attendance at school entails a species of slow torture.

*Attendance.*—The following statistics bear out what I have said about the need of more schools. It will be noticed that not one division can show an enrolment of 50 per cent. of the children who ought to be receiving instruction.



## (a.)—White Children.

Division.	At Aided Schools. All ages, Sept., 1894.	Total April, '91, 5—15 years.	Percentage at Aided Schools, Sept., 1894.
Beaufort West .. ..	349	1,034	33·75
Victoria West .. ..	336	891	37·71
Richmond—Britstown* ..	330	703	46·94
Carnarvon—Kenhardt* ..	125	1,097	11·4
Fraserburg .. ..	132	987	11·38
Murraysburg .. ..	155	378	41
Prieska .. ..	83	538	15·42

## (b.)—Coloured Children.

Division.	At Aided Schools. All ages, Sept., 1894.	Total April, '91, 5—15 years.	Percentage at Aided Schools, Sept., 1894.
Beaufort West .. ..	87	1,432	6
Richmond—Britstown* ..	107	1,056	10
Carnarvon—Kenhardt* ..	203	1,432	14·1
Victoria West .. ..	72	945	7·6
Fraserburg .. ..	32	911	3·5
Murraysburg .. ..	57	614	7·59
Prieska .. ..	0	614	0

*Leaving Standard.*—In collecting the necessary statistics on this point I have also ascertained the *duration of school life* of each pupil who left school for good during 1894. It was distinctly stated in my circular that this period was meant to represent the sum total of the time that each child had attended any schools whatever. I have struck off the list the names of all children under 10 years of age, and rejected a few forms which showed by the incorrect way in which they had been filled in, that the object in view was not understood, and that therefore the information contained could not be relied on.

## 1. Six First Class Schools give the following results:—

Left when in Standard								Average	
B.	I.	II.	III.	IV.	V.	VI.	Above.	Age.	School Life.
—	—	5.	11.	13.	14.	6.	3.	16.	6 years.
<i>i.e.</i> , 55·8 per cent. left below Standard V., and 44·2 per cent. left in or above Standard V. Of these pupils 3 are reported to have passed the Matriculation Examination before finally leaving, and 4 the School Higher Examination.									

## 2. Three Second Class Schools give:—

Left when in Standard							Average		
B.	I.	II.	III.	IV.	V.	VI.	Above.	Age.	School Life.
1.	3.	3.	6.	4.	6.	1.	0.	15.	5 years.
<i>i.e.</i> , 70·8 per cent. left below Standard V and 29·2 per cent. left in Standard V or above.									

## 3. Sixteen A. III Schools in the country:—

Left when in Standard								Average	
B.	I.	II.	III.	IV.	V.	VI.	Above.	Age.	School Life.
9.	12.	11.	7.	6.	3.	1.	0.	16½	2½ years.
<i>i.e.</i> , 79·6 per cent. left below Standard IV. and 20·4 per cent. left in Standard IV. or above.									

## 4. Eight Mission Schools for coloured children:—

Left when in Standard								Average	
B.	I.	II.	III.	IV.	V.	VI.	Above.	Age.	School Life.
60.	10.	11.	10.	6.	0.	0.	0.	12½	2¼ years.
<i>i.e.</i> , 93·9 per cent. left below Standard IV. and 6·1 per cent. left in Standard IV.									

\* These were not separate Census districts.

## 5. Thirty-five Private Farm Schools:—

Left when in Standard							Average		
B.	I.	II.	III.	IV.	V.	VI.	Above.	Age.	School Life.
19.	25.	37.	20.	13.	1.	0.	0.	14½	2½ years.
<i>i.e.</i> , 87·8 per cent. left below Standard IV., and 12·2 per cent. left in Standard IV. or above.									

The forms received from Poor Schools show that none of the pupils who left during the past twelve months have reached Standard IV.

Taking together all the schools for white children (except Poor Schools) we find from the above figures that 81·25 per cent. leave under Standard V.

*Subjects of Instruction—Reading.*—What are usually looked upon as orthographical and phonetic anomalies of English language, such as the words “enough,” “plough,” &c., do not seem to give Dutch children much trouble. Their shibboleths are to be found in such small and common words as “man,” “hand” and “pen.” The last word is often pronounced “pan,” while the peculiar sound which is given to the “a” in the first two words—a sound which grates so unpleasantly on the ear—defies representation by any letters that I am acquainted with. This wretched pronunciation is very difficult to drive out in Dutch communities. Still it can be done. But many careless teachers do not take the trouble to correct a child when he reads “ken” for “can,” or leaves out the “t” at the ends of words, reading “objec” for “object,” “ac” for “act,” and so on. These are too often regarded as details which may pass unchallenged. It would be interesting to know how many children whose English reading I have heard during the last year, can pronounce the word “dog” quite correctly. In most cases it is something like “dawg.” And then those letters “g,” “j,” and “y”! The child who reads *jellow* is almost certain to say *John* and *generally*! This clearly points to careless teaching. The correct sounds *can* be pronounced, but are not persistently demanded by the teacher.

The foregoing remarks apply to Dutch children only. With English children, and also with Dutch children who hear a good deal of English spoken out of, as well as in school, and who are encouraged to converse in that language, the case is quite different, their pronunciation being often very good. As to expression it is almost hopeless to look for it in classes below the fifth Standard, and at that stage reading is gradually shelved to make place for other subjects.

*Dictation* is often the best subject even in farm schools. Children who do not give satisfaction in reading are sometimes fair spellers. In looking over slates I have constantly noticed that pupils have the idea that scribbling is condoned as long as the words are correctly spelt. This should never be allowed. The dictation exercise should be an aid to good writing as well as to acquiring correct spelling.

*Arithmetic.*—In the better class of schools arithmetic is fairly well taught, but in most Third Class, Private Farm and Mission Schools this is the weak subject and the teaching of it weaker still, being as a rule most mechanical. The ability to do with the help of fingers and strokes a large square addition sum, written by the teacher on the pupil's slate, is often the full extent of the knowledge of calculation possessed by classes presented for the first Standard and even for the second. If the numbers to be added are read out, written on the board with the sign + between them, or even if all the lines are not of equal length, the class is generally nonplussed. I have frequently seen a Standard II pupil, in the course of his struggles to arrive at the result of an example in simple division, make 87 strokes, cut off groups of 12 each, and in this way determine the number of times that 12 goes into 87. These mechanical processes if used constantly entirely defeat the purpose that arithmetic is intended to serve as an agent in the development and control of the reasoning faculty. When it is found that in Standard III a pupil can do the compound rules with a fair degree of speed and accuracy, but is unable to compute how much a man would spend a week if he spends so much each day; that in Standard IV a common answer given orally is to the effect that  $\frac{1}{2}$  is larger than  $\frac{1}{4}$ ; that in Standard V the number ·125 (“decimal hundred and twenty-five”) as many insist on calling it is frequently imagined to be greater than ·5; one must conclude that the educational value of arithmetic is far from being understood or appreciated.

*Writing.*—It seems that as a rule one may with confidence expect to find a higher degree of proficiency in nearly every subject in the case of first and second Class Schools than in schools of lower grade. But writing is a distinct exception to this rule. While I have found very good writing in some Farm Schools I have had to report adversely on the penmanship in a few schools where one would expect this subject to receive



much more attention in view of its great importance to town boys who are looking forward to a business career. In the initiatory stages hardly any blackboard demonstration is given, and in the higher classes it appears that very little, if any, stress is laid on neatness in written exercises.

*Dutch* is taught with a fair degree of success in all first and second class schools. At Richmond and Murraysburg the instruction given in this language is very thorough. In many P.F. and A. III Schools in the country it is not taught either because the teachers do not possess the necessary qualification or because the parents do not desire it. Of the total number of pupils examined by me during the year 57 per cent. were learning English and Dutch, 41 per cent. English only, and 2 per cent. Dutch only. Translation from Dutch into English is often very good in more advanced classes, but much weakness is shown in rendering English into the more highly inflected language. There seems to be a general lack of attention to Dutch composition. This should be commenced as early as possible.

*Sewing*.—This branch of instruction has hitherto received hardly any attention. In only one girls' school has some time been devoted to the systematic teaching of the subject according to the requirements of the new code, and I was much pleased to see what excellent work had been done in a short time by the pupils of every standard in the school. In this instance a text book was found to be of great assistance to the teacher.

*Grammar*.—Parsing is seldom estimated at its proper value and the teaching of it is formal and mechanical in all but the best schools. Teachers seem to lose sight of the fact that this "juvenile exercise" is the surest test of a person having learned by far the greater part of that which grammar has to teach. One cannot help being struck by the prevalence of the notion (amongst pupils at least) that it is an inherent quality in a word to be of this or that form of speech. Analysis is sometimes done very well in the fifth Standard, but also in this instance the rules previously committed to memory are too often taken as sole guidance in determining the kind of clause instead of considering its function in relation to other parts of the sentence. An adjective clause introduced by "where" or "when" is almost invariably called an adverb clause.

*Geography*.—The most striking deficiency in the teaching of this subject is the almost total neglect of everything relating to people, productions, industries, commerce and historical associations. I have occasionally asked a teacher to give a lesson on any country he chose. The result was generally far from satisfactory, giving me the impression that the teacher had not thought it worth his while to go beyond the meagre contents of the text book for his own information, and that he was not any better up in the lists of names (apparently the only end in view) than his class. There is too much of memory task-work set and too little of intelligent and interesting talk with pupils in teaching geography. In Standard III. the definitions are fairly repeated but the utter absence of blackboard or other illustration is very conspicuous when one goes from mere words to things in trying to get at the intelligence of the children. Whenever I expressed my surprise to find that IV. and V. Standard classes knew nothing of the South African territories that came under British influence during recent years, the usual excuse was "It does not stand in the book," and in some instances I found that the teacher was as ignorant of the merest geographical outline of our northern expansion as his pupils. In a few first and second class schools the subject is most efficiently taught, and in a manner proving its capability of being made an educational instrument of no mean value.

*Singing*.—This important subject is taught from notes in only two First Class Schools. As a general rule, and especially in the case of schools of lower grade, hymn singing by ear is accepted by committees and parents as a perfectly satisfactory result of what vocal music—according to their own conception of it—has to teach. Very few teachers know Tonic Sol-fa; but I am sure that if every one of them with sufficient musical talent were to take the trouble to qualify for giving instruction in the subject there would be no reason to complain of its neglect.

*Qualifications of Teachers*.—On making a list of all teachers whose work I examined this year, with their qualifications specified, I find that a larger percentage are certificated than one would expect in my circuit which comprises some of the most backward districts in the Colony. In first class schools there are nine who possess academical degrees or have passed other educational tests but have no professional certificates,—viz., 1 M.A., 3 B.A., 1 D.Sc., 1 has passed the Intermediate Examination, 1 the Matriculation (Lond.), 1 the Matriculation (Cape), and 1 the School Higher. Eight hold the following professional certificates, viz., 1 the Privy Council, 1 the Second Class Teachers' and 6 the III Class Teachers'. Three others are uncertificated,

The greatest number of uncertificated teachers is found in Farm Schools, some of them being utterly unfit to give instruction. Of 62 teachers in this class of school 3 hold the B.A. degree, 2 have matriculated, 1 has passed the School Higher (of the foregoing six 2 also possess the III Class Teachers' Certificate), 23 have passed the Third Class Teachers', and 33 have no certificates whatever. Taking the two classes of schools together, which will give us a fairly approximate average of all grades, we find that 56.1 per cent. of the teachers are certificated (37.8 p. c. having professional certificates and 18.3 p. c. other) and that 43.9 per cent. are uncertificated.

I have almost without exception found good elementary work being done by teachers who have passed the "Third Class," and it is gratifying to note that even farmers are beginning to attach importance to the possession of this certificate in making appointments to their private State-aided Schools.

*Compulsory Education*, enforced by an Act with workable terms suited to the country, will, I feel sure, be quite feasible in almost every part of my circuit, notwithstanding the very sparse and scattered population. In the urban areas there can be no doubt that compulsion is not only absolutely necessary but is possible of practical realisation. Then it must be remembered that even if we could have the assurance that more than 90 per cent. of the adult white population have received instruction in State-aided or private schools, the Leaving Standard is so low and the duration of school life in most instances so short, that one may well question whether the average degree of education possessed in most districts is worth much. In the case of the coloured races its value is certainly extremely small.

I have the honour to be,

Sir,

Your obedient Servant,

G. P. THERON,

Deputy Inspector of Schools.

Murraysburg, 31st December, 1894.

## 15.—INSPECTOR WOODROOFFE'S REPORT.

(Circuit:—Kongha, Stutterheim, Butterworth, Nqamakwe, Tsomo, Idutywa, Kentani, Willowdale.)

SIR,—I have the honour to forward the following Report on the inspection work performed during the year 1894:—

### I. SUPPLY OF SCHOOLS.

In my circuit the number of schools added to the list during the year is small; it is as follows:—

Second Class Public Schools .. .. .	2
Private Farm Schools .. .. .	4
Aborigines' Schools .. .. .	2
Total .. .. .	8

One "Poor School" has been closed; thus the number of additional schools is reduced to 7. It may, however, be noted that several new grants have been sanctioned by me, for which formal applications will before long be sent in.

*Closing of Schools*.—A few Aborigines' Schools have been closed, all of them temporarily, with one exception. They were closed, either because the schoolroom needed repair, or because a new building was imperatively demanded. But under this head the Private Farm Schools are the most prominent. Their duration is uncertain. When one flatters oneself that a definite area is adequately provided for, one is startled

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by discovering that this or that school has been suddenly closed. This has occurred in two localities in the division of Komgha. By way of remedy the following suggestions may be made:—

1. Teachers should be engaged by the quarter, and not by the month as is too often the case.
2. Effort should be made to amalgamate Private Farm Schools, where this is possible, and then to bring the school under order A. Class III.
3. The capitation grant might be abolished, and in lieu thereof some slight increase of grant might be made during each year of the school's existence.

Unfortunately there are still to be found farmers who hold that a few months' occasional schooling is all that is necessary for a child's education.

## II. ENROLMENT AND ATTENDANCE.

*Enrolment.*—Owing to a change in my circuit there is some difficulty attached to this portion of my Report. Many of the schools were not inspected by me in 1893. I therefore omit this part of the subject.

*Attendance.*—Under this head there is no complaint to be made concerning schools in Order A. A large proportion of the scholars come from a distance; e.g., in Stutterheim exactly half live beyond the boundaries of the Municipality; and if this drawback be taken into account the attendance may be considered to be regular. This is, however, not the case with the schools under Order C. In them the attendance appears to be more irregular than at any period during the last twelve years. To this result two main causes have contributed. First, an unusual and distressing amount of sickness has prevailed. In some regions the death rate has risen to nearly 80 per 1,000. Were a Census of the Transkei proper taken it would be found, I believe, that the population had diminished since 1891. Secondly, the natives do not take as much interest in their schools as they did formerly. The R. M. of Tsomo, writing in the Blue Book for 1894, says:—"I have no hesitation, although much regret, in saying, that there are fewer signs of real progress amongst the people to-day than there were some years ago." I agree with him.

## III. INDIGENT WHITE CHILDREN.

At the beginning of the year my circuit contained only two Poor Schools. One of these is now closed. Two, however, are to be opened in January, 1895; and steps are being taken to provide a third. One more, in Lower Kuku, is required; if this can be established, or re-opened, the indigent whites of my district will have their wants reasonably well attended to. But how far education will succeed in raising these people, in imparting habits of industry and a spirit of enterprise, is a question which I leave to be answered by those who are more sanguine than myself. And whatever efforts may be made the unpleasant fact meets us at every turn, that it is well nigh impossible to obtain for this class of schools teachers who are fitted for the work. It is a most arduous sphere of labour, and it requires special qualifications, among which may be reckoned a self-devotion akin to what is called a missionary spirit.

## IV. INSPECTION OF SCHOOLS.

All the schools in my circuit have been inspected during the year.

*Surprise Visits.*—In addition to the formal yearly inspections a few surprise visits have been paid. These have proved to be serviceable; they have shown that in the case of schools for the aborigines the attendance is markedly influenced by the presence of the Deputy Inspector in the district.

## V. DISTRIBUTION OF PUPILS INTO STANDARDS.

*Leaving Standard.*—In schools included under Order A. 25.98 per cent. of the scholars inspected in 1893 had left before the inspection of 1894. The Standards last passed were as follows:—

Below Standard	.. .. .	10.95 per cent.
Standard I.	.. .. .	13.7 "
Standard II.	.. .. .	16.44 "
Standard III.	.. .. .	16.44 "
Standard IV.	.. .. .	15.16 "
Standard V.	.. .. .	17.8 "
Standard VI.	.. .. .	9.57 "

Of those who had left about one-fifth were traced to other schools.

In day schools for aborigines 22.15 per cent. of the scholars had left since the previous inspection. The Standards passed by them were as follows:—

Below Standard	.. .. .	48.54 per cent.
Standard I.	.. .. .	16.66 "
Standard II.	.. .. .	15.38 "
Standard III.	.. .. .	14.28 "
Standard IV.	.. .. .	5.02 "

This table shows a slight improvement upon the results obtained last year; the difference being as follows:—

Below Standard	.. .. .	6.2 decrease per cent.
Standard I.	.. .. .	3.81 increase per cent.
Standard II.	.. .. .	1.96 "
Standard III.	.. .. .	.56 "
Standard IV.	.. .. .	.06 "

I have not included Private Farm Schools under this head. They are too erratic. They are the comets of our educational system; they come and go, and their movements are difficult to calculate. But it is evident from the tables given above that steady co-operation on the part of teachers, parents, and scholars is required in order that our educational system may become effective. Such co-operation is as yet rare; I have seen it, but not often. And from the second of these tables this conclusion may be deduced: if a teacher of an aborigines' school is receiving a grant for instructing nominally 100 children; he is receiving it for instructing actually 50, for only about half his scholars attain any standard at all. If this is an exaggeration, it is a very slight one. I may add that my figures have been obtained from 8 schools in Order A., and from 102 schools in Orders B. and C.

*Duration of School Life.*—In six schools in Order A (a small number) this was 2.32 years. In 37 schools in Orders B and C the average of school life was 2.42 years. Children leave school and return to it; it is not treated with due respect. Until education comes to be regarded as a necessary business of life, all statistics under this head must be eminently unsatisfactory.

*Pupils' Standards of Inspection.*—The following is a summary of the year's inspections:—

Number of Schools.	Order.	Number of Pupils Registered.	Number of Pupils present.	Below Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Above and unclassified.
11	A.	350	329	50	73	45	73	40	36	6	6
14	P.F.	99	91	11	28	22	4	8	1	..	..
1	Poor.	20	16	10	6	..	..	..	..	..	..
6	B.	284	236	130	42	40	24	..	..	..	..
113	C.	6,310	5,107	2,328	990	860	606	203	80	..	40
Totals.	..	7,063	5,779	2,529	1,139	967	724	251	117	6	46

It may be observed that more than 81 out of every 100 children were present at inspection; this table therefore may be taken to express fairly the actual condition of attainment in the circuit. Unfortunately it does more than that. It proves that three scholars out of five have not advanced beyond Standard I., or, in other words are getting no real good at school.



The following percentages are derived from the table given above :—

Below Standard .. .. .	43.75 per cent.
Standard I. .. .. .	19.7 "
Standard II. .. .. .	16.73 "
Standard III. .. .. .	12.53 "
Standard IV. .. .. .	4.34 "
Standard V. .. .. .	2.02 "
Above Standard and Unclassified .. .. .	7.9 "

The passes in Standard VI. are so few as to be unappreciable.

Teachers of Aborigines' Schools do not seem to be aware of the grave reproach incurred by the high percentage of pupils who pass no Standard. These children must not be looked upon as a waste product that inevitably remains after the raw material has undergone the process of manufacture. In schools which have an assistant teacher this defect is inexcusable, and notice has been already given in some schools that its continuance may lead to a diminution of the grant.

#### VI. ANNUAL PROGRESS OF PUPILS.

Some of the schools inspected during the year were inspected for the first time, and of course cannot be included under this head. In others no record of the previous inspection was to be found; in more than one case the native teacher had left and had made away with the register. This return is therefore not so full as could be wished. It includes, however, four-fifths of the schools inspected.

Number of schools inspected .. .. .	118
Number of pupils present .. .. .	5,113
Number of these present at previous inspection .. .. .	3,053
Number of the latter attaining a higher Standard .. .. .	1,378
Number remaining in same Standard .. .. .	1,609
Number going back a Standard .. .. .	66

Of the pupils attending schools in Order A. and Private Farm Schools 76 per cent. gained a higher Standard than that passed at the previous inspection. Those who have gone back a Standard belong exclusively to schools in Orders B. and C. In these only 45 per cent. obtained a higher Standard, 52 per cent. remaining where they were. I may add that in these schools half of those presented for the fourth Standard failed; and that in 16 schools I refused to examine for this Standard on the ground that half, or more than half, of the children present were below Standard.

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

Under this head I am glad to be able to report a decided advance. As regards the Schools in Order A. there is little cause for complaint. The Private Farm Schools are almost universally held in a room in the dwelling-house, and this is as a rule well ventilated, and of sufficient size. In Orders B. and C. a decided improvement is to be observed, so far as the buildings are concerned. Mud floors, however, are still too prevalent; they work into holes and the furniture suffers. In fact in these schools a better equipment is a desideratum; but this would involve an extravagant outlay, unless evenly laid floors could be provided.

#### VIII. SUBJECTS OF INSTRUCTION.

As regards the work of the lower class of schools the introduction of the new Standards will tend to alter the merely mechanical teaching, which is and has been too prevalent. No fixed rule has as yet been laid down defining how far the native language or languages are to be recognized. My work lies almost entirely among Kafir speaking races; but I have thought it right to insist on some knowledge of English or Dutch being shown in reading and dictation. And I am beginning to think that it is time to omit from my examination the Kafir language; the natives themselves will not be averse to this.

*Singing.*—Now that it has become known that some knowledge of musical notation is expected, teachers are beginning to study the Tonic Sol-fa system; a few of the European teachers are well acquainted with it already. There has been certainly a move forwards during the year.

*Sewing.*—The needlework is almost always neatly done, but the lack of system is only too apparent. This fault will, I anticipate, gradually vanish, as soon as the preliminary difficulties of introducing the needlework Standards have been overcome.

#### IX. THE SCHOOL SYSTEM.

*Mission Schools.*—Frequent complaints have been made that the local contributions are paid either in part only or not at all. This question is likely to be soon settled in a majority of the schools under my inspection. By a Proclamation dated 4th October, 1894, provisions of what is called the Glen Grey Act come into force in four magistracies of the Transkei. A rate will be imposed for the purpose among others of "establishing and maintaining industrial and agricultural schools within the District, and providing generally for the educational requirements of the people." I am informed that the local contributions to native schools will be paid out of the money collected under this rate. If this be the case, it will, I submit, be expedient that the Education Department should have something to say in the matter.

I have the honour to be,

Sir,

Your obedient servant,

HENRY R. WOODROOFFE,

Deputy Inspector of Schools.

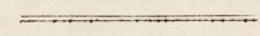
Grahamstown, 26th January, 1895.



17. The Board of Education  
The Board of Education is the body which is responsible for the control and management of the public schools in the State. It is composed of members appointed by the Governor and the Legislature. The Board has the honor to acknowledge the receipt of the report of the Commissioner of Education, and to express its appreciation of the thoroughness and accuracy of the information furnished. It is the hope of the Board that the report will be of great value to the public in their consideration of the educational system of the State.

HENRY F. STEPHENS  
Commissioner of Education

## ANNEXURE II.



## REPORTS

OF

## EDUCATIONAL SURVEY.



## 1.—REPORT ON THE DIVISION OF ABERDEEN.

SIR,—In accordance with instructions contained in your letter of the 5th of October, 1894, I spent five weeks in the division of Aberdeen making as exhaustive an examination as possible into the educational needs of the Division, trying to arouse interest in education and to increase the very small number of schools. Aberdeen was fixed upon more especially on account of the need there is for more schools in that division, and the special difficulties in the way of opening schools owing to sparseness of population.

The matter to be dealt with will fall under the same heads as were given in the Jansenville report of last year.

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

The accompanying map will show very distinctly how public schools are distributed at present, and where schools might be opened.

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

Number of children of school-going age .. .. .	908
" these attending public schools .. .. .	222
" " private schools or being taught at home .. .. .	145
Number of children being taught .. .. .	
" " not under instruction .. .. .	367
" " .. .. .	541

It thus appears that of the children of school-going age 59·58 per cent. are not receiving instruction, and 24·43 per cent, or about one fourth are at public schools. It should be noted too that 50 out of 145 receiving instruction in private schools or at home are town-children, so that the number of children being educated this way is very small.

*Poverty.*—Any classification of children in accordance with their ability to pay school fees, or their inability to do so, must from the nature of the case be rough and ready. There will always be a number of cases on the border-line where it is guess-work. But for practical purposes there are sufficient grounds of decision. I have usually considered 5 shillings per month full fee; when fees fall much below that the grant for a Poor School becomes necessary.

Number of children able to pay full fees .. .. .	652
" attending school .. .. .	339
" not " .. .. .	313
" unable to pay full fees .. .. .	256
" these attending school .. .. .	61
" not " .. .. .	195

These figures show that 71·8 per cent of the children are able to pay full fees, and that a little more than half of those able to pay are attending school. They are mostly village children.

*Existing Schools.*—The next matter for consideration is the character of the existing schools, and the amount of support given to them locally, and by Government. The facts are given in the following tables, where under the heading "accommodation," the letter B denotes that the floor is boarded, and the letter C that



it is of *clay*; and under the heading "Local Provision," B & L denotes Board and Lodging.

## EXISTING SCHOOLS.

Centre.	Class.	Accommodation.	No. at School.	Add. No. within reach.	Local Prov.	Govt. Grant.
1. Aberdeen ..	A. 2.	B; 100 × 20 × 12 ft.	106	16	£ 257 $\frac{1}{2}$	£217 $\frac{1}{2}$
2. Marais Siding	A. 3.	C; 20 × 10 × 8 "	10	0	£ 40 & B. & L.	£ 40
3. Oudeplaats ..	A. 3.	C; 14 × 10 × 9 "	10	1	£ 25	£ 45
4. Groot Vlakte	P. F.	C; 12 × 10 × 8 "	15	2	£ 30	£ 30
5. Spitzkop ..	P. F.	C; 14 × 10 × 9 "	5	1	£ 10	£ 10
6. Aberdeen ..	B.	C; 36 × 16 × 9 "	61	16	£ 6	£ 30
Total ..	..	..	207	36	£368 $\frac{1}{2}$	£372 $\frac{1}{2}$

It should be noted that the discrepancy between the total 207 and the school returns which are a little higher is due to the fact that children above 16 attend school; and the discrepancy between the total 207 and the total number attending public schools (222) is due to the fact that some children from Aberdeen attend schools in other districts.

One is struck with the large number of pupils attending the town schools. This is partly due to the fact that there are between 30 and 40 children from the country in the town schools. In the column headed "Additional number within reach," I have taken no notice of the number provided for by private schools.

It is a great pity that a district boarding school, which was doing good work, has closed during the year, owing to intemperance on the part of the teacher.

*Proposed Schools.* Judging from the small number of schools in existence there is apparently a rich field for the establishment of new schools in the Aberdeen division. But although a large number of proposed centres for schools is indicated by the following list and on the map, I am not very sanguine of opening any large number during the year. While the proportion of poor people in the division of Aberdeen is much smaller than in the division of Jansenville (in Jansenville the percentage of pupils unable to pay full fees was 42.1 in Aberdeen it is 28.1) the sparseness of population in the latter district makes the opening of anything but Private Farm Schools a task of great difficulty. Further, in a certain part of the Division people are quite satisfied if their children are able to read, and it may need another visit and the lapse of some time before they awake to the need of a more extended education.

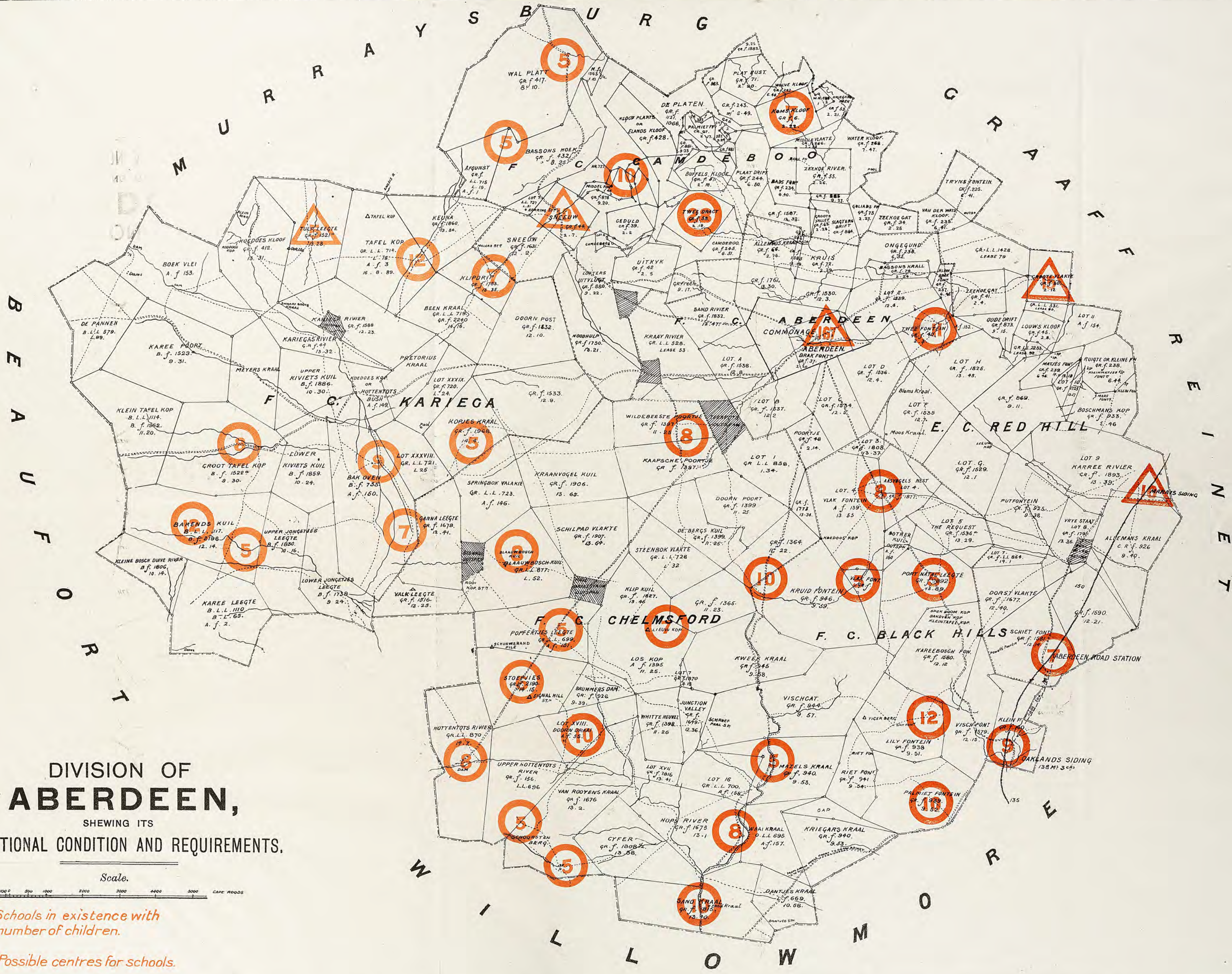
As the number of children in the vicinity of a proposed school, and the number likely to attend vary so slightly I have not thought it necessary to have a separate column for the approximate attendance.

In calculating the Government Grant necessary for Private Farm Schools, I have taken the average between the grant made to an uncertificated teacher and to a certificated teacher, and I have taken the average salary at £40 a year.

Though I have put down all centres at which there are five or more children, there are many of them at which I do not in the least expect that schools will be started. And on the other hand there are places with less than 5 children on the homestead where schools are more likely to be started owing to the fact that there is better accommodation for teacher and boarders.

At 13 of the places indicated I found schools of some sort in existence. At 8 of these the teachers appeared to me to be sufficiently educated to admit of their being accepted as Government teachers, and I in each case urged both the farmer and teacher to apply to have the school placed on the Government list. I expected that by this time 6 applications at least would have come in, but up to the present I am not aware that any applications have been made. The list of proposed schools follows:—





DIVISION OF  
**ABERDEEN,**  
 SHEWING ITS  
 EDUCATIONAL CONDITION AND REQUIREMENTS.

Scale.

0 1000 2000 3000 4000 5000 CAPE ROADS

**10** Schools in existence with number of children.

**10** Possible centres for schools.



## PROPOSED SCHOOLS.

Centre.	Class.	Accommodation.	Number in Vicinity.	Local Provision.	Govt. Grant.
1. Doorndraai .....	A. 3.	C. 18 × 13 × 12 ft.	10	£30 and House.	£30
2. Keuna .....	"	C. 16 × 12 × 9 "	12	£18 B. and L.	£30
3. Palmietfontein ...	"	None.	10	£18 "	£30
4. Tweedragt .....	"	C. 20 × 16 × 12 "	28	£18 "	£54
5. Tweefontein .....	"	None.	11	£18 "	£30
6. Aberdeen Road....	P. F.	"	7	£22 <sup>1</sup> / <sub>2</sub> "	£17 <sup>1</sup> / <sub>2</sub>
7. Bak Oven .....	"	C. 16 × 12 × 10 "	9	£17 <sup>1</sup> / <sub>2</sub> "	£22 <sup>1</sup> / <sub>2</sub>
8. Bassons Hoek .....	"	C. 16 × 11 × 12 "	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
9. Blauwboschkuil ...	"	None.	8	£20 "	£20
10. Gannaleegte .....	"	C. 16 × 12 × 10 "	7	£22 <sup>1</sup> / <sub>2</sub> "	£17 <sup>1</sup> / <sub>2</sub>
11. Grootte Tafelkop...	"	None.	8	£20 "	£20
12. Hottentots River..	"	"	8	£20 "	£20
13. Klipdrift .....	"	"	7	£22 <sup>1</sup> / <sub>2</sub> "	£17 <sup>1</sup> / <sub>2</sub>
14. Kopjeskraal .....	"	"	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
15. Komsκλοof .....	"	C. 18 × 16 × 10 "	7	£22 <sup>1</sup> / <sub>2</sub> "	£17 <sup>1</sup> / <sub>2</sub>
16. Leeuwkop .....	"	None.	7	£22 <sup>1</sup> / <sub>2</sub> "	£17 <sup>1</sup> / <sub>2</sub>
17. Lilyfontein .....	"	"	12	£10 "	£30
18. Mazelskraal .....	"	C. 14 × 14 × 12 "	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
19. Middelfontein .....	"	C. 16 × 12 × 11 "	10	£15 "	£25
20. Oatlands .....	"	B. 40 × 20 × 15 "	9	£17 <sup>1</sup> / <sub>2</sub> "	£22 <sup>1</sup> / <sub>2</sub>
21. Poffertjes Leegte..	"	C. 10 × 8 × 10 "	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
22. Port Natal Leegte	"	B. 14 × 10 × 9 "	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
23. Schoorsteenbergt...	"	None.	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
24. Stoepies .....	"	"	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
25. Upper Jongetjes Leegte .....	"	"	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
26. Van Rooyenskraal	"	"	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
27. Vlakfontein N.....	"	"	8	£20 "	£20
28. Vlakfontein S.....	"	"	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
29. Waaikraal .....	"	"	8	£20 "	£20
30. Walplaat .....	"	"	5	£27 <sup>1</sup> / <sub>2</sub> "	£12 <sup>1</sup> / <sub>2</sub>
31. Wildebeestpoortje..	"	C. 12 × 10 × 8 "	8	£20 "	£20
32. Zandkraal .....	"	None.	10	£15 "	£25
33. Barendskuil .....	Poor.	"	12	B. and L.	£48
34. Kruidfontein .....	"	"	10	£6	£60
Total .....	..	..	281	£718 B. and L.	£755 <sup>1</sup> / <sub>2</sub>

An expenditure of £750 odd will thus be required to provide for the education of an additional 280 children, or approximately £2, 15/- per child. As most of the proposed schools are private farm schools the school-rooms would be provided locally.

At one place the parents of the children are all labourers earning their food and from 10s. to 15s. a month. They would be able to pay very little towards the teacher's board and lodging, and would be wholly unable to board him. In this case it would be necessary if a teacher were employed, to pay his board at the proprietors, in addition to his salary. To deal with the causes of Educational Destitution would be to reiterate almost word for word what I said in my Jansenville report, but apathy, prejudice, and sparseness of population are the predominating causes. I may have done something to remove the two former, and a second visit in some cases will do more; the latter, lapse of time and an increased attention to agriculture as distinct from pastoral farming, where possible, will remove.

I have the honour to be,

Sir,  
Your obedient servant,

(Signed) A. H. MURRAY.

Muizenberg, 24th January, 1895.



## 2. REPORT ON THE DIVISIONS OF STEYNSBURG AND FRASERBURG.

SIR,—I have the honour to submit to you my Report on the Educational Survey of the districts of Steynsburg and Fraserburg, which I have made in accordance with the directions contained in the letter received from your office, dated 26th September, 1894. You desired an enquiry into the educational condition and wants of these districts, and requested me to give you a Report similar in nature to the Special Report on the district of Jansenville, appended to your annual Report for the year 1893.

The special instructions on which the Survey was to be made are contained in the Report of Inspector Murray above referred to, and need not be here recapitulated.

In compliance with your directions I set out to Steynsburg on the 15th October, 1894, and forthwith started on a house-to-house visitation in that district, for the purpose not only of examining into the present state of education, but also of trying to acquaint myself with the character of the people and the country, by means of personal intercourse and observation. At the same time I made use of every available opportunity of consulting with men of intelligence and influence in the district, who take an interest in education and are likely to exert their influence in furthering the cause.

On the completion of my tour through Steynsburg I proceeded to Fraserburg, to carry on a similar enquiry there. This being one of the most extended districts in the Colony and the time left at my disposal till the end of the year being limited, I regret to say that my visitation was not as thorough as I should have wished it to be. The extreme northern and western portions of the district I have not been able to visit. No trouble, however, has been spared to gain full information of those parts, and I feel convinced that the statistical returns as tabulated below are as nearly correct as can be desired.

### STEYNSBURG.

The following are the ascertained facts as to the present educational condition of Steynsburg:

#### *School Attendance.*

Number of children of school age .....	725
Number of these attending Government schools.....	159
Number of children attending private schools, or being taught at home	97
Number of children being taught in any way.....	256
Number of children not under instruction .....	469

From these figures it appears that of the children of school-going age 64·7 per cent. are not receiving instruction, and only 22 per cent. are attending Government schools.

*Poverty.*—The ability of the parents to pay school-fees will appear from the figures:—

Number of children of school-going age .....	725
Number of these able to pay full fees .....	474
Number of the latter attending school.....	209
Number of children unable to pay full fees .....	251
Number of the latter attending school.....	47

These figures show that 65·4 of the children of school-going age are able to pay for their education, and that only 44 per cent. of these (*i.e.* less than the half) are actually attending school.

*Existing Schools.*—The following table gives the facts in connection with the existing Government Schools.

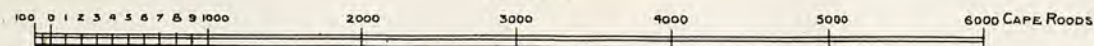
[NOTE:—Under the heading “Accommodation” the letter B denotes that the floor is boarded, and the letter C that it is of clay; under the heading “Local Provision” the letter B denotes Board and Lodging.]





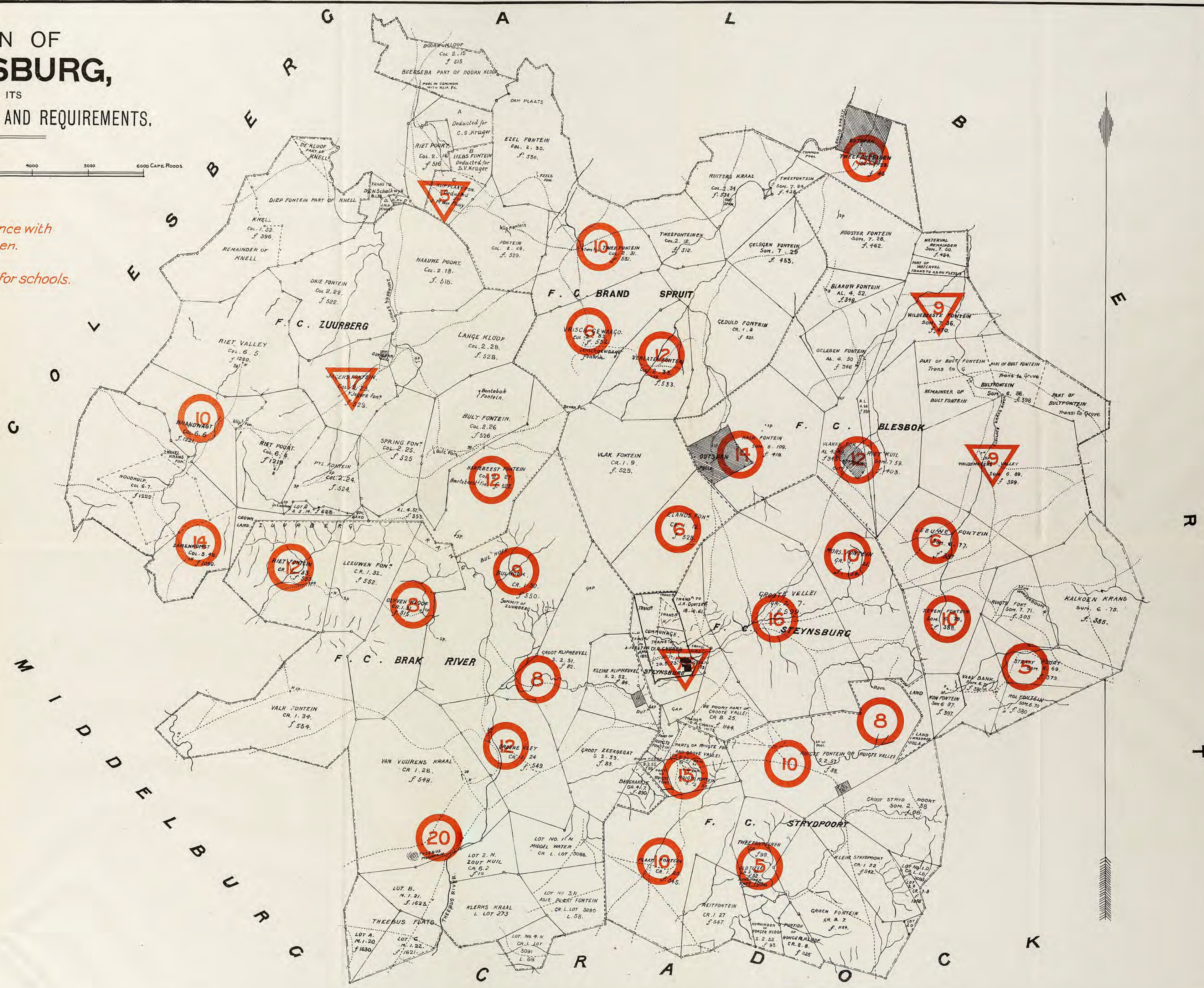
# DIVISION OF STEYNSBURG,

SHOWING ITS  
EDUCATIONAL CONDITION AND REQUIREMENTS.

Scale.



-  Schools in existence with number of children.
-  Possible centres for schools.





A.—EXISTING SCHOOLS IN STEYNSBURG.

CENTRE.	Class.	Accommodation.	No. at School.	Additional within reach.	Local Provision.	Government Grant.
1. Steynsburg .....	A. II.	72 × 24 × 12 ft.	76	25	£195	£195
2. „ .....	Evening School.	„ „ „	23	..	£15	£15
3. Jagersfontein .....	A. III.	C; 20 × 15 × 10 ft.	17	10	£30	£40
4. Wildebeestkuil .....	P. F.	B; 20 × 12 × 10 ft.	9	4	Board and £27	£23
5. Wagenmakersvlei .....	„	B; 16 × 10 × 10 ft.	9	8	„ and £23	£27
6. Klipplaatsfontein .....	„	B; 12 × 8 × 12 ft.	5	10	„ and £35	£15
Total .....	..	..	*139	57	£325	£315

\* This figure differs from the return given above of the number of children attending Government Schools, as the latter number includes children attending Government Schools in other districts.



From this list it is abundantly evident that education in the district of Steynsbury is at a very low ebb. It is to some extent encouraging that, since the above list was framed, three new schools have been opened, one Third Class School and two Private Farm Schools, having in all over 50 children on the roll. In the village, moreover, a Poor School has since been started, and the fact must not be lost sight of that of the children receiving instruction in private schools or at home (which, as a rule, is of a most rudimentary description) 23 children attend a private school in the village where good work is being done. An amalgamation of this last school with the Public School appeared to me both desirable and practicable. Unfortunately it has to be stated on the other hand that, at the time of my visit, I found that 3 of the Private Farm Schools which were on the list during the course of the year, had been closed, apparently for no other reason than lack of co-operation among neighbouring farmers.

*Proposed Schools.*—From what has been stated above it is perfectly clear that the number of schools in existence is not nearly sufficient for the requirements of the district. As a result of my enquiry I fixed upon 25 additional centres at which schools ought to be established. At the same time I took note of the circumstances of the people in the neighbourhood of each centre, the accommodation available, the number of children within reach, the number that probably would attend each school, the Government grant required, and the local contribution which it seemed possible to raise. Guided by these circumstances I determined upon the class of school likely to suit each centre.



B.—PROPOSED SCHOOLS IN STEYNSBURG.

