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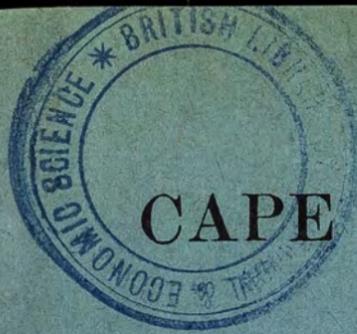
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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE YEAR ENDED 31st DECEMBER  
1925.

Price 5s.

CAPE TOWN :

CAPE TIMES LIMITED, GOVERNMENT PRINTERS,  
1926.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the year ended 31st December, 1925.

Department of Public Education,  
Cape Town,  
20th May, 1925.

The Honourable the Administrator,  
Province of the Cape of Good Hope.

Sir,

I have the honour to present to you my report for the year ended 31st December, 1925.

The report follows in the main the general lines of the reports of previous years, and aims at discussing the most important features of the work of 1925. It contains few points of detail, as statistical information regarding the various sides of the Department's activities is given in the appendix.

Chapters II, III and IV deal only with the education of *Europeans*: reference is made in Chapter VII to the education of *coloured* children, and in Chapter VIII to *native* education.

The reports of the inspectors, instructors and organisers, relating to the various areas into which the Province is divided for inspection purposes, or to special subjects and departments of instruction, are appended.

Finally, in a separate volume are given details respecting individual schools.

I have the honour to be,

Sir,

Your obedient Servant,

W. J. VILJOEN,

Superintendent-General of Education.

## I. ADMINISTRATION.

At the outset of my report I desire to place on record my sense of the debt which the Province owes to Sir Frederic de Waal, who retired from the Administratorship at the end of 1925, for his services to education during his fifteen-year term of office. During this period great progress has been made; and much of the credit for it is due to Sir Frederic, who deserves to be remembered with gratitude for his work.

I have to record also the retirement of Mr. J. P. J. Brunt from the Controllorship of Educational Finance. Mr. Brunt's services on the financial side have been of great value to the Administration during a time of difficulty without parallel in the educational history of the Province. The Controllorship of Educational Finance now vests in the Provincial Secretary as Accounting Officer of the Province.

We have lost two veteran inspectors of schools through the retirement of Messrs. James Craib, M.A., and Charles L. Hofmeyr, B.A., on reaching the age limit. It is difficult to speak too highly of the work done by them, both as teachers and as inspectors. They have left their stamp on the schools with which they have been concerned, and they have gained the respect and appreciation of all with whom they have worked. Their places on the inspectorate have been filled by the appointment of Messrs. R. E. le Roux, B.A., and H. B. Luckhoff, B.A., until then the respective principals of the Colesberg and Montagu High Schools.

The steady increase of inspection-work in the Native Territories has necessitated the appointment of an additional inspector in that area, Mr. J. Barnes, B.A., principal of the Dryden Street School, Salt River, being selected to fill the new post.

On a somewhat different footing from the regular school inspectorate is the staff of Departmental instructors, instructresses and other specialist officers. While the work of these latter officers includes some *inspection* in the special subjects for which they are respectively responsible, their main functions are those of *instruction* and *organisation*. They are primarily trainers of teachers; and they are differentiated from the principals of training institutions by the fact that, while the business of the latter is to train teachers before entrance to the service, the business of the former is to assist and improve teachers who are already in the service. In this portion of the Department's field staff several changes fall to be chronicled. Mr. F. Farrington has retired from the Departmental instructorship in singing for the eastern districts, after thirty years of successful work in the promotion of school music, and has been succeeded by Mr. S. J. Newns, B.A., late of the Port Elizabeth Boys' High School. Miss A. M. E. Exley, Departmental instructress in needlework for the Native Territories, retired after eleven years of faithful and valuable service, and has been succeeded by Miss M. Tebbatt. The rapid strides made in regard to handwork in native schools

have rendered it necessary to appoint an additional instructress in needlework and domestic science; and Miss A. A. Rowe, of the Lovedale Girls' Industrial School, has been selected for the new post.

## II. SCHOOLS AND PUPILS.

### *Number of Schools.*

For the three years immediately prior to 1925 it was my duty to report a loss in the number of schools for European pupils. In 1922 the number of schools fell by 138; in 1923, by 81; and in 1924, by 30. Part of these losses, especially in the rural areas, may be put down to the centralisation policy of the Department, the aim of which is to have as few and as large schools as possible; but part was undoubtedly due to the financial stringency which prevailed during the years in question, and which prevented the Department from opening new schools as they were required. Towards the end of 1924, however, the engines were reversed, and I am glad to be able to report that the period of decreases has come to a termination. At the end of 1924 there were in operation 2,413 schools for European pupils. Of these, 28 were vocational schools and other institutions of a special character. These 28 schools were transferred during 1925 to the jurisdiction of the Union Government, in accordance with the agreement come to at Durban in October, 1924, between the Government and the Provincial Administrations. At the end of 1924 there were thus in existence 2,385 institutions for primary education, secondary education and the training of teachers—the educational activities which, under the Durban Agreement, remain the concern of the Provinces. In the course of 1925 this number increased to 2,426, and there has thus been an increase of 41 schools.

This increase of 41 schools does not, of course, represent the whole of the year's work in the establishment of schools. Well over 180 schools for European pupils were established during 1925; but there is a death-rate as well as a birth-rate of schools, and the figure 41 represents the net increase.

### *Types of Schools.*

The following table shows the distribution of schools among the various classes at the end of 1925:—

#### *Training of Teachers:*

Training Colleges ... ..	7
Training Schools ... ..	5

#### *Secondary Education:*

High Schools ... ..	112
Other Secondary Schools ... ..	82

#### *Primary Education:*

Undenominational Public Schools ...	1,820
Church Schools ... ..	36
Farm Schools ... ..	352

<i>Special Schools</i> : .....	2
<i>Part-time Schools</i> : .....	10
	2,426

One training school (Oudtshoorn) earned promotion to the rank of a training college.

The three main types of institution providing general education in the Cape Province are the *primary school*, with a curriculum extending not beyond Standard VI; the *secondary school*, the curriculum of which extends up to and including Standard VIII; and the *high school*, the curriculum of which extends up to and including Standard X. The system of grading schools on the range of their curriculum was introduced in 1920, and has been gradually proceeded with until it is possible to say to-day that, with only two exceptions, the range of curriculum of every school is accurately connoted by the rank which the school has—of primary, secondary or high school. The two exceptions are secondary schools which, under a special arrangement protected by law, are permitted by the Department to work up to and including Standard X.

This state of affairs, whereby schools are graded in respect of the range of the curriculum which they offer, is a vast improvement on the pre-1920 arrangement, under which the grade of a school often afforded no clue to its real place in the educational system. Under the old arrangement it was possible for a school working up to the Standard X stage to belong to any one of three grades of schools—high school, ordinary secondary school or intermediate school. Similarly, it was possible for a school working up to the Standard VIII stage to belong to any one of the three grades secondary school, intermediate school or primary school. The real position in regard to the provision of facilities for secondary education tended in this way to become hidden.

We had thus at the end of 1925 no less than 114 *complete* secondary institutions—112 high schools and 2 secondary schools—working up to the Standard X stage, and 80 other secondary schools working up to the Standard VIII stage. It cannot be denied that this is very liberal provision for secondary education. It must even be admitted that there are some high schools and some secondary schools that have not as yet justified their grade, though there is every hope that almost all of these will soon do so. In any case, once a school has been promoted in grade, with the consequent extension of curriculum and increase of staff, accommodation and equipment, it would obviously be very undesirable soon to retrace the step taken. In order, therefore, to make it reasonably certain that every school promoted to the rank of a secondary school or a high school would, from the outset, justify its promotion, the Provincial Council agreed last year to raise the requirement for promotion. Formerly a primary school serving an isolated community could be promoted to secondary-school rank, if it had maintained a minimum

average enrolment of 20 pupils in Standards V and VI combined for one complete calendar year; the enrolment figure is now 25, and the period one complete calendar year and the first three quarters of the succeeding year. Similarly, the enrolment required in Standards VII and VIII for promotion to high-school rank has been increased from 40 to 50, and the period from one year to one year and three quarters. These changes will do much to ensure stability in the grading of schools.

#### *Number of Pupils.*

The number of European pupils enrolled in schools under the Department at the end of 1925 was 135,955.

The corresponding figure for 1924 was 135,779, so that at first sight there seems to have been an increase of only 176 European pupils. Actually, however, the position is much better; for, in order to obtain a fair comparison, we must subtract from the 1924 figure 1,687 pupils enrolled in vocational schools and other institutions of a special character which were transferred during 1925 to the jurisdiction of the Union Government in accordance with the Durban Agreement. We may say, then, that at the end of 1924 the enrolment in schools which have remained the concern of the Provincial Administration was 134,092; and this figure, compared with that for 1925, gives a resulting increase of 1,863.

It must be frankly owned, however, that even this increase is somewhat disappointing. In the happy days before financial stringency smote the Province, the increase in European enrolment averaged some 5,000 per annum. A small proportion of the difference may be accounted for by the facts that during the influenza epidemic of 1918 several hundreds of children died who would be of school-going age to-day, and that the number of children born in 1919 (*i.e.*, those who would attain six years of age in 1925 and be eligible to attend school) was the lowest recorded for the Cape Province in any year since Union. Of greater numerical importance is the possibility that the "drives" to bring children into school in the years immediately preceding 1922 resulted in the enrolment of those years being swollen beyond the normal, by reason of the presence in school of comparatively old and previously neglected children along with those of appropriate age.

However this may be, there is unfortunately little cause to doubt that there are still large numbers of children who are not in school and who ought to be. School boards and the Department must do their utmost to ensure that no child of school-going age is left uncared for.

It is interesting to note that this feature of lack of growth in enrolment is not peculiar to the Cape Province. If we compare the Union Estimates for 1925-6 with those for 1926-7, we find that in each of the other three Provinces the number of European pupils ranking for full subsidy in the latter year (*i.e.*, the 1925 attendance), is slightly lower than the corresponding figure for the previous year (*i.e.*, the 1924 attendance).

[C.P. 2-'26.]

### III. TEACHERS.

#### *Supply of Qualified Teachers.*

One of the most encouraging features in regard to the schools is the excellent position achieved in the matter of the supply of qualified teachers. In respect of the year ended 30th June, 1925, I have to report that, taking the schools for European pupils as a whole,

- (1) Every certificated teacher that left the service of the Department was replaced by a certificated teacher;
- (2) For every new post that was created a certificated teacher was provided;
- (3) 105 uncertificated teachers who left the service of the Department were replaced by certificated teachers.

Of the total number of 6,086 teachers employed in schools for European pupils, no less than 5,843 were certificated and only 243 were uncertificated. And many even of the 243 *uncertificated* teachers are by no means *uneducated*; 69 of them, for instance, are university graduates.

The proportion of certificated teachers works out at the exceedingly high figure of 96 per cent. When it is remembered that in the calculation of this percentage account is taken, not only of large town schools, but also of small primary schools in the country and even of farm schools, there is real cause for thankfulness at the progress that has been made.

We have now arrived at the position that we are almost entirely self-supporting in the matter of the supply of teachers. This is not to say that all the teachers we recruit have been trained in the Cape Province; we are still receiving into our ranks teachers who have been trained overseas and who have won their places in fair competition with the home-trained products. But it is one thing to welcome immigrant teachers who desire to serve in the Cape; it is another thing to be dependent upon them as the main source of teacher-supply. The stage of such dependence we have long passed.

While on the subject, regret may be expressed that some school committees and school boards have at times shown a tendency unduly to favour overseas-trained teachers merely because they are overseas-trained—a form of “*uitlanderism*” which is a little disquieting. The tendency is especially marked in regard to women teachers of physical culture. In the Cape we insist that our student-teachers aiming at physical culture or other specialist work should undergo, in addition to a course of secondary education and the prescribed course of *specialised* training, a course of *general* training as teachers. The reasons for this are weighty; they were given in my report for 1922, and need not be here repeated. The belief seems general that, for example, physical culture teachers trained overseas have in every case passed matriculation and undergone a three years' course of specialised training; and this is regarded as a set-off against the lack of general training. But this belief is unfounded. With very few exceptions, the

overseas-trained physical culture teachers who have come up for appointment to the Cape service have neither matriculated nor undergone a specialised course of more than *two* years. In the Cape the total length of training required from the unmatriculated candidate for the physical culture certificate is *four* years—two years of general and two years of special training. It is plain that in common justice the Department must insist that Cape-trained teachers shall not, merely because they are Cape-trained, be made to give place to overseas-trained teachers holding qualifications which are on a lower level.

#### *Training of Teachers.*

In my last two reports reference was made to the uneven distribution of the student-teacher enrolment among the training colleges and schools under the Department. Some training institutions have enrolled more students than they could well carry, while the enrolments at other training institutions have been too small to justify the expenditure involved in their maintenance. Year by year however the position is bettering; there are now very few training institutions where the enrolment is too large, and there is only one institution where the enrolment is definitely too small. Even in this latter case I hope that 1927 will see a return to a satisfactory state of affairs.

During recent years a great change has come over the training of primary teachers in the Cape Province which seems by many to be imperfectly realised. Prior to 1920 the great majority of our primary teachers received the bulk of their training as pupil-teachers in primary schools or departments; indeed, we still have in the service certificated teachers who received all their general education in primary schools and all their professional training as pupil-teachers in primary schools. To-day all this is altered. Even to obtain the lowest teachers' certificate issued by the Department (the Primary Teachers' Lower Certificate) a candidate has, in addition to completing the full primary course, to complete the first two years of the secondary school course, to pass the Junior Certificate examination, and thereafter to attend a training institution for two years. The insistence on success at a public examination (the Junior Certificate) before entrance is permitted to a course of training has done much to raise the level of student-teachers' attainments, as principals of training institutions have repeatedly borne witness. The insistence on training for all who wish to become teachers requires at this time of day no argument to justify it.

But, while there is cause for gratification at what has been achieved, all is not yet well. One of the main defects of the pupil-teacher system was that the pupil-teachers had too much teaching practice and too little instruction. We have cured all that; but at some training centres the pendulum has swung too far in the other direction, and the training of

teachers has tended to become too much a matter of theory. This is due to the fact that these training institutions are situated in comparatively small towns, with a total primary enrolment too restricted to allow of a large number of student-teachers receiving adequate *individual practice in class-teaching*—that indispensable constituent of a primary teacher's training. After careful investigation of the whole matter, the results of which have been set forth in an article in the *Education Gazette* of 8th April, 1926, the Department has laid it down that the number of student-teachers enrolled at a centre should never be more than five times as great as the number of full-time teachers employed in the primary schools or departments that are available for practice purposes. At most of our training centres practice facilities are present in greater abundance than is necessary to meet this exceedingly moderate requirement; but at more than one training centre the number of students under training is so greatly in excess of the proper number, that adequate practice facilities for all the students are an impossibility. The Department is taking steps to put the matter right. No one expects the training institutions to present the schools with full-formed teachers; but if the provision of adequate facilities for individual practice in class-teaching is to be entirely subordinated to the ambition to secure an enormous enrolment of student-teachers, the value of the training will be seriously impaired, and the paramount necessity of it hard to prove.

A very pleasant fact that falls to be recorded is the steadily increasing proportion of future primary teachers who are taking the *higher* course of training, which is a two years' course following upon a pass in the senior certificate or matriculation examination. As has already been indicated, the vast majority of our teachers formerly passed through the pupil-teacher course leading to the Primary Teachers' Lower Certificate, or (to give it its old familiar name) the Third Class Teachers' Certificate. At the beginning of 1925, however, matters had so far improved that no less than 43 per cent. of the new entrants embarked on the higher course, and only 57 per cent. on the lower course. At the beginning of 1926 the position was reversed, 57 per cent. taking the higher course. If progress continues at this rate, the question of discontinuing the lower course altogether will arise before long. Such a rise in the standard of teachers' qualifications will do great good to education; but the financial effect of it will have to be faced.

I desire to take this opportunity of recording my indebtedness to the universities and university colleges for the assistance they have whole-heartedly rendered by training secondary teachers for service in the schools of the Cape. The training colleges and schools of the Department can well provide for the training of all the *primary* teachers we require; and that this is coming to be realised by the university institutions is apparent from the fact that all, save one, of them have acquiesced in the Department's request that they discon-

tinue preparation for the Primary Teachers' Higher Certificate. But, as regards *secondary* teachers, we have no source of supply but the university institutions, and their aid in this matter deserves grateful acknowledgment. Mention should also be made of the services of the Cape Technical College in the training of specialist teachers of domestic science.

#### *Interchange of Teachers.*

A scheme for the interchange of teachers between various parts of the British Empire was inaugurated in 1921 by the League of the Empire; and its operation in the Cape Province has been productive of good results. The scheme, as now in force, is an outcome of the deliberations of the Imperial Education Conference of 1923 and works as follows: A teacher, say, in London will exchange posts for a year with a teacher employed in a Cape Town school on similar duties. Each teacher is regarded as being on special leave with full salary from the governing body under which he holds his permanent appointment, and receives no salary from the governing body of the school to which he is assigned for the year of exchange. This year counts for incremental and pension purposes when he returns to his own school. Only teachers between twenty-five and forty-five years of age, with good qualifications and at least five years' experience, are eligible for interchange.

So far, Cape teachers have exchanged only with those in Great Britain; but it is to be hoped that in time the scheme will be extended so as to include interchange between South Africa and the other dominions.

There is no question of the good that has been done through the scheme to the teachers who have come under it. The thanks of the Department are due to the honorary secretary of the League, Mrs. Ord Marshall, not only for the great interest which she has shown in promoting the scheme, but for the efforts she has made to ensure the comfort of Cape teachers while resident overseas, and for the excursions to the Continent which she has planned on behalf of the teachers.

#### IV. COURSES OF INSTRUCTION.

In last report there was given under the above heading a fairly comprehensive survey of the position in regard to the work of the schools. To what was then said in reference to primary and secondary education generally there is little new that I can add: 1925 has been rather a year of steady work along settled lines than a year of change. I propose therefore to devote this chapter to two important topics—medium of instruction, and agricultural education.

#### *Medium of Instruction.*

During the year an important amendment was made in the provisions of the law affecting medium of instruction. Ordinance 11 of 1912 enacted *inter alia* that the home language (*i.e.*, the language best spoken and understood by the child)

[C.P. 2—'26.]

must be the medium of instruction up to and including Standard IV, provided that the other official language might be gradually introduced and thereafter regularly used as a second medium of instruction. This cardinal principle was repeated in the Consolidated Education Ordinance of 1921. Section 13 of Ordinance 23 of 1925 extended the limit from Standard IV to Standard VI.

The precise nature of the change has not been understood in many quarters. At the time that the legislation passed through the Provincial Council many people spoke as though the change would bring to the child the *right* of instruction in his home language up to and including Standard VI. These people seemed to be unaware of the fact that ever since 1912 the parent of a pupil above Standard IV has had the right to ask that the pupil should be instructed through the home language, and that such right was already being exercised in many cases. Indeed, before Ordinance 23 of 1925 came into force, there were schools that had parallel classes up to and including Standard VI,—the one section being instructed mainly through the medium of English and the other mainly through the medium of Dutch. The real nature of the change is that, whereas up to 1925 the parent had the choice of medium in Standards V and VI, the medium in those standards is now compulsorily the home language.

The change in the law affords a convenient opportunity for reviewing the position in regard to medium of instruction. My remarks will in the main be confined to the classes up to and including Standard IV, since any useful statistics that are now available apply only to the state of affairs before the passing of the 1925 Ordinance.

The carrying into practical force and effect of the medium provisions of the 1912 law has been an exceedingly difficult task. On the face of it the task looks easy, and the law seems clear; but the conditions of schools in the different parts of the country vary so widely that all sorts of unforeseen problems have cropped up, some of which have almost defied solution. Further, the wording of the law has not proved in actual practice to be as clear as it seems to the casual observer to be.

Among the main difficulties which have been experienced in the past in carrying out the medium provisions of the law have been (1) the lack of qualified teachers, (2) the Department's lack of powers to enforce the law, and (3) the conservatism of local educational bodies. These difficulties however have either disappeared or are disappearing.

All the Departmental training schools are concentrating attention on the problem of turning out teachers who are qualified to give effect to the language provisions of the law. The training schools are distributed fairly evenly through the Province, and each of them has developed what may be called a characteristic atmosphere. Although all training schools pay attention to both languages, some produce teachers who are specially strong in English and others teachers who are specially strong in Dutch.

Until 1921 the Department had no special powers in regard to the enforcement of the provisions of the law regarding language and medium, and was consequently unable to be stringent in its demands. The Consolidated Education Ordinance however gave the Department greater responsibilities and powers in regard to the matter, and since then it has been possible for the Department to speak with a more certain voice. Still, these powers have to be exercised with great tact and forbearance, if unnecessary antagonism to the provisions of the law is not to be aroused on the part of parents. It must be borne in mind that the law calls for the exercise of compulsion in regard to medium; and compulsion is a thing by which the democratic South African is very readily affronted.

Many of the local school authorities were formerly apathetic in regard to the question of home-language instruction, and some of them seemed at times to be actually antipathetic; but I am glad to say that of recent years almost all of this has disappeared, and that with very few exceptions the local authorities are now showing their sympathetic interest in the matter and are doing what they can to further the objects aimed at by the law.

If we take the figures as at the end of October, 1925, we shall find that out of 92,761 European pupils enrolled up to and including Standard IV,

24,397 were returned as receiving instruction entirely through the medium of English;  
27,788 as receiving instruction entirely through the medium of Dutch;  
40,576 as receiving instruction partly through the medium of English and partly through the medium of Dutch.

The word "Dutch" here includes a very small proportion of pupils receiving instruction through the medium of simplified Nederlands; in the vast majority of cases Afrikaans is the form of Dutch used. Further, it should be pointed out that the 40,576 pupils who are returned as receiving instruction partly through the medium of English and partly through the medium of Dutch fall into two divisions,—(1) those who are receiving instruction mainly through the medium of English and subsidiarily through the medium of Dutch, (2) those who are receiving their instruction mainly through the medium of Dutch and subsidiarily through the medium of English.

These figures should serve to dispel the fear sometimes expressed that to a large extent the medium provisions of the law are a dead letter. Yet it would be wrong to give the impression that the law is universally observed. Every year the Department comes across individual cases in which the law is being broken; and in each of these cases the Department endeavours, with the minimum of friction, to remedy the breach of the law. And it must not be supposed that all work done in this way is caused solely by the *introduction* of the home-language medium into a school; it is repeatedly found that, after the medium provisions have been in smooth

operation in a school for years, something goes wrong and the law is broken. As I write there is before me the case of a school where the medium provisions have been given full effect to for a considerable period, but where, owing to a very uneven distribution of pupils, the principal has this year summarily re-arranged the classes in such a way as to break the law in one of them. The result has been immediate—bitter complaint that the law is habitually treated with contempt by the local school authorities and the Department, and that the minority is being cheated of its rights. But what has really happened is that a blunder has been committed which administrative action can remedy.

There are various methods of carrying out the medium provisions of the law. In schools that are homogeneous as regards the home-language of the pupils, *i.e.*, where all the pupils have either English or Dutch as their home-language, no difficulty presents itself. In former days many of the schools in the large towns were attended exclusively by pupils whose home-language was English; but to-day it is rare to find a school attended by English-speaking pupils that has not at any rate a few Afrikaans-speaking pupils on its roll. There are, however, many schools situated on farms where all the pupils have Afrikaans as their home-language. Our schools may therefore be divided into two main groups: (1) those attended only by Afrikaans-speaking children, and (2) those attended by both English-speaking and Afrikaans-speaking children.

In schools of the latter group the methods employed in carrying out the medium provisions are really variants of two main types. You may keep English-speaking and Dutch-speaking pupils together under the same teacher, who must of course be bi-lingual; or you may keep English-speaking and Dutch-speaking apart under separate teachers. The latter method is the *parallel-class* method; the former method is by analogy sometimes termed that of "*parallel instruction*".

The parallel-instruction method appears in many schools and in many varying forms. In the eyes of most people its great advantage is social, in that "English-speaking and Afrikaans-speaking children are not herded into separate kraals", though there are not wanting those who aver that throwing together in one class-room children who have to be educated through separate media accentuates rather than minimises differences. From the administrative and educational standpoint, however, parallel instruction does not work nearly so well as parallel classes. When both sections are kept together under the one teacher, and both media are used in the same class-room, it is often easy to assert, and often difficult to disprove, that the one section is being unfairly treated. If however the law is being carried out in the spirit as well as the letter, a high standard of school work is less likely to be attained under parallel instruction than under the parallel-class system. The experience of past years has im-

pelled the Department to the conclusion that parallel classes are much to be preferred to parallel instruction. Of course, where the minority is too small to permit of parallel classes, resort to parallel instruction is inevitable; but it would be idle to deny that in such event the approximation to the medium provisions of the law is necessarily slight rather than strict.

Under the parallel-class method English-speaking pupils and Afrikaans-speaking pupils are placed in separate class-rooms, the result being that in reality two schools are conducted under the one roof and under the one principal,—one school with English as the medium and another school with Afrikaans as the medium. The Department staffs the English-medium section and the Afrikaans-medium section as though they were two separate schools; and in this way what would prove to be a formidable obstacle to the efficient conduct of parallel classes is removed. In the large towns where English is predominatingly the language spoken, the majority of the pupils are naturally placed in the English-medium section and the minority in the Afrikaans-medium section. In the country towns, where Afrikaans is predominatingly the language spoken, the position is of course reversed.

One of the chief complaints with which the Department has to deal is that made by the parents whose children form the minority. For example, you may find that a primary school in a large town has one teacher for every class in the English-medium section, whereas all of the six Afrikaans-medium classes up to and including Standard IV may command the services of only two teachers, or even possibly of one teacher. The parents of the minority often seem to feel the consequent grouping of classes a bitter grievance, and cannot resist comparing the lot of their children with the better fortune of the children forming the majority. The Department is sometimes assailed with the charge that it is doing injustice to the one or the other language because of this disparity in staffing; but it is hard to see what else can be done in the matter. If, for example, you have in a school 220 English-speaking pupils up to and including Standard IV and only 40 Dutch-speaking pupils in the same standards, you could not well give less than six teachers (*i.e.*, one teacher to each class) to the 220 English-medium pupils, and you could not well give more than two teachers to the 40 Afrikaans-medium pupils. Further, it may be pointed out that the conditions are hard but equal. Just as in the large towns the Afrikaans-medium classes have to be grouped, so in the country towns, where the Afrikaans-speaking pupils are in the large majority, the English-medium classes have to be grouped.

Certain difficulties arise in connection with the institution of parallel classes. The Department revises every year the position in regard to medium of instruction; and when it finds that in a school there are a minority of pupils who are not receiving instruction through the medium of their home-language, it communicates with the school board and pro-

poses action to rectify the state of affairs. For instance, it may be found that in a school where English is the only medium, there are not less than fifteen children up to and including Standard IV whose home-language is Afrikaans. In the case of these pupils the law is being broken. Steps are therefore taken to establish what virtually amounts to a single-teacher school for the Afrikaans-speaking children; a class-room is secured and a teacher engaged. Very soon after these steps have been taken, the number of Afrikaans-speaking children in the school may fall very seriously—even perhaps to one-third of the original number—and the continuance of a special teacher for so small a number of pupils is no longer justified. The Department may then after due notice withdraw the teacher; and possibly within six months of withdrawing the teacher, there may be again fifteen or more Afrikaans-medium pupils in the school. This is not by any means an imaginary case: the same sort of thing happens year by year. Further, it is not only Afrikaans-speaking children who the Department finds are not being educated through the medium of their home-language; the Department has before now had to intervene when it is found that English-speaking pupils are being educated through the medium of Afrikaans.

A very special type of difficulty that is found in many schools has already been indicated—that which arises when the minority is so small as to make it virtually impossible to carry out the provisions of the law. The majority in a school is often several hundreds in number, whereas the pupils forming the minority may number only five or six, scattered singly through the various classes. It is virtually impossible to provide for the minority in such a case as this. The idea seems to prevail that if all teachers were bi-lingual there would be no difficulty; but this is a mistaken view. If a Standard III teacher, for example, has forty-two English-speaking pupils and one Afrikaans-speaking pupil under her, it is difficult to see how she could carry out the medium provisions of the law in regard to the solitary Afrikaans-speaking pupil without giving that pupil a disproportionate share of her attention. As a rule the letter of the law is broken in these cases. The single pupil receives instruction through the medium of the home language of the majority, although the teacher will naturally take special care by incidental explanation in the child's home language to see that proper progress is made. Cases of this kind, it may be remarked, occur in all sorts of schools—country as well as town.

While on the subject, it may be remarked that difficulty occasionally arises through doubt as to which of the two official languages is the home-language of a particular pupil. The provision of the law on the point is somewhat confused. Section 300 of the Consolidated Education Ordinance states that “in any case in which there is any doubt, owing to the pupil *knowing both languages equally well*, as to which of the two languages is to be considered the home-language of any

pupil” (*i.e.*, the language *best known and understood* by the pupil) “the parent's decision shall be final”. The intention seems to be that, when a pupil is equally conversant with each of the two languages, the parent is entitled to choose the medium. If the section is not to be taken as contradicting itself, this seems to be the only possible meaning. In the vast majority of cases, of course, no difficulty arises, the home-language of a pupil when he presents himself for enrolment being easily ascertainable. There are many localities, however, where little children, even before they go to school, are able to speak both languages; and when such children are placed in the one or the other section complaints are sometimes made that the principal has erred in his assignment of a child to the particular section. Even when the parent's decision has been obtained, complaint does not always cease, it being held that no ground for doubt exists and the parent should not be asked his opinion.

The parallel *school* is a development from the parallel *class*. In a thickly-populated urban area where large schools exist separated by comparatively short distances, it is a far more economical and efficient plan to gather the pupils forming the minority at the various schools into one strong, well-staffed school rather than to allow them to continue under the system of parallel classes. In the Cape Peninsula a movement is on foot to centralise the Afrikaans-medium classes at certain large schools, so as to avoid the existence of small parallel classes at a large number of schools. This of course does not necessarily involve single-medium schools. What happens is that Afrikaans-speaking pupils will be required to attend a few schools where adequate provision is being made for them, and that the English medium only will be employed in the remaining schools situated in the neighbourhood. In time some of these large dual-medium schools may be expected to break up into separate-medium schools, which will thus come about by natural growth rather than by artificial organisation.

This sketch of the position in regard to medium of instruction has run to great length, and even then has touched but the fringe of a subject which is well-nigh inexhaustible. I feel however that it can only do good to apprise members of the legislature and the public generally of some of our difficulties in the matter, and of the ways in which we are trying to surmount these difficulties. From time to time one is met with expressions of dissatisfaction with the amount of progress achieved in regard to home-language instruction; and it is impossible to resist the conclusion that these complaints are often due either to ignorance of the work that is steadily going on, or to hasty generalisation from isolated cases. By no means do I deprecate criticism of the Department's efforts, for informed and candid criticism is a valuable aid in the work; but I do deplore the fact that into complaints regarding this particular matter there creep so often the note of shrillness and the attribution of unworthy motives to the De-

partment, to local educational bodies and to teachers. There will from time to time arise in this matter, as in other matters, real cases of culpable negligence or of deliberate evasion of the provisions of the law; and complaint of these is not only justifiable but helpful. But it is difficult to see how the cause of home-language instruction will be promoted by the preferring of charges of bad faith against teachers and school authorities before the grounds for complaint have been properly investigated. Home-language instruction need not be a bone of contention or a rock of offence; it is the law of the land, it is sound in principle, and it deserves not only careful administration but reasonable discussion and sensible complaint.

#### *Agricultural Education.*

Progress in connection with agricultural education has been satisfactory, although considerable difficulties have arisen owing to the serious shortage of qualified teachers. Many schools wish to introduce agricultural instruction, but are unable to do so because there is no teacher on the staff qualified to teach it. This shortage has been aggravated by the recent establishment of two new divisions in the Department of Agriculture. These two divisions have absorbed most of the students who have successfully completed the B.Sc. Agric. course at the Stellenbosch University and the Transvaal University College, Pretoria; and even some of our teachers have resigned their posts to join the Department of Agriculture.

Another factor which has contributed to the lack of development is the Durban Agreement between the Union and the Provinces, which delimited the operations of the Department in the sphere of agricultural education and assigned to the Union Government all vocational education. There was at first a considerable amount of confusion as to the exact spheres of action of the Provinces and of the Union respectively; and even up to the present day there is evidence of misunderstanding with regard to the far-reaching effects of the Agreement. The position has only recently been clarified in official circles as a result of the conference held at Pretoria in November last at the instance of the Ministers of Education and Agriculture, when the principle was laid down that no institution remaining under Provincial control should devote more than three-eighths of its programme or time to agricultural instruction.

The problem of the training of teachers for agriculture and agricultural nature study was taken in hand by the Department three years ago, and a comprehensive scheme was drawn up. This scheme was based on the Report of the Committee on Agricultural Education published in 1921, and it follows closely the lines laid down by the Conference referred to above. The main details of the scheme are as follows:—

(1) For the training of teachers of agriculture for secondary and high schools the B.Sc. Agric. course is recommended. It is desirable that all teachers should receive some

professional training; but, as the B.Sc. Agric. course is of four years' duration, as against three years required for the B.A. degree, the Department has not insisted on professional qualifications in the case of teachers of agriculture. This concession has been made as a temporary measure to encourage more students to enter for the lengthy agricultural course.

(2) As a further inducement to teachers to qualify in agriculture, the Department has agreed to grant full recognition for grading and salary purposes to the Diploma Course given at the Schools of Agriculture,—Elsenburg and Grootfontein. A teacher may proceed to one of the Schools, after having completed a course of professional training, to take the two years' course in agriculture. The Department will also admit to any of its training institutions students who have successfully completed the two-year Diploma Course at one of the Schools of Agriculture and who wish to enter the teaching profession. After having undergone such a training the teacher would be eligible for appointment as a teacher of agriculture in a rural secondary school. It was hoped that this double course of four years' duration would attract a number of keen students; but such has not yet been the case, and up to the present very few indeed have availed themselves of the facilities offered.

(3) Much more attention has been given to nature study in our training institutions of recent years, and the primary teachers now coming forward are better able to deal with nature study and school gardening than has been the case in the past.

(4) In addition, special one-year courses in agricultural nature-study were started at the Paarl Training College and the Stellenbosch Training School at the beginning of 1925. These special courses were open to teachers who had already secured the Primary Lower or Primary Higher qualification, and were designed to enable such teachers to deal adequately with the elements of agriculture in their schools by means of nature-study and school gardening. These courses were established as an experiment, as an attempt to cope with a very difficult problem—the training of teachers to give effective instruction in the rudiments of agriculture in rural primary schools. Once again, the enrolment of students has been very disappointing, and the Department had decided to discontinue these special one-year courses in agriculture at its training institutions, as the expense entailed in providing the necessary staff and equipment is not justified.

(5) One-year and two-year courses in horticulture and domestic science have been started at the Huguenot University College, Wellington, designed to meet the needs of women teachers who will eventually hold posts in our rural primary schools.

(6) The University of Stellenbosch has inaugurated a one-year course in agricultural nature study from the beginning of this year. This course is for qualified teachers and should prove very valuable.

Until the facilities mentioned in the paragraphs numbered (1), (2), (5) and (6) are completely utilized, the Department does not propose to take any steps to provide further facilities for training in agriculture. The staffs and equipments at the Faculty and the Schools of Agriculture are such as could never be equalled in our own training institutions, except at exorbitant and unjustifiable cost. Therefore the Department welcomes the provision that is being made in these outside institutions.

Steps are being taken to fit out each one of our training schools and colleges with proper equipment for the teaching of nature-study and school gardening. As opportunity offers, a qualified teacher of these subjects will be appointed at each institution, so that eventually every student-teacher taking the Primary Lower or Primary Higher course will receive adequate instruction in nature-study,—a subject that the Department regards as being of the utmost importance in rural primary schools.

Vacation courses in rural science for acting teachers were held at four centres during the year, and were attended by 439 teachers.

To turn now from the training of teachers to the work of the schools, it must first be pointed out that in view of the Durban Agreement and of the findings of the Pretoria Conference, there can be no attempt at the introduction of *vocational* training in agriculture into any of our schools. This fact is stressed, because many people seem to expect much more of the Department than it can possibly do under the limitations imposed by the Durban Agreement and the Pretoria Conference. The training of the future farmers of the country is now definitely in the hands of the Union Government: the business of the schools under the Provincial Administration is to provide *general education*, the only foundation on which an adequate superstructure of *vocational education* can be built.

The chief aim in view in introducing agriculture into our schools is to arouse in the pupils a keen interest in and love for their environment. The subject-matter taught will have a decided utilitarian value, and will prove of advantage to the child in after-life; but the boy who has had a course of agricultural nature-study in the primary school, and who has taken agriculture as a subject in the secondary and high school, will certainly not be a skilled farmer when he leaves school. He should, however, have acquired some very useful and necessary knowledge, and, if the subject is properly taught, should be attracted towards a life on the land. If these objects are attained, the introduction of agricultural nature-study into our rural primary schools and of agriculture as a subject into our rural secondary and high schools will have been amply justified.

As many rural primary schools as possible, however, will be provided with the necessary equipment for school gardening. In a few cases, where special facilities are offered and

where there is a reasonable prospect of the teacher making a success of the subject, a certain amount of equipment for instruction in poultry-keeping, bee-keeping and even elementary farm dairying (milk-testing, butter-making) will be provided. This will be done as an experiment, and the progress of the work in the schools so equipped will be carefully watched.

Home projects, it is hoped, will be organised and carried out, as opportunities offer in the different districts. A wheat-growing project on a fairly extensive scale is being started next year in the Namaqualand schools. As a result of the enthusiasm shown locally, a cotton-growing project was proposed for the schools of the King William's Town district two years ago, but fell through owing to lack of facilities. This scheme will be revived during the coming year, and it is hoped to get it started on a sound footing. If possible, a pig-rearing project will be started at Kakamas. It must be remembered that we are breaking new ground here, and that the teachers require a great deal of assistance; it is unwise therefore to launch out on too ambitious a scheme. If the above projects prove successful, we can start more next year.

As regards the rural secondary schools, work along the same lines as in the past will be continued during the year. As schools come forward with requests for permission to introduce agriculture, equipment will be supplied, provided that the schools are in possession of suitable ground and that a teacher able to teach the subject is available.

There is a constant demand for instruction of a more *practical* nature in our schools. This demand has been met as far as possible, and no more can be done except at great expense. It is neither possible nor desirable to establish small farms at our rural secondary schools. The scope of agriculture in our ordinary secondary and high schools is strictly limited. Furthermore, it must be remembered that our schools prepare candidates for the Junior Certificate, Senior Certificate and Matriculation examinations. Certificates gained at these examinations open the doors leading to many different callings and professions. If we were to alter our courses and syllabuses in the rural secondary and high schools so that they did not eventually lead up to the Senior Certificate or Matriculation, we should be making the Public Service, the banks, the learned professions, etc., the close preserves of the boys from the large towns. Critics often fail to realize the far-reaching effects of some of the reforms they preach, and it is perhaps not unnecessary to indicate one of the most important here.

For the same reasons as those stated above, agriculture must remain only one subject in a well-balanced course in an ordinary high school. The syllabus laid down for Standards IX and X includes agricultural science only, and deals with such subjects as the requirements of plants, air, water, the soil, fertilizers and manures, and the nutrition of animals. The question whether the course should also include animal

husbandry and field husbandry has been given careful consideration, and it has been decided that, for the present at least, no attempt should be made to teach these subjects in Standards IX and X. There are no facilities for the teaching of these branches of agriculture in our high schools, and the provision of the necessary equipment and staff would entail very great expenditure. Such facilities already exist at the two schools of agriculture in the Cape Province, which are thoroughly well equipped and staffed, and which can deal with these subjects far more effectively than we can in our schools. If a boy wishes to be trained as a farmer, he should proceed to one of the agricultural schools after passing the Junior Certificate examination.

The agricultural course in our secondary and high schools is not meant to provide vocational training for our future farmers. It is a course designed to bring the pupils in rural districts into closer touch with their environment, to arouse their interest in scientific agriculture, and perhaps thereby to induce those who intend to take up farming to enrol at one of the institutions where they can get a thorough and practical training.

## V. EXAMINATION AND INSPECTION.

### *Examination Entries.*

The following table shows the number of candidates that entered for the various Departmental examinations in 1925, as compared with the number that entered in 1924.

	1924.	1925.	Increase.
<i>I. European Professional Examinations :</i>			
Teachers' Primary Lower, Second Year	518	338	-180
Teachers' Primary Higher, Second Year	211	191	-20
Infant School Teachers' Course .. ..	51	43	-8
Physical Culture, First Year .. ..	—	6	6
Physical Culture, Second Year .. ..	4	3	-1
Special Courses :			
Drawing and Needlework and Drawing and Manual Training	8	9	1
Agricultural Course .. ..	—	20	20
Bilingual Certificate .. ..	126	132	6
Drawing Examinations :			
Freehand .. ..	49	51	2
Model .. ..	133	112	-21
Geometrical .. ..	33	28	-5
Woodwork :			
Branch I. .. ..	38	17	-21
Branch II. .. ..	31	20	-11
Cardboard Modelling .. ..	34	8	-26
Art Examinations (grouped) .. ..	173	174	1
<i>II. Non-European Professional Examinations :</i>			
Coloured Primary Lower, First Year	244	235	-9
Second Year Junior .. ..	213	Discontinued.	-213
Third Year Junior (P.T.3 Junior) .. ..	399	280	-119
Native Primary Lower, First Year .. ..	752	693	-59
Native Primary Lower, Third Year .. ..	441	413	-28
Native Primary Higher .. ..	9	15	6

	1924.	1925.	Increase.
<i>III. School Examinations :</i>			
Secondary School Junior Certificate ..	2,728	2,773	45
Secondary School Senior Certificate ..	582	962	380
S.A.T.S. "General Botha" .. ..	53	58	5
Duke and Duchess Essay Competitions :			
Geography and History .. ..	281	307	26
Totals .. ..	7,111	6,888	-223

The most noticeable increase is in the Senior Certificate Examination. This examination was held for the first time in 1923, and the number of entries has increased from 262 in 1923 to 582 in 1924 and to 962 in 1925.

In accordance with a notice which was published in the EDUCATION GAZETTE of 29th January, 1925, pupils enrolled in secondary or high schools aided by the Cape Provincial Administration will, in future, be prepared for one or other of the following public examinations, namely :

- (1) The Junior Certificate Examination of the Cape Education Department;
- (2) The Senior Certificate Examination of the Cape Education Department;
- (3) The Matriculation Examination of the Joint Matriculation Board;

and for no other examination of similar range or status.

### *Inspection of Schools and Pupils.*

The system of inspection adopted by the Department has been fully explained in previous reports; and it is unnecessary to enter here into the technical details of this important work. The reports of the circuit inspectors record the progress of education in all its phases in each inspectorial area. They are illustrative of the many and varied problems and difficulties to be encountered and overcome by the Department's local representative. They are of both general and special interest. The reports of the specialist officers who deal with particular subjects are equally illuminating; and that all-important aspect of education, the training of teachers, is comprehensively dealt with in the report of the Inspector of Training Schools.

### *Medical Inspection.*

Much useful work has been done since the inception of medical inspection, but it is obviously impossible, with the present staff of two medical inspectors, to meet more than a mere proportion of the insistent calls from many quarters for the services of these officers. It is hoped that the extension of the medical inspection service will be made possible in the near future.

### *Inspection of Indigent Boarding Houses.*

The duties of the Commissioner for Indigent Boarding Houses bring him into close and constant touch with the most [C.P. 2-'26.]

distressing problem of the day, the "poor white" question. The views and recommendations of the Commissioner are clearly and concisely set forth in his report.

## VI. SCHOOL BUILDINGS.

The following is the list of new school buildings or additions completed during the year 1925:—

<i>Division.</i>	<i>School.</i>
Albany ... ..	Grahamstown Girls' High (additions).
Albert ... ..	Burghersdorp Primary (additions).
Albert ... ..	Burghersdorp Boys' Hostel.
Barkly West ... ..	Grootkop (additions).
Beaufort West ... ..	Central High.
Bizana ... ..	Bizana (additions).
Caledon ... ..	Caledon High.
Calvinia ... ..	Nieuwoudtville (additions).
Cape ... ..	Anderdale (additions).
Cape ... ..	Broad Road.
Cape ... ..	Hope Lodge.
Cape ... ..	King's Road, Sea Point (purchase).
Cape ... ..	Lansdowne (additions).
Cape ... ..	Plumstead Flats (additions).
Cape ... ..	Retreat.
Cape ... ..	Rondebosch Boys' Preparatory (additions).
Cape ... ..	Wynberg Flats (additions).
Cradock ... ..	Kaalplaats (additions).
East London ... ..	Selborne Boarding (servants' quarters).
Fort Beaufort ... ..	Fort Beaufort Secondary (additions).
George ... ..	Mount Pleasant: teachers' quarters (additions).
Graaff-Reinet ... ..	Volkskool (additions).
Humansdorp ... ..	Karreedouw Secondary (additions).
Kenhardt ... ..	Marchand (additions).
Kenhardt ... ..	Pofadder Boarding.
Kentani ... ..	Kentani (additions).
Kimberley ... ..	Kimberley Practising (additions).
Knysna ... ..	Kynsna Primary (purchase).
Kuruman ... ..	Deben (additions).
Macleary ... ..	Ugie (additions).
Mafeking ... ..	Molopo Diggings.
Malmesbury ... ..	Langebaan.
Matatiele ... ..	Matatiele (additions).
Middelburg ... ..	Middelburg High (additions).
Molteno ... ..	Stormberg Junction.

<i>Division.</i>	<i>School.</i>
Montagu ... ..	Excelsior (additions).
Mossel Bay ... ..	Brandwacht.
Namaqualand ... ..	Wallekraal (additions).
Namaqualand ... ..	Garies (additions).
Namaqualand ... ..	Springbok Boys' Boarding (additions).
Oudtshoorn ... ..	Armoed Zuid (additions).
Oudtshoorn ... ..	Oudtshoorn Training.
Oudtshoorn ... ..	Oudtshoorn Boys' High (additions).
Philipstown ... ..	Petrusville (additions).
Piquetberg ... ..	Krom Rivier.
Piquetberg ... ..	Velddrift.
Stellenbosch ... ..	Brackenfell (additions).
Stutterheim ... ..	Stutterheim Secondary (additions).
Swellendam ... ..	Zuurbraak.
Tsomo ... ..	Tsomo (additions).
Tulbagh ... ..	Tulbagh Boarding (purchase).
Vryburg ... ..	Vryburg Hostel (purchase).
Williston ... ..	Williston (additions).
Wodehouse ... ..	Russouwsdorp.
Worcester ... ..	Kweekkraal.

## VII. COLOURED EDUCATION.

In spite of the difficulties which hamper the development of Coloured education, considerable progress can be reported during the year 1925. The number of schools has increased from 451 to 482, and the number of pupils from 49,309 to 52,634 in the period under review. This advance may be regarded as satisfactory, and was made possible by the advance of £12,000 by the Union Government, of which mention was made in the last annual report.

In certain specific directions there have been noteworthy advances. The year 1925 saw the establishment of the first high school for coloured pupils. The Cape Town Trafalgar School achieved this special distinction. From July, 1925, it became a real high school with no primary classes, and it now serves as the secondary institution for the many primary and mission schools in the Cape Division. It has been possible to equip it with suitable facilities for work in domestic science, manual training and laboratory work in science; and it is now in a position to offer a variety of courses and a range of work comparable to the best equipped high school for European pupils. The school had an enrolment of nearly 100 pupils in the four standards VII-X at the close of 1925 and had thus justified its enhanced status.

• It was possible also to establish in 1925 a secondary school for coloured pupils in Port Elizabeth, and it is satisfactory to report that the school is making good progress.

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A survey of the position with regard to the primary work in coloured mission and board schools is not so satisfactory. Although over 50,000 pupils are enrolled in these schools, we have to remember that this number is probably considerably less than 50 per cent. of the coloured children of school-going age in the Province. It is a disquieting feature of our civic life that there is this large body of children growing up entirely outside the civilising influence of the school.

This unsatisfactory state of affairs is due to a variety of causes. There is, of course, the absence of any form of compulsion; but against this can be set the great and growing interest which coloured parents take in the education of the children. The problem of Coloured education is mainly one that concerns the urban areas of the Cape Peninsula, Port Elizabeth and Kimberley and the rural areas of the Western Province. It is in these localities that the great bulk of the coloured population of the Province is found; and it is also in these localities—and especially in the Cape Peninsula—that there is a lack of adequate school accommodation for coloured children. The initiative in providing suitable school building rests on the churches, and in the thickly populated centres the churches with the best will in the world are unable to cope with the problem. Many schools have, therefore, long waiting lists for children who desire enrolment. In consequence the majority of coloured children are well over seven years of age before they can secure enrolment in any school, and for them the call to labour comes at an earlier age than for European children. With good fortune the most that the average coloured child can secure is three or four years' education, and this is a very inadequate equipment for life. This late enrolment and early withdrawal is reflected in the condition of the schools. According to the figures published in the 1924 report the classification of pupils in schools for coloured children was:—

Sub-Std. A	16,988
„ B	7,337
Standard I	6,802
„ II	5,946
„ III	4,412
„ IV	2,774
„ V	1,223
„ VI	671

Thus out of 46,153 primary pupils, 31,127 or 67 per cent. of the total are in standard I and the sub-standard classes. These figures are disquieting, and every effort is being made to improve the position by a speeding up in the progress of pupils through the lower stages of the school. In some areas, owing to the efforts of the circuit inspector and the teachers, the classification of pupils is much more satisfactory than that shown in the table above; but there is a limit to the improve-

ment that can be brought about by administrative efforts. A pre-requisite to a radical betterment is the provision of more and adequate buildings and the enrolment of the coloured pupils at an earlier age.

The Department has three great activities, viz., European education, Native education and Coloured education. The lines of development of European education have been thought out and laid down in a series of legislative enactments since 1920; the policy now governing Native education was enunciated in the report of the Commission on Native Education in 1919. The time has undoubtedly arrived for formulating a definite policy which shall govern the development of Coloured education for the next generation.

These were some of the considerations which determined the Provincial Administration to appoint in September, 1925, a Commission to inquire into the whole question of Coloured education. The Commission has now finished hearing evidence and is at the report stage.

The original commissioners were: Dr. W. J. Viljoen, M.A., Ph.D., D.C.L., Superintendent-General of Education (Chairman); Dr. A. Abdurahman, M.B., C.M., M.P.C.; Mr. J. P. J. Brunt, Controller of Educational Finance; Mr. F. Hendricks, Principal of the Battswood Training School, and Mr. C. E. Z. Watermeyer, B.A., LL.B., Inspector of Schools. After a few preliminary meetings, Dr. Abdurahman and Mr. Brunt resigned, and it was decided to enlarge the personnel of the Commission. The following new members were then appointed: Mr. A. L. Charles, B.Sc., Inspector of Schools; Mr. C. L. Hofmeyr, B.A., Inspector of Schools; The Venerable Archdeacon S. W. Lavis, B.D., Rev. W. Mason, Mr. A. W. Pomeroy, Officer in Charge of the non-European Schools' Branch of the Education Department, and Rev. D. Wilcocks.

The terms of reference of the Commission were:

Subject to the provisions of the Financial Relations Act:—

- (a) To review generally the present condition of Coloured education in the Cape Province, and to take due cognisance of such evidence as has been collected by the Department on the subject;
- (b) to submit recommendations in regard to the control and organisation of Coloured schools;
- (c) to submit recommendations in regard to the training of coloured teachers, and in regard to the curricula for the different types of Coloured schools;
- (d) to submit such other recommendations as may appear to be necessary, in order to carry out efficiently the education of the coloured people, due attention being given to the industrial side of school work in all classes of schools;

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- (e) to inquire into and report upon the desirability or otherwise of applying the provisions of Chapter 22 of Ordinance No. 5 of 1921 to schools for coloured pupils; and if the principle is approved, to report what modification, if any, should be made in the provisions of the chapter to Coloured schools.

In order to ascertain the views of managers of Coloured schools and others interested in Coloured education the Commission circulated the following questionnaire:

*Control and Organisation.*

1. Do you consider that the existing system of control of Coloured schools by the churches and missionary bodies should continue? If not, what system of control do you suggest?

2. Do you consider that the machinery provided by subsections (c) and (i) of section 326 of the Consolidated Education Ordinance is adequate for the creation of suitable boards of management?

3. Do you consider that the application of this section of the Ordinance should be made compulsory, or that it should remain voluntary, as at present?

*Training of Teachers.*

4. Do you consider that the existing system of denominational control of training institutions for coloured teachers should be continued? If not, what system do you suggest?

5. In your experience have you found difficulty in obtaining suitably qualified teachers? If so, to what do you attribute this difficulty?

6. Do you consider that the educational standard required for entrance to the teachers' course is satisfactory?

7. Do you consider that an age limit for entrance to the teachers' course should be fixed? If so, what age do you recommend?

8. Do you consider that the length of the course is satisfactory?

9. Do you consider that the existing syllabuses for the training of teachers, which were published in the *Education Gazette* of the 7th February, 1924, are suitable? If not, please indicate briefly in what respects you consider that changes could profitably be made.

*School Curricula.*

10. What changes, if any, do you recommend in the curriculum for coloured primary schools, as published in the *Education Gazette* of the 6th December, 1923, having special regard to:

- (1) rural conditions;
- (2) urban conditions;
- (3) any other considerations?

11. Are you of the opinion that there should be any differentiation between the curricula for European secondary and Coloured secondary schools? If so, please indicate briefly in what respect you think the courses should differ?

*School Buildings.*

12. Are the existing provisions of the law, providing for the payment of grants towards the rent of hired buildings, and for the payment up to a maximum of five per cent. on the cost of buildings erected after the 1st April, 1918, adequate, in your opinion, to enable sufficient accommodation to be provided for all coloured children of school-going age? If not, what further provision do you recommend?

*School Requisites.*

13. Do you consider that the present system of charging for school books supplied to pupils could be improved upon by the introduction of a flat rate?

*Compulsory Attendance.*

14. Do you consider that the attendance of coloured children at school should be made compulsory? If so, what form of compulsion do you recommend?

*School Attendance.*

15. An unduly large proportion of coloured children leave school before reaching Standard IV. To what cause is this, in your opinion, attributable, and what measure do you propose to obviate this?

*Continuation Schools.*

16. Are you of the opinion that part-time continuation schools should be established for coloured juveniles in employment?

*Rural Schools.*

17. What alteration in the existing system do you recommend in order to facilitate the establishment of schools on farms? Are you of the opinion that co-operation between the various churches in the rural portions of the country for the establishment of schools under joint control would meet the need? If not, do you suggest any other machinery?

What should be the minimum number of pupils required for the establishment of such schools?

*Secondary Schools.*

18. Are you of the opinion that the existing facilities for secondary education for coloured pupils are adequate? If not, what suggestion do you make for the extension of such facilities, having special regard to the needs of the country child?

*Industrial Schools.*

19. Do you recommend the establishment of *ad hoc* industrial schools for coloured children? If so, should an educational standard be exacted for admission and what standard would you recommend?

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*Religious Instruction.*

20. Do you consider that any further facilities for religious instruction in mission schools, in addition to the daily half-hour at present allowed by law, should be provided for?

*Language Medium.*

21. In the schools of which you have experience do the pupils receive instruction through the medium of the home language?

22. If so, up to what stage is instruction given through the medium of the home language?

23. Do you consider that the provisions of Chapter 22 of Ordinance No. 5 of 1921 should be applied to schools for coloured pupils?

If so, what modifications, if any, in the chapter do you consider to be necessary in applying its provisions to these schools?

24. If you do not consider that the provisions of the chapter should be applied to Coloured schools, what recommendation with regard to language medium and teaching would you make for these schools?

*General.*

25. Kindly state for the consideration of the Commission any further suggestions or recommendations which you wish to make.

## VIII. NATIVE EDUCATION.

During the first three-quarters of the year the work of Native education proceeded much as it had done for the previous three years, in persistent effort further to develop, without additional funds, the education of the native child on sound and modern lines, suited to his needs. In September, however, the Department was informed that an advance of £16,500 against the Native Development Fund was available for extension and development. The sum amounted only to 6 per cent. of the existing expenditure, but it was nevertheless welcome. Although steps were immediately taken for its allocation, it was not possible to accomplish by the end of the year more than a small fraction of what was proposed. It was possible, however, to provide for a number of additional teachers, and to undertake the support of a few of the schools which had hitherto been supported by local effort.

*Schools and Pupils.*

The number of schools in operation during the fourth quarter of the year numbered 1,601, as against 1,602 in 1924. The slight decrease is due to the Department's policy of concentration and of furthering missionary co-operation in united schools. That it is no sign of retrogression is indicated by the fact that the number of pupils attending aided schools rose from 115,593 in 1924 to 121,655 in 1925, an increase of 6,062

pupils, or over 5 per cent. Last year's report showed an increase of 3,317 on the numbers in 1922, so that in three years there has been an increase of nearly 10,000 pupils. Had there been funds for the necessary teachers, the increase would have been very much larger.

These figures take no account of a very considerable number of schools supported by local effort, which, for financial reasons, the Department is unable to support. It is to be regretted that, at a time when the Natives of the Province are being subjected to additional taxation, the Department has not the funds to relieve them of the burden of these schools.

The average attendance of pupils for the fourth quarter of the year was eighty per cent. of the average enrolment in the Province as a whole. In view of the demands which Native parents are compelled to make on the services of their children, this proportion may be taken to show a real desire for education and advancement.

*Attainments of Pupils.*

The attainments of pupils advance with disappointing slowness; but it is gratifying to note that in 1925, although there were 400 children more at inspection than in 1924, there were 1,200 fewer in sub-standard A. This shows that the special efforts made to improve the teaching of infants are bearing fruit, and that a move in the right direction has begun. The facts remain, however, that more than half the children at school are still in the sub-standards, and that, if students in training be excluded, less than 5,000, or only 5 per cent., go beyond standard IV.

*Teachers.*

The number of teachers employed in Native schools numbered 3,391, of whom 84.3 per cent. were fully certificated. This proportion compares very favourably with preceding years: in 1924 the percentage of certificated teachers was 82; in 1922, 74; and in 1921, 69. Owing to the restriction on the opening of new schools and on the creation of additional posts, imposed by financial considerations, the supply of certificated men at present exceeds the demand, but certificated women have no difficulty in finding places.

Mention must once more be made of the urgent need for a better scale of salaries for Native teachers. The position is obviously most unsatisfactory, when men and women who, after completing the Primary School Course, have undergone at least three years of training, are paid at a lower rate than Native policemen, clerks, and even many domestic servants. When the responsibilities of teachers as instructors of the young, and the position which they are expected to hold in the community, are considered, the present rates of salaries, which, even with the twenty per cent. bonus, yield on an

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average only £65 per annum, must be admitted to be wholly inadequate. The claims of Native teachers for consideration have been immensely strengthened by their loyalty and patience, and should be met without delay.

*Training of Teachers.*

At the beginning of the year the courses of training for Native teachers were revised in consultation with representative teachers, and lightened in certain details.

The training of teachers in the Province is carried on at fifteen training schools and one training centre. At the close of the year these were attended by 1,418 students, of whom 285 passed the final examination for the Native Primary Lower Teachers' Certificate, and 12, the final examination for the Native Primary Higher. The responsible work of training is generally well organised, and in some of the schools it is carried on with marked success.

The work of the training schools is still rendered more difficult than it should be by reason of the crudeness of many of the students who come up from the mission schools; and although improvement in this respect has taken place, a number still go out to teach with an inadequate knowledge of the official language. The teaching of the native language improves but slowly; but a distinct advance is observable in the teaching of gardening and handwork, which is becoming more systematic and more thorough. It is hoped that, with the money provided by the Union Government for development, it may be possible to extend correspondingly the training of girl students in housecraft. There is reason to believe that the teaching of hygiene in training schools and at vacation courses is also producing some effect in disseminating a better knowledge of the rules of health.

It is to be regretted that, in spite of temporary concessions in connection with admission to the Native Primary Higher Course, the number of students for this course remains small. The standard of entrance is normally the Junior Certificate, and it is greatly to be desired that more of those who take the certificate would enter upon the Native Primary Higher Course. At the same time it must be confessed that the teaching profession offers little monetary inducement to young Natives.

*Primary School Course.*

The main work in Native education is done in the ordinary mission schools, and the Department's field officers steadily work to secure greater efficiency in the teaching of the subjects of the syllabus. Usually the weakest part of a Native school is the infant department, and consequently continued attention is being paid to securing better methods of teaching and more rapid progress in this section. From a preceding paragraph and from inspectors' reports it will be seen that this attention is beginning to bear fruit.

Instruction in handwork has been considerably extended, and there is some improvement in the quality of the work done. In town schools, where natural material is difficult to get, the making of useful articles from tin is being developed, as a result of vacation courses of instruction. The teaching of gardening has been begun in 201 additional schools during the year, and of 1,601 schools, 600 now provide instruction in the subject. Most of the teachers, who completed their training before 1924, have had no special training in the subject, but they were encouraged to begin work in a simple fashion, getting such assistance as they could; and special emphasis has been laid on gardening at vacation courses. The results have been very encouraging, and the Department has received expert testimony from outside of the usefulness of the instruction provided. Further, by the sale of the produce grown, of which full accounts have to be kept, a small but useful revenue is secured for the improvement of equipment and other useful purposes.

*Missionary Co-operation.*

The policy of the Department in seeking to eliminate the waste of effort and harmful rivalry caused by the existence in close proximity of separate schools under separate denominations has been steadily pressed, and wherever joint inter-denominational committees have been formed, the results have justified the step taken.

A strong impetus to the movement was given in the northern part of the Province by the action of the London Missionary Society in summoning a conference of missionaries working in Bechuanaland for the purpose of discussing a basis for co-operation. Accredited representatives of the Anglican, Congregational, Roman Catholic, and Wesleyan Churches, and of the Department, passed a resolution approving of the principle, discussed bases of agreement and made useful recommendations in regard to particular cases.

It is the view of the Department that by thus co-operating, the churches not only promote educational efficiency, but also greatly strengthen their position. The services of the churches in Native education have been so great that the Department has in the past seen with regret the extent to which their efforts were weakened by unhappy division.

Further details of the Department's activities in Native education will be found in the Report of the Chief Inspector for Native education and of those circuit inspectors whose areas embrace Native reserves.

## IX. FINANCE.

*Apportionment of Expenditure.*

The expenditure on public education in the Cape Province during the financial year ended 31st March, 1925, was [C.P. 2—'26.]

£2,761,964, as against £3,016,693 for the previous year. The following statement shows how these totals were made up:—

	1924-25.	1923-24.
1. Head Office Administration (including transport) .. .. .	£24,300	£23,822
2. Inspection (including transport) .. .. .	55,137	65,106
3. Training of Teachers .. .. .	143,985	140,971
4. Schools under School Boards .. .. .	1,745,153	2,081,191
5. Schools not under School Boards .. .. .	60,491	76,832
6. Schools under missionary control .. .. .	341,771	328,345
7. Industrial Schools .. .. .	37,953	31,948
8. Good Service Allowance .. .. .	17,585	16,172
9. Charges on Loans and Miscellaneous expenses .. .. .	195,638	109,925
10. War Bonus .. .. .	—	57
11. Indigent Boarding Houses .. .. .	139,947	142,321
	<u>£2,761,964</u>	<u>£3,016,693</u>

(Shillings and pence have been omitted.)

1924-5 is the last financial year in respect of which educational expenditure will be accounted for under the above headings. From the beginning of the financial year 1925-6 considerable changes have been made in the system of educational finance; and these are reflected in the arrangement of the Estimates for that year, and will be reflected in my future reports. The sub-heads under which the education vote is now accounted for are as follows:—

- A. Administration.
- B. School Boards and School Committees.
- C. School Inspection.
- D. Medical Inspection.
- E. Training of Teachers (European Schools).
- F. Secondary Education (European Schools).
- G. Primary Education (European Schools).
- H. Combined Primary and Secondary Education (European Schools).
- J. Coloured Education.
- K. Native Education.
- L. General.
- M. Minor Works.

All the Provinces are now working on this basis; and the new system will not only bring about a more luminous arrangement of the financial statistics relating to education in each Province, but will make it possible to institute useful comparisons between the four Provinces in the matter of educational finance.

#### *Subsidy in respect of Education.*

One of the most important of recent legislative measures relating to education was the Provincial Subsidies and Taxation Powers (Amendment) Act passed by Parliament in 1925.

This Act is doing much to establish the finance of primary and secondary education on a firm basis. It provides that the subsidy paid by the Union to a Province shall be calculated in respect of the number of pupils and students being educated in the schools and colleges of that Province; and there can be no doubt that this method of calculating the subsidy is a vast improvement on the methods formerly in force.

Unfortunately, however, the detailed provisions of the law operate very hardly against the Cape as compared with the northern Provinces. If, for example, we consider the subsidy in respect of European pupils receiving primary or secondary education in Government schools, we find that the Union Government pays a subsidy of £16 7s. 6d. for the financial year in respect of the first 30,000 European pupils in attendance in Government schools in each Province during the preceding calendar year. The number of European pupils in Natal is considerably below the figure 30,000; in the other three Provinces, pupils in excess of 30,000 are paid for at the following differentiated rates:—

Transvaal .. .. .	£16 7s. 6d.
Orange Free State .. .. .	£15 8s. 0d.
Cape .. .. .	£14 0s. 0d.

Taking the figures for all European pupils in Government schools as shown on the Union Estimates for 1926-7, we arrive at the following result:—

Province.	European Pupils in Government Schools.		
	Attendance.	Total Subsidy.	Average Subsidy Per Head.
Transvaal .. .. .	109,531	£1,793,570	£16 7 6
Natal .. .. .	20,472	335,229	16 7 6
O.F.S. .. .. .	40,000	645,250	16 2 7
Cape .. .. .	119,502	1,744,278	14 11 11

These figures (and especially those in the last column) show that the Transvaal and Natal are favoured above the Orange Free State, and are very considerably favoured above the Cape.

Now let us put against these figures the following statistics regarding area and population:—

Province.	Area in Square Miles.	Total European Population, 1921.	
		Population, 1921.	No. of Europeans per Square Mile.
Transvaal .. .. .	110,450	543,485	4.92
Natal .. .. .	35,284	136,838	3.88
O.F.S. .. .. .	49,647	188,556	3.80
Cape .. .. .	276,966	650,609	2.35

If any differentiation at all in regard to the rate of subsidy is to be made between the four Provinces, such differentiation should surely be in favour of the most sparsely populated Pro-

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vince. The point hardly needs argument. A comparatively small population, scattered over a vast area, leads to the establishment and maintenance of a large number of small schools; and these are notoriously expensive, in that the proportion of teachers to the number of pupils instructed is very large. The scale on which schools are staffed does not vary much between the Cape and the Transvaal; and yet, if we take the statistics for 1924 (the latest available year), we shall find that for every 2,573 pupils the Transvaal employed 100 teachers, whereas the Cape had to employ 115 for the same number of pupils. In other words, the sparsity of population in the Cape Province, as compared with the Transvaal, causes an increase in expenditure of 15 per cent. on teachers' salaries; and one would assume, therefore, that the Cape subsidy per pupil should be to that extent higher than the Transvaal subsidy. The Transvaal, however, may fairly claim that the general higher scale of costs in that Province (as attested by the fact that the Union Government pays local allowances to Public Servants) be set against the argument in favour of the Cape; and if the average subsidy per pupil were the same in the Transvaal and the Cape, neither Province could complain, since the factor in favour of the Cape would be cancelled by the factor in favour of the Transvaal.