CENTRE.	Class.	Accommodation.	No. in Vicinity.	Approximate Attendance.	Local Provision.	Government Grant.
1. Grootvlei .....	A. III.	C; 16 × 12 × 10 ft.	20	16	Board and £30	£30
2. Theebus .....	A. III.	None at present.	35	20	Board and £37 10s.	£37 10s.
3. Tweefontein .....	D.	B; 20 × 15 × 10 ft.	46	30	£60	£60
4. Brandwacht .....	Poor.	None at present.	12	10	Board	£40
5. Samenkomst .....	"	C; 20 × 12 × 10 ft.	16	14	"	£48
6. Ruigtevallei .....	P. F.	None at present.	12	8	Board and £15	£16
7. Zevenfontein .....	"	B; 16 × 10 × 10 ft.	12	10	" £20	£20
8. Morsfontein .....	"	None at present.	8	7	" £16	£14
9. Leeuwfontein .....	"	B; 12 × 8 × 9 ft.	6	6	" £25	£18
10. Rietkuil .....	"	None at present.	7	6	" £18	£12
11. Tweefontein .....	"	"	6	6	" £12	£12
12. Plaatfontein .....	"	"	12	10	" £20	£20
13. Joachimsfontein .....	"	C; 15 × 12 × 10 ft.	18	15	" £10	£30
14. Boschjeskoom .....	"	B; 14 × 9 × 10 ft.	15	8	" £15	£16
15. Kalkfontein (Roopoot) .....	"	C; 20 × 10 × 10 ft.	17	14	" £24	£28
16. Verlatenfontein .....	"	None at present.	16	12	" £20	£24
17. Frischgewaagd .....	"	C; 10 × 8 × 10 ft.	6	6	" £20	£12
18. Tweefontein (Venter) .....	"	None at present.	13	8	" £15	£16
19. Hartebeestfontein .....	"	B; 16 × 12 × 10 ft.	14	12	" £20	£30
20. Bulhoek .....	"	None at present.	11	9	" £15	£18
21. Elandsfontein .....	"	"	7	6	" £18	£12
22. Rietfontein .....	"	C; 20 × 12 × 12 ft.	16	12	" £20	£24
23. Groot Klipheuvel .....	"	C; 16 × 10 × 10 ft.	8	8	" £24	£16
24. Olyvenkloof .....	"	None at present.	10	8	" £20	£16
25. Grootvlei (Groenvlei) .....	"	C; 15 × 10 × 9 ft.	14	10	" £20	£20
TOTAL .....	..	..	357	271	..	£599 10s.



It will be seen from this list that the total annual Government expenditure required for these 25 additional schools would be about £600.

*Distribution of Schools.*—To make perfectly clear the present supply of schools and the supply which is deemed necessary in order to place Steynsburg on a fairly satisfactory educational footing, the accompanying map of the district has been prepared. On it the schools, existing and proposed, are indicated, with numbers showing the present attendance in the case of existing schools and the probable attendance in the case of proposed schools.

*Native Schools.*—It is impossible for me to furnish an accurate and detailed report of the state of education of the coloured children in the district. Beyond the establishment of a Mission school in the village with 41 children on the roll, no steps have been taken to educate the natives.

#### GENERAL REMARKS.

In taking a general survey of the educational condition of Steynsburg, I came to the conclusion that poverty is certainly not the main reason for the unsatisfactory state of affairs. Large as is the proportion of poor parents in the village as well as in the district—the “bywoner” element is particularly strong in the district—the circumstances are such that schools can be more conveniently established than is usually the case in the inland districts. The district is thickly populated and farmers’ residences within walking distance of each other are plentiful in every direction. Indifference and lack of appreciation of the benefits of education can alone account for the fact that schools have not yet been established in many cases which could easily be specified. In too many cases parents are satisfied with the most rudimentary education for their children and see no need for schooling during more than a very brief period. Even where the value and need of education are seen and admitted, parents often exaggerate the difficulties in the way and find ready excuses for their neglect of one of the first duties towards their children.

It is moreover to be deplored that in many cases in which schools have been brought within their reach, parents fail to avail themselves of the opportunity afforded them of having their children educated. I have repeatedly had to hear of cases in which offers to receive children into schools at a nominal fee, and even without payment of any fee, were refused. One of the most flagrant cases is that of the school at Jagersfontein, which has on the roll 17 children, belonging to three families on the farm. Within 15 minutes walking distance from this school there happen to be two families with 10 children of school-going age between them, none of whom attend the school, in spite of inducements offered to the parents. Compulsion seems the only remedy at hand in cases such as this.

The scarcity of teachers is another serious drawback. Even should the usual difficulties be overcome and steps taken to have schools started as recommended above, it must be admitted that at this moment the one insuperable difficulty in most cases will be to supply the teacher.

What struck me as most extraordinary was the utter ignorance of the school regulations and the ordinary conditions on which assistance can be obtained from Government. Were these regulations better known and understood, I feel confident that in many cases steps would at once be taken to make use of the help now-a-days so liberally extended by Government.

Moreover lack of hearty co-operation among neighbours and the want of men capable and willing to take the lead often account for the fact that nothing is done to improve matters. For this reason amongst others the progress of education in the district depends to such a great extent on the personal efforts of the ministers of religion.

The lack of co-operation and the want of a leading spirit are painfully apparent in one instance. I refer to the case of the farm Tweefontein, which I have recommended as a site for a District Boarding School. The necessary building is ready to hand and within a three-mile radius therefrom is situated a number of farms with in all no less than 44 children of school-going age, none of whom are at present receiving instruction. As far as I could gather, it only wanted the man to take the lead in the matter to have a flourishing school started in this locality. Unfortunately, the people in the neighbourhood—as is indeed the case throughout the district—belong to different religious bodies, being more or less equally divided between the “Dutch Reformed” and “Reformed” churches. This may make either Minister reluctant to step in, for fear of trespassing on the field of the other. Co-operation between them ought soon to solve the difficulty.

It was gratifying to find that, though friction does to a certain extent exist between these two religious communities, there is on both sides, with few exceptions, a willingness to co-operate in matters regarding education. The prejudice of the members of the “Reformed” Church against Government Schools appears happily no longer to exist to any appreciable extent.

#### FRASERBURG.

The following are the ascertained facts as to the present educational condition of the district of Fraserburg.

##### *School Attendance.*

Number of children of school-going age . . . . .	862
Number of these attending Government schools . . . . .	121
Number of children attending private schools, or being taught at home . . . . .	94
Number of children being taught in any way . . . . .	215
Number of children not under instruction . . . . .	647

Hence it appears that of the children of school-going age 75 per cent. are not receiving instruction, and only 14 per cent. are attending Government schools.

*Poverty.*—The ability of parents to pay school fees will appear from the following figures:—

Number of children of school-going age . . . . .	862
Number of these able to pay full school fees . . . . .	543
Number of the latter attending school . . . . .	194
Number of children unable to pay full fees . . . . .	319
Number of the latter attending school . . . . .	21

From these figures it appears that of the children of school-going age 63 per cent. are able to pay for their education, and only 35·7 per cent. of these (*i.e.* barely more than one-third) are actually attending school.

*Existing Schools.*—The following table drawn up similarly to that given in connection with the district of Steynsburg gives the facts regarding the existing Government schools:—



C.—EXISTING SCHOOLS IN FRASERBURG.

CENTRE.	Class.	Accommodation.	No. at School.	Additional within reach.	Local Provision.	Government Grant.
1. Fraserburg .....	A. II.	B; 66 × 20 × 16 ft.	48	20	£130	£130
2. Wilgeboschkloof .....	A. III.	B; 20 × 12 × 10 ft.	17	6	Board and £20	£30
3. Leendertsplaats .....	D.	C; 16 × 12 × 10 ft.	14	9	„ £40	£55
4. Kopjesfontein .....	P. F.	B; 12 × 10 × 10 ft.	9	4	„ £50	£27
5. Zuurlandsleegte .....	„	B; 12 × 12 × 10 ft.	7	4	„ £30	£22 10s.
6. Dasberg .....	„	C; 14 × 10 × 9 ft.	9	10	„ £30	£18
7. Onderplaats .....	„	B; 12 × 12 × 9 ft.	8	3	„ £30	£22
8. Rietpoort .....	„	C; 16 × 10 × 10 ft.	13	2	„ £24	£26
9. Springfontein .....	„	B; 12 × 10 × 10 ft.	5	..	„ £40	£10
10. Blyde Vooruitzicht .....	„	B; 14 × 10 × 9 ft.	5	..	„ £40	£10
TOTAL .....	..	..	135	58	£434	£350 10s.

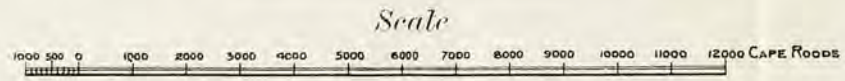
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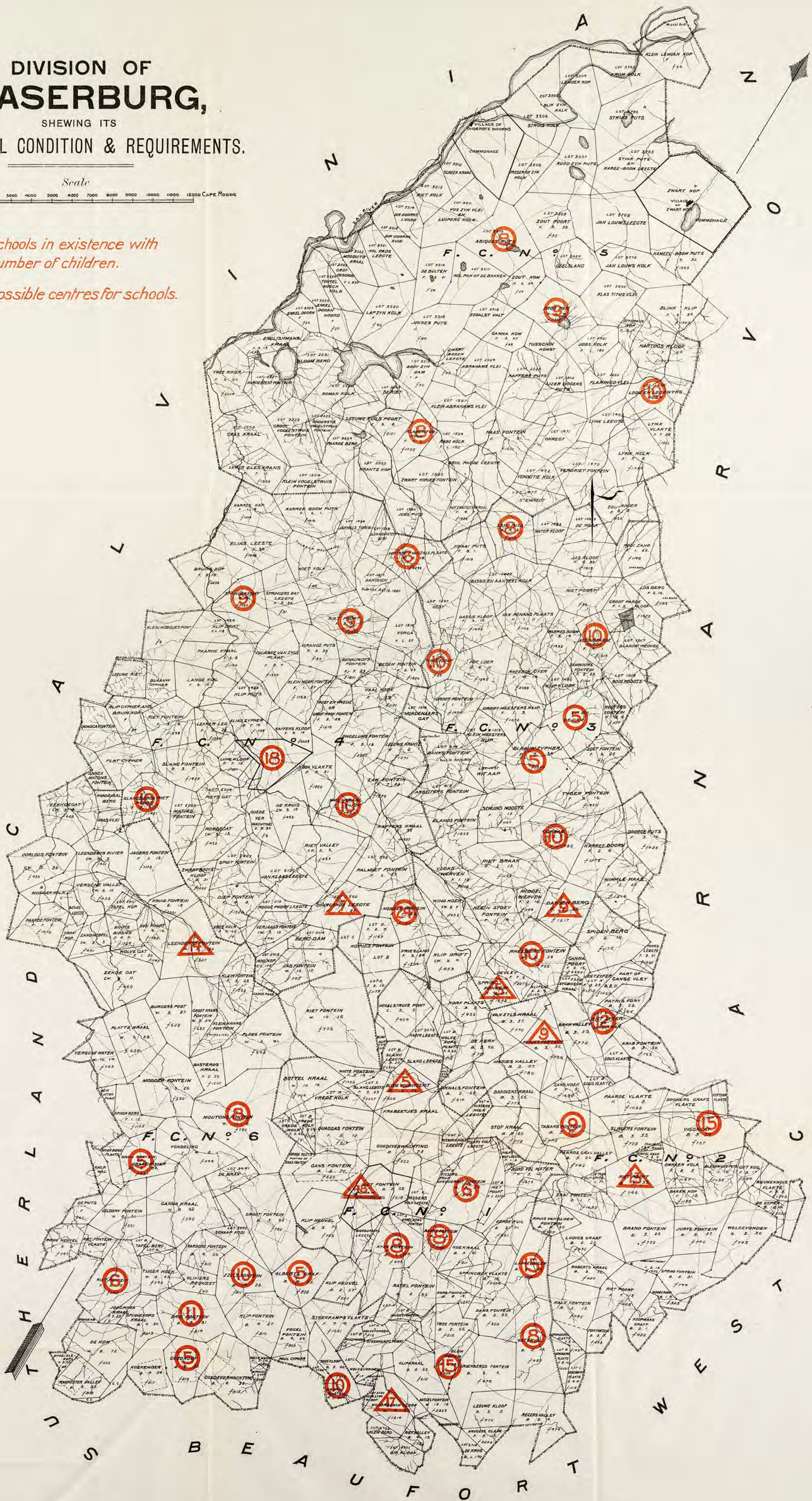
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DIVISION OF  
**FRASERBURG,**  
 SHEWING ITS  
 EDUCATIONAL CONDITION & REQUIREMENTS.



-  Schools in existence with number of children.
-  Possible centres for schools.





This list conclusively proves that education in the district of Fraserburg is in a deplorable condition. It is indeed an augury for good that half of the Private Farm Schools on the list are of comparatively recent growth, while the village school has recently been transferred from the Third to the Second Class. Moreover, since this list was framed, three more Private Farm Schools have been added and steps have been successfully taken to start a District Boarding School, which will soon be opened with more than 20 boarders. I may further state that I am at this moment on the look-out for teachers for 4 more Private Farm Schools, while I expect soon to hear that application will be made to open three more schools of this class. There is, therefore, every prospect of the number of schools being considerably increased in the near future. I have here to express my regret at the absence from the district, at the time of my visit, of the minister of the Dutch Reformed Church, as I am convinced that with his assistance schools could in several instances have been started forthwith.

*Proposed Schools.*—From what has been stated above it is clear that Fraserburg affords abundant scope for educational development and at the same time opens a fairly promising field for efforts applied in this direction. After careful enquiry I have fixed on no less than 35 additional centres at which schools ought to be established. The class of school, accommodation available, probable attendance, Government grant required and the probable local contribution in the case of each centre will appear from the following list:—

No.	Name of School	Class	Accommodation	Probable Attendance	Govt. Grant	Local Contribution
1	St. Andrew's	...	...	...	...	...
2	St. John's	...	...	...	...	...
3	St. Peter's	...	...	...	...	...
4	St. Paul's	...	...	...	...	...
5	St. James's	...	...	...	...	...
6	St. George's	...	...	...	...	...
7	St. Michael's	...	...	...	...	...
8	St. Nicholas's	...	...	...	...	...
9	St. Basil's	...	...	...	...	...
10	St. Constantine's	...	...	...	...	...
11	St. Helena's	...	...	...	...	...
12	St. Agatha's	...	...	...	...	...
13	St. Ursula's	...	...	...	...	...
14	St. Elizabeth's	...	...	...	...	...
15	St. Ann's	...	...	...	...	...
16	St. Rose's	...	...	...	...	...
17	St. Theresia's	...	...	...	...	...
18	St. Clare's	...	...	...	...	...
19	St. Francis's	...	...	...	...	...
20	St. Martin's	...	...	...	...	...
21	St. Ignace's	...	...	...	...	...
22	St. Joseph's	...	...	...	...	...
23	St. Anthony's	...	...	...	...	...
24	St. Vincent's	...	...	...	...	...
25	St. Basil's	...	...	...	...	...
26	St. Constantine's	...	...	...	...	...
27	St. Helena's	...	...	...	...	...
28	St. Agatha's	...	...	...	...	...
29	St. Ursula's	...	...	...	...	...
30	St. Elizabeth's	...	...	...	...	...
31	St. Ann's	...	...	...	...	...
32	St. Rose's	...	...	...	...	...
33	St. Theresia's	...	...	...	...	...
34	St. Clare's	...	...	...	...	...
35	St. Francis's	...	...	...	...	...
Total						

DIVISION OF  
 FRASERBURG  
 SHOWING THE  
 EDUCATIONAL CONDITION & REQUIREMENT

2



## D.—PROPOSED SCHOOLS IN FRASERBURG.

CENTRE.	Class.	Accommodation.	Number in Vicinity.	Approximate Attendance.	Local Provision.	Govt. Grant.
1. Williston .....	A. III.	C; 30 × 12 × 12 ft.	19	18	£40	£40
2. Langkuilen .....	"	B; 18 × 12 × 12 ft.	23	15	Board & £30	£40
3. Nobelsfontein (Tuin- plaats) .....	D.	C; 20 × 12 × 10 ft.	30	24	£75	£75
4. Zouthuisjes .....	Poor.	None at present.	20	15	Board.	£48
5. Zandwerven .....	"	C; 14 × 8 × 9 ft.	14	12	"	£40
6. Droogekloof .....	"	None at present.	14	10	"	£40
7. Tuinskloof .....	"	"	16	10	"	£40
8. Loog-en-Lodewyks- kolk .....	"	"	16	10	"	£40
9. Slangbergsrietpoort..	"	"	17	11	"	£40
10. Banksfontein .....	P. F.	B; 12 × 10 × 10 ft.	12	8	Board & £30	£16
11. Bloemfontein .....	"	C; 20 × 12 × 10 ft.	24	15	"	£30
12. Waterval .....	"	B; 14 × 8 × 10 ft.	13	8	"	£25
13. Ayasfontein .....	"	B; 18 × 12 × 12 ft.	12	8	"	£24
14. Goede Hoop .....	"	B; 12 × 10 × 10 ft.	5	5	"	£30
15. Rietfontein .....	"	C; 14 × 10 × 9 ft.	10	6	"	£26
16. Driefontein .....	"	C; 16 × 10 × 9 ft.	11	11	"	£30
17. Ezelsfontein .....	"	None at present.	16	10	"	£30
18. Alberts Graf (Schor- pioenskraal) .....	"	"	5	5	"	£30
19. Moutonsfontein .....	"	B; 14 × 10 × 10 ft.	8	8	"	£34
20. Draairivier .....	"	C; 12 × 10 × 9 ft.	5	5	"	£30
21. Grootfontein (Stof- berg) .....	"	C; 12 × 8 × 10 ft.	8	6	"	£24
22. Tabaksfontein .....	"	None at present.	9	9	"	£20
23. Reeboksfontein .....	"	B; 16 × 10 × 10 ft.	10	10	"	£30
24. Gorraas .....	"	C; 16 × 12 × 10 ft.	12	10	"	£30
25. Blauwe Cyfer .....	"	None at present.	5	5	"	£25
26. De Dam .....	"	C; 14 × 10 × 9 ft.	12	8	"	£24
27. Kleinpaardekloof .....	"	C; 12 × 9 × 9 ft.	15	10	"	£20
28. Achterste Van Zyls- plaats .....	"	C; 14 × 10 × 10 ft.	9	6	"	£24
29. Zandputs .....	"	C; 14 × 8 × 10 ft.	10	8	"	£24
30. Rietpoort .....	"	C; 16 × 10 × 9 ft.	12	9	"	£25
31. Walkraal .....	"	C; 16 × 12 × 9 ft.	14	10	"	£30
32. Springersbaai .....	"	None at present.	14	9	"	£30
33. Klaas Titus Koll... ..	"	C; 12 × 8 × 9 ft.	16	8	"	£34
34. Brospan .....	"	B; 16 × 10 × 10 ft.	12	9	"	£36
35. Abiquasputs .....	"	C; 14 × 10 × 9 ft.	10	8	"	£40
Total .....	..	..	458	339	..	£831

From this list it appears that the total annual Government expenditure required for these 35 additional schools would be about £850.

*Distribution of Schools.*—As in the case of Steynsburg, I have taken a map of the district of Fraserburg, which is appended hereto, and on it indicated the present supply of schools and the supply which is deemed necessary to place the district on a fairly satisfactory footing.

*Native Schools.*—Beyond the fact that there are two Native schools in the district, one in Fraserburg, containing 50 children, and one in Williston, containing 33 children, there is nothing to be reported of the education of native children. The number of natives throughout the district is comparatively small.

## GENERAL REMARKS.

The remarks under this heading in connection with the district of Steynsburg, with reference to indifference on the part of parents and lack of co-operation as well as of men of influence and intelligence to take the lead, are applicable in the case of Fraserburg as well. Even greater ignorance seemed here to prevail among the farms as to the existing school regulations and the conditions on which aid can be secured from Government. A rough glance at the map, however, will at once to some extent explain the reason of this. Fraserburg being so remote from the railway is handicapped by its geographical position; further, its population is spread over a vast area. Consequently it is no matter of great surprise that educationally the district is in such a poor condition. Not only are the farmhouses, as a rule, far apart, making co-operation between neighbouring farmers all the more difficult, but the farmers, especially in the northern portion of the district, to a great extent lead a nomadic life, periodically going on 'trek.'

In a district like Fraserburg the scarcity of teachers is also naturally felt more acutely than in the case of most other districts. Teachers are hardly to be blamed for preferring to take situations in districts less remote from the railway, where they are not likely to be doomed to such isolation as will be their lot on many a farm in Fraserburg.

The ordinary difficulties in the way of educational progress exist in this district to a greater extent than in most other districts in the Colony, and this fact is to be borne in mind if, on the other hand, we find that real poverty is here met with far less than usual. The district contains a fair proportion of well-to-do farmers and the so-called 'poor white' is rarely to be met with. This is mainly to be accounted for by the fact that it is a comparatively new district, and that the process of the subdivision of farms has not yet set in. In that portion of the district which was earliest inhabited the sub-dividing process has indeed been begun, and the result is apparent in the fact that that part of the district is known as the poorest. The number of the so-called 'bywoners' is comparatively small in the district. The poor people are those who own no land, but possess a few hundred sheep and eke out an existence wherever they find room, having evidently no prospect of ever improving their condition. The children of these are likely to swell the ranks of the 'poor whites' in the future, unless steps are taken for their amelioration.

In spite of all the drawbacks, there are, as has been stated above, many encouraging signs. People are gradually waking up to see the necessity of having their children educated, and instances are not wanting in which parents have shown themselves willing to make great sacrifices for the cause of education. I have reason to hope that considerable progress will be made in the near future. The farmers, however, want help and guidance, and the work I have tried to do must be followed up by local effort, especially by the personal effort of the local minister of the Dutch Reformed Church, if it is to lead to practical results.

I have the honour to be,

Sir,

Your obedient Servant,

J. H. HOFMEYER, N.SON.

Rondebosch, 30th January, 1895.



From the fact that the total annual Government expenditure for the year 1893-4 was about £1,000,000.

It is also to be noted that the total annual expenditure for the year 1893-4 was about £1,000,000.

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GENERAL REMARKS

The results of the inquiry in connection with the district of ...

It is also to be noted that the total annual expenditure for the year 1893-4 was about £1,000,000.

The results of the inquiry in connection with the district of ...

It is also to be noted that the total annual expenditure for the year 1893-4 was about £1,000,000.

I have the honor to be,

Your obedient servant,

A. J. HORNBY

The School, ...

ANNEXURE III.

STATISTICS

OF

ENROLMENT AND ATTENDANCE

FOR

1894



## STATISTICS OF ENROLMENT AND ATTENDANCE.

## ABBREVIATIONS.

A. 1	..	..	First Class Undenominational Public School.
A. 2	..	..	Second do. do. do.
A. 3	..	..	Third do. do. do.
B	..	..	Mission School.
Bap.	..	..	Baptist Church.
Berl.M.	..	..	Berlin Mission Society.
C	..	..	*Aborigines' School or Institution.
D	..	..	District Boarding School.
D.R.C.	..	..	Dutch Reformed Church.
Eng. Ch.	..	..	English Church.
F.C.	..	..	Free Church of Scotland.
Fr. Ev.	..	..	French Evangelical Church.
Ind.	..	..	Independent (Congregational).
Luth.	..	..	German Lutheran Church.
Mor.	..	..	Moravian Church.
P.F.	..	..	Private Farm School.
Pres.	..	..	Presbyterian Church.
Prim. Meth.	..	..	Primitive Methodist Church.
R.C.	..	..	Roman Catholic Church.
Rhen.M.	..	..	Rhenish Mission Society.
Trap.M.	..	..	Trappists' Mission.
U.P.	..	..	United Presbyterian Church of Scotland.
Wes.	..	..	Wesleyan Methodist Church.

\* When "C" takes the place of a number, it indicates that the school was closed during the quarter.

[When a school has belonged to two orders during the year, both are given, and the first is put within brackets.]

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.	
	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		Average
<b>ABERDEEN</b> (Insp. Murray).												
1. Aberdeen ..	A. 2	106	110	110	118	111	103	95	88	102	97	4
2. Grootvlakte (P.F.)	A. 3	16	16	17	17	16½	16	..	17	..	8½	4
3. Marais Siding ..	A. 3	..	..	..	13	3½	..	..	..	12	3	4
4. Oudeplaats ..	A. 3	16	11	12	10	12½	12	8	10	7	9½	4
5. Swanepoel's Poort	A. 3	26	C	C	C	6½	16	C	C	C	4	..
6. Hoek Doorns ..	P.F.	..	..	7	7	3½	..	..	7	5	3	4
7. Spitskop ..	P.F.	5	9	9	5	7	5	9	9	5	7	4
8. Aberdeen, White	(D.R.C.) B	44	52	62	61	54½	28	38	39	46	37½	4
9. Do., Coloured	(D.R.C.) B	22	C	C	C	5½	14	C	C	C	3½	..
10. Do., (Ind.)	B	46	63	60	67	59	34	54	50	55	48½	4
Total ..		281	261	277	298	279½	228	204	220	232	221	..
<b>ALBANY</b> (Insp. Fraser).												
1. Grahamstown, Art School		112	138	138	141	132½	103	129	133	131	124	2
2. Do., Boys'	A. 1	111	111	126	107	113½	98	103	97	91	97½	2
3. Riebeek East ..	A. 2	37	38	36	36	36½	32	32	32	30	31½	3
4. Salem ..	A. 2	38	38	27	36	37½	36	35	31	34	34	4
5. Sidbury ..	A. 2	47	54	50	50	50½	47	53	49	49	49½	2
6. Alicedale ..	A. 3	76	66	64	63	65½	56	53	53	54	54	2
7. Brandlaagte ..	A. 3	17	17	17	17	17	16	16	15	16	15½	4
8. Grhmst'n, (Eng. Ch.)	A. 3	..	..	62	72	33½	..	..	51	58	27½	..
9. Do., Shaw Hall	(Wes.) A. 3	278	288	301	290	289½	194	207	211	209	205½	2
10. Kareiga Valley ..	A. 3	19	21	19	19	19½	13	15	12	13	13½	4
11. Seven Fountains ..	A. 3	28	26	24	24	25½	19	20	19	18	19	3
12. Ballinafad ..	P. F.	5	C	C	C	1½	5	C	C	C	1½	..
13. Beggar's Bush ..	P. F.	5	5	5	5	5	5	4	5	5	4½	2

[G. 7—'95.]

N



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
14. Berg Plaats .. P. F.	..	6	6	6	4 $\frac{1}{2}$	..	4	5	5	3 $\frac{1}{2}$	3
15. Bezuidenhout's Kraal P. F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	..
16. Blauwkrantz .. P. F.	6	6	19	10	8	6	6	6	10	7	3
17. Boekenhout Fontein P. F.	5	5	C	C	2 $\frac{1}{2}$	4	4	C	C	2	2
18. Broekhuizen's Poort (Atherstone) .. P. F.	6	6	C	C	3	6	6	C	C	3	2
19. Elende .. P. F.	4	4	4	4	4	4	4	4	4	4	4
20. Goodwood .. P. F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	5	3 $\frac{3}{4}$	3
21. Karreebosch .. P. F.	..	..	11	11	5 $\frac{1}{2}$	..	..	10	10	5	..
22. Lowestoft .. P. F.	6	6	7	7	6 $\frac{1}{2}$	6	6	7	6	6 $\frac{1}{2}$	4
23. Manley's Flats .. P. F.	..	..	6	7	3 $\frac{1}{4}$	..	..	6	7	3 $\frac{1}{4}$	4
24. Mount Pleasant .. P. F.	6	6	6	6	6	6	6	5	5	5 $\frac{1}{2}$	4
25. Peninsula (The Grant) P. F.	14	14	13	13	13 $\frac{1}{2}$	11	13	10	12	11 $\frac{1}{2}$	4
26. Schelmsdrift .. P. F.	7	7	6	6	6 $\frac{1}{2}$	7	6	5	6	6	3
27. Sidbury .. P. F.	16	16	18	18	17	14	15	15	17	15 $\frac{1}{4}$	2
28. Sidney's Hope .. P. F.	9	11	10	11	10 $\frac{1}{4}$	8	10	8	10	9	2
29. Thorn Kloof .. P. F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$	..
30. Thorn Park .. P. F.	..	..	8	8	4	..	..	8	8	4	4
31. Welcome Home .. P. F.	6	C	C	C	1 $\frac{1}{2}$	6	C	C	C	1 $\frac{1}{2}$	..
32. Willowkloof .. P. F.	5	..	..	..	1 $\frac{1}{4}$	5	..	..	..	1 $\frac{1}{4}$	4
33. Fontein's Kloof .. Poor	..	..	..	22	5 $\frac{1}{2}$	..	..	..	22	5 $\frac{1}{2}$	4
34. Grahamstown, Good Shepherd (Eng. Ch.) B	166	141	159	162	157	106	95	105	106	103	2
35. Do., St. Bartholomew's, Girls' and Infants' (Eng. Ch.) B	46	46	52	55	49 $\frac{3}{4}$	28	29	32	36	31 $\frac{1}{4}$	2
36. Do., St. Philip's Kafir (Eng. Ch.) B	134	131	134	119	129 $\frac{1}{2}$	79	81	89	79	82	2
37. Do. (Ind.) B	166	171	171	162	167 $\frac{1}{2}$	100	99	100	84	95 $\frac{3}{4}$	2
38. Do., Native, (R.C.) B	66	58	49	40	53 $\frac{1}{4}$	39	31	31	30	32 $\frac{3}{4}$	2
39. Do., St. Joseph's Girls' (R.C.) B	118	119	112	105	113 $\frac{1}{2}$	84	80	69	78	77 $\frac{3}{4}$	2
40. Do., St. Patrick's Boys' (R.C.) B	49	53	50	44	49	40	38	42	34	38 $\frac{1}{2}$	2
41. Alicedale (Wes.) B	..	..	50	63	28 $\frac{1}{4}$	..	..	42	52	23 $\frac{1}{4}$	4
42. Croy (do.) B	62	61	64	55	60 $\frac{3}{4}$	41	42	45	38	41 $\frac{1}{4}$	4
43. Farmerfield (do.) B	53	55	50	49	51 $\frac{3}{4}$	41	33	33	30	34 $\frac{1}{4}$	4
44. Grahamstown, Fingo Location (Wes.) B	129	109	108	101	111 $\frac{3}{4}$	92	91	83	85	87 $\frac{3}{4}$	2
45. Salem (do.) B	57	59	51	51	54 $\frac{1}{2}$	44	45	40	39	42	4
46. Grahamstown, Kafir Institution (Eng. Ch.) C	50	49	37	37	43 $\frac{1}{4}$	41	41	36	36	38 $\frac{1}{2}$	2
Total ..	1953	1946	2076	2048	2005 $\frac{3}{4}$	1442	1457	1549	1573	1505 $\frac{1}{4}$	..
<b>ALBERT (Inspector Milne).</b>											
1. Burghersdorp, Albert Academy .. A. 1	160	152	143	137	148	133	125	130	122	127 $\frac{1}{2}$	3
2. Moltano .. A. 2	75	66	65	58	66	..	52	50	30	38	3
3. Venterstad .. A. 2	142	121	119	123	126 $\frac{1}{4}$	114	99	112	98	105 $\frac{3}{4}$	4
4. Burghersdorp Station A. 3	22	36	34	44	34	16	27	28	32	25 $\frac{3}{4}$	3
5. Cyphergat .. A. 3	32	32	32	28	31	30	30	27	27	28 $\frac{1}{4}$	3
6. Goede Hoop .. A. 3	16	16	16	16	16	12	15	16	16	14 $\frac{3}{4}$	4
7. Haasjesfontein .. A. 3	13	10	11	9	10 $\frac{3}{4}$	10	9	9	8	9	3
8. Haaspoort .. A. 3	22	25	27	28	25 $\frac{1}{2}$	22	22	25	24	23 $\frac{1}{4}$	3
9. Kapok Kraal (Waai Kraal) .. A. 3	19	20	18	18	18 $\frac{3}{4}$	18	18	16	13	16 $\frac{1}{4}$	4
10. Modderbult .. A. 3	19	17	19	15	17 $\frac{1}{4}$	15	16	18	14	15 $\frac{3}{4}$	3
11. Modderfontein .. A. 3	10	9	10	9	9 $\frac{1}{4}$	10	9	9	7	8 $\frac{1}{4}$	3
12. Oudeklip .. A. 3	..	10	10	C	5	..	10	10	C	5	..
13. Roodeberg's Vlei .. A. 3	26	19	11	17	18 $\frac{1}{4}$	19	17	9	14	14 $\frac{3}{4}$	3
14. Weltevreden .. A. 3	18	18	15	C	12 $\frac{3}{4}$	13	13	11	C	9 $\frac{1}{4}$	3
15. Burghersdorp .. D	101	96	95	85	94 $\frac{1}{4}$	87	80	74	78	79 $\frac{3}{4}$	4
16. Bellevue .. P. F.	..	7	6	6	4 $\frac{3}{4}$	..	6	6	6	4 $\frac{1}{2}$	..
17. Broughton .. P. F.	..	..	8	8	4	..	..	6	7	3 $\frac{1}{4}$	..
18. Groot Zeekoegat .. P. F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$	..

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
19. Modderfontein .. P. F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	4
20. Mooiplaats .. P. F.	6	6	6	6	6	5	5	5	5	5	..
21. Osfontein .. P. F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	4
22. Oudeklip .. P. F.	C	8	8	9	6 $\frac{1}{4}$	C	8	8	9	6 $\frac{1}{4}$	..
23. Yzerfontein .. P. F.	7	9	9	9	8 $\frac{1}{2}$	7	9	9	9	8 $\frac{1}{2}$	3
24. Burghersdorp (Wes.) B	82	71	75	83	77 $\frac{3}{4}$	68	54	61	78	65 $\frac{1}{4}$	3
25. Moltano (do.) B	58	60	44	58	55	51	46	33	48	44 $\frac{1}{2}$	..
26. Venterstad (do.) B	31	50	55	50	46 $\frac{1}{2}$	15	28	42	36	30 $\frac{1}{4}$	4
Total ..	859	858	836	833	846 $\frac{1}{2}$	645	698	714	718	693 $\frac{3}{4}$	..
<b>ALEXANDRIA (Inspector Fraser).</b>											
1. Alexandria, Boys' .. A. 2	34	33	31	30	32	29	27	27	26	27 $\frac{1}{4}$	4
2. Do., Girls' .. A. 2	25	26	29	28	27	23	24	27	25	24 $\frac{1}{4}$	4
3. Graafwater .. A. 3	23	21	16	12	18	20	19	14	11	16	4
4. Sandflats .. A. 3	36	43	36	20	33 $\frac{3}{4}$	23	30	19	8	20	2
5. Stroebels .. A. 3	11	11	11	11	11	11	11	11	11	11	4
6. Allandale .. P. F.	11	8	8	8	8 $\frac{3}{4}$	10	7	7	7	7 $\frac{3}{4}$	4
7. Barnet .. P. F.	..	..	..	7	1 $\frac{1}{4}$	..	..	..	7	1 $\frac{1}{4}$	4
8. De Hoop .. P. F.	11	13	13	..	9 $\frac{1}{4}$	11	13	13	..	9 $\frac{1}{4}$	4
9. Quaggasflats .. P. F.	5	5	5	5	5	5	5	5	5	5	3
10. Rietvlei .. P. F.	..	5	5	5	3 $\frac{3}{4}$	..	5	5	4	3 $\frac{1}{2}$	3
11. Vaal Krantz (Tootabi) P. F.	6	6	5	5	5 $\frac{1}{2}$	5	5	5	5	5	4
12. Waaiheuvel .. P. F.	6	6	7	7	6 $\frac{1}{2}$	6	6	7	7	6 $\frac{1}{2}$	4
13. Doorn Kloof (Zuur-plaats) .. Poor	..	20	20	21	15 $\frac{1}{4}$	..	15	14	15	11	4
14. Quaggasfontein (A.3) Poor	..	..	25	25	12 $\frac{1}{2}$	..	..	24	23	11 $\frac{3}{4}$	4
15. Tootabi .. Poor	14	14	12	9	12 $\frac{1}{4}$	12	10	9	9	10	4
16. Alexandria Native Church .. (Ind.) B	48	53	49	49	49 $\frac{3}{4}$	40	38	35	34	36 $\frac{3}{4}$	4
Total ..	230	264	272	242	252	195	215	222	197	207 $\frac{1}{4}$	..
<b>ALIWAL NORTH (Insp. Milne).</b>											
1. Aliwal North .. A. 1	78	54	69	78	69 $\frac{3}{4}$	67	45	60	66	59 $\frac{1}{2}$	3
2. Lady Grey .. A. 2	79	86	70	67	75 $\frac{1}{2}$	72	67	63	61	65 $\frac{3}{4}$	3
3. Ezelsklip .. A. 3	..	12	13	12	9 $\frac{1}{4}$	..	12	10	11	8 $\frac{1}{4}$	3
4. Jamestown .. A. 3	30	32	37	40	34 $\frac{1}{4}$	26	27	32	34	29 $\frac{3}{4}$	3
5. Mazels Kraal .. A. 3	20	20	20	11	17 $\frac{1}{4}$	19	17	17	10	15 $\frac{3}{4}$	3
6. Mooifontein .. P. F.	7	8	8	8	7 $\frac{3}{4}$	7	8	8	8	7 $\frac{3}{4}$	3
7. Naudesfontein .. P. F.	..	..	11	11	5 $\frac{1}{2}$	..	..	11	..	2 $\frac{3}{4}$	3
8. Oorlogsfontein .. P. F.	8	8	8	8	8	7	8	7	8	7 $\frac{1}{2}$	4
9. Paardenverlies .. P. F.	..	5	9	8	5 $\frac{1}{2}$	..	5	8	8	5 $\frac{1}{2}$	3
10. Patrysheuvel .. P. F.	11	11	C	C	5 $\frac{1}{2}$	11	11	C	C	5 $\frac{1}{2}$	2
11. Ruigtefontein .. P. F.	6	..	C	C	1 $\frac{1}{2}$	5	..	C	C	1 $\frac{1}{2}$	..
12. Vaalbank .. P. F.	5	..	C	C	1 $\frac{1}{4}$	5	..	C	C	1 $\frac{1}{4}$	2
13. Witbank .. P. F.	..	9	9	9	6 $\frac{3}{4}$	..	9	9	9	6 $\frac{3}{4}$	3
14. Aliwal North .. Poor	43	55	67	65	57 $\frac{1}{2}$	29	34	51	47	40 $\frac{1}{4}$	3
15. Zuurbron .. Poor	..	23	28	26	19 $\frac{1}{4}$	..	22	25	24	17 $\frac{3}{4}$	3
16. Aliwal North (Eng. Ch.) B	41	37	51	51	45	28	26	36	37	31 $\frac{3}{4}$	3
17. Do. (Prim. Meth.) B	132	128	130	128	129 $\frac{1}{2}$	83	69	94	72	79 $\frac{1}{4}$	3
18. Do., Indus. (do.) B	20	18	19</								



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
4. Leymour Lodge .. A. 3	24	15	15	13	16 <sup>3</sup> / <sub>4</sub>	24	15	15	13	16 <sup>3</sup> / <sub>4</sub>	2
5. Lyndale .. (P.F.) A. 3	11	12	19	21	15 <sup>3</sup> / <sub>4</sub>	11	11	17	19	14 <sup>1</sup> / <sub>2</sub>	2
6. Moss Dell .. A. 3	11	10	11	10	10 <sup>3</sup> / <sub>4</sub>	9	9	10	10	9 <sup>1</sup> / <sub>2</sub>	2
7. Rhodes .. A. 3	..	33	44	45	30 <sup>1</sup> / <sub>2</sub>	..	26	40	38	26 <sup>2</sup> / <sub>4</sub>	2
8. Rifle Spruit .. A. 3	12	..	C	C	3	11	..	C	C	2 <sup>3</sup> / <sub>4</sub>	2
9. Steepside .. A. 3	..	..	..	11	2 <sup>3</sup> / <sub>4</sub>	..	..	..	8	2	2
10. Vaal Hoek .. A. 3	24	25	C	C	12 <sup>3</sup> / <sub>4</sub>	19	13	C	C	8	2
11. Wartrail .. A. 3	16	21	24	27	22 <sup>1</sup> / <sub>2</sub>	13	17	20	22	18	2
12. Willowleigh .. A. 3	..	..	..	16	4	..	..	..	16	4	..
13. Clifford .. P. F.	..	..	5	5	2 <sup>1</sup> / <sub>2</sub>	..	..	5	5	2 <sup>1</sup> / <sub>2</sub>	..
14. Domybrook .. P. F.	7	7	8	8	7 <sup>1</sup> / <sub>4</sub>	7	7	8	7	7 <sup>1</sup> / <sub>4</sub>	2
15. Glen Almond .. P. F.	7	7	8	7	7 <sup>1</sup> / <sub>4</sub>	7	7	7	7	7 <sup>1</sup> / <sub>4</sub>	2
16. Hollywood .. P. F.	..	..	6	8	3 <sup>1</sup> / <sub>2</sub>	..	..	5	8	3 <sup>1</sup> / <sub>2</sub>	2
17. Kemure .. P. F.	5	5	8	8	6 <sup>1</sup> / <sub>2</sub>	5	5	6	7	5 <sup>3</sup> / <sub>4</sub>	2
18. Lammermoor .. P. F.	5	..	..	C	1 <sup>1</sup> / <sub>4</sub>	5	..	..	C	1 <sup>1</sup> / <sub>4</sub>	..
19. Mount Mournie .. P. F.	..	..	5	5	2 <sup>1</sup> / <sub>2</sub>	..	..	5	5	2 <sup>1</sup> / <sub>2</sub>	..
20. Smiling Vale .. P. F.	5	6	5	5	5 <sup>1</sup> / <sub>4</sub>	5	5	5	5	5	..
21. Sandham .. Poor	15	C	C	C	3 <sup>3</sup> / <sub>4</sub>	9	C	C	C	2 <sup>1</sup> / <sub>4</sub>	..
22. Barkly East (Wes.) B	38	40	..	C	19 <sup>1</sup> / <sub>2</sub>	38	40	..	C	19 <sup>1</sup> / <sub>2</sub>	2
Total ..	286	278	257	307	282	247	229	216	269	240 <sup>1</sup> / <sub>4</sub>	..
<b>BARKLY WEST (Inspector Brice).</b>											
1. Barkly West .. A. 2	36	33	36	35	35	31	31	30	27	29 <sup>3</sup> / <sub>4</sub>	4
2. Klein Boetsap .. A. 3	25	26	24	26	25 <sup>1</sup> / <sub>4</sub>	13	18	19	18	17	4
3. Klipdam .. A. 3	87	75	76	65	75 <sup>1</sup> / <sub>4</sub>	11	40	57	52	40	4
4. Longlands .. A. 3	25	20	24	21	22 <sup>1</sup> / <sub>2</sub>	20	18	19	17	18 <sup>1</sup> / <sub>2</sub>	4
5. Waldeck's Plant .. A. 3	19	23	24	19	21 <sup>1</sup> / <sub>2</sub>	16	20	18	16	17 <sup>1</sup> / <sub>2</sub>	4
6. Windsorton .. A. 3	23	C	C	C	5 <sup>3</sup> / <sub>4</sub>	17	C	C	C	4 <sup>1</sup> / <sub>4</sub>	..
7. Harrisdale .. P. F.	..	..	6	6	3	..	..	5	6	2 <sup>3</sup> / <sub>4</sub>	4
8. Delpert's Hope .. Poor	..	..	..	36	9	..	..	..	30	7 <sup>1</sup> / <sub>2</sub>	..
9. Barkly West (Ind.) B	..	..	60	61	30 <sup>1</sup> / <sub>4</sub>	..	..	33	37	17 <sup>1</sup> / <sub>4</sub>	4
10. Berg Puts (Wes.) B	..	..	..	43	10 <sup>3</sup> / <sub>4</sub>	..	..	..	33	8 <sup>1</sup> / <sub>4</sub>	..
11. Groot Boetsap (Eng. Ch.) B	21	C	C	C	5 <sup>1</sup> / <sub>4</sub>	12	C	C	C	3	..
12. Kameel Puts (Ind.) B	..	..	..	35	8 <sup>3</sup> / <sub>4</sub>	..	..	..	31	7 <sup>3</sup> / <sub>4</sub>	4
13. Klipdam (Eng. Ch.) B	56	52	52	45	51 <sup>1</sup> / <sub>4</sub>	..	35	40	..	18 <sup>3</sup> / <sub>4</sub>	4
14. Pniel (Berl.M.) B	141	138	122	121	130 <sup>1</sup> / <sub>4</sub>	71	77	82	77	76 <sup>3</sup> / <sub>4</sub>	4
15. Windsorton (D.R.C.) B	..	..	..	66	16 <sup>1</sup> / <sub>2</sub>	..	..	..	32	8	..
Total ..	433	367	424	579	450 <sup>3</sup> / <sub>4</sub>	191	239	303	376	277 <sup>1</sup> / <sub>4</sub>	..
<b>BATHURST (Insp. Fraser).</b>											
1. Bathurst .. A. 2	49	60	57	56	55 <sup>1</sup> / <sub>2</sub>	43	47	49	49	47	4
2. Clumber .. A. 2	27	30	32	37	31 <sup>1</sup> / <sub>2</sub>	24	26	26	35	27 <sup>3</sup> / <sub>4</sub>	4
3. Port Alfred .. A. 2	65	69	66	66	66 <sup>1</sup> / <sub>2</sub>	53	54	51	53	52 <sup>1</sup> / <sub>4</sub>	4
4. Southwell .. A. 2	25	25	26	26	25 <sup>1</sup> / <sub>2</sub>	19	21	22	22	21	4
5. Kleinmond .. A. 3	10	8	10	10	9 <sup>1</sup> / <sub>2</sub>	6	6	7	8	6 <sup>3</sup> / <sub>4</sub>	4
6. Shaw Park .. A. 3	19	15	17	16	16 <sup>1</sup> / <sub>4</sub>	12	13	14	14	13 <sup>1</sup> / <sub>4</sub>	4
7. Barville Park .. P. F.	15	12	10	12	12 <sup>1</sup> / <sub>4</sub>	14	8	9	8	9 <sup>3</sup> / <sub>4</sub>	4
8. Spring Grove .. P. F.	10	10	10	10	10	10	8	8	8	8 <sup>1</sup> / <sub>4</sub>	4
9. Thorndon .. P. F.	10	9	9	8	9	8	8	7	7	7 <sup>1</sup> / <sub>2</sub>	4
10. Bathurst (Wes.) B	28	26	21	23	24 <sup>1</sup> / <sub>2</sub>	18	18	15	16	16 <sup>3</sup> / <sub>4</sub>	4
11. Port Alfred West (Eng. Ch.) B	54	66	65	66	62 <sup>3</sup> / <sub>4</sub>	39	52	46	46	45 <sup>3</sup> / <sub>4</sub>	4
12. Southwell (do.) B	46	38	39	38	40 <sup>1</sup> / <sub>4</sub>	31	22	30	21	26	4
Total ..	358	368	362	368	364	277	283	284	287	282 <sup>3</sup> / <sub>4</sub>	..
<b>BEAUFORT WEST (Insp. Theron).</b>											
1. Beaufort West, Boys' A. 1	68	67	73	78	71 <sup>1</sup> / <sub>2</sub>	57	55	63	64	59 <sup>3</sup> / <sub>4</sub>	2
2. Do., Girls' A. 1	82	72	74	94	80 <sup>1</sup> / <sub>2</sub>	60	58	60	70	62	2
3. Meyer's Poort .. A. 3	10	13	18	14	13 <sup>1</sup> / <sub>4</sub>	8	12	14	10	11	2