Further, it is impossible to see what reason there is for placing the Cape on so much worse a footing than Natal. Both Natal and the Cape are coastal Provinces, and local allowances are almost non-existent in these Provinces. If anything, the Cape should get a higher subsidy per pupil than Natal gets, since the Cape is much more sparsely populated.

The fact of the matter is that the Cape is just as much entitled as the Transvaal, and very much more entitled than Natal, to an average subsidy of £16 7s. 6d. per annum in respect of every European pupil in attendance at a Government school. By the present differentiation against it, the Cape will lose in the financial year 1926-7 an amount of over £212,000, to which in my view it is in common justice entitled.

The differentiation against the Cape is not confined to the case cited; the rates of subsidy in respect of other types of of pupil are also lower in the Cape than in the Transvaal. Enough has been said, however, to show how seriously the Cape is being handicapped. In most respects the law as it stands follows the recommendations of the Provincial Finances Commission of 1922-3, which could find little fault with the Cape on the score of extravagance in educational administration, but which considered that large reductions in educational expenditure were possible in the northern Provinces. It would seem very much as though the Cape is now suffering because of its past record of economical administration in the matter of education; and, while the ideal of economy has in no way been abandoned, I must, in all deference, submit that the financial handicap imposed on the Cape is heavier than it can bear if efficiency is not to suffer.

## X. CONCLUSION.

In concluding this report, I wish to place on record my indebtedness to the headquarters and field staffs for the loyal support they have continued to accord me in carrying on the work of the large educational organisation entrusted to my care.

I should like also to express my thanks to the members and officials of school boards and school committees, and to the teachers, for their services to the cause of education.

While we have still before us a large programme of work that cries out to be done, a review of the present educational position gives much ground for encouragement. The most satisfactory feature of the whole situation is the steadily-rising level of teachers' qualifications. Firmly believing as I do that the efficient preparation of teachers lies at the root of all educational progress, I cannot but be hopeful as regards the educational future of the Province.

I cordially reiterate the official welcome which the Department extended to you as the new Administrator on your assumption of duty in succession to Sir Frederic de Waal. Foremost in our minds is the hope that under your leadership the Province may continue to maintain the position it holds as the first Province of the Union. In the performance of your onerous duties you may rely on the unstinted service of the members of the staff over which I have the honour to preside.

REPORT OF THE INSPECTOR OF TRAINING COLLEGES  
AND SCHOOLS.

MR. H. J. ANDERSON, M.A.

I.—ADMINISTRATION.

During the year I have been able to visit all the training institutions under my charge, with the exception of Tigerkloof Native Training School. In connection with the possible further concentration of Coloured Teachers' training, visits were paid by me to the centres at Genadendal (which was for some years graded as a training school), Riversdale and Worcester. I was also asked to pay a special visit to Johannesburg, in the first quarter, in connection with the training of European teachers in the province of the Transvaal. It is unfortunate that in order to complete my full series of inspections during the year, a number of native training schools have to be visited unduly early, one or two actually in the first quarter. In the examining of Dutch in the European Training Colleges and Schools most valuable assistance was given by my colleague, Inspector S. Boersma; his appreciation of the progress made, as regards speech and language training, in these institutions, since he last visited them some six years ago, has been a source of encouragement to all concerned.

*Concentration of Coloured Teachers' Training.*—In my report for 1923-1924 attention was called to the need for the concentration of Coloured Teachers' training in a few centres properly equipped and staffed for the purpose. It is possible that the needs of coloured schools will be met by the establishment, which was sanctioned in 1925, of additional Coloured Training Schools at Wynberg (Battswood) and Paarl, *i.e.*, in addition to the four Coloured Training Schools previously recognised. This matter, with others affecting the training of Coloured Teachers, will no doubt receive the careful attention of the Special Commission which has been appointed to inquire into the question of Coloured Education. The revision of the Coloured Primary School course, which may be expected as a result of this Commission, will almost certainly involve modifications in the courses of training for Coloured Teachers.

*Oral Tests in the Official Languages of European Teachers.*—During the past few years important advances have taken place in the methods of oral instruction and testing in the official languages. During 1923 and 1924 I was fortunate to have associated with me, in the oral language examining, my colleague Inspector H. Z. van der Merwe, B.A.; and, at the close of 1924, we submitted the following minute, based on our experience of this special work, which deserves to be placed on record, owing to the great importance which attaches to language and speech training in a bilingual country like South Africa:—

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"As the result of two years' careful co-operation in the carrying out of these tests in Training Schools, we desire to submit the following remarks and recommendations:—

I. A.—It is our opinion that, for the present and probably for a considerable time to come, the *lower* oral test for Primary Higher candidates should be the same as that for Primary Lower (lower test) candidates. We find that, in particular, English-speaking Primary Higher students, who begin Afrikaans very late and take the lower test, do not, generally speaking, reach a higher standard in the oral use of English than the corresponding type of Primary Lower candidate.

B.—We consider that the oral test (mainly conversational) in language should now be definitely separated from that in reading. Among practical reasons for the change is the fact that at present students who do well in reading as such (through hard work in pronunciation, meanings, intelligence, expression, etc.) are apt to get little credit for their efforts in that direction, if they happen to be weak in the oral and conversational use of the language. In fact, if a student is very weak in oral command of the language, the Inspector has no choice but to give the candidate a failing mark in "reading," which at present comprehends oral command of language as well.

C.—As a special benefit, in the form of bilingual certification, accrues to each candidate who satisfies the Department's oral language tests, it is not considered that special marks should be assigned for the (conversational) oral test, to be added to the candidate's aggregate. All that is needed is a statement or return from the inspector concerned, specifying which candidates at a centre have failed to pass their oral test. To simplify procedure at the Training Schools, each principal might be asked to provide the Inspector with a list of the candidates for each test, arranged in order of oral proficiency (*cf.* II. below), on the basis of tests applied by the Training School staff. This is already done to some extent.

Finally, we may be allowed to remark that, in our experience, the free conversation test has proved to be the most effective and satisfactory test for bilingual qualification. Class Teaching, as a test in language as such, is much less searching and should be regarded as a secondary form of oral test.

II. A.—*General Character of Oral (and Conversational) Test.*—In this connection reference may also be made to the *Gazette* notice on "Teachers' Bilingual Certificate," contained in the issue of 23rd October, 1924. In this test reasonably correct, clear and deliberate pronunciation should be regarded as essential. Apart from this, the examiner's attention will be directed to:—

(i) The degree of *freedom and fluency* which the candidate possesses in the understanding and oral use of the language.

(ii) the candidates' ability to avoid elementary mistakes in *grammar*.

(iii) the candidates' attainments as regards range of vocabulary.

As regards (iii), the ideal would be that the candidate (at least the higher-test candidate) should show acquaintance with and ability to use ordinary non-technical words and expressions which are required (a) for conversation and social intercourse, (b) for the needs of the Primary School, in South Africa. This

would mean as a rule a knowledge of parallel terms in the two official languages, though in the Afrikaans test stress would be laid a little more on terms relating to rural conditions, and in the English test on terms relating to town life and conditions.

There is no reason why the starting point of the oral test should not still, at the discretion of the examiner, be the reading of a short passage (from a class-book or other suitable source) by the candidate.

B.—*Differentiation of Higher and Lower Tests.*—It is important that a distinction should be drawn between the requirements for the Higher test and those for the Lower test, as regards the three points (i, ii, iii) specified in A above. For the lower test moderate fluency or "facility" (*cf.* *Gazette* notice) would be enough to demand for the present. Further, a Lower test candidate might, within reason, be given a chance to correct his mistakes in grammar; and a much more restricted range of vocabulary would be expected from him than from a Higher test candidate. In the Higher test real fluency should be required, obvious mistakes in grammar should be seriously viewed, and a fairly extensive range of vocabulary should be expected.

In the preparation of the students, methods of language training and practice should be adjusted to these general requirements—in the case of each test. In the past two years much stress has been laid by us on the importance of conversation practice, on a wide range of selected topics; vocabulary can be rapidly increased in this way. There is much need still to insist on correct grammar."

This minute received the approval of the Departmental Examinations Committee, and its recommendations will be incorporated in the syllabuses of training for European teachers.

*One-Year Course in Physical Culture for European Teachers.*—An important decision came to at the close of 1924 was that a one-year course of training in physical culture (in addition to the regular two-year course) should be established at the Cape Town Training College. It has always been my view that, even after one year only of such training, teachers who have already had a general professional course, could give valuable special service on the staffs of large Primary and small Secondary Schools, helping materially to safeguard the pupils' health and physical development. In the revised syllabus the object of the one-year course is stated as follows: "This course aims at only a moderate degree of specialization, and its purpose is to prepare teachers for posts which call for the teaching of general subjects, *as well as* for special ability to teach physical exercises. Students who have had two or three years' training in physical culture could be employed in the larger Secondary Schools as well as in High Schools and Training Institutions, European and non-European.

*Conference with Principals of European Training Colleges and Schools.*—An important conference attended by the Principals of European Training Colleges and Schools, as well as of Departmental officials, was called together by the Superintendent-General of Education in October (12th-13th), 1925. The discussion was concerned mainly with the question of courses in Agriculture or Agricultural Nature Study at the European Training Institutions.

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Details being omitted, the main conclusions, which will be followed by administrative action, may be here briefly stated:—

I.—*Special Courses in Agriculture and Nature Study.*

(1) Satisfactory one-year courses in Agriculture, as such, cannot be given at our Training Colleges; the supply of teachers in Agriculture should be left to the special Schools of Agriculture (under Union control) and to those University institutions which make special provision for instruction, and the training of teachers, in this subject.

(2) A satisfactory one-year course in Nature Study (with agricultural bias) and *one other* subject—*e.g.*, Housecraft, Needlework, Manual Training, Drawing, Music or Elocution—can be given at the Training Colleges under the Department; and such courses might be established tentatively at selected training institutions. Such a special course should not be established unless an enrolment of at least ten students may reasonably be expected.

II.—*Further Provision for Nature Study in the ordinary Teachers' Courses (Primary Lower and Higher).*

(1) In the ordinary courses increased time should be devoted to Nature Study. One additional period per week should be given to the subject in each year of the Primary Lower course. Further, Nature Study and School Gardening should be included in the second as well as the first year of the Primary Higher course, at least two periods being devoted to the subject in each year of the course. A new syllabus, with an agricultural bias, is to be drafted in this subject for the Primary Higher course.

(2) Every training Institution should be supplied with a laboratory which is properly equipped and furnished for work in Nature Study. Further, a school garden should be maintained at each Training Institution, and the implements necessary for school gardening should be supplied. Lastly, whenever opportunity offers, a teacher with adequate qualifications in Nature Study and School Gardening should be appointed to the staff of each Training Institution.

This increased attention to Nature Study, Gardening and Agriculture cannot of course be secured without some loss to the courses of training, in other directions. At a special meeting of the Principals, the question was considered, in what specific directions a reduction of requirements could be made, with least loss, in order to allow time for the proposed additions in Nature Study and School Gardening.

When the changes indicated in the last paragraph have been incorporated in the courses of training, it is urged once more that for a reasonable period of years the courses of training should remain unaltered. Changes are necessary from time to time, as the country and its needs develop; but too frequent changes have a disturbing and unsettling effect. A warning is also issued to certain of my colleagues against seeking to turn the Training Colleges too much into experimental stations for new ideas and nostrums, whose value is unproved and at best doubtful.

In most countries, at the present day, the central requirements of Primary Teachers' training are fairly well determined, and what

our colleges and their staffs most need and desiderate is to be left free to devote their full energies to their special work, so that they may make the training and preparation of their students at all points as thorough and efficient as possible.

II.—EUROPEAN TRAINING COLLEGES AND SCHOOLS.

The following table shows the student enrolment in these institutions (now 12 in number) during the past four years:—

	Primary Lower.		Primary Higher.		Infant School Teachers' Course.	Physical Culture Teachers' Course.	Special Courses
	First Year.	Second Year.	First Year.	Second Year.			
1922	434	796	119	92	47	12	12
1923	355	537	176	140	64	12	48
1924	305	440	156	194	50	8	16
1925	304	307	256	178	38	9	29*

The total enrolment in 1925 was 1,124, which shows a further decline compared with the total for 1924, viz.:—1,169. In 1922 the total enrolment was 1,512. The resumed advance, however, in the proportion of Primary Higher students, as shown especially in the first year of that course for 1925, is viewed with much satisfaction; it is interesting to note that this advance has taken place at a time when the traditional system of grants to student-teachers has been displaced by a system of loans, which have to be repaid by the students after entering on service in the schools. The abolition of grants will certainly have the effect of giving Primary Teachers a greater feeling of personal independence and will so raise the status of the profession as a whole.

On the other hand the low student-teacher enrolment makes the Department rightly anxious with regard to the necessary supply of Primary School teachers in the immediate future. The increase in the number of Primary Higher teachers is welcomed; and it is hoped that some day, not too far distant, it will no longer be necessary to admit to a course of professional training any student who has not satisfactorily completed a full Secondary School course. But for the present it is essential that the training of Primary Lower teachers should be steadily maintained, and even augmented for a time, to any extent that may be necessary, *i.e.*, until the time comes when this type of teacher is no longer required. *That time is not yet.* For many years still the services of such teachers will be indispensable in remote country schools. Meantime there is much satisfaction in recalling the advance which has taken place in the preliminary education and the professional training of this lower grade of Primary School teacher. The "Pupil-Teacher" system was instituted by Sir Langham Dale, as Superintendent-General of Education, in 1859, on the model of the system then current in Europe. It was intended as a temporary expedient; but the peculiar difficulties and conditions of South Africa contributed to keep the system in operation till quite recently. Only in 1923 was the policy finally carried into effect, by which the "Pupil-Teachers" were gradually collected

\* The Special Course students include those who during 1925 attended the experimental courses in Agriculture at Paarl Training College and Stellenbosch Training School.

from the ordinary schools and concentrated in the Department's special Training Colleges and Schools; there they are no longer "Pupil-Teachers" but "Student-Teachers," taking the "Primary Lower" course of training, which, as was shown in the report for 1924, represents a curriculum of general education and training far in advance of the former Pupil-Teacher course. As has frequently been pointed out, the entrance qualification to the "Pupil-Teacher" course could not, without endangering supply, be fixed in 1894 higher than a pass in Standard IV. In 1899 it became Standard V, in 1907 Standard VI, in 1909 Standard VII, and in 1920—the latest advance—it was raised to Standard VIII or "Junior Certificate." With each tightening-up of the entrance qualifications, and notably after 1909 and 1920, there has been a heavy drop in the supply of the class "B" or Primary Lower" type of teacher and so in the total supply of certificated teachers available for service in Primary Schools.

*Supply of Primary School Teachers.*—To those who wish to review the supply of Primary School teachers in the Cape Province over a number of years, the following Table\* may be of interest. It shows the number of teachers who in previous years have passed the Department's professional examinations (Primary Lower, Primary Higher and Infant School) and have become available for service in schools:—

Year.	Supply of Trained Teachers.†
1910	815
1911	528
1912	361
1913	509
1914	566
1915	599
1916	782
1917	895
1918	833
1919	855
1920	853
1921	827
1922	729
1923	671
1924	710

This Table is interesting in several ways. The fall in the supply in 1912, due mainly to the raising of the entrance qualification for the Lower (Pupil-Teacher Senior) course, created a serious shortage of teachers, which was only gradually overtaken in the following years; uncertificated teachers had for a time to be employed extensively, and it was long before these could be replaced by properly qualified teachers. The period from 1917 to 1921 was one of relatively staple supply. The year 1922 marks the beginning of a second period of decline in supply, brought about mainly by the raising of the entrance standard to the Lower

\* Account is not taken of the "Primary Higher" teachers (not a very large number) which continue to be trained at University institutions within the limits of the Cape Province.

† Passes in the *Elementary* Kindergarten examination, averaging about 50 per annum, from 1910 to 1920, have not been included.

course, but due also to the other factors specified in the report for 1923-1924; to these causes may be added the fact that the final concentration of European student-teachers in the Training Colleges and Schools was effected simultaneously with the sudden reduction or abolition of maintenance grants. In connection with the subject of financial support for students in training, warm appreciation is expressed of the establishment (*e.g.*, at Kingwilliamstown) of student-teacher bursaries, through the munificence of individual donors and of local and other associations.

*Distribution of total Student Enrolment among the Training Colleges and Schools.*—In my report for 1924 this important matter was fully discussed. The arrangement came to in 1923 with the principals of Training Schools, by which the number of classes (in any course) which could be taken at each centre was fixed, has undoubtedly helped to steady matters and to produce a more equable distribution. Further, an effort has been made to limit the number of students in any class (or section of a "year") to a maximum enrolment of twenty-five. But the following table will show that the position is still far from being satisfactory:—

Name of Training College or School.*	Enrolment.	
	1924.	1925.
Cape Town .. .. .	121	121
Cradock .. .. .	42	38
Graaff-Reinet .. .. .	163	123
Grahamstown .. .. .	163	164
Kimberley .. .. .	52	38
Kingwilliamstown .. .. .	33	39
Oudtshoorn .. .. .	111	103
Paarl .. .. .	209	212
Stellenbosch .. .. .	75	94
Steynsburg .. .. .	29	29
Uitenhage .. .. .	28	20
Wellington .. .. .	144	130

The excessive enrolment at Paarl, for instance, in 1925 is very apparent, more especially as the facilities for practice teaching in the town are very limited for so large a number of students; it is understood however that in 1926 the enrolment at this centre will be considerably reduced. There are general indications that a larger total number of students are seeking enrolment next year in the Department's Training Colleges and Schools. It is the function and duty of the Department to see to it that this increase, if realized, shall be reasonably distributed among its training institutions, and that no centre is permitted to receive a great mass of students, whom—for lack of practice facilities and other reasons—it cannot hope effectively to train or prepare for their future duties. I would here venture to repeat the conclusion arrived at in my report for 1923-1924, "that, as a rule, a student-enrolment of more than 150 students (six classes of 25 each) is undesirable." And at most of the centres, owing to limited practice facilities, the enrolment should be still lower.

\* \* Owing to continued decline in enrolment, the Training School at Robertson was closed in 1924.

## GENERAL PROGRESS.

As the result of my visits of inspection during the last two years, the general impression has been received that some improvement has taken place in the general quality and intellectual level of at least the primary lower students who enter the course of training. This is no doubt due to the insistence on a clear pass in the Junior Certificate Examination before admission to the Primary Lower Course. On the other hand it must be remembered that the Primary Lower type of student remains in the Training College for only *two* years, as against the former *three*.

These revised courses of training, Primary Higher and Primary Lower, are now in full operation. The Department's policy of completely separating the two courses (while leaving a way open for advance from the Lower to the Higher course) and the reasons for this separation, were set forth in my report for 1923-1924. Both courses are being brought smoothly into operation; and the changes, as regards Nature Study and related subjects, decided upon this year, will not, it is hoped, seriously affect the general balance and effectiveness of these courses; and it is without doubt of the greatest importance that our primary school teachers should be definitely prepared and trained with a view to rural conditions, in which most of them will have to carry on their work. It is merely urged, at this stage that, in attempting to tighten the curricula otherwise, nothing should be done to make the courses in Geography less thorough or systematic than they have been in the past or are at present. Many students, whether Primary Lower or Primary Higher, have had no systematic instruction in Geography since the completion of their primary school course; in other words, they are entirely dependent on the course which the Training Schools can give them, if they are to teach this essential subject with any degree of efficiency, and with the necessary background of scientific knowledge and principles.

Reports (come to hand of the valuable work done by the Department's Instructors and Instructresses in the development and organisation of the special subjects included in the revised courses, in particular Manual Training, Nature Study (within its present limits), Music and Drawing. The Kindergarten Instructresses, it may be remarked, are giving valuable help to the ordinary students, not only in regard to Infant School method, but also in the direction of certain minor forms of handwork (clay-modelling, etc.), which were introduced into the primary lower course because of their special value for small primary schools situated in the country areas. The Medical Inspectors have given special guidance in regard to the subjects of physiology and hygiene and the application of these subjects to the needs of the Primary School.

The major subjects of the courses of training which come most directly under my own observation are Class Teaching and work in Language and Literature (especially that in English). It also falls to me to examine personally the blackboard writing, in the various forms required and the physical drill. A few remarks may be added in regard to the work in these directions.

*Class Teaching and Method Schemes.*—In relation to the training in class teaching, special attention has been directed during

the past two years to the organisation and reshaping of method schemes (*i.e.*, schemes of demonstration and criticism lessons), which are an important instrument in the practical training of the student-teachers. In framing these schemes the aim is to ensure that every important stage or difficulty (in the development of each subject in the Primary School course) is systematically dealt with and has one or more actual lessons devoted to it in practice. If this central aim is secured—and this is the essential minimum in the training of young and immature students—everything is done to discourage any tendency to excessive rigidity or uniformity in the method schemes. In connection with these schemes, special attention has also been devoted to the problem of the effective *illustration of lessons, i.e.*, to the forms of illustration (*e.g.*, objects, models, diagrams, sketches and drawings) which are really necessary in relation to each type of lesson. In several of the Training Colleges the plan has been followed of asking each student to work up the necessary illustrative material for some selected lesson. Most interesting displays of such illustrative materials were seen this year at various centres. A distinction is made between rapid illustrative sketches, in the course of a lesson, and carefully prepared drawings, diagrams and sketches, such as are often required, *e.g.*, in lessons on Geography, History and Oral Composition. The freer and fuller use of illustrative materials, in all these forms, has added immensely to the interest, for the children, of the lessons taught in the Training Colleges and Schools.

*Training of Students for work in One-Teacher and Two-Teacher Schools.*—Separate Method Schemes are presented for the Primary Higher and the Primary Lower courses of training. This is in accordance with the understanding that the latter course should be related to the needs of the Primary School Course as modified "for use in Single-teacher and Two-teacher schools," though it is now becoming apparent that Primary Higher teachers are seeking employment more and more in the small country schools. In the latter type of school problems of organisation and grouping of classes (for instruction) are of special importance; and each training school is invited to add to the Method Scheme an Appendix, which will deal briefly with the principles that apply to work in small Primary schools, and which will indicate the organisation and methods of procedure recommended to the students (in particular, the Primary Lower students) by the staff, for their help and guidance. All the training institutions without exception are devoting much thought and experiment to the problems of the "single-teacher" school, and this should be of great assistance to young teachers who in future go out to serve in such schools. The difficulty is that not every training college has available a single-teacher school or can even arrange to have one "made-up," for demonstration purposes, with any degree of frequency. In this connection mention may be made of the special "single-teacher" (now a "two-teacher") school, which was established at the Uitenhage Training School in 1924. A similar school has this year (1925) been sanctioned at King William's Town Training School. It should be added, however, that these small schools are all that exist at these two centres, by way of special "practising schools." It should scarcely

require argument that no training school can do its work properly unless it has at command a special "practising" or "model" school of considerable size, where demonstration and criticism lessons can be freely given in the presence of the students. The training institutions at Oudtshoorn and Stellenbosch, as well as those at King William's Town and Uitenhage, still lack this essential condition for the efficient carrying out of their special functions; this matter was referred to in my annual report for 1921, as well as in individual reports, before and since that time, on the work at the centres abovementioned.

*Instruction in Language and Literature.*—Language training in the training institutions is necessarily bound up with the bilingual preparation of the students. In the latter direction steady progress continues to be made both in the predominantly English-speaking and in the Dutch-speaking centres. The members of staff, who at the various centres are responsible for the work in oral language and speech training, are devoting increased attention to the elements of phonetics, and in this way a much closer approach than in the past to standard pronunciation is being secured among the students. At the present time many students, even Primary Higher students, enter the training colleges with a halting and insufficient oral command of their second official language. But the training college staffs are doing their utmost, by the application of the "direct method" and by organised conversation practices on a wide range of topics, to assist students to acquire fluency in the use of their second language and a range of vocabulary adequate for ordinary purposes. This aspect of language work especially in relation to the oral tests applied, has been fully discussed in the joint minute presented by Inspector H. Z. van der Merwe and myself (*cf.* Section 1 of this report). During my regular visits of inspection time has been found, at each centre, to examine orally and informally the work done in history of language and literature in the Primary Lower course. In both years of the course this subject is now tested by means of an "internal" examination, *i.e.*, an examination conducted by the training college staff. In the majority of centres the subject had been treated on sound, fresh and liberal lines, which aroused the interest and intelligence of the students, but in several centres the treatment had been slight, dull and uninspiring, with the result that practically all cultural value was lost to the students.

*Social Activities.*—The impression received at visits of inspection was that all the European training institutions are, as they should be, vigorous centres of social life, with literary and debating societies and clubs for a variety of activities, including games and sports. But several of the newer centres are sadly hampered by the limited range of their libraries and by inadequate playing fields and grounds; the hope is again expressed that, with the return of normal economic conditions, a way will be found to give more assistance in such matters. Expenditure on the beautifying, in reason, of training college grounds and buildings, would be many times repaid in the refining influence it would bring to the young teachers in training. At present the training colleges do all they can to raise funds locally for such purposes, by means of concerts, bazaars, dramatic performances and exhibitions of college work. But the small amounts so raised should be devoted to defi-

nite aesthetic purposes such as the purchase of pictures and of good gramophones and records and to procuring necessary appliances for games and sports. The proper maintenance of buildings and grounds should not be a charge on local effort.

*New Buildings.*—During 1925, the new training college at Oudtshoorn was completed. It is a solid handsome building, and was erected at remarkably low cost.

### III.—NON-EUROPEAN TRAINING SCHOOLS.

#### A.—COLOURED TRAINING SCHOOLS.

As was pointed out in the report for 1923-'24, the most urgent need in the field of coloured teachers' training is that for the concentration of the students in training schools that are properly equipped and staffed. An important announcement in this subject was made in the *Education Gazette* of February 21st, 1924. The hope was there expressed that, by 1926, it might be found possible completely to centralise the training of coloured teachers. This does not seem probable, but an important step in this direction was taken in 1925. While in 1923 the number of schools, other than special training schools, which took part in such training, was 21, the corresponding number in 1925 was 11; and of the 11, five centres had no student-teachers in the first and second years of the Primary Lower course, they had merely a few third year students who were completing their course. As has been already mentioned Battswood (Wynberg) has already been graded as a special training school, and the centre at Paarl will have a like status at the beginning of 1926. The distribution of the coloured student-teacher enrolment, as between special training schools and other schools, is shown in the following table, for the years 1922-'25:—

*Coloured Teachers' Primary Lower Course.*

	Training Schools.	Other Schools.	Total.
1922 .. .. .	323	179	502
1923 .. .. .	367	230	597
1924 .. .. .	371	233	604
1925 .. .. .	408	151	559

It is regretted that it was not found possible, in 1925, to make a commencement with the new Coloured Primary Higher and Infant School Teachers' Courses. But it is understood that the Primary Higher Course will be instituted at one or two centres in 1926. In the meantime the revised Primary Lower Course, of the extent of which a full account was given in my report for 1923-'24, is being brought smoothly into operation, at least in the special training schools. It is also being taken at the other schools above referred to, a number of which are neither equipped nor staffed in such a manner as to do full justice to the course. The second year of the new course, taken for the first time in 1925, is tested by means of an "internal" examination, as in the corresponding year of the Native Teachers' Primary Lower Course. It is felt that the "sifting" examination, held by the Department at the end of the First Year of training, has undoubtedly secured a higher grade of general education and intelligence than formerly in the

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student-teachers who are allowed to pass into the Second and Third Years, in which the specifically professional training is now given. Certain elements in the First Year course, especially Elementary Science and the new forms of Manual and Industrial training, are difficult for the Department to organise or test in any effective or uniform fashion, until the concentration of training work in special centres is complete. The Third Year of the new course comes into operation in 1926, and the work of the Second and Third Years will be tested by a final examination conducted by the Department.

A redrafting of the scheme of method work (Demonstration and Criticism lessons), in accordance with the terms of the revised course of training and with the special needs of the Coloured Primary Schools has been suggested in each of the coloured training schools. The attention of the staffs has also been directed specially to the need to train students to give instruction to pupils in their second language on modern scientific lines (especially by means of the "direct method"), precisely as is being done in the European training colleges and schools.

Since the institution of the new course of training, the students have an oral test, as well as the former written test, in their second language, which is normally speaking one of the official languages.

During the past two years a good deal of attention has been given to the organisation and control of the students' private reading, which—owing to limitations and defects of previous education—is of exceptionally great importance in the case of coloured student-teachers.

More vigilance and discretion are now being exercised by the coloured training school authorities in dissuading native students from entering on a course of training in any coloured centre, unless they are proficient in the official language which is the predominant medium of instruction at that centre. The place for native students whose home-language is some form of "Bantu" is obviously one of the special native training schools.

#### B.—NATIVE TRAINING SCHOOLS.

During 1925, Mariazell, a centre which has for many years done valuable work in the training of native teachers, was graded as a special Native Training School. As the following table shows, this has caused an apparent increase in the number of native students attending the native training schools, though the total number of student-teachers in training in the Cape Province as a whole is slightly lower:—

#### *Native Student-teachers in Training.*

	(a) In Native Training Schools.	(b) In other Schools.	Total.
1923 .. ..	1,646	127	1,773
1924 .. ..	1,501	98	1,599
1925 .. ..	1,509	16	*1,525

\* Not including small groups of Native students in Coloured Training Schools. The number of these is diminishing.

The decline since 1923 in the total number in training gives no reason for concern as native teachers have in the past few years been trained in numbers considerably in excess of the demand. In consequence of this over-production it has been possible for the Department to make examination requirements more stringent, especially at the entrance stage (Standard VI. pass) and at the close of the First or "Preparatory" Year of training, when it is decided by a Departmental examination which students are fit to go on to the two years (the "Second" and the "Third") of professional training. In 1925, especially the improvement in the general quality of the students attending the "Second" Year classes in the various native training schools was very noticeable.

It should be remembered that, if we exclude the small group of first year girl students at Lamplough (Butterworth) the concentration of Native Teachers' training in special institutions, well equipped and staffed for their purpose, is now complete. The contrast with the position of affairs in the sphere of Coloured Teachers' training is only too apparent. Special mention may be made here of the fine solid block of training school buildings which have been erected at Mariazell during the past two years.

In 1925 there were 14 native students taking the Native Primary Higher Course at Lovedale, as against 9 in 1924. It is hoped that in 1926 the Native Infant School Teachers' course will be instituted in one at least of the native training schools. The quality of the work done by the primary higher students is very gratifying, though the level of attainment was higher in the opening year (1923) of the course than in either of the past two years.

An interesting point in the statistics of native teachers' training for the past few years has been the downward trend in the proportion which the *male* students form of the total enrolment. Between 1918 and 1922, the percentage of male students in the native training schools fell slightly from 54 per cent. to 53 per cent.; in 1924 it was 47 per cent.; in 1925, 43.5 per cent. The greater economic attractiveness of other occupations which are open to native men has no doubt much to do with this movement. It is generally felt that the scales of salaries for native teachers are too low.

My forecast that the new primary lower course would be found to be somewhat too heavy has been supported by events; and a conference on this matter, at which the European teachers in native training schools were represented, was held early in 1925. It was decided to recommend a considerable lightening of the course, particularly as regards the requirements in History and Geography. Further, it was agreed that, where certain work (especially in manual and industrial subjects) was completed in the second year and not carried on to the third, such work should not be examined again at the end of the third year. The following interesting resolutions were also come to:—

(a) "That, while a pass in Standard VI is specified as the minimum standard for admission to the native primary lower course, any training school may make a selection from those who apply for admission."

(b) "That, as soon as suitable provision has been made for secondary schools for natives, a minimum age of 15 should be

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required for admission to a training course." It is expected that, when young and capable natives have adequate facilities for secondary education they will proceed to Standard VIII and thence directly into the primary higher course of training.

Of great value for the work of the native training schools is the Department's "Suggestions to Teachers in Native Primary Schools" which appeared originally in the form of Gazette articles by various writers but which has been available in book form since 1924. This book has had a warm welcome from all who are interested in native education.

The native training schools are staffed by a highly competent group of European teachers, to whose enthusiasm and professional skill must be mainly attributed the great advance which has taken place of late years in the training of native teachers. In the past four years, since the introduction of the new primary lower course of training, they have turned their attention with great earnestness and success to the new elements in the course, including manual and industrial subjects (*e.g.*, Native Handwork, Gardening, and Domestic Science—as well as Needlework and Woodwork); and also to the courses in Elementary Science and to the more effective oral instruction of the students in language. The oral work in native languages has been receiving the personal attention of the Chief Inspector for Native Education, and assistance has been obtained from native teachers under the guidance of the European staff.

As in the European and coloured training schools, the central schemes of Demonstration and Criticism lessons have been receiving careful attention. The "direct method" is systematically taught, in relation to the official language; and illustrative sketching, and the use generally of illustrative materials required in connection with lessons, are encouraged to the utmost. The "Suggestions to Teachers" provide an excellent handbook of method for the students' use.

The oral work in English, as regards pronunciation, has greatly benefited by the attention which is being given by the staffs to phonetics in a simple and practical form. The methods employed in securing fluent oral command of the official language are also on excellent lines. Students now enter on their second year of training with a far better grasp of the official language than formerly; and their professional training, which involves much instruction through the medium of the official language has in consequence become far more effective. In practically all the native training schools blackboard writing is highly satisfactory; and in physical exercises and games a very high general standard is attained.

#### RETIREMENT:

The retirement is recorded with regret of the Rev. R. Baur, founder of the Mvenyane mission and school, and principal of the native training school there since 1910. This training school has always been remarkable for its thoroughness and efficiency. Even before the centre was declared a training school, manual and industrial training had been given a prominent place; and the whole institution, under Mr. Baur's highly practical guidance and control, has been a model of efficient working not only to the

students in training but also to the surrounding native people. The training school site, originally a bare piece of veld, is now a veritable place of beauty—with beautiful avenues, gardens and orange-groves, and it will be a lasting monument to its founder.