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
4. Nieuwjaars Fontein A. 3	12	12	11	12	11 <sup>3</sup> / <sub>4</sub>	9	9	10	10	9 <sup>3</sup> / <sub>4</sub>	2
5. Slangfontein .. A. 3	16	15	15	15	15 <sup>1</sup> / <sub>4</sub>	12	13	14	13	13	2
6. Tamboersfontein .. A. 3	..	..	..	10	2 <sup>3</sup> / <sub>4</sub>	..	..	..	8	2	..
7. Booy's Kraal .. P. F.	5	5	6	6	5 <sup>1</sup> / <sub>4</sub>	4	4	6	5	4 <sup>1</sup> / <sub>2</sub>	2
8. Bultfontein (A. 3) P. F.	10	10	5	..	6 <sup>1</sup> / <sub>4</sub>	10	10	5	..	6 <sup>1</sup> / <sub>4</sub>	2
9. Content .. P. F.	C	9	9	8	6 <sup>1</sup> / <sub>2</sub>	C	8	9	8	6 <sup>1</sup> / <sub>4</sub>	2
<b>10. Elandsfontein (Snyman) .. P. F.</b>											
11. Eyerkuil .. P. F.	..	..	..	8	2	..	..	..	..	0	..
12. Juriesfontein .. P. F.	..	..	..	5	1 <sup>1</sup> / <sub>4</sub>	..	..	..	5	1 <sup>1</sup> / <sub>4</sub>	..
13. Klipgat .. P. F.	8	9	8	8	6 <sup>1</sup> / <sub>4</sub>	8	9	8	8	6 <sup>1</sup> / <sub>4</sub>	2
14. Kookfontein .. P. F.	5	5	6	6	5 <sup>1</sup> / <sub>2</sub>	4	5	6	6	5 <sup>1</sup> / <sub>2</sub>	2
15. Little England .. P. F.	8	8	8	8	6	..	7	7	..	4 <sup>1</sup> / <sub>2</sub>	2
16. Lombard's Kraal .. P. F.	6	7	4	5	5 <sup>1</sup> / <sub>2</sub>	5	7	2	4	4 <sup>1</sup> / <sub>2</sub>	2
17. Ongeluksfontein .. P. F.	9	8	9	10	9 <sup>1</sup> / <sub>2</sub>	8	7	9	10	8 <sup>1</sup> / <sub>2</sub>	2
18. Paalhuis .. P. F.	7	7	8	7	7 <sup>1</sup> / <sub>4</sub>	7	7	7	7	7	2
19. Palmietfontein .. P. F.	8	8	6	5	6 <sup>3</sup> / <sub>4</sub>	7	8	5	5	6 <sup>1</sup> / <sub>4</sub>	2
20. Spitskop .. P. F.	8	8	8	7	7 <sup>3</sup> / <sub>4</sub>	7	7	7	7	7	2
21. Steenrotsfontein .. P. F.	5	5	5	5	5	5	5	5	5	5	2
22. Stolshoek .. P. F.	5	5	5	5	5	4	4	5	4	4 <sup>1</sup> / <sub>2</sub>	2
23. Vaal Kuil .. P. F.	7	7	6	6	6 <sup>1</sup> / <sub>2</sub>	7	7	6	5	6 <sup>1</sup> / <sub>4</sub>	2
24. Van der Byl's Kraal (A. 3) P. F.	5	5	C	C	2 <sup>1</sup> / <sub>2</sub>	4	4	C	C	2	2
25. Wiegenaar's Poort P. F.	12	10	..	..	5 <sup>1</sup> / <sub>2</sub>	11	10	..	..	5 <sup>1</sup> / <sub>4</sub>	2
26. Beaufort West .. Poor	C	13	C	C	3 <sup>1</sup> / <sub>4</sub>	C	7	C	C	1 <sup>1</sup> / <sub>4</sub>	..
27. Do. (D.R.C.) B	41	49	66	67	55 <sup>3</sup> / <sub>4</sub>	28	32	51	52	40 <sup>3</sup> / <sub>4</sub>	2
Total ..	432	450	436	468	446 <sup>1</sup> / <sub>2</sub>	320	352	357	355	346	..
<b>BEDFORD (Insp. Fraser).</b>											
1. Bedford .. A. 1	71	69	76	73	72 <sup>1</sup> / <sub>4</sub>	56	57	62	65	60	3
2. Colliesfontein .. A. 3	13	12	11	11	11 <sup>3</sup> / <sub>4</sub>	..	12	10	10	8	4
3. Glen Camerou .. A. 3	13	13	11	11	12	12	10	10	10	10 <sup>1</sup> / <sub>2</sub>	3
4. Lichtenstein .. A. 3	C	C	11	13	6	C	C	11	13	6	3
5. Wilgenbosch .. A. 3	..	..	..	10	2 <sup>1</sup> / <sub>2</sub>	..	..	..	10	2 <sup>1</sup> / <sub>2</sub>	..
6. Besterskraal .. P. F.	..	..	8	8	4	..	..	8	8	4	..
7. Blauwkrantz .. P. F.	7	7	5	6	6 <sup>1</sup> / <sub>4</sub>	7	7	5	6	6 <sup>1</sup> / <sub>4</sub>	..
8. Chestnut Grove .. P. F.	5	C	C	C	1 <sup>1</sup> / <sub>4</sub>	5	C	C	C	1 <sup>1</sup> / <sub>4</sub>	3
9. Cheviot Fells .. P. F.	6	6	6	6	6	5	6	5	6	5 <sup>1</sup> / <sub>2</sub>	2
10. Collies Kraal .. P. F.	..	6	6	..	3	..	5	6	..	2 <sup>3</sup> / <sub>4</sub>	4
11. Daggaboers Hoek .. P. F.	8	8	9	8	8 <sup>1</sup> / <sub>2</sub>	7	7	6	6	6 <sup>3</sup> / <sub>4</sub>	3
12. Fontein .. P. F.	9	6	6	6	6 <sup>3</sup> / <sub>4</sub>	9	6	6	6	6 <sup>3</sup> / <sub>4</sub>	3
13. Glen Cullen .. P. F.	5	5	5	C	3 <sup>3</sup> / <sub>4</sub>	4	5	4	C	3 <sup>1</sup> / <sub>4</sub>	3
14. Glen Gregor .. P. F.	7	7	8	7	7 <sup>1</sup> / <sub>4</sub>	6	6	7	6	6 <sup>1</sup> / <sub>2</sub>	2
15. Glenthorn .. P. F.	7	6	C	C	3 <sup>1</sup> / <sub>4</sub>	5	5	C	C	2 <sup>1</sup> / <sub>2</sub>	2
16. Greenlands .. P. F.	..	..	..	6	1 <sup>1</sup> / <sub>2</sub>	..	..	..	6	1 <sup>1</sup> / <sub>2</sub>	..
17. Kagas River Mouth P. F.	8	7	7	7	7 <sup>1</sup> / <sub>4</sub>	8	7	7	7	7 <sup>1</sup> / <sub>4</sub>	3
18. Klipdrift .. P. F.	..	12	12	8	8	..	10	10	7	6 <sup>3</sup> / <sub>4</sub>	3
19. Klipfontein .. P. F.	6	6	C	C	3	5	6	C	C	2 <sup>3</sup> / <sub>4</sub>	3
20. Kuoffel Fontein .. P. F.	8	8	8	8	8	7	7	8	8	7 <sup>1</sup> / <sub>2</sub>	3
21. Lower Austrey .. P. F.											



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>BREDASDORP</b> (Inspector Bartmann).											
1. Bredasdorp .. (A. 3) A. 2	21	C	59	63	35 $\frac{3}{4}$	11	C	52	56	29 $\frac{3}{4}$	2
2. Napier .. A. 2	75	78	85	84	80 $\frac{1}{2}$	62	56	75	55	62	2
3. Elands Drift .. A. 3	24	22	23	22	22 $\frac{3}{4}$	17	18	19	19	18 $\frac{1}{2}$	2
4. Kathoek .. A. 3	..	..	..	12	3	..	..	..	12	3	2
5. Klein Zout River .. A. 3	32	30	30	28	30	25	24	25	21	23 $\frac{3}{4}$	2
6. Melkbosch (Zand-drift) .. A. 3	22	18	17	17	18 $\frac{1}{2}$	20	15	15	15	16 $\frac{1}{2}$	2
7. Uilenkraal .. A. 3	25	25	20	18	22	11	8	9	8	9	2
8. Wolfgat .. A. 3	19	25	26	24	23 $\frac{1}{2}$	15	18	22	19	18 $\frac{1}{2}$	2
9. Zoutpansvlakte .. A. 3	23	23	20	12	19 $\frac{1}{2}$	19	15	16	10	15	2
10. Zout River .. A. 3	32	32	31	31	31 $\frac{1}{2}$	25	23	28	25	25 $\frac{1}{2}$	2
11. Driefontein .. P. F.	6	4	7	7	6	5	4	6	5	5	2
12. Elands Vlei .. P. F.	16	15	15	13	14 $\frac{3}{4}$	12	9	13	9	10 $\frac{3}{4}$	2
13. Helderfontein .. P. F.	11	11	11	11	11	11	11	11	11	11	2
14. Klein Zand Drift .. P. F.	8	8	7	6	7 $\frac{1}{4}$	5	5	6	4	5	2
15. Rhenosterfontein .. P. F.	10	10	9	8	9 $\frac{1}{4}$	7	6	7	5	6 $\frac{1}{4}$	2
16. Rooi Draai .. P. F.	10	11	11	9	10 $\frac{1}{2}$	10	10	10	7	9 $\frac{1}{2}$	2
17. The Hope .. P. F.	7	7	8	8	7 $\frac{3}{4}$	7	6	8	7	7	2
18. Verheuveld .. P. F.	8	8	..	..	4	7	7	..	..	3 $\frac{1}{2}$	3
19. Welgegund .. P. F.	..	..	13	13	6 $\frac{1}{2}$	..	..	10	12	5 $\frac{1}{2}$	3
20. Lange Vlei .. Poor	12	14	15	15	14	9	10	12	13	11	2
21. Bredasdorp (Eng. Ch.) B	78	82	76	76	78	52	49	45	42	47	2
22. Napier (do.) B	68	49	59	63	59 $\frac{3}{4}$	48	25	38	46	39 $\frac{1}{2}$	2
23. Struis Bay (do.) B	40	41	38	35	38 $\frac{1}{2}$	27	28	30	26	27 $\frac{1}{2}$	2
24. Wagenhuis Krantz (Eng. Ch.) B	46	40	40	39	41 $\frac{1}{4}$	26	26	25	25	25 $\frac{1}{2}$	2
25. Elinu (Mor.) B	332	335	338	306	327 $\frac{3}{4}$	232	224	227	146	207 $\frac{1}{4}$	2
Total ..	925	888	958	920	922 $\frac{3}{4}$	663	597	709	598	641 $\frac{3}{4}$	..
<b>BRITSTOWN</b> (Insp. Theron).											
1. Britstown .. A. 2	73	67	72	74	71 $\frac{1}{2}$	63	58	61	70	63	1
2. Minnies Kloof (P.F.) A. 3	..	18	19	19	14	..	15	16	18	12 $\frac{1}{2}$	3
3. T'Cuip .. A. 3	..	..	..	10	2 $\frac{1}{2}$	..	..	..	10	2 $\frac{1}{2}$	2
4. Becha .. P. F.	5	..	C	C	1 $\frac{1}{4}$	5	..	C	C	1 $\frac{1}{4}$	3
5. Bloemfontein .. P. F.	19	17	..	..	9	17	16	..	..	8 $\frac{1}{4}$	2
6. Boter Kraal .. P. F.	..	..	..	8	2	..	..	..	..	8	2
7. D a m f o n t e i n (see RICHMOND) .. P. F.	5	..	..	..	1 $\frac{1}{4}$	4	..	..	..	1	1
8. Doorn Kuil .. P. F.	5	5	6	7	5 $\frac{1}{2}$	4	5	6	7	5 $\frac{1}{2}$	1
9. Holpan .. P. F.	C	C	5	6	2 $\frac{1}{4}$	C	C	5	5	2 $\frac{1}{4}$	3
10. Kolkenburg .. P. F.	..	5	5	5	3 $\frac{1}{4}$	..	5	5	4	3 $\frac{1}{4}$	3
11. Lemoen Kloof .. P. F.	..	C	5	6	2 $\frac{1}{4}$	..	C	5	5	2 $\frac{1}{4}$	1
12. Plat Kuil .. P. F.	7	8	7	4	6 $\frac{1}{2}$	7	7	7	4	6 $\frac{1}{2}$	3
13. Sandilands Vlakke .. P. F.	5	5	C	C	2 $\frac{1}{2}$	5	5	C	C	2 $\frac{1}{2}$	3
14. Schilderspan .. P. F.	5	5	5	5	5	5	5	5	4	4 $\frac{1}{2}$	3
15. Smous Poort .. P. F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$	2
16. Britstown (D.R.C.) B	36	37	52	48	43 $\frac{1}{4}$	24	25	42	40	32 $\frac{1}{4}$	1
Total ..	160	167	181	197	176 $\frac{3}{4}$	134	141	157	180	153	..
<b>CALEDON</b> (Insp. Bartmann).											
1. (Caledon, Girls' A. 1	46	43	43	41	43 $\frac{1}{4}$	42	37	39	35	38 $\frac{1}{4}$	2
Do., Preparatory	42	48	42	44	44	33	35	24	29	30 $\frac{1}{4}$	2
2. Do., Boys' .. A. 2	45	45	41	41	43	43	40	38	36	39 $\frac{1}{4}$	2
3. Do., Evening .. A. 2	..	..	21	10	7 $\frac{1}{4}$	..	..	10	4	3 $\frac{1}{4}$	2
4. Alexander's Kloof .. A. 3	10	C	C	C	2 $\frac{1}{4}$	10	C	C	C	2 $\frac{1}{4}$	2
5. Bot River .. A. 3	22	21	20	22	21 $\frac{1}{4}$	14	10	12	12	12	3
6. Cochra .. A. 3	10	10	10	C	7 $\frac{1}{4}$	9	9	8	C	6 $\frac{1}{4}$	3
7. Drayton .. A. 3	13	12	13	12	12 $\frac{1}{4}$	10	9	10	9	9 $\frac{1}{4}$	2
8. Diep River .. A. 3	11	11	11	10	10 $\frac{3}{4}$	8	8	9	6	7 $\frac{3}{4}$	2
9. Greyton .. A. 3	39	29	28	28	31	27	23	25	23	24 $\frac{1}{4}$	2
10. Haarweg's Rivier .. A. 3	23	24	21	19	19 $\frac{1}{2}$	19	16	15	8	14 $\frac{1}{2}$	2

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>BREDASDORP</b> (Inspector Bartmann).											
11. Hermanns Pietersfontein .. A. 3	29	26	..	40	23 $\frac{3}{4}$	20	16	..	31	16 $\frac{3}{4}$	3
12. Karmelk's River .. A. 3	12	11	11	11	11 $\frac{1}{4}$	11	8	10	9	9 $\frac{1}{4}$	2
13. Lang Kuil .. A. 3	12	10	11	C	8 $\frac{1}{4}$	9	6	7	C	5 $\frac{1}{2}$	2
14. Langverwacht (Rivier Zonder End) .. A. 3	..	..	20	20	10	..	..	17	17	8 $\frac{1}{2}$	2
15. Lower Bot River .. A. 3	15	16	14	12	14 $\frac{1}{4}$	12	11	11	11	11 $\frac{1}{4}$	3
16. Lower Hartebeest River (Poor) A. 3	11	11	15	15	13	9	8	11	12	10	2
17. Nethercourt .. A. 3	14	14	12	12	13	13	11	12	11	11 $\frac{3}{4}$	2
18. Palmiet River .. A. 3	26	26	24	22	24 $\frac{1}{2}$	22	19	19	14	18 $\frac{1}{2}$	2
19. Papias Vlei .. A. 3	25	32	40	35	33	20	26	33	27	26 $\frac{1}{2}$	2
20. Stanford .. A. 3	38	37	34	30	34 $\frac{3}{4}$	24	22	20	16	20 $\frac{1}{2}$	2
21. Verdwaaalhoek .. A. 3	16	C	C	C	4	14	C	C	C	3 $\frac{1}{2}$	2
22. Villiersdorp .. A. 3	67	60	66	100	73 $\frac{1}{4}$	56	54	62	82	63 $\frac{1}{2}$	2
23. Witklipjas Kloof .. A. 3	16	18	19	20	18 $\frac{1}{4}$	15	15	18	16	16	2
24. Wolf Kraal .. A. 3	17	16	14	12	14 $\frac{3}{4}$	..	..	14	12	6 $\frac{1}{2}$	2
25. Zandfontein .. A. 3	20	20	20	21	20 $\frac{1}{4}$	17	16	17	16	16 $\frac{1}{2}$	2
26. Zwart River .. A. 3	14	15	14	13	14	9	9	8	7	8 $\frac{1}{4}$	2
27. Aries Kraal .. P. F.	11	11	11	11	11	9	9	9	7	8 $\frac{1}{2}$	2
28. Muirton .. P. F.	6	6	6	6	6	6	5	5	5	5 $\frac{1}{4}$	2
29. Oudekraal .. P. F.	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$	2
30. Wagenbooms Kloof P. F.	8	..	4	4	4	8	..	4	4	4	2
31. Weltevrede (Stanford) .. P. F.	10	10	10	10	10	8	8	6	8	7 $\frac{1}{2}$	2
32. Wolfgat .. P. F.	8	9	10	10	9 $\frac{1}{4}$	7	7	8	7	7 $\frac{1}{4}$	2
33. The Oaks .. Poor	..	..	..	14	3 $\frac{1}{2}$	..	..	..	9	2 $\frac{1}{4}$	2
34. Upper Hartebeest River (A. 3) Poor	19	24	29	29	25 $\frac{1}{4}$	16	18	25	16	18 $\frac{3}{4}$	2
35. Caledon (D.R.C.) B	84	81	79	78	80 $\frac{1}{4}$	46	50	57	50	50 $\frac{3}{4}$	2
36. Villiersdorp (do.) B	50	48	..	C	24 $\frac{1}{2}$	37	36	..	C	18 $\frac{1}{4}$	2
37. Caledon (Eng. Ch.) B	100	100	100	103	100 $\frac{3}{4}$	73	70	79	79	75 $\frac{1}{4}$	2
38. Glebe (do.) B	21	33	38	35	34 $\frac{1}{4}$	17	16	23	24	20	2
39. Greyton (do.) B	98	96	93	87	93 $\frac{1}{2}$	82	74	91	76	80 $\frac{3}{4}$	2
40. Hartebeest River (do.) B	38	42	46	44	42 $\frac{1}{2}$	33	25	39	39	34	2
41. Hawston (do.) B	47	47	47	54	48 $\frac{3}{4}$	22	25	27	26	25	3
42. Hermanns Pietersfontein (Eng. Ch.) B	57	56	59	53	56 $\frac{1}{4}$	37	34	38	37	36 $\frac{1}{2}$	3
43. Houwkook (do.) B	30	28	40	34	33	25	21	30	28	26	2
44. Stanford (do.) B	59	56	48	50	53 $\frac{1}{4}$	43	35	37	29	36	2
45. Berea (Mor.) B	42	39	37	35	38 $\frac{1}{4}$	27	18	24	25	23 $\frac{1}{2}$	2
46. Genadendal (do.) B	555	534	505	488	520 $\frac{1}{4}$	433	339	355	349	369	2
47. Twistwyk (do.) B	45	41	37	36	39 $\frac{3}{4}$	30	28	24	22	26	2
48. Tygerhoek (do.) B	21	19	23	18	20 $\frac{1}{4}$	11	8	8	11	9 $\frac{1}{4}$	2
Total ..	1912	1835	1793	1787	1831 $\frac{3}{4}$	1436	1234	1345	1301	1329	..
<b>CALVINIA</b> (Insp. Le Roux).											
1. Calvinia .. A. 2	68	65	71	60	61	55	51	55	50	52 $\frac{3}{4}$	2
2. Brandvley .. A. 3	32	25	21	26	26	14	15	14	17	15	2
3. De Hoek .. A. 3	..	..	11	10	5 $\frac{1}{4}$	..	..	10	9	4 $\frac{3}{4}$	2
4. Elands Vlei (P.F.) A. 3	5	10	9								



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
17. Calvin's (D.R.C.) B	60	62	57	63	60½	39	31	43	50	40½	..
Total ..	275	275	316	344	302½	195	181	251	269	224	..
<b>CAPE (Inspector Brady).</b>											
1. Cape Town, Normal College	45	42	58	56	50½	44	42	58	55	49½	1
2. Do., Boys' School	347	341	352	347	346¾	324	305	324	313	316½	1
3. Do., Girls' School	244	257	240	241	245½	226	224	210	217	219¼	1
4. Do., Junior do.	87	97	59	67	77½	76	85	50	59	67½	1
5. Do., Art School	79	75	70	63	71¾	56	41	47	33	44¼	1
6. Cape Town, S.A. College School, Boys' A. 1	123	118	111	140	123	102	105	95	97	99¾	2
7. Do., Good Hope Seminary, Girls' A. 1	214	207	219	222	215½	196	184	195	198	193¼	1
8. Green Point, Boys' A. 1	90	96	95	90	92¾	79	81	75	76	77¾	4
Do., Preparatory	37	43	38	41	39¾	34	33	34	35	34	..
9. Rondebosch, Girls' A. 1	87	108	130	131	114	77	84	109	114	96	4
10. Simon's Town A. 1	40	47	54	57	49½	32	41	47	53	43¼	4
11. Wynberg, Boys' A. 1	180	182	201	214	194¼	165	162	177	198	175½	2
12. Do., Girls' A. 1	227	236	223	223	227½	202	202	198	193	198¾	2
13. Cape Town, Boom Street, Boys' A. 2	56	60	68	64	62	50	51	54	55	52½	2
14. Do., do., do., Evening A. 2	40	34	33	29	34	27	24	24	18	23½	2
15. Do., St. Martin's A. 2	252	271	287	280	272½	206	211	239	238	223½	2
16. Do., West End A. 2	261	248	243	249	250¼	170	177	192	193	183	2
17. Claremont, Boys' A. 2	41	45	46	46	44¼	35	38	37	35	36¾	3
18. Durbanville A. 2	79	72	79	80	77½	67	66	65	68	66½	1
19. Mowbray A. 2	..	..	..	38	9½	..	..	..	33	8¼	..
20. Philadelphia A. 2	39	41	40	44	41	30	37	36	39	35½	2
21. Woodstock A. 2	106	111	109	107	108¾	88	91	90	89	89½	3
22. Brakfontein A. 3	14	16	16	16	15½	9	10	9	10	9½	2
23. Cape Town, Harbour Works A. 3	180	180	192	181	183¼	145	136	136	136	138¼	2
24. Do., Jewish A. 3	53	75	71	69	67	42	59	60	64	56¾	4
25. Do., Pepper St. A. 3	70	69	63	64	66½	57	57	54	52	55	3
26. Do., St. Michael's Eng. Ch. (B) A. 3	253	214	158	176	200¼	167	88	118	149	130¼	3
27. Kalk Bay A. 3	65	64	69	65	65¾	42	46	51	49	47	1
28. Klipheuveel A. 3	32	28	30	30	30	23	20	27	27	24¼	2
29. Robben Island A. 3	76	76	76	78	76¼	68	64	63	62	64¼	..
30. Tokai A. 3	18	17	14	18	16¾	16	15	13	14	14½	3
31. Wynberg Flats A. 3	59	59	56	48	53½	43	47	44	47	45½	2
32. Zonnebloem D	97	97	101	96	97¾	80	84	82	84	82½	..
33. Blauwberg P.F.	9	10	..	10	7¼	7	8	..	10	6¼	..
34. Kalkfontein P.F.	..	..	..	15	3¾	..	..	..	11	2¾	..
35. Welgemoed P.F.	..	11	12	15	9½	..	10	10	14	8½	2
36. Cape Town, Industrial Home Poor	..	..	..	30	7½	..	..	..	30	7½	4
37. Cape Downs (Philippi) (D.R.C.) B	41	42	34	38	38¾	24	23	25	27	24¾	2
38. Cape Town, Bree Street (do.) B	204	226	241	241	228	166	156	168	150	160	2
39. Do., Ebenezer (do.) B	61	99	67	98	81¼	47	61	45	29	45½	2
40. Do., Hanover St. (do.) B	315	307	246	243	277¼	103	131	152	166	138	3
41. Do., Kinderzending (do.) B	29	33	33	28	30¾	28	29	28	28	28¼	2
42. Do., Rogge Bay (do.) B	209	168	161	152	172½	122	91	82	96	97¾	3
43. Do., St. Stephen's (do.) B	233	233	231	219	229	167	150	153	171	160¼	3
44. Claremont (do.) B	102	139	157	163	140¼	70	85	91	98	86	4
45. Hout Bay (Oakhurst) (do.) B	59	21	30	27	34¼	17	12	8	15	13	1
46. Noordhoek (do.) B	34	30	28	28	30	28	19	17	24	22	2
47. Retreat (do.) B	81	84	92	97	88½	65	60	71	71	66¾	2

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
48. Silo (Wildschut-brand) (D.R.C.) B	19	20	24	23	21½	11	10	12	14	11¾	..
49. Woodstock (do.) B	197	218	231	216	215½	150	121	132	134	134¼	2
50. Wynberg, Battswood (do.) B	210	223	213	229	226¼	135	116	125	127	125¼	4
51. Bellville (Eng. Ch.) B	93	93	86	86	89½	56	30	42	48	44	1
52. Cape Town, Roeland Street (do.) B	265	287	279	246	269¼	169	157	190	176	173	3
53. Do., St. Augustine's (do.) B	..	..	90	107	49¼	..	..	67	73	35	3
54. Do., St. Hilda's (do.) B	49	56	65	48	54½	36	43	44	40	40¾	3
55. Do., St. John's (do.) B	211	176	208	177	193	127	131	138	168	141	2
56. Do., St. Mark's (do.) B	91	91	131	109	105½	59	49	91	68	66¾	2
Do., do., Infants	275	294	237	220	256½	166	134	159	128	146¾	2
57. Do., St. Paul's (do.) B	324	318	335	310	321¾	213	187	207	205	203	2
58. Do., St. Philip's (do.) B	682	600	585	518	596¼	356	335	366	348	351¼	2
59. Do., School of Industry (do.) B	258	273	280	250	265¼	184	173	195	162	178½	3
60. Do., Trinity, Boys' (do.) B	53	56	61	58	57	46	45	51	49	47¾	3
61. Do., do., Girls' (do.) B	69	60	68	69	66½	52	48	51	54	51¼	3
Do., do., Infants' (do.) B	137	138	128	106	127¼	98	95	78	76	86¾	3
62. Claremont, Boys' (do.) B	45	45	43	43	44	36	39	36	33	36	..
63. Do., St. Matthew's (do.) B	212	196	202	197	201¾	124	104	122	135	121¼	4
64. Do., St. Saviour's (do.) B	154	149	128	138	142¼	80	88	85	92	86¼	4
65. Constantia (do.) B	119	130	117	108	118½	68	53	59	56	59	1
66. Diep River (do.) B	46	75	62	56	59¾	36	42	50	44	43	2
67. Durbanville (do.) B	73	78	75	69	73¾	47	47	42	45	45¼	1
68. Hout Bay (do.) B	71	62	40	57	57½	38	41	25	43	36¼	1
69. Kalk Bay (do.) B	81	78	63	74	74	54	32	40	42	42	1
70. Maitland (do.) B	97	87	89	97	92½	65	58	65	74	65¼	1
71. Mowbray, Boys' (do.) B	38	29	38	38	35¾	16	20	21	25	20½	1
72. Do., Girls' (do.) B	158	162	179	172	167¾	86	93	95	90	91	1
73. Muizenberg (do.) B	27	29	35	36	31¾	17	20	23	22	20¼	1
74. Newlands (do.) B	260	239	228	235	240½	169	154	156	155	158¾	4
75. Protea (do.) B	89	76	71	82	79½	43	39	40	45	41¼	2
76. Rondebosch, Black River (do.) B	53	51	45	44	48¼	26	33	24	27	27½	2
77. Do., Camp Ground (do.) B	121	150	153	157	145¼	70	63	73	80	71¼	2
78. Do., St. Paul's (do.) B	320	296	283	271	292½	213	162	162	174	177¼	4
79. Salt River (do.) B	178	174	183	149	171	112	84	96	88	95	2
80. Simon's Town, Boys' (do.) B	67	70	79	79	73¾	60	60	59	64	60¾	2
81. Do., School of Industry (do.) B	140	142	147	142	142¾	114	96	103	106	104¾	2
82. Woodstock, Boys' (do.) B	57	65	58	61	60¼	41	51	46	50	47	2
83. Do., Girls' (do.) B	91	93	69	82	83¾	65	83	59	79	71½	2
84. Do., St. Mary's (do.) B	242	295	298	299	283½	117	139	156	157	142¼	2
85. Wynberg, Ottery Road (do.) B	189	169	166	179	175¾	152	150	148	157	151¾	4
86. Do., School of Industry (do.) B	48	41	47	45	45¼	29	28	35	33	31¼	3
87. Cape Town, Deaf & Dumb Institution (R.C.) B	13	13	13	14	13¼	10	11	12	11	11	3
88. Do., St. Aloysius' (do.) B	382	360	351	333	356½	303	285	287	283	289½	3
89. Do., St. Bridget's (do.) B	260	251	254	246	252¾	169	172	160	171	168	3
90. Do., St. Patrick's (do.) B	180	172	157	168	169¼	104	112	113	115	120	3
91. Do., Sir Lowry Road (do.) B	137	121	108	101	116¾	76	76	72	63	71¾	3
92. Kalk Bay (do.) B	70	70	81	86	76¾	51	48	43	50	48	1
93. Rouwkoop (do.) B	80	75	70	65	72½	56	52	46	46	50	2
94. Salt River (do.) B	149	123	125	105	125½	84	88	79	77	82	3
95. Wynberg (do.) B	142	126	121	104	123¼	91	88	74	76	82¼	2
96. Cape Town, Buitenkant Street (Wes.) B	132	175	186	195	172	95	125	127	145	123	4
97. Do., Sydney Street (do.) B	70	73	66	52	65¼	47	47	45			



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103. Simon's Town (Wes.) B	154	147	142	145	147	111	103	88	94	99	1
104. Cape Town, Barrack Street (Ind.) B	281	249	257	240	259 $\frac{1}{2}$	158	144	146	150	149 $\frac{1}{2}$	2
105. Do., do., Evening (do.) B	93	77	103	68	85 $\frac{1}{2}$	31	25	32	18	24	..
106. Do., Frere St. (Mor.) B	157	200	161	176	173 $\frac{1}{2}$	116	119	118	113	116 $\frac{1}{2}$	2
107. Do., St. Andrew's (Pres.) B	219	199	176	205	199 $\frac{1}{2}$	147	146	135	161	147 $\frac{1}{2}$	3
108. Do., S.A. Mission B	176	218	180	172	186 $\frac{1}{2}$	134	116	118	107	118 $\frac{1}{2}$	3
109. Sarepta (Rhen.M.) B	80	84	81	79	81	57	55	55	53	55	2
110. Sea Point B	72	64	70	67	68 $\frac{1}{2}$	57	52	56	55	55	..
111. Wynberg (Bap.) B	177	164	147	149	159 $\frac{1}{2}$	107	93	91	96	96 $\frac{1}{2}$	1
Total ..	14249	14194	14096	13891	14107 $\frac{1}{2}$	9792	9345	9762	9980	9719 $\frac{1}{2}$	..
<b>CARNARVON</b> (Inspector Theron).											
1. Carnarvon .. A. 2	44	51	75	92	65 $\frac{1}{2}$	31	36	54	73	48 $\frac{1}{2}$	1
2. Boters Leegte .. P.F.	9	11	..	6	6 $\frac{1}{2}$	7	8	..	6	5 $\frac{1}{2}$	3
3. Carel's Graf .. P.F.	7	7	8	8	7 $\frac{1}{2}$	7	7	6	6	6 $\frac{1}{2}$	3
4. Ganna Pan .. P.F.	..	..	6	6	3	..	..	6	5	2 $\frac{1}{2}$	3
5. Stofkraal .. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	..
6. Uitspankolk .. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	..
7. Zoetfontein (Scorpioen's Drift) .. Poor	19	17	14	17	16 $\frac{1}{2}$	15	13	13	14	13 $\frac{1}{2}$	1
8. Carnarvon (Rhen.M.) B	140	152	173	174	159 $\frac{1}{2}$	112	115	127	135	122 $\frac{1}{2}$	1
Total ..	219	238	276	315	262	172	179	206	251	202	..
<b>CATHCART</b> (Insp. Clarke).											
1. Cathcart .. A. 2	65	54	56	51	56 $\frac{1}{2}$	47	44	36	40	41 $\frac{1}{2}$	2
2. Cassilis .. (P.F.) A. 3	9	9	10	10	9 $\frac{1}{2}$	7	7	7	8	7 $\frac{1}{2}$	4
3. Coverside .. A. 3	10	11	..	C	5 $\frac{1}{2}$	9	9	..	C	4 $\frac{1}{2}$	..
4. Dunskey .. A. 3	31	30	30	32	30 $\frac{1}{2}$	31	29	24	31	28 $\frac{1}{2}$	4
5. Ellington .. A. 3	..	23	25	23	17 $\frac{1}{2}$	..	20	20	16	14	4
6. Giddy's Farm .. A. 3	16	18	19	17	17 $\frac{1}{2}$	13	17	16	17	15 $\frac{1}{2}$	4
7. Bacela .. P.F.	5	C	C	C	1 $\frac{1}{2}$	5	C	C	C	1 $\frac{1}{2}$	..
8. Beacon Peak .. P.F.	..	..	..	5	1 $\frac{1}{2}$	..	..	..	4	1	4
9. Blackpool .. P.F.	9	7	6	6	6 $\frac{1}{2}$	7	6	3	5	5 $\frac{1}{2}$	2
10. Bonchurch .. P.F.	5	5	5	6	5 $\frac{1}{2}$	3	5	4	5	4 $\frac{1}{2}$	4
11. Craig Cross .. P.F.	5	..	..	..	1 $\frac{1}{2}$	5	..	..	..	1	..
12. Exwell Park .. P.F.	10	10	14	10	11	8	8	10	9	8 $\frac{1}{2}$	4
13. Glen Cairn .. P.F.	10	9	3	5	6 $\frac{1}{2}$	..	8	3	5	4	2
14. Happy Valley .. P.F.	6	6	6	5	5 $\frac{1}{2}$	6	6	5	5	5 $\frac{1}{2}$	2
15. Hillingdon .. P.F.	7	7	7	7	7	6	6	7	6	6 $\frac{1}{2}$	4
16. Hilton .. P.F.	4	4	4	4	4	3	4	4	4	3 $\frac{1}{2}$	4
17. Hopewell .. P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	8	2	4
18. Hospital Farm .. P.F.	12	12	10	9	10 $\frac{1}{2}$	8	8	8	8	8	4
19. Hotfire .. P.F.	..	..	9	C	2 $\frac{1}{2}$	..	..	8	C	2	4
20. Italy Farm .. P.F.	6	6	7	7	6 $\frac{1}{2}$	5	5	6	7	5 $\frac{1}{2}$	4
21. Junction Farm .. P.F.	8	8	..	C	4	5	6	..	C	2 $\frac{1}{2}$	..
22. Paradoxus .. P.F.	8	8	8	8	8	8	8	8	8	8	4
23. Quacu Heights .. P.F.	11	11	C	C	5 $\frac{1}{2}$	11	7	C	C	4 $\frac{1}{2}$	1
24. Roslyn .. P.F.	16	16	17	20	17 $\frac{1}{2}$	15	15	16	20	16 $\frac{1}{2}$	4
25. Stanmore .. P.F.	8	7	5	5	6 $\frac{1}{2}$	7	7	5	5	6	2
26. Toise River (Hove) .. P.F.	13	13	12	11	12 $\frac{1}{2}$	13	11	11	10	11 $\frac{1}{2}$	1
27. Under Church .. P.F.	8	6	6	6	6 $\frac{1}{2}$	7	6	6	6	6 $\frac{1}{2}$	4
28. Vaal Krantz .. P.F.	6	7	7	7	6 $\frac{1}{2}$	5	6	6	6	5 $\frac{1}{2}$	4
29. Wartburg Falls (Langverwacht) P.F.	10	9	5	6	7 $\frac{1}{2}$	8	5	5	4	5 $\frac{1}{2}$	2
30. Winston .. P.F.	8	8	9	C	6 $\frac{1}{2}$	..	8	9	C	4 $\frac{1}{2}$	4
31. Cathcart Location (Wes.) B	40	38	34	34	36 $\frac{1}{2}$	37	32	32	30	32 $\frac{1}{2}$	2
32. Goshen .. (Mor.) B	117	131	124	120	123	107	112	100	107	106 $\frac{1}{2}$	2
Total ..	461	473	438	424	449	386	405	359	374	381	..
<b>CERES</b> (Inspector le Roux).											
1. Ceres .. A. 2	48	48	67	83	61 $\frac{1}{2}$	43	42	59	75	54 $\frac{1}{2}$	1

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
2. Prince Alfred's Hamlet .. A. 2	56	55	74	65	62 $\frac{1}{2}$	51	47	64	52	53 $\frac{1}{2}$	1
3. Rietvlei .. A. 3	..	C	23	18	10 $\frac{1}{2}$	..	C	21	16	9 $\frac{1}{2}$	..
4. Doorn River .. P.F.	..	..	7	7	3 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$	..
5. Ezelsfontein .. P.F.	10	6	6	6	7	8	5	5	6	6	1
6. Klein Vlei (Elandsfontein) .. P.F.	8	8	8	9	8 $\frac{1}{2}$	7	7	7	8	7 $\frac{1}{2}$	1
7. Leeuwfontein .. P.F.	13	12	12	12	12 $\frac{1}{2}$	10	12	12	9	10 $\frac{1}{2}$	1
8. Paardenfontein .. P.F.	5	5	5	5	5	4	4	4	5	4 $\frac{1}{2}$	1
9. Patatas River .. P.F.	6	..	6	6	4 $\frac{1}{2}$	6	..	6	6	4 $\frac{1}{2}$	2
10. Slangfontein .. P.F.	..	6	6	7	4 $\frac{3}{4}$	..	3	6	7	4	..
11. Tafelberg .. P.F.	..	..	..	5	1 $\frac{1}{2}$	..	..	..	5	1 $\frac{1}{2}$	..
12. Vlake .. P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	4	4	2	..
13. Driefontein (Karoo) Poor	12	13	11	13	12 $\frac{1}{2}$	11	11	6	11	9 $\frac{1}{2}$	1
14. Ceres (Eng. Ch.) B	139	146	145	136	141 $\frac{1}{2}$	109	111	113	104	109 $\frac{1}{2}$	1
15. Ceres (D.R.C.) B	115	111	108	102	109	108	106	103	92	102 $\frac{1}{2}$	1
16. Prince Alfred's Hamlet (Eng. Ch.) B	59	61	62	56	59 $\frac{1}{2}$	49	47	53	50	49 $\frac{1}{2}$	1
Total ..	471	471	545	535	505 $\frac{1}{2}$	406	395	470	457	432	..
<b>CLANWILLIAM</b> (Insp. Le Roux).											
1. Clanwilliam .. A. 2	29	29	27	33	29 $\frac{1}{2}$	26	26	24	29	26 $\frac{1}{2}$	4
2. Olyvenbosch .. A. 3	18	19	20	23	20	18	17	18	23	19	4
3. Onder Lange Vlei .. A. 3	31	28	28	31	29 $\frac{1}{2}$	27	20	24	21	23	4
4. Welbedacht .. A. 3	..	10	10	8	7	..	9	10	7	6 $\frac{1}{2}$	4
5. Brakfontein, No. I. P.F.	7	8	11	12	9 $\frac{1}{2}$	6	7	11	12	9	4
6. Brakfontein, No. II. P.F.	..	C	6	6	3	..	C	5	6	2 $\frac{1}{2}$	4
7. Brandwacht .. P.F.	21	23	15	7	16 $\frac{1}{2}$	21	13	15	7	14	4
8. Kanol Vallei .. P.F.	7	6	6	..	4 $\frac{3}{4}$	7	6	6	..	4 $\frac{3}{4}$	4
9. Kransvlei .. P.F.	..	..	..	..	1 $\frac{1}{2}$	..	..	..	7	1	..
10. Langvlei .. P.F.	..	..	15	15	7 $\frac{1}{2}$	..	..	15	15	7 $\frac{1}{2}$	4
11. Zwartbosch Kraal .. P.F.	10	10	12	..	8 $\frac{3}{4}$	9	8	10	..	6 $\frac{3}{4}$	4
12. Augsburg .. Poor	28	..	26	24	19 $\frac{1}{2}$	26	..	26	22	18 $\frac{1}{2}$	4
13. Jakkal's Vallei .. Poor	20	12	13	C	11 $\frac{1}{2}$	19	12	12	C	10 $\frac{1}{2}$	..
14. Kookfontein .. Poor	24	22	22	24	23	21	20	18	20	19 $\frac{1}{2}$	4
15. Augsburg .. B	79	75	68	64	71 $\frac{1}{2}$	32	32	42	34	35	4
16. Clanwilliam (Eng. Ch.) B	36	38	41	46	40 $\frac{1}{2}$	22	21	28	25	24	4
17. Elandskloof (D.R.C.) B	78	78	81	75	78	69	63	58	52	60 $\frac{1}{2}$	4
18. Honing Valley (Rhen.M.) B	33	32	34	36	33 $\frac{1}{2}$	23	25	13	22	20 $\frac{1}{2}$	4
19. Wupperthal (do.) B	146	140	138	148	143	118	106	101	110	108 $\frac{1}{2}$	4
Total ..	567	530	574	559	557 $\frac{1}{2}$	444	385	436	412	419 $\frac{1}{2}$	..
<b>COLESBERG</b> (Insp. Brice).											
1. Colesberg .. A. 1	99	104	114	113	107 $\frac{1}{2}$	90	94	96	100	95	2
2. Alartfontein .. A. 3	..	..	23	24	11 $\frac{1}{2}$	..	..	21	22	10 $\frac{1}{2}$	..
3. Naauwpoort .. A. 3	63	65	71	65	66	45	43	40	40	42	2
4. Norval's Pont .. A. 3	34	37	17	21	27 $\frac{1}{2}$	21	30	11	17	19 $\frac{1}{2}$	2
5. Wildfontein .. A. 3	13	14	14	15	14	12	12	13	14	12 $\frac{1}{2}$	2
6. Blydefontein .. P.F.	..	7	7	7	5 $\frac{1}{2}$	..	..	7	7	3 $\frac{1}{2}$	..
7. Bultfontein .. P.F.	11	11	11	12	11 $\frac{1}{2}$	10	11	10	9	10	2
8. Colesberg Junction. P.F.	..	..	6	6	3	..	..	6	6	3	