It may be permitted here to refer to the deaths, deeply regretted throughout South Africa, of two great pioneers in the field of European teachers' training—Mr. James Barrie Low, M.A., formerly principal of the Cape Town Training College; and Mr. James Harvie, M.A., who retired only two years ago from the principalship of the Wellington Training College. Their great service to education will long be remembered.

### REPORT OF THE CHIEF INSPECTOR FOR NATIVE EDUCATION.

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

#### GENERAL.

The year under review has seen no striking development in Native Education. For the fourth year in succession the efforts of the Departmental field officers, managers, and teachers have been directed towards securing more and more efficient instruction in the subjects of the Primary School Course for Native schools, and in extending and consolidating the training of pupils on more modern and practical lines than obtained under the old curriculum. The lack of the necessary funds for additional class and specialist teachers, equipment, etc., seriously increased the difficulties inherent in carrying out the needed reforms, and especially in furthering instruction in practical subjects. The poverty of the Natives as a whole, especially in the Ciskei, also rendered it more difficult for them to meet the added requirements of the Department in such a subject as gardening. But even so, it is possible to report that there has been appreciable improvement in various directions. In spite of the poverty of the people, managers, teachers, and people alike, have in co-operation been able in various ways to make good what the Administration could not supply. An outstanding example of this was the establishment, at the beginning of the year, of a new secondary school at Healdtown, to which at its inception the Department was not able to contribute any aid. The strong desire of the Natives for increased educational facilities, which extends to a willingness to make considerable sacrifices for the attainment of their desire, affords an assurance that good progress may be expected as soon as money is forthcoming to supplement their efforts. Further, it is apparent that the prejudice against practical subjects like handwork and gardening is dying down, and that the Natives themselves are realising more and more that, at their present stage, salvation lies more in practical knowledge and industry than in mere book learning.

In April, 1925, the financial arrangements made between the Treasury and the Provincial Administration at the Durban Conference came into force. Under this agreement, the Union Government provides out of general revenue a block grant of [C.P. 2—'26.]

£240,000, which was intended to represent the amount the Province annually spent on Native education. As a matter of fact, this amount was short of actual expenditure by £15,000. Further, no account was taken of a sum of £19,000, annually contributed by the Transkei and Pondoland General Councils and the Eastern Pondoland Trust Fund, as a temporary measure of relief to inadequately paid teachers. To maintain the present establishment, therefore, the block grant should have been £274,000.

Under the Durban Agreement it was further provided that all funds for the improvement and extension of Native education should come out of the Native Development Fund, a fund raised entirely by direct taxation of the Natives. Native education is thus financed on a wholly different basis from Coloured and White, and it remains to be seen how the arrangement will work. It would seem probable that, on the basis agreed upon, the money to be provided for development will for a number of years be sadly inadequate to meet the needs of the Province.

The advance of £30,000 for the improvement of teachers' salaries, first made by the Treasury in 1923 against the Native Development Fund, was continued in 1925; and in addition, the Department was informed in September that, of an additional advance of £40,000, to be applied to extension and improvement, the Province was to receive £16,500. This amount, representing only 6 per cent. of existing expenditure, and coming after five years of financial starvation, was welcome, but fell lamentably short of the needs, and came so late in the year, that before the close of the calendar year it was possible to deal with only a fraction of the schemes proposed. Arrangements were, however, pushed forward for the allocation of funds to various schemes proposed, as from 1st January, 1926.

#### SUPPLY OF SCHOOLS.

The number and classification of Native schools in operation during the fourth quarter of 1925 is given in the following table; the corresponding totals for 1924 are added for purposes of comparison.

	Train.	Sec.	Prim.	Eve.	Indus.	Miss.	Total. 1925.	Total. 1924.
Province Proper	6	2	1	3	4	520	536	546
Transkei .. ..	9	—	—	—	4	1,052	1,065	1,056
Total—1925 ..	15	2	1	3	8	1,572	1,601	—
Total—1924 ..	14	1	1	3	9	1,574	—	1,602
Increase ..	1	1	—	—	—1	—2	—1	—

The increase in the number of training schools is the result of regrading the training centre at Mariazell, which had done the work of a training school for a number of years, but could not be regraded earlier for financial reasons. In view of the urgent need for greater facilities to enable Native pupils to go beyond standard VI, without necessarily going to a training school, the addi-

tion of a secondary school, viz. Healdtown, already referred to, is to be welcomed. The industrial school closed was a school of carpentry at Mount Arthur, which had languished for a number of years for lack of support.

The decrease in the total number of schools does not indicate retrogression but greater centralisation, in pursuance of the Department's policy of missionary co-operation. Much remains to be done in this direction, especially in parts of Fingoland.

In addition to the above schools, which received Government aid, there were in operation a large number of schools supported either by the parents themselves, or from Native funds like the East Pondoland Trust Fund, which, in 1925, was responsible for about forty schools. Many of these schools were qualified to receive Government aid, and would have been taken over had there been the means.

#### NUMBER OF PUPILS.

*Enrolment.*—The following table shows the average enrolment for the several classes of Native schools in operation during the fourth quarter of the year; the totals for 1924 are added for comparison.

	Train.	Sec.	Prim.	Eve.	Indus.	Miss.	Total. 1925.	Total. 1924.
Province proper	722	142	309	212	193	41,745	43,323	41,676
Transkei ..	798	—	—	—	80	77,454	78,332	73,917
Total—1925 ..	1,520	142	309	212	273	119,199	121,655	—
Total—1924 ..	1,498	126	264	190	261	113,254	—	115,593
Increase ..	22	16	45	22	12	5,945	6,062	—

It is satisfactory to note that, while the number of schools has diminished by one, the number of pupils has increased by over 6,000 since December, 1924. In December, 1922, the average enrolment was 111,776, so that in the three-year period ended December, 1925, there has been an increase of nearly 10,000 pupils; further, it must be borne in mind that for the most part, this was a period of drought and severe stress among the Native people. Here again, it should be noted, no account is taken of pupils attending unaided schools; and the number of pupils attending existing aided schools would have been much increased had it been possible to provide for additional teachers to teach them. A large number of schools are sadly understaffed, and in not a few it has been necessary to limit the enrolment in correspondence with the teaching power available.

*Average Attendance.*—The average attendance in aided schools for the December quarter was as follows:—

Province Proper ..	34,300, or 79·1 per cent.	} of the average enrolment.
Transkei .. ..	63,567, or 81·1 per cent.	
Total .. ..	97,867, or 80·4 per cent.	

The proportion of attendance to enrolment remains much the same from year to year; and as few Native parents are able to afford servants, and therefore require much assistance from their [C.P. 2—'26.]

children in the home and in the field, any great improvement on this proportion is hardly to be looked for. Teachers and others have asked that attendance should be made compulsory, but the mass of the people are not yet ready for such a measure. Further, in most localities the provision of the necessary accommodation would be a serious matter. It does not appear, indeed, that compulsory education, as generally understood, will be a matter of practical politics in Native education for many years to come, and certainly not until grants for the erection or enlargement of school buildings are provided for. The most that could be done at present would be a measure making it obligatory for a parent, who has once enrolled his child at a school, to send him regularly; and even so, it would be necessary to make the measure elastic.

#### ATTAINMENTS OF PUPILS.

All government-aided schools are inspected once a year, and the following table summarises the results of classification after inspection. Students in training are excluded.

Class.	Sec.	Prim.	Eve.	Indus.	Miss.	Total.	% 1925.	% 1924.
Sub. A. ..	—	47	97	—	42,486	42,630	41·8	43·2
Sub. B. ..	—	28	21	—	16,756	16,805	16·5	15·4
Std. I... ..	—	29	13	—	13,725	13,767	13·5	12·8
Std. II. ..	—	28	13	—	9,835	9,876	9·7	9·8
Std. III. ..	—	28	4	1	8,268	8,301	8·1	7·9
Std. IV. ..	—	27	4	8	5,435	5,474	5·4	5·3
Std. V. ..	—	66	—	57	2,634	2,757	2·7	3·0
Std. VI. ..	25	41	—	65	1,871	2,002	2·0	1·9
Std. VII. ..	68	—	—	—	26	94	·09	·1
Std. VIII. ..	46	—	—	—	—	46	·05	·03
Unclassified ..	—	—	—	177	1	178	·2	·06
Total .. ..	139	294	152	308	101,037	101,930	—	—

Experience has shown that the statistics of attainment in so large a system change slowly. The most satisfactory feature in the whole table is a fall of 1·4 in the percentage of pupils in sub-standard A; as a matter of fact, while there were over 400 more pupils at inspection in 1925 than in 1924, there were 1,200 fewer in this class, showing that the efforts made to improve the teaching in the infant department, and to organise the work of the staff on more economical lines, are at length beginning to show results. The position will not be satisfactory until the proportion in the two sub-standards, which amounts to 58·3 per cent., is reduced by half; but it is gratifying to learn from several of the circuit inspectors' reports that teachers are coming to realise more the importance of the infant department, and to bestir themselves to seek for and apply better methods for the instruction of beginners.

With the decrease in the proportion of pupils in sub-standard A goes a corresponding increase in the number of pupils in sub-standard B and standard I. Doubtless this increase will work steadily up through the school, but in the meantime the figures for the remaining classes show little change. The number of pupils in the upper standards is reduced by the fact that many of

the bigger boys are sent out to seek work at an age when they should still be at school. This is a result of the severe economic conditions under which the Natives live, due to overcrowding, drought, and the low market value of cattle, the average Native's chief asset.

#### TEACHERS.

The returns for the fourth quarter of 1925, show that in the Government-aided Native schools in the Province, 3,391 teachers were employed, of whom 2,860, or 84·3 per cent., were fully certificated. The percentage of certificated was 83 in 1924, 74 in 1922 and 69 in 1921. This steady increase in the proportion of trained teachers augurs well for the improvement of the education given in the schools. The rise has no doubt been accelerated by the fact that during the years referred to, the Department had not the funds to create additional teaching posts, but is not altogether due to this factor. It should also be stated that the percentages quoted take account only of teachers who have successfully completed three years of training, and that the great majority of those classified as uncertificated have undergone one, two or three years' training, though they have not obtained the final certificate.

It is noteworthy that, within the last two or three years, the Transkei has overtaken and surpassed the Province proper in the proportion of certificated teachers, in spite of the fact that the scale of salaries in the Transkei is lower than in the Cape Province. This is but another sign of the progress that is taking place in those areas where the Council system prevails.

Under the present financial restrictions the supply of certificated men teachers exceeds the demand, and many have difficulty in getting teaching posts. The case of women teachers, on the other hand, is very different; every year many of these give up teaching because of marriage, and certificated women completing their training have little difficulty in obtaining posts.

As a body Native teachers are loyal and interested workers, and many have manifested a real desire to serve their people, even at considerable personal sacrifice. Reference should be made, however, to two points which come up in inspectors' reports. From time to time inspectors report cases of faulty registration. Sometimes this is due to carelessness, but there have been occasions when it was clearly intentional, and where in consequence it was necessary to take strong disciplinary action. The second point is impunctuality. It is probably difficult in some of the colder parts of the Province to get children, who live at a distance from the school, to arrive by 9 o'clock on a winter morning. In such cases no objection is taken to shifting the school day back by an hour in the winter months, provided this is done with the concurrence of manager and inspector, and noted on the timetable; but even so, cases of serious impunctuality have been reported.

It would appear that late opening of school is frequently due to the fact of the teacher's living several miles away from his school. This is wholly undesirable and leads to much trouble. There is need for greater insistence of an old regulation of the Department, which has never been abrogated, that principal teachers

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must be provided with a house near the school, and that arrangements should be made for the accommodation of unmarried assistants in the near neighbourhood.

It is to be deplored that additional funds were not provided during the year for the improvement of Native teachers' salaries. For five years the Department has urged the need of new scales, providing for the remuneration of teachers on reasonably adequate lines. The position that trained teachers should be worse paid than many a Native domestic in Cape Town cannot be defended; but the Department is powerless to remedy the evil until additional funds for the purpose are provided by the Union Government. In any new allocation the claims of Native teachers should have first consideration.

#### TRAINING OF TEACHERS.

Successful work continues to be done in the Native training schools, and, save in two or three schools, the results of the annual tests were satisfactory. The results, for the Province, of the three external examinations conducted by the Department in 1925 were as follows:—

	N.P.L.1.	N.P.L.3.	N.P.H.
No. of candidates .. ..	648	398*	14
No. who succeeded.. ..	397	285	12

In the above no account is taken of 32 candidates from training schools in Basutoland.

There is an urgent need for better qualified teachers for standards V and VI, and this makes it a matter of regret that the number of students qualifying for the Native Primary Higher does not increase more rapidly. With the growth of secondary schools, it is to be hoped that in future a large proportion of those who pass standard VIII, will prepare themselves for this certificate.

Until the aim of the Department, to secure a higher standard at the stage of standard VI in the outlying schools, is attained, there will always be a considerable proportion of failures in the first year of the Native Primary Lower Course, for it would be mistaken kindness to allow students to go forward to the two professional years without a sufficient general education.

In parts of the country where the Native language prevails almost entirely, the official language is a most difficult subject to deal with; for unless the language is learned while the mind is plastic, the attainment of even a reasonably good working knowledge of it is extremely difficult in areas where it does not prevail. On the other hand, owing to the limitations of the Native languages as media of instruction, the Department cannot afford to lower the standard of the official language. Much also requires to be done to train the students to apply more general intelligence and common sense to the several subjects of the course, and to cultivate in them greater powers of independent thought. In certain centres there is still too much memorising of notes, with the result that the students never attain the freedom of thought

\*This includes six who, having failed in 1924, were allowed to take the examination again by private study; all failed again.

and the initiative so necessary for successful teaching. In the training school, most of all, it is necessary that the instruction throughout should be closely linked with life and experience, and that the students should be made to feel that they are dealing with realities, and not with statements in a book.

The teaching of the Native language is usually in the hands of one or more Native teachers of the practising school associated with the training school. In a few centres such teachers teach the subject successfully, but it must be confessed that in the majority the teachers themselves have not that knowledge of the construction of their own language that would enable them to make their teaching interesting and effective. Indeed very few Native teachers are sufficiently interested in their language to carry on systematic study on their own account. This is much to be regretted, for the Native languages well repay study, and afford a wide field for research, in which Native teachers could be of great assistance.

Largely owing to the efforts of the Departmental instructresses, the teaching of Native handwork is becoming more systematic and educative, and the quality of the work is improving. Gardening also is becoming more a subject of systematic instruction. In several of the training schools the results are excellent, and the students should leave with a reasonable grasp of the principles of agriculture, and a fair knowledge of how school gardening should be taught.

Mention should here be made of the excellent buildings provided for the Mariazell Training School, and of the large and satisfactory extensions made of the Umtata Training School, which were opened for use during the year. Emfundisweni is still without the hostels that are so much needed; and at Buntingville the accommodation of the practising school is unworthy of an institution designed to be the practice ground of students in training.

In view of the fact that in the present financial circumstances more men teachers are turned out by the training schools than can be absorbed by the schools, it was suggested that one training school for men, in which the numbers were small, should be converted into a secondary school, and thus meet a real need in Native education. The suggestion did not commend itself to those in authority; but, if present circumstances continue, it will be necessary seriously to consider a reduction in the number of training schools for men, and the employment of the funds thus saved in other and necessary directions.

#### INSTRUCTION IN THE PRIMARY SCHOOLS.

Reference to the reports of circuit inspectors will serve to show that there is some improvement in the methods employed in elementary Native schools; and there has been substantial improvement in the organisation of the work. The directions in which further improvement is to be obtained are (1) more systematic planning of the year's work and preparation of the lessons to be given, together with a regular record of work done; (2) the maintenance of a definite aim in each lesson; (3) as close a connection as possible, of the instruction given in all subjects with the experience and daily

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life of the pupils; and (4) more efficient instruction in the official language by the direct method, especially in the infant department, the stage at which a new language is most easily learned. The last point is most important, and calls for great improvement. The majority of teachers are content with following and repeating set lessons, instead of maintaining interest by variety, and especially by the use of action and games in the teaching of language.

It is gratifying to note that inspectors report especially on the improvement in the teaching of the infant classes, which often proved a very "slough of despond" in the past. If this improvement can be not only maintained, but accelerated, it will tend more than anything else to the efficiency and intelligence of the education given in Native schools.

The teaching of handwork has been extended and developed during the year. For schools in the towns, where natural material is difficult to get, working in tin is being taken up. This is largely the outcome of the initiative of the Rev. E. Muller, of Kimberley, who has generously placed at the disposal of the Department the benefit of experience gained in his own school, and conducted a successful training course in the subject at Graaff-Reinet in September. The material, which consists of empty tins, is easily obtainable, the equipment is comparatively inexpensive, and a ready sale is found for the articles made.

At the end of 1924, the number of schools at which gardening was being taught was 400; it is satisfactory to be able to report that the number has now risen to 600 and that in the case of many other schools, the ground has been secured and merely requires to be fenced. In the Umtata Circuit, under Mr. K. A. Hobart Houghton, gardening is taught in the case of every school. Among people struggling with poverty, the provision of funds for a fence is a difficult problem, and what has been done, is creditable to those concerned. The decision of the Glen Grey District Council to contribute £ for £ to the cost of fencing school gardens is much appreciated.

In the second half of the year, gardening operations were rendered difficult in certain areas by drought; on the other hand, it is in a dry season that the benefits of deep cultivation and mulching can best be demonstrated—and the prime aim of school gardening is demonstration and training, and not production. At the same time teachers are encouraged to make their gardens as productive as possible, and, by the sale of the produce, to show the pupils how gardening may be made profitable.

Training in habits of health is expected to be given throughout all schools, together with actual instruction in hygiene to the upper classes. Teachers who were trained under the old system have but an imperfect acquaintance with the subject, but at two vacation courses held during the year, valuable lectures were given by Dr. Chubb, Medical Inspector of Schools. Teachers trained under the new system should come to their work fairly equipped for carrying out the syllabus in hygiene, and so contributing to the general health of the community.

Along with gardening for boys should go instruction in domestic subjects for girls. Girls trained under the new system receive during their course of training such instruction in housecraft as

can be arranged for by the authorities, and in some training schools the requirements of the Department's syllabus are met. It is much to be desired that girls should pass on to their pupils the knowledge thus acquired, and that in the larger elementary schools, arrangements should be made for simple lessons in domestic subjects. For such instruction, however, a small equipment is required, for which there were no funds during 1925. It would also be necessary that the people should provide a room or large hut in which demonstrations could be carried out.

#### INDUSTRIAL SCHOOLS.

With a portion of the advance received from the Union Government it was possible in the year to undertake the support of a good girls' housecraft school at St. Cuthbert's, hitherto conducted by the Sisters without Government aid, and to subsidise the carpentry department at Lourdes. Further, the department of spinning and weaving, begun without aid by two former pupils of St. Cuthbert's at Fort Malan, in the Division of Willowvale, was placed on the list for assistance.

Several additional industrial departments are contemplated, but the money was made available too late to establish them in 1925.

Two additional schools for the teaching of spinning and weaving have been opened on their own account by native girls trained at St. Cuthbert's. In one case the teacher has actually opened a small boarding department for her pupils.

#### BUILDINGS, FURNITURE AND EQUIPMENT.

*Buildings.*—It is much to be regretted that funds have been so restricted as to make it necessary to suspend the issue of rent grants under Section 342 of the Consolidated Education Ordinance, in respect of new buildings erected for Native schools. While the managers of some institutions have gone boldly forward, in the hope of receiving rent grants in the future, others have hung back, and necessary buildings have been delayed in consequence of the suspension. The developments in Native education initiated in 1921 have added substantially to the demands made on managers, and it is much to be hoped that these rent grants may again be made possible in the near future.

*Equipment.*—There is in many schools a sad lack of necessary books and equipment. This is partly due to the prevailing lack of funds; but reports also indicate that there is often unnecessary delay in making requisition for articles required. Inquiries in specific instances have generally shown that the delay was due to dilatoriness on the part sometimes of the teacher, and sometimes of the manager; or that it was due to requisitions being faultily prepared and having to be returned for correction.

In some localities a difficulty is created by the unwillingness of parents to pay half the cost of their children's books. In such cases the manager naturally refrains from incurring fresh liability. In such circumstances the only safe course is for teachers to refuse to give out books until the money is forthcoming, and, if the parents persist in their refusing, to exclude the pupils from attendance. This, however, is not easy, if the parents happen to be influential people in the community. It is possible that the

matter will have to be dealt with by excluding from inspection children whose parents persistently refuse to supply them with books.

#### JOINT CONTROL OF SCHOOLS.

In connection with the Department's policy of centralisation, and of promoting the co-operation of managers in neighbouring mission schools, one of the most encouraging events of the year was a conference of missionaries representing the churches working in Bechuanaland, and of Departmental officers, which was held at Tigerkloof in November, 1925. The conference was summoned at the instance of the Bechuanaland Committee of the London Missionary Society, and the Bishop of Kimberley and Kuruman presided. A day was spent in candid discussion, leading to resolutions approving the principle of missionary co-operation, the union of schools where it was possible, and the avoidance of overlapping. After the general discussion, individual cases where co-operation seemed specially desirable, were dealt with, and recommendations were transmitted to the missionaries concerned. A further resolution was carried, in favour of extending the movement to the districts of Kimberley, Barkly West, Herbert and Hay; and it is hoped that at the next meeting, the whole of the portion of the Province lying to the north of the Orange River will be represented.

During the year schemes of joint control were completed for Macubeni (Glen Grey); Manzimdaka (Xalanga); Cunningham (Butterworth), and Kuruman. In two of these cases, misunderstanding and friction which have existed for some time, have, it is hoped, been happily removed. Other schemes of a similar nature are under consideration, but have not yet been carried to completion.

#### PERSONAL.

Several staunch friends and whole-hearted workers in the cause of Native education retired from service under the age limit during the period referred to in this Report. The Rev. R. E. Baur, who established the Native Training School at Mvenyane under the auspices of the Moravian Brethren, retired at the beginning of the year, after many years of unstinted service; under his guidance, the work of the school was marked by exemplary discipline and thoroughness. In July the Department lost the invaluable services of Miss Exley, who, for over eleven years, was Departmental instructress in the Transkei. When the new course was put into operation, Miss Exley undertook with characteristic enthusiasm and marked success the additional subject of Native handwork, in the development of which she rendered great service. While Miss Exley exacted a high standard of excellence, she was a friend of all teachers in her area, and especially of women teachers.

At the end of the year the Healdtown staff suffered serious loss by the retirement on pension of Messrs. J. J. Kissack and J. J. F. Slingsby, both of whom had rendered long and great service for Native education. Mr. Kissack was of special assistance in the preparation of the book of *Suggestions for the Consideration of Teachers* in Native schools, and was mainly responsible for the article on the teaching of English Composition. Mention should

also be made of the retirement of Mrs. Elizabeth Sigenu, and Messrs. David Cembi, Henry Magocoba, and Henry Ntshanga, who gave many years of service to the Department, and who added to the instruction they imparted the weight of high personal character.

#### CONCLUSION.

In conclusion acknowledgment should be made of the great services rendered by the churches—services which began over a hundred years ago, and without which only a small fraction of what has been done could have been accomplished. Apart from the voluntary work done by ministers of religion in the management of schools, Native education has gained immensely by its close association with the work of men and women whose chief aim was the moral and spiritual uplifting of the Native races. Of South, as of East Africa, it may be truly said that, "The human interest of the missions, mistaken though it may at times have been in form and application, is a tremendous asset of Western civilisation, as against other kinds of interests manifested in all time. . . . Missionaries have subconsciously or unconsciously for many years been putting into practice what social science and sound economics and common-sense are now urging, namely, that humanity is the primary consideration in good government, good business, good society and a good world." (Phelps-Stokes Commission's Report: *Education in East Africa*.)

I would also express my great appreciation of personal assistance rendered by missionaries and the officers of other Government Departments, and in particular, by the Chief Magistrate and other officials of the Native Affairs Department in the Transkeian Territories.

#### INSPECTOR: MR. P. K. DE VILLIERS, A.R.A.M., INSPECTOR OF MUSIC.

It is gratifying to note that considerable progress has been made in several Training Colleges and Schools, visited for the second time. At those visited for the first time, demonstration lessons were given on the various topics in singing.

Aural-culture, interpretation and staff-notation in the higher classes, are still on the weak side.

Reading from staff-notation has greatly improved in the Training Colleges; in many instances, students, who were weak in Tonic-solfa sight-reading tests, have made up in staff-notation. Teachers have awakened to the fact that the various topics are of great assistance to subjects in the ordinary school curriculum, e.g., *Breathing* is not only good for singing, but is a splendid exercise to promote robust health. A famous medical doctor recently remarked: "Give me a generation who regularly practice correct breathing, and I will banish most diseases." Thus breathing exercises should be done daily, and not as a mere adjunct of the singing lesson.

Voice-training is not only essential to form a good singing voice, but also to develop a good speaking voice.

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Aural-culture is not only the foundation of all musical education, but also the greatest help for languages. The aural perception of a child is far keener at the age of 8 than at 18; invariably the youngest child in any class is the first to answer correctly when ear-tests are given. By experience I have found that, in the majority of cases, a Dutch-speaking child, who is good at ear-tests, will be one of the best to acquire most easily the English language, and *vice versa*. Thus we see that ear-training should be begun with the infants, and continued through all the standards.

Rhythm, again, is of the greatest value in reading and recitations. Dr. Hans van Bülow (the great exponent of Beethoven's Sonatas) once said: "It should have been in the Bible. In the beginning was rhythm." Rhythm creates order and discipline; where possible, children should be marched in and out of school, with the aid of a strong rhythmical march on the piano. Again we find in Froebel's "Mottoes and Commentaries": "Have you ever reflected upon the important bearings of measure, rhythm, and proportion upon man's daily life? He, who in all things, obeys the law of measure, is a man of tact. Do you wish to develop this fine tact in your child? Do you desire that his life shall be a musical and harmonious one? If so, cultivate his love of song and his ability to sing. Since music can be taken, as a subject and a half for the Junior Certificate Examination, and as a whole subject for the Senior Certificate Examination, it is to be hoped that secondary schools will regard this subject as seriously as any other prescribed for these examinations. The neglect of the singing class in the secondary and high schools, simply means that the would-be teachers (on entering the training colleges) are at a great disadvantage, a disadvantage which will subsequently hamper them. It is an indisputable fact, that teachers who are able to take the class-singing, are given, in many instances, preference to those who are unable to; thus we see the importance of the schools doing their share in laying a strong foundation.

Musical appreciation has not been neglected, and many lecture-recitals and organ-recitals have been given with marked results.

The standard of instrumental music (under the Department) is very satisfactory. Many a young teacher has greatly benefited by the inspection of her work. Circuit inspectors and principals have given great assistance in my work, which I greatly appreciate; in the future I should like all to assist, and the bad patches in my area will soon disappear.

INSPECTOR. MR. C. W. SCHMOLKE, M.Sc.  
INSPECTOR OF AGRICULTURE.

The introduction of Agriculture as a subject in the rural secondary and high schools and Agricultural Nature Study in the rural primary schools has progressed steadily during the year, although many more difficulties have been encountered than were anticipated at the beginning. The progress, therefore, has been much slower than the writer had hoped when he commenced his duties under the Department.

In spite of the enthusiasm and the willingness of numerous teachers all over the province to make a success of rural education, as indicated by the actual work done by those teachers at certain schools, and the numbers who attended the short courses in rural science, the shortage of fully qualified teachers in Agriculture and in Nature Study has been a great hampering factor in the advancement of the work.

One of the outstanding features of the work at those schools where agriculture has been introduced is the devotion and self-abnegation of the teachers who were responsible for the subject, and who, by dint of hard work, acquired sufficient knowledge to be able to make a commencement with agriculture.

Another feature is the awakening among the pupils of keener interest in other school subjects than agriculture and nature study since these latter were introduced.

Furthermore, the parents are now more interested in the school work of the children, and in several instances where they at first were sceptical about the results and about the ability of the teachers to teach agriculture or gardening, the erstwhile scepticism has made place for admiration and co-operation, and teachers have distinctly gained in prestige and support from the parents.

In several instances difficulties were experienced in connection with the transfer of ground intended for agricultural purposes from public bodies to the Educational Trustees. This was due to being unable to get the prompt services of surveyors to survey the ground set apart for such purposes.

During the year ending 31st December, 1925, schools were equipped for instruction in nature study and agriculture as follows:—

3 training institutions,  
27 secondary and high schools,  
8 rural primary schools.

At several of the secondary and high schools which have been equipped, nature study and gardening are also being taught in the primary departments.

The position of agricultural instruction in our secondary and high schools may be summarised as follows at 31st December, 1925:—

- (a) One high school takes agriculture as a subject up to matriculation standard.
- (b) Twelve secondary and high schools take it up to Junior Certificate standard.
- (c) Nineteen secondary and high schools have made a start with the subject, but have not yet entered candidates for our examinations.
- (d) Twenty-two secondary and high schools are in possession of suitable ground and desire to introduce agriculture into the curriculum as soon as equipment and qualified teachers are available.
- (e) Fourteen secondary and high schools have opened negotiations with the Department with a view to introducing agriculture, but the facilities at those schools have not yet been investigated.

With regard to rural primary schools the position is as follows:—

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- (a) Twenty rural primary schools have made a start with the teaching of the elements of agriculture through the medium of nature study and school gardening.
- (b) Forty-eight schools are in possession of suitable ground, but have not yet made a start, owing to the lack of equipment.
- (c) Eight schools have opened negotiations with a view to making a start, but the facilities at these schools have not yet been investigated.

During the year short courses in rural science for teachers were held at three different centres, viz., Van Rhynsdorp, Elliot and Riversdale. These courses were well patronized by teachers, many of them making great sacrifices to attend. The total number who attended the courses was 314, made up as follows:—

Centre.	No. of Teachers Attended.	Duration of Course.
Van Rhynsdorp .. .. .	75	4 days
Elliot .. .. .	81	4 days
Riversdale .. .. .	158	4 days
Total .. .. .	314	12 days

This report would not be complete if mention were not made of the generosity evinced by several municipalities, "kerkrade" and private individuals in the granting of ground suitable for gardening and agricultural purposes. Several thousands of pounds worth of ground has been granted to the Educational Trustees for agricultural purposes, without which agriculture could not have been introduced at many of the schools where it is now in full swing.

Finally, I would also like to place on record the generous help given to me in connection with the general survey, the introduction of agricultural courses, the teachers' short courses, etc., by members of the Provincial Council, Departmental officers, school boards, circuit inspectors, teachers and private individuals. I would take this opportunity of thanking very cordially all those who have assisted in making the introduction of agriculture a success. But particularly do I wish to thank the teachers who, actuated by an unselfish desire to serve their country and the coming generation have co-operated whole-heartedly in this effort to link up education more closely with the needs of the rural population.

INSPECTOR: DR. S. H. SKAIFE, M.A., M.Sc., Ph.D.,  
F.E.S.

#### INSPECTOR OF SCIENCE.

During the past year the greater part of my time was again devoted to work in the training schools and colleges. The majority of these training institutions are still without qualified teachers of nature study, therefore the teachers who have been made responsible for this subject need much assistance.

A conference of the principals of the training institutions was called together by the Superintendent-General of Education in October to consider fully the position of nature study and school gardening in the Primary Lower and Primary Higher Teachers' Courses. It was agreed at this conference that, in future, nature study should receive more attention in both these courses, three periods per week to be devoted to nature study in the Primary Lower and two periods per week in the Primary Higher course. As soon as vacancies occur on the staffs suitably qualified teachers of nature study are to be appointed; a properly-equipped laboratory for the teaching of nature study is to be established at each training institution and school gardens and experimental plots are to be maintained wherever possible. When these reforms have been brought in and have been in operation for a few years the teachers coming forward from our training institutions should be qualified to deal effectually with the syllabus in agricultural nature study for rural primary schools.

An important conference on agricultural education was called together at Pretoria in November by the Minister for Education. The Department was represented at this conference by the Superintendent-General of Education, accompanied by the Inspector of Science. It is gratifying to note that the resolutions passed at the conference serve only to confirm the past and present policy of this Department; no changes are necessary in our present system in order to bring it into line with the policy laid down at the conference. In fact, the policy of the Cape Department of Education was warmly praised by certain delegates from other departments.

For two months (May and June) I was seconded to the Department of Agriculture in order to proceed to the borders of the Kalahari in South-West Africa to investigate a disease that had broken out among the locusts up there. I happen to have carried out similar investigations in Natal some years ago, therefore, in this case, my services were asked for by the Minister of Agriculture and readily granted by the Superintendent-General of Education. The results of the investigation are embodied in a report submitted to the Minister of Agriculture and published under the title "The Fungus Disease of Locusts" (Union of South Africa, Department of Agriculture, Reprint No. 29, 1925). The more technical results of my investigations are given in a paper read before the South African Association for the Advancement of Science, "The Locust Fungus, *Empusa grylli*" (*The South African Journal of Science*, volume XXII, 1925).

#### REPORTS OF CIRCUIT INSPECTORS, EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

#### CIRCUIT: CALITZDORP, OUDTSHOORN

In my last report I animadverted on the problem of the feeble minded, the retarded and physically defective children in the circuit. I make no apology for again commenting on it, and I naturally approach this delicate subject with some diffidence and

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with caution. The problem presents itself over and over again, and I feel I would be failing in my duty if I were to maintain silence. It is a matter affecting future generations; it is a matter for the State, and pre-eminently one for the expert. During the course of the year I have taken count of abnormal children attending European schools; in the non-European schools I have found only isolated instances of abnormality. In compiling the records I have left out of account those who might be described as being moderately dull, or those whose progress is only partially retarded, and the results of the investigations are somewhat disquieting. The investigations are confined mainly to children who, *e.g.*, after a school life of five or six years, in fourteen instances upwards of six years, and who are well in their teens, have not advanced beyond stages varying between the sub-standards and standard II or III. There are many contributing causes to existing conditions, and they are well known. With special teaching the dull and retarded may improve, but there is little or no possibility of dealing with such cases in our schools for two reasons: Special training of teachers is required for abnormal children; and, secondly, in schools where the teacher is burdened with several classes, up to eight in a one-teacher school, there is, even with the best of intentions, no possibility of adequately dealing with such children. Cases have come to my notice where the children's progress is retarded because of very defective eyesight, adenoids, and other ailments. Three girls were found who are either totally deaf and dumb, or practically so. One of these has been sent to Worcester. To sum up: In the Oudtshoorn Division the number of unduly retarded children is 33, or 1.05 per cent.; in the Calitzdorp Division 25, or 2.6 per cent., the calculations being based mainly on the number of pupils present at the inspections. A few cases have been included of children who had recently left school.