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.	
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average		
<b>CRADOCK (Insp. Milne).</b>												
1. Cradock, Boys' .. A. 1	83	88	82	78	82 <sup>3</sup> / <sub>4</sub>	74	74	71	65	71	2	
2. Do., Girls' .. A. 1	82	91	101	97	92 <sup>3</sup> / <sub>4</sub>	77	88	89	92	86 <sup>1</sup> / <sub>2</sub>	2	
Do., Preparatory ..	61	63	50	46	55	50	46	43	41	45	2	
3. Maraisburg .. A. 2	50	59	61	55	56 <sup>1</sup> / <sub>2</sub>	42	48	50	49	47 <sup>1</sup> / <sub>2</sub>	3	
4. Barend's Hope .. A. 3	28	23	23	22	24	24	22	23	22	22 <sup>1</sup> / <sub>4</sub>	4	
5. Bloemhof .. A. 3	12	12	10	10	11	12	12	10	10	11	1	
6. Dwingfontein .. A. 3	..	..	11	11	5 <sup>1</sup> / <sub>2</sub>	..	..	10	11	5 <sup>1</sup> / <sub>2</sub>	4	
7. Rietfontein (Zamen- komst) .. A. 3	..	..	..	21	5 <sup>1</sup> / <sub>4</sub>	..	..	..	19	4 <sup>3</sup> / <sub>4</sub>	..	
8. Strydomskraal .. A. 3	..	12	12	12	9	..	12	12	12	9	..	
9. Waaiplaats .. A. 3	13	10	C	C	5 <sup>3</sup> / <sub>4</sub>	12	10	C	C	5 <sup>1</sup> / <sub>2</sub>	1	
10. Alleman's Vlei .. P.F.	5	5	5	5	5	5	5	5	5	5	4	
11. Almansfontein .. P.F.	7	5	7	5	6	6	4	5	4	4 <sup>1</sup> / <sub>2</sub>	1	
12. Brak Vallei .. P.F.	9	9	5	5	7	8	9	4	4	6 <sup>1</sup> / <sub>2</sub>	1	
13. Doorn River .. P.F.	..	..	9	C	2 <sup>1</sup> / <sub>2</sub>	..	..	8	C	2	..	
14. Geerst Kraal .. P.F.	6	C	C	C	1 <sup>1</sup> / <sub>2</sub>	6	C	C	C	1 <sup>1</sup> / <sub>2</sub>	1	
15. Groen Kloof .. P.F.	..	..	5	5	2 <sup>1</sup> / <sub>2</sub>	..	..	5	5	2 <sup>1</sup> / <sub>2</sub>	4	
16. Honey Grove .. P.F.	6	7	7	7	6 <sup>3</sup> / <sub>4</sub>	6	7	7	7	6 <sup>3</sup> / <sub>4</sub>	1	
17. Jackalsfontein .. P.F.	..	..	..	8	2	..	..	..	8	2	..	
18. Katkop .. P.F.	..	..	6	9	3 <sup>3</sup> / <sub>4</sub>	..	..	5	9	3 <sup>1</sup> / <sub>2</sub>	4	
19. Middelberg .. P.F.	..	..	..	6	1 <sup>1</sup> / <sub>2</sub>	..	..	..	6	1 <sup>1</sup> / <sub>2</sub>	..	
20. Middlewater .. P.F.	6	6	6	5	5 <sup>1</sup> / <sub>4</sub>	6	5	5	4	5	4	
21. Modderfontein .. P.F.	10	9	11	11	10 <sup>1</sup> / <sub>2</sub>	9	8	9	10	9	2	
22. Rietfontein (Vermaak) P.F.	..	..	8	7	3 <sup>3</sup> / <sub>4</sub>	..	..	7	7	3 <sup>1</sup> / <sub>2</sub>	3	
23. Roodekuilslaagte .. P.F.	7	8	C	..	3 <sup>3</sup> / <sub>4</sub>	6	8	C	..	3 <sup>1</sup> / <sub>2</sub>	2	
24. Spekboomberg .. P.F.	..	..	..	10	2 <sup>1</sup> / <sub>2</sub>	..	..	..	9	2 <sup>1</sup> / <sub>2</sub>	..	
25. Tafelberg .. P.F.	5	5	5	5	5	4	4	4	5	4 <sup>1</sup> / <sub>2</sub>	3	
26. Uitkyk .. P.F.	8	9	9	9	8 <sup>3</sup> / <sub>4</sub>	8	..	9	9	6 <sup>1</sup> / <sub>2</sub>	1	
27. Van Vuuren's Hoek P.F.	17	..	..	..	4 <sup>1</sup> / <sub>2</sub>	16	..	..	..	4	2	
28. Wilgenkloof .. P.F.	9	8	8	8	8 <sup>1</sup> / <sub>2</sub>	8	8	7	8	7 <sup>1</sup> / <sub>2</sub>	4	
29. Zoetfontein .. P.F.	..	..	..	6	1 <sup>1</sup> / <sub>2</sub>	..	..	..	6	1 <sup>1</sup> / <sub>2</sub>	..	
30. Cradock .. Poor	47	43	40	46	44	33	34	38	34	34 <sup>1</sup> / <sub>2</sub>	1	
31. Cradock (Ind.) B	74	77	70	75	74	40	46	50	49	46 <sup>1</sup> / <sub>2</sub>	1	
32. Do. (Wes.) B	167	156	156	154	158 <sup>1</sup> / <sub>2</sub>	106	108	103	105	105 <sup>1</sup> / <sub>2</sub>	1	
<b>Total ..</b>	<b>712</b>	<b>705</b>	<b>707</b>	<b>738</b>	<b>715<sup>1</sup>/<sub>2</sub></b>	<b>558</b>	<b>558</b>	<b>579</b>	<b>615</b>	<b>577<sup>1</sup>/<sub>2</sub></b>	<b>..</b>	
<b>EAST LONDON (Insp. Ely).</b>												
1. East London East .. A. 1	438	476	483	473	467 <sup>1</sup> / <sub>2</sub>	363	388	403	401	388 <sup>3</sup> / <sub>4</sub>	4	
2. Do. West .. A. 1	127	120	122	117	121 <sup>1</sup> / <sub>2</sub>	96	93	106	96	97 <sup>1</sup> / <sub>2</sub>	4	
3. Blue Water (Upper Kweleghe) .. A. 3	..	..	42	42	21	..	..	36	32	17	4	
4. Fort Jackson .. A. 3	29	27	27	27	27 <sup>1</sup> / <sub>2</sub>	18	17	23	21	19 <sup>3</sup> / <sub>4</sub>	4	
5. Gonubie .. A. 3	..	..	21	21	10 <sup>3</sup> / <sub>4</sub>	..	..	17	17	8 <sup>1</sup> / <sub>2</sub>	4	
6. Konaatje Laagte .. A. 3	14	14	15	14	14 <sup>1</sup> / <sub>2</sub>	13	12	11	14	12 <sup>1</sup> / <sub>2</sub>	4	
7. Lily Fountain .. A. 3	..	..	18	19	9 <sup>1</sup> / <sub>2</sub>	..	..	14	17	7 <sup>3</sup> / <sub>4</sub>	4	
8. Lily Vale .. A. 3	12	11	11	12	11 <sup>1</sup> / <sub>2</sub>	8	9	8	10	8 <sup>1</sup> / <sub>2</sub>	3	
9. Lower Amalinda .. A. 3	24	24	20	18	21 <sup>1</sup> / <sub>2</sub>	19	20	15	15	17 <sup>1</sup> / <sub>2</sub>	4	
10. Lower Kweleghe .. A. 3	..	..	27	25	13	..	..	21	20	10 <sup>1</sup> / <sub>2</sub>	4	
11. Maclean Town .. A. 3	63	65	73	68	67 <sup>1</sup> / <sub>2</sub>	47	55	61	60	55 <sup>3</sup> / <sub>4</sub>	3	
12. Potsdam .. A. 3	16	15	23	24	19 <sup>1</sup> / <sub>2</sub>	12	11	21	20	16	4	
13. Tay Side (Sunny Grove) .. A. 3	12	C	C	C	3	10	C	C	C	2 <sup>1</sup> / <sub>2</sub>	..	
14. Thorn Valley (Farm 146) .. A. 3	11	10	C	C	5 <sup>1</sup> / <sub>2</sub>	10	10	C	C	5	..	
15. Van der Kemp .. A. 3	17	19	18	24	19 <sup>1</sup> / <sub>2</sub>	10	13	16	18	14 <sup>1</sup> / <sub>2</sub>	4	
16. Christmas Vale .. P.F.	11	13	15	15	13 <sup>1</sup> / <sub>2</sub>	8	9	11	8	9	3	
17. Cove Rock .. P.F.	18	19	17	14	17	9	12	9	8	9 <sup>1</sup> / <sub>2</sub>	4	
18. East London, St. John's (Eng. Ch.) B	90	..	64	52	51 <sup>1</sup> / <sub>2</sub>	52	..	43	35	32 <sup>1</sup> / <sub>2</sub>	4	
19. Do., St. Peter's (do.) B	37	31	29	..	24 <sup>1</sup> / <sub>2</sub>	13	23	25	..	19 <sup>1</sup> / <sub>2</sub>	4	
20. Gabe .. (do.) B	23	18	23	20	21	16	13	14	13	14	4	
21. East London, Boys' (R.C.) B	146	150	147	151	148 <sup>1</sup> / <sub>2</sub>	98	103	102	110	103 <sup>1</sup> / <sub>2</sub>	..	

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>22. Do., Girls' (do.) B</b>	162	155	..	187	126	121	103	..	134	89 <sup>1</sup> / <sub>2</sub>	4
<b>23. Do. (Wes.) B</b>	61	70	74	68	68 <sup>1</sup> / <sub>2</sub>	50	63	65	58	59	4
<b>24. Gwaba (Eng. Ch.) C</b>	87	73	75	63	74 <sup>1</sup> / <sub>2</sub>	46	42	47	45	45	4
<b>25. Newlands, St. Luke's (do.) C</b>	131	129	132	135	132	85	96	103	109	98 <sup>1</sup> / <sub>2</sub>	4
<b>Total ..</b>	<b>1529</b>	<b>1439</b>	<b>1477</b>	<b>1589</b>	<b>1508<sup>1</sup>/<sub>2</sub></b>	<b>1121</b>	<b>1092</b>	<b>1171</b>	<b>1261</b>	<b>1161<sup>1</sup>/<sub>2</sub></b>	<b>..</b>
<b>FORT BEAUFORT (Insp. Clarke).</b>											
1. Adelaide .. A. 1	86	88	87	82	85 <sup>3</sup> / <sub>4</sub>	81	80	76	72	77 <sup>1</sup> / <sub>2</sub>	2
2. Fort Beaufort .. A. 1	55	73	58	53	59 <sup>3</sup> / <sub>4</sub>	40	46	47	42	43 <sup>1</sup> / <sub>2</sub>	2
3. Blinkwater .. A. 3	22	27	29	24	25 <sup>1</sup> / <sub>2</sub>	20	25	20	20	21 <sup>1</sup> / <sub>2</sub>	3
4. Fordyce, St. Bede's (Eng. Ch.) A. 3	18	21	C	C	9 <sup>3</sup> / <sub>4</sub>	14	..	C	C	3 <sup>1</sup> / <sub>2</sub>	..
5. Klu Klu .. A. 3	13	13	11	10	11 <sup>3</sup> / <sub>4</sub>	12	11	10	10	10 <sup>3</sup> / <sub>2</sub>	2
6. Springvale .. A. 3	30	28	25	23	26 <sup>1</sup> / <sub>2</sub>	21	16	19	19	18 <sup>1</sup> / <sub>2</sub>	2
7. Blinkwater (Clarke) P.F.	8	8	10	10	9	8	8	8	9	8 <sup>1</sup> / <sub>2</sub>	3
8. Do. (Tidbury) P.F.	6	..	6	6	4 <sup>1</sup> / <sub>2</sub>	6	..	6	6	4 <sup>1</sup> / <sub>2</sub>	3
9. Braambosch .. P.F.	6	6	10	9	7 <sup>3</sup> / <sub>4</sub>	6	5	9	8	7	3
10. Elands Drift .. P.F.	11	11	11	11	11	9	9	10	11	9 <sup>3</sup> / <sub>2</sub>	2
11. Glen Stuart .. P.F.	..	7	7	..	3 <sup>1</sup> / <sub>2</sub>	..	6	6	..	3	3
12. Groenekloof .. P.F.	7	5	..	C	3	7	5	..	C	3	..
13. Kowenburg .. P.F.	..	..	6	6	3	..	..	6	6	3	3
14. Aasvogelskrantz Poor	30	29	C	C	14 <sup>3</sup> / <sub>4</sub>	30	18	C	C	12	..
15. Adelaide (U.P.) B	51	45	51	49	49	33	34	34	31	33	2
16. Fort Beaufort, Boun- dary Hill (Eng. Ch.) B	97	95	72	63	81 <sup>3</sup> / <sub>4</sub>	51	51	46	22	42 <sup>1</sup> / <sub>2</sub>	2
17. Do., Dorrington (Ind.) B	70	68	84	100	80 <sup>1</sup> / <sub>2</sub>	53	50	70	62	58 <sup>3</sup> / <sub>2</sub>	2
18. Do., Hill Side (Wes.) B	59	59	53	56	56 <sup>3</sup> / <sub>2</sub>	21	47	47	48	48 <sup>1</sup> / <sub>2</sub>	2
19. Ntoleni (Ind.) B	34	35	32	34	33 <sup>3</sup> / <sub>4</sub>	29	25	28	26	27	2
20. Tidmantou (A. 3) (Ind.) B	42	47	77	83	62 <sup>1</sup> / <sub>2</sub>	22	30	50	57	39 <sup>3</sup> / <sub>4</sub>	3
21. Tini's Location (Wes.) B	52	48	62	60	55 <sup>1</sup> / <sub>2</sub>	29	31	44	44	37	2
22. Heald Town Institution (Wes.) C	339	327	353	293	328	233	210	252	233	232	4
23. Nobanda's (do.) C	43	42	37	36	39 <sup>1</sup> / <sub>2</sub>	32	31	31	33	31 <sup>1</sup> / <sub>2</sub>	4
24. Uweza (do.) C	77	74	75	75	75 <sup>1</sup> / <sub>2</sub>	70	64	68	68	67 <sup>1</sup> / <sub>2</sub>	4
<b>Total ..</b>	<b>1156</b>	<b>1156</b>	<b>1156</b>	<b>1083</b>	<b>1137<sup>1</sup>/<sub>2</sub></b>	<b>857</b>	<b>802</b>	<b>887</b>	<b>827</b>	<b>843<sup>1</sup>/<sub>2</sub></b>	<b>..</b>
<b>FRASERBURG (Inspector Theron).</b>											
1. Fraserburg .. A. 3	59	52	53	48	53	37	40	39	39	38 <sup>3</sup> / <sub>4</sub>	2
2. Ayasfontein .. A. 3	13	C	C	C	3 <sup>1</sup> / <sub>2</sub>	12	C	C	C	3	..
3. Leenderts Plaats .. A. 3	23	15	12	16	16 <sup>1</sup> / <sub>2</sub>	23	14	11	14	15	3
4. Wilgenbosch Kloof .. A. 3	..	..	17	17	8 <sup>1</sup> / <sub>2</sub>	..	..	14	14	7	..
5. Williston .. A. 3	37	..	..	..	9 <sup>1</sup> / <sub>2</sub>	27	..	..	..	6 <sup>1</sup> / <sub>2</sub>	..
6. Blydevooruitzicht .. P.F.	..	..	..	5	1 <sup>1</sup> / <sub>2</sub>	..	..	..	5	1 <sup>1</sup> / <sub>2</sub>	..
7. Dasberg .. P.F.	..	8	9	9	6 <sup>1</sup> / <sub>2</sub>	..	8	9	9	6 <sup>1</sup> / <sub>2</sub>	..
8. Koppies Fontein .. P.F.	10	9	9	8	9	8	8	7	8	7 <sup>1</sup> / <sub>2</sub>	3
9. Onderplaats .. P.F.	..	5	8	8	5 <sup>1</sup> / <sub>2</sub>	..	5	5	5	3 <sup>1</sup> / <sub>2</sub>	3
10. Rietpoort .. P.F.	11	11	13	C	8 <sup>1</sup> / <sub>2</sub>	9	10	11	C	7 <sup>1</sup> / <sub>2</sub>	2
11. Springfontein .. P.F.	..	..	..	5	1 <sup>1</sup> / <sub>2</sub>	..	..	..	5	1 <sup>1</sup> / <sub>2</sub>	..
12. Steenkamp's Poort .. P.F.	5	5	C	C	2 <sup>1</sup> / <sub>2</sub>	5	4	C	C	2 <sup>1</sup> / <sub>2</sub>	2
13. Zuurlandslaagte .. P.F.	14	10	7	7	9 <sup>1</sup> / <sub>2</sub>	8	7	6	6	6 <sup>1</sup> / <sub>2</sub>	3
14. Fraserburg (D.R.C.) B	..	..	..	53	13 <sup>1</sup> / <sub>2</sub>	..	..	..	35	8 <sup>1</sup> / <sub>2</sub>	..
15. Williston (do.) B	..	33									



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	ORDER	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
3. Blanco .. A. 2	54	57	83	85	69 $\frac{3}{4}$	40	48	75	72	58 $\frac{3}{4}$	2
4. Diep River .. A. 3	..	25	23	..	12	..	12	14	..	6 $\frac{1}{2}$	..
5. Great Brak River .. A. 3	63	69	65	71	67	53	48	54	57	53	1
6. Gwayang .. A. 3	39	39	36	36	37 $\frac{1}{2}$	34	33	31	26	31	2
7. Klipdrift .. A. 3	35	33	31	26	31 $\frac{1}{4}$	25	21	17	15	19 $\frac{1}{4}$	2
8. Langevallei .. A. 3	..	..	35	39	18 $\frac{1}{2}$	..	..	32	31	15 $\frac{1}{4}$	..
9. Ronde Vallei .. A. 3	33	34	34	27	32	..	22	20	20	15 $\frac{1}{2}$	2
10. Uitkyk .. (P.F.) A. 3	13	14	14	16	14 $\frac{1}{2}$	10	14	13	15	13	..
11. Voorbrug .. A. 3	C	43	53	54	37 $\frac{1}{2}$	C	30	38	22	22 $\frac{1}{2}$	..
12. Woodville .. A. 3	27	27	27	27	27	24	23	23	23	23 $\frac{1}{2}$	2
13. Buffelsfontein .. P.F.	10	10	9	11	10	10	10	9	11	10	2
14. Heimers River .. P.F.	5	5	..	..	2 $\frac{1}{2}$	5	5	..	..	2 $\frac{1}{2}$	..
15. Kleinplaats .. P.F.	12	13	10	10	11 $\frac{1}{4}$	8	10	9	8	8 $\frac{3}{4}$	2
16. Schoonberg .. P.F.	8	..	9	9	6 $\frac{1}{2}$	6	..	8	8	5 $\frac{1}{2}$	2
17. Waterfall .. P.F.	7	4	C	C	2 $\frac{1}{4}$	7	4	C	C	2 $\frac{1}{4}$	1
18. Commandant's Drift (A. 3) Poor	14	19	18	18	17 $\frac{1}{4}$	11	14	14	15	13 $\frac{1}{2}$	2
19. Diep Kloof .. Poor	29	30	31	28	29 $\frac{1}{2}$	22	25	22	24	23 $\frac{1}{2}$	2
20. Doom River .. Poor	15	16	17	17	16 $\frac{1}{2}$	14	13	15	15	14 $\frac{1}{2}$	2
21. Geelhoutboom .. Poor	41	41	34	35	37 $\frac{3}{4}$	35	32	31	25	30 $\frac{1}{4}$	2
22. Noetzekaama .. Poor	..	..	13	14	6 $\frac{1}{4}$	..	..	13	13	6 $\frac{1}{2}$	..
23. George, White (D.R.C.) B	90	79	78	70	79 $\frac{1}{2}$	22	56	59	52	54 $\frac{3}{4}$	2
24. Do., Coloured (do.) B	97	88	83	82	87 $\frac{1}{2}$	56	57	56	43	53	2
25. Watsonsdorp (Blanco) (do.) B	124	123	126	115	122 $\frac{3}{4}$	100	100	94	103	99 $\frac{1}{2}$	2
26. George (Eng. Ch.) B	116	124	114	111	116 $\frac{1}{2}$	78	72	72	68	72 $\frac{1}{2}$	2
27. Oakhurst (do.) B	28	29	29	29	28 $\frac{3}{4}$	17	20	18	23	19 $\frac{1}{2}$	2
28. Pacaltsdorp (Ind.) B	108	113	110	96	106 $\frac{3}{4}$	86	96	87	73	85 $\frac{1}{2}$	2
29. George (R.C.) B	32	34	37	34	34 $\frac{1}{4}$	28	30	33	31	30 $\frac{1}{2}$	2
Total ..	1157	1239	1264	1200	1215	851	931	981	912	918 $\frac{3}{4}$	..
<b>GLEN GREY (LOCATION)</b> (Inspector Bennie).											
1. Lady Frere .. A. 2	69	67	73	68	69 $\frac{1}{2}$	55	59	61	59	58 $\frac{1}{2}$	1
2. Bolotwa .. A. 3	23	18	20	20	20 $\frac{1}{2}$	15	16	18	19	17	1
3. Cypress Cottage .. A. 3	..	20	21	24	16 $\frac{1}{4}$	..	18	18	20	14	..
4. Ndongu .. A. 3	18	19	19	19	18 $\frac{3}{4}$	14	15	18	15	15 $\frac{1}{2}$	1
5. Block 2 .. P.F.	..	14	C	C	3 $\frac{1}{2}$	..	13	C	C	3 $\frac{1}{2}$	..
6. Indwe (Eng. Ch.) B	54	58	51	53	54	48	49	45	39	45 $\frac{1}{2}$	1
7. Kleinbooi's Farm (do.) B	76	73	46	49	60 $\frac{3}{4}$	33	26	29	29	29 $\frac{1}{2}$	1
8. Komauas (do.) B	42	42	43	35	40 $\frac{1}{2}$	26	25	21	20	23	1
9. Agnes .. (Wes.) B	81	89	96	83	87 $\frac{1}{2}$	69	53	63	55	60	1
10. Bengu .. (do.) B	53	53	59	68	58 $\frac{1}{4}$	34	30	38	43	36 $\frac{1}{2}$	1
11. Bowden .. (do.) B	69	73	71	75	72 $\frac{1}{4}$	56	56	55	53	55	1
12. Gqebenya .. (do.) B	25	..	C	30	13 $\frac{3}{4}$	18	..	C	30	12	1
13. Macibini .. (do.) B	..	37	42	41	30 $\frac{1}{2}$	..	29	30	30	22 $\frac{1}{2}$	..
14. Macubeni .. (do.) B	60	69	78	77	71	54	54	58	64	57 $\frac{1}{2}$	1
15. Matyantya (do.) B	..	33	32	33	24 $\frac{1}{2}$	..	28	30	28	21 $\frac{1}{2}$	..
16. Mkapuse .. (do.) B	58	64	68	64	63 $\frac{1}{2}$	41	32	44	38	38 $\frac{1}{2}$	1
17. Msintila .. (do.) B	68	68	70	68	68 $\frac{1}{2}$	55	48	37	42	45 $\frac{1}{2}$	1
18. Rodana .. (do.) B	80	72	68	69	72 $\frac{1}{4}$	48	24	40	35	39 $\frac{1}{2}$	1
19. Vaal Bank .. (do.) B	49	49	62	64	56	42	40	56	57	48 $\frac{1}{2}$	1
20. Xonxa .. (do.) B	35	36	44	66	45 $\frac{1}{2}$	26	25	40	57	37	1
21. Zwartwater (do.) B	55	56	60	61	58	41	40	51	48	45	1
22. Bolotwa (Eng. Ch.) C	59	58	44	48	52 $\frac{1}{2}$	42	37	31	29	35 $\frac{1}{2}$	1
23. Mount Arthur (Wes.) C	108	87	82	92	92 $\frac{1}{2}$	75	55	69	66	66 $\frac{1}{2}$	1
Total ..	1082	1154	1149	1207	1148	792	782	855	876	826 $\frac{1}{2}$	..

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	ORDER	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
<b>GRAAFF-REINET</b> (Insp. Murray).											
1. Graaff-Reinet, Boys' A. 1	162	166	164	165	164 $\frac{1}{2}$	152	152	146	148	149 $\frac{1}{2}$	2
2. Do., Girls' .. A. 1	212	218	175	154	192 $\frac{1}{4}$	193	184	157	145	169 $\frac{3}{4}$	2
3. Do., do., Branch ..	..	..	..	40	10	..	..	..	37	9 $\frac{1}{4}$	..
7. New Bethesda .. A. 2	70	68	77	73	72	47	54	57	49	51 $\frac{3}{4}$	3
5. Brandt Kraal .. A. 3	16	15	14	C	11 $\frac{1}{4}$	13	13	12	C	9 $\frac{1}{2}$	3
6. Graaff-Reinet, White (D.R.C.) .. A. 3	126	106	119	105	114	80	79	81	74	78 $\frac{1}{2}$	3
7. Letskraal .. A. 3	18	19	20	20	19 $\frac{1}{2}$	16	17	19	18	17 $\frac{1}{2}$	3
8. Petersburg .. A. 3	25	25	20	21	22 $\frac{3}{4}$	22	19	18	20	19 $\frac{3}{4}$	3
9. Rocklands .. A. 3	12	13	11	8	11	11	12	8	6	9 $\frac{1}{2}$	3
10. Baviaans Krantz .. P.F.	13	11	11	..	8 $\frac{3}{4}$	13	10	10	..	8 $\frac{1}{2}$	3
11. Brakfontein .. P.F.	..	..	..	7	1 $\frac{1}{2}$	..	..	..	7	1 $\frac{1}{2}$	..
12. De Erf .. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	5	1 $\frac{1}{2}$	4
13. Doornberg .. P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$	3
14. Kendrew .. P.F.	7	8	9	9	8 $\frac{1}{2}$	6	8	9	9	8	3
15. Onverwacht .. P.F.	..	8	8	8	6	..	7	6	7	5	3
16. Onverwachtfontein P.F.	..	6	7	7	5	..	6	7	7	5	3
17. Orange Grove .. P.F.	5	7	..	5	4 $\frac{1}{4}$	5	7	..	5	4	2
18. Poortje .. P.F.	6	9	7	7	7 $\frac{1}{4}$	6	8	7	7	7	3
19. Rockwood .. P.F.	6	6	7	7	6 $\frac{1}{2}$	5	6	6	6	5 $\frac{3}{4}$	3
20. Ruigtefontein .. P.F.	..	10	11	12	8 $\frac{1}{4}$	..	10	9	12	7 $\frac{3}{4}$	3
21. Uitspruit van Zondag's Rivier P.F.	..	5	5	5	3 $\frac{3}{4}$	..	4	4	4	3	3
22. Vredenburg .. P.F.	..	..	6	..	1 $\frac{1}{2}$	..	..	6	..	1 $\frac{1}{2}$	..
23. Willowslope .. P.F.	6	6	6	6	6	6	6	6	5	5 $\frac{3}{4}$	3
24. Adendorp .. Poor	31	35	45	43	38 $\frac{1}{2}$	27	30	37	40	33 $\frac{1}{2}$	3
25. G.-R.Cold., (D.R.C.) B	112	102	112	112	109 $\frac{1}{2}$	77	69	90	81	79 $\frac{1}{2}$	3
26. Do., S. E. End (do.) B	78	74	98	98	87	52	53	72	68	61 $\frac{1}{4}$	3
27. Do., Kafir (Eng. Ch.) B	97	107	91	87	95 $\frac{1}{2}$	70	70	67	46	63 $\frac{1}{4}$	3
28. Do. (Ind.) B	110	113	112	108	110 $\frac{3}{4}$	71	79	79	67	74	3
29. Do., Basutos (do.) B	69	81	102	116	92	55	62	74	81	68	3
30. New Bethesda (do.) B	27	30	36	40	33 $\frac{1}{4}$	23	18	22	30	23 $\frac{1}{4}$	3
31. Petersburg (do.) B	30	C	C	C	7 $\frac{1}{2}$	..	C	C	C	0	..
32. Graaff-Reinet (R.C.) B	48	48	75	76	61 $\frac{3}{4}$	40	41	55	55	47 $\frac{1}{4}$	3
33. Do., Location (Wes.) B	73	68	75	80	74	56	54	63	60	58 $\frac{1}{2}$	3
Total ..	1359	1364	1428	1441	1398	1046	1078	1132	1104	1090	..
<b>HANOVER</b> (Insp. Brice).											
1. Hanover .. A. 2	104	108	109	104	106 $\frac{1}{4}$	97	98	91	91	94 $\frac{1}{4}$	1
2. Hanover Road .. A. 3	31	32	31	35	32 $\frac{1}{2}$	23	27	27	23	25	1
3. Bokfontein .. P.F.	9	9	C	C	4 $\frac{1}{2}$	8	9	C	C	4 $\frac{1}{2}$	1
4. Drie Koppies .. P.F.	7	7	7	7	7	7	7	7	7	7	1
5. Hongerfontein .. P.F.	5	5	5	3	4 $\frac{1}{2}$	5	5	5	3	4 $\frac{1}{2}$	1
6. Kleinplaats .. P.F.	12	17	18	17	16	9	16	16	15	14	1
7. Klipgat .. P.F.	C	C	C	5	1 $\frac{1}{4}$	C	C	C	5	1 $\frac{1}{4}$	1
8. Knoffelfontein .. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	5	1 $\frac{1}{2}$	..
9. Leeuwfontein .. P.F.	5	C	C	C	1 $\frac{1}{4}$	4	C	C	C	1	1
10. Leeuwkop .. P.F.											



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>HAY (Inspector Brice).</b>											
1. Postmasburg .. A. 2	33	35	30	34	33	30	30	29	29	29½	4
2. Griquatown .. A. 3	38	30	31	30	32½	27	22	21	25	23½	4
3. Rietfontein .. D	38	35	28	27	32	36	30	28	26	29½	4
4. Klein Papkuil .. P.F.	C	7	..	..	13	C	6	..	..	11	..
5. Ostrichfontein .. P.F.	7	12	12	12	10½	6	12	11	11	10	4
6. Papkuil .. P.F.	11	10	10	7	9½	11	10	10	7	9½	4
7. Griquatown(D.R.C.) B	..	..	19	26	11½	..	..	19	23	10½	4
8. Do. (Ind.) B	..	..	..	31	7½	..	..	..	28	7	4
Total ..	127	122	137	167	138½	110	104	123	149	121½	..
<b>HERBERT (Insp. Brice).</b>											
1. Blauwboschfontein A. 3	17	17	C	C	8½	16	10	C	C	6½	..
2. Brechin (Quagga-span) .. A. 3	25	27	26	24	25½	23	26	24	24	24½	4
3. Patryfontein .. A. 3	26	27	27	C	20	20	21	22	C	15½	..
4. Saltpan .. A. 3	..	..	..	21	5½	..	..	..	21	5½	4
5. Tweefontein .. A. 3	..	..	..	17	4½	..	..	..	17	4½	4
6. Nootgedacht .. P.F.	..	..	10	12	5½	..	..	10	11	5½	4
7. Douglas (Wes.) B	..	..	..	46	11½	..	..	..	42	10½	4
Total ..	68	71	63	120	80½	59	57	56	115	71½	..
<b>HERSCHEL (Insp. Milne).</b>											
1. Gatberg (Eng. Ch.) B	48	43	40	42	43½	34	31	30	31	31½	4
2. Geina (do.) B	30	37	30	30	31½	22	23	24	26	23½	4
3. Majuba's Nek (do.) B	33	30	38	45	36½	26	21	28	37	28	4
4. Qibira (do.) B	82	83	75	70	77½	63	55	62	62	60	4
5. Qoboshane (do.) B	66	69	77	82	73½	47	57	65	66	58½	4
6. Walazas Kraal (do.) B	36	30	35	41	35½	26	24	26	34	27½	4
7. Hohobeng (Fr. Ev.) B	40	45	47	46	44½	34	35	34	31	33½	4
8. Palmietfontein (do.) B	40	37	41	48	41½	25	25	31	39	30	4
9. Sethaleng (do.) B	33	36	38	38	36½	28	32	31	30	30½	4
10. Bamboos Spruit (Wes.) B	58	59	60	52	57½	44	46	41	47	44½	4
11. Hlanondhlemi's (do.) B	..	..	..	58	14½	..	..	..	48	12	4
12. Joz-na's Hoek (do.) B	47	48	48	50	48½	41	40	38	39	39½	4
13. Khiba (do.) B	49	57	46	46	49½	37	26	34	35	33	..
14. Kromme Spruit (do.) B	32	30	29	32	30½	32	28	29	32	30½	4
15. Macacubas (do.) B	..	35	38	35	27	..	24	33	29	21½	4
16. Manxebu's Kraal (do.) B	85	84	74	71	78½	73	74	64	60	67½	4
17. Meyi's Kraal (do.) B	64	60	64	57	61½	42	39	48	47	44½	4
18. Ndofera (do.) B	41	43	40	41	41½	35	32	33	33	33½	4
19. Ntunja (do.) B	108	101	90	84	95½	84	84	47	44	64½	4
20. Rietfontein (do.) B	..	..	..	30	7½	..	..	..	20	5	4
21. Sauer Junction (do.) B	84	84	64	73	76½	73	78	55	66	68	4
22. Spambo Basin (do.) B	55	53	51	56	53½	48	46	46	53	48½	4
23. Tapoleng (do.) B	54	52	52	52	52½	48	47	47	48	47½	4
24. Wittebergen, Dutch (do.) B	54	54	46	43	49½	39	29	28	34	32½	4
25. Do., Kafir (do.) B	112	110	116	130	117	83	73	92	110	89½	4
26. Dulcies Nek Boarding & Day (Eng. Ch.) C	35	33	42	36	36½	21	19	27	24	22½	4
27. Bensonvale Native Institution (Wes.) C	149	136	147	151	145½	128	125	135	134	130½	4
Total ..	1435	1419	1428	1539	1462½	1133	1113	1128	1259	1158½	..
<b>HOPE TOWN (Insp. Brice).</b>											
1. Hope Town .. A. 2	74	74	74	77	74½	55	52	55	52	53½	4
2. Kwartelspan .. A. 3	..	..	15	16	7½	..	..	14	16	7½	..
3. Orange River Station A. 3	..	15	12	12	9½	..	13	10	7	7½	4

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
4. Strydenburg .. A. 3	39	36	36	24	33½	35	35	32	23	31½	..
5. Welgevonden .. A. 3	17	18	16	16	16½	16	17	16	16	16½	..
6. Kafferspan .. P.F.	9	9	C	C	4½	9	9	C	C	4½	..
7. Brakkies .. Poor	16	17	18	11	15½	16	14	12	11	13½	..
8. Hope Tn. (Eng. Ch.) B	33	36	41	..	27½	26	24	22	..	18	4
Total ..	188	205	212	156	191½	157	164	161	125	151½	..
<b>HUMANSDORP (Inspector Murray).</b>											
1. Humansdorp .. A. 2	39	52	46	48	46½	34	45	39	41	39½	2
2. Andries Kraal .. A. 3	13	15	15	13	14	12	13	12	11	12	2
3. Cambria .. A. 3	24	24	21	22	22½	20	20	18	18	19	2
4. Essenbosch .. A. 3	..	..	..	11	2½	..	..	..	11	2½	..
5. Hankey .. A. 3	18	14	23	23	19½	15	12	16	12	13½	2
6. Hillside .. A. 3	18	19	20	C	14½	13	18	17	C	12	2
7. Klein Vlei .. A. 3	..	..	11	10	5½	..	..	10	9	4½	..
8. Leeuwbosch River A. 3	15	15	12	C	10½	10	10	7	C	6½	1
9. Mist Kraal .. A. 3	24	22	22	22	22½	20	21	21	19	20½	2
10. Patentie (West Bank) A. 3	13	12	11	11	11½	12	11	10	9	10½	2
11. Quagga .. A. 3	28	28	30	29	28½	26	27	29	28	27½	2
12. Sea Cow River .. A. 3	18	18	19	18	18½	16	17	17	16	16½	2
13. Storms River .. A. 3	18	18	18	17	17½	16	17	15	11	14½	1
14. Tweefontein .. A. 3	22	19	18	18	19½	21	18	17	17	18½	1
15. Uitvlucht .. A. 3	24	23	26	24	24½	22	20	24	22	22½	1
16. Zaagkuilen .. A. 3	10	9	14	14	11½	10	7	14	11	10½	2
17. Boschkraal .. P.F.	..	..	..	10	2½	..	..	..	9	2½	..
18. Honeyville .. P.F.	5	5	7	7	6	5	5	7	7	6	2
19. Fynboschoek .. Poor	..	..	..	25	6½	..	..	..	24	6	..
20. Goede Hoop .. Poor	27	31	33	34	31½	25	30	32	32	29½	2
21. Klip Drift (Kromme River) .. Poor	27	26	17	C	17½	27	20	15	C	15½	1
22. Melkhoutkraal .. Poor	..	..	..	25	6½	..	..	..	22	5½	..
23. Patentie .. Poor	22	28	30	28	27	12	22	25	20	19½	2
24. Rietfontein .. Poor	21	21	21	15	19½	18	18	18	13	16½	1
25. Andries Kraal (Eng. Ch.) B	32	31	36	31	32½	23	25	20	15	20½	2
26. Blue Lily Bush (do.) B	25	34	41	41	35½	18	30	30	26	26	1
27. Humansdorp (do.) B	34	41	40	34	37½	25	28	25	20	24½	2
28. Hankey (Ind.) B	113	117	104	84	104½	72	86	..	48	51½	2
29. Jeffreys Bay (do.) B	29	33	26	28	29	..	31	22	26	19½	2
30. Kruisfontein (do.) B	87	81	81	83	83	65	67	..	64	49	2
31. Weston (do.) B	40	53	61	63	54½	27	42	46	39	38½	2
32. Clarkson (Mor.) B	87	80	96	87	87½	75	75	81	72	75½	1
33. Wit Kleibosch (do.) B	51	53	46	46	49	30	37	30	30	31½	1
Total ..	884	922	945	804	918	669	772	617	702	690	..
<b>JANSENVILLE (Inspector Murray).</b>											
1. Drie Koppen .. A. 3	..	..	11	12	5½	..	..	10	9	4½	4
2. Jansenville .. A. 3	66	67	75	74	70	55	58	57	53	55½	4
3. Jericho (P.F.) A. 3	12	11	13	13	12½	10	11	12	12	11½	3
4. Kaalfontein .. A. 3	..	..	13	..	3½	..	..	13	..	3½	4
5. Waterford .. A. 3	27	26	23	25	25½	19	21	19	21	20	3
6. Biesjesfontein .. P.F.	12	14	10	7	10½	11	9	9	6	8½	3
7. Brak River .. P.F.	..	10	11	11	8	..	11	11	11	8½	4
8. Buffelfontein .. P.F.	14	17	14	15	15	12	12	14	13	12½	4
9. Darlington .. P.F.	6	6	6	6	6	5	6	6	6	5½	3
10. De Lijn (Meerlust) P.F.	8	8	10	..	6½	8	7	10	..	6½	2,4
11. Doornfontein North P.F.	..	..	..	9	2½	..	..	..	9	2½	3
12. Doornfontein South P.F.	..	..	..	4	1	..	..	..	4	1	3
13. Draaihoek North .. P.F.	9	11	11	11	10½	9	11	11	11	10½	3
14. Draaihoek South .. P.F.	8	..	7	5	5	8	..	7	5	5	3
15. Ferreira's Laagte .. P.F.	..	..	10	11	5½	..	..	10	10	5	3
16. Karreepoort .. P.F.	5	6	5	5	5½	5	6	5	4	5	3



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.	
	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		Average
17. Klipkop .. P.F.		8	8	8	..	6	7	6	8	..	5 $\frac{1}{2}$	3
18. Krantz Poort .. P.F.		5	5	5	5	5	4	5	5	5	4 $\frac{3}{4}$	3
19. Lovedale .. P.F.		7	7	7	7	7	..	7	6	7	5	3
20. Mimosadale(Saxony Siding) .. P.F.		9	10	10	..	7 $\frac{1}{2}$	7	..	10	..	4 $\frac{1}{2}$	4
21. Modder Gat .. P.F.		..	5	5	5	3 $\frac{3}{4}$	..	4	5	5	3 $\frac{3}{4}$	4
22. Moederzoonkraal .. P.F.		8	8	7	5	7	7	6	6	4	5 $\frac{3}{4}$	3
23. Paardefontein .. P.F.		6	6	C	C	3	6	5	C	C	2 $\frac{2}{3}$	2
24. Uitkomst .. P.F.		6	6	8	9	7 $\frac{1}{2}$	5	6	8	9	7	2
25. Witgat .. P.F.		..	C	7	7	3 $\frac{3}{4}$	..	C	5	6	2 $\frac{2}{3}$	2
26. Witpoort .. P.F.		6	7	6	6	6 $\frac{1}{2}$	5	5	5	5	5	3
27. Blauwkrantz .. Poor		20	21	23	24	22	15	18	19	14	16 $\frac{1}{2}$	4
28. Jansenville .. Poor		25	21	21	26	23 $\frac{1}{2}$	14	10	15	16	13 $\frac{1}{2}$	4
29. Smits Kraal .. Poor		..	23	18	17	14 $\frac{1}{2}$	..	19	14	12	11 $\frac{1}{2}$	3
30. Welgelegen .. Poor		24	23	26	23	24	13	15	18	13	14 $\frac{3}{4}$	3
31. Zwart River .. Poor		21	21	22	23	21 $\frac{1}{2}$	19	17	18	17	17 $\frac{1}{2}$	3
32. Jansenville (Wes.) B		88	90	82	85	86 $\frac{1}{2}$	78	60	64	64	66 $\frac{1}{2}$	3
Total ..		400	437	474	450	440 $\frac{1}{2}$	322	335	400	351	352	..
<b>KENHARDT</b> (Inspector Theron).												
1. Kenhardt .. A. 3		..	..	..	26	6 $\frac{1}{2}$	..	..	..	25	6 $\frac{1}{2}$	..
2. Klein Begin .. P.F.		..	..	17	C	4 $\frac{1}{2}$	..	..	..	C	0	3
3. Wegdraai .. P.F.		15	C	C	C	3 $\frac{3}{4}$	12	C	C	C	3	..
4. Kenhardt (D.R.C.) B		C	43	52	44	34 $\frac{1}{2}$	C	34	42	25	25 $\frac{1}{2}$	3
Total ..		15	43	69	70	49 $\frac{1}{2}$	12	34	42	50	34 $\frac{1}{2}$	..
<b>KIMBERLEY</b> (Insp. Brice).												
1. Kimberley, Boys' .. A. 1		209	212	202	226	212 $\frac{1}{2}$	176	191	175	194	184	4
2. Do., Girls' .. A. 1		270	283	306	278	284 $\frac{1}{2}$	228	248	272	223	242 $\frac{1}{2}$	4
3. Do., Evening ..		..	..	..	30	7 $\frac{1}{2}$	..	..	..	18	4 $\frac{1}{2}$	4
4. Beaconsfield .. A. 2		148	158	173	140	154 $\frac{1}{2}$	119	132	122	110	120 $\frac{1}{2}$	4
5. Kimberley, De Beers' ..		..	..	..	84	21	..	..	..	62	15 $\frac{1}{2}$	4
6. Do., Transvaal Road A. 3		..	..	10	19	7 $\frac{1}{2}$	..	..	6	11	4 $\frac{1}{2}$	4
7. Modder River (Junction Town) A. 3		18	22	22	20	20 $\frac{1}{2}$	..	..	..	16	4	4
8. Newton .. A. 3		58	58	56	58	57 $\frac{1}{2}$	54	51	49	52	51 $\frac{1}{2}$	4
9. Perseverance .. A. 3		111	106	104	98	104 $\frac{3}{4}$	64	64	74	71	68 $\frac{1}{2}$	4
10. Riverton .. A. 3		12	12	12	12	12	9	12	12	8	10 $\frac{1}{2}$	4
11. Warrenton .. A. 3		23	33	22	24	25 $\frac{1}{2}$	19	26	17	17	19 $\frac{1}{2}$	4
12. Doornfontein .. P.F.		9	9	C	C	4 $\frac{1}{2}$	7	7	C	C	3 $\frac{1}{2}$	..
13. Waterfall (Rooikop) P.F.		..	..	..	7	1 $\frac{1}{2}$	..	..	..	7	1 $\frac{1}{2}$	..
14. Hanskopfontein .. Poor		10	12	13	10	11 $\frac{1}{2}$	9	11	10	9	9 $\frac{1}{2}$	4
15. Kimberley (De Beers' Road) .. Poor		107	115	123	116	115 $\frac{1}{2}$	63	76	84	85	77	4
16. Leeuwpoot (Pant-plaats) .. Poor		17	17	24	19	19 $\frac{1}{2}$	15	14	23	18	17 $\frac{1}{2}$	4
17. Uitpan .. Poor		..	..	13	16	7 $\frac{1}{2}$	..	..	12	14	6 $\frac{1}{2}$	4
18. Wedberg (Wittebergskopje) .. Poor		33	33	C	24	22 $\frac{1}{2}$	21	28	C	19	17	..
19. Wesseltion .. Poor		..	..	31	30	15 $\frac{1}{2}$	..	..	29	27	14	..
20. Do., Evening ..		..	..	22	..	5 $\frac{1}{2}$	..	..	19	..	4 $\frac{1}{2}$	..
21. Beaconsfield, St. Sylvester's (Berl.M.) B		52	56	49	55	53	30	31	34	36	32 $\frac{1}{2}$	4
22. Newton, St. Paul's (do.) B		52	50	49	54	51 $\frac{1}{2}$	35	37	40	44	39	4
23. Wesseltion (do.) B		41	41	33	32	36 $\frac{1}{2}$	24	24	23	24	23 $\frac{1}{2}$	4
24. Beaconsfield (D.R.C.) B		..	104	95	70	69 $\frac{1}{2}$	..	56	55	55	41 $\frac{1}{2}$	4
25. Newton (do.) B		143	116	126	101	121 $\frac{1}{2}$	51	69	56	45	53 $\frac{1}{2}$	4
26. Beaconsfield, All Saints' (Eng. Ch.) B		112	124	114	108	114 $\frac{1}{2}$	..	82	88	84	63 $\frac{1}{2}$	4

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	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		Average
27. Kimberley, St. Cyprian's (Eng. Ch.) B		221	222	180	197	205	152	150	138	151	147 $\frac{1}{2}$	4
28. Do., St. Matthew's (do.) B		95	122	124	112	113 $\frac{1}{2}$	57	62	67	64	62 $\frac{1}{2}$	4
29. Gway's Village (Ind.) B		75	74	49	51	62 $\frac{1}{2}$	44	37	29	27	34 $\frac{1}{2}$	4
30. Beaconsfield (Wes.) B		52	49	72	103	69	37	38	47	87	52 $\frac{1}{2}$	4
31. Kimberley, Bean Street (do.) B		297	284	276	270	281 $\frac{1}{2}$	183	199	200	184	191 $\frac{1}{2}$	4
32. Newton (do.) B		76	83	89	105	88 $\frac{1}{2}$	55	50	63	77	61 $\frac{1}{2}$	4
Total ..		2241	2395	2389	2478	2375 $\frac{1}{2}$	1452	1686	1744	1842	1681	..
<b>KING WILLIAM'S TOWN</b> (Inspector Ely).												
1. King William's Tn., Collegiate, Girls' .. A. 1		90	70	74	78	78	75	62	64	69	67 $\frac{1}{2}$	4
2. Do., Dale College, Boys' .. A. 1		125	123	125	124	124 $\frac{1}{2}$	112	114	95	107	107	4
3. Do., do., English Branch .. A. 2		154	177	170	162	165 $\frac{1}{2}$	128	151	141	143	140 $\frac{1}{2}$	4
4. Do., do., German do. .. A. 2		93	107	113	113	106 $\frac{1}{2}$	90	99	100	104	98 $\frac{1}{2}$	4
5. Berlin .. A. 3		29	25	27	26	26 $\frac{1}{2}$	21	19	17	18	18 $\frac{1}{2}$	3
6. Blaney .. A. 3		22	24	25	25	24 $\frac{1}{2}$	17	18	18	23	19	3
7. Braunschweig .. A. 3		20	26	23	C	17 $\frac{1}{2}$	19	20	16	C	13 $\frac{1}{2}$	3
8. Breidbach .. A. 3		34	36	31	32	33 $\frac{1}{2}$	21	24	25	25	23 $\frac{1}{2}$	3
9. Clifton Hill .. A. 3		25	15	18	23	20 $\frac{1}{2}$	10	11	13	17	12 $\frac{1}{2}$	3
10. Fort White .. A. 3		26	27	25	25	25 $\frac{1}{2}$	21	24	19	20	21	2
11. Frankfort .. A. 3		65	71	73	75	71	40	47	54	50	47 $\frac{1}{2}$	3
12. Hanover .. A. 3		19	17	17	17	17 $\frac{1}{2}$	15	15	16	15	15 $\frac{1}{2}$	3
13. Kei Road .. A. 3		..	41	15	15	17 $\frac{1}{2}$	..	30	12	12	13 $\frac{1}{2}$	3
14. Keiskama Hoek .. A. 3		39	47	53	55	48 $\frac{1}{2}$	30	37	45	47	39 $\frac{1}{2}$	2
15. K. Wm.'s Tn., Cathcart St. (Eng. Ch.) (B) A. 3		91	95	118	144	112	74	74	74	111	83 $\frac{1}{2}$	4
16. Middeldrift .. A. 3		13	16	15	16	15	12	12	12	15	12 $\frac{1}{2}$	2
17. South Doorn .. A. 3		..	16	17	16	12 $\frac{1}{2}$	..	13	16	15	11	3
18. Welcome Woods .. A. 3		21	19	22	22	21	18	15	19	19	17 $\frac{1}{2}$	3
19. Donxaba .. P.F.		..	10	..	7	4 $\frac{1}{2}$	..	8	..	5	3 $\frac{1}{2}$	3
20. Pembroke .. P.F.		..	..	..	5	1 $\frac{1}{2}$	..	..	..	5	1 $\frac{1}{2}$	4
21. Smiling Valley .. P.F.		8	8	7	7	7 $\frac{1}{2}$	5	5	5	4	4 $\frac{1}{2}$	3
22. Thorndale (Ferndale) .. P.F.		6	6	5	5	5 $\frac{1}{2}$	4	5	5	5	4 $\frac{1}{2}$	3
23. Vaalnek .. P.F.		12	C	9	9	7 $\frac{1}{2}$	12	C	7	8	6 $\frac{1}{2}$	3
24. King William's Tn. Poor		61	61	74	64	65	34	34	50	42	40	2
25. Do., Orphan Home Poor		18	41	13	16	15	18	14	13	16	15 $\frac{1}{2}$	2
26. Emdizeni (Berl. M.) B		44	33	31	34	35 $\frac{1}{2}$	17	24	24	25	22 $\frac{1}{2}$	2
27. Etembeni (do.) B		35	41	46	56	44 $\frac{1}{2}$	25	27	39	43	33 $\frac{1}{2}$	3
28. Petersberg (do.) B		52	49	56	54	52 $\frac{1}{2}$	32	40	39	42	38 $\frac{1}{2}$	2
29. Njwaxa (Eng. Ch.) B		58	68	66	59	62 $\frac{1}{2}$	31	38	37	33	34 $\frac{1}{2}$	1
30. Amatola (F.C.) B		48	46	42	39	43 $\frac{1}{2}$	31	27	25	22	26 $\frac{1}{2}$	2
31. Blair Helen (do.) B		36	53	48	53	47 $\frac{1}{2}$	27	41	32	42	35 $\frac{1}{2}$	2
32. Burnshill (do.) B		117	142	139	132	132 $\frac{1}{2}$	104	82	88	80	88 $\frac{1}{2}$	2
33. Debe (do.) B		50	52	77	75	63 $\frac{1}{2}$	28	35	24	61	37	2
34. Emnyameni (do.) B		55	55	53	50	53 $\frac{1}{2}$	37	33	35	32	34 $\frac{1}{2}$	2
35. Falconer (do.) B		53	46	78	73	62 $\frac{1}{2}$	38</					



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	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
46. Brownlee's Station (Ind.) B	108	112	108	107	108 <sup>1/2</sup>	73	73	78	72	74	2
47. Donnington (do.) B	51	59	69	67	61 <sup>1/2</sup>	35	43	54	30	40 <sup>1/2</sup>	3
48. Harperton (do.) B	83	87	90	86	86 <sup>1/2</sup>	66	66	68	55	63 <sup>1/2</sup>	2
49. Intsikizeni (do.) B	35	35	40	44	38 <sup>1/2</sup>	22	22	27	28	25	3
50. Knapp's Hope (do.) B	80	70	84	84	79 <sup>1/2</sup>	41	37	60	57	48 <sup>1/2</sup>	2
51. Mgesha (do.) B	106	97	104	104	102 <sup>1/2</sup>	57	67	72	72	67	3
52. Ngudhli's Kraal (do.) B	55	58	75	82	67 <sup>1/2</sup>	16	41	44	46	36 <sup>1/2</sup>	2
53. Olivedale (do.) B	46	53	57	55	52 <sup>1/2</sup>	19	29	39	36	30 <sup>1/2</sup>	2
54. Ramnyiba (do.) B	55	50	57	58	55	40	35	42	47	41	3
55. Tafeni (do.) B	25	38	45	42	37 <sup>1/2</sup>	18	22	25	28	23 <sup>1/2</sup>	2
56. Ten Acres (do.) B	..	..	40	38	19 <sup>1/2</sup>	..	..	30	25	13 <sup>1/2</sup>	3
57. Tshatshu's (do.) B	..	49	68	69	46 <sup>1/2</sup>	..	28	57	54	34 <sup>1/2</sup>	2
58. King William's Town (Luth.) B	58	62	69	76	66 <sup>1/2</sup>	48	47	58	60	53 <sup>1/2</sup>	2
59. Izeli Valley (Izenyorka) (R.C.) B	82	124	118	112	109	65	84	95	75	79 <sup>1/2</sup>	4
60. King William's Tn., Deaf and Dumb Institution (do.) B	7	7	6	6	6 <sup>1/2</sup>	5	5	5	6	5 <sup>1/2</sup>	4
61. Do., St. Joseph's, Boys' (do.) B	109	72	78	79	84 <sup>1/2</sup>	58	59	62	71	62 <sup>1/2</sup>	4
62. Do., do., Girls' (do.) B	192	163	156	130	160 <sup>1/2</sup>	142	145	114	113	128 <sup>1/2</sup>	4
63. Amatole Basin (Wes.) B	51	41	64	64	55	29	20	49	47	36 <sup>1/2</sup>	2
64. Annshaw (do.) B	140	137	139	136	138	96	97	101	96	97 <sup>1/2</sup>	2
65. Buffalo Ford (do.) B	..	..	85	84	42 <sup>1/2</sup>	..	..	56	52	27	..
66. Cata (do.) B	47	46	48	48	47 <sup>1/2</sup>	27	33	35	41	34	2
67. Dikidikana (do.) B	..	..	94	94	47	..	..	34	58	23	..
68. Emdezeni (do.) B	60	46	56	51	53 <sup>1/2</sup>	39	35	44	42	40	2
69. Emgqwakwebi (do.) B	64	63	70	72	67 <sup>1/2</sup>	47	44	43	52	46 <sup>1/2</sup>	2
70. Emuqaba (do.) B	82	86	56	64	72	48	57	54	61	55	2
71. Emtyolo (do.) B	..	..	43	44	21 <sup>1/2</sup>	..	..	31	29	15	..
72. Emxumba (do.) B	52	58	75	76	65 <sup>1/2</sup>	28	37	54	55	43 <sup>1/2</sup>	1
73. Equqala (do.) B	72	66	71	77	71 <sup>1/2</sup>	51	52	57	54	53 <sup>1/2</sup>	3
74. Erode (do.) B	71	69	73	68	70 <sup>1/2</sup>	57	56	56	52	55 <sup>1/2</sup>	3
75. Etwecu (do.) B	40	52	42	52	46 <sup>1/2</sup>	33	41	40	44	39 <sup>1/2</sup>	3
76. Etyalunuqa (do.) B	..	..	46	42	22	..	..	24	17	10 <sup>1/2</sup>	..
77. Ezincuka (do.) B	46	55	54	56	52 <sup>1/2</sup>	41	39	48	44	43	2
78. Idebe (Marela's) (do.) B	161	157	183	173	168 <sup>1/2</sup>	91	89	147	133	115	2
79. Izeleni (do.) B	41	42	42	40	41 <sup>1/2</sup>	30	28	29	30	29 <sup>1/2</sup>	3
80. Izimbaba (do.) B	32	38	46	47	40 <sup>1/2</sup>	21	25	26	26	24 <sup>1/2</sup>	3
81. Keiskama Hoek (do.) B	54	54	58	46	53	29	37	36	33	33 <sup>1/2</sup>	2
82. K. Wm.'s Tn. (do.) B	68	69	69	70	69	52	48	54	52	51 <sup>1/2</sup>	2
83. Do., Evening (do.) B	..	..	..	91	22 <sup>1/2</sup>	..	..	..	42	10 <sup>1/2</sup>	..
84. Matubela's (do.) B	C	C	42	42	21	C	C	29	29	14 <sup>1/2</sup>	2
85. Mgxotyeni (do.) B	48	43	40	40	42 <sup>1/2</sup>	43	38	28	20	32 <sup>1/2</sup>	2
86. Mnandi (do.) B	42	43	48	51	46	..	35	40	40	28 <sup>1/2</sup>	2
87. Mount Coke (do.) B	128	108	112	124	118	50	44	70	64	57	3
88. Mtombi (do.) B	37	35	42	45	39 <sup>1/2</sup>	22	21	34	39	29	3
89. Nangu (do.) B	..	46	48	48	35 <sup>1/2</sup>	..	35	24	26	21 <sup>1/2</sup>	..
90. Ncabasa (do.) B	..	49	60	64	43 <sup>1/2</sup>	..	21	25	27	18 <sup>1/2</sup>	2
91. Ncwazi (do.) B	63	51	67	65	61 <sup>1/2</sup>	30	36	47	43	39	2
92. Nhlankomo (do.) B	40	37	46	46	42 <sup>1/2</sup>	10	24	34	33	25 <sup>1/2</sup>	2
93. Peuleni (do.) B	126	149	147	140	140 <sup>1/2</sup>	113	118	137	127	123 <sup>1/2</sup>	2
94. Qanda (do.) B	39	40	63	78	55	22	23	50	66	40 <sup>1/2</sup>	2
95. Qomfo's (do.) B	..	..	30	35	16 <sup>1/2</sup>	..	..	22	29	12 <sup>1/2</sup>	..
96. Rabula (do.) B	37	31	44	47	39 <sup>1/2</sup>	18	16	30	29	23 <sup>1/2</sup>	2
97. Sityi's (do.) B	40	37	48	50	43 <sup>1/2</sup>	23	8	30	34	23 <sup>1/2</sup>	1
98. Tamacha (do.) B	116	116	121	122	118 <sup>1/2</sup>	94	91	96	96	94 <sup>1/2</sup>	3
99. Tyamko's (do.) B	44	45	49	57	48 <sup>1/2</sup>	40	38	41	45	41	2
100. Tyutyuza (do.) B	30	26	37	46	34 <sup>1/2</sup>	15	9	28	31	20 <sup>1/2</sup>	1
101. Zihlahleni (do.) B	..	..	25	31	14	..	..	16	19	8 <sup>1/2</sup>	4
102. Amatole Basin (Eng. Ch.) C	50	49	47	24	42 <sup>1/2</sup>	37	36	17	16	26 <sup>1/2</sup>	2
103. Emncotsho (do.) C	34	34	44	42	38 <sup>1/2</sup>	20	19	31	25	23 <sup>1/2</sup>	3
104. Endloveni (do.) C	27	29	C	C	14	15	23	C	C	9 <sup>1/2</sup>	2
105. Goboza (do.) C	23	26	C	C	12 <sup>1/2</sup>	14	14	C	C	7	2
106. Gwiligwili (do.) C	40	35	25	30	32 <sup>1/2</sup>	37	32	23	26	29 <sup>1/2</sup>	2
107. Gxulu (do.) C	58	60	64	59	60 <sup>1/2</sup>	37	48	45	49	44 <sup>1/2</sup>	2
108. Keiskama Hoek, St. Matthew's, Boys' (do.) C	65	72	72	73	70 <sup>1/2</sup>	53	67	63	61	61	2

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	ORDER	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
109. Keiskama Hoek, St. Matthew's, Girls' (Eng. Ch.) C	75	80	73	73	75 <sup>1/2</sup>	49	54	48	54	51 <sup>1/2</sup>	2
110. Ngxalawe (do.) C	36	35	35	47	38 <sup>1/2</sup>	25	28	30	34	29 <sup>1/2</sup>	2
111. Rabula .. (do.) C	55	60	44	54	53 <sup>1/2</sup>	45	45	36	34	40	2
112. Pirie, Day School, Boys' (F.C.) C	32	31	30	144	59 <sup>1/2</sup>	30	29	28	115	55 <sup>1/2</sup>	3
113. Do., Industrial Inst., Girls' (do.) C	175	156	152	69	138	130	77	124	54	96 <sup>1/2</sup>	3
114. Peelton, Boys' (Ind.) C	67	64	60	64	63 <sup>1/2</sup>	55	50	43	40	47	3
115. Do., Girls' (do.) C	113	127	128	128	124	81	89	106	99	93 <sup>1/2</sup>	3
Total ..	5698	6020	6714	6872	6326	3931	4239	4917	5009	4524	..
<b>KNYSNA (Insp. Mitchell).</b>											
1. Knysna .. A. 1	120	137	128	129	128 <sup>1/2</sup>	96	101	111	92	100	2
2. Wittedrift .. A. 2	99	97	105	99	100	83	78	87	80	82	2
3. Braeken Hill .. A. 3	13	14	20	19	16 <sup>1/2</sup>	11	12	13	17	13 <sup>1/2</sup>	2
4. Buffels Vermaak .. A. 3	..	20	18	20	14 <sup>1/2</sup>	..	16	16	13	11 <sup>1/2</sup>	2
5. Fairview .. A. 3	17	16	14	C	11 <sup>3/4</sup>	15	13	12	C	10	2
6. Groenvlei .. A. 3	..	11	8	9	7	..	10	8	8	6 <sup>1/2</sup>	2
7. Matjesfontein .. A. 3	18	20	19	20	19 <sup>1/2</sup>	18	19	19	20	19	2
8. Redbourne .. A. 3	38	37	33	33	35 <sup>1/2</sup>	19	20	21	19	19 <sup>1/2</sup>	2
9. The Glebe .. A. 3	9	13	14	10	11 <sup>1/2</sup>	6	10	8	8	8	2
10. The Glen .. A. 3	19	19	16	14	17	14	16	9	11	12 <sup>1/2</sup>	3
11. Westford .. A. 3	26	25	24	C	18 <sup>3/4</sup>	22	22	19	C	15 <sup>3/4</sup>	2
12. Woodlands .. A. 3	15	18	20	23	19	12	15	16	14	14 <sup>1/2</sup>	2
13. Belvidere .. P.F.	6	7	7	7	6 <sup>1/2</sup>	6	6	7	7	6 <sup>1/2</sup>	2
14. Blauwkrantz .. Poor C	C	C	C	16	4	C	C	C	15	3 <sup>1/2</sup>	..
15. Crow Hill .. (P.F.) Poor	6	8	12	13	9 <sup>1/2</sup>	5	7	9	10	7 <sup>1/2</sup>	2
16. Elands Kraal .. Poor	34	34	34	31	33 <sup>1/2</sup>	29	31	29	25	28 <sup>1/2</sup>	..
17. Kraalbosch (A. 3) Poor	30	32	34	36	33 <sup>1/2</sup>	24	24	24	20	23	2
18. Kransbosch .. Poor	25	24	22	20	22 <sup>1/2</sup>	22	19	17	15	18 <sup>1/2</sup>	2
19. Kruisvallei .. Poor	22	26	27	24	24 <sup>1/2</sup>	17	22	20	20	19 <sup>1/2</sup>	2
20. Leeuwbosch (B) Poor	37	37	44	42	40	21	20	35	25	25 <sup>1/2</sup>	2
21. Belvidere (Eng. Ch.) B	27	27	30	22	26 <sup>1/2</sup>	12	17	19	15	15 <sup>1/2</sup>	2
22. Kirby .. (do.) B	32	27	26	25	27 <sup>1/2</sup>	13	13	16	13	13 <sup>1/2</sup>	2
23. Knysna .. (do.) B	123	124	130	123	125	61	63	66	62	63	2
24. Plettenberg's Bay .. (do.) B	38	40	41	41	40	21	23	18	13	18 <sup>1/2</sup>	3
25. Portland .. (do.) B	25	20	23	18	21 <sup>1/2</sup>	18	18	15	15	16 <sup>1/2</sup>	2
26. Sour Flats (do.) B	26	24	25								



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>LADISMITH (Inspector Mitchell).</b>											
1. Ladismith .. A. 2	78	77	85	85	81 $\frac{1}{2}$	61	58	71	70	66 $\frac{1}{2}$	4
2. Buffel Fontein .. A. 3	49	42	53	51	48 $\frac{3}{4}$	38	30	31	36	33 $\frac{3}{4}$	4
3. Buffelsdrift .. A. 3	..	23	22	22	16 $\frac{3}{4}$	..	19	19	18	14	4
4. Buffels Kloof .. A. 3	22	17	22	21	20 $\frac{1}{2}$	14	12	16	14	14	4
5. Gamka West .. A. 3	42	43	35	40	40	43	43	32	15	33 $\frac{1}{4}$	3
6. Groot Rivier .. A. 3	27	28	31	31	29 $\frac{1}{4}$	25	26	28	23	25 $\frac{1}{4}$	4
7. Hoeko .. A. 3	30	31	31	32	31	26	24	27	27	26	4
8. Knuyts Wagendrift .. A. 3	..	..	..	20	5	..	..	..	20	5	4
9. Voorbaat .. A. 3	27	33	40	37	34 $\frac{1}{4}$	22	27	35	30	28 $\frac{1}{4}$	4
10. Weltevreden .. A. 3	..	..	23	26	12 $\frac{1}{4}$	..	..	22	23	11 $\frac{1}{4}$	4
11. Elands Vlei .. P.F.	12	10	10	10	10 $\frac{3}{4}$	8	7	10	10	8 $\frac{3}{4}$	4
12. Zeekoegats Drift .. P.F.	..	13	13	13	9 $\frac{1}{4}$	..	11	12	11	8 $\frac{1}{2}$	4
13. Amalienstein (Berl.M.) B	161	165	164	159	162 $\frac{1}{4}$	152	150	152	147	150 $\frac{1}{4}$	4
14. Ladismith (do.) B	110	112	109	105	109	105	104	104	99	103	4
15. Zoar (D.R.C.) B	137	133	122	116	127	82	81	73	65	75 $\frac{1}{4}$	4
Total ..	695	727	760	768	737 $\frac{1}{2}$	579	592	635	608	603 $\frac{1}{2}$	..
<b>MALMESBURY (Inspector Noaks).</b>											
1. Malmesbury .. A. 1	121	115	117	112	116 $\frac{1}{4}$	96	92	101	97	96 $\frac{1}{2}$	3
2. Darling .. A. 2	38	35	36	30	34 $\frac{3}{4}$	31	26	28	26	27 $\frac{3}{4}$	4
3. Hopefield .. A. 2	57	55	57	57	56 $\frac{1}{2}$	50	47	52	55	56	4
Do., Preparatory ..	10	14	18	20	15 $\frac{1}{2}$	10	10	17	18	13 $\frac{3}{4}$	4
4. Moorreesburg .. A. 2	84	70	88	84	81 $\frac{1}{2}$	73	56	80	65	68 $\frac{1}{2}$	4
5. Riebeck Kasteel .. A. 2	70	71	71	66	69 $\frac{1}{2}$	54	57	61	55	56 $\frac{1}{2}$	4
6. Riebeck West .. A. 2	116	116	109	102	110 $\frac{3}{4}$	108	104	97	94	100 $\frac{3}{4}$	4
7. Bridge Town .. A. 3	45	41	37	41	41	23	18	33	35	27 $\frac{1}{4}$	4
8. Kleinberg .. A. 3	..	..	..	18	4 $\frac{1}{2}$	..	..	..	15	3 $\frac{1}{4}$	4
9. Langklip .. A. 3	44	45	45	47	45 $\frac{1}{2}$	28	32	33	24	29 $\frac{1}{4}$	4
10. Lucasfontein .. A. 3	51	45	52	47	48 $\frac{3}{4}$	45	38	50	37	42 $\frac{1}{4}$	4
11. Malmesbury .. A. 3	107	115	115	121	114 $\frac{1}{2}$	86	84	94	89	88 $\frac{1}{4}$	4
12. Paardenberg .. A. 3	50	54	55	54	53 $\frac{1}{4}$	41	42	43	42	42	4
13. Vredenburg .. A. 3	49	45	41	42	44 $\frac{1}{4}$	27	28	29	28	28	4
14. Weltevrede .. A. 3	28	26	23	23	25	22	23	21	21	21 $\frac{3}{4}$	3
15. Biesjesfontein .. P.F.	14	C	C	C	3 $\frac{1}{4}$	8	C	C	C	2	..
16. Bot River Valley .. P.F.	8	..	C	C	2	5	..	C	C	1 $\frac{1}{4}$	..
17. Conterberg .. P.F.	5	5	5	5	5	4	4	4	4	4	4
18. Groen Rivier .. P.F.	..	..	..	7	1 $\frac{3}{4}$	..	..	..	6	1 $\frac{1}{4}$	4
19. Kleinberg .. P.F.	12	..	..	..	3	11	..	..	..	2 $\frac{3}{4}$	4
20. Klein Vallei .. P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	8	2	4
21. Klipheuvel (Klipfontein) .. P.F.	..	..	..	6	1 $\frac{1}{2}$	..	..	..	5	1 $\frac{1}{4}$	4
22. Nooitgedacht .. P.F.	5	6	8	8	6 $\frac{3}{4}$	..	6	6	3	3 $\frac{1}{4}$	4
23. Paternoster .. P.F.	..	..	..	8	2	..	..	..	7	1 $\frac{1}{4}$	4
24. Philipskraal .. P.F.	C	13	14	15	10 $\frac{1}{2}$	C	10	12	12	8 $\frac{3}{4}$	4
25. Rhebokfontein .. P.F.	..	9	10	10	7 $\frac{1}{4}$	..	9	10	8	6 $\frac{3}{4}$	4
26. Riebeck River .. P.F.	9	10	10	..	7 $\frac{1}{4}$	6	7	7	..	5	4
27. Rondevallei .. P.F.	9	9	10	10	9 $\frac{1}{2}$	8	8	8	8	8	4
28. Schildpadvlei .. P.F.	19	15	17	17	17	13	9	16	12	12 $\frac{1}{2}$	4
29. Tweekuilen .. P.F.	15	15	16	17	15 $\frac{3}{4}$	12	13	14	14	13 $\frac{1}{4}$	4
30. Voorspoed .. P.F.	7	7	7	7	7	6	5	6	7	6	4
31. Waterkloof .. P.F.	9	9	8	6	8	7	8	7	5	6 $\frac{3}{4}$	3
32. Welgegund .. P.F.	7	7	7	7	7	7	7	7	7	7	4
33. Wolvenkloof .. P.F.	7	5	8	9	7 $\frac{1}{4}$	4	5	6	8	5 $\frac{3}{4}$	4
34. Groen Rivier (D.R.C.) B	94	86	86	82	87	76	67	63	55	65 $\frac{1}{4}$	4
35. Malmesbury (do.) B	132	133	134	136	133 $\frac{3}{4}$	95	90	88	87	90	4
36. RiebeckKasteel (do.) B	42	35	27	36	35	25	18	16	22	20 $\frac{1}{4}$	4
37. Riebeck West (do.) B	43	37	33	35	37	26	26	21	20	23 $\frac{1}{4}$	4
38. Abbotsdale (Eng. Ch.) B	100	110	108	98	104	63	52	45	42	50 $\frac{1}{2}$	4
39. Bberplein (Church Haven) (do.) B	35	35	36	35	35 $\frac{1}{4}$	35	31	33	31	32 $\frac{1}{2}$	4

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>40. Hoetjes Bay (Eng. Ch.) B</b>											
41. Hopefield (do.) B	39	38	78	81	59	24	24	51	53	38	4
42. Langebaan (do.) B	104	102	107	105	104 $\frac{1}{2}$	76	73	79	66	73 $\frac{1}{4}$	4
43. Malmesbury (do.) B	52	55	52	47	51 $\frac{1}{4}$	42	39	41	39	40 $\frac{1}{4}$	4
44. Paternoster (do.) B	223	239	235	220	229 $\frac{1}{4}$	166	158	162	166	163	4
45. Steenbergs Cove (do.) B	49	50	55	51	51 $\frac{1}{4}$	37	37	38	36	37	4
46. StunpnoseBay (do.) B	37	39	37	33	36 $\frac{1}{2}$	27	24	17	22	22 $\frac{1}{4}$	4
47. Katzenberg (Mor.) B	77	72	56	55	65	54	58	38	37	46 $\frac{3}{4}$	4
48. Mamre (do.) B	94	92	85	87	89 $\frac{1}{2}$	76	45	59	63	60 $\frac{3}{4}$	4
Total ..	334	333	310	306	320 $\frac{3}{4}$	293	227	268	208	249	4
<b>MIDDELBURG (Inspector Brice).</b>											
1. Middelburg .. A. 1	119	125	130	131	126 $\frac{1}{4}$	113	115	119	117	116	1
2. Brandvlei .. A. 3	16	15	18	16	16 $\frac{1}{4}$	14	14	15	14	14 $\frac{1}{4}$	2
3. Conway Station .. A. 3	25	23	17	17	20 $\frac{3}{4}$	22	18	14	14	17	1
4. Goudfontein .. A. 3	16	17	17	15	16 $\frac{1}{4}$	15	15	16	15	15 $\frac{1}{4}$	1
5. Middelburg Road .. A. 3	33	32	32	29	31 $\frac{1}{2}$	26	22	27	23	24 $\frac{1}{2}$	1
6. Vogelfontein .. A. 3	28	18	19	19	21	19	16	18	18	17 $\frac{1}{4}$	1
7. Wolvenkop .. D	23	23	29	22	24 $\frac{1}{4}$	22	21	26	18	21 $\frac{3}{4}$	1
8. Blauwkop .. P.F.	6	6	..	10	5 $\frac{1}{2}$	6	6	..	10	5 $\frac{1}{2}$	2
9. Donkerhoek .. P.F.	5	5	5	5	5	5	4	5	5	4 $\frac{1}{4}$	1
10. Fairview .. P.F.	6	5	..	5	4	5	3	..	4	3	..
11. Fern Rocks .. P.F.	5	5	5	5	5	5	5	5	5	5	2
12. Groothoek .. P.F.	6	6	6	6	6	5	5	6	6	5 $\frac{1}{2}$	1
13. Henningsfontein .. P.F.	..	8	9	9	6 $\frac{1}{2}$	..	..	8	8	4	2
14. Oppermans Kraal .. P.F.	10	10	9	9	9 $\frac{1}{2}$	9	9	8	8	8 $\frac{1}{4}$	4
15. Plat River .. P.F.	6	..	..	..	1 $\frac{1}{2}$	5	..	..	..	1 $\frac{1}{4}$	1
16. Tafelberg Hall .. P.F.	7	7	6	6	6 $\frac{1}{2}$	7	6	6	6	6 $\frac{1}{4}$	1
17. Tafelberg Station .. P.F.	6	6	6	6	6	4	5	4	6	4 $\frac{1}{4}$	..
18. The Willows .. P.F.	5	5	5	5	5	4	4	4	5	4 $\frac{1}{4}$	1
19. Tiger Kloof .. P.F.	13	10	9	6	9 $\frac{1}{2}$	10	10	9	6	8 $\frac{3}{4}$	1
20. Twist Kraal .. P.F.	5	5	5	5	5	4	5	5	5	4 $\frac{1}{4}$	1
21. Wilgerboschfontein .. P.F.	7	7	7	..	5 $\frac{1}{2}$	7	7	6	..	5	1
22. Zamenkomst .. P.F.	11	11	11	10	10 $\frac{3}{4}$	9	9	9	9	9	2
23. Middelburg (D.R.C.) B	90	96	98	95	94 $\frac{3}{4}$	75	81	88	83	81 $\frac{1}{2}$	1
24. Do. (Wes.) B	91	95	90	76	88	77	78	69	62	71 $\frac{1}{2}$	1
Total ..	539	540	533	507	529 $\frac{1}{4}$	468	458	467	447	460	..
<b>MOSSEL BAY (Inspector Mitchell).</b>											
1. Mossel Bay, Girls' .. A. 1	97	100	102	94	99	86	86	88	88	87	1
2. Do., Boys' .. A. 2	59	59	53	53	56	52	54	49	48	50 $\frac{3}{4}$	1
3. Brandwacht .. A. 3	38	33	33	32	34	35	25	33	24	29 $\frac{1}{4}$	1
4. Hartebeestekuil .. A. 3	11	9	18	14	13	6	8	15	8	9 $\frac{1}{4}$	2
5. Herbertsdale .. A. 3	47	48	45	45	46 $\frac{1}{2}$	37	35	38	33	35 $\frac{3}{4}$	2
6. Zorgfontein .. A. 3	30	31	34	32	31 $\frac{1}{4}$	25	24	28	22	24 $\frac{3}{4}$	1
7. Hartebeeste Kraal .. P.F.	13	14	14	14	13 $\frac{3}{4}$	12	13	13	12	12 $\frac{1}{4}$	



Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
19. Herbertsdale (Berl.M.) B	60	65	69	68	65 $\frac{1}{2}$	47	58	61	51	54 $\frac{1}{2}$	2
20. Mossel Bay (do.) B	118	132	144	129	130 $\frac{1}{2}$	80	86	81	78	81 $\frac{1}{2}$	1
21. Do. (Eng. Ch.) B	179	190	193	185	186 $\frac{1}{2}$	129	115	126	119	122 $\frac{1}{2}$	1
Total ..	851	876	915	886	882	658	658	715	654	671 $\frac{1}{2}$	..
<b>MURRAYSBURG (Insp. Theron).</b>											
1. Murraysburg, Boys' A. 1	45	43	44	53	46 $\frac{1}{2}$	41	38	38	43	40	4
2. Do., Girls' .. A. 1	38	37	35	63	67 $\frac{1}{2}$	34	33	29	50	53 $\frac{1}{2}$	..
Do., Preparatory .. ..	31	32	35			26	28	14			..
3. Poortje West .. A. 3	..	..	..	15	3 $\frac{1}{2}$	..	..	..	15	3 $\frac{1}{2}$	4
4. Driefontein .. P.F.	..	7	7	7	5 $\frac{1}{2}$	..	7	4	5	4	4
5. Kraaifontein .. P.F.	..	..	..	7	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	4
6. Phizant Kraal .. P.F.	8	8	7	6	7 $\frac{1}{2}$	..	7	6	6	4 $\frac{1}{2}$	..
7. Stellenbosch Vlei .. P.F.	6	7	7	7	6 $\frac{1}{2}$	6	7	7	7	6 $\frac{1}{2}$	2
8. Tooverfontein .. P.F.	..	..	..	8	2	..	..	..	8	2	..
9. Waaifontein .. P.F.	5	5	5	5	5	5	5	5	5	5	..
10. Murraysburg (Ind.) B	62	56	..	58	44	41	44	..	48	33 $\frac{1}{2}$	..
Total ..	195	195	140	229	189 $\frac{1}{2}$	153	169	103	193	154 $\frac{1}{2}$	..
<b>NAMAQUALAND (Insp. le Roux).</b>											
1. O'okiep .. A. 2	45	44	50	45	46	27	32	35	35	32 $\frac{1}{2}$	3
2. Bowesdorp .. A. 3	28	22	19	16	21 $\frac{1}{2}$	21	15	11	11	14 $\frac{1}{2}$	3
3. Concordia .. A. 3	14	15	14	11	13 $\frac{1}{2}$	10	13	12	8	10 $\frac{1}{2}$	3
4. Garies .. A. 3	24	23	22	21	22 $\frac{1}{2}$	22	19	20	20	20 $\frac{1}{2}$	3
5. Port Nolloth .. A. 3	51	51	45	33	45	44	43	36	27	37 $\frac{1}{2}$	3
6. Springbokfontein .. A. 3	15	16	16	19	16 $\frac{1}{2}$	14	12	14	14	13 $\frac{1}{2}$	3
7. Pella .. (R.C.) D	33	42	59	61	48 $\frac{3}{4}$	29	31	51	57	42	3
8. Wilgenhout Rivier .. P.F.	6	..	..	C	1 $\frac{1}{2}$	..	..	..	C	0	..
9. Dassiesfontein (Modderfontein) Poor	12	24	12	11	14 $\frac{3}{4}$	11	11	10	10	10 $\frac{1}{2}$	3
10. Eendoord (Nammies) Poor	11	9	..	24	11	11	9	..	20	10 $\frac{1}{2}$	3
11. Anenoos (Eng. Ch.) B	26	32	31	33	30 $\frac{1}{2}$	21	25	23	25	23 $\frac{1}{2}$	3
12. O'okiep (do.) B	84	84	72	70	77 $\frac{1}{2}$	58	51	51	50	52 $\frac{1}{2}$	3
13. Port Nolloth (do.) B	56	55	..	60	42 $\frac{3}{4}$	48	46	..	45	34 $\frac{3}{4}$	3
14. Concordia (Rhen.M.) B	184	175	162	166	171 $\frac{3}{4}$	145	86	77	148	114	3
15. Kammaggas (do.) B	94	65	C	C	39 $\frac{1}{2}$	75	38	C	C	28 $\frac{1}{2}$	..
16. Richtersveld (do.) B	46	43	21	22	33	34	27	15	13	22 $\frac{1}{2}$	..
17. Steinkopf (do.) B	249	179	108	129	166 $\frac{1}{2}$	183	84	69	39	93 $\frac{1}{2}$	3
18. Matjeskloof (R.C.) B	19	17	20	26	20 $\frac{1}{2}$	18	14	19	21	18	3
19. Lilyfontein (Wes.) B	119	102	94	58	93 $\frac{1}{4}$	77	20	41	16	38 $\frac{1}{2}$	3
20. Norap (Rooifontein) (do.) B	62	58	63	48	57 $\frac{1}{2}$	46	21	20	30	29 $\frac{1}{2}$	3
21. Spektakel (do.) B	50	52	32	29	40 $\frac{3}{4}$	22	24	18	18	20 $\frac{1}{2}$	3
22. Spoegrivier (do.) B	50	41	45	41	44 $\frac{1}{4}$	28	13	27	14	20 $\frac{1}{2}$	..
Total ..	1278	1149	885	923	1058 $\frac{3}{4}$	944	634	549	621	687	..
<b>OUDTSHOORN (Inspector Mitchell).</b>											
1. Oudtshoorn, Boys' A. 1	100	105	99	100	101	84	92	92	81	87 $\frac{1}{2}$	3
2. Do., Girls' .. A. 1	42	42	54	58	49	38	38	47	47	42 $\frac{1}{2}$	3
Do., do., Preparatory	..	32	33	37	25 $\frac{1}{2}$	..	26	29	28	20 $\frac{1}{2}$	3
3. Calitzdorp .. A. 2	98	92	100	101	97 $\frac{3}{4}$	85	74	89	77	81 $\frac{1}{4}$	3
4. Andries Kraal .. A. 3	38	31	24	29	30 $\frac{3}{4}$	27	21	20	22	22 $\frac{1}{2}$	3
5. Arnoed .. A. 3	..	42	38	43	30 $\frac{3}{4}$	..	28	36	37	25 $\frac{1}{2}$	3
6. Bakenskraal .. A. 3	C	12	27	26	16 $\frac{1}{4}$	C	11	23	24	14 $\frac{1}{2}$	3
7. Buffelsdrift .. A. 3	28	28	28	29	28 $\frac{1}{4}$	20	20	23	24	21 $\frac{3}{4}$	3

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
8. Cango East .. A. 3	..	..	26	30	14	..	..	21	17	9 $\frac{1}{2}$	3
9. Delpport Plaats .. A. 3	12	12	14	C	9 $\frac{1}{2}$	11	11	12	C	8 $\frac{1}{2}$	3
10. Gamka .. A. 3	18	21	20	18	19 $\frac{1}{2}$	16	17	17	17	16 $\frac{3}{4}$	3
11. Gamtoosberg .. A. 3	..	..	22	24	11 $\frac{1}{2}$	..	..	21	19	10	3
12. Groenfontein .. A. 3	31	34	35	37	34 $\frac{1}{4}$	22	23	27	24	24	4
13. Hazenjacht .. A. 3	36	29	C	35	25	30	16	C	28	18 $\frac{1}{2}$	..
14. Juta .. A. 3	36	43	42	40	40 $\frac{1}{2}$	22	24	27	22	23 $\frac{3}{4}$	3
15. Klein Kruis .. A. 3	25	30	25	C	20	19	24	17	C	15	3
16. Kruis River .. A. 3	39	44	43	47	43 $\frac{1}{2}$	31	33	35	36	33 $\frac{3}{4}$	4
17. Kruis River East .. A. 3	12	13	10	13	12	8	13	10	9	10	3
18. Langverwacht .. A. 3	44	43	39	C	31 $\frac{1}{2}$	37	34	32	C	25 $\frac{3}{4}$	3
19. Matjes River .. A. 3	28	26	C	33	21 $\frac{3}{4}$	23	19	C	29	17 $\frac{3}{4}$	..
20. Nels River .. A. 3	27	31	32	27	29 $\frac{1}{2}$	25	25	27	22	24 $\frac{1}{2}$	3
21. Nooitgedacht .. A. 3	27	27	23	28	26 $\frac{1}{2}$	20	17	18	19	18	4
22. Do., South .. A. 3	41	44	44	42	42 $\frac{3}{4}$	32	37	39	35	35 $\frac{3}{4}$	3
23. Roodeheувel .. A. 3	24	27	29	35	28 $\frac{1}{2}$	16	18	19	25	19 $\frac{1}{2}$	3
24. Schoemansdorp .. A. 3	33	36	37	38	36	21	24	27	26	24	3
25. Vlakte Plaats .. A. 3	36	40	42	38	39	29	36	36	35	34	3
26. Welbedacht .. A. 3	24	22	24	23	23 $\frac{1}{2}$	17	15	19	15	16 $\frac{1}{2}$	3
27. Welgevonden .. A. 3	..	..	24	22	11 $\frac{1}{2}$	..	..	21	20	10 $\frac{1}{2}$	3
28. Van Wijks Kraal .. P.F.	22	22	20	..	16	22	15	19	..	14	3
29. Grobbelaars River (West Bank) Poor	..	..	32	31	15 $\frac{3}{4}$	..	..	29	24	13 $\frac{1}{2}$	3
30. Jan Fourie's Kraal .. Poor	..	..	42	36	19 $\frac{3}{4}$	..	..	29	20	12 $\frac{1}{2}$	3
31. Kamnatie .. Poor	24	28	31	34	29 $\frac{1}{2}$	20	21	29	30	25	3
32. Klein Doorn Rivier .. Poor	21	23	29	32	26 $\frac{1}{2}$	14	15	21	20	17 $\frac{1}{2}$	3
33. Lower Wynands River .. Poor	39	40	36	37	38	29	29	28	23	27 $\frac{1}{2}$	3
34. Oudtshoorn .. Poor	84	80	..	52	54	34	31	..	32	24 $\frac{1}{2}$	3
35. Welgevonden (A. 3) Poor	25	24	24	26	24 $\frac{1}{2}$	22	19	22	18	20 $\frac{1}{2}$	3
36. Calitzdorp (D.R.C.) B	25	29	29	32	28 $\frac{3}{4}$	16	23	24	20	20 $\frac{3}{4}$	4
37. Oudtshoorn (White) (Eng. Ch.) B	58	58	55	56	56 $\frac{3}{4}$	51	43	47	42	45 $\frac{3}{4}$	3
38. Do. (Coloured) (do.) B	67	75	70	67	69 $\frac{3}{4}$	35	41	43	37	39	3
39. Dysseldorp (Ind.) B	129	131	130	119	127 $\frac{1}{2}$	71	67	79	53	67 $\frac{1}{2}$	3
40. Kruis River (do.) B	46	40	44	36	41 $\frac{1}{2}$	32	26	30	24	28	4
41. Matjes River (do.) B	70	64	55	C	47 $\frac{1}{2}$	47	40	44	C	32 $\frac{3}{4}$	4
42. Oudtshoorn (do.) B	117	131	128	110	121 $\frac{1}{2}$	89	87	97	84	89 $\frac{1}{2}$	3
43. Do., Evening (do.) B	59	60	70	60	62 $\frac{1}{2}$	49	30	37	40	39	3
44. Oudtshoorn (R.C.) B	70	68	70	70	69 $\frac{1}{2}$	54	55	60	58	56 $\frac{3}{4}$	3
Total ..	1655	1779	1799	1751	1746	1218	1238	1422	1263	1285 $\frac{1}{2}$	..
<b>PAARL (Inspector Noaks).</b>											
1. Wellington, Normal Dept., Boys' ..	20	24	25	25	23 $\frac{1}{2}$	18	..	24	21	15 $\frac{3}{4}$	2
2. Do., do., Girls' ..	35	35	39	34	35 $\frac{1}{2}$	34	34	37	32	34 $\frac{1}{2}$	2
3. Blauwvallei .. A. 1	105	105	97	95	100 $\frac{1}{2}$	94	94	89	92	92 $\frac{1}{2}$	2
4. Lower Paarl, Girls' A. 1	167	164	164	164	164 $\frac{3}{4}$	153	147	146	149	148 $\frac{3}{4}$	..
5. Paarl, Boys' .. A. 1	80	81	76	76	78 $\frac{1}{2}$	74	61	69	66	67 $\frac{1}{2}$	2
6. Do., Girls' .. A. 1	100	105	112	121	109 $\frac{1}{2}$	93	95	99	107	98 $\frac{1}{2}$	2
7. Do., Gymnasium .. A. 1	68	68	74	75	71 $\frac{1}{2}$	61	59	63	68	62 $\frac{1}{2}$	2
8. Wellington, Boys' .. A. 1	165	175	164	144	162	151	152	154	129	146 $\frac{1}{2}$	2
9. Do., Hug. Sem., Girls' A. 1	216	226	241	219	225 $\frac{1}{2}$	201	207	222	21		







Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.	
	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		Average
10. P. E., Russel Road (Eng. Ch.) B		208	219	211	177	203 $\frac{3}{4}$	127	112	89	108	109	1
11. Do., St. John's (do.) B		190	205	202	204	200 $\frac{1}{2}$	120	131	116	124	122 $\frac{3}{4}$	1
12. Do., St. Peter's (do.) B		240	225	212	200	219 $\frac{1}{4}$	180	161	130	129	150	1
13. Do., St. Stephen's (do.) B		77	95	97	89	89 $\frac{1}{2}$	57	60	52	63	58	1
14. Bethelsdorp (Ind.) B		107	107	95	94	100 $\frac{3}{4}$	93	88	81	79	85 $\frac{1}{2}$	2
15. P. E., Central (do.) B		164	144	175	181	166	108	81	105	107	100 $\frac{1}{2}$	1
16. Do., Edwards' (do.) B		85	80	80	88	83 $\frac{1}{2}$	70	60	72	79	70 $\frac{1}{2}$	1
17. Do., North End (do.) B		88	89	85	79	85 $\frac{1}{4}$	55	55	55	52	54 $\frac{1}{2}$	1
18. Do., Boys' (R.C.) B		195	190	179	169	183 $\frac{1}{4}$	165	136	137	128	141 $\frac{1}{2}$	1
19. Do., Girls' (do.) B		94	96	98	89	94 $\frac{1}{4}$	76	75	69	63	70 $\frac{3}{4}$	1
20. Do., North End (do.) B		66	67	65	65	65 $\frac{1}{2}$	59	59	53	52	55 $\frac{1}{2}$	1
21. Do., South End (do.) B		65	67	67	62	65 $\frac{1}{2}$	62	65	65	62	63 $\frac{1}{2}$	1
22. Do., Naz. House (do.) B		41	46	41	49	44 $\frac{1}{4}$	41	46	41	44	43	1
23. Do., Native (Wes.) B		140	139	139	138	139	110	106	106	106	107	1
24. Do., North End (do.) B		100	109	91	78	94 $\frac{1}{2}$	73	69	46	44	58	1
25. Do., Russel Road (do.) B		105	120	120	109	113 $\frac{1}{2}$	83	101	81	90	88 $\frac{3}{4}$	1
26. Do., South End (do.) B		73	69	79	73	73 $\frac{1}{2}$	61	61	51	43	54	1
Total ..		3295	3351	3332	3204	3295 $\frac{1}{2}$	2592	2504	2325	2389	2452 $\frac{1}{2}$	..
<b>PRIESKA (Insp. Theron).</b>												
1. Prieska .. A. 3		58	50	55	29	48	30	35	35	24	31	3
2. Zoutpekel .. A. 3		19	20	13	..	13	15	15	9	..	9 $\frac{3}{4}$	3
3. Karreebeek .. P.F.		6	6	6	..	4 $\frac{1}{2}$	6	6	6	..	4 $\frac{1}{2}$	3
4. Stuurmansgat .. P.F.		8	9	9	..	6 $\frac{1}{2}$	..	9	9	..	4 $\frac{1}{2}$	3
5. Prieska (D.R.C.) B		36	C	C	C	9	22	C	C	C	5 $\frac{1}{2}$	..
Total ..		127	85	83	29	81	73	65	59	24	55 $\frac{1}{4}$	..
<b>PRINCE ALBERT (Insp. Mitchell).</b>												
1. Prince Albert, Girls' A. 1		76	71	69	70	71 $\frac{1}{2}$	67	60	62	61	62 $\frac{1}{2}$	1,4
2. Do., Boys' .. A. 2		29	31	32	32	31	27	25	25	26	25 $\frac{3}{4}$	1,4
3. Baviaans Kloof .. A. 3		..	..	14	11	6 $\frac{1}{2}$	..	..	10	10	5	4
4. Koppies Kraal .. A. 3		9	10	10	10	9 $\frac{3}{4}$	8	9	9	10	9	4
5. Laingsburg .. A. 3		33	29	31	30	30 $\frac{3}{4}$	18	18	22	24	20 $\frac{1}{2}$	4
6. Scholtz Kloof .. A. 3		16	17	13	14	15	15	14	12	13	13 $\frac{1}{2}$	4
7. Witplaats (P.F.) .. A. 3		12	17	20	22	17 $\frac{3}{4}$	10	11	17	17	13 $\frac{1}{4}$	4
8. Blauwpunt .. Poor		..	..	10	17	6 $\frac{3}{4}$	..	..	10	17	6 $\frac{3}{4}$	4
9. Bloemendal .. Poor		10	10	10	11	10 $\frac{1}{4}$	7	9	9	10	8 $\frac{3}{4}$	4
10. Frischegewagd .. Poor		20	17	19	16	18	17	15	16	15	15 $\frac{1}{2}$	4
11. Hagas .. Poor		22	18	C	C	10	11	9	C	C	5	..
12. Klarstroom and Middlewater .. Poor		32	27	22	22	25 $\frac{3}{4}$	25	20	19	18	20 $\frac{1}{2}$	4
13. Prince Albert .. Poor		92	78	73	68	77 $\frac{3}{4}$	58	31	43	48	45	1,4
14. Rietvlai .. Poor		22	24	32	29	26 $\frac{3}{4}$	14	20	26	24	21	4
15. Weltevreden .. Poor		..	31	35	37	25 $\frac{3}{4}$	..	30	32	29	22 $\frac{3}{4}$	4
16. Laingsburg (Berl.M.) B		40	39	56	64	49 $\frac{3}{4}$	26	20	43	52	35 $\frac{1}{4}$	4
17. Prince Albert (D.R.C.) B		69	72	69	68	69 $\frac{1}{2}$	39	53	44	44	45	4
18. Do. (Eng. Ch.) B		46	55	51	45	49 $\frac{1}{4}$	24	23	28	27	25 $\frac{1}{2}$	4
Total ..		528	546	566	566	551 $\frac{1}{2}$	366	367	427	445	401 $\frac{1}{2}$	..
<b>QUEENSTOWN (Inspector Clarke).</b>												
1. Queenstown High School .. A. 1		161	169	166	157	163 $\frac{1}{4}$	148	148	140	141	144 $\frac{1}{4}$	1
Do., Preparatory ..		60	54	69	81	66	50	38	57	63	52	1
2. Whittlesea .. A. 2		..	..	27	29	14	..	..	23	24	11 $\frac{3}{4}$	2
3. Donga .. A. 3		30	30	27	28	28 $\frac{3}{4}$	26	24	23	22	23 $\frac{3}{4}$	..
4. Glenthorn .. A. 3		10	10	11	11	10 $\frac{1}{2}$	8	9	9	10	9	1
5. Gwatyn .. A. 3		17	14	13	C	11	13	12	11	C	9	2

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.	
	ORDER	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.		Average
6. Queenstown, Queen's Road .. A. 3		131	121	134	139	131 $\frac{1}{4}$	106	96	99	102	100 $\frac{3}{4}$	..
7. Sterkstroom .. A. 3		50	51	55	48	51	43	44	49	39	43 $\frac{3}{4}$	1
8. Tylden .. A. 3		23	25	31	26	26 $\frac{1}{4}$	19	17	23	17	19	1
9. Weltevreden .. A. 3		13	16	19	19	16 $\frac{3}{4}$	13	14	19	18	16	1
10. Winchester .. A. 3		14	14	14	14	14	14	14	10	14	13	..
11. Brak Kloof .. P.F.		6	C	C	C	1 $\frac{1}{2}$	..	C	C	C	0	2
12. Dartford .. P.F.		..	..	6	6	3	..	..	5	6	2 $\frac{3}{4}$	..
13. Essex Farm .. P.F.		..	5	10	10	6 $\frac{1}{4}$	..	5	9	7	5 $\frac{1}{4}$	4
14. Glen Garry .. P.F.		..	..	8	8	4	..	..	7	8	3 $\frac{3}{4}$	..
15. Hartebeestfontein .. P.F.		..	..	..	6	1 $\frac{1}{2}$	..	..	..	6	1 $\frac{1}{2}$	..
16. Hendham .. P.F.		4	..	C	C	1	4	..	C	C	1	..
17. Hopefield (Lehmans-drift) .. P.F.		15	12	12	12	12 $\frac{3}{4}$	12	9	9	10	10	1
18. Hopewell .. P.F.		3	3	3	..	2 $\frac{1}{4}$	3	3	3	..	2 $\frac{1}{4}$	2
19. Hunmanby .. P.F.		5	5	5	5	5	4	5	5	5	4 $\frac{1}{4}$	4
20. Manse (Hackney) .. P.F.		7	6	8	C	5 $\frac{1}{4}$	7	3	7	C	4 $\frac{1}{4}$	1
21. Mapassa Leven .. P.F.		7	7	C	C	3 $\frac{1}{2}$	7	6	C	C	3 $\frac{1}{4}$	2
22. Maties Farm .. P.F.		..	..	..	11	2 $\frac{3}{4}$	..	..	..	10	2 $\frac{1}{2}$	..
23. Merino Walk .. P.F.		8	8	..	C	4	6	8	..	C	3 $\frac{1}{2}$	1
24. Oxtan Manor .. P.F.		11	11	10	10	10 $\frac{1}{2}$	9	9	9	9	9	1
25. Pavet .. P.F.		..	..	9	9	4 $\frac{1}{2}$	..	..	8	8	4	..
26. Rhebokfontein .. P.F.		..	..	..	9	2 $\frac{1}{4}$	..	..	..	8	2	..
27. Riet Kuil .. P.F.		5	5	..	5	3 $\frac{3}{4}$	4	4	..	4	3	2
28. Rockwood .. P.F.		14	C	C	C	3 $\frac{3}{4}$	14	C	C	C	3 $\frac{1}{2}$	1
29. Roydon .. P.F.		5	C	C	C	1 $\frac{1}{4}$	5	C	C	C	1 $\frac{1}{4}$	1
30. Staal Klip, No. 2 .. P.F.		8	8	11	11	9 $\frac{1}{2}$	8	8	9	10	8 $\frac{3}{4}$	2
31. Steilfontein .. P.F.		9	10	C	C	4 $\frac{3}{4}$	9	9	C	C	4 $\frac{1}{2}$	2
32. Stitche .. P.F.		7	8	8	C	5 $\frac{3}{4}$	5	6	7	C	4 $\frac{1}{2}$	2
33. Strydfontein .. P.F.		6	6	6	6	6	5	5	6	6	5 $\frac{1}{2}$	2
34. Thorny Hoek .. P.F.		5	5	5	5	5	5	5	5	5	5	1
35. Turvey's Post .. P.F.		14	15	15	15	14 $\frac{3}{4}$	14	15	15	15	14 $\frac{3}{4}$	1
36. Tyldendale .. P.F.		7	7	7	7	7	7	7	7	7	7	2
37. Who Can Tell .. P.F.		C	6	..	5	2 $\frac{3}{4}$	C	6	..	5	2 $\frac{3}{4}$	4
38. Queenstown, Kafir (Eng. Ch.) B		70	71	75	84	75	52	51	56	58	54 $\frac{1}{4}$	1
39. Eardley (Ind.) B		83	85	98	96	90 $\frac{1}{2}$	53	48	67	68	59	1
40. Hackney .. (do.) B		71	76	71	84	75 $\frac{3}{4}$	58	50	50	62	55	1
41. Musa .. (do.) B		C	C	51	56	26 $\frac{3}{4}$	C	C	38	47	21 $\frac{1}{2}$	..
42. Queenstown (do.) B		..	56	..	65	30 $\frac{1}{4}$	..	46	..	54	25	..
43. Tsitsikama .. (do.) B		58	45	40	46	47 $\frac{1}{4}$	28	12	18	34	23	1
44. Engotini (Mor.) B		58	60	63	63	61	54	56	56	56	55 $\frac{1}{2}$	1
45. Newhope .. (do.) B		57	42	45	57	50 $\frac{1}{4}$	38	30	28	45	35 $\frac{1}{4}$	1
46. Shiloh .. (do.) B		119	139	139	148	136 $\frac{1}{4}$	110	127	129	128	123 $\frac{1}{2}$	1
47. Bullhoek (Wes.) B		74	68	65	61	67	48	40	44	41	43 $\frac{1}{4}$	1
48. Didimana .. (do.) B		72	69	87	91	79 $\frac{3}{4}$	46	43	60	60	52 $\frac{1}{2}$	1
49. Hukuwa .. (do.) B		113	11									



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
10. Schanskraal .. P.F.	..	..	..	5	1 1/4	..	..	..	4	1	..
11. Steilkloof .. P.F.	7	C	C	C	1 3/4	7	C	C	C	1 3/4	1
12. Taaiboschfontein .. P.F.	..	8	7	7	5 3/4	..	8	7	7	5 3/4	3
13. Thomasgat .. P.F.	..	5	5	4	3 3/4	..	5	5	4	3 3/4	3
14. Richmond (D.R.C.) B	71	56	56	62	61 1/4	46	22	42	48	39 3/4	1
Total	270	276	256	262	266	224	216	223	226	222 1/4	..
<b>RIVERSDALE (Inspector Bartmann).</b>											
1. Riversdale, Boys' .. A. 1	75	72	67	59	68 1/4	64	63	57	54	59 3/4	4
2. Do., Girls' .. A. 1	95	98	104	105	100 1/2	82	97	99	99	94 1/4	4
3. Goedemoed .. A. 3	..	..	..	14	3 1/2	..	..	..	14	3 1/2	..
4. Karnemelks Vlei .. A. 3	..	17	18	17	13	..	16	16	15	11 3/4	4
5. Riversdale (D.R.C.) A. 3	39	43	47	49	44 1/2	26	23	37	37	30 3/4	4
6. Soebatter's Vlakke .. A. 3	..	..	..	23	5 3/4	..	..	..	21	5 1/4	4
7. Tygerfontein .. A. 3	37	37	40	37	37 3/4	35	32	34	33	33 1/4	4
8. Vermakelijkheid .. A. 3	41	47	..	C	22	34	32	..	C	16 3/4	..
9. Damplaats .. P.F.	8	8	8	8	8	8	7	8	8	7 3/4	4
10. De Draai .. P.F.	..	6	6	11	5 3/4	..	6	6	10	5 3/4	4
11. Draai Hoek .. P.F.	..	5	5	5	3 3/4	..	5	5	5	3 3/4	4
12. Driekuilen .. P.F.	8	8	8	8	8	8	8	8	8	8	4
13. Elbertskraal .. P.F.	8	7	7	7	7 1/4	6	6	6	6	6	..
14. Hoogekraal .. P.F.	6	6	6	6	6	6	6	6	6	6	4
15. Jonkersfontein .. P.F.	7	7	7	7	7	5	6	7	7	6 1/4	4
16. Koega .. P.F.	7	7	7	7	7	7	7	7	7	7	4
17. Kruis River .. P.F.	..	..	..	10	2 1/2	..	..	..	10	2 1/2	4
18. Kweek Kraal .. P.F.	9	9	9	9	9	9	8	9	9	8 3/4	4
19. Love Spot .. P.F.	10	10	10	10	10	..	9	10	10	7 1/4	4
20. Novo .. P.F.	..	..	..	5	1 1/4	..	..	..	4	1	4
21. Oude Muragie .. P.F.	..	..	..	6	1 1/2	..	..	..	5	1 1/4	4
22. Palmiet River .. P.F.	6	6	6	6	6	6	6	6	6	6	4
23. Pienaar's River .. P.F.	9	9	9	9	9	..	9	9	9	6 3/4	4
24. Uitkyk .. P.F.	7	C	C	C	1 3/4	6	C	C	C	1 1/4	..
25. Valse River .. P.F.	9	7	7	7	7 1/2	7	6	7	6	6 1/4	4
26. Wyders River .. P.F.	7	9	9	9	8 1/2	6	8	8	8	7 1/2	4
27. Zoetmelksfontein .. P.F.	8	10	9	9	9	7	9	6	6	7	4
28. Zoetmelks River, No. I. (Steyn's) P.F.	7	7	9	9	8	7	7	9	8	7 1/4	4
29. Do., No. II. (Saayman) .. P.F.	7	7	7	7	7	7	7	7	7	7	4
30. Zwartwater .. P.F.	6	C	C	..	1 1/2	6	C	C	..	1 1/2	4
31. Bovenplaats .. Poor	37	41	36	37	37 3/4	35	27	29	29	30	4
32. Drooge Vlakke .. Poor	25	41	33	21	30	22	32	25	16	23 3/4	4
33. Melkhoutfontein .. Poor	50	36	27	32	36 1/4	28	17	21	24	22 1/4	4
34. Oakdale .. Poor	..	20	29	25	18 1/2	..	18	27	22	16 3/4	4
35. Rietvlei .. Poor	..	..	..	27	6 3/4	..	..	..	20	5	4
36. Novo (Berl.M.) B	20	20	21	21	20 1/2	16	15	19	16	16 1/4	4
37. Riversdale (do.) B	134	137	144	159	143 1/2	100	100	114	127	110 1/4	4
38. Melkhoutfontein (Eng. Ch.) B	50	55	55	51	52 3/4	41	36	39	28	36	4
39. Riversdale, Cold. (do.) B	108	111	106	109	108 1/2	76	61	65	59	65 1/4	4
40. Do., White (do.) B	46	50	49	42	46 3/4	33	35	34	31	33 1/4	4
Total	886	953	905	983	931 1/4	693	724	740	790	736 3/4	..
<b>ROBERTSON (Insp. Noaks.)</b>											
1. Montagu .. A. 1	231	233	187	194	211 1/4	188	189	176	180	183 1/4	3
2. Robertson .. A. 1	179	188	197	208	193	148	155	172	170	161 1/4	3
3. Lady Grey .. A. 2	51	56	55	55	54 1/4	42	43	46	41	43	3
4. Baden .. A. 3	13	13	12	11	12 1/4	12	11	11	11	11 1/4	3
5. Boschjesman's River A. 3	23	20	21	16	20	13	16	15	13	14 1/4	3
6. Concordia .. A. 3	..	..	9	11	5	..	..	8	10	4 1/2	..
7. Coe .. A. 3	11	C	C	C	2 3/4	8	C	C	C	2	..
8. De Hoop .. A. 3	24	24	27	24	24 3/4	17	20	21	15	18 1/4	3
9. Derde Heuvel .. A. 3	21	19	26	26	23	18	17	24	24	20 3/4	3

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
10. Goedemoed (P.F.) A. 3	10	..	C	..	2 1/4	8	..	C	..	2	2
11. Goree .. A. 3	10	11	11	10	10 1/2	7	9	10	9	8 3/4	3
12. Klaas Vogt River .. A. 3	50	47	59	51	51 3/4	47	41	45	44	44 1/4	3
13. Klipkuil .. A. 3	16	17	18	18	17 1/4	9	17	17	15	14 1/4	3
14. Kruis .. A. 3	17	15	15	16	15 1/4	16	14	14	15	14 1/4	3
15. Rietvallei .. A. 3	34	30	42	23	34 3/4	23	18	31	23	23 3/4	3
16. VoorKiesie (Bosch R.) A. 3	14	13	19	23	17 1/4	10	11	16	17	13 1/4	3
17. Wagenboomsberg .. A. 3	12	13	13	13	12 3/4	11	12	12	12	11 3/4	3
18. Wakkerstroom .. A. 3	13	12	11	12	12	10	7	10	12	9 3/4	3
19. Anysberg .. P.F.	5	5	5	5	5	5	5	5	5	5	..
20. Goudmyn .. P.F.	8	7	..	C	3 3/4	7	6	..	C	3 1/4	..
21. Kruis River .. P.F.	..	..	10	..	2 1/2	..	..	10	..	2 1/2	..
22. Nooitgedacht .. P.F.	8	8	..	C	4	8	6	..	C	3 1/2	2
23. Noree .. P.F.	12	11	14	13	12 1/2	9	9	11	11	10	..
24. Riet Vallei .. P.F.	6	8	9	8	7 3/4	6	7	8	6	6 3/4	3
25. Rietvlei (Lady Grey) P.F.	6	7	5	6	6	5	7	5	6	5 3/4	3
26. Wildepaarde Hoek .. P.F.	..	15	15	13	10 3/4	..	14	13	11	9 1/4	3
27. Zand Vliet .. P.F.	13	..	C	C	3 1/4	10	..	C	C	2 1/2	2
28. Achter Kiesie .. Poor	22	17	12	C	12 3/4	20	16	11	C	11 3/4	3
29. Kruispad .. Poor	25	24	21	24	23 1/2	20	24	21	22	21 3/4	3
30. Montagu .. Poor	..	..	49	53	25 1/2	..	..	41	45	21 1/4	3
31. Stockwell .. Poor	30	20	22	24	24	20	14	19	17	17 1/2	3
32. Lady Grey (Wes.) B	95	95	112	106	102	43	46	63	46	49 1/4	3
33. Montagu (D.R.C.) B	81	85	93	91	87 1/4	47	34	49	41	42 3/4	3
34. Robertson (do.) B	35	33	41	25	33 3/4	30	20	20	13	23	3
35. Do. (Wes.) B	164	147	155	156	155 1/2	80	70	88	81	79 3/4	3
Total	1239	1193	1285	1245	1240 1/2	897	858	1001	915	917 3/4	..
<b>SOMERSET EAST (Insp. Milne).</b>											
1. Somerset East, Bellevue, Girls' .. A. 1	136	138	136	129	134 3/4	114	121	102	108	111 1/4	2
2. Do., Gill Coll., Boys' .. A. 1	92	90	79	83	86	84	75	70	76	76 1/4	2
3. Commadagga .. A. 3	..	9	9	13	7 3/4	..	9	9	13	7 3/4	2
4. Cookhouse .. A. 3	46	47	53	53	49 3/4	37	37	50	41	41 1/4	2
5. Middleton .. A. 3	22	21	18	17	19 1/4	19	19	15	15	17	2
6. Olievenfontein .. A. 3	..	..	11	11	5 1/2	..	..	10	11	5 1/4	..
7. Pearston .. A. 3	43	45	47	45	45	37	37	35	34	35 1/2	2
8. Upsal .. A. 3	..	20	19	C	9 3/4	..	15	17	C	8	2
9. Allemansfontein .. P.F.	6	7	7	7	6 3/4	..	7	7	7	5 1/4	2
10. Beestekraal .. P.F.	8	8	8	7	7 3/4	8	8	8	..	6	3
11. Besterskraal .. P.F.	7	8	..	..	3 1/4	7	8	..	..	3 3/4	2
12. Biesfontein .. P.F.	..	15	14	12	10 1/4	..	14	14	..	7	4
13. Buffelsfontein .. P.F.	7	11	10	13	10 1/4	6	7	9	9	7 3/4	2
14. Bushmans River .. P.F.	..	..	21	..	5 1/4	..	..	20	..	5	..
15. Charlton .. P.F.	6	8	8	8	7 1/2	5	7	7	7	6 1/4	4
16. Do., Hartfell .. P.F.	..	..	..	5	1 1/4	..	..	..	5	1 1/4	4
17. Commadagga .. P.F.	7	..	..	9	4	7	..	..	8	3 3/4	..
18. Fonteins Plaats .. P.F.	6	6	6	6	6	6	5	5	6	5 1/2	2
19. Hoekoe .. P.F.	18	20	..	21	14 3/4	16	19	..	18	13 1/4	..
20. Jackals Fontein .. P.F.	..	..	..	9	2 1/4	..	..	..	9	2 1/4	..
21. Jordaan's Kraal .. P.F.	8	9	9	9	8 3/4	8	9	9	9	8 3/4	4
22. Klein Brakfontein .. P.F.	C	C	C	6	1 3/4	C	C	C	5	1 1/4	..
23. Kruisment Fontein P.F.	..	7	C	C	1 3/4	..	7	C	C	1 3/4	



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
39. Vogelboom .. P.F.	..	..	5	5	2½	..	..	5	4	2½	..
40. Wilgefontein .. P.F.	..	..	11	..	2½	..	..	11	..	2½	..
41. De Draai .. .. Poor	..	..	..	26	6½	..	..	..	25	6½	..
42. Dirkskraal .. .. Poor	..	..	24	20	11	..	..	20	18	9½	..
43. Keerom .. .. Poor	28	33	30	27	29½	24	27	23	20	23½	2
44. Klipfontein .. .. Poor	17	15	17	16	16½	12	12	14	14	13	2
45. Somerset East .. .. Poor	63	65	36	35	49½	44	39	23	21	31½	2
46. Strooishoek .. .. Poor	23	19	21	20	20½	21	18	19	15	18½	2
47. Vogel River .. .. Poor	20	19	19	19	19½	17	18	17	11	15½	2
48. Wynands Kraal .. .. Poor	..	..	14	14	7	..	..	14	14	7	2
49. Zwartrug .. .. Poor	22	22	20	C	16	21	22	19	C	15½	2
50. Cookhouse, Native (Wes.) B	69	67	94	103	83½	53	54	81	71	64½	4
51. Glenavon (U.P.) B	35	37	53	52	44½	31	34	46	41	38	2
52. Somerset East (Ind.) B	49	51	46	52	49½	34	38	37	38	36½	2
53. Do. (Wes.) B	173	160	154	151	159½	114	108	99	100	105½	2
Total .. ..	981	1034	1068	1081	1041	791	847	881	847	841½	..
<b>STELLENBOSCH (Insp. Bartmann).</b>											
1. Stellenbosch, Boys' A. 1	144	132	142	156	143½	133	127	129	140	132½	2
2. Do., Bloemhof, Girls' A. 1	164	179	158	158	164½	153	158	135	143	147½	2
3. Kuils River (A. 3) A. 2	53	50	44	45	48	39	37	35	39	37½	1
4. Somerset West .. A. 2	82	80	74	74	77½	68	67	65	62	65½	1
5. Blauwklip .. .. A. 3	12	11	10	10	10½	10	10	8	8	9	1
6. Helderberg .. .. A. 3	42	39	37	35	38½	38	33	32	30	33½	1
7. Moddergat (Bethel) A. 3	..	..	10	10	5	..	..	8	9	4½	..
8. Somerset W. Strand A. 3	33	35	32	33	33½	21	22	24	26	23½	1
9. Vlaggeberg .. .. A. 3	27	25	20	23	23½	22	15	18	11	16½	1
10. Good Hope .. .. P.F.	14	14	14	14	14	..	13	13	13	9½	1
11. Steenveldt .. .. P.F.	19	13	13	14	14½	16	12	10	13	12½	1
12. Weltevreden .. .. P.F.	15	17	14	15	15½	15	12	12	14	13½	..
13. Gordon's B. (D.R.C.) B	27	24	27	30	27	23	21	23	25	23	1
14. Eerste R. (Eng. Ch.) B	82	81	75	78	79	61	56	41	55	53½	1
15. Somerset West (do.) B	75	59	57	58	62½	45	42	42	37	41½	1
16. Stellenbosch (do.) B	93	87	81	87	87	..	69	56	62	46½	1
17. Welmoed (do.) B	44	62	70	78	63½	24	38	46	44	38	1
18. Stellenbosch (Rhen.M.) B	324	309	297	298	307	202	184	190	174	187½	1
19. Raithby (Wes.) B	78	69	69	64	70	47	40	42	45	43½	1
20. Sir Lowry's Pass (do) B	73	83	81	77	78½	65	61	72	53	62½	1
21. Somerset West (do.) B	135	129	135	134	133½	100	99	109	108	104	1
22. Stellenbosch (do.) B	228	225	211	206	217½	135	115	119	123	123	1
23. Strand (do.) B	137	122	117	117	123½	79	72	91	77	79½	1
Total .. ..	1901	1845	1788	1814	1837	1296	1293	1330	1311	1307½	..
<b>STEYNSBURG (Inspector Brice).</b>											
1. Steynsburg .. A. 2	76	87	78	74	78½	66	74	71	65	69	2
2. Do., Evening .. A. 2	..	..	23	26	12½	..	..	20	23	10½	..
3. Jagersfontein .. A. 3	..	..	16	16	8	..	..	16	16	8	..
4. Fairview .. .. P.F.	6	..	..	..	1½	5	..	..	..	1½	..
5. Klipplaatfontein .. P.F.	..	..	5	5	2½	..	..	5	5	2½	..
6. Wagenmaker's Vlei P.F.	9	10	9	8	9	9	9	8	7	8½	2
7. Weltevreden .. P.F.	5	5	C	C	2½	4	5	C	C	2½	2
8. Wildebeestkuil .. P.F.	9	9	9	8	8½	8	8	8	7	7½	2
9. Steynsburg (Eng. Ch.) B	52	45	42	43	45½	36	36	30	36	34½	2
Total .. ..	157	156	182	180	168½	128	132	158	159	144½	..

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>STOCKENSTROM (Insp. Clarke).</b>											
1. Balfour .. .. A. 2	84	76	83	78	80½	52	55	57	53	54½	2
2. Seymour .. .. A. 2	42	51	62	59	53½	35	44	49	49	44½	2
3. Buxton .. .. A. 3	..	27	..	26	13½	..	18	..	14	8	..
4. Hertzog .. .. A. 3	56	54	52	50	53	44	38	32	42	39	2
5. Lower Menzies .. A. 3	C	10	10	12	8	C	9	9	11	7½	2
6. Mancazana .. .. A. 3	19	17	18	15	17½	15	13	14	12	13½	2
7. Menziesberg .. .. A. 3	21	21	18	18	19½	16	16	14	14	15	2
8. Readsdale .. .. A. 3	34	32	..	27	23½	21	22	..	20	15½	2
9. Upper Blinkwater .. A. 3	21	21	C	C	10½	12	10	C	C	5	2
10. Upper Mancazana .. A. 3	24	25	25	27	25½	18	24	25	24	22½	4
11. Cathcart Vale .. P.F.	9	8	10	9	9	8	8	9	8	8½	2
12. Ebenezer West .. P.F.	5	5	..	..	2½	5	4	..	..	2½	2
13. Scheepers Block .. P.F.	11	..	C	C	2½	8	..	C	C	2	2
14. Balfour, Native .. B	31	38	38	34	35½	22	28	26	25	25½	2
15. Lushington (Wes.) B	92	32	28	33	46½	26	23	19	19	21½	2
16. Philipton (A. 3) (Ind.) B	38	C	33	34	26½	21	C	29	25	18½	2
17. Seymour (Wes.) B	63	62	57	56	59½	33	35	39	33	35	2
18. Wilberforce (Ind.) B	..	..	..	48	12	..	..	..	34	8½	..
19. Wilsonton (A. 3) (do.) B	..	..	44	36	20	..	..	28	26	13½	2
Total .. ..	550	479	478	562	517½	336	347	350	409	360½	..
<b>STUTTERHEIM (Insp. Woodroffe).</b>											
1. Bolo .. .. A. 2	32	31	30	27	30	24	27	29	25	26½	4
2. Stutterheim .. A. 2	74	78	72	68	73	65	70	63	57	63½	4
3. Upper Kabousie .. A. 3	40	42	38	38	39½	31	33	28	30	30½	4
4. Aintree Farm .. P.F.	5	C	C	C	1½	5	C	C	C	1½	..
5. Bare Acres .. .. P.F.	6	6	6	6	6	5	4	5	6	5	4
6. Clear Water .. P.F.	8	8	9	9	8½	8	8	9	6	7½	4
7. Ferney .. .. P.F.	..	6	6	6	4½	..	5	6	5	4	..
8. Frankfort Hill .. P.F.	..	7	7	..	3½	..	7	7	..	3½	4
9. Grassdale (Farm 321) P.F.	8	8	7	7	7½	7	7	6	7	6½	2
10. Grey Town .. P.F.	6	4	9	8	6½	5	4	6	6	5½	4
11. Itala .. .. P.F.	6	5	6	6	5½	4	4	3	4	3½	4
12. Quanti .. .. P.F.	11	11	9	9	10	9	10	8	9	9	4
13. Redlands .. .. P.F.	5	5	5	5	5	5	5	5	4	4½	4
14. Riverina .. .. P.F.	..	7	7	6	5	..	5	6	5	4	4
15. Tyndall .. .. P.F.	..	..	5	5	2½	..	..	5	4	2½	4
16. Waterfall .. .. P.F.	11	10	10	10	10½	7	10	8	8	8½	3
17. Wingle Dew .. P.F.	6	6	6	9	6½	6	6	5	9	6½	3
18. Yore Vale .. .. P.F.	9	9	C	C	4½	9	8	C	C	4½	2
19. Cenyu (Berl.M.) B	51	50	56	69	56½	40	30	39	45	38½	4
20. Kobusi (do.) B	32	33	34	44	35½	24	26	27	34	27½	4
21. Wartburg (do.) B	107	109	101	96	103½	66	62	72	54	63½	4
22. Isidenge (Ind.) B	58	49	54	53	53½	42	30	40	39	37½	4
23. Engqeleni (U.P.) B	30	30	31	25	29	28	24	20	28	23	4
24. Emgwali, Boys' (do.) C	95	103	106	100	101	40	47	59	41	46½	4
25. Do., Girls' (do.) C	148	154	157	162	155½	90	103	117	126	109	4
Total .. ..	748	771	771	768	764½	520	535	573	544	543	..
<b>SUTHERLAND (Insp. le Roux).</b>											
1. Drupfontein .. A. 3	..	9	11	10	7½	..	9	9	10	7	2
2. Klipfontein .. A. 3	10	11	11	11	10½	9	10	9	11	9½	2
3. Kuilenberg .. A. 3	11	10	C	C	5½	8	8	C	C	4	2
4. Phesant River .. A. 3	10	10	C	C	5	10	8	C	C	4	2
5. Schietfontein .. A. 3	14	13	12	13	13	11	11	11	12	11½	2
6. Smitskraal .. A. 3	9	9	10	12	10	9	7	7	10	8½	2
7. Sutherland .. A. 3	46	50	53	69	54½	40	41	48	63	48	2
8. Rhenoster River (Wolwedam) .. Poor	15	13	12	12	13	14	11	11	11	11½	2
Total .. ..	115	125	109	127	119	101	105	95	117	104½	..



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>SWELLENDAM (Insp. Bartmann).</b>											
1. Swellendam, Girls' A. 1	60	65	62	66	63½	56	63	60	63	60½	3
2. Heidelberg A. 2	62	66	84	85	74½	55	54	74	56	59¾	4
3. Swellendam, Boys' A. 2	33	35	28	30	31½	28	30	26	28	28	3
4. Barrydale A. 3	34	36	50	44	41	28	30	37	34	32½	3
5. Bruintjes River A. 3	13	17	16	15	15½	11	14	16	13	13½	3
6. Buffeljachts River A. 3	32	38	42	38	37½	27	32	38	30	31¾	3
7. Kliphooft A. 3	35	34	32	31	33	30	30	24	25	27½	3
8. Limoen Hoek A. 3	20	19	27	25	22¾	18	14	24	23	19¾	3
9. Windkraal (P.F.) A. 3	7	12	11	7	7½	6	12	11	7	7	3
10. Zuurbraak A. 3	19	18	16	16	17¼	12	9	13	11	11¼	3
11. Bontebokskloof P.F.	6	6	5	5	5½	5	5	4	3½	3½	3
12. Bosjesmanspad P.F.	7	11	12	11	11½	7	8	10	7	8½	3
13. Bruinklip P.F.	9	11	12	11	11	8	8	10	7	8½	3
14. Eerstekop P.F.	5	5	5	5	5	5	5	5	5	5	4
15. Goedemanskraal P.F.	8	8	C	C	4	7	6	C	C	3½	3
16. Groot Vaders Bosch P.F.	5	5	5	5	5	5	5	5	5	5	3
17. Jonkersfontein P.F.	7	10	10	10	10	6	9	9	9	9	3
18. Joubertsdal P.F.	10	10	10	10	10	9	9	9	9	9	3
19. Kinkoo P.F.	7	11	11	11	11	7	10	10	10	10	3
20. Modderasfontein P.F.	10	10	10	10	10	9	9	9	9	9	3
21. Rhenosterfontein P.F.	8	8	9	9	8½	7	8	9	9	8½	3
22. Stuurman's Kraal P.F.	8	6	9	8	7¾	6	6	9	8	7¾	3
23. Tradouw P.F.	9	10	10	10	10	6	7	7	7	7	3
24. Wolvekloof P.F.	13	13	13	13	13	13	13	13	13	13	3
25. Doornkraal Poor	17	17	17	17	17	14	14	14	14	14	4
26. Grootvadersbosch Poor	25	25	25	25	25	21	21	21	21	21	3
27. Middel River Poor	26	26	26	26	26	15	15	15	15	15	3
28. Op de Tradouw Poor	34	37	45	44	40	29	27	38	38	33	3
29. Barrydale (D.R.C.) B	37	40	41	28	36½	32	37	35	21	31¼	3
30. Klip Rivier (do.) B	80	71	72	71	73½	42	51	50	49	48	3
31. Swellendam (do.) B	50	47	52	54	50½	36	35	42	43	39	3
32. Do., Evening (do.) B	24	24	24	24	24	18	18	18	18	18	3
33. Zuurbraak (do.) B	102	100	92	95	97¼	80	72	73	55	70	3
34. Barrydale (Eng. Ch.) B	39	40	42	45	41½	23	24	33	32	28	3
35. Heidelberg (do.) B	83	77	74	65	74¾	60	60	56	54	57½	4
36. Slaag River (do.) B	43	36	45	43	41½	25	22	31	28	26½	4
37. Swellendam (do.) B	114	95	88	94	97¾	82	70	75	73	75	3
38. Zuurbraak (do.) B	211	195	190	131	181½	119	109	111	85	106	3
39. Heidelberg (Ind.) B	70	71	69	71	70½	43	49	49	45	46½	4
Total	1253	1206	1288	1278	1256½	895	894	1003	955	936¾	..
<b>TARKA (Inspector Milne).</b>											
1. Tarkastad, Girls' A. 1	77	81	88	86	83	71	69	79	79	74½	2
2. Do., Boys' A. 2	45	56	62	66	57¼	40	51	58	62	52¼	2
3. Leeuwfontein A. 3	19	18	18	18	18	18	17	17	17	17	1
4. Sleephoek A. 3	16	15	15	10	14	16	14	13	10	13¼	2
5. Drummond Park P.F.	6	6	6	6	6	6	6	6	5	5¾	1
6. Glen Fergus P.F.	9	8	7	7	7¾	9	8	7	7	7¾	1
7. Glenrock P.F.	6	6	5	6	5¾	5	4	5	5	4¾	1
8. Glenroy P.F.	6	C	C	C	1½	C	C	C	C	0	2
9. Groenfontein P.F.	8	9	9	9	8½	8	9	9	9	8¾	2
10. Hartfontein P.F.	9	9	9	10	9½	8	9	8	10	8¾	2
11. Klip Kraal P.F.	12	12	13	13	12½	11	12	12	12	11¾	2
12. Redcliffe P.F.	9	9	9	9	9	8	8	8	8	8	2
13. Tarkastad Poor	53	41	71	69	58½	39	32	53	51	43¾	2
14. Do. (Ind.) B	48	44	57	55	51	38	36	49	41	41	2
15. Do. (Wes.) B	47	49	51	47	48½	37	39	45	43	41	2
Total	342	336	412	411	375¼	288	289	362	359	324½	..

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>TULBAGH (Insp. le Roux).</b>											
1. Tulbagh A. 2	97	91	82	88	89½	82	76	75	73	76½	1,4
2. Artois Mills A. 3	16	15	15	15	15	14	10	6	6	6	1
3. Ceres Road A. 3	40	38	42	39	39½	32	32	33	31	32	1
4. Drostly A. 3	31	29	27	26	28¼	23	23	22	23	22½	1
5. Halfmanshof A. 3	31	33	34	32	32½	25	26	28	26	26½	1
6. Weltevreden A. 3	21	20	19	19	19¾	17	15	17	15	16	1
7. Winterhoek, No. 1 A. 3	23	23	23	23	23	20	19	19	19	19¼	1
8. Do., No. 2 A. 3	18	17	20	21	19	16	16	18	19	17¼	1
9. Vogel Valley P.F.	5	5	5	5	5	5	5	5	4	4½	1
10. Ceres Road (D.R.C.) B	55	55	55	55	55	45	45	45	45	45	..
11. Saron (Rhen. M.) B	325	300	251	239	278¾	181	131	145	133	147½	1
12. Steinthal (do.) B	65	63	64	64	64	54	44	52	47	49½	1
13. Tulbagh (do.) B	107	96	100	105	102	74	68	76	84	75½	1
Total	763	715	683	731	723	529	455	504	529	504½	..
<b>UITENHAGE (Inspector Fraser).</b>											
1. Uitenhage, Muir Academy, Boys' A. 1	184	186	187	184	185½	164	169	151	155	159¾	2
2. Do., Riebeeck College, Girls' A. 1	221	235	220	218	223½	204	217	187	205	203¼	2
3. Addo A. 3	19	20	17	15	17¾	18	17	10	12	14½	1
4. Bezuidenhout's River A. 3	24	26	17	21	22	23	25	14	16	19½	2
5. Boschvley A. 3	21	17	12	13	15¾	13	8	8	9	9½	2
6. Draaifontein A. 3	11	11	9	9	10	10	9	8	9	9	2
7. Glencomor A. 3	25	C	27	31	20¾	21	C	20	28	17¼	4
8. Korhaan's Drift A. 3	37	36	30	31	33½	33	31	26	27	29¼	2
9. Loerie River A. 3	23	23	23	23	23	19	29	28	19	3	
10. Sand River A. 3	16	16	16	16	16	16	16	16	16	16	3
11. Uitenhage, Dolley Memorial A. 3	142	146	151	152	147¼	105	100	99	108	103	..
12. Berg River P.F.	10	11	11	9	10¼	8	10	10	7	8¾	3
13. Bevan Vale P.F.	11	9	10	12	10½	9	8	10	10	9½	2
14. Brand Koppen P.F.	7	7	12	11	9½	7	7	10	11	8¾	4
15. Cadles Hotel P.F.	8	7	6	6	6¾	7	6	6	5	6	1
16. Coega Kamra P.F.	5	6	7	8	6½	5	5	6	1	4¼	1
17. Elandsfontein P.F.	11	C	C	C	2½	10	C	C	C	2½	1
18. Gedultz River P.F.	5	5	5	5	5	5	5	5	5	5	1
19. Geelwal P.F.	15	15	8	6	11	12	12	7	5	9	1
20. Good Hope P.F.	7	7	9	9	8	6	6	9	9	7½	2
21. Haas Poort P.F.	6	6	C	C	3	5	5	C	C	2½	2
22. Klempoort P.F.	9	11	12	12	11	7	8	11	10	9	2
23. Springbok Vlakte P.F.	5	5	5	5	5	5	5	5	5	5	2
24. Tiger Hoek P.F.	15	16	15	18	16	9	15	14	17	13¾	4
25. Waalheuvell P.F.	5	5	5	5	5	5	5	5	5	5	1
26. Barkly Bridge (Wes.) B	46	46	46	46	46	36	36	36	36	36	4
27. Brakfontein (Ind.) B	35	33	33	33	33	20	18	18	18	18	3
28. Colchester (do.) B	28	28	28	28	28	26	26	26	26	26	4
29. Dunbrody, Boys' (R.C.) B	34	35	37	30	34	30	30	30	30	30	2
30. Do., Girls' (do.) B	48	48	43	40	44½	44	44	40	40	42	2
31. Enon (Mor.) B	108	107	98	102	103¾	80	74	88	83	81¼	2
32. Etembeni (do.) B	40	42	42	42	42	20	19	19	19	19	2
33. Kaba (Ind.) B	93	91	91	80	88¼	52	58	50	46	51	2
34. Tregaron (Eng. Ch.) B	32	26	18	19	21	21	15	14	12	12½	2
35. Uitenhage (do.) B	105	97	104	106	103	60	65	62	61	62	2
36. Do. (Ind.) B	160	158	152	163	158¼	107	96	77	75	88¾	2
37. Do., Convent (R.C.) B	114	121	114	109	114½	78	90	81	86	83¾	2
38. Do. (Wes.) B	67	78	62	71	69½	39	43	46	44	43	2
39. Uye, Native (do.) B	46	47	49	44							



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
2. Avontuur .. A. 3	..	..	..	17	4 $\frac{1}{4}$	..	..	..	17	4 $\frac{1}{4}$	4
3. Diep River .. A. 3	26	..	..	21	11 $\frac{3}{4}$	16	..	..	16	8	1,4
4. Elands' Drift .. A. 3	21	C	C	C	5 $\frac{1}{4}$	16	C	C	C	4	1
5. Hoeree .. A. 3	..	..	..	15	3 $\frac{3}{4}$	..	..	..	11	2	4
6. Klein River .. A. 3	..	25	28	21	18 $\frac{3}{4}$	..	18	24	17	14	4
7. Rietvallei .. A. 3	24	22	C	C	11 $\frac{1}{2}$	21	17	C	C	9	1
8. Roodheuevel .. A. 3	30	C	C	26	14	18	C	C	23	10	1,4
9. Twee Rivieren .. A. 3	16	24	30	25	23 $\frac{1}{4}$	16	18	21	19	18	1,4
10. Groot Riviers Drift P.F.	..	..	..	9	2 $\frac{1}{4}$	..	..	..	8	2	..
11. Leeuwklip's River P.F.	6	C	C	C	1	6	C	C	C	1	1
12. Misgund .. P.F.	8	..	..	..	2	7	..	..	..	1	1
13. Moerasfontein .. P.F.	8	C	C	C	2	..	C	C	C	0	1
14. Somerset's Gift .. P.F.	18	17	23	21	19 $\frac{3}{4}$	..	17	15	11	10	1,4
15. Vaaldraai .. P.F.	..	..	..	7	1 $\frac{3}{4}$	..	..	..	7	1	4
16. Wolven Kraal .. P.F.	..	10	12	13	8 $\frac{3}{4}$	..	8	11	12	7	2,4
17. Grootfontein .. Poor	..	18	29	28	18 $\frac{3}{4}$	..	12	22	21	13	4
18. Krakeel River (A. 3) Poor	C	C	42	67	27 $\frac{1}{4}$	C	C	31	61	23	..
19. Loopend Rivier .. Poor	..	..	26	26	13	..	..	20	22	10	4
20. Warmbad .. Poor	38	32	37	36	35 $\frac{3}{4}$	36	27	34	30	31	1,4
21. Haarlem (Berl.M.) B	165	165	156	161	161 $\frac{3}{4}$	106	75	97	98	94	1,4
22. Uniondale (Ind.) B	71	102	110	104	96 $\frac{3}{4}$	38	65	82	76	65 $\frac{1}{4}$	1,4
23. Vlugt (D.R.C.) B	27	23	29	26	26 $\frac{1}{4}$	23	19	25	20	21 $\frac{1}{4}$	2
Total .. ..	544	510	593	684	582 $\frac{3}{4}$	365	332	440	525	415 $\frac{1}{2}$	..
<b>VAN RHYN'S DORP</b> (Inspector le Roux).											
1. Van Rhy'n's Dorp .. A. 2	72	74	70	71	71 $\frac{1}{4}$	67	57	53	59	59	3
2. Athies (P.F.) A. 3	10	11	12	12	11 $\frac{1}{4}$	8	8	9	12	9 $\frac{1}{4}$	3
3. Heerenlogement .. A. 3	15	15	13	16	14 $\frac{3}{4}$	13	14	11	15	13 $\frac{1}{4}$	3
4. Fishwater .. P.F.	5	5	9	C	4 $\frac{3}{4}$	4	5	8	C	4 $\frac{1}{4}$	3
5. Upper Athies .. P.F.	6	4	5	5	5	4	3	5	5	4 $\frac{1}{4}$	3
6. Ebenezer (D.R.C.) B	80	100	115	121	104	48	80	62	56	61 $\frac{1}{2}$	3
Total .. ..	188	209	224	225	211 $\frac{1}{2}$	144	167	148	147	151 $\frac{1}{2}$	..
<b>VICTORIA EAST (Insp. Clarke).</b>											
1. Alice .. A. 2	39	44	38	33	38 $\frac{1}{2}$	29	42	33	29	33 $\frac{1}{4}$	2
2. Auckland .. A. 3	68	67	62	61	64 $\frac{1}{4}$	52	52	51	51	51 $\frac{1}{4}$	..
3. Binfield .. A. 3	6	C	C	13	4 $\frac{3}{4}$	6	C	C	12	4 $\frac{3}{4}$	2
4. Battlesden .. P.F.	8	8	8	8	8	7	7	7	8	7 $\frac{1}{4}$	2
5. Gcato .. P.F.	7	7	5	C	4 $\frac{3}{4}$	6	5	5	C	4	3
6. Weltevreden .. P.F.	6	7	7	C	5	6	7	7	C	5	3
7. Calmoesfontein .. Poor	32	30	22	21	26 $\frac{1}{4}$	29	27	20	19	23 $\frac{3}{4}$	4
8. Calderwood (F.C.) B	55	38	52	55	50	17	22	31	37	26 $\frac{3}{4}$	4
9. Ely .. (do.) B	67	67	64	67	66 $\frac{1}{4}$	45	31	45	54	43 $\frac{3}{4}$	2
10. Evergreen (do.) B	21	21	48	45	33 $\frac{3}{4}$	16	12	29	18	18 $\frac{3}{4}$	4
11. Gaga .. (do.) B	118	109	144	152	130 $\frac{3}{4}$	81	47	101	85	78 $\frac{3}{4}$	4
12. Gillton .. (do.) B	71	52	63	58	61	44	46	52	53	48 $\frac{3}{4}$	4
13. Gqumahashe (do.) B	101	98	114	107	105	67	81	96	77	80 $\frac{1}{4}$	4
14. Kwezana .. (do.) B	56	27	60	63	51 $\frac{1}{4}$	24	19	44	36	30 $\frac{3}{4}$	4
15. Macfarlan .. (do.) B	64	63	73	71	67 $\frac{3}{4}$	47	48	48	49	48	4
16. Roxeni .. (do.) B	50	47	52	59	52	31	33	49	47	40	4
17. Sheshegu .. (do.) B	90	181	183	169	155 $\frac{3}{4}$	59	123	125	117	106	4
18. Sompondo's (do.) B	47	49	51	50	49 $\frac{1}{4}$	34	30	35	34	33 $\frac{1}{4}$	4
19. Stewart .. (do.) B	35	34	36	40	36 $\frac{1}{4}$	27	28	30	31	29	4
20. Yamala .. (do.) B	52	45	54	73	56	33	31	31	50	36 $\frac{1}{4}$	4
21. Ncera (Wes.) B	37	41	48	49	43 $\frac{3}{4}$	26	32	40	39	34 $\frac{1}{4}$	4
22. Lovedale Institution, Boys' (F.C.) C	333	277	319	285	303 $\frac{3}{4}$	260	257	259	258	258 $\frac{1}{2}$	2
23. Do., Girls' (do.) C	160	154	153	153	155	143	138	140	147	142	2
24. Do., Elem. Sch. (do.) C	125	126	130	131	128	91	80	79	85	83 $\frac{3}{4}$	2
Total .. ..	1648	1592	1786	1763	1697 $\frac{1}{4}$	1180	1198	1357	1336	1267 $\frac{3}{4}$	..