The following comparative table will show the percentage of pupils in the secondary standards:

	Oudtshoorn.				Calitzdorp.			
	vii.	viii.	ix.	x.	vii.	viii.	ix.	x.
1921 .. ..	3.4	3.4	1.0	.9	2.1	1.2	.5	.5
1922 .. ..	3.8	3.3	1.8	1.0	2.1	2.1	.3	.4
1923 .. ..	3.5	4.1	1.8	1.3	1.9	2.3	.7	.4
1924 .. ..	3.2	3.4	1.6	1.8	1.5	1.6	.6	.7
1925 .. ..	4.2	3.5	1.7	1.6	2.5	1.0	1.2	.8

From the foregoing it will be seen that generally there is a slight improvement compared with the figures of the previous year. The percentage of pupils in standards V and VI in the Oudtshoorn and Calitzdorp Divisions is respectively 8.3, 7.3, and 7, 7.5. The position therefore is that in the Oudtshoorn Division 26.6 per cent. are in and above standard V; in the Calitzdorp Division 20 per cent.

*School Organisation.*—Most, probably all, principals are hard worked and find little opportunity for fully acquainting themselves with the functioning of their schools in all its details. And yet for the sake of efficiency it is imperative that the principal as educational engineer, provided he (she) keeps himself (herself) abreast of times, be a model and inspiration to young teachers,

who may be made or marred by their first years of service. In respect of this ideal, it is feared, many principals do not do full justice, partly because of want of time, and, with all due deference be it said, partly because of their inability to do so. On the other hand it is a real pleasure to come into contact with teachers wholeheartedly devoted to their duties, to whom a five-hours' school day is too short, who apply themselves to new methods, devise new forms of old methods, acquire professional libraries, subscribe to educational literature, continue one or other course of study, including art, by correspondence, etc. May this class of teacher ever be on the increase! Much ground has during the last few years been gained, and I speak with sincere appreciation of the work done by many of our teachers. But "there remains yet very much land to be possessed."

In respect of the boarding bursaries, without which the number of pupils in the secondary standards would certainly be much smaller, it is only necessary to reiterate what was said in the previous report: It is highly desirable that the conditions governing such grants should be more stringent.

The movement in the direction of agricultural education has taken definite form, though naturally it is merely in its initial stages. It is particularly worthy of mention that in some of the country schools a practical interest in school gardening is being shown. In a large number of these schools nothing can ever be done owing to the unsuitability of the soil. In any new building scheme of the future due regard should be paid to the suitability of the site from an agricultural point of view. A warning appears to be necessary: Agricultural education is not intended to supersede the ordinary course of instruction. Practical nature study will, particularly in country schools, probably constitute the most workable scheme.

Towards the end of the year the Oudtshoorn Girls' High School, and incidentally the Department, loses one of its most efficient teachers in the person of Miss Patterson. For almost fourteen years Miss Patterson has discharged her duties, without leave of any kind, with singular devotion and ability. A word of appreciation for services rendered is fully merited.

*Non-European Schools.*—The remarks embodied in previous reports still hold good. In some of these schools most encouraging work is done, and a word of commendation is due to the teachers. The following comparative statistics indicate the percentage of pupils in standards V and VI in the circuit:

	Oudtshoorn.		Calitzdorp.	
	v.	vi.	v.	vi.
1923 .. ..	1.5	.6	0	0
1924 .. ..	1.3	1.0	1.1	0
1925 .. ..	1.2	1.0	2.0	1.0

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

CIRCUIT: BARKLY WEST, KIMBERLEY.

The results of the Educational Survey carried out in accordance with circular 139 were very satisfactory in the Kimberley district so far as primary education is concerned. All children of school-  
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going age in the city were either attending school or had passed standard VI., with the exception of ten children who were mentally or physically unfit. In the country there were a few children who were not receiving education but most of these were concentrated in a new diamond digging centre and were awaiting the opening of a school.

The state of matters in connection with pupils who had passed standard VI., was much less satisfactory. There are far too many children who have finished primary education, who are not in any employment and who are not taking any secondary education. However, as the percentage has been increased for remission of fees, the number who leave without reaching standard VIII should be considerably diminished. With increased enrolment in the high schools it should be possible to develop some of the alternative courses of the Department's secondary syllabus and to offer these children an education more suited to their future needs.

At Warrenton a new school is being erected and standard IX will be introduced next year, and this school should soon qualify for high school grading. Particular attention is going to be paid to the agricultural syllabus. If this is successfully developed it should prove very useful for the growing number of pupils from country centres who are seeking secondary education.

In the sparsely populated portions of the Barkly West district the survey has resulted in applications for the opening of new schools. There is every reason to expect that in due course every child will be attending school. The primary school at Daniel's Kuil has reached secondary grade. This creates a centre where secondary education can be obtained by a large number of children who live very far from any established centre and for whom the cost of travelling to any such centre would be prohibitive.

Education in the one-teacher country school tends to remain far too bookish. For many reasons, some of which are real and some of which seem paltry, it appears to be impossible at most of these schools to get a suitable piece of enclosed ground for practical work. Meanwhile the children attending these schools are not receiving the most suitable education for their future needs.

Even the bookish education which they profess is inadequate for standards V and VI. This applies particularly to such subjects as geography, history and nature study. It is admittedly difficult to see how the teachers can effect much improvement when so many of the pupils refuse to pay even for an exercise book. From an educational point of view it would be better for these pupils to go to a central school for standards V and VI, where all the subjects of the curriculum can be more efficiently dealt with.

The buildings throughout both districts are on the whole adequate and in good condition except for one or two schools where extension has become necessary.

Several of the native mission schools have for some time been understaffed but conditions are rapidly improving and additional teachers have been sanctioned in the most urgent cases. Tin work continues to be extended and developed. Some very promising work in rug weaving has been introduced.

In the Barkly West district several new schools for coloured pupils have been opened in the larger alluvial diamond digging centres and now it will be possible over a much larger area to have coloured and native pupils in separate schools.

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

CIRCUIT: KING WILLIAM'S TOWN.

*European Education.*—About the middle of the year the Superintendent-General of Education paid a welcome visit to the circuit, and took advantage of the opportunity to examine on the spot the building schemes of the School Board, which with slight modifications received his approval. Unfortunately, however, the provision of funds to carry out these schemes has been made contingent on the acceptance, by the authorities concerned, of a scheme for the renovation and improvement of the Grey Hospital, and the end of the year finds the School Board still awaiting permission to commence building.

The enrolment of the primary schools has shown the fluctuations common to their class. Though doing good work the only secondary school is in some danger of losing its status owing to the small number of secondary pupils. The high schools are both in a flourishing state, halls having to be hired for use as additional class-rooms.

Of the four hundred and fifty pupils in Dale College one hundred and ninety-five are boarders, one half of them being accommodated in the school boarding house and the remainder in the Anglican and Presbyterian hostels, which are not state-aided. The school, therefore, ranks as one of the foremost boarding schools in the country. The number of boarders in the girls' high school has also increased.

With a few exceptions the children of the district are punctual and regular in their school attendance.

Though many of the boys will be farmers, agricultural education has till now been almost entirely neglected. Steps are being taken to remedy this, and it is intended to offer an agricultural course at Dale College and in the Berlin and Keiskama Hoek schools. In the neighbourhood of the last mentioned school irrigable land is available for the purpose and it is expected that with the kind assistance of the borough council of King William's Town and the village management board of Berlin suitable land will be obtained at these centres also.

The cotton-growing competition commenced in 1924 proved a complete failure owing to the drought.

A class in Afrikaans in the continuation school is being taken advantage of by eighty pupils drawn chiefly from various branches of the Public Service, the municipal office and the commercial houses of the town.

The British Kaffrarian Savings Bank has again contributed most liberally to the cost of educating many children attending the high schools, while the students of the training college have benefited from bursaries given by a very generous anonymous donor and by the Divisional Council and the Borough Council.

*Native Education.*—Successive years of drought have so impoverished the native people that it has become difficult for them to effect much-needed improvements in their school buildings; and sod walls which collapse with the rain, earthen floors from which clouds of germ-laden dust rise with every breath of air or movement of the pupils, iron roofs unceiled and windows with pieces

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of tin or canvas in place of glass are still common. The provision of suitable dwellings for the principal teachers is in many locations a clamant need which the churches either ignore or find themselves unable to supply. In one instance a teacher has travelled on foot a distance of twenty miles daily between his home and his school.

The number of schools which have acquired ground for gardening has increased during the year from eighteen to thirty-nine, but owing mainly to drought little work has been done. The fencing of the ground is a difficulty which has not been overcome yet, though as the forests of the district contain much sneeze-wood it should be possible for the Government to give some assistance in placing the teaching of the subject on a satisfactory footing. The making of baskets is taught in most schools, but rushes are scarce and in many instances have to be bought by the teachers. The vacation course in manual training held at King William's Town last year has proved of great value to all who attended it.

It is no longer the case that the sub-standards are neglected; due attention and improved methods of instruction are resulting in remarkable progress in many schools, the most advanced pupils in sub-standard A being able to read at sight, though naturally not very quickly, books prepared for standard II. Owing to the phonetic spelling a Xosa child learns to read and write his own language with ease and accuracy in a small fraction of the time that must be spent by an English child on the same subjects. In a few native schools English is well taught. The teaching of arithmetic is generally very unintelligent, the pupils displaying as a rule no power to deal with the simplest problem differing at all from problems already taught them. Much improvement is possible in the teaching of history and geography. Lessons are given in hygiene, but not a few teachers fail to realise the value of a good example.

Informal visits show that disregard of the rules for the keeping of registers is not quite so common as it was, and that the registers are becoming more reliable as records of attendance.

INSPECTOR: MR. S. BOERSMA.

CIRCUIT: ALBERT, ALIWAL NORTH, HERSCHEL.

*Visit of the S.G.E.*—On Monday, the 21st July, 1924, the Superintendent-General of Education opened the new high school buildings at Aliwal North, after having paid a visit to Lady Grey on the previous Friday. His sound advice given to the school board, school committee and parents at a public meeting at Lady Grey, his stirring address at the Delville Wood Memorial Service, and his interesting and instructive opening speech still live in the memories of those whose good fortune it was to listen to these speeches. Dr. Viljoen also gave a lecture in the Town Hall at Aliwal North on his visit to the Imperial Education Conference and the Continent, and on the problems of the country school. His visit has acted as a great stimulus to local interest in educational matters, and improvements in various directions have been the result.

*Visits of Colleagues.*—I desire to place on record my appreciation of valuable assistance given me by such of my colleagues as visited my circuit during the period under review.

*Buildings.*—The new high school buildings at Aliwal North were completed and in their beautiful surroundings they form an attraction to the town. The completion of these buildings made it possible to discontinue the use of unsuitable hired rooms in various parts of the town.

In Burghersdorp a new boarding-house was erected and the primary school was enlarged. The central school at Perdeverlies, in the district, became an accomplished fact and the new school building and boarding-house form quite a landmark. It has been possible to close some of the smaller schools in the neighbourhood and the new school has made a good start. Other building schemes which may lead to further centralisation are under consideration.

At Lady Grey a suitable building site has been acquired and a tender for the erection of the so urgently required buildings has been accepted. The farm school at Herschel has taken occupation of its new building.

*High and Secondary Schools.*—At the beginning of the third term of 1924 the primary and secondary departments of the Aliwal North High School were re-established as two separate schools each with its own principal. This arrangement has led to greater efficiency as each school now receives the undivided attention of its own headmaster. The High School has a large and fully equipped domestic science room and with the assistance of part-time teachers it has been found possible to arrange for instruction in hygiene and domestic science. The classes are well attended and the girls are evidently very keen on these subjects.

Now that one or more of the departmental courses have been introduced in the standard VII classes of all the secondary and high schools in this circuit it would be advantageous if by a consultation of all concerned it could be arranged that at all these institutions the same choice of subjects were offered so that it would be possible for pupils attending the secondary schools to continue their studies of the subjects taken by them when proceeding to one of the high schools in the same area.

*Primary Schools.*—If the work of the primary schools is considered simply from the point of the number of passes and failures in the various standards it may be called quite satisfactory. Speaking generally the teachers are in earnest and hardworking. In some subjects, more especially in the teaching of the second language, there has been considerable progress and the method of language instruction employed in the majority of schools is a distinct change for the better on that in vogue in previous years.

But in a good many of the country schools the spirit of the times has not yet been grasped and teachers still fail in instilling in their pupils a love of the veld. These schools are mere centres of book-learning where the three R's rule supreme at the expense of school gardens and practical nature study. Fortunately there are a few teachers who have succeeded in interesting their pupils in farm life and farm occupations, and their schools are on the way to become educative centres for their neighbourhoods. Special mention deserves the Vlaktefontein school in the Aliwal North district where poultry farming has been started on a small scale and where the teacher has succeeded in obtaining from the

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owner of the farm a plot of ground on which some 600 trees have been planted by the pupils. But at most centres a great deal remains to be done. A determined and systematic effort should be made to change the atmosphere of the country schools and to create in the pupils a love of nature and of the farm.

*Native and Coloured Schools.*—A fair amount of progress has been noticeable in these schools. The meetings held at several places in the Herschel district to discuss matters of curriculum, organisation, methods of instruction, etc., with teachers have led to better results. The vacation course held at Bensonvale from 15th to 19th December, 1924, has also had a very beneficial influence. I wish to record my appreciation of the services rendered by the staff of the Training School at Bensonvale and of the spirit shown by the native teachers attending that course. It was quite evident that lecturers and students vied with each other to make the most of the short time available.

The chief points of progress in the native schools have been the steady and regular improvement of handwork and the more rapid promotion from the sub-standard classes to a higher stage.

*Training Institutions.*—During the last term of 1925 I had the pleasure of visiting all the training institutions for the purpose of examining the students in Afrikaans. My last visit to these institutions, for examining purposes, had been in 1919 and it was very gratifying and encouraging to note the splendid progress made since then. The great majority of Dutch-speaking students examined had a very sound knowledge of Afrikaans and it was specially pleasing to note the ease and fluency with which they expressed their thoughts in language that was both pure and well-chosen. Those students for whom Afrikaans is the second language were evidently very keen on becoming efficient and although there were still a limited number who found it difficult to come up to the mark because they had commenced their study of the language not until they had entered the training college, the majority had succeeded wonderfully well in gaining a fair knowledge of their second language.

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

CIRCUIT: ALBANY, ALEXANDRIA AND BATHURST.

*Grounds and Buildings.*—At Grahamstown the Elementary School playground has been enlarged, and the Town Council is generously granting plots of vacant land for gardening and recreation purposes. At Riebeek East additional ground is to be procured for general school use.

The Grahamstown Boys' and Girls' High Schools should have more space for games, but there is none in the immediate vicinity. At Alexandria and Bathurst land for gardening would be most acceptable. In June the Superintendent-General opened the new classroom block at the Girls' School, Grahamstown, and declared it a high school, an honour well-deserved.

Some country hired buildings are still inferior, but teachers can relieve the drab monotony of room and exterior by their own good taste and encouraging the pupils to grow flowers and keep the place scrupulously neat, and so exercise a good influence upon

the whole community. Parents are quick to respond to their children's interests.

*Secondary School Bursaries* are a great boon to the district, but must not be regarded as open even to dull pupils who manage to pass standard VI. They are intended for promising children who can profit by a course of secondary education.

*Teachers, Pupils and Curriculum.*—It is regretted that it seems so difficult for teachers from town and country to meet at regular intervals for professional and social intercourse. One would like to see at least once a year simple hospitality offered to country teachers by the town school staffs, and the opportunity given of discussing educational difficulties and touching on new methods of instruction. Such a pooling of resources would be mutually helpful; wisdom is not confined to urban areas. Reference must again be made to the need for grouping classes in single-teacher schools and adopting the shortened syllabus for use in such schools.

In English centres the time that can be given to Afrikaans is obviously inadequate for bilingual requirements. Parents can solve the difficulty by arranging, as is often done in Europe under far more adverse conditions, for an exchange of children during the holidays with Dutch homes. The young people would quickly get, to like one another and become proficient in each other's language.

In this way sympathy will be made lasting and the bugbear of the dual tongue be finally buried. The standard of attainment in English, written and spoken, is sadly low, even in most English centres. The subject needs most careful training, if pupils are to get a command of idiom and expression. Well chosen diction on the teacher's part, a good library of suitable books, and skilful instruction can help to overcome a weakness, which affects all subjects taught through the medium of English. A good deal of time is still wasted over arithmetic and spelling when aim and method in teaching would prove effective. In all subjects frequent revision is essential and the testing of the lessons given.

*Native Education.* In Grahamstown a committee of the principals of non-European schools has recently been formed to co-operate with the Town Council in improving the general conditions of life in the location and to encourage children to take a pride in manual work, gardening, roadmaking and tree-planting. Quite a good beginning has been made and a small exhibition held to show sympathetic Europeans what is being attempted. In time the intention is to plant avenues of trees along every street.

This committee is official and keeps the Inspector of Schools informed of the progress made. At Port Alfred new school buildings have been provided by the Church of England and the Wesleyan mission authorities. One would like to see the two churches more inclined to join forces in school affairs. In future a keen interest should be taken in gardening and weaving. Country Native Schools have a hard struggle for existence, as farmers are not always in favour of education; in two cases one is sorry to learn that a high rent is charged for the right to occupy the church-school, built by natives at their own expense. The children walk long distances to school and attend irregularly. Still, on the whole a steady advance is taking place and credit is due to zealous teachers who do their best no matter what the circumstances may be.

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

## CIRCUIT: CAPE DIVISION NO. 1.

In July 1925 a new primary school was completed on the Hope Lodge site. Standing in beautiful grounds, the building consists of nine classrooms with the usual offices; in addition, the old dwelling house was reconstructed to provide four smaller but suitable rooms.

With this new building available it was possible to reorganise the school accommodation in central Cape Town so as to solve some long-standing problems. It was decided to take the pupils from *three* existing primary schools, viz., Central Boys', Central Girls' and De Villiers Street, and to form from them *two* schools—one for boys and one for girls—each with mixed classes up to and including standard I. The girls were placed in the Central Girls' School and the boys in the new Hope Lodge building. Thus two existing buildings were set free, viz., the Central Boys' School and the De Villiers Street School.

The Central Boys' School (the old historic Normal College) after renovation and reconstruction so as to retain its distinctive features became the home of the Cape Town High School which for four and a half years had been housed in seven classrooms of a primary building. Thus the old Normal College is again a centre for secondary education, and it is satisfactory to note that the Cape Town High School was able to use profitably all the available accommodation.

The De Villiers Street building was used to house all the upper primary standards of the board coloured schools in central Cape Town. These came from Trafalgar High School and Albertus Street School, and nearly 400 pupils in Standards IV-VI now occupy this building. This centralisation of senior primary pupils had three results: (1) Trafalgar School became a centre for purely secondary education with no primary classes. By its regrading during the year it became the first high school in the Cape Province for coloured pupils. (2) Woodwork and domestic science rooms were provided in the Trafalgar School and became available for the senior pupils of the De Villiers Street School. (3) The Board was able to open a new junior coloured primary school in the old Albertus Street building.

The primary department of the Sea Point Boy's High School was constituted a separate school under its own principal in July, 1925. Four of the six high schools in this circuit are now purely secondary institutions, and another limits its primary classes to standard VI.

During the year under review I have given considerable attention to the question of home work in primary schools, and am convinced that much of the labour expended by teachers and pupils on this exercise is wasted effort. The working of arithmetical exercises is still the favourite—sometimes the only—form of homework in certain schools. The work has often to be done under unsatisfactory home conditions; parents and others frequently give assistance or the work is hurriedly copied from other pupils just before morning school. In spite of the implied injunction in the primary school course, I am convinced that up to Standard III there should be no home work at all; above that the written work should be reduced to a minimum and the pupils should be encouraged to spend their leisure in private reading.

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

## CIRCUIT: GLEN GREY, WODEHOUSE.

A new building, comprising three class-rooms, was opened at Rossouwdsdorp during the year under review. This school serves an area where there were formerly five or six single-teacher schools. The erection of a similar building at Grey's Pan has been delayed by the failure to have the ground assigned for the purpose transferred to the educational authorities. It is hoped, however, that this building and the additions to the Dordrecht High School will be completed during the coming year.

Mr. Jacobus Wynand Louw, Koppiesfontein Primary School, retired on pension at the end of 1924, after thirty-one years' service under the Department, and twenty years in his last post. Mr. Louw did very faithful service and he carries with him in his retirement the good wishes of all with whom he came in contact.

It has again to be reported that there are a number of children of school-going age in the division of Wodehouse who are not receiving any kind of educational instruction. The latest available information gives fifty as the approximate number of such children. The loss, both to the children and to the Department, is one which ought to be made good, and no effort should be spared to bring such children into the educational fold.

Some progress in the attainments of pupils examined has to be recorded. In the single-teacher school, however, the standard of attainment still leaves much to be desired, as is shown by the fact that the percentage of successes in the standards was under 70. The chief cause of failure was weakness in arithmetic. Insufficient attention was given to the mental side of this subject, by which is meant the rapid and accurate use of numbers. Any degree of success in this subject depends on the thoroughness of the grounding in the four rules, and until this is recognised no measure of success will be attained. Knowledge of the first language, in most cases Afrikaans, was good, but the results in English were again rather poor. The time devoted to the teaching of reading in the second language in the sub-standards would be far more profitably spent if the teaching of reading were deferred, and instruction in the second language in the sub-standards were confined to purely oral work and the acquisition of a vocabulary. Handwriting continues to receive insufficient supervision and correction.

Fairly satisfactory progress on the scholastic side of native education has this year to be recorded. There was an increase of approximately fifty per cent. in the number of passes in the standards over the number for the previous year. The vacation course held at Mount Arthur during the Easter vacation proved of material help to the teachers. Even if the teachers who attended the course did not carry away with them much knowledge from the lectures, the course gave them an incentive to better work and renewed their interest in their work as teachers.

During the year a number of schools have received official grants of ground for garden use, and the Glen Grey District Council has offered to assist in the fencing of the grounds on the £ for £ principle. So far, however, very few, if any, schools [C.P. 2-'26.]

have availed themselves of the offer. The reason for failure to do so has in most instances been poverty. No crops have been reaped for some years and the summer of 1924-'25 caused the natives very heavy losses in stock. The coming year does not promise to relieve the situation.

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

CIRCUIT: CALEDON, STELLENBOSCH.

During the period under review there has been in the circuit on the whole a steady progress in most aspects of the work. Previous reports have indicated the lines on which such advance was proceeding. In this report I shall confine myself to one or two features of the progress in European and non-European schools which have, during the last three years, gradually been obtained.

The provisions of the Language Ordinance are in force in all the European schools of the circuit. The home language is the medium of instruction—the sole medium in the large schools with the parallel-class system, and in the single medium schools. The second language is introduced fairly early in most schools, and special attention is given to it. In the upper primary standards, however, of many rural and urban schools advantage is taken of the provision for introducing the second language as subsidiary medium in one or more subjects.

Throughout the circuit Afrikaans has now replaced Nederlands as first or second language. In the case of several non-European schools it was only during the current year that Nederlands was finally superseded, and that in others, a second language was for the first time introduced. The progress in Afrikaans, however, has been so marked, that, being as it is the home language, it has been adopted as first language up to at least standard IV. Throughout the circuit, therefore, it is possible that within a short time the home language will be the chief language and medium, though not the only medium, in all primary work.

In regard to secondary and high schools, it is now possible to report that in all there are one or more classes or sections of classes preparing for the examinations of the Education Department. While standards IX and X in most high schools are still working for the University Examinations, others, recognising that the departmental examinations include Matriculation requirements, are gradually dropping the examinations of the Joint Matriculation Board and of the University Junior Certificate.

The increasing number of pupils choosing Agricultural Science at three of the larger high schools during the year under review, and the professed intention of several of the smaller secondary schools of introducing and specialising in the subject, are worthy of note. Increased facilities also in the way of land, either hired, bought, or donated, for educative experimental work have been obtained at all these schools.

INSPECTOR: MISS L. C. ELTON, B.A.

CIRCUIT: PORT ELIZABETH.

*European Schools.*—In the outlying parts of the town, where the population is rapidly increasing, the accommodation difficulty has been partially met by extensive hiring; in the central area, on

the other hand, arrangements have been made for the absorption of a school which was unsuitably housed.

Two important matters have engaged the special attention of the Department and the School Board during the year: the more effective application of the Language Ordinance, and the provision of further facilities for secondary education.

In three large primary schools, situated in the northern, central and southern areas, parallel classes already exist and will be extended to standard VI, but the other schools lack room for the minority groups which are for various reasons desired by some parents. Those who press for the duplication in neighbouring schools of small parallel classes, often overlook the resultant loss in educational efficiency.

With the lowering of the average age of passing standard VI, an increasing number of boys and girls leave the primary schools at 13 and 14 years of age. Scholarships awarded on the result of a competitive examination after standard V enable some to enter the local high schools, and the parents of others send them forward after standard VI; there is, however, a serious leakage between the primary and the high schools, and a couple of years later many of these school leavers, after spending the interim in temporary employment, find themselves debarred from apprenticeship in the designated trades and from permanent employment in the Railway, Harbour and Postal services by their lack of a standard VII certificate. To meet their needs an "ad hoc" secondary school with standards VII and VIII is now being established. The desirability of retaining these young folk, as yet immature in character and physique, is obvious, and it is hoped that many will complete the two years' course of secondary instruction.

At the standard V and VI examination an encouraging advance was noted. The average age was about six months lower than it had been the previous year, and the percentage of passes was higher: 75 per cent. as against 63.5 per cent. in standard V, and 78 per cent. as against 74 per cent. in standard VI.

By the death of Mr. F. Bollen, for many years principal of the South End Primary School, the Department lost a very zealous teacher, widely known for his activity in the publication of school manuals.

*Non-European Schools.*—The establishment of an Intermediate Coloured School, providing post-primary instruction for coloured and native pupils, has greatly stimulated the contributory primary schools. Of the 69 pupils admitted to standard VII, 60 persevered, and a standard VIII class has now been formed which will enter for the Departmental Junior Certificate Examination in 1926. Progress has been commendable, and voluntary contributions from the parents towards the purchase of a school library shows their appreciation of the facilities provided for their sons and daughters.

In the coloured and native primary schools, larger numbers are proceeding beyond standard IV, and the teachers are realising better the importance of such subjects as geography, history and hygiene. Though praiseworthy efforts have been made by a few schools to provide suitable handwork in addition to needlework, this branch of education is generally backward, partly through the difficulty of procuring the necessary materials, and partly through the teachers' lack of previous training.

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

CIRCUIT: EAST LONDON, KOMGHA, STUTTERHEIM.

There has been no change in the boundaries of the circuit since I was appointed to it five and a half years ago, so that by now I can claim to be well acquainted with it.

During the year under review there have been no noticeable changes either in the work or the conditions of the circuit. One feature that may possibly be imaginary as there are no figures as to average age to substantiate it, is the almost complete disappearance of pupils who are much too old for their standards. In other words the educational net has now for some years been successful in bringing in nearly all pupils at the proper school-going age. It is quite exceptional to find a child of sixteen in a Primary school, and in many cases there are none of fifteen years of age. This state of affairs only excites comment in country schools; it has prevailed in town schools for quite a long time now.

I do not know how it is in other towns in the Province, but in East London there have been complaints from teachers and parents that children cannot readily find employment after passing Standard VI. Seeing that school fees in Standards VII and VIII are not a very serious item, I do not consider that there are real grounds for the complaints. The fact is that many parents never dream of keeping their children in school after the leaving age or standard is attained and refuse to consider the advantages of a High School education for them. As there are several courses open to pupils in High Schools such as Commercial, Domestic and Agricultural, there is no ground for the statement that they do not wish their children to enter for the Matriculation examination or that the syllabus is too academic. Farmers' children in the country schools with very few exceptions leave after passing Standard VI and are immediately absorbed into the ranks of farm workers. In fact many of them are made to do too much farm work before their school days are over. Still a few do proceed to High Schools and it is to be hoped that their numbers will increase as time goes on.

The teaching of practical Agriculture in Standards VII and VIII is being carried on in one school namely Komgha Secondary, while in several others garden plots are worked by the pupils though, it must be confessed, rather spasmodically as the absence of rain and the long summer holidays militate against the successful cultivation of the plots.

There has been very little alteration in the number of schools since I have been in charge of the circuit though the enrolment has increased, more particularly in the town schools. A few farm schools may be needed here and there as families remove or increase, but a Primary school is to be found in almost every locality where one is needed.

No amalgamations have taken place, the difficulty in effecting them is due partly to the unwillingness of parents and partly to the absence of a suitable building and accommodation for the teacher at any central spot.

One Native school was closed as it did not seem to be filling any useful purpose. It is to be hoped that this action will be

a warning to the teachers and managers of several other small Native schools which are carried on in remote spots without any adequate European supervision and have very little to show for a year's work when inspection time comes round.

During the year additional class-rooms were completed in Stutterheim Secondary. A school-hall was added to Komgha Secondary by private subscriptions as War Memorial. A hostel for about sixty boarders was begun in the grounds of East London Boys' High School and will shortly be occupied. The opening of this new hostel for the boys will enable the existing one to be handed over to the girls' High School where boarding accommodation has long been needed.

The most pressing building requirements now are additional classrooms at West Bank Primary, Beach Primary, Clifton Primary and Cambridge High. A hostel for boarders is also needed for Komgha Secondary. With regard to subjects of instruction Afrikaans and History show improvement, but the same cannot be said for Composition generally, in this subject so much depends upon the teacher. Drawing does not show any improvement. Hand-work in Native Schools is now receiving much more attention.

The Union Education Department has promised to erect and staff a Technical College in East London. Unless admission is restricted to those students who have passed Standard X or even VIII it is to be feared that the enrolment of the local High schools will suffer.

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

CIRCUIT: MAFEKING, VRYBURG.

The opening of eight new schools, and the growth of the indigent boarding house at Brintjesfontein have reduced the number of children not attending school, but, even so, the position is far from satisfactory, and it is estimated that ten per cent. of the country children are still unprovided for. The number would be greater were it not that the indigent boarding houses have absorbed some three hundred children and transport has been provided for another hundred and fifty. With so scattered a population, and so many forms unoccupied, it is impossible to bring schools to all the children, and the only solution seems to be to introduce a system whereby two or three small boarding grants can be made available at all well-conducted country schools. This would give the country schools a longer life, besides bringing additional children to school.

The transport system, in any case, is not satisfactory when working over a distance of more than five miles. The roads are heavy, the animals used are donkeys, the farms are unfenced. The child has to get up before daybreak to spend hours searching for donkeys whose one object during the night has been to put as much distance between themselves and the school cart as possible. Then comes a rushed breakfast, or no breakfast at all, followed by two hours of thrashing the unfortunate donkeys through the sand. Next follow five hours of the teacher wanting to know

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why the homework was not done, and then another two hours back through the sand with a 5 o'clock mid-day meal of sorts at the other end. The children simply wear out.

The attendance this year has been shockingly irregular. The children have been kept out to plough and to reap, to herd stock, to spray locusts and to do the hundred and one little jobs incidental to farm life. One board has petitioned the locust department not to employ children under sixteen years of age, and another wishes the School Attendance Act amended in such a way that it will not be necessary to give a parent warning more than once.

In most of the country schools the second language is steadily losing ground, and few children leaving school are able to speak it. Not that the subject is neglected or unduly unpopular. On the contrary a disproportionate amount of time is often devoted to it, but the time goes to reading, spelling, etc., and not to the all-essential practice in speaking the language. Why do teachers so persistently avoid the oral composition lesson? Is it because the lesson requires careful preparation, and is difficult to give? Is it because, attempting too much at a time, and failing to do the necessary daily revision work, they see no fruit of their labours? Is it that many teachers themselves find such difficulty in speaking the second language that they take refuge in the more comfortable reading lesson? The school is the one and only place where the child has an opportunity of hearing and speaking the second language, and if he does not get this opportunity there daily and in generous measure, he inevitably grows up unilingual.

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

CIRCUIT: MALMESBURY, PAARL.

This being my last annual report I propose to confine my remarks to bare statements of facts bearing on certain features descriptive of present conditions in this area.

*European Schools.*

1. In all centres there is increasing evidence of intelligent and public-spirited co-operation between school boards, school committees, parents, principals and other teachers.

2. In the larger schools combination of effort on the part of teachers and interchange of ideas at regular staff meetings under the guidance of principals are increasingly being utilised as means by which to minimise the deadening effect of routine work, and they incidentally contribute much towards the development of the right kind of *esprit de corps*.

3. At all centres there are branches of teachers' associations, but comparatively few teachers from rural areas ever attend the meetings. The Paarl Teachers' Association, which includes French Hoek and has the advantage of a large membership, is developing into a veritable small parliament of teachers.

4. The success of language-teaching and more especially of the teaching of the second language, which has claimed so much attention in this area during the past five years, is just a matter of time, for progress is developing on sound lines. The schools

should now be able to turn their special attention to the teaching of *geography, history and nature study* and to the more practical side of *drawing* as a means of self-expression side by side with the spoken and the written language.

5. Earnest endeavour, whole-hearted devotion and a true sense of responsibility are also on the increase. Slackers and shirkers are the exception.

6. But very little has been done or is being done in this area to solve the problem of post-primary education for the large number of boys and girls who are either unfit or unwilling to complete any of the available courses of secondary education.

7. Very few rural teachers so far have been successful in applying the syllabus in such a way as to make it suit rural needs and conditions.