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
<b>VICTORIA WEST (Insp. Theron).</b>											
1. Victoria West (A. 2) A. 1	113	118	125	124	120	99	102	103	109	103 $\frac{1}{4}$	4
2. Abraham's Kraal .. A. 3	12	12	12	11	11 $\frac{3}{4}$	12	11	11	10	11	1
3. Beyersfontein .. A. 3	..	11	12	10	8 $\frac{1}{4}$	..	10	11	..	5 $\frac{1}{4}$	4
4. Biesjesfontein .. A. 3	10	10	9	9	9 $\frac{3}{4}$	8	10	8	8	8	1
5. Bosmanspoort .. A. 3	12	C	C	C	3	10	C	C	C	2 $\frac{1}{4}$	1
6. Groot Kalkfontein .. A. 3	..	11	10	..	5 $\frac{1}{4}$	..	11	10	..	5 $\frac{1}{4}$	1
7. Kalkfontein (P.F.) A. 3	..	..	..	10	2 $\frac{3}{4}$	..	..	..	9	2 $\frac{1}{4}$	1
8. Liebenberg's Dam .. A. 3	C	C	9	10	4 $\frac{3}{4}$	C	C	9	9	4 $\frac{1}{4}$	4
9. Rietpoort .. A. 3	14	12	12	12	12 $\frac{3}{4}$	14	12	12	12	12 $\frac{3}{4}$	1
10. Wonderfontein .. A. 3	..	21	17	20	14 $\frac{3}{4}$	..	19	11	18	12	..
11. Yzervarkpoort .. A. 3	17	17	16	16	16 $\frac{1}{2}$	17	16	15	15	15 $\frac{3}{4}$	2
12. Biesjesdam .. P.F.	6	6	7	7	6 $\frac{3}{4}$	6	6	7	6	6 $\frac{1}{4}$	1
13. Burgersfontein .. P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$	..
14. David's Kraal .. P.F.	..	6	..	C	1 $\frac{1}{2}$	..	6	..	C	1 $\frac{1}{2}$	..
15. Eendvogelfontein .. P.F.	5	5	C	C	2 $\frac{3}{4}$	4	5	C	C	2 $\frac{1}{4}$	1
16. Hoeks Plaats .. P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$	4
17. Karee Kloof .. P.F.	7	7	C	C	3 $\frac{3}{4}$	5	5	C	C	2 $\frac{3}{4}$	1
18. Martha's Put .. P.F.	..	6	6	6	4 $\frac{1}{2}$	..	6	6	5	4 $\frac{1}{4}$	1
19. Rhebokfontein .. P.F.	5	5	3	2	3 $\frac{3}{4}$	4	4	2	2	3	1
20. Rietgat .. P.F.	7	7	7	7	7	6	6	7	6	6 $\frac{1}{4}$	4
21. Vander Walt's Poort P.F.	5	5	5	5	5	5	5	5	5	5	1
22. Vlooispoort .. P.F.	10	10	10	10	10	10	10	10	10	10	4
23. Yzerkoppen .. P.F.	..	5	5	5	3 $\frac{3}{4}$	..	4	5	5	3 $\frac{3}{4}$	4
24. Zwavelfontein .. P.F.	6	..	..	..	1 $\frac{1}{2}$	5	..	..	..	1 $\frac{1}{4}$	..
25. Sterkfontein .. Poor	18	19	17	17	17 $\frac{3}{4}$	18	18	16	16	17	1
26. Victoria West .. Poor	37	37	46	41	40 $\frac{1}{4}$	29	29	32	34	31	1
27. Do. (D.R.C.) B	97	83	75	68	80 $\frac{3}{4}$	69	54	43	48	53 $\frac{3}{4}$	1
Total .. ..	381	413	408	400	400 $\frac{1}{2}$	321	349	328	337	333 $\frac{3}{4}$	..
<b>WALFISH BAY (Insp. le Roux).</b>											
1. Schepmansdorp (Rhen. M.) B	35	43	35	43	39	20	33	33	27	28 $\frac{1}{4}$	..
2. Walfish Bay (do.) B	34	59	61	54	52	31	39	42	42	38 $\frac{3}{4}$	..
Total .. ..	69	102	96	97	91	51	72	75	69	66 $\frac{3}{4}$	..
<b>WILLOWMORE (Insp. Murray).</b>											
1. Willowmore .. A. 2	118	116	113	110	114 $\frac{1}{4}$	96	97	101	91	96 $\frac{1}{4}$	4
2. Antonie's Kraal .. A. 3	23	22	20	18	20 $\frac{3}{4}$	20	20	19	17	19	4
3. Blauwkop .. A. 3	15	15	15	17	15 $\frac{3}{4}$	14	14	13	15	14	4
4. Buffelsfontein .. A. 3	19	17	15	15	16 $\frac{1}{4}$	18	17	18	15	16 $\frac{1}{4}$	4
5. Dienedouw .. A. 3	..	..	9	10	4 $\frac{3}{4}$	..	..	9	10	4 $\frac{3}{4}$	4
6. Kleinpoot .. A. 3	..	16	..	23	9 $\frac{3}{4}$	..	15	..	19	8 $\frac{3}{4}$	4
7. Knols .. A. 3	11	11	C	C	5 $\frac{1}{2}$	10	9	C	C	4 $\frac{1}{4}$	4
8. Nelskraal .. A. 3	10	10	10	10	10	10	10	10	10	10	4
9. Rietbron .. A. 3	10	10	10	10	10	8	8	7	8	7 $\frac{3}{4}$	4
10. Perseverance .. A. 3	..	..	..	10	2 $\frac{1}{4}$	..	..	..	..	0	4
11. Rietfontein .. A. 3	..	..	..	13	3 $\frac{3}{4}$	..	..	..	12	3	4
12. Roodedraai .. A. 3	17	16	16	16	16 $\frac{1}{4}$	15	15	16			



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
28. Slabbert's Poort .. P.F.	5	5	5	5	5	5	5	5	5	5	4
29. Spitskop .. P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	8	2	4
30. Tooverfontein .. P.F.	..	..	20	C	5	..	..	15	C	3 $\frac{3}{4}$	..
31. Zoetvallei .. P.F.	8	..	6	6	5	6	..	6	6	4 $\frac{1}{2}$	4
32. Zoutkoppies .. P.F.	5	5	4	C	3 $\frac{1}{2}$	5	5	4	C	3 $\frac{1}{2}$	2 $\frac{1}{4}$
33. Bakens Nek (Brakoes Nek) .. Poor	C	C	20	23	10 $\frac{3}{4}$	C	C	14	20	8 $\frac{1}{2}$	4
34. Coega (Baviaans- kloof) .. Poor	..	20	21	19	15	..	19	21	16	14	4
35. Hartebeestkuil (P.F.) .. Poor	..	..	C	21	5 $\frac{1}{4}$	..	..	C	15	3 $\frac{3}{4}$	4
36. Klipgat .. Poor	..	..	23	21	11	..	..	22	20	10	4
37. Kouka .. Poor	20	20	20	21	21 $\frac{1}{4}$	17	18	19	20	18 $\frac{3}{4}$	4
38. Roodebloem .. Poor	..	18	20	20	14 $\frac{1}{2}$	..	15	17	14	11 $\frac{1}{4}$	4
39. Schildpadbeen .. Poor	28	24	22	21	23 $\frac{1}{4}$	19	14	18	16	16	4
40. Tooverfontein .. Poor	C	..	..	32	8	C	..	..	26	6 $\frac{1}{2}$	4
41. Vledermuis Poort .. Poor	..	..	18	..	4 $\frac{1}{2}$	..	..	18	..	4 $\frac{1}{2}$	..
42. Waakraal .. Poor	18	19	27	34	24 $\frac{1}{2}$	11	14	27	22	18 $\frac{1}{2}$	4
43. Zand Kraal .. Poor	14	24	26	25	22 $\frac{1}{4}$	11	18	26	23	19 $\frac{1}{2}$	4
44. Steytlerville (Ind.) B	57	57	72	76	65 $\frac{1}{2}$	45	52	63	62	55 $\frac{1}{2}$	4
45. Do., Evening (do.) B	..	..	24	..	6	..	..	21	..	5 $\frac{1}{4}$	4
46. Willowmore (do.) B	52	64	55	59	57 $\frac{1}{2}$	44	50	43	47	46	4
47. Do., Evening (do.) B	30	31	32	28	30 $\frac{1}{4}$	23	20	25	22	22 $\frac{1}{2}$	4
Total .. ..	617	679	810	839	736 $\frac{1}{4}$	504	582	706	690	620 $\frac{1}{2}$	..
<b>WODEHOUSE</b> (Insp. Milne).											
1. Dordrecht .. A. 1	113	108	108	118	111 $\frac{3}{4}$	99	101	92	104	99	2
2. Middlecourt (P.F.) A. 3	10	11	11	11	10 $\frac{3}{4}$	9	11	9	10	9 $\frac{3}{4}$	2
3. Paardenkraal .. A. 3	27	C	27	33	21 $\frac{1}{4}$	23	C	27	33	20 $\frac{3}{4}$	2
4. Rondavel (Brakpan) A. 3	17	20	17	16	17 $\frac{3}{4}$	15	17	17	14	15 $\frac{3}{4}$	..
5. Snymankraal .. A. 3	..	..	24	27	12 $\frac{3}{4}$	..	..	22	21	10 $\frac{3}{4}$	..
6. Tennyson Settlement A. 3	16	19	23	28	20 $\frac{1}{4}$	8	12	17	16	13 $\frac{1}{4}$	2
7. Braklaagte .. P.F.	8	8	5	5	6 $\frac{1}{2}$	7	7	5	5	6	2
8. Driefontein .. P.F.	8	8	5	7	7	7	6	5	5	5 $\frac{1}{2}$	2
9. Erim .. P.F.	..	..	5	5	2 $\frac{1}{2}$	..	..	5	5	2 $\frac{1}{2}$	..
10. Horologium .. P.F.	..	..	..	14	3 $\frac{1}{2}$	..	..	..	14	3 $\frac{1}{2}$	..
11. Klipkraal .. P.F.	..	..	..	5	1 $\frac{1}{4}$	..	..	..	5	1 $\frac{1}{4}$	..
12. Leenwnek .. P.F.	..	..	11	12	5 $\frac{1}{4}$	..	..	11	10	5 $\frac{1}{4}$	..
13. Oorlogs Poort .. P.F.	13	13	12	10	12	11	12	7	8	9 $\frac{1}{2}$	2
14. Spioen Kop .. P.F.	6	8	8	8	7 $\frac{1}{2}$	6	6	8	7	6 $\frac{1}{2}$	2
15. Vaalbank .. P.F.	..	..	11	11	5 $\frac{1}{2}$	..	..	11	11	5 $\frac{1}{2}$	..
16. Wintersloo .. P.F.	18	..	C	C	4 $\frac{1}{2}$	18	..	C	C	4 $\frac{1}{2}$	2
17. Koren Hoek .. Poor	32	34	..	26	23	27	24	..	23	18 $\frac{1}{2}$	2
18. Welgevonden .. Poor	..	..	17	15	8	..	..	17	14	7 $\frac{1}{4}$	..
19. Dordrecht (D.R.C.) B	54	42	52	37	46 $\frac{1}{4}$	35	33	35	31	33 $\frac{1}{2}$	2
20. Rietspruit (Wes.) B	54	50	51	48	50 $\frac{3}{4}$	39	36	37	42	38 $\frac{1}{2}$	2
Total .. ..	376	321	387	431	378 $\frac{3}{4}$	304	265	325	378	318	..
<b>WORCESTER</b> (Inspector Noaks).											
1. Worcester, Boys' .. A. 1	81	98	93	90	90 $\frac{1}{2}$	70	85	82	78	78 $\frac{3}{4}$	1
Do., do., Preparatory ..	44	26	74	32	44	38	20	59	25	35 $\frac{1}{2}$	1
2. Do., Girls' .. A. 1	127	128	140	139	133 $\frac{1}{4}$	111	104	127	118	115	1
Do., do., Preparatory ..	43	44	44	44	43 $\frac{3}{4}$	38	39	40	39	39	1
3. Goudinia .. A. 2	39	39	40	38	39	33	32	29	26	30	1
4. Rawsonville .. A. 2	60	54	52	54	55	41	42	43	46	43	1
5. Achter Hex River .. A. 3	17	16	13	14	15	14	13	12	12	12 $\frac{1}{2}$	1
6. Brandvlei .. A. 3	15	15	C	C	7 $\frac{1}{2}$	15	14	C	C	7 $\frac{1}{2}$	1
7. Darling Bridge .. A. 3	39	29	39	40	36 $\frac{3}{4}$	23	22	30	34	27 $\frac{1}{2}$	1
8. Doorn River .. A. 3	21	21	23	20	21 $\frac{1}{4}$	19	18	18	15	17 $\frac{1}{2}$	1
9. Hex River East .. A. 3	C	27	17	16	15	C	20	12	8	10	..
10. Lower Hex River .. A. 3	20	19	21	21	20 $\frac{1}{4}$	17	16	18	18	17 $\frac{1}{2}$	1
11. Nonna .. A. 3	..	..	10	12	5 $\frac{1}{2}$	..	..	9	11	5	..
12. Over Hex River .. A. 3	22	20	17	17	19	19	17	15	16	16 $\frac{3}{4}$	1
13. Roodehoogte .. A. 3	27	25	31	27	27 $\frac{1}{2}$	20	20	21	19	20	1

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
14. Slang Hoek .. A. 3	17	17	17	20	17 $\frac{3}{4}$	12	13	14	16	13 $\frac{3}{4}$	1
15. Touws River .. A. 3	74	67	71	73	71 $\frac{1}{4}$	44	48	57	58	51 $\frac{1}{4}$	1
16. Tweefontein .. A. 3	12	11	13	13	12 $\frac{1}{4}$	11	11	12	13	11 $\frac{1}{4}$	1
17. Wagenboom River .. A. 3	31	31	31	25	29 $\frac{1}{4}$	24	24	19	23	22 $\frac{1}{2}$	1
18. Buffels Kraal .. P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	10	2 $\frac{1}{2}$	..
19. Hex River Mountain P.F.	C	5	4	5	3 $\frac{1}{2}$	C	5	4	5	3 $\frac{1}{2}$	1
20. Olifantsberg .. P.F.	8	C	C	C	2	7	C	C	C	1 $\frac{1}{4}$	1
21. Stinkfontein .. P.F.	7	7	7	7	7	7	7	6	6	6 $\frac{1}{2}$	1
22. Upper Brandvlei .. P.F.	..	..	..	10	2 $\frac{1}{2}$	..	..	..	9	2 $\frac{1}{4}$	..
23. Worcester .. Poor	38	39	42	36	38 $\frac{3}{4}$	28	29	33	32	30 $\frac{1}{2}$	1
24. Worcester (Luth.) B	74	74	76	75	74 $\frac{3}{4}$	55	59	66	65	61 $\frac{1}{4}$	1
25. Do. (Rhen.M.) B	573	565	572	558	567	441	371	382	391	396 $\frac{1}{4}$	1
26. Do., Deaf and Blind Institution ..	49	50	51	50	50	47	48	48	49	48	1
Total .. ..	1438	1428	1497	1446	1452 $\frac{1}{4}$	1134	1077	1156	1142	1127 $\frac{1}{4}$	..

## TRANSKEI.

<b>BUTTERWORTH</b> (Insp. Woodrooffe).											
1. Butterworth .. A. 2	65	61	58	52	59	50	47	43	45	46 $\frac{1}{4}$	2
2. Toleni .. A. 3	10	12	10	9	10 $\frac{1}{4}$	10	12	10	9	10 $\frac{1}{4}$	2
3. Kudashe .. P.F.	..	..	11	11	5 $\frac{1}{2}$	..	..	9	9	4 $\frac{1}{2}$	..
4. Izagwityi (Eng.Ch.) C	67	54	80	89	72 $\frac{1}{2}$	40	31	43	57	42 $\frac{3}{4}$	2
5. Cecuwana (F.C.) C	36	33	47	52	42	22	24	35	35	29	2
6. Ceru-Bawa (do.) C	40	42	140	134	89	23	21	90	69	50 $\frac{1}{4}$	2
7. Cunningham (do.) C	93	73	75	64	76 $\frac{1}{4}$	29	34	57	36	39	2
8. Nqutu (do.) C	54	56	71	75	64	32	40	55	40	41 $\frac{1}{2}$	2
9. Bulube's (Wes.) C	59	60	68	69	64	44	39	43	48	43 $\frac{1}{2}$	1
10. Butterworth, Day School (do.) C	142	137	170	156	151 $\frac{1}{4}$	115	109	131	104	114 $\frac{3}{4}$	2
11. Do., Institution (do.) C	60	63	61	62	61 $\frac{1}{2}$	58	61	54	57	57 $\frac{1}{2}$	2
12. Cegevana (do.) C	71	72	74	77	73 $\frac{1}{2}$	52	39	61	50	50 $\frac{1}{2}$	1
13. Kobodi (do.) C	54	55	54	81	61	44	47	47	67	51 $\frac{1}{2}$	1
14. Mgagasi (do.) C	53	52	C	C	26 $\frac{1}{4}$	38	42	C	C	20	2
15. Mgomanzi (do.) C	41	36	49	48	43 $\frac{1}{2}$	35	32	40	41	37	1
16. Mpenduza (do.) C	..	..	73	67	35	..	..	57	60	29 $\frac{1}{4}$	..
17. Veldman's (do.) C	151	143	128	136	139 $\frac{1}{2}$	106	87	96	92	95 $\frac{1}{4}$	1
18. Zangwa (do.) C	40	38	51	44	43 $\frac{1}{4}$	35	33	45	35	37	1
19. Faleni's (Ndabakazi) C	42	44	53	55	48 $\frac{1}{2}$	36	40	45	24	36 $\frac{1}{4}$	2
Total .. ..	1078	1031	1273	1281	1165 $\frac{3}{4}$	769	738	961	878	836 $\frac{1}{2}$	..
<b>NQAMAKWE</b> (Inspector Woodrooffe).											
1. Xilinxha .. P.F.	6	6	6	6	6	6	6	6	6	6	2
2. Hebehebe (Eng.Ch.) C	50	51	50	49	50	30	31	35	34	32 $\frac{1}{2}$	2
3. Kotana (do.) C	34	34	52	53	43 $\frac{1}{4}$	26	19	37	30	28	2
4. Lower Neulu (do.) C	64	70	77	74	71 $\frac{1}{2}$	50	55	50	46	50 $\frac{1}{4}$	2</



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
14. Magodla's (F.C.) C	51	49	55	55	52½	38	31	41	36	36½	1
15. Mpeta's (Govan) (do.) C	78	..	84	86	62	53	..	51	54	39½	2
16. Ndakana (do.) C	87	91	121	112	102¾	62	69	81	82	73½	2
17. Nyidlana (do.) C	43	43	54	53	48¼	25	25	30	30	27½	2
18. Toboyi (do.) C	54	55	60	65	58½	39	44	49	45	44¼	2
19. Ezolo (Ind.) C	62	68	78	86	73½	38	40	52	74	51	2
20. Ncisiminde (U.P.) C	131	132	152	152	141¾	57	83	99	94	83¼	2
21. Upper Zolo (do.) C	50	45	51	54	50	33	34	38	39	36	2
22. Dingiswayo's (Wes.) C	65	54	57	57	58¼	41	40	41	38	40	2
23. Gqogora (do.) C	64	67	81	84	74	30	35	65	70	50	2
24. Gudla's (do.) C	57	47	45	41	47½	36	24	28	25	28¼	2
25. Hlobo (do.) C	87	84	109	103	95¾	65	53	91	70	69¾	2
26. Jikezi (do.) C	52	45	58	54	52¼	34	19	35	37	31¼	2
27. Magodla's (do.) C	51	53	58	56	54¼	47	50	53	52	50½	1
28. Mpahleni's (do.) C	47	52	48	45	48	27	32	34	31	31	2
29. Mpukane (do.) C	76	77	84	85	80½	62	66	65	71	66	1
30. Ntshabe (do.) C	43	43	39	44	42¼	30	35	35	26	31½	2
31. Newana's (do.) C	59	53	61	53	56½	39	30	38	34	35¼	2
32. Ndongo's (do.) C	82	85	93	110	92¾	53	57	80	76	66½	2
33. Nobanda's (do.) C	35	37	43	43	39¼	25	26	27	28	26¼	2
34. Nomaheya (do.) C	76	75	82	67	75	46	50	40	44	45	2
35. Umgewe (do.) C	61	68	69	73	67¼	46	50	61	63	55	2
Total .. ..	2130	2058	2436	2394	2254½	1420	1425	1751	1690	1571½	..
<b>TSOMO (Insp. Woodrooffe.)</b>											
1. Mhulu .. .. A. 3	23	21	19	18	20¼	17	18	13	13	15¼	3
2. Caba (Eng. Ch.) C	78	82	91	88	84¾	56	60	68	60	61	4
3. Hange (do.) C	50	56	65	72	60¾	39	37	54	53	45¾	3
4. Mbulukweza (do.) C	35	36	48	46	41¼	27	20	32	28	26¾	3
5. Mfula (do.) C	..	41	76	60	44¼	..	28	41	45	28½	..
6. Nconcolora (do.) C	43	39	42	43	41¾	30	28	30	25	28¼	3
7. Ngonyama (do.) C	34	43	44	45	41¾	28	32	30	30	30	3
8. Ngudhle's (do.) C	28	33	37	52	37½	22	25	30	42	29¾	3
9. Ngqolosa (do.) C	37	32	31	37	34¼	32	27	20	29	27	3
10. Qutsa (Sijula's) (do.) C	31	33	31	30	31¼	25	22	21	20	22	3
11. Tsojana (do.) C	77	86	87	99	87¼	67	80	73	83	75¾	3
12. Upper Qutsa (do.) C	45	43	59	57	51	34	30	47	29	35	3
13. Upper Xolobe (do.) C	45	41	40	64	47½	35	30	32	55	38	3
14. Cibala (U.P.) C	45	45	44	46	45	38	..	34	36	27	3
15. Esigubudwini (do.) C	52	50	64	58	56	36	33	42	40	37¾	3
16. Lutuli's (do.) C	51	57	60	58	56½	38	42	47	46	43¾	3
17. Mbaxa (do.) C	42	41	52	56	47¾	26	26	37	38	31¾	4
18. Mbula (do.) C	69	71	77	87	76	41	40	59	62	50¾	3
19. Intsito (Wes.) C	47	57	57	49	52¼	38	33	38	36	36½	3
20. Lumani's (do.) C	41	36	38	49	43½	17	14	33	29	23¼	3
21. Mlondleni's (do.) C	38	34	32	30	33½	26	17	18	23	21	3
22. Tshangana's (do.) C	61	52	59	58	57½	31	31	40	35	34¼	3
23. Tsojana (do.) C	45	42	53	56	49	29	33	36	40	34¼	3
24. Tsono, Inst. (do.) C	50	53	54	55	53	17	25	32	28	25½	3
25. Tsume's (do.) C	34	36	40	41	37¾	21	23	31	32	26¾	3
26. Xume (do.) C	..	..	..	44	11	..	..	..	27	6¾	..
Total .. ..	1101	1160	1310	1398	1242¼	770	754	938	984	861½	..
<b>IDUTYWA (Inspector Woodrooffe.)</b>											
1. Idutywa .. .. A. 2	41	49	52	49	47¾	40	48	45	40	43¼	3
2. Dale (F.C.) C	48	56	52	55	52¾	38	38	39	39	38¼	3
3. Douglas (do.) C	41	43	41	44	42¼	32	28	36	26	30¾	3
4. Ewing (do.) C	42	38	45	43	42	30	29	34	28	30¾	3
5. Morrison (do.) C	31	30	39	42	35¾	24	22	29	29	26	3
6. Nqabara (Duff) (do.) C	29	30	49	39	36¾	14	15	34	15	19¾	3
7. The Residency (do.) C	52	48	56	59	53¼	35	32	32	36	33¼	3
8. Colosa (Wes.) C	39	48	52	61	50	26	34	45	48	38¾	3
9. Gwadana (do.) C	51	53	66	53	55¾	27	18	39	37	30¾	3
10. Lota (do.) C	78	76	55	61	67½	39	30	22	43	33¾	3

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
11. Nqabane (Wes.) C	50	64	68	62	62	29	38	52	55	43½	3
12. Sipika's (do.) C	55	54	53	62	56	35	41	42	48	41½	3
Total .. ..	557	591	624	636	602	369	373	449	444	408¾	..
<b>KENTANI (Inspector Woodrooffe.)</b>											
1. Manyube Forest .. A. 3	12	12	12	15	12¾	12	11	10	13	11½	1
2. Anta's (U.P.) C	55	53	54	52	53½	35	34	30	27	31¼	1
3. Isigangala (do.) C	35	41	63	49	47	27	32	47	42	37	1
4. Kabakazi (do.) C	28	35	40	36	34¼	22	27	26	24	24¾	1
5. Rwantsana (do.) C	36	32	32	25	31¼	20	17	20	16	18½	1
6. Tutura (do.) C	80	80	84	82	81½	52	48	57	48	51¼	1
7. Cebe (Wes.) C	86	86	88	87	86¾	73	72	79	74	74¼	1
8. Iqina (do.) C	37	39	60	60	49	23	25	50	39	34¼	1
9. Lusizi (do.) C	68	69	60	60	64¼	35	56	46	50	51¼	1
10. Maki's (do.) C	42	35	49	50	44	33	29	34	30	31¼	1
11. Mtunzi (do.) C	39	39	47	45	42¼	29	26	32	32	29	1
12. Neigane (Leslie) (do.) C	40	42	37	36	38¾	33	35	27	24	29¼	1
Total .. ..	558	563	626	597	586	414	412	458	419	425¼	..
<b>WILLOWVALE (Insp. Woodrooffe.)</b>											
1. The Falls .. .. P.F.	..	6	7	9	5½	..	6	7	7	5	..
2. Egwadu (Eng. Ch.) C	..	41	49	39	32¼	..	29	31	20	20	..
3. Ngxutyana (do.) C	42	41	41	45	42¼	34	31	32	35	33	1
4. Qakazana (do.) C	..	..	..	68	17	..	..	..	38	9¾	..
5. Bikana (U.P.) C	15	C	C	C	3¾	13	C	C	C	3¾	1
6. Ciko (do.) C	59	51	73	55	59¾	44	36	48	37	41¼	1
7. Dafamba (do.) C	35	33	35	12	29¾	28	30	28	9	23¾	..
8. Malan (do.) C	55	54	57	59	56½	42	40	45	45	43	1
9. Mbongcolo (do.) C	28	30	27	28	28½	25	30	27	28	27¼	1
10. Mpumi (do.) C	43	43	24	36	36½	27	25	17	17	21½	1
11. Ramra (do.) C	53	48	55	60	54½	49	48	53	54	51	1
12. Banco (Wes.) C	88	88	92	93	90¼	71	79	69	66	71¼	1
13. Fort Malan (do.) C	113	127	123	110	118¼	100	85	86	70	85¼	1
14. Gwadu (do.) C	58	64	78	89	72¼	40	48	58	47	48	1
15. Mendu (do.) C	53	48	56	51	52	33	34	32	39	34½	1
16. Mevana (do.) C	52	35	65	63	58½	46	43	38	36	40¾	1
17. Mfula (do.) C	82	86	93	86	86¾	59	53	58	45	53¼	1
18. Nqabara (do.) C	134	132	140	133	134¾	103	83	120	89	98½	1
19. Ntsimbakazi (do.) C	60	..	56	C	29	40	..	49	C	22¼	1
20. Shixini (do.) C	73	56	71	60	65	47	43	43	45	44½	1
21. Weza (do.) C	C	C	C	50	12½	C	C	C	36	9	1
Total .. ..	1043	1006	1142	1146	1084¼	801	743	841	763	787	..
<b>ELLIOTDALE (Inspector Crawshaw.)</b>											
1. Tubine .. .. A. 3	..	11	11	14	9	..	10	11	11	8	2
2. Bomvana (U.P.) C	20	17	..	C	9¼	16	11	..	C	6¾	2
3. Ncehana (Wes.) C	69	70	78	80	74	41	44	43	40	42	2
Total .. ..	89	98	89	94	92½	57	65	54	51	56¾	..
<b>ENGCOBO (Insp. Bennie)</b>											
1. Engcobo .. .. A. 3	20	23	20	20	20½	1					



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
11. Silo's (do.) C	31	32	30	52	36½	26	23	22	27	24½	2
12. Sitoza's (do.) C	..	42	51	42	33½	..	31	35	17	20½	2
13. Koning's (do.) C	45	43	50	52	47½	23	20	32	36	27¾	1
14. Main (do.) C	38	46	52	57	48½	36	25	41	43	36½	1
15. Qitsi(Smithvale)(do.) C	37	36	77	68	54½	14	26	30	46	29	1
16. Tora (Kidston) (do.) C	72	77	111	112	93	58	70	85	95	77	1
17. Elucwewe (Ind.) C	66	64	57	56	60½	30	35	37	39	35½	2
18. Mqonci (do.) C	31	35	32	28	31½	21	25	25	25	24	..
19. Xentu (Mor.) C	..	18	20	20	14½	..	15	15	12	10½	2
20. Bojana (Wes.) C	71	80	82	75	77	35	40	41	44	40	2
21. Clarkebury Inst., Boys' (do.) C	156	133	161	160	152½	101	107	115	138	115½	4
22. Do., Girls' (do.) C	117	102	111	109	109½	85	88	82	83	84½	4
23. Cwecweni (do.) C	71	80	93	81	81½	47	63	73	55	59½	1
24. Gqobonco (do.) C	39	42	42	40	40½	31	29	33	35	32	2
25. Matafeni (do.) C	..	31	60	55	36½	..	23	44	44	27¾	..
26. Ndlunkulu (do.) C	34	34	20	20	27	21	21	16	11	17½	1
27. Ngqwaru (do.) C	52	66	62	65	61½	44	40	41	49	43½	1
Total .. ..	1278	1447	1607	1640	1493	854	999	1102	1162	1029½	..
<b>MQANDULI</b> (Inspector Crawshaw).											
1. Jixini (U.P.) C	..	33	35	33	35½	..	29	33	28	22½	2
2. Ngwara (do.) C	83	68	76	65	73	43	50	57	34	46	2
3. Mqanduli (Wes.) C	54	45	43	46	47	30	27	34	37	32	2
4. Qokolweni (do.) C	143	127	96	91	114½	98	78	67	63	76½	2
Total .. ..	280	273	250	235	259½	171	184	191	162	177	..
<b>ST. JOHN'S</b> (Inspector Crawshaw).											
1. Tiger Flat .. P.F.	11	11	..	C	5½	10	10	..	C	5	2
Total .. ..	11	11	..	..	5½	10	10	..	..	5	..
<b>ST. MARK'S</b> (Inspector Bennie).											
1. St. Mark's .. A. 3	8	24	27	19	19½	6	13	21	12	13	3
2. Southeyville .. A. 3	8	8	8	7	7½	6	5	7	7	6½	3
3. Banzi (Eng. Ch.) C	16	22	18	15	17½	8	11	8	9	9	3
4. Cofimvaba (do.) C	45	45	46	36	43	24	27	22	24	24½	3
5. Hoita (do.) C	33	29	27	28	29½	26	19	21	19	21½	3
6. Mtonjeni (do.) C	..	C	31	29	15	..	C	22	20	10½	3
7. St. Mark's Training Inst., Boys' (do.) C	75	82	116	109	95½	49	42	62	57	52½	3
8. Do., do., Girls' (do.) C	76	70	75	84	76½	55	47	60	60	55½	3
9. Tafeni (do.) C	36	47	42	C	31½	21	32	31	C	21	3
10. Tshingeni (do.) C	85	87	93	91	89	65	67	73	74	69¾	3
11. Isikoba (Wes.) C	79	70	74	68	72¾	37	39	36	44	39	3
12. Nquqhu (do.) C	27	31	35	37	35	22	13	27	29	22½	3
13. Southeyville (do.) C	46	39	35	32	38	30	31	17	25	25½	3
14. Wodehouse Forests (do.) C	74	76	71	73	73½	53	53	53	53	53	3
Total .. ..	618	630	698	628	643½	402	399	460	433	423½	..
<b>UMTATA</b> (Inspector Crawshaw).											
1. Umtata .. A. 2	..	70	62	61	48½	..	59	41	52	38	2
2. Umtata, Native Inst., Boys' (Eng. Ch.) C	61	65	110	100	84	48	53	76	70	61¾	2
3. Do., Hottentots' (do.) C	32	34	39	32	34½	27	23	31	27	27	2
4. Baziya (Mor.) C	84	92	83	73	83	66	71	43	44	56	2
5. Mhlukuhlwas (do.) C	40	42	35	30	36¾	30	23	20	19	23	2

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
6. Tabase (do.) C	64	60	56	53	58½	56	53	45	45	49¾	2
7. Kambe (Wes.) C	72	76	74	74	74	53	52	48	46	49¾	2
8. Qweqwe (do.) C	58	60	76	74	67	44	48	57	43	48	2
Total .. ..	411	499	535	497	485½	324	382	361	346	353½	..
<b>XALANGA</b> (Insp. Bennie).											
1. Cala .. A. 2	36	34	31	29	32½	32	29	22	23	26½	1,4
2. Elliot .. A. 3	20	24	23	25	23	20	22	22	23	21½	..
3. Fingall .. A. 3	14	14	14	11	13½	12	12	10	10	11	4
4. Gleniffer .. A. 3	..	..	11	11	5½	..	..	11	11	5½	4
5. Kilchamaig .. A. 3	17	19	15	15	16½	14	13	11	11	12½	4
6. Lower Indwana .. A. 3	17	17	14	13	15½	12	10	11	10	10½	1
7. Lutha .. A. 3	10	9	9	10	9½	8	8	7	7	7½	1,4
8. Oranzai (Elliot) .. A. 3	..	..	28	29	14½	..	..	25	19	11	4
9. Ronan .. A. 3	C	C	11	12	5½	C	C	10	11	5½	4
10. Rondavel .. A. 3	31	25	27	36	29¾	31	25	27	36	29¾	4
11. Garry Owen .. P.F.	5	4	3	4	4	4	3	3	4	3½	1,4
12. Hout Nek .. P.F.	..	6	7	7	5	..	6	7	7	5	4
13. Stockwe's Basin .. P.F.	7	7	7	7	7	7	7	7	6	6¾	1,4
14. Cala .. Poor	..	..	42	48	22½	..	..	40	42	20½	4
15. Elliot .. Poor	..	21	27	28	19	..	17	24	24	16½	4
16. Embokotwa .. Poor	42	C	C	36	19½	32	C	C	30	15½	1,4
17. Lower Gubenxa .. Poor	31	31	40	38	35	25	24	28	27	26	4
18. Roodeheuvel .. Poor	..	..	..	30	7½	..	..	..	15	3½	..
19. Smalpoort (with Zweethoek, 1st & 2nd Qrs.) .. Poor	..	..	..	32	8	..	..	..	30	7½	4
20. Tosker .. Poor	31	33	26	24	28½	26	27	22	20	23¾	4
21. Upper Gubenxa .. Poor	35	28	35	C	24½	30	22	27	C	19¾	4
22. Zweethoek .. Poor	46	46	..	23	28¾	46	46	..	21	28½	1,4
23. Cala River (Eng. Ch.) C	49	52	47	47	48¾	41	42	38	38	39¾	1,4
24. Cengu (do.) C	47	44	42	43	44	41	40	36	37	38½	4
25. Lower Lufuta (do.) C	47	51	53	51	50½	34	44	36	31	36½	1,4
26. Manzimdaka (do.) C	40	40	41	38	39¾	28	25	27	23	25¾	1,4
27. Mnxe (do.) C	53	53	54	50	52½	40	35	39	37	37½	1,4
28. Nyalase (do.) C	31	37	39	28	33¾	21	22	20	22	21½	1,4
29. Tsengiwe's (F.C.) C	86	79	80	75	80	58	38	50	47	48½	1,4
30. Cala (Ind.) C	84	88	79	51	75½	57	49	47	35	47	1,4
31. Hota (do.) C	34	37	42	33	36½	19	20	24	20	20½	1
32. Bumbana (Wes.) C	41	37	42	50	42½	29	23	29	39	30	1
33. Fomonondile (do.) C	54	55	65	68	60½	37	50	58	61	52½	1,4
34. Indwana (do.) C	134	141	143	138	139	99	57	70	90	79	1
35. Lower Seplan (do.) C	59	67	59	62	61¾	39	..	49	33	30½	1
36. Maxongo's Hoek (do.) C	60	54	58	58	57½	48	51	53	43	48¾	4
37. Meeula (do.) C	64	56	50	61	57¾	43	33	39	43	39½	1,4
38. Mtingwevu (do.) C	34	35	29	32	32½	21	27	25	..	24	1
39. Papassa (do.) C	45	48	47	50	47½	33	30	44	47	38½	1,4
40. Seplan (do.) C	110	92	91	98	97¾	59	63	28	73	55¾	1
41. Upper Cala (do.) C	35	41	43	45	41	23	19	23	21	21½	1,4
42. Upper Lufuta (do.) C	50	70	68	83	67¾	30	52	38	53	43½	1,4
Total .. ..	1499	1495	1542	1629	1541½	1097	991	1087	1206	1095¾	..
<b>MACLEAR</b> (Insp. Bennie).											
1. Glen Colley .. A. 3	14	17	16	22	17½	12	16	16	20	16	1
2. Glen Thompson .. A. 3	27	26	20	22	23¾	24	15	17	19	18¾	4
3. Kenelm .. A. 3	12	12	11	12	11½	11	12	7	9	9¾	4
4. Maclear .. A. 3	14	19	19	18	17½	11	13	16	14	13½	4
5. Umga Flats .. A. 3	11	13	13	12	12½	11	13	12	12	12	4
6. Round Hill .. P.F.	12	..	C	C	3	12	..	C	C	3	1
7. Sheeprun .. P.F.	5	5	5	5	5	5	5	5	5	5	4
8. Woodstock .. P.F.	6	6	..	6	4½	6	5	..	6	4½	4
9. Waainek .. Poor	..	24	21	24	17½	..	20	21	21	15½	4



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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
10. Lower Tsitsana (Wes.) C	58	52	44	47	50½	57	34	40	38	42½	4
11. Mapassa's Hoek (F.C.) C	64	60	51	60	58¾	49	45	37	48	44¾	4
12. Upper Tsitsana (Eng. Ch.) C	37	..	37	41	28¾	16	..	26	30	18	4
Total .. ..	260	234	237	269	250	214	178	197	222	202½	..
<b>MATATIELE (Inspector Crawshaw).</b>											
1. Cedarville .. A. 3	30	31	24	28	28½	27	27	19	26	24¾	4
2. Matatiele .. A. 3	14	13	8	..	8½	13	8	7	..	7	4
3. Valschfontein .. A. 3	..	..	46	43	22½	..	..	43	37	20	4
4. Alartfontein .. P.F.	6	5	..	5	4	6	5	..	5	4	4
5. Herbergfontein .. P.F.	..	..	..	9	2½	..	..	..	7	1½	4
6. Hartebeeste Hoek . Poor	10	10	C	C	5	10	10	C	C	5	4
7. Queen's Mercy (Eng. Ch.) C	38	33	49	50	42½	27	25	41	43	34	4
8. Ramohlakoana's (do.) C	44	40	44	45	43½	17	30	36	33	29	4
9. Hebron (Fr. Ev.) C	39	49	41	51	45	22	23	33	34	28	4
10. Mafube (do.) C	83	87	85	84	84¾	62	62	71	63	64½	4
11. Mapfontein (do.) C	34	33	29	34	32½	21	21	21	22	21¼	4
12. Matatiele (do.) C	47	45	38	44	43½	31	32	27	33	30¾	4
13. Nkupelweni (do.) C	35	..	22	33	22½	18	..	19	27	16	4
14. Pehong (do.) C	35	32	22	21	27¾	24	19	14	13	17½	..
15. Polokong (do.) C	31	34	37	32	33½	18	21	23	20	20½	4
16. Tikatikong (do.) C	32	29	29	32	30½	22	24	19	23	22	4
17. Tsikarong (do.) C	49	46	46	45	46½	30	29	30	30	29¾	4
18. Tsitsong (do.) C	35	33	..	29	24	28	24	..	23	18¾	4
19. Bethesda (Mor.) C	89	86	82	75	83	62	61	58	60	60½	4
20. Elukolweni (do.) C	48	48	49	48	48½	45	43	40	44	43	4
21. Magadla (do.) C	41	41	34	36	38	18	12	20	20	17½	4
22. Mvenyane (do.) C	..	..	..	32	8	..	..	..	23	5	..
23. Upper Rolweni (do.) C	34	27	26	25	28	25	15	18	21	19¾	4
24. Etswilika (Wes.) C	31	33	38	34	34	27	27	29	29	28	4
25. Sigoga (Mount Hargreaves) (do.) C	34	39	26	21	32½	28	9	15	23	18¾	4
Total .. ..	839	795	775	866	818¾	581	527	583	659	587½	..
<b>MOUNT AYLIFF (Insp. Crawshaw).</b>											
1. Elulabeko (U.P.) C	26	24	..	C	12½	14	11	..	C	6½	..
2. Gillespie (do.) C	51	55	44	35	46½	32	28	26	26	28	3
3. Endakeni (Wes.) C	75	68	74	71	72	59	52	52	48	52¾	3
4. Mbumbazi (do.) C	37	36	32	33	34½	35	34	28	31	32	4
5. Rode (do.) C	127	125	134	121	126¾	98	103	98	105	101	3
6. Umkwekazana (do.) C	33	32	33	30	32	28	24	24	24	25	3
Total .. ..	349	340	317	290	324	266	252	228	234	245	..
<b>MOUNT CURRIE (Insp. Crawshaw).</b>											
1. Kokstad .. A. 2	66	70	75	75	71½	52	59	55	68	58½	3
2. Dwaal Hoek .. A. 3	..	..	..	12	3	..	..	..	10	2½	..
3. Mount Currie .. A. 3	12	11	11	11	11¼	10	10	10	11	10¼	4
4. Tiger Hoek .. A. 3	11	11	10	10	10½	10	10	9	9	9½	3
5. Fairview .. P.F.	8	8	8	10	8½	8	7	7	8	7½	4
6. Highlands .. P.F.	9	9	9	10	9¼	9	8	8	8	8¼	3
7. Kromdraai .. P.F.	10	9	C	C	4¾	9	9	C	C	4¾	..
8. Mansfield .. P.F.	6	6	6	6	6	6	6	6	5	5¾	4
9. Nooitgedacht .. P.F.	11	C	C	C	2¾	10	C	C	C	2¾	..
10. Melk Spruit (Eng. Ch.) C	21	18	19	..	14½	20	16	16	..	13	3

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	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	
11. Bultfontein (Ind.) C	41	39	37	36	38½	33	36	35	30	33½	3
12. Kokstad (do.) C	205	220	213	224	215½	168	179	154	174	168½	4
13. Leeuwfontein (do.) C	25	27	33	30	28¾	18	17	17	22	18½	4
14. Modderfontein (do.) C	36	39	39	40	38½	28	29	35	31	30¾	4
15. Rustfontein (do.) C	45	43	40	41	42¼	43	42	37	37	39¾	4
16. Spioen Kop (do.) C	52	53	49	50	51	48	42	40	41	42¼	4
17. Upper Droevig (do.) C	..	..	..	27	6¾	..	..	..	22	5½	..
18. Goebeni (Wes.) C	59	60	52	54	56½	50	48	38	50	46½	4
19. Zwartberg (Adam's) (do.) C	28	24	21	22	23¾	21	19	19	19	19½	4
Total .. ..	645	647	622	658	643	543	537	486	545	527½	..
<b>MOUNT FLETCHER (Inspector Crawshaw).</b>											
1. Ngodiloe (Eng. Ch.) C	36	37	37	..	27½	33	35	36	..	26	4
2. Paballong (Fr. Ev.) C	68	66	54	55	60¾	43	43	40	37	40¾	4
3. Sekhobong (do.) C	44	41	41	34	40	33	32	30	30	31¼	4
4. Thaba Chicha (do.) C	47	50	52	46	48¾	32	44	37	34	36¾	4
5. Ezincuka (Mor.) C	97	99	102	100	99½	85	82	83	82	83	4
6. Nxotshane (do.) C	32	32	28	28	30	18	20	17	22	19½	4
7. Tinana (do.) C	55	63	73	74	66¼	43	52	65	67	56¾	4
8. Mt. Fletcher (U.P.) C	28	28	25	35	29	18	15	20	25	19½	4
9. Bethania (Wes.) C	35	32	26	26	29¾	24	32	21	22	24¾	4
10. Fletcherville (do.) C	48	54	54	51	51¼	39	38	44	41	40½	4
11. Ketekete (do.) C	33	41	46	40	40	18	19	38	23	22	4
12. Matlake (do.) C	43	39	42	36	40	29	32	34	33	32	4
Total .. ..	566	582	580	525	563½	415	444	455	416	432½	..
<b>MOUNT FRERE (Insp. Crawshaw).</b>											
1. Mnyamana's (Eng. Ch.) C	44	46	51	57	49½	14	31	29	37	27¾	4
2. Mount Frere (do.) C	53	43	48	45	47¼	32	34	33	34	33¼	3
3. Mount Frere (R.C.) C	83	74	38	38	58½	53	51	25	26	38¾	3
4. Etoleni (U.P.) C	47	50	54	64	53¾	27	30	33	40	32½	3
5. Lower Mkemane (do.) C	33	31	34	..	24½	27	20	23	..	17½	3
6. Ncome (do.) C	59	56	56	..	42¾	50	39	30	..	29¾	3
7. Cancele (Wes.) C	55	51	60	73	59¾	46	36	53	54	47¼	3
8. Emgungundlovu (do.) C	34	40	29	36	34¾	28	35	16	23	25½	3
9. Lutateni (do.) C	44	39	43	44	42½	30	31	30	34	31¼	3
10. Maketa's (do.) C	17	C	C	C	4¼	12	C	C	C	3	..
11. Mandilene (do.) C	42	C	C	C	10½	35	C	C	C	8¾	3
12. Mpemba (do.) C	97	104	101	83	96¾	79	71	73	45	67	3
13. Mvuzi (do.) C	47	50	50	57	51	38	40	40	46	41	3
14. Ntenetyana (do.) C	40	50	68	79	59¼	25	32	46	58	40¼	3
15. Ntlabeni (do.) C	67	70	84	90	77¾	42	54	67	67	57¾	3
16. Osborn (do.) C	163	177	192	212	186	108	115	173	162	139½	3
17. Qwidlana (do.) C	32	39	40	39	37¾	30	34	37	34	33¾	3
18. Umtshazi (do.) C	24	29	57	51	40¼	16	20	39	36	27½	3
Total .. ..	981	949	1005	968	975¾	692	673	747	696	702	..
<b>QUMBU (Insp. Crawshaw).</b>											
1. Qumbu .. A. 3	22	23	22	21	22	20	16	18	19	18½	2
2. Qangu (Eng. Ch.) C	86	92	85	92	88¾	47	48	26	29	37½	2
3. Roza (do.) C	32	46	52	48	44½	11	30	31	24	24	2



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	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
4. Balasi (U.P.) C	79	85	110	110	96	66	81	97	93	84½	2
5. Botsabelo (do.) C	51	59	64	72	61½	41	43	54	40	44½	2
6. Lower Nxaxa (do.) C	33	37	40	40	37½	25	28	26	33	28	2
7. Sulenkama (do.) C	52	53	38	45	47	39	42	27	27	33¾	2
8. Upper Culunca (do.) C	60	60	58	52	57½	41	48	52	43	46	2
9. Upper Nxaxa (do.) C	26	27	29	26	27	22	24	19	18	20¾	2
10. Caba (Wes.) C	32	32	39	45	37	30	28	31	33	30½	2
11. Encoti (do.) C	59	62	67	72	65	40	50	54	57	50½	2
12. Gqwesa (do.) C	41	39	38	39	39¼	32	35	31	28	31½	2
13. Gura (do.) C	48	42	40	44	43½	26	30	31	31	29½	2
14. Laleni (do.) C	61	64	66	60	62½	60	61	58	39	54½	2
15. Lotana (do.) C	38	33	39	37	36¾	22	27	33	31	28¼	2
16. Lower Culunca (do.) C	73	58	81	97	77½	39	43	70	74	56½	2
17. Mahlangu (do.) C	71	66	75	75	71¾	37	42	49	64	48	2
18. Shawbury, Boys' (do.) C	72	71	86	85	78½	61	63	73	70	66¾	2
19. Do., Girls' (do.) C	69	71	108	101	87½	61	67	79	90	74½	2
20. Tyira (do.) C	71	72	75	72	72½	52	55	52	50	52¼	2
<b>Total</b>	<b>1076</b>	<b>1092</b>	<b>1212</b>	<b>1233</b>	<b>1153½</b>	<b>772</b>	<b>861</b>	<b>911</b>	<b>893</b>	<b>859½</b>	<b>..</b>
<b>TSOLO (Insp. Crawshaw).</b>											
1. Mbokotwana (Eng. Ch.) C	65	76	81	75	74½	47	55	67	60	57½	2
2. Ncolosi (Upper Department) (do.) C	54	86	43	47	77½	29	69	31	37	55½	2
Do., Lower Dept. (do.) C	39	37	39	34	37½	16	20	21	19	19	2
3. Ngadu (do.) C	44	48	42	36	42½	35	34	27	22	29½	2
4. St. Augustine's (do.) C	34	43	49	49	43¾	..	26	31	35	23	2
5. Siqungqini (do.) C	44	53	51	47	48¾	33	52	27	21	33¼	2
6. Umjika (do.) C	..	..	..	44	11	..	..	..	24	6	2
7. Cingco (F.C.) C	30	33	32	30	31	10	22	25	20	19	2
8. Egoqwana (do.) C	63	89	69	65	71½	50	63	46	47	51½	2
9. Esidwadweni (do.) C	..	..	..	..	..	..	..	..	..	..	2
10. Lower Esinxaku (do.) C	36	41	34	27	27¾	21	31	19	17	17	2
11. Mqokolweni (do.) C	72	73	61	50	64	49	51	49	35	46	2
12. Ngcele (do.) C	35	37	42	47	40½	23	25	30	28	26½	2
13. Qelana (do.) C	26	21	20	16	16¾	12	8	8	13	8	2
14. Somerville (do.) C	65	76	71	54	66½	41	59	42	36	44½	2
15. Etyeni (Wes.) C	68	70	88	94	80	44	59	81	73	64½	2
16. Ncambele (do.) C	88	88	104	104	96	53	52	77	46	57	2
17. Upper Esinxaku (do.) C	78	76	61	62	69¼	50	52	54	31	46¾	2
<b>Total</b>	<b>805</b>	<b>942</b>	<b>916</b>	<b>930</b>	<b>898½</b>	<b>492</b>	<b>668</b>	<b>668</b>	<b>592</b>	<b>605</b>	<b>..</b>
<b>UMZIMKULU (Inspector Crawshaw).</b>											
1. Umzinkulu A. 3	18	18	18	16	17½	15	17	14	15	15¼	4
2. Waterfall A. 3	18	17	..	16	12¾	17	16	..	14	11¾	4
3. Ben Lomond P.F.	10	8	9	5	8	8	7	9	4	7	4
4. Wexford P.F.	10	11	11	11	10¾	9	10	11	9	9¾	4
5. Woodlands P.F.	6	6	6	6	6	6	5	5	6	5½	3
6. Clydesdale (Eng. Ch.) C	96	102	96	86	95	76	70	69	51	66½	4
7. Groenvlei (Kromdraai) (Ind.) C	..	..	..	30	7½	..	..	..	20	5	..
8. Rietvlei (do.) C	..	..	52	58	27½	..	..	47	56	25¼	4
9. Lourdes, Boys' (Trap. M.) C	74	74	72	84	76	71	67	71	70	69¾	4
10. Do. Girls' (do.) C	66	64	72	77	69¾	64	58	71	68	65¼	4
11. Boschfontein (Wes.) C	45	42	58	60	51¼	23	35	54	50	40	4
12. Cabane (do.) C	63	60	C	C	30	58	52	C	C	27½	..

Description and Place of the School.	On Roll.					Attendance.					Inspection Qr.
	ORDER.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Average	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	
13. Diep Kloof (do.) C	39	36	44	34	38½	27	27	36	28	29½	4
14. Emvubukazi (do.) C	..	..	..	44	11	..	..	..	34	8½	..
15. Engungini (do.) C	35	35	36	41	36¾	26	29	32	29	29	4
16. Engwanqa (do.) C	41	35	35	32	35¾	30	31	29	30	30	4
17. Etembeni (do.) C	104	105	97	98	101½	78	72	74	70	73½	4
18. Ezimpungeni (do.) C	40	41	38	44	40¾	34	33	30	30	31¾	4
19. Ibisi (do.) C	47	54	58	55	53¾	30	33	34	30	31¾	3
20. Krom Hoeks (do.) C	102	104	110	104	105	80	84	100	76	85	4
21. Msingapantsi's (do.) C	37	23	31	32	30¾	28	23	29	26	26½	4
22. Nyamisweni (do.) C	..	..	..	44	11	..	..	..	31	7¾	4
<b>Total</b>	<b>853</b>	<b>835</b>	<b>843</b>	<b>977</b>	<b>877</b>	<b>680</b>	<b>669</b>	<b>715</b>	<b>747</b>	<b>702¾</b>	<b>..</b>

SUMMARY.

DIVISION.	No. of Schools.	No. Inspected.	ON ROLL.					AVERAGE ATTENDANCE.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Av.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Av.
Aberdeen	10	8	281	261	277	298	279½	228	204	220	232	221
Albany	46	40	1953	1946	2076	2048	2005½	1442	1457	1549	1573	1505½
Albert	26	19	859	858	836	833	846½	645	698	714	718	693¾
Alexandria	16	16	230	264	272	242	252	195	215	222	197	207½
Aliwal North	19	18	494	517	571	566	537	389	384	466	435	418½
Barkly East	22	12	286	278	257	307	282	247	229	216	269	240½
Barkly West	15	9	433	367	424	368	364	277	283	284	287	282¾
Bathurst	12	12	358	368	362	368	364	277	283	284	287	282¾
Beaufort West	27	23	432	450	436	468	446½	320	352	357	355	346
Bedford	36	29	394	386	474	486	435	296	311	388	412	351¾
Bredasdorp	25	6	925	888	958	920	922¾	663	597	709	598	641¾
Britstown	16	12	160	167	181	197	176¼	134	141	157	180	153
Caledon	48	41	1912	1835	1793	1787	1831½	1436	1234	1345	1301	1329
Calvinia	16	10	275	275	316	344	302½	195	181	251	269	224
Cape	111	101	14249	14194	14096	13891	14107½	9792	9345	9762	9980	9719¾
Carnarvon	8	6	219	238	276	315	262	172	179	206	251	202
Cathcart	32	28	461	473	438	424	449	386	405	359	374	381
Ceres	16	11	471	471	545	535	505½	406	395	470	457	432
Clanwilliam	19	17	567	530	574	559	557½	444	385	436	412	419¼
Colesberg	12	9	410	426	447	430	428½	312	334	328	351	331
Cradock	32	26	712	705	707	738	715½	558	558	579	615	577¾
East London	25	22	1529	1439	1477	1589	1508½	1121	1092	1171	1261	1161¼
Fort Beaufort	24	21	1156	1156	1156	1083	1137¾	857	802	887	827	843¼
Fraserburg	15	9	172	148	164	216	175	127	125	133	175	140
George	29	24	1157	1239	1264	1200	1215	851	931	981	912	918¾
Glen Grey	23	19	1082	1154	1149	1207	1148	792	782	855	876	826¾
Graaff-Reinet	33	29	1359	1364	1428	1441	1398	1046	1078	1132	1104	1090
Hanover	17	15	289	283	273	278	280¾	251	249	236	235	242¾
Hay	8	7	127	122	137	167	138¼	110	104	123	149	121¾
Herbert	7	5	68	71	63	120	80	59	57	56	115	71¾
Herschel	27	26	1435	1449	1428	1539	1462¾	1133	1113	1128	1259	1158¼
Hopetown	8	3	188	205	212	156	190¼	157	164	161	125	151¾
Humansdorp	33	28	884	922	945	921*	918	669	772	617	702	690
Jansenville	32	32	400	437	474	450	440¼	322	335	400	351	352
Kenhardt	4	2	15	43	69	70	49¼	12	34	42	50	34½
Kimberley	32	27	2241	2395	2389	2478	2375¾	1452	1686	1744	1842	1681
Kingwilliamst'n	115	107	5698	6020	6714	6872	6326	3931	4239	4917	5009	4524
Knysna	28	26	848	905	918	855	881½	598	644	656	566	616
Komgha	9	7	135									



DIVISION.	No. of Schools.	No. Inspected.	ON ROLL.					AVERAGE ATTENDANCE.				
			1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Av.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Av.
			Murraysburg ..	10	5	195	195	140	229	189 $\frac{3}{4}$	153	169
Namaqualand ..	22	18	1278	1149	885	923	1058 $\frac{3}{4}$	944	634	549	621	687
Oudtshoorn ..	44	42	1655	1779	1799	1751	1746	1218	1238	1422	1263	1285 $\frac{1}{4}$
Paarl ..	42	40	3319	3151	3210	3301	3245 $\frac{1}{2}$	2524	2418	2562	2546	2512 $\frac{1}{2}$
Peddie ..	30	26	1252	1235	1348	1414	1312 $\frac{1}{2}$	758	774	920	966	854 $\frac{1}{2}$
Philipstown ..	16	15	301	319	332	295	311 $\frac{3}{4}$	237	251	267	220	243 $\frac{3}{4}$
Piquetberg ..	18	14	734	715	694	654	699 $\frac{1}{2}$	596	512	566	488	540 $\frac{1}{2}$
Port Elizabeth ..	26	26	3295	3351	3332	3204	3295 $\frac{3}{4}$	2592	2504	2325	2389	2452 $\frac{3}{4}$
Prieska ..	5	4	127	85	83	29	81	73	65	59	24	55 $\frac{1}{2}$
Prince Albert ..	18	17	528	546	566	566	551 $\frac{1}{2}$	366	367	427	445	401 $\frac{1}{2}$
Queenstown ..	55	44	1768	1797	1904	2035	1876	1396	1365	1472	1594	1456 $\frac{3}{4}$
Richmond ..	14	10	270	276	256	262	266	224	216	223	226	222 $\frac{1}{2}$
Riversdale ..	40	36	886	953	905	983	931 $\frac{3}{4}$	693	724	740	790	736 $\frac{3}{4}$
Robertson ..	35	29	1239	1193	1285	1245	1240 $\frac{3}{4}$	897	858	1001	915	917 $\frac{3}{4}$
Somerset East ..	53	39	981	1034	1068	1081	1041	791	847	881	847	841 $\frac{1}{2}$
Stellenbosch ..	23	22	1901	1845	1788	1814	1837	1296	1293	1330	1311	1307 $\frac{1}{2}$
Steynsburg ..	9	5	157	156	182	180	168 $\frac{3}{4}$	128	132	158	159	144 $\frac{1}{2}$
Stockenstrom ..	19	16	550	479	478	562	517 $\frac{1}{2}$	336	347	350	409	360 $\frac{1}{2}$
Stutterheim ..	25	23	748	771	771	768	764 $\frac{1}{2}$	520	535	573	544	543
Sutherland ..	8	8	115	125	109	127	119	101	105	95	117	104 $\frac{1}{2}$
Swellendam ..	39	34	1253	1206	1288	1278	1256 $\frac{1}{4}$	895	894	1003	955	936 $\frac{3}{4}$
Tarka ..	15	12	342	336	412	411	379 $\frac{1}{2}$	288	289	362	359	324 $\frac{1}{2}$
Tulbagh ..	13	11	763	715	683	731	723	529	455	504	529	504 $\frac{1}{2}$
Uitenhage ..	39	33	1600	1582	1669	1740	1647 $\frac{3}{4}$	1235	1225	1235	1313	1252
Uniondale ..	23	21	544	510	593	684	582 $\frac{3}{4}$	365	332	440	525	415 $\frac{1}{2}$
Van Rhy'n's Dorp ..	6	6	188	209	224	225	211 $\frac{1}{2}$	144	167	148	147	151 $\frac{1}{2}$
Victoria East ..	24	23	1648	1592	1786	1763	1697 $\frac{1}{4}$	1180	1198	1357	1336	1267 $\frac{3}{4}$
Victoria West ..	27	21	381	413	408	400	400 $\frac{1}{2}$	321	349	328	337	333 $\frac{3}{4}$
Willowmore ..	47	42	617	679	810	839	736 $\frac{1}{2}$	504	582	706	690	620 $\frac{1}{2}$
Wodehouse ..	20	12	376	321	387	431	378 $\frac{3}{4}$	304	265	325	378	318
Worcester ..	26	22	1438	1428	1497	1446	1452 $\frac{1}{2}$	1134	1077	1156	1142	1127 $\frac{1}{2}$
Totals for Colony	1932	1639	79849	80099	82241	83051	81310	58681	58067	61925	62562	65308 $\frac{3}{4}$
Walfish Bay ..	2	0	69	102	96	97	91	51	72	75	69	66 $\frac{3}{4}$
Butterworth ..	19	17	1078	1031	1273	1281	1165 $\frac{3}{4}$	769	738	961	878	836 $\frac{1}{2}$
Nqamakwe ..	35	34	2130	2058	2436	2394	2254 $\frac{1}{2}$	1420	1425	1751	1690	1571 $\frac{1}{2}$
Tsomo ..	26	24	1101	1160	1310	1398	1242 $\frac{1}{2}$	770	754	938	984	861 $\frac{1}{2}$
Idutywa ..	12	12	557	591	624	636	602	369	373	449	414	408 $\frac{3}{4}$
Kentani ..	12	12	558	563	626	597	586	414	412	458	419	425 $\frac{3}{4}$
Willowvale ..	21	17	1043	1006	1142	1146	1084 $\frac{1}{2}$	801	743	841	763	787
Elliotdale ..	3	3	89	98	89	94	92 $\frac{1}{2}$	57	65	54	51	56 $\frac{3}{4}$
Engcobo ..	27	24	1278	1447	1607	1640	1493	854	999	1102	1162	1029 $\frac{1}{4}$
Mqanduli ..	4	4	280	273	250	235	259 $\frac{1}{2}$	171	184	191	162	177
St. John's ..	1	1	11	11	6	0	5 $\frac{1}{2}$	10	10	0	0	5
St. Mark's ..	14	14	618	630	698	628	643 $\frac{1}{2}$	402	399	460	433	423 $\frac{1}{2}$
Umtata ..	8	8	411	499	535	497	485 $\frac{1}{2}$	324	382	361	346	353 $\frac{1}{2}$
Xalanga ..	42	41	1499	1495	1542	1629	1541 $\frac{1}{4}$	1099	991	1087	1206	1095 $\frac{3}{4}$
Maclear ..	12	12	260	234	237	269	250	214	178	197	222	202 $\frac{3}{4}$
Matatiele ..	25	23	839	795	775	866	818 $\frac{3}{4}$	581	527	583	659	587 $\frac{1}{2}$
Mount Ayliff ..	6	5	349	340	317	290	324	266	252	228	234	245
Mount Currie ..	19	15	645	647	622	658	643	543	537	486	545	527 $\frac{3}{4}$
Mount Fletcher ..	12	12	566	582	580	525	563 $\frac{1}{2}$	415	444	455	416	432 $\frac{1}{2}$
Mount Frere ..	18	17	981	949	1005	968	975 $\frac{3}{4}$	692	673	747	696	702
Qumbu ..	20	20	1076	1092	1212	1233	1153 $\frac{1}{4}$	772	861	911	893	859 $\frac{1}{2}$
Tsolo ..	17	16	805	942	916	930	898 $\frac{1}{2}$	492	668	668	592	605
Umzimkulu ..	22	19	853	835	843	977	877	680	669	715	747	702 $\frac{3}{4}$
Totals for Territories	377	350	17096	17380	18735	18988	18049 $\frac{1}{2}$	12166	12356	13718	13611	12962 $\frac{3}{4}$
„ „ Colony	1932	1639	79849	80099	82241	83051	81310	58681	58067	61925	62562	60308 $\frac{3}{4}$
Totals	2309	1989	96945	97479	100976	102039	99359 $\frac{3}{4}$	70847	70423	75643	76173	73271 $\frac{1}{2}$

2. STATISTICS REGARDING INCREASE OF SCHOOLS AND PUPILS DURING 1893, 1894.

A. Arranged in Alphabetical Order of Divisions.

DIVISION.	Additional			DIVISION.	Additional		
	Schools.	Pupils on Roll.	Average Attendance.		Schools.	Pupils on Roll.	Average Attendance.
Aberdeen ..	0	29	48	Stutterheim ..	7	185	130
Albany ..	11	174	148	Sutherland ..	3	59	71
Albert ..	7	205	200	Swellendam ..	12	332	307
Alexandria ..	6	109	72	Tarka ..	4	167	150
Aliwal North ..	4	166	88	Tulbagh ..	1	-17	64
Barkly East ..	13	208	179	Uitenhage ..	16	491	216
Barkly West ..	6	277	230	Uniondale ..	0	143	74
Bathurst ..	2	-15	-16	Van Rhy'n's Dorp ..	2	108	72
Beaufort West ..	7	47	126	Victoria East ..	1	95	-52
Belford ..	9	127	117	Victoria West ..	12	178	145
Bredasdorp ..	12	230	247	Willowmore ..	21	372	269
Britstown ..	8	107	96	Wodehouse ..	15	214	201
Caledon ..	4	132	103	Worcester ..	0	54	39
Calvinia ..	6	96	96				
Cape ..	20	2027	1318	Total for Colony	496	15599	12153
Carnarvon ..	6	140	117				
Cathcart ..	10	66	58	MAGISTRACY.			
Ceres ..	7	74	69				
Clanwilliam ..	1	24	60	WALFISH BAY ..	0	4	-20
Colesberg ..	6	193	156				
Craddock ..	14	178	148	FINGOLAND.			
East London ..	4	261	219				
Fort Beaufort ..	4	-52	-18	Butterworth ..	1	197	134
Fraserburg ..	9	142	128	Nqamakwe ..	4	530	399
George ..	4	214	181	Tsomo ..	4	166	79
Glen Grey ..	3	196	135	Idutywa ..	0	93	82
Graaff-Reinet ..	9	454	310				
Hanover ..	8	120	91	GCALEKALAND.			
Hay ..	5	132	117				
Herbert ..	4	95	90	Kentani ..	0	79	33
Herschel ..	7	378	329	Willowvale ..	4	184	15
Hopetown ..	0	-30	-31				
Humansdorp ..	9	199	159	TEMBULAND.			
Jansenville ..	19	261	186				
Kenhardt ..	1	70	50	Elliotdale ..	0	-4	-8
Kimberley ..	8	465	486	Engcobo ..	5	246	184
King William's Town	20	1478	981	Mqanduli ..	2	36	3
Knysna ..	3	201	95	St. Mark's ..	1	-3	8
Komgha ..	3	33	30	Umtata ..	1	68	-2
Ladismith ..	6	189	151	Xalanga ..	16	493	301
Malmesbury ..	8	454	365				
Middelburg ..	10	95	84	EAST GRIQUALAND.			
Mossel Bay ..	7	136	75				
Murraysburg ..	4	-15	-9	Maclear ..	5	68	90
Namaqualand ..	1	-17	140	Matatiele ..	4	-96	-25
Oudtshoorn ..	14	590	416	Mount Ayliff ..	2	15	3
Paarl ..	2	150	164	Mount Currie ..	11	375	309
Peddie ..	5	356	274	Mount Fletcher ..	-2	-101	-91
Philipstown ..	2	17	-20	Mount Frere ..	-1	-55	-48
Piquetberg ..	-1	27	63	Qumbu ..	3	301	172
Port Elizabeth ..	6	483	362	Tsolo ..	4	142	122
Prieska ..	-1	-94	-71	Umzimkulu ..	9	313	222
Prince Albert ..	3	83	97				
Queenstown ..	5	404	339	PONDOLAND ..	-1	-6	-6
Richmond ..	4	32	23				
Riversdale ..	22	335	216	Totals for Territories	72	3045	1956
Robertson ..	3	235	175	Totals for Colony ..	496	15599	12153
Somerset East ..	13	306	235				
Stellenbosch ..	4	3	37	Totals ..	568	18644	14109
Steynsburg ..	4	26	21				
Stockenstrom ..	2	112	62	Percentage	(100)		75.6



*B. Arranged according to Inspectors' Circuits.*

Inspector.	Additional			Inspector.	Additional		
	Schools.	Pupils on Roll.	Average Attendance.		Schools.	Pupils on Roll.	Average Attendance.
Bartmann .. ..	54	1032	980	Milne .. ..	64	1614	1351
Bennie .. ..	43	1208	897	Mitchell .. ..	37	1413	1015
Brady .. ..	20	2027	1318	Murray .. ..	58	1458	1046
Brice .. ..	53	1390	1224	Noaks .. ..	13	893	743
Clarke .. ..	22	625	389	Le Roux .. ..	20	358	615
Crawshaw .. ..	32	988	651	Theron .. ..	50	707	605
Ely .. ..	29	2095	1474	Woodrooffe .. ..	23	1467	902
Fraser .. ..	50	1369	899				
				Total .. ..	568	18644	14109



### 3. SCHOOLS EXAMINED IN 1894, WITH DISTRIBUTION OF PUPILS INTO STANDARDS.

Inspectors.	Schools.	Teachers.		No. of Pupils on Roll.	No. of Pupils Present.	Sub-Standard.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Ex-Standard	Unclassified.
		Male.	Female.											
A. B. Bartmann.....	138	53	173	6,278	5,095	2,351	821	782	574	279	107	28	145	8
W. G. Bennie.....	63	53	44	2,365	2,023	904	403	339	232	97	23	..	..	25
J. H. Brady.....	92	79	191	11,222	9,009	4,273	1,225	1,258	918	680	395	48	170	42
A. E. Brice and J. H. Nixon.....	119	77	101	4,720	4,095	1,638	780	649	529	293	150	44	12	..
W. E. C. Clarke.....	135	95	132	5,535	4,793	1,590	850	836	730	435	142	35	175	..
C. J. Crawshaw.....	209	167	128	9,103	8,009	4,003	1,628	1,464	725	168	14	1	6	..
F. Howe Ely.....	159	106	172	8,499	6,662	2,769	1,119	1,174	902	406	173	44	75	..
Rev. D. D. Fraser....	163	104	166	7,441	6,613	2,581	1,113	1,086	894	561	231	75	68	4
W. Milne.....	164	109	141	5,569	5,024	1,898	950	840	711	412	125	53	35	..
J. Mitchell.....	149	79	137	6,072	5,252	2,347	956	836	584	299	143	46	35	6
A. H. Murray.....	213	106	176	5,912	5,275	2,194	887	935	738	333	120	38	30	..
E. Noaks.....	141	105	198	9,139	7,575	3,076	1,268	1,088	935	588	344	54	222	..
B. P. J. le Roux.....	107	52	110	4,623	3,719	1,683	657	521	387	165	63	24	218	..
G. P. Theron.....	100	48	77	2,015	1,849	663	307	343	244	150	87	47	8	..
Rev. Canon H. R. Woodrooffe.....	146	129	113	7,051	5,794	2,530	1,133	973	734	253	119	6	6	40
Casual Inspectors....	48	11	37	421	403	67	75	103	100	39	19	..	..	..
<b>Total.....</b>	<b>2,102</b>	<b>1,362</b>	<b>2,063</b>	<b>95,576</b>	<b>80,819</b>	<b>34,504</b>	<b>14,103</b>	<b>13,134</b>	<b>9,847</b>	<b>5,122</b>	<b>2,236</b>	<b>543</b>	<b>1,205</b>	<b>125</b>
<b>Percentage.....</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>..</b>	<b>100</b>	<b>42·69</b>	<b>17·48</b>	<b>16·25</b>	<b>12·18</b>	<b>6·33</b>	<b>2·76</b>	<b>·67</b>	<b>1·48</b>	<b>·15</b>



ANNEXURE IV.

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FINANCE.

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1. STATE EXPENDITURE FOR PUBLIC EDUCATION FOR THE  
FINANCIAL YEAR ENDED 30th JUNE, 1894.

*Establishment.*

	£	s.	d.	£	s.	d.
Office Staff .. .. .	8,955	19	1			
Contingencies .. .. .	105	17	7			
				9,061	16	8

*Exclusive of Establishment.*

University of the Cape of Good Hope .. .. .	2,000	0	0			
Do. School and College Bursaries .. .. .	300	0	0			
Bursaries for 6th Standard .. .. .	262	9	1			
South African College .. .. .	400	0	0			
Educational Museum .. .. .	65	2	6			
Art Schools at Cape Town, Port Elizabeth, and Graham's Town .. .. .	600	0	0			
Two Singing Instructors .. .. .	287	12	8			
				3,915	4	3
Higher Education Act:—						
Grants-in-aid .. .. .	4,737	10	0			
Merits Grants .. .. .	1,475	0	0			
				6,212	10	0
Undenominational Public Schools .. .. .				50,326	16	11
District Boarding Schools .. .. .				6,361	5	0
Private Farm Schools:—						
Capitation Grants for Children under In- struction on Farms .. .. .	7,358	9	11			
Inspection of Farm Schools .. .. .	369	0	0			
Allowances for Indigent Boarders .. .. .	261	10	0			
Poor Schools .. .. .	3,733	15	10			
Capitation Allowances under Standards .. .. .	13	10	0			
Outfit of School Requisites .. .. .	163	4	9			
				11,899	10	6
Mission Schools .. .. .				24,373	8	4
Native Industrial Institutions .. .. .				6,971	12	6
Pupil-Teachers .. .. .	7,091	10	0			
Allowances to Principals on passing Pupil-Teachers .. .. .	238	1	1			
				7,329	11	1
Training of Teachers .. .. .				933	5	8
Good Service Allowance to Teachers .. .. .				5,568	9	2
Transport:—						
Travelling Expenses of Sup.-Gen. of Education and Deputy-Inspectors of Schools .. .. .	3,702	18	5			
Part Travelling Expenses of Teachers on Ap- pointment .. .. .	546	16	10			
				4,249	15	3
School Requisites .. .. .				4,004	0	0
Examination for Certificates .. .. .				212	5	9
School Buildings .. .. .				18,066	7	6
School Fees paid for Indigent Children .. .. .				22	14	6
Grants to Evening Schools .. .. .				111	10	0
Do. Church Third-Class Schools .. .. .				236	10	0
Rent .. .. .				209	8	9

1. STATE EXPENDITURE FOR PUBLIC EDUCATION.

2. PUPIL TEACHERS' FUND.

3. PENSIONS GRANTED.

4. GOOD SERVICE LIST.



*Transkei Territories.*

Transkei .. .. .	5,040	5	0
Tembuland .. .. .	4,098	19	7
Griqualand East .. .. .	4,197	3	9
Good Service Allowances to Teachers .. .. .	337	10	0
Pupil-Teachers .. .. .	145	15	0
Deputy-Inspectors of Schools .. .. .	800	0	0
Transport .. .. .	771	0	0
School Requisites .. .. .	416	6	7
Rent .. .. .	17	7	6
	<hr/>		
	15,824	7	5

*Pupil-Teachers' Fund.*

Interest on "Slave Compensation" and "Bible and School Funds" .. .. .	299	10	0
	<hr/>		
TOTAL .. .. .	£176,189	19	3
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## 3. PENSIONS GRANTED.

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

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

## 4. GOOD SERVICE LIST.

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Adams, F.	February.	Daly, Miss M. A.	March.
Adamson, Mrs. C.	December.	Daniel, W.	Do.
Alberta, Sister	Do.	Daniels, Miss C.	September.
Alexia, Sister M.	Do.	Daoma, Anne.	February.
Aloysius, Sister M. (R.C., K. W. Town)	Do.	Davidson, J.	March.
Aloysius, Sister M. (R.C., St. Patrick's, C. Town)	Do.	Davis, Rev. H. W.	December.
Anderson, Rev. G. B.	September.	Deary, Miss E. J.	Do.
Armstrong, Miss K.	December.	De Graaff, M.	March.
Augustine, Sister	March.	De Kock, Miss M. J.	December.
Balie, R.	Do.	De Labat, B. J.	May.
Ball, G. H.	June.	De Leeuw, E. A.	March.
Bergsteed, Mrs. M. S.	March.	De Smidt, J. H.	June.
Berthold, E.	June.	De Villiers, Miss M.	December.
Beswick, F.	July.	De Villiers, S. J.	September.
Beswick, Miss J. E.	Do.	Devine, Miss G.	August.
Bett, W. R.	June.	De Vos, A. P.	September.
Birch, W. T.	November.	De Wet, A. P.	August.
Bland, D.	June.	De Wet, Miss M.	June.
Bliss, Miss A.	December.	De Wet, P. F.	Do.
Booyesen, E. J.	March.	Dix, R.	Do.
Bottoman, T.	June.	Dodd, Rev. D.	Do.
Breach, W.	April.	Donges, Miss C. M.	October.
Bresler, D. M.	March.	Dowling, Sister M. Raymond.	December.
Brink, C. P.	June.	Dreyer, J. C.	March.
Brink, P. A.	September.	Driver, A.	June.
Brink, P. J.	March.	Dryden, Miss M. H.	December.
Broster, T.	February.	Dunga, B.	Do.
Brown, Miss E. L.	June.	Du Plessis, J. S.	January.
Bruce, Rev. W. R.	March.	Du Toit, C. F.	December.
Burbidge, Rev. G. T.	December.	Du Toit, S. J.	September.
Calderwood, Miss M.	August.	Eaton, L.	June.
Campbell, Miss T. M.	September.	Eaton, Miss S. M.	December.
Cats, J.	April.	Ebeling, Miss A. M.	March.
Cellarius, J. R.	August.	Eksteen, Miss E. C.	Do.
Chaney, Miss S.	March.	Esselen, Miss C. E.	June.
Chapman, Mrs. C.	June.	Euvrard, F. C.	September.
Clarry, R. W.	May.	Euvrard, J. G.	June.
Clement, Sister.	June.	Falati, N.	January.
Cluver, F. A., B.A.	Do.	Fanti, E.	June.
Cluver, Miss J.	December.	Featherstone, Miss B.	Do.
Coetzer, J. N.	September.	Ferguson, Miss A.	December.
Cornelissen, Miss A.	Do.	Fini, R.	March.
Cornwall, Miss M. E.	March.	Forbes, Miss J. C.	December.
Cotter, Sister M. B.	Do.	Fouché, W. C.	March.
Cotterell, Miss W.	Do.	Fourie, J. S.	July.
Crawford, Miss H.	Do.	Franken, P. F.	December.
Cumbela, A. J.	June.	Frans, E.	June.
Cummings, Miss A. M.	September.	Fransch, Rosa	July.
Cuthbert, J. R.	October.	French, G.	March.
Dall, Miss E. G.	May.	Frick, Miss S.	Do.
		Frylinck, D. E.	September.



## 4. GOOD SERVICE LIST—(Continued).

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Frylinck, J. R.	March.	Jack, J.	July.
Gallant, R.	Do.	Jackson, W.	December.
Galvin, Sister Pius	December.	Jaeger, F. W.	September.
Gantz, C. L. Miss	October.	January, J.	June.
Gatt, J. B.	May.	Jonker, J.	April.
Gawe, S.	August.	Jordaan, P. D.	December.
Gericke, J. C.	September.	Joseph, Sister M.	June.
Geyser, H. J.	June.	Joubert, Miss D.	Do.
Gie, C. J.	May.	Juffernbruch, C.	December.
Gilchrist, G.	June.	Kannemeyer, P.	April.
Glynn-Wright, J.	December.	Kennedy, Miss M.	December.
Godden, T. W.	March.	Kikillus, Rev. J.	Do.
Goliath, J.	Do.	Kildasi, H. C.	July.
Golightly, T. S.	September.	Kilkelly, Miss A.	March.
Gordon, H.	December.	Kinna, Miss M.	June.
Greathead, Miss E. B.	January.	Kirsten, Miss M. B.	April.
Griffiths, Mrs. M.	March.	Kittlewesch, Rev. R.	September.
Groenewald, M.	May.	Kleinschmidt, W. G.	Do.
Gundwana, J.	February.	Klinck, J. D.	October.
Haas, Miss F.	December.	Kretzen, D.	December.
Häfele, C. J.	September.	Kretzen, R. D.	June.
Hahn, J. S.	July.	Krige, D. J.	March.
Halerow, T. S.	December.	Krige, J. D.	December.
Hanafey, Miss E.	March.	Lamont, J.	April.
Hanrahan, Miss K.	December.	Lauwrence, Miss E. S.	January.
Harris, Miss A. M.	March.	Le Cornu, W.	Do.
Harris, A. V.	September.	Leipoldt, Miss M. C.	November.
Harrison, Miss B.	January.	Le Roux, Rev. A. G.	September.
Hartle, Miss A. C.	June.	Le Roux, J. G.	June.
Hatch, Miss S. L.	July.	Le Roux, P. G.	March.
Heese, Miss F.	October.	Lethlabika, A.	December.
Helm, Miss C.	December.	Linney, Miss S. A.	June.
Hendrickse, A. J.	March.	Lister, Miss A.	Do.
Hendrickse, C. W.	December.	Lloyd, G. A.	March.
Hendrickse, J. M.	June.	Longden, Miss A.	June.
Herbert, Miss M.	December.	Louis, E.	April.
Hill, H., B.A.	June.	Louw, F. B.	June.
Hlangwana, I. J.	April.	Lusaseni, P.	December.
Hockly, Miss L.	September.	Mabandla, Jessie	June.
Hoogenhout, C. P.	Do.	MacCrone, R.	December.
Hope, Miss M. W.	July.	MacCuaig, A.	Do.
Hosking, G. T., B.A.	June.	Maci, A.	Do.
Hugo, J. C.	September.	Mackay, N.	March.
Humberta, Sister	December.	MacWilliam, R.	August.
Hurst, W. J.	June.	Madolwana, T.	September.
Hutchinson, G. P.	July.	Magdalen, Sister M.	August.
Immelman, C. J.	September.	Magocoba, H.	March.
Immelman, P. D.	June.	Makapela, J.	December.
Immelman, S. A.	December.	Malgas, J. B.	Do.
Inglis, J.	Do.	Malherbe, Miss J. E.	May.
Irving, J. E.	June.	Mali, A.	December.

## 4. GOOD SERVICE LIST—(Continued).

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Malunga, S.	February.	Ndwandwa, T.	April.
Mama, W.	December.	Nel, L. F.	July.
Marais, Miss J.	March.	Nelson, A. C.	September.
Martin, Miss M. A.	June.	Ngana, S.	December.
Martin, Miss S. J.	March.	Nicol, M.	August.
Martindale, Miss J. E.	June.	Nqaka, J.	December.
Marsh, E.	October.	Nstikana, W.	Do.
Masiza, Pauline	December.	Ntikinca, H.	September.
Matchett, R.	June.	Ntloko, W. R.	December.
Matodlana, N.	March.	Ntobongwana, J.	June.
Matshoba, J.	December.	Ntsiko, J.	May.
Mayeza, I. J.	December.	Nzoyi, S.	December.
Mazwi, B.	April.	Oliver, O. J.	June.
Mazwi, P.	December.	Olthoff, Miss S. A.	February.
Mbambisa, H.	Do.	Orsmond, Miss E. E.	December.
Mbeki, M.	September.	Page, C. F.	June.
McCormick, Rev. R. M.	April.	Palmer, Miss M. B.	August.
McKay, Miss A.	June.	Pamla, G.	June.
McKenzie, Mrs. Y.	Do.	Pamla, M.	December.
McLeod, A.	December.	Parkinson, G. W.	July.
Mdudu, C.	Do.	Pauw, D. A.	June.
Melville, Miss M.	Do.	Pauw, J. C.	September.
Midilton, Miss E.	September.	Peebles, Miss M. A.	December.
Mills, Miss E.	February.	Perring, Miss C.	June.
Milne, G. A.	September.	Peters, Rev. T. H.	March.
Milne, W.	February.	Pfeiffer, E.	December.
Minnaar, Miss L.	September.	Pfeiffer, P. S.	February.
Mitchell, Miss A.	March.	Pienaar, Miss A. S.	June.
Mitchell, S. H.	June.	Pienaar, G. F.	September.
Mlongeni, M.	December.	Pressly, J. S.	May.
Moir, Rev. W. J.; M.A.	Do.	Prozesky, Rev. C.	August.
Mokuena, D. S.	Do.	Quail, J.	June.
Mollett, Rev. P. R.	Do.	Radas, Mary A.	May.
Moncholomie, H.	Do.	Rainier, Rev. A. G.	December.
Mooney, J. E.	March.	Raphael, Sister M.	Do.
Moore, Miss M. L.	September.	Raymond, Sister M.	Do.
Morton, Rev. W. H.	June.	Redford, Miss C. E.	September.
Moyle, Mrs. E. J.	Do.	Redford, Miss E. L.	March.
Moyle, M. P.	October.	Rein, R.	December.
Mpondo, S.	June.	Rettie, J., M.A.	June.
Msikinya, C.	September.	Reynolds, P.	April.
Msutwana, A.	December.	Roberson, R. B.	February.
Mtondini, J. J.	Do.	Roberts, Miss E.	December.
Muller, Rev. H.	Do.	Rosenow, C. F.	March.
Mullins, Rev. R. J.	August.	Rossouw, Miss E. H.	Do.
Murray, Miss H.	March.	Roux, D. G.	June.
Musson, Miss A.	December.	Rowan, J. Z.	Do.
Nakin, J.	June.	Ruiter, A. J.	December.
Nason, Miss L.	Do.	Schaefer, J. D.	June.
Naudé, Miss H.	May.	Scheublé, Miss F. C.	December.
Ndubela, S.	December.	Scheublé, Miss M.	March.



## 4. GOOD SERVICE LIST—(Continued).

Names.	Month when Allowance falls due.	Names.	Month when Allowance falls due.
Schmidt, Miss M.	September.	Van Blommestein, D.	March.
Schumann, J. H.	January.	Van Coppenhagen, G.	December.
Scott, A.	December.	Van der Horst, E. J.	March.
Searle, Miss F.	June.	Van der Spuy, M. J.	June.
Sedeman, S. M.	December.	Van Heerde, G. L.	January.
Sehlabo, M.	August.	Van Heusden, Mrs.	March.
Shaw, G.	December.	Van Niekerk, Miss J. J.	December.
Shosha, E.	Do.	Van Niekerk, Miss C.	Do.
Sidziya, F.	February.	Varnfield, G.	Do.
Smit, A. W.	September.	Venn, Mrs. C.	February.
Smith, Miss A. E.	June.	Viljoen, A. C.	September.
Smith, Rev. G.	December.	Visser, Miss R.	March.
Smith, J.	Do.	Wagner, F. H.	December.
Snell, Rev. A. L.	Do.	Wagner, J. H.	Do.
Solilo, A.	Do.	Waitt, Miss G. C.	January.
Solms, Miss U.	Do.	Walker, Miss M.	June.
Spijker, Miss A. H.	February.	Wallis, Miss E.	September.
Starkey, E. J., B.A.	Do.	Walsh, J.	December.
Stegmann, Rev. J. F.	December.	Walters, M. M.	June.
Stevenson, Miss S.	March.	Watermeyer, E.	Do.
Steyn, Miss S. D.	Do.	Watermeyer, Miss L.	September.
Stocks, A. R.	December.	Weich, Rev. A. F.	Do.
Stofberg, F. J.	Do.	Weich, S. B.	March.
Stucki, Miss C. M.	February.	Weisbecker, Miss F.	December.
Stucki, M. J.	September.	Wessel, H. W.	Do.
Swemmer, J. W.	June.	Whiteside, Rev. J.	June.
Tas, S.	May.	Whitton, J. R.	December.
Therco, D. K.	July.	Whyte, Miss M.	Do.
Theunissen, P.	September.	Wilkinson, A. B.	June.
Thomas, Miss E. N.	Do.	Willebrord, Brother.	March.
Thomas, W.	August.	Wilson, E. G.	December.
Thompson, P.	January.	Wilson, G. W.	January.
Titus, C.	April.	Wilson, T. W.	December.
Tobias, Miss J.	June.	Wium, J.	Do.
Tshwete, J.	December.	Woeke, S. V.	July.
Tunyiswa, T.	Do.	Xakekile, J.	March.
Tyamzashe, P.	Do.	Xavier, Sister.	duly.
Uys, J.	Do.	Zeeman, D. W.	December.
Van Alphen, D.	June.	Zeeman, J. F.	January.
Van Bonde, G. C.	January.		