8. The fact that the year closed with an enrolment of over 200 pupils in Standard X and 250 in standard VIII and that 80 per cent. were successful in passing the Matriculation or Senior Certificate and Junior Certificate Examinations is a clear indication of the expansion of secondary education in this area, which does not include the Wellington schools.

*Non-European Schools.*

1. The laying of the foundation stone of the building which is to house the Coloured Training School and also the Central School, into which are to be drafted all local pupils above standard IV, marks the beginning of a new epoch in the history of coloured education at Paarl, and is an eloquent tribute to the healthy spirit of co-operation between the heads of the local churches and the principals of the various schools.

2. The establishment of this central school should solve for Paarl the problem of improved organisation referred to in the next paragraph and should insure improved work in standards V and VI, which again will provide better equipped candidates for the Training School, where, up to the present, progress has been seriously hampered by the inferior quality of work done in standard V and VI under existing conditions.

3. Overcrowding in the sub-standards, due to inadequate accommodation and faulty organisation, is still one of the main obstacles to satisfactory progress in many schools. Thanks to the energy and enterprise of local managers, all coloured schools within the Paarl Municipality, except one, are now satisfactorily housed and fairly well equipped.

4. The best schools are those where the home-language is the exclusive medium of instruction in the lower classes. This being so it is hoped that the Paarl Training School will make proper provision for the teaching of Africaans to the student-teachers, and that they will also have the opportunity of becoming thoroughly competent to teach English as a second language.

5. An increasing number of teachers are taking their work seriously, regarding it as a means of uplifting their people. On the other hand, not a few, who are certificated, show lack of competence to teach—a condition which is to be attributed largely to the fact that a standard VI. test as ordinarily applied at the annual inspection is not a sufficient qualifying test for admission to a training school.

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

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

Six new class-rooms have been added to the fine buildings of the Hoëre Volksskool, Graaff-Reinet, and will be ready for occupation at the beginning of the ensuing year.

The Union High School, Graaff-Reinet, is in urgent need of the accommodation and facilities to be provided by the new buildings, for the erection of which an adequate sum has been placed on the estimates, and for which plans and specifications are under consideration.

The additions to the Aberdeen High School and the erection of a new schoolbuilding at Adendorp, for which provision is made on the working schedule, will complete the present requirements of this circuit so far as additional accommodation is concerned.

More enthusiasm might be displayed by teachers and pupils to relieve the monotony of their class-rooms by means of pictures, drawings, sketches, etc.

In European schools the attendance is usually very satisfactory, whereas in native and coloured schools it is often very irregular. This irregularity is partly due to poverty and partly to the indifference of parents.

It is pleasing to be able to record that there is an increasing tendency on the part of the rural teacher to remain longer than one year at the same school. This fact has had a beneficial influence on the progress of the pupils concerned. It is, however, felt that the rural teacher does not realize the great possibilities she has within her power of making her influence felt within the school area.

A few new schools were opened during the year, while almost the same number were closed owing to the average attendance falling below the minimum required for that grade of school. There seems very little need in this area for the establishment of new schools, nor is there a likelihood that any scheme of centralization can be successfully carried out without the expenditure of very large sums of money on rural boarding houses and on bursaries.

The small one-teacher schools and the indigent boarding houses will, for many years to come, be the chief means of providing educational facilities for the farm child in this sparsely-populated area.

At the two Graaff-Reinet High Schools—the Hoëre Volksskool and the Union High School—provision is made in the secondary department for the more practical courses, as well as for the academic course. In the remaining high schools and secondary schools the secondary pupils are compelled to follow the academic course, as it is the only course which the small high school and the secondary school with a small staff can offer.

The new regulations governing the staffing of the smaller high schools will make it possible, at least in some cases, to offer an alternative subject of a more practical nature.

A very instructive and successful short course in tin-work was held at Graaff-Reinet during the first week of the Christmas vacation, and was attended by coloured and native teachers from different parts of the Cape Province. This course will, no doubt, act as a stimulus to further the cause of this branch of the syllabus in non-European schools.

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

CIRCUIT: BARKLY EAST, ELLIOT, MACLEAR,  
XALANGA.

*General.*—All the schools in the Circuit were inspected during the year, except seven in the Barkly East district which could not be reached owing to phenomenal rains and swollen rivers. In addition, thirty-seven informal visits were made.

During the year, also, I relieved Inspector Anders for six weeks in the Tsolo, Libode and Qumbu districts.

Miss M. E. Rice, of the Barkly East High School, retired on pension in December, 1925, after 35 years' faithful service. Miss Rice has always taken the greatest interest in her work and can be assured of the Department's appreciation of her services.

*Buildings.*—The congestion at the Barkly East High School will shortly be relieved by the erection of a new building.

*Schools.*—Seven new schools were opened in the Circuit during the year; four in the Elliot district and one each in the Barkly East, Maclear and Xalanga districts. During the same period two schools were closed in the Barkly East division.

*Teachers.*—There are now very few uncertificated teachers in this Circuit. It is very desirable, however, that even certificated teachers should keep themselves abreast of educational progress. Most of the older teachers in primary schools would benefit by the institution, if possible, of "refresher" courses.

*Subjects of Instruction.*—The Instructor in Agricultural Education visited this Circuit during the year and succeeded in arousing considerable enthusiasm among the teachers.

One recognises, even in the case of school-gardening, that the chief difficulty at present is the lack of teachers trained in agricultural methods. This difficulty could be met, temporarily, by the appointment of agricultural demonstrators who would visit the various schools and show the teachers what to do.

A teacher of agriculture has been appointed at the Maclear High School and next year agricultural science will form part of the secondary curriculum at that centre. The movement has aroused enthusiasm among the farmers locally, and some of them are supporting the scheme in a practical manner.

*Composition* remains one of the least satisfactory of the subjects of instruction. One can state, however, that in the larger schools a gradual improvement is noticeable. This cannot be said of many of the smaller schools, the teachers of which do not seem to realise that this subject must be *taught*.

*Writing* is another subject which, in general, is not satisfactory. Where the teacher is a good writer the use of copybooks, at least those with printed headlines, is to be deprecated, and more use should be made of the blackboard.

*Native Schools.*—As mentioned in last year's report, progress in these schools continues to be slow. Composition in the official language is, as a rule, lamentably weak. This is not to be wondered at, when one considers that the majority of the teachers themselves would be unable to write a composition of the quality required of standard V children in European schools.

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The ordinary Native teacher who has secured the T.3 certificate imagines himself to have reached a very lofty eminence where further effort is superfluous. It is true that he is not averse from attending vacation courses, but, on the other hand, he rarely or never reads anything except, perhaps, a Kafir newspaper. One has no wish to belittle the many difficulties which beset the native teacher. These difficulties are well known. Native teachers, however, could do much to make themselves more efficient by reading and, also, by the formation of Native teachers' debating societies in Native areas.

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

CIRCUIT: JANSENVILLE, PRINCE ALBERT,  
WILLOWMORE.

The three high schools in the circuit, all being in urgent need of increased accommodation, sums of money were voted to supply this need. Only in one case, however, were building operations actually begun and it is expected that that high school will be able to occupy the additional class-rooms soon after the beginning of the new year.

It is very gratifying to be able to report that the new year will find only one uncertificated teacher in service in the whole of the circuit, not excluding the Coloured schools. One division, in which two years ago 20 per cent. of the teachers were uncertificated, reduced that percentage to all but zero in less than a year by acting on the simple device of causing all applications for vacant posts to be made—in the first instance—to the Secretary of the School Board. When the date given in the advertisement has expired, the Secretary forwards all the applications to the Secretary of the School Committee (where committees exist) for their nominations. As a result of this arrangement schools, which though previously advertised for months at a time with no apparent success, now have certificated teachers in charge of them.

An encouraging feature of the work is the apparently serious attempt being made to provide a thorough bilingual training for the pupils. The use of conversation lessons and the now general adoption of the direct method of language teaching are beginning to produce the results desired. This is the case in every school where the teacher possesses the ability and the willingness to carry out the fundamental principle of the Act of Union: two official languages with equal rights and equal opportunities. It is hoped that all interested in education will aid, and not hinder, the attempt being made to equip the pupils for life in an effectively bilingual capacity.

A persistent effort has been made to improve the writing and figures of the pupils and to inculcate habits of neatness. It has taken some of the schools five years to produce what can now be had to deal with this matter much more seriously if the pupils schools excellence in this regard has been attained, but a few will considered satisfactory written work. In quite a number of the going forth from them are not to be handicapped throughout their lives for lack of neatness and poor writing. It is well-nigh a plati-

tude to say that where neatness is not in evidence a lack of thoroughness in other directions is also apparent. The primary cause of these defects very often is a want of strict discipline.

Agricultural education is receiving the earnest consideration of the School Boards. At the very few places where practical work is possible investigations are proceeding, and in one case the preliminaries are now completed for the introduction of this branch of the work. It is hoped by the end of next year that a more definite report will be possible.

In the Coloured schools considerable advance has been made during the year in the matter of handwork. In the absence of other suitable materials aloe-fibre and clay are chiefly utilised.

INSPECTOR: DR. T. W. REIN, M.A., Ph. D.

CIRCUIT: FORT BEAUFORT, PEDDIE, VICTORIA  
EAST.

From the recent educational survey conducted by the School Boards it would appear that the circuit is adequately supplied with schools, and that the number of children not in attendance is almost negligible. In most cases action has already been taken and arrangements are being made, by means of transport or otherwise, to provide for these children in existing schools.

Afrikaans has now entirely displaced Nederlands in the schools of the circuit. It is being taught as a language in all English-speaking schools except in the case of one or two where the teacher is unilingual. In most rural schools too little attention is as a rule given to conversational practice and oral composition, and as a result the pupil's working knowledge of the language continues to be very meagre, and this constitutes a serious handicap when at a later stage they are drafted on to a secondary school. In most urban schools adequate attention is given to this aspect of the language lesson, and though the compositions may often be crude, and show a limited vocabulary and a lack of feeling for the right sequence of words, a most gratifying advance has on the whole to be recorded. Unfortunately this cannot be said of English in the case of Dutch-speaking schools. On the contrary, there is a distinct deterioration noticeable in most schools, and this is likely to become further emphasised since compulsory home language instruction has through recent legislation been extended to standard VI.

In native schools more intelligent methods are being employed in dealing with the infants. In some of the infant departments the congestion has been considerably relieved through skilful teaching and more rapid promotion. Articulation and pronunciation have been greatly improved, and a keen interest has been aroused in the English lesson through the introduction of the dramatic element. In this connection a word of special praise is due to the infant department at Healdtown where the repertoire of action pieces was almost unlimited. Excellent work in this respect was also done at Horton (Peddie) and Gaga (Victoria East).

The burning question of the migration of teachers has already been partially solved, and will eventually be fully solved in this area through the economic fact that the supply is in excess of the  
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demand both in the case of native as well as of European teachers. In the circumstances it is little matter for surprise that the percentage of certificated teachers has risen enormously during recent years. Nearly 90 per cent. of the teachers employed in the circuit are now fully qualified as compared with 66.5 per cent. in 1918. In the case of European schools, all the teachers in the Fort Beaufort division have a professional certificate, and in Peddie and Victoria East all but one. As regards native schools, 93.7 per cent. of the teachers in the division of Fort Beaufort are fully qualified, 90.4 per cent. in the division of Peddie, but only 78.1 per cent. in the division of Victoria East. The lack of progress in the schools of this division, which, it should be added, are almost exclusively under the management of native ministers, is all the more disappointing owing to their immediate proximity to one of the largest training institutions in South Africa.

Extensions have recently been made to the secondary school at Fort Beaufort out of funds realised through the sale to the Dutch Reformed Church of the former primary school building. Ample accommodation has thus been provided for present as well as future needs. Steps are also being taken to enlarge the secondary school at Peddie through the provision of two additional classrooms. Very considerable building operations have been carried out at Healdtown. New dwelling houses for native as well as European teachers have been erected, and an excellent infant school block, comprising four large and well-designed class-rooms, has been occupied since the beginning of the year. In addition to this, plans have been drawn up for a block of suitable classrooms for the secondary school recently established at this centre.

Mr. Henry J. Magocoba, who has rendered faithful service as principal of the Ely School (Victoria East) for a period of twenty-five years, retired on pension in the early part of the year. The close of the year sees the departure from Healdtown of two prominent members of the staff. Mr. J. J. F. Slingsby who had previously seen service at Lovedale and Blythswood, and also at Seymour and Hankey, had latterly been on the staff of the training school at this centre. Mr. J. J. Kissack had been intimately associated with the work and the development of the institution for upwards of twenty-two years; his departure from Healdtown leaves a gap which it will be difficult to fill. These teachers carry with them into their retirement the grateful appreciation and the most cordial wishes of the Department. May they long be spared to enjoy their well-earned rest and pension.

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INSPECTOR: MR. P. J. RETIEF, B.A.

CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

The two municipal school boards at Swellendam and Heidelberg and the divisional school board of Swellendam have been absorbed into one board called the Swellendam School Board, thereby reducing the number of boards in this circuit by two. The little dissatisfaction caused initially by this reorganisation is gradually disappearing, and it seems safe to prophesy that the new board will be able to cope successfully with the increased

duties and give general satisfaction. With few exceptions boards and committees have been able to conduct their activities with a minimum of friction.

Funds having been again available, Government buildings have received attention in the matter of repairs and generally appear satisfactory. Some of the hired schoolrooms, however, are not suitable. In the country schools sanitary accommodation is, in a number of cases, very unsatisfactory.

No new schools have been established, and a small number of schools have been closed down. There has been a substantial reduction in the number of unaided private schools. Very serious efforts were made to incorporate smaller schools into larger schools more centrally or conveniently situated, in order to offer better educational facilities or more extended courses of training. Unfortunately, however, very little has been accomplished in this direction.

In comparison with the previous year the enrolment shows little change. The more prosperous localities continue to attract heavier population with increasing school enrolment, while in the less prosperous localities enrolment is decreasing.

It has been necessary to bring to the notice of some of the school boards, that exemption from school could not be given in the case of pupils who have not completed their 16th year or successfully passed the VIth Standard, except under very special circumstances. It is trusted, that, being in possession of these regulations, boards will act more strictly in accordance with them.

Applications for altering school vacation dates in order to suit the convenience of teachers have frequently been refused. In the grain-producing districts, however, where gathering and marketing of the harvest proceed during the whole of the summer vacation, some schools have been allowed to re-open a week earlier in January, so as to extend the April vacation by one week. In this manner the parents may arrange for a fortnight at the seaside in April.

In some cases, in past years, the privilege of closing schools for important functions, such as agricultural shows, has been abused, in this manner, that only a very limited number of pupils ever attended the functions. By limiting the number of schools closed to those where the majority of pupils actually attend the function, much more serious efforts have been made by teachers to organise visiting parties of pupils.

Particularly in the rural schools the bulk of attention is given to spelling and arithmetic, in which fair proficiency is attained, at the expense of proficiency in other subjects. Composition is getting more attention and is improving. In town schools a fair standard of attainment is reached in Reading, Grammar, Geography and History, but in the country these subjects are comparatively weak.

Where water is scarce school-gardening presents very serious difficulty, and generally speaking only in a limited number of schools has the subject had such serious attention as to produce really satisfactory results. Basket-weaving and net-making have been added as occupations in some of the country schools, and good progress has been made.

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INSPECTOR: MR. S. G. E. ROSENOW, B.A.

CIRCUIT: CLANWILLIAM, PIQUETBERG.

As I am on the point of taking over the inspection circuit of Malmesbury, I think it useful to give a brief survey of the work that has been done in my circuit during the past  $6\frac{3}{4}$  years. In my report for 1919 I made three propositions.

(1) That instruction in the one-teacher school be given only as far as standard IV. (2) After children have passed standard IV in such schools, they should be sent to the nearest central schools for standard V and VI. (3) In order to comply with these two suggestions, I made a third, viz.: the establishment of boarding-houses in connection with certain schools, where the necessary bursaries might be offered to less-privileged children.

I was obliged to abandon my first suggestion, seeing that most of the parents were too poor to send away their children from the farm after passing standard IV. Consequently such children simply stayed at home and received no further instruction. As the law could not allow this, the poor teacher of the little country school simply had to take in such children again, and see how he or she could manage.

Fortunately the Department took active measures in this connection and drew up a special syllabus for one- and two-teacher schools. Two years ago I also wrote a pamphlet, in which I gave certain hints for teachers in such schools. Inspectors Bowie and Slabbert also wrote about this matter; so we have at any rate done something towards easing the work in the smaller schools.

In certain parts of my circuit, *e.g.*, Porterville, the parents paid good heed to my appeal, seeing that the majority of the parents in those regions are sending their children to the village after passing standard IV.

I also partly attained my third object, owing to the fact that boarding-houses for indigent children were established at certain remote places, such as: Doornbos (halfway between Clanwilliam and Calvinia), where there is a boarding-house containing something like 25 children; Paleisheuwel, a place along the railway, between Cape Town and Klaver, with about 25 children, and Citrusdal (a little village on the Olifants River), with about 35 boarders.

*Number of Schools.*—As regards the number of schools, I decided to centralise as much as possible, with the result that about 18 of the smaller country schools have been closed. Much can still be done in this respect, but it is very difficult to convince the parents that their children have a better chance in a two-teacher than in a one-teacher school.

*Teachers.*—With regard to the teachers, I can testify that there are indeed very few who do not hold certificates. It is also a pleasure to be able to report that teachers are showing much less inclination to shift constantly from place to place.

*Subjects.*—When I took over this inspection circuit in 1919, I devoted the first year of my activities to finding out where there was room for change and improvement. I then saw that the following subjects needed my special attention: reading, recitation, singing, composition, spelling, grammar, mental arithmetic and

geography. It was of course impossible to manage everything in one year. Accordingly I decided to tackle one or two subjects each year, and in this way I dealt with everything during my seven years of service in this area. Furthermore, I can honestly say that these subjects have made amazing progress in this period.

Special mention must be made of great progress in the sphere of reading, recitation, handwriting and practical geography.

The teaching of agriculture has also received my particular attention, and there are a few schools which do excellent work in this department. Special mention must be made of the school at Graafwater, over which an energetic principal presides, and where poultry-farming and horticulture are taught with successful results. In connection with general knowledge, I encouraged the teachers to make as many excursions as possible with their pupils, with the result that in the case of nearly a quarter of the schools the children were taken to Cape Town and to other important places.

Besides this, I have also encouraged the teachers to subscribe for periodicals like "Die Huisgenoot," Children's Pictorial, Chicks' Own, Countries of the World, etc. Consequently there are but few schools where "Die Huisgenoot" and one or other English periodicals are not found.

*Buildings.*—Since 1919 new buildings have been erected at the following places: (1) Velldrif, £3,500; (2) Citrusdal, £3,500; (3) Sandberg, £1,000; (4) Paleisheuwel, £1,000; (5) Krom River, £1,500. Thus the total expenditure in buildings was more than £10,000.

More than half of the country schools have made improvements in their buildings, such as: additional class-rooms, earth-closets, boarded floors, additional windows, etc.

*General.*—Periodically I have held conferences at all the villages in the district. On such occasions I endeavoured to give useful hints and to encourage the teachers in their difficult task.

Finally, I wish to thank most heartily all the farmers on whose farms I was compelled to stay over for a night, for their hospitality and readiness to give assistance.

I am also obliged to the School Boards and the Secretaries of the School Boards for their co-operation and the good relations that have always existed between us.

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

CIRCUIT: ROBERTSON, TULBAGH, WELLINGTON,  
WORCESTER.

All school buildings belonging to the Administration are now in a good state of repair.

During the year under review, four European primary and three Coloured schools were opened. No schools were closed.

All preliminaries have been completed and the new Boys' High School buildings at Wellington will now be built. Additional accommodation is being provided for the McGregor and De Doorns Secondary. Owing to the introduction of additional subjects of instruction in various high schools and the extension of home-

language medium to standards V and VI the provision of additional accommodation has become necessary in three high schools.

The committees of several district schools, supported by their Boards, have urged the Administration to build schools for them. It is difficult for the Circuit Inspector to support such demands except in very special cases. It was again proved in two cases this year that the life of such schools is too uncertain to warrant the erection of expensive buildings. A few instances will prove my point: The Goedemoed Primary is an expensively built two-teacher school building. At present it can barely keep one teacher and it has no future. The Van Zyl Primary is a two-teacher school which was built when high prices ruled during the war period. The school has an enrolment of 11 or 12 at present and there are few small children in the neighbourhood. The Goudmyn Primary is an inexpensive two-teacher building which was erected by a local farmer. When I visited the school in 1924 there were between 40 and 50 pupils in attendance, in 1925 there were 22 and even this number is on the down-grade. A number of families moved away and the school had no future. The school buildings at Goedemoed and Van Zyl cannot be easily changed into dwelling-houses and if sold some day will not realise half their original value. The building at Goudmyn can be changed into a cottage without much expense and the owner will not lose when he has to sell. District school-buildings should not as a rule cost more than £200, if the local people undertake to transport stones, bricks, sand and clay over short distances. As a rule the farmers are anxious to help in this way. Such cheap buildings should be built at La Chasseur and Wakkerstroom in the division of Robertson.

In European schools good progress is being made. The teachers that join the service at present are very well equipped and are anxious as a rule to accept and apply new methods. There is an impression abroad that the younger teachers are too fond of pleasure and are not prepared to spend themselves as older teachers do. Competition is becoming keener however, and such teachers will be eliminated in course of time.

The impression one receives is that the second language is not weak where the teaching is efficient and where the pupils have acquired the reading habit. The library is a greater essential in the one- and two-teacher district school than in the town-school because town-children have the public library and hear the second language spoken. The libraries in one- and two-teacher district schools are generally very poor. Many of the books on the shelves are unsuitable and do not appeal to the pupils. Many of these schools are so situated that they cannot raise funds by means of concerts or socials. It is suggested that central libraries be instituted at the office of the School Board solely for the use of country schools. The Department should contribute on the pound for pound system. The teachers of district schools should draw for their needs on this library quarterly and return all books previously borrowed. In this way the pupils would be kept supplied with fresh English and Afrikaans books throughout the year. Reading is so necessary for the study of language that it should be encouraged in every way. Associations like the A.C.V.V. would be only too glad to help.

The position in Coloured schools is disheartening. With very few exceptions the teachers are badly equipped and are unadaptable. Matters are made worse by the uninspiring surroundings they have to work in, by the poverty and the apathy of the parents. The accommodation provided is limited in every case. The Worcester Rhenish built two large rooms and the Saron Rhenish one large room, during the year. These schools still need much more accommodation. The Wellington (D.R.C.) Coloured school is busy with a rebuilding and extension scheme which is running into thousands of pounds sterling. The greatest respect is due to such communities, which, although poor, shoulder financial responsibilities from which Europeans are exempt. With more accommodation comes a more hopeful spirit. The needs of the Coloured community are great in every direction and should receive immediate and sympathetic attention.

The Thrift Movement has been a success in two high schools, in other schools the movement has not yet been taken seriously. Schools should recognize the great importance of teaching thrift.

The enrolment in schools of this Circuit does not seem to indicate an upward trend. Educationally the Divisions in this Circuit have been fully opened up, and where the small family is the rule rather than the exception at present, the enrolment is bound to go down. In the secondary division of all high and secondary schools the enrolment invariably shows an upward tendency.

I cannot close this report without expressing some appreciation of the work done for education at Wellington by Dr. Anna Bliss and Miss Anna Cummings. Both of them died during the year under review. They were on pension at the time but had not lost their interest in the Huguenot Girls' High School. They helped to advance the interests of the school to the very last. In their day they were great educators and organisers as Principals of Huguenot Girls' High School.

Mr. F. G. Marais, B.A., Principal of the Robertson Boys' High School retired on pension at the close of the year. He will be missed at Robertson where his sympathetic personality and blameless life have been an inspiration both inside and outside the school. Mr. Marais also did much for the progress of education first at Graaff-Reinet and then at Oudtshoorn before he went to Robertson.

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

CIRCUIT: HUMANSDORP, UNIONDALE.

In spite of unforeseen and adverse conditions prevailing during the first quarter of the year, it was once more possible to inspect, unaided, all the schools in this circuit, viz., 121, and also to pay an additional 77 informal visits.

The number of schools in the circuit is again increasing rapidly, as 9 new schools were approved of since the last annual report was submitted, while the establishment of another 5 is still under consideration. On the other hand it was not found necessary to close any of the existing schools.

Conditions as regards buildings and equipment are generally quite satisfactory. Besides the large number of school-buildings that were either partly or wholly renovated, several new buildings were also erected, mostly by private enterprise. Some very handsome class-rooms were also added to the Karreedouw Secondary School, while the Kerkraad of Karreedouw also erected a very suitable boarding establishment for the indigent boarders, the old buildings having been disapproved of by the Department. Special mention must also be made of the handsome building at Joubertina purchased by the Kerkraad of that place for an indigent boarding-house, as the old establishment there was also found unsuitable. Further mention must be made of the very handsome building erected by that same body for a school at Louerwater and of the Kerkraad's intention to erect some more school-buildings in that area. This is very encouraging and shows the keen interest taken by that body in educational matters.

The position as regards the qualifications of teachers has also improved considerably, as the unqualified teacher in both European and non-European schools has almost been eliminated now. Of the 197 teachers whose work was examined during the year only 8 (viz. 5 European and 3 non-European) teachers were not yet fully qualified, and of this number 2 teachers were in charge of private schools and 2 were holding only temporary appointments. Several of the teachers, even in the primary schools, now hold much higher qualifications than was the case formerly.

It is also pleasing to record that, as far as this circuit is concerned, at any rate, the migration of teachers has also decreased considerably, which must be accounted for by the following facts chiefly, viz.: (1) the substitution of male for female teachers in localities where the surroundings are less congenial, and (2) the persistent refusal to recommend the establishment of new schools at centres where suitable accommodation for both the teachers and the proposed scholars cannot be provided.

The enrolment in several of the schools, and more especially in country schools, has increased to such an extent that several additional teachers have had to be appointed. At Otterford, for instance, the school opened with about 75 pupils and 3 teachers in October, 1923, and at present there are over 200 pupils in attendance and a staff of 7 teachers.

It is, however, to be regretted that the attendance in certain schools in this circuit appears to be getting worse annually, instead of improving, which is no doubt largely due to the way in which the law governing compulsory education is being enforced in certain parts. For this reason some pupils have had to be disqualified at the inspection of the schools concerned. A final warning has now been given and, unless matters improve considerably during the next twelve months, all the schools concerned will be mentioned by name in the following annual report.

During the period under review the demand for agricultural education has become stronger than ever. Two high schools, one secondary school and some of the larger primary schools, have already introduced a course of agricultural education in some form or other, and one or two of these schools have during the last twelve months done very good work in this direction. Special mention must be made here of the success with which the Joubertina, Krakeel, Hankey, Mount Pleasant and other schools in this

circuit competed at the Port Elizabeth Agricultural Show, as well as of the very successful attempt at cotton-growing made by the Hankey School, and the lead given in this way to several farmers in the Gamtoos River Valley. The schools situated in this valley, as well as the schools situated in the Long Kloof area, are indeed favourably situated for such a course and the visit paid by the Superintendent-General of Education to these, as well as to other parts of the circuit, has certainly done a great deal to stimulate interest in this direction.

In conclusion, mention must be made of the untimely and much lamented death of the Rev. A. L. van Rensburg of Joubertina, at the end of last year. At the time of his death he was Chairman of the Uniondale School Board. He, in truth, had sacrificed his life for the welfare of his people and the cause of education, and the invaluable work done by him during his short tenure of office, viz.: 3 years, in this circuit, will not be forgotten so easily. Men of such zeal and undaunted courage are indeed very scarce and, consequently, most difficult to replace.

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

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

The outstanding event of the past year has been the amalgamation of the Municipal and Divisional School Boards in Knysna and Mossel Bay, respectively. There was considerable opposition to the scheme when it was first proposed, but objections were waived by the town representatives in Mossel Bay at their meeting with the commission and, with certain changes, mutually agreed upon, the existing boards became one. The good spirit which has been shown at the first meetings of the combined board augurs well for the future.

In Knysna both boards were practically unanimous in their rejection of the proposal and a new board has been constituted. I myself was inclined to favour the policy of leaving undisturbed a system which has worked satisfactorily for many years, but I fully recognised the advantage, under favourable conditions, of having all the education of a district under one control and I earnestly hope that all those who were averse to a change will have reason to be thankful that their wishes did not prevail.

Reference was made in last year's report to the awakening of interest in agriculture. There has been further development during the past twelve months. At Herbertsdale, in the Mossel Bay division, which was visited by Inspector Schmolke in April last, the teachers were encouraged to take up poultry-farming and bee-keeping in addition to soil cultivation, and it is possible that both Herbertsdale and Brandwacht will, in due course, develop into schools of special type.

In some schools in the George division work on experimental lines continues to be carried on with encouraging results. The George and Knysna region has been declared by more than one expert to be the "Denmark of South Africa" and is admirably adapted for the establishment of schools where the teaching of agriculture would play a very important part. A partial solution

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may thus be found of the difficulty, which grows more acute year by year, of ensuring a future for many boys and girls to whom the granting of a bursary is at present a very doubtful boon. To a young person equipped with the necessary training, a small-holding would yield an income far in excess of that now earned by the majority of those who are dependent on the land for a living. There is a danger lest, in the zeal for agriculture which has been aroused, the need of a sound elementary education should be underrated. I have heard criticism levelled against the present curriculum as being quite unsuited to the needs of the country. The criticism is unwarranted. The grounding in essentials which the primary school curriculum aims at securing is indispensable, and such latitude is allowed outside these essentials that it is possible to meet the varying requirements of different localities.

It is pleasing to report that, as a result of the continued efforts made by teachers in the circuit to give systematic instruction in the official languages—the indispensability of which probably no one will dispute—there has been further improvement both in range of vocabulary and in correctness of expression. Still more would be done if pupils could be induced to try to acquire greater readiness by using the second language in their intercourse after school hours, and by making fuller use of the school library. These matters are frequently discussed at inspections and at meetings with teachers and their importance is becoming more and more fully recognised.

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

CIRCUIT: STEYTLERVILLE, UITENHAGE.

The new building at Addo, designed to accommodate the pupils of the Sundays River Settlers' School, has just been completed. On the existing figures of enrolment it is capable of comfortably housing the pupils of both the local schools, and it is hoped that before long the governing bodies will realise the desirability of amalgamation.

The circular of the Department urging Boards to make a careful survey of the position as regards education in their respective areas has been receiving close consideration in both of the above divisions, and in Uitenhage the services of the attendance officer, whose activities had previously been confined to town schools, have been utilised during the latter part of the year to secure the information required by the Board for the purpose of repairing losses sustained during the past two or three years. In several centres where alternative educational facilities have not been possible new schools have already been established, whilst the issue of conveyance grants has secured the admission of a number of children to existing schools.

As regards the town schools of Uitenhage, various problems have arisen in the course of the year—the question of a more central position for the Junior Primary School, the provision of adequate accommodation for the rapidly growing Jordan Primary School, which serves as a model school for the Training College, the delimitation of areas to serve the large non-fee-paying

schools—and the Board, in an endeavour to reconcile conflicting interests, has resolved to summon the principals and committees concerned to a round-table conference early in the coming year, so that a definite and comprehensive scheme may be formulated and submitted to the Department for approval. The downward trend in the figures of enrolment at the two high schools is somewhat disquieting. The town is doubtless penalised to some extent by its nearness to its powerful rival, Port Elizabeth. The rapid increase in recent years of secondary and high schools throughout the Province makes it no longer possible to look to other parts of the country for support. The primary schools of the division constitute practically the sole recruiting ground of the local high schools, and on the support received from the former depends the prosperity of the latter.

There has been no change in the position as regards the courses offered at the various high and secondary schools in the circuit. At one high school referred to in my previous report the question of offering an additional course with a staff too limited to justify its introduction has continued to be the subject of acrimonious discussion throughout the year, and only in the past month has tardy recognition of the infeasibility of the project enabled the local authorities to reach finality on the point at issue. In the primary schools the most noteworthy feature has been the rapid progress made in school gardening, which, combined with periodic nature walks, visits to factories, museums, etc., has succeeded in giving a substantial covering of flesh to the dry bones that formerly constituted nature study in many of the schools. In the non-European schools little has been done in this direction owing to the lack of ground and of a water supply. Handwork, however, has established a firm footing for itself in practically every school, and the articles turned out were considerably superior in finish to those viewed in the previous year.

In conclusion I should like to express my thanks to the members and secretaries of the Boards and to the managers of the coloured and native schools in my area for their valued support and assistance during the past year. Co-operation with them has on many occasions led to the settlement of contentious matters "out of court," with a resulting saving to the Department of much unnecessary correspondence.

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

CIRCUIT: CAPE DIVISION NO. 2.

No building was carried out in this circuit during the year. As stated in previous reports a new primary school is urgently required for Observatory Road. At the present time no fewer than five halls are used by the two high schools for the accommodation of pupils. In other parts of the country an outcry for new buildings is raised if the local school should be short of one or two classrooms, but here the position is accepted and recourse is had to halls. At both Rondebosch Boys' High and Girls' High Schools extensions to enable science to be taught are required, while two additional classrooms are needed at Mowbray.

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There has been a considerable influx of Dutch-speaking pupils, especially in the Salt River area. At five of the schools parallel classes have been established, and arrangements are on foot at several others to make similar provision. However, it was felt that the creation of what was in effect a Farm-School within the walls of a large Primary School was unfair to the pupils if a better arrangement could be made, since it does not make for efficiency to have the pupils of some half dozen standards grouped under one teacher. After discussions with the School Management Committee of the School Board, and with the principals of the schools concerned, it was decided to concentrate the Dutch-speaking pupils at three schools, namely, Rochester Road Primary, Salt River Primary and East Park Primary. This will obviate the necessity of grouping more than two classes together at any school, while in most cases each class will have its own teacher.

The circuit has lost two of its ablest principals in the persons of Mrs. Thomson, of Woodstock Girls' Primary, who has retired on pension, and Mr. Barnes, of Salt River Primary, who has been appointed to the Inspectorate. Both have followed an enlightened and progressive policy and leave behind them well organised and efficient schools.

At last something has been done in this circuit for coloured education by the School Board. A mansion house standing in large grounds at Claremont has been purchased and will be opened for pupils in the higher standards of the Primary School.

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INSPECTOR: MR. G. M. J. SLABBERT, B.A.

CIRCUIT: NAMAQUALAND, VAN RHYNSDORP.

Rural conditions in Namaqualand have given rise to considerable anxiety for some time past, and it is felt that these conditions have a most direct bearing on the education problems. Much of the time was in consequence spent on further organisation, not only for an educational survey but also with a view of solving the most difficult problem peculiar to these parts. Hence it was felt imperative to ask other members of the field staff to visit these parts and to assist me with their advice. These visits were most helpful in many respects.

The Inspector of Agriculture and the Departmental Instructress in Domestic Economy rendered great assistance at the teachers' Vacation Course held at Van Rhynsdorp.

As a direct result of the success achieved at this vacation course several schools have started poultry-farming, practical school gardening and tree-planting with a fair amount of success. Many of the teachers at their own initiative have made great progress; others again have notified their intention of going back to some agricultural or training school for further study, which is most commendable.

The general standard of work completed during the year tells of real interest and endeavours on the part of teachers. In other respects, too, there was progress: 12 new schools have been established, several buildings have been completed, and other operations will commence soon; it is felt that it can no longer be countenanced that large numbers of children cannot be effectively housed owing to limited accommodation.

There has been a considerable number of changes of teachers—but this has not affected the ordinary class teaching as much as in former years, for the teachers now have fully drawn up schemes of work on the lines suggested in, "Ek kan myself help." New entrants need waste no time—they just have to carry on on the lines suggested by the predecessor.

Language instruction still formed a great feature of the year's work and the main object once more was to train the pupils to express themselves in a clear and concise manner. The remedying of the deficiencies of the average pupil in English oral work still forms a prominent part of the general training.

The Coloured community is in a very poor way. The teachers are self-sacrificing in their efforts to cope with the many difficulties they are encountering daily with half-starving children.

The circulating library in the Van Rhynsdorp district was not as great a success as was anticipated, mainly due to indifference on the part of some of the teachers in exchanging the books regularly with the Van Rhynsdorp School, which is functioning the circulation.

Both Van Rhynsdorp and Garies held successful handwork exhibitions. Such exhibitions do much to bring education on to a higher plane. What is most urgently required in Namaqualand is a domestic science course for girls who are not intended to proceed beyond standard IV or V. It will take some time before it is fully grasped that the management of families and food requires as much intelligence as teaching a trade.

Mesklip is a suitable place for the concentration of girls for such a purpose.

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

CIRCUIT: CATHCART, QUEENSTOWN, STOCKENSTROM,  
TARKA.

No material change in the number of schools has taken place during the year. The evening school at Queenstown was re-opened in June, but, as was expected, the numbers gradually decreased, and it was closed again at the end of the year. It is now proposed to establish a technical school, under the auspices of the Union Education Department, for apprentices in the various trades.

A large block of buildings is now in course of erection at Queenstown for the Queen's Drive Primary School, which has been sadly handicapped for some years by being housed in unsuitable buildings, widely separated from one another. The question of more suitable accommodation for the Girls' High School at Queenstown is becoming more clamant and will need consideration in the near future. The number of pupils in the three large European schools at Queenstown has increased from 463 in 1910 to 1,143 in 1925.

Since the law relating to compulsory education came into operation much has been done to secure the attendance of children of school-going age. There is need, however, of still further effort for it not infrequently happens that children of nine or

ten years of age, or even older, are met with just beginning their school life. I should like to put forward again the suggestion made some years ago. It seems to me that parents should be compelled by law, under penalty, to submit every quarter to the School Board of the area in which they are resident the names of all their children of school-going age who are not attending any school. It is surely no hardship to throw the onus of supplying this information upon the parents. With the up-to-date information thus provided it would probably be possible in most cases for the Boards to take the necessary action to provide educational facilities for all children of school-going age.

The good work that is done by the Indigent Boarding Houses is fully appreciated, but it is doubtful whether the accommodation they afford is not given in some cases to children who could be educated just as effectively at a less cost to the State. Instances have come to my notice where parents living quite near an existing school have been relieved of the duty of providing for their children who have been sent away to a distant institution.

Up to Standard VIII the Departmental Secondary School Course has been, or will be next year, adopted in all Secondary and High Schools, while at Tarkastad it is in operation throughout the secondary area.

The Language Ordinance is being carried out in the rural schools by means of bilingual teachers. In the urban schools parallel classes have been instituted.

It is again necessary to urge that the progress of pupils in the secondary area whose fees have been remitted or who have been granted bursaries should be closely watched. At the end of the first year it should be possible to form an opinion regarding the ability of these pupils to profit by a course of secondary education.

The European schools are generally well provided with furniture and equipment. The Native schools suffer from a lack of both. Seating accommodation, it is true, is usually provided for all the children, but in most cases unsuitable desks are used and there is an inadequate supply.

The percentage of certificated teachers is excellent in European and in Coloured schools, while the uncertificated teacher is slowly but surely disappearing from the Native schools.

Meetings held with Native teachers were well attended though to attend them often meant travelling many miles. By means of these meetings many important matters were discussed more fully than was possible at the time of inspection.

INSPECTOR: MR. A. H. STANDER, B.A.

CIRCUIT: HAY, HERBERT, KURUMAN.

Most of the town schools are overflowing into unsuitable hired buildings, for which, as a rule, excessive rentals have to be paid. Provision for adequate housing has not been forthcoming and it

is estimated that a sum of at least £15,000 will now be required to afford necessary relief.

Fortunately in other directions the financial position has become less stringent and encouraging progress can be recorded. Several new schools have been established, additional teachers have been appointed, and no less than 350 new pupils have been brought into the schools. This is most satisfactory, as the European roll showed an actual decrease of 146 in 1924 as compared with 1923. Encouraging too, is the large increase in the number of pupils going beyond standard VI, suggesting, as it does, a growing demand for secondary education. One primary school, viz., Seodin, has received secondary grading.

Local authorities now experience very little difficulty in securing fully qualified teachers for primary posts with the gratifying result that the uncertificated teacher is gradually being eliminated. Such as remain, and their number is negligible, hold temporary appointments. In secondary departments, on the other hand, assistants are still, as a rule, unqualified.

Special efforts have been made to raise the standard of attainment in language and to place the teaching of nature study on a sound basis.

Afrikaans has entirely superseded Nederlands in all grades of schools. Reading and composition have undoubtedly gained in fluency, but there is reason to suspect that the thoroughness and care that used to characterise the teaching of Nederlands is lacking in the case of Afrikaans. There is an unfortunate tendency in some quarters to regard as Afrikaans any form of the spoken language, however crude.

Where English is backward, it is obviously due in the first place to lack of practice outside school, but faulty methods of instruction are far too often in evidence. Reading is started too early, sufficient conversational practice is not given, and the pupils' private reading is neither adequate nor effectively supervised. Very few schools possess good libraries.

Most gratifying improvement has been effected in nature study. An extensive course, thoroughly prepared, is now the rule for most schools, and gardening has been started at several centres.

The non-European enrolment shows an advance of 400 on the numbers for last year. As, however, only two new schools were established during the year the majority of these pupils were admitted to schools already badly over-crowded. Moreover, there are numerous locations in the native reserves without any schools at all. The position is acute and one that will have to be faced at an early date.

A definite forward move in the matter of missionary co-operation is to be recorded. A coloured school under joint control of the English church and the London Missionary Society will be opened at Kuruman in January, 1926, and this augurs well for the success of two other schemes at present under consideration.

In this connection reference must be made to an event of outstanding importance to native education, viz., the successful conference recently held at Tigerkloof, where the missionaries working among the Bechuana passed a series of resolutions definitely adopting the principle of interdenominational control of schools.

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INSPECTOR: MR. C. H. STOKES.

CIRCUIT: BEDFORD, CRADOCK, SOMERSET EAST.

*Buildings and Equipment.*—Good new schoolrooms have been erected privately at Riet Rivier, Commando Drift, and Bedford (R.C. Coloured). Satisfactory additional accommodation has been provided at Kaalplaats, and at Somerset East United Coloured and United Native schools. Nearly all rural schoolrooms are now satisfactory. The need of more suitable desks in some country schools, and the general shortage of reading books in native schools, require attention. The Cradock School Board has resolved on uniformity of books in primary classes.

*Teachers.*—Rural teachers have changed their posts with scarcely less frequency. Of 29 rural schools comparable in Somerset East, 12 had the same teacher at the inspections in 1924 and 1925, an improvement of 1.5 per cent. The corresponding figures for Cradock are 15 and 8, an improvement of one per cent., whilst Bedford shows no change. The recent issue of grants to schools established privately by the native people, during the financial depression, is gratefully appreciated.

*Schools.*—No school makes a minor half-yearly reclassification of any pupils above substandard B. About 10 per cent. fewer primary pupils were inspected, but the percentage passing standard VI in rural schools increased 2.6 per cent., although falling 2 per cent. in high and secondary schools. Of the 1,210 native children inspected 66 per cent. were classified below Standard I, and 3 per cent. above Standard IV. In the coloured schools, 65 per cent. and 1.37 per cent. were similarly classified. Only one coloured pupil passed Standard VI. Apparently, the coloured people do not appreciate their advantages or cannot appropriate them.

*Subjects of Instruction.*—Written arithmetic and composition continue to improve. The efforts to increase the size and use of the high school libraries have doubtless reacted favourably on work in the latter subject. Except in most rural schools, the disparity of attainment in the two languages is still lessening, but it would seem that, even when liberal allowance is made for special difficulties, the majority of rural teachers are unable to design or carry out any useful, attractive, and systematic plan of conversational instruction in English. Oral English, in the lower classes of native schools, is generally as mechanical as a multiplication table. Native Handwork, too, is somewhat backward, but the helpful demonstrations given by the Departmental Instructress seem to be bearing fruit. If teachers would pay more attention to the admirable "Suggestions" and the helpful articles which appear in the *Education Gazette*, great and speedy improvement in several directions would result.

*Secondary Education.*—Organisation is, as a whole, very good, and the schools offer a good variety of courses. In this connection the rapidly growing popularity of the Commercial and Domestic Science Courses may be remarked. A slight decrease in the number of pupils in the secondary classes has occurred, but this is believed to be an entirely temporary matter. The methods of instruction are scientific and successful.

INSPECTOR: MR. J. F. SWANEPOEL, B.A.

CIRCUIT: CALVINIA, CERES, SUTHERLAND.

The year under review was marked by the large number of important changes of staff that took place and the inevitable effects that such changes have on the work in hand. The most important of these were the transfer of both the Calvinia and Ceres School Board secretaries and the final resignation of the Calvinia High School principal, who left the teaching profession for journalism. Furthermore, the only attendance officer in the circuit resigned his post which was not filled again. Most of these changes necessitated temporary appointments and as a result the work suffered in many ways.

*Buildings.*—In this respect great improvements can now be recorded. At Ceres, Nieuwoudtville and Brandvlei adequate accommodation was provided by means of substantial extensions. At Calvinia a beginning will soon be made with the new High School building which it is hoped will be ready for use early in 1926. The only place which is still in urgent need of additional buildings is Loeriesfontein. During the year, the Ceres Municipality kindly granted the Board a valuable plot of ground suitable for agricultural purposes in connection with the High School, and this gift has made the introduction of an agricultural course possible. Here I should like to record the appreciation and thanks of the Department for this valuable gift.

*Attendance.*—The problem of enforcing attendance has not yet been solved. At Calvinia and Ceres matters have improved, but there is still a fair number of children of school-going age not in attendance. At Nieuwoudtville slight efforts are being made to enforce the law, but at Sutherland the position seems to have grown worse. Judging by a resolution passed by this Board early in the year, one is forced to the conclusion that it is definitely opposed to compulsion. Several of the members apparently refuse to believe that compulsory education is a law of the land. The direct result is a number of struggling rural schools chiefly of the mushroom type and a precarious high school in the village.

*Methods of Teaching.*—In most of the larger schools where stability had been secured progress was very satisfactory. In many others the standard of efficiency was still deplorably low. The greatest weakness in these schools was the teaching of language. Many teachers were ignorant of the most elementary principles of language teaching and had little real knowledge of either Afrikaans or English. Many of these teachers read nothing—not even the *Education Gazette*! This illiteracy was usually reflected in the quality of their work.

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

CIRCUIT: BEAUFORT WEST, FRASERBURG, LAINGSBURG, WILLISTON.

As a result of the good work done at several of the training centres, teaching methods, and consequently the quality of the work generally, have improved markedly in a number of schools. On the other hand, many young teachers have not been per-

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meated by this healthful influence sufficiently to escape in practice the danger of reverting to the old erroneous principles on which their own early training apparently was based. It is, for example, by no means an unusual occurrence for a teacher still to prescribe "so many pages" of history, say, for the next home lesson without any previous treatment whatsoever of the matter under consideration. And generally it is but faintly, if at all, recognised that the pleasurable element in teaching is not only the teacher's first and best aid in securing attention and interest, but is essential towards ascertaining for the pupil the maximum benefit.

Obsolete and harmful as some of the methods followed in teaching are, they are not more so than certain methods of punishment in vogue in not a small percentage of the schools. The futile practice of writing out spelling errors "so many times"; the demoralising punishment of "so many hundreds of lines after school"; punishments directly calculated to injure the pupil's physical development, and other similar punitive forms have indeed survived the primitive past, and are practised (fortunately to a great extent in ignorance) as though they are creditable!

It is a lamentable but none the less indisputable fact that only a very small proportion of, especially Afrikaans, children so take to reading, that they continue to read after they leave school. While it is quite true that the home atmosphere must in the first instance be held responsible for the one or the other result, the question nevertheless arises whether it is not possible for the school to ensure more permanent results. And straightway a good library suggests itself as one of the most potent factors applicable to that end. Unfortunately the school library, where it does exist in a village or town, does not generally offer much that is suitable for the Afrikaans-speaking pupil, especially of the younger type. In most rural schools there is not even this much of a library. In view of the value of systematic reading to the future young citizen, it is urgently imperative that the State should make at least some provision for the acquisition of this good habit at every school on which the Treasury is expending money. And generally the teaching of reading at school must be regarded as so much time and energy largely wasted, as long as more desirable results remain challenged.

In the case of the English-speaking pupil, Afrikaans is rather often idiomatically bad; in that of the Afrikaans-speaking section, it is often careless, not seldom to the extent of indifference. Afrikaans, therefore, calls for no less, if not more, serious attention than English.

While primary schools are on the verge of benefiting by the extension of the home language as the medium of instruction up to standard VI, mission schools are being left to the mercy of antiquated ideas, and English, for its own sake, still remains the medium for the Afrikaans-speaking mission school pupil. In consequence it is not an uncommon occurrence that pupils of ages 10-13, and upwards even, sit for two full years in sub-standard A, and even then fail to satisfy the requirements of the syllabus for that stage. It is the rule that some two-thirds of the number of pupils who while away their time in the sub-standards never reach standard I. The position then amounts to this, namely, that when these children leave school, they are still helpless at the language they have all along had to struggle with, and unable to

read or write their own. The money thus spent is accordingly wasted, and the child is left stranded on the sands of ignorance. The time would seem to have come for the State to step in and, for the sake of the future coloured citizen no less than for that of the white taxpayer, secure more wholesome and effective conditions.

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

CIRCUIT: LADISMITH, RIVERSDALE.

No outstanding development falls to be recorded but neither has there been any retardation of progress during the year under review. The superfluity of teachers continues to exert a moderating influence on their migration in rural areas, and the resultant gain to the schools has been appreciable. The bigger schools (three teachers and over) have, however, during the past two years not escaped their share of dislocation, for in nine out of the eleven such schools the organisation was disturbed by changes in the principalship, and in the tenth this post has just become vacant.

No further progress in the direction of the effective centralisation of rural primary education can be reported. The attitude of individual members of the Riversdale Board towards this important question has recently undergone significant modification, so that the expectation of important developments in the near future would not appear to be wholly unwarranted. A recent resolution of this Board aiming at the improvement of school premises thorough the district on a carefully thought out plan is chronicled with much satisfaction. Under the Ladismith Board the schools are generally well-housed, and there is little scope for further centralisation.

With a view to giving the teachers of this circuit an opportunity of becoming acquainted with the Department's aims in regard to Agricultural Education, a course of lectures was arranged for them at Riversdale from the 6th to the 9th October. The response was magnificent and demonstrated beyond all question that teachers are keenly alive to the importance of the subject and that they are prepared to make very appreciable sacrifices in order to improve their qualifications. In the four days at their disposal the lecturers under the inspiring leadership of the Inspector of Agricultural Education, not only removed many misconceptions in regard to scope, aims and methods, but succeeded in giving a complete survey of the subject, and in indicating avenues of approach open to the non-specialist teacher.

The departure from Riversdale towards the end of the year of the Rev. Mr. J. C. Truter, who had been chairman of the Riversdale School Board since its inception in 1905, deprives the local community of a strenuous worker in the field of education. The value and importance of his services have been fittingly and gratefully acknowledged by the public which he has so ably served:

I desire to take this opportunity of once more giving expression to my sincere appreciation of the invaluable assistance given to me during the eight years I was in charge of this circuit by the School Boards of Ladismith and Riversdale, the various school committees, and the general public both in the towns and the districts.

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

CIRCUIT: ALBERT, COLESBERG, MOLTEÑO, PHILIPSTOWN, STERKSTROOM, STEYNSBURG, VENTERSTAD.

The scheme for re-organising education at Steynsburg has at length been carried out. The former Ger. Gymnasium has been placed under the control of the school board, and the Secondary classes of the Gymnasium and the Secondary School have been amalgamated and now form a separate High School. The proposed re-organisation at Middelburg has also been given effect to, so that from January, 1925, the primary and secondary departments of the former High School have become two separate schools.

The building scheme for the high school at Middelburg has now been completed, so that all the pupils are housed in the same building. A start has been made with the building of the Steynsburg High School. Better conditions will, therefore, soon prevail at that centre, at least as far as secondary education is concerned. The primary school building recently completed at Stormberg Junction supplies a long-felt want. The thanks of the Department are due to Mr. R. W. Tarr for the suitable plot of ground, on which the building was erected, which was kindly donated by him; also to the Municipality of Steynsburg for the very excellent provision made for the future educational needs of the town by the generous grant of about 12 morgen of suitable ground. The Municipalities of Hofmeyr and Venterstad also kindly donated suitable plots of ground for the teaching of agricultural science.

Mention must be made of the meritorious service rendered to education during a long career of thirty years by Mrs. J. Wilson of the Colesberg High School, who retired on well-merited pension last year.

It is pleasing to record the growing interest in education manifested by public bodies and by individuals. In several districts of this area grants are made annually in the form of bursaries to assist deserving indigent pupils in the prosecution of their studies; similarly efforts made by the schools to raise funds for their local needs have been generously supported and have resulted in the collection of very satisfactory amounts. Several women's associations have interested themselves in the welfare of the pupils in indigent boarding houses, while at several schools hot meals are supplied in winter to a number of poor pupils.

All the secondary schools in this circuit have now adopted the Departmental secondary school courses. Owing to the limited number of pupils in the various high schools staffing arrangements do not permit of giving the pupils a wide choice of subjects, with the result that the academic course is mainly followed. Courses in domestic science and agriculture will, however, soon be inaugurated in several schools. An experiment at one high school to offer the pupils a choice between a second science and a third language had to be abandoned owing to inadequate staffing and to the difficulty of making provision in standards VII and VIII for the pupils who desire to profess a second science subject in the Senior Certificate examination. It was found that a two-years' course in the second science (in standards IX and X) did not allow sufficient time to cover the ground satisfactorily.

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

CIRCUIT: CAPE DIVISION, No. 3.

Owing to continued calls upon my services by the Head Office, it has not been possible to devote the usual amount of time to the inspection work of the circuit. As a result inspections have necessarily been hurried in some instances and informal visits have been less numerous than usual. Thanks, however, to sound control on the part of capable principals as well as keenness on the part of the members of the staffs, no ill results are likely to follow this enforced neglect in many schools; in others there is still great need for regular and continuous inspectorial supervision.

Insistent calls for increased school accommodation continue to make themselves heard. The members of the School Board are, however, fully cognisant of the facts and make every effort to meet the most pressing claims as fast as the funds placed at their disposal allow.

In the case of the Coloured schools accommodation continues to be the outstanding need. In no more than 11 of the 55 schools for Coloured children may the class-room space be said to be more or less adequate; in all the others there is considerable congestion, which amounts in quite a number of cases to overcrowding.

It is much to be regretted that the present uncertainty in regard to the ultimate responsibility for the provision of school accommodation for Coloured children is making church authorities hesitate to embark upon certain much needed building schemes. It is earnestly hoped that the lately appointed Coloured Education Commission will succeed in devising schemes which will result in a settlement of this and other important questions.

While lamenting the state of affairs just recorded, it is right to place on record an appreciation of the good work being done by Battswood, Wynberg, in the direction of providing additional school accommodation. Not only has this school steadily increased the number of its ordinary class-rooms from time to time, but it has just completed a finely designed teachers' training department and is now making arrangements to provide, at the beginning of the new year, secondary facilities for the Coloured children of the neighbourhood.

In consequence of the deficiency of the accommodation, staffing is often inadequate. Cases occur in which the Department would be ready to allow an increase of staff, but the necessary class-room space is not available. This position occurs chiefly in the Coloured schools where, in many cases, the understaffing is serious.

In spite of this unsatisfactory state of affairs in regard to staffing and accommodation, the general quality of the work shows marked improvement. A steady increase in the number of earnest and well-qualified teachers has contributed to this very satisfactory position. In this connection it is gratifying to be able to record that teachers evidence increasing readiness to take advantage of the freedom allowed them by the Department to branch out for themselves in the matter of schemes of work and methods of teaching.

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Besides being the rule in all European schools, home-language medium instruction is now generally practised in the non-European schools as well. The number of Coloured schools not making use of this medium is small.

In certain neighbourhoods both official languages appear to be used practically indiscriminately in the homes, with the result that it is often difficult, if not impossible, to decide which language is best known and understood by the child, and the parent must be called upon to say. In this connection it has been a matter of surprise to find that some children appear to think in different languages at different times: for instance, in matters more directly concerned with the father's sphere they think and express themselves in the language generally used by him; in regard to matters connected with the mother's sphere they think and express themselves in the language she uses: in some unfortunate instances, where children live more on the streets than in the home, the language in which they think and express themselves most readily is not that of the home.

Enquiry made by me gives ground for the conclusion that the average length of school life of the children in the circuit is increasing. More children are remaining at school after Standard VI; fewer leave before completing Standard VI. Much, however, still remains to be attained in this matter for the present position is far from satisfactory.

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

CIRCUIT: GORDONIA, KENHARDT, PRIESKA.

As I am on the point of being transferred to another circuit after having been stationed at Upington for nearly seven years, I may be permitted to point out briefly what changes have taken place in education in this circuit during this period. When I took over the Upington circuit in 1919, it comprised the divisions of Gordonia, Hay and Kuruman. In 1920 the Hay division was detached and Kenhardt substituted and in 1923 Prieska was substituted for Kuruman, which was attached to another circuit. I am of opinion that the manner in which the circuit is at present constituted is the best.

Education in these north-western districts has, in many respects, made good progress during the last seven years. School accommodation, attendance, enrolment in the secondary classes, have all been greatly improved, while fewer changes of teachers have taken place and professionally uncertificated teachers have practically disappeared from this circuit.

The fact that a sum of £33,500 was spent on school buildings by the Provincial Administration during the last seven years, and that a further sum of £12,000 has been voted for the same purpose is sufficient proof that school accommodation has been greatly improved in these parts and that the teachers and pupils of the hot north-west in the most important schools are now comfortably accommodated. The more populous centres of this area have for the present been well provided with suitable school buildings. A number of suitable school buildings have also been erected by

owners of farm schools, and the provision of a building, fulfilling the requirements in light, ventilation, floor, ceiling and outoffices, has been accepted as a *sine qua non* for the establishment of new country schools.

The Orange River, with its great possibilities for more extensive agricultural farming has already drawn a fairly dense population, and the enrolment in the schools on the banks of the river, within the limits of this circuit, now exceeds 2,500 European pupils. The attendance of these pupils is satisfactory. In the outlying parts of the circuit many families are often compelled by droughts to move about with their flocks, and their children then accompany them. This makes it very difficult for several existing schools to maintain the required minimum attendance. There are at present still too few schools in the Kalahari area of the Gordonia district, where many children of school-going age are not at school. More schools could be opened here if compulsory attendance were more rigidly enforced. There are also vacancies for boarders in the existing indigent boarding houses. From different parts of my circuit many families have moved to the Zwemkuil alluvial diamond diggings, where their children have, up to the present, been without a school. A new school, however, is to be opened there at the beginning of 1926.

The demand for secondary education has been growing steadily. Seven years ago this circuit possessed one secondary and two intermediate schools, with nineteen pupils who were doing secondary work and thirty-one attending the pupil teachers' classes. To-day there are three secondary and three high schools, with an enrolment of 250 pupils in the secondary classes. Departmental boarding bursaries are a great help to many indigent parents to maintain their children at school for a course of secondary education. In 1925 seventy-one secondary pupils were recipients of these Departmental secondary bursaries. Loans are further made to indigent pupils out of funds raised locally by school bazaars, exhibitions, concerts and by contributions from municipalities and divisional councils. The Departmental Junior and Senior Certificate courses have been followed exclusively in all the schools doing secondary work in this circuit and 105 candidates were entered for these examinations this year.

The need for the teaching of agriculture is also felt in these parts. A greater interest in this subject has been shown on all sides, and it is generally accepted that the instruction given must be adapted to the child's environment. In the single-teacher schools on the distant farms satisfactory attention is given to nature study, while in the schools on the banks of the Orange River an agricultural bias is given to this subject. School-gardening has been started at some schools while agricultural science forms one of the subjects of the secondary course followed by the high schools at Upington and Kakamas. Also at Prieska, Keimoes and Louisvale the introduction of agriculture is under consideration. In connection with this subject handsome grants of land have been made to the educational authorities. The Hoofkommissie of the Kakamas Labour Colony made a grant of six morgen of irrigated soil for the teaching of agricultural science, and further offered facilities in connection with the use of water and electricity. At Upington the high school staff, supported by the public, bought a morgen of irrigable soil for £350, and the

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Municipality of Upington made a free grant of a piece of land measuring about one-sixth of a morgen. This whole piece of land was presented to the Education Department on the occasion of the visit of the Superintendent-General of Education to Upington on 18th September of this year. The Municipality of Prieska is prepared to make a free grant of land suitable for the teaching of agriculture, and a plot measuring at least four morgen has been selected provisionally for this purpose. The thanks of the Education Department are due to all those concerned with the granting of these different plots. Good progress is already being made with the teaching of agricultural science at Upington and Kakamas.

It is pleasing to note that frequent changes of teachers have been greatly diminished. In 1923 staff changes in European schools totalled 50.6 per cent. of the total number of teachers employed in these schools, while the same figure for 1925 was 13.2 per cent. There has also been a great increase in the number of certificated teachers: in 1919 there were in this circuit 41 uncertificated and 102 certificated teachers, while in 1925 there were out of 174 teachers employed in European schools, only thirteen professionally uncertificated and of these only four were entirely without teachers' training.

INSPECTOR: MR. J. C. ZUIDMEER, B.A.

CIRCUIT: BRITSTOWN, CARNARVON, DE AAR, HOPE-TOWN, LOXTON, PETRUSVILLE, PHILIPSTOWN, STRYDENBURG, VICTORIA WEST, VOSBURG.

During the last two years it was possible to inspect all the Government-aided schools in this area and the number of informal visits paid amounted to about fifty per cent. of the total number of schools. In the past a special effort was made to inspect the majority of the many private schools which, in these sparsely populated parts, are still a necessary evil because the owners cannot procure even the small minimum of six pupils required for a farm school. Lately much could not be done in this direction owing to the appreciable increase in the number of Government district schools and it is feared that, from the beginning of next year, it will hardly be possible to spare any time for supervision of the work at such schools.

Additions to the Petrusville Secondary School were completed towards the beginning of this year and funds have been voted for the badly-needed additional classrooms at Hopetown and Britstown. Except at Strydenburg the accommodation at all the remaining villages and towns is thoroughly satisfactory.

The most pleasing features during the years under review were:—

(1) The splitting of the High School at De Aar under two separate principals. At present the secondary department comprises standards VI, VII, VIII, IX and X and it is considered in the interests of both primary and secondary pupils that the secondary division of the school should not shed standard VI to the primary division until the roll of the former shows an appreciable increase.

(2) The making of the necessary and urgent additional appointments in the secondary departments of those schools which have of late attained high school grade. In these schools the secondary departments were understaffed to such an extent that not only was the amount of work which devolved upon the principal unreasonable but it left him no time for supervision which is so essential.

(3) The growing earnestness and success with which the great majority of teachers gave effect to the recommendations, at meetings with the staff, in the annual reports or on the class schedules. A word of appreciation is also due to the several devoted teachers who are doing a great and noble work under trying conditions and humble circumstances in out of the way localities where they often have to suffer the avoidable discomforts of indifferent accommodation.

(4) The munificent gift of £200 by Mr. G. Louw, M.P., to the town schools in his electoral division for the purpose of buying library books. This enabled De Aar, Petrusville and Philipstown to make important and valuable additions to their collections of school library books.

(5) The unrelaxed efforts of teachers in most of the secondary and high schools to gather funds for educational purposes and the whole-hearted and charitable support which they elicited from local bodies.

(6) The raising of the grade of the public school at Victoria West from secondary to high.

When I was transferred to this circuit three and three-quarter years ago nearly all the non-European schools were classified as native schools and that in spite of the fact that a very small percentage of their pupils could understand or speak a native language. Lately all the managers and teachers began to realise that it is in the interest of their pupils to follow the primary school course for coloured schools and at present practically all these schools are classified as coloured schools. It is, however, regretted that nearly all the teachers concerned are unable to do justice to the teaching of Afrikaans as a language; and they are urged to make a far more determined effort to grasp the rudiments of the language.

REPORTS OF CIRCUIT INSPECTORS: TRANSKEI.

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

CIRCUIT: LIBODE, QUMBU, TSOLO.

In the year 1925 I was on leave from the beginning of April until the end of September. Forty-five schools were inspected by me during the nine weeks of the first quarter and twenty-one during the fourth quarter.

With regard to the native schools I feel convinced that the aims and requirements of the new curriculum are being better understood, and that the results have been entirely encouraging. The important publication of "Suggestions for the Consideration of Teachers" in volume form will doubtless prove of very great assistance to teachers in their work. Short text books to suit the new requirements as well as English readers for the higher classes remain in demand.

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Very few teachers draw up schemes of work or keep records of the work actually done. As this is a matter which appears to me of great importance, I should like to see a simple scheme and record book in exercise book form in the hands of every teacher. The time given to careful planning out the work for each term, for each week and for the day is unquestionably time well spent and is bound to be productive of greater efficiency.

With regard to subjects of instruction: though much good work is done in English, the average standard of attainment in written composition is still rather low. There is far too often evidence of memory work with its attendant deadening effect. To obtain something like freedom of expression frequent oral drill in all classes is absolutely essential. Reading too should go hand in hand with oral answering and pupils should learn to give a clear intelligent account of what they read without adhering to the wording of the original.

Mental arithmetic is often neglected and Xosa grammar does not yet receive adequate attention. Questions on geography are generally poorly answered, and history is treated more or less as an optional subject.

With regard to practical subjects of instruction it is satisfactory to note that school gardening is receiving increased attention, though it has not been possible for much work to be done owing to the prolonged and severe drought. Tree planting is attempted by most schools, and it is safe to say that there are now more than a thousand trees on the school grounds of the circuit.

Most of the schools have undertaken handwork of some type. A few schools have turned out good ropes made of aloe fibre, and one or two schools excellent osier baskets. Woodwork is taught at St. Cuthbert's and to a limited extent at Qanqu. Instruction is given in cookery as well as laundry at St. Cuthbert's.

The weaving school at St. Cuthbert's is progressing steadily and is undoubtedly a "going" concern. The principal reports as follows:—

"There are now 48 girls receiving instruction. The demand for material, curtains, rugs, etc., is greater than ever.

"Besides the ordinary work of spinning and weaving progress has been made in using the cotton grown by the natives in South Africa and ginned at Butterworth. It has been used for 'warp' after being specially prepared according to an Indian recipe, and is making suitable stuff for coarse towels, aprons and curtains. Experiments have been made in using local plants as dyes: lichens, blue-gum tips, privet and oxalis have been quite successfully used, also wattle bark for cotton dyeing.

"There are now 18 looms in school which are practically never idle. The native six-month wool is used to make a very satisfactory knitting wool, and it is hoped to use it for weaving next year.

There are 39 old pupils who have spinning wheels at home. Many of these live at a distance and they make money by spinning and knitting their own fleece. Those living within reach of St. Cuthbert's are supplied by us with fleece and earn 2s. per lb. for spinning it. One old pupil has earned £4 6s. in one quarter for

spinning and needlework done at home. Another does gold, silver and silk embroidery of advanced kind in her own home.

"It is gratifying to note several girls have bought looms, etc., to take home—the outfit costs £25 which includes several pounds of cotton to start weaving. Those who have had looms for a year or two find the native people buy their material well and they evidently make it pay, as they very often come with £5 to spend on more cotton. One girl has taught her sister, who came a few months ago to choose cotton for weaving her own wedding outfit.

"Two old pupils have small schools of their own and are doing well. One girl has two day pupils and ten boarders. She has two looms in her school and several spinning wheels."

With regard to European schools it is pleasing to chronicle steady and continuous progress. School gardening is taught successfully at Qumbu, and at Tsolo commendable efforts have been made to get children interested in tree planting. It gives me much pleasure and satisfaction to record that the new school building at Tsolo is in course of erection. This will supply a long felt want.

INSPECTOR: MR. W. J. BARKER, B.A.

CIRCUIT: MOUNT FLETCHER, MOUNT FRERE.

In the four European schools in this circuit, the five teachers employed have done work of a very satisfactory kind. Each school has a well-cared-for school garden and in each much good work has been done in nature study, while in the two primary schools and one of the farm schools fair progress in the second language has been made.

One school, formerly classed as native, is now graded as coloured, but some difficulty has been experienced in obtaining an experienced certificated coloured teacher to take charge of it.

The remaining 117 are native schools, and the quality of work done in them has varied from very poor to really good. As is usual in such schools the work has been greatly handicapped by irregular attendance on the part of the pupils, especially of the boys; but in some cases—and the number is far from negligible—the causes of failure must be attributed to the teachers themselves. From the results obtained it is clear that few teachers carry on their work with method and regularity throughout the school year but work by fits and starts and try during the three or four months preceding the annual inspection to crowd in subjects that have been almost or altogether neglected during the remainder of the year; work in recitation, oral composition, drill, gardening and copy books contains in itself evidence that regular weekly lessons in these subjects, though provided for on the time-table, have not been taken. This failure to carry on steady systematic effort week by week, and month by month, reveals an inherent weakness in native character and accounts in great measure for the inefficiency found in native schools. Another cause, brought to light as a result of inquiries made, is that comparatively few of the teachers live within a reasonable distance of the schools in which they are employed. Some live three, five, or even more

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miles away and the majority of these travel daily from their homes to school and back. It follows naturally that bad weather, flooded rivers and, even in fine weather, lack of dependable means of transport interfere with the punctuality and attendance of the teachers themselves and this in turn reacts on the pupils too. The practice of keeping the registers open for late pupils is very common and very difficult to stop, so the "Important Notice" published in a recent *Education Gazette* is a very welcome one, since it lays special stress on the need of marking registers at the time fixed by the regulations and the necessity for accurate registration in all schools.

In a few instances only are the new record books kept in a satisfactory way—even teachers fresh from training schools appear to have little knowledge in this respect.

Many teachers, owing to lack of real interest in their work, fail to profit by the information published in the *EDUCATION GAZETTE* for their benefit. During the year, at each school visited, the copies of the *GAZETTE* for the current year were called for. Copies with uncut pages were numerous, and in many cases copies were missing—in one school eleven copies of 21 published were produced, in another only seven out of 22, while in a third only two out of 21 were forthcoming.

The treatment of the sub-standards shows improvement, but pupils are still allowed to attend day after day without books or slates, and even in the higher classes pupils, whose parents refuse to buy books for their use, are allowed to attend and to "look on" with other pupils. Refusal to allow such pupils to continue their attendance at school seems to be the only way of bringing their parents to their senses; but the teachers are afraid to take this step for fear such action on their part will lead to unpopularity and a serious fall in enrolment, so the unsatisfactory state of affairs is allowed to continue.

Real progress in handwork has been made in the larger schools in the Mount Fletcher district, and in two or three of the better schools in Mount Frere; but, on the whole, the quality of the specimens shown does not point to any real interest having been taken by the teachers in this subject.

The number of school gardens has increased, and a still greater increase may be looked for next year as a good many garden plots are now being fenced in; but in only two instances—the Tinana (Moravian) and Osborn (Wesleyan) Schools—does the gardening approximate to that of a good European standard, and the success in these two cases is largely due to the advice and voluntary assistance given by the two European managers whose homes are near these schools.

It is with regret that I record the loss by death of Mrs. Sarah Sigenu, who for many years worked with zealous devotion and success as a teacher in the Mount Frere district.

I have also to record that after 34 years of continuous devoted and efficient service in the Osborn Wesleyan Native School, Mr. David Cembali retired on pension on the 31st March, 1925. May he long be spared to enjoy his well-earned leisure after so long a time faithfully devoted to the educational and social uplifting of his own people.

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

CIRCUIT: MATATIELE, Mt. CURRIE, UMZIMKULU.

During the year 154 government schools were inspected; several native schools had two inspections as they could not be visited in 1924. In addition, twelve private schools—farm and mission—were inspected. Little time was available for informal visits.

It is satisfactory to note that as far as European schools are concerned, the accommodation has greatly improved. Additions to the Matatiele Secondary School were completed in time for the re-opening in July, while the new school buildings at Franklin and Umzimkulu were occupied in the second quarter. Work has begun on the new school in Kokstad.

About sixty pupils are receiving secondary education, six of whom hold secondary bursaries. When we turn to curriculum, we find that in this agricultural district Latin still holds pride of place. Our secondary principals, however, realise that there are courses of greater value to the community than the academic course, and they may be able in the near future to exercise the choice offered by the Department.

In this circuit there are only two schools classified as coloured but in certain "native" schools there are a large number of coloured children. Lately the coloured people have asked that separate schools should be established, and while this would involve certain difficulties, it is probable that one or two new schools will have to be opened. The industrial department opened last year in connection with the Kokstad Griqua School closed down within a few months.

During the year one has inspected so many native schools and travelled so rapidly to complete the inspections in time that one finds it difficult to give an adequate estimate of the work. Perhaps the chief impression formed was that many teachers had forgotten or ignored the principles of teaching learned at the training schools; this was particularly noticeable in the case of geography, which is too often taught by methods long considered out of date. The official language appears to be taught with fair success, though in some cases sub-standard teachers begin with formal translation instead of employing the direct method. Recitation is generally a disappointing subject. Arithmetic is probably the subject which receives most attention, but too much time is devoted to complicated mechanical work. Handwork receives a fair amount of attention. It is unfortunate that at this late date a few schools have not yet commenced gardening, and it must be mentioned that hardly any tree-planting has been done. It is interesting to note that at Lourdes, a native agricultural society has been started, and that in June there was an excellent exhibition of produce. The teachers and pupils of this and of the neighbouring schools cannot but benefit by the new movement. Many schools in this circuit have been seriously understaffed during the last year or two, and progress has been very slow, but fortunately in the most urgent cases this matter is being rectified and better work should now be done.

Two well-known missionaries who have done much for native education in this district have recently resigned. The Rev. R.

Baur, for many years principal of the Moravian Institution at Mvenyane, has retired, while the Rev. P. Ramseyer of Mafube—whose mission, the French Evangelical, has withdrawn from East Griqualand—returns to Europe. The Department has expressed its appreciation of the services these gentlemen have rendered to the cause of native education.

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

CIRCUIT: BUTTERWORTH, NQAMAKWE, TSOMO.

All the schools in the circuit were inspected during the year. The assistance of Inspector Ross was appreciated in the inspection of eight schools.

*European Schools.*—Six years ago the teaching of Dutch hardly existed; but it is now possible to report that Afrikaans is being taught by the direct method and that the progress made is surprising because the pupils mostly speak English, seldom hear Afrikaans spoken, and pick up an acquaintance with the spoken native language. Fortunately, however, the prejudice against learning and speaking Afrikaans is practically dead, and occasionally one hears English-speaking parents complain that their children are not making sufficient progress in acquiring a knowledge of Afrikaans. This change of attitude is all to the good.

Singing, recitation and drill are receiving, on the whole, intelligent attention; but syllabus drawing and nature study are in some cases done without any clear objective on the part of the teachers.

The additional accommodation provided at the Tsomo Primary School and the improvements effected at the Butterworth Secondary School have given great satisfaction to the communities concerned.

It is a pleasure to acknowledge the activity of the Butterworth School Board in forming and carrying out plans for the good of the school and their interest in the educational survey urgently requested by the Superintendent-General of Education. The Board desires powers to reach the European children outside the municipality, which is their present prescribed area, and submitted a statement showing the position of European education in the native territories to the Acting-Administrator and a member of the executive of the Provincial Council on the occasion of their recent visit, and made a constructive suggestion.

*Native Schools.*—The enrolment at the annual inspection was nearly 12,300 pupils and the number inspected fully 11,000. These numbers show a considerable decrease when compared with those of last year; but the chief explanation is fortunately a good one, viz., that principals are beginning to realise that it serves no good purpose to admit about 40 or 50 pupils shortly before the inspection. Another direct result of this is that most of the pupils in Sub-Standard A. are being prepared for inspection, so that, as happens in several cases, every pupil in Sub-Standard A. can be promoted to Sub-standard B., or, as happens in many other cases, the great majority of them.

The following table shows:

No. of schools teaching up to standard	II. . . . .	8
do.	do. III. . . . .	9
do.	do. IV. . . . .	62
do.	do. V. . . . .	15
do.	do. VI. . . . .	28
	Total:	122

*Buildings.*—Considerable activity prevailed throughout the circuit in renovating, enlarging and rebuilding the schools. Some of the managers were fully alive to the necessity of improving the accommodation at their schools, and many hundreds of pounds were subscribed for this purpose by the native people. This sacrifice and interest on the part of managers and people are much appreciated.

Choir competitions were held in Butterworth and Tsomo, but owing to the revival of interest among the Nqamakwe teachers, it was necessary to hold three sectional and one final competition. In each case arrangements were made to provide food for the visiting choirs and prizes for the winners, in addition to the silver shields donated by the General Council. Wherever possible, these functions were held in the open air and were attended by the district magistrate, some managers, and about 600 to 700 native people.

Pleasant features of the work of the circuit were connected with the following:

- (1) Miss Ida Nqoloba gave instruction in handwork at various centres for nine months with general acceptance.
- (2) One additional school was authorised at Sobekwa, Nqamakwe.
- (3) About a dozen additional teachers were authorised at schools where most needed.
- (4) Seven teachers, who had more than twenty years' service in teaching Standards V and VI, and were of good character and influence in their several spheres, received recognition from the Department by being granted the Native Primary Higher Certificate and a consequent increase of salary.

These tokens of favour at the hands of the Department were very much appreciated by managers, teachers and native people generally. Also, confidence in the Department has been increased by the sympathetic interest of the Chief Inspector of Native Education in all matters which affect native education.

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

CIRCUIT: IDUTYWA, KENTANI, WILLOWVALE.

It has been possible to effect a very great improvement to one of the three principal schools for Europeans in my circuit by a substantial and handsome addition to the building. In another centre the work of erecting a larger and better building has been taken in hand. In the case of schools for Native pupils, several new buildings of an improved type have been erected during the year.

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There are now very few uncertificated teachers employed in my circuit. A few teachers with long and faithful service to their credit have been given the T3 certificate "honoris causa," while in every case where a young uncertificated teacher has been employed the appointment has been of a temporary nature only.

The so-called "new" syllabus, which has now been in use for about four years, is gradually coming to be better understood by the great majority of native teachers. A vacation course held towards the end of the year has materially helped towards this better understanding. This course was well attended, and in addition to the class subjects which had in the past appeared to present some difficulty, the subjects of handwork and school gardening received special attention. As a result, these subjects have received a great impetus. Improved types of handwork have been started in many schools, and a considerable number of gardens are already being worked with some success, while in almost every school, where gardens have not been actually started, preparations have been made with a view to starting them in the near future. It may be fairly stated that this subject is now being taken seriously in the great majority of centres.

A very creditable move has been made at Fort Malan, by the establishment of a weaving school. This was at first undertaken entirely without aid from the Department. It is satisfactory to note that it has now been possible to support the new venture with public funds.

Choir competitions, which do very much to improve the singing in our native schools and do much good in other ways, are now an annual event in each of these three districts. The latest district in which this innovation has been introduced is Kentani where a handsome challenge shield has been bought entirely out of funds collected by the Native Teachers' Association.

A matter which calls for comment here is the deplorable weakness displayed by a very large percentage of native teachers, fully trained, and in other respects fairly intelligent, in the matter of registration. Correct handling of the registers is of the utmost importance and ability to handle them correctly should be a fair test of a sound training. Yet it frequently happens that much valuable time is spent at the time of the annual inspection or on the occasion of informal visits in explaining to teachers how their registers should be completed.

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

CIRCUIT: ELLIOTDALE, MQANDULI, NGQELENI,  
UMTATA.

One hundred and thirty-nine schools were formally examined and informal visits were paid to eighty-one. A week's conference of the teachers of this circuit was held at Baziya in July, and during the Michaelmas holidays I had the privilege of assisting Inspector Hall Green at a Vacation Course held in the Idutywa district.

*European Schools.*—There is very little to report on the work done in the six aided schools in this circuit. Progress has been satisfactory, but the Umtata High School still suffers from lack of class-room accommodation, and in the Umtata Primary School additional accommodation outside the school building has had to be procured. It is interesting to note that the enrolment in these two schools has nearly trebled itself within the last ten years.

The annual inter-school musical fête took place in the Queen's Park in May, the pupils of five schools participating and the number of parents present, especially from the outlying districts, was gratifying.

*Coloured Schools.*—Of the two aided coloured schools in the circuit, that conducted by the Sisters of the Holy Cross at Bedford Farm continues to do most excellent work in ideal surroundings. A large proportion of the pupils are children committed under the Child Welfare Act, many coming from distant parts of the Union. Of the devotion of those carrying on this difficult work one cannot speak too highly. On the initiative of Mr. Meaker, M.P.C., an attempt was made during the year to re-organise the existing town school for coloured children on an interdenominational basis, the occasion being the withdrawal from the English Church school of Roman Catholic children to attend one started by their own church. The Dutch Reformed Church minister also had notified his intention of starting a separate school. So far no agreement has been arrived at.

*Native Schools.*—The outstanding event of the period under review has been the visit of the Prince of Wales to Umtata, when between four and five thousand Native children, nearly all from this circuit, were brought in by their teachers to sing before him. The influence of this gathering, which was organised by the Transkeian General Missionary Conference, has been felt in every school represented. In June the Department lost the services of a valuable and energetic manager through the death of the Rev. the Hon. A. P. Erskine. The usual singing competitions were held this year but unfortunately on each occasion the weather was anything but favourable; heavy rains, however, did not damp the enthusiasm of those participating and forty schools entered. In the final competition held in Umtata, at which all the members of the Transkeian General Council were present, the senior shield was awarded to the Ntlaza School and the junior shield to the Upper Ngqwara School. Inspector Ferguson kindly adjudicated in this final competition and Messrs. Bowes and Edwards in the district competitions, and for their help I am grateful.

Gardening is now being carried on at all the schools and tree-planting in about eighty. Quite a large variety of handwork has been done, but, as has been said more than once before, we cannot expect to make much more progress nor develop it, as is desirable, into a village industry unless we can get assistance from a trained expert in this work.

English composition, oral and written, is now at a fairly high standard though it is hard to induce some teachers to draw up a plan of lessons in oral work. Reading in both languages has suffered considerably owing to the scarcity of books, and teachers should feel free to refuse admission to children whose parents will not buy them the necessary books. The lack of slates in

some schools is difficult to understand and as they are a free issue would seem to point to slackness on the part of the teacher. Arithmetic in most of the schools is still deplorably weak.

In conclusion I would express my thankfulness for the helpful spirit of co-operation shown by all, or nearly all, the managers and teachers with whom I work.

INSPECTOR: MR. J. C. ROSS, M.A.

CIRCUIT: ENGCOBO, ST. MARK'S.

*European Education.*—The local authorities responsible for appointing teachers have realised the need for more efficient teaching of the second official language. There is now general agreement that bilingual teachers should be appointed to fill all vacancies. The carrying out of this policy is having a favourable effect on Afrikaans which is improving steadily.

The education of the children of Transkeian rural dwellers calls for remark. The rural population consists of traders, stock inspectors, forest officers, sawyers and road workers. So widely is this population scattered that attempts to establish farm schools generally fail. The result is that the children who receive education are taught by governesses who are usually unfit for the work they undertake, because they lack both the education and the training necessary. When the children of the wealthier parents reach a suitable age, they go to boarding schools, where they feel for years the handicap under which their early education has been obtained. It is greatly to be feared that the children of parents who cannot afford to pay governesses, or to send their children to boarding schools, are growing up in a purely native environment with practically no education at all.

*Native Education.*—The retiral of the Rev. A. J. Lennard from Clarkebury after twenty-five years' service there created a gap that will be hard to fill. Mr. Lennard's services to the cause of native education are too well known to require enumeration. The best years of his life were gladly given to the work he loved. His many friends, European and Native, wish him and Mrs. Lennard many happy years of well-earned rest.

At the end of the year Mr. Henry Ntshanga retired on pension, after thirty-one years' service under the Education Department of which twenty-eight were spent in All Saints' Practising School. Right up to the end he taught with success, and was always reliable and efficient. His example must have had a beneficial influence on the generations of natives who passed through his hands.

At most of the schools in the circuit some form of handwork is taught, and although the standard of the work done is not high, with continued practice there is bound to be an improvement in quality.

At an increasing number of schools gardening is being taken up seriously. Despite the difficulties in connection with the fencing of school gardens, the combined efforts of teachers and managers are gradually providing fences for the schools. As time goes on it is becoming more evident that the only fence to give ade-

quate protection against stock is one in which both wire and wire netting are used. All other fences prove ineffective against goats, and must be regarded as temporary.

Male teachers fresh from training schools have received instruction in gardening, but the older teachers are not so fortunate. Their ideas on the cultivation of the soil are very primitive, and the notion that nothing can be done to a garden until the rainy season begins seems firmly embedded in their minds. A vacation course in gardening at one of the agricultural schools, Tsolo or Teko, would be of great assistance to them.

The tree nurseries at All Saints' and Clarkebury are doing good work in providing the out-station schools with trees ready for planting. At the end of 1923 trees had been planted at three out-station schools in this circuit. At the end of 1924 trees had been planted at thirteen schools. At the end of 1925 trees had been planted at thirty-five schools. Progress has certainly been slow, but when account is taken of the many difficulties to be overcome by teachers who plant trees, there remains ground for hope that at some distant date all the schools will have trees.

It must also be recorded that the nursery at All Saints' has supplied with trees many natives who have nothing to do with schools, but who, following the example set by schools in their neighbourhood, have planted trees for themselves.

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

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

During the year 181 schools were inspected, of which 32 were unaided. Comparatively few informal visits were paid, and very little instructional work could be attempted.

Fifty schools with an enrolment of some 1,100 pupils were in receipt of grants from the Eastern Pondoland Trust Fund during the year. Seven of these have now been placed on the Department's aided list, and at least twelve more have established a reasonable claim to Government assistance. In all the Trust Fund schools progress has been very slow; and in the great majority the efficiency of the teaching is low. The system of grants from the Fund is, however, helpful in enabling missionaries to bring educational facilities within the reach of many backward communities.

The number of schools in operation and of teachers employed shows a slight increase since 1924. Eighty-five per cent. of the teachers are certificated; and this figure would be even higher were it not for the regrettable difficulty in obtaining qualified female assistants. It is noteworthy that in Pondoland the number of native children attending schools represents barely 3 per cent. of the population—a fact which points strikingly to the educational backwardness of these districts as compared with other parts of the territories, in some of which, such as Fingoland, the percentage rises as high as eighteen.

A survey of the year's inspections reveals some pleasing signs of progress in native schools, but also shows that in many branches of the work there is much room for improvement. The practical sub-

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jects of the curriculum are receiving increasing attention; and the hostility of teachers and parents is gradually being overcome. The handwork produced in most of the schools is still, however, of poor quality and little practical value; and in gardening, as in handwork, too many teachers are content to provide a mere pretence of serious instruction. The difficulty of raising sufficient funds to enclose a piece of ground for a school garden, the lack of knowledge of practical gardening amongst many of the older teachers, and the small number of boys in single-teacher schools old enough to receive instruction in the subject—all these are factors operating against the immediate success of the agricultural course. With all due allowance for these obstacles, one cannot doubt that there is crying need for greater enterprise and initiative on the part of many teachers.

The general level of attainment in language in the schools is still low. There is a tendency amongst teachers to devote insufficient time to instruction in the native language with the result that many pupils, even at the standard III stage, have only the most superficial knowledge of reading and writing their mother-tongue. In teaching the official language teachers concentrate too much upon spelling and unintelligent reading; and little originality or system is shown in the more important oral and written composition lessons. History and geography are still amongst the weakest subjects in the schools—a result due partly to the scanty knowledge of many teachers, partly to the paralysing effects of a foreign medium.

A feature of the year has been the holding of the first vacation course in Eastern Pondoland. The course was held at Emfundisweni in September, and was attended by some two hundred teachers to whom the resulting benefit should be substantial.

Satisfactory progress is being made in the few European schools in the circuit. The importance of a knowledge of the second official language is now generally recognised, and the subject is being successfully taught on modern lines in all the schools. Increased numbers have necessitated new or additional buildings at Bizana, Mount Ayliff and Lusikisiki, and these have either been completed during the year or are now in course of erection.

#### REPORTS OF DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

##### DOMESTIC SCIENCE.

##### EASTERN DISTRICTS AND TRANSKEI.

##### MISS W. M. CURREY.

*European Schools.*—This subject is becoming more popular each year and the numbers, in secondary schools, taking it as far as the Senior Certificate have increased considerably. In one town an additional teacher has been sanctioned owing to the large number of pupils in the High School taking the subject, as well as those in the Primary Schools. In another town teachers have worked extra hours to try and take the large classes; an additional teacher is being appointed at the beginning of 1926 to this place.

A new syllabus has been introduced for standards IX and X. *Coloured Schools.*—A cookery class has been started in connection with the Coloured Secondary School at Port Elizabeth and promises to be successful.

*Native Schools.*—The majority of native training schools have started domestic science with the limited means available, though only three of them have qualified teachers and equipment.

Good work is being done in the native industrial schools, and the pupils who finished a three year course did well in their examinations.

#### DOMESTIC SCIENCE: WESTERN DISTRICTS.

##### MISS R. FOCHE, B.Sc.

The number of visits made during the year was 161.

During the month of April I accompanied the Medical Inspector of Schools to the Kenhardt and Gordonia districts, where I addressed meetings at the schools and interviewed mothers individually as the medical inspector referred them to me. The principal defects found among the children attending the Labour Colony Schools were malnutrition and fatigue, and the malnutrition was to a large extent due to wrong feeding. There is a great deal of ignorance on the subject of child nutrition and a wide scope for work in this direction. The physical welfare of the children should be considered as carefully as their mental training; and in cases where children bring meals from home to be eaten at school during the noon recess, steps should be taken to see that the meals are satisfactory as regards quality and quantity and that they are eaten under suitable conditions.

In June I assisted at a short course for the teachers of the Namaqualand and Van Rhynsdorp districts; during the June holidays I gave a fortnight's course in cookery and dietetics to the teachers who attended the vacation course for coloured teachers at the Salt River Institute.

In September and October I assisted at short courses for teachers at Elliot and Riversdale. I also visited schools in the Eastern area during the six months my colleague was away on leave, so that I was not able to do the usual inspection of the work in the Primary Schools in Cape Town during the third quarter.

The result of the short courses has been to arouse interest in nutrition and child health and to make teachers realise the importance of domestic science in the curriculum for girls.

As a proof of the general interest being aroused in the subject, I may mention that the Western Province Agricultural Society has established a prize of £20, open to the schools of the Cape Province, for the best and most representative exhibit of home industries. The competition at the Rosebank Show was keen and the quality of the exhibits was an eye-opener to the visitors.

Generally, good progress has been made as far as methods of teaching are concerned. During the year domestic science was introduced at the Upington High School and the Trafalgar Secondary School (Coloured).

Owing to the fact that equipment has been more readily available, we have worked under better conditions this year.

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## DRAWING.

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

*Primary Schools.*—Having been in charge of drawing in the Eastern Districts as well as the Western Districts during the year under review, I have been unable to visit many primary schools. From the slight contacts I have with these schools, and from the reports of Circuit Inspectors, it seems clear that the steady improvement in the training of teachers that is taking place is being reflected in their drawing.

The correlations of drawing are being so much better understood now, that the progress made in other subjects, particularly in nature study, bears favourably upon progress in drawing.

*Secondary Schools and High Schools.*—Suitable courses in drawing are set down for the Junior and Senior Certificate Departmental Examinations. Teachers' qualifications of two grades higher than the P.L.2 or P.H.2 grade in drawing are issued. One provided for by the special courses in drawing and another subject at Cape Town and Paarl; the other requiring training at an Art School, for the Art Teacher's Certificate. Teachers have submitted themselves and are submitting themselves to training in each course, but they find themselves unable to secure appointments that enable them to give practical effect to their training. Where drawing more advanced than that of primary grade is professed, a teacher of higher qualifications is needed. In the case of a high school where the whole time of an art teacher may not be occupied, a product of a special course (drawing and manual training or nature study) should be engaged.

Where two neighbouring high schools are found to profess drawing of Senior Certificate grade (or one high school and a training college), there is a clear case for the appointment of a teacher holding the Art Teachers' Certificate. The benefit that has obviously accrued to the few centres employing properly trained teachers should be sufficient encouragement to other centres to arrange their staffs similarly.

In the meantime it may be said that drawing of secondary grade still suffers from the re-arrangement of school courses, but tends to become stabilised on a less general but more efficient basis. Of the work that is done, that done under insufficiently trained teachers is not as it should be, as may well be expected.

*Training Schools and Colleges.*—Drawing rightly takes a prominent place in the training of teachers. It is, therefore, deplorable that so many students enter upon their course of training without sufficient grounding in the rudiments of drawing.

Coming from a primary school wherein drawing is not one of the best subjects, through a secondary or high school wherein drawing above standard VI is not professed (as in the academic and other courses) the student is heavily handicapped. In this regard I may say that annually I rejoice to see the speed with which leeway is made up, and to note the high general average that is reached at the end of a two years' course.

Some of the training schools and colleges in the Eastern Districts I had found during the year 1924 to be far behind the standard of those in the Western Districts. For this there was sufficient reason.

During the year under review I have spent suitable periods at the several centres most needing care, and have given courses of intensive instruction. The results at the end of the year, as shown in examination, were very gratifying indeed.

I do not think that ever again should it be possible for drawing to be dealt with as though East and West were separate concerns.

From the foregoing it may be deduced that drawing progresses favourably in training schools and colleges. The teachers of drawing are uniformly keen to learn more and more, and dutiful to the last degree in effort to impart knowledge to their pupils. This I have found applied equally to European and non-European teachers.

*Art Schools.*—These schools were taken from Provincial control during the year.

As I have indicated under another heading, we cannot dispense with them by shedding responsibility for their operation. It remains to be seen whether the Schools of Art will continue to offer training of the nature and grade required for the Art Teachers' Certificate. If not, it will be necessary to establish what will amount to minor art schools in connection with one or two of our larger training colleges. With the support they may now expect the art schools should quickly show what a fine national asset has been so long lost through lack of faith.

*Special Courses of Training.*—Many teachers of drawing in primary schools have a praiseworthy desire to train themselves further than is possible in the P.L.2 or P.H.2 course. Such teachers have formerly been catered for by special classes conducted at the art schools. Such training is embodied in what is known as the D.2 Certificate. Where an art teacher is employed, provision should be made for such tuition after school hours at a convenient centre. For those unable to attend at such centres, an occasional vacation course should be provided.

## HANDWORK: EASTERN DISTRICTS AND TRANSKEI.

MR. J. M. DOVEY.

Woodwork is a branch of school work which reflects the enthusiasm and soul of a teacher to a very great extent, and any great difference in the achievements of pupils from different schools can fairly safely be attributed to the qualification of the teacher concerned.

In many parts of this circuit there are well qualified teachers with natural aptitude and zeal, who are making woodwork and cardboard modelling a feature of the life of their school.

In many cases, however, young teachers are working under difficulties which can only be solved by a regular system of vacation courses. These would offer opportunities for intercourse, and exchange of ideas and methods, and do much to help the teacher who is working in an environment which offers him little or no help.

There is also ample scope for a special course of instruction in metalwork, particularly as regards forge and lathe work, both of which are poorly understood in most places. A matter for con-

cern is the small numbers of candidates coming forward for the Teachers' Woodwork Examinations. In bygone days these certificates were necessary before a teacher could obtain his teaching certificate, which was a little unfair to some. There seems to be no reason, however, why Primary Higher male students should not all be required to take the examination.

A fair number of these do, but it is essential that the number should be increased if the supply of qualified teachers is to be at all adequate a few years hence. Better accommodation is badly needed at many schools, where old stores, rooms in houses, etc., are used as woodwork rooms, but one hesitates to stress the point for new rooms as past experience shows that rooms built for woodwork are too often taken over for ordinary classwork the moment the school roll shows a slight increase.

It is pleasing to record a steadily increasing appreciation of the value of woodwork as a subject in the secondary course, and particularly in the country districts where no specialist teachers are available.

The number of schools in which instruction is being given remains unchanged, but there are several schools in which it is hoped to make an early start if finances permit.

In native schools an effort has been made to make the work more vocational and practical, and in some of these very creditable results have been obtained. Tanning has been added to the list of industrial subjects, and tinsmithing and metal working of an agricultural type will also shortly figure on the list.

The co-operation of members of the field staff, missionaries and principals of schools is gratefully acknowledged.

#### HANDWORK: WESTERN DISTRICTS.

##### MR. A. BURNS.

During the year 1925, interest in manual training has been well maintained. With few exceptions all the centres equipped with manual training apparatus have carried out graded courses of instruction in handwork. New equipment has been supplied to Hermanus Secondary School, Stanford Secondary School and Vredenburg High School.

In the lower standards cardboard modelling has been more extensively taught and the work on the whole shows a distinct improvement. Practical woodwork from standards IV, V and VI, was almost the same in quality as that produced last year. More attention, however, should be paid to the instruction, supervision and practice of the essential tool operations. The drawing which forms an integral part of any manual training course has deteriorated in quality. In many cases the drawings were badly spaced and incomplete and the pupils had not mastered the vital principles underlying the work. Under the heading of theory the notes written by the pupils had too often been dictated by the teacher instead of being the pupils' own individual compositions.

Nine schools in the western districts had carried on woodwork instruction to Junior Certificate standard. Of these the Kimberley High School deserves special mention for having carried out

completely the syllabus prescribed. In many of the other centres practical work was fairly good but did not show the variety required. A number of schools failed to show any satisfactory work in mechanical drawing.

During the June vacation a Departmental course for coloured teachers was held in the Wesleyan Training School, Salt River. The subjects dealt with were tin work, cardboard modelling, clay modelling, weaving in cane and raffia, and domestic science. The object of the course was to demonstrate the possibility of establishing simple courses of school handwork, using as a medium waste material such as petrol tins, old cardboard boxes, reeds, rushes, clay, etc. The time available was very short but by intensive instruction each student carried out a series of exercises in four different forms of handwork. The results may be considered satisfactory, as in several cases the teachers who attended the courses have successfully introduced similar forms of handwork into their schools.

#### INFANT SCHOOL METHOD.

##### MISS C. DRAKE.

The standard of work has been fairly well maintained during the year. In a few schools language and number work are being taught on such sound methods that quite a fair proportion of time can be given to nature study, music and handwork. The teachers who complain they have no time for these subjects, are not teaching on good methods, and are wasting time through lack of knowledge or skill. The rate of procedure varies very much with different schools, localities and children. Whereas in years passed the children often stayed too long in the infant classes, there is a danger now of rushing them through too quickly. As long as we keep the organisation in our lower classes fluid so as to allow able children to pass through quickly, we must be content to allow the slower ones to go quite steadily to give time for them to make their knowledge sure, and to gain confidence and power.

We must remember that a large proportion of our children come to school at the age of six or seven years with the minimum knowledge of language—just enough to get through the ordinary events of the day—getting up, dressing, feeding, etc. They have never heard a story or sung a song, and find it difficult to carry out the simplest commands. Their fingers are stiff and clumsy, and their limbs uncontrolled. For such children eighteen months or two years in the sub-standard classes is not too long.

Unfortunately in many schools the children are crowded into small rooms. In many of the new school buildings the classrooms for the little children are too small, and in none of them is there a hall so that music training, rhythmic work, games, drills, etc., cannot be carried out well, and the children are suffering. Only in high schools with old buildings are there halls for the children's use.

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## INFANT SCHOOL METHOD.

MISS E. TISMEER.

During the year 1925 the work of the infant schools has given satisfaction throughout and the teachers are doing their utmost to create a real infant school spirit amongst the little ones. In some schools we still find only one reading book used during the whole year, but on the other hand it is encouraging to see that many teachers make an attempt to secure more reading matter and spare no effort in selecting, making up and printing on cardboard suitable stories for their own classes. In connection with arithmetic it would be more beneficial to the young children if teachers did not attempt to introduce the work of the next year. This would leave them with more time to develop the mind in a practical way by means of educational handwork. It is pleasing to note that more attention is being paid by the teachers to the pronunciation and enunciation of both languages.

It might be expected from the present-day teachers that they put their knowledge of hygiene into practice.

They are not sufficiently impressed by the fact that feet not reaching the floor cause great fatigue and that frequent breaks in the open air are very necessary for little ones.

By being kept busy with the three R's for too long a time, too great a strain is thrown on the children. It would be well if it were realized, that shorter hours are allowed for the young children, especially during the hot weather.

Some teachers complain that the work is seriously handicapped by irregular attendance and children flitting about from one school to another in the same town, which is not always to the advantage of the child, as in many cases greater distances have to be covered.

Closer connection between home and school could be developed, if all infant school teachers could follow the example of a few, by having a "parents day" periodically, on which parents are allowed to watch the regular routine of the school work. Where this has been done, it has proved a great success.

## NEEDLEWORK AND NATIVE HANDWORK: EASTERN DISTRICTS.

MISS H. BUYSKES.

During the past year there have been no radical changes in needlework or native handwork either in syllabus or method, but there is a record of steady progress in the development of both branches of work on the lines laid down by the new syllabuses which came into operation in 1923 in several classes of schools, especially European and Native training schools.

In training schools generally, both European and Native, there has been continuity of work, owing to the fact that the personnel of these schools is not so subject to change as that of secondary and primary schools.

There is a steady increase in the number of schools taking up needlework as a subject for the Junior and Senior Certificate

examinations and the Departmental course for girls is proving attractive even to schools that are not state-aided, and the instructress has had to visit these to examine candidates.

The principal of one, recently appointed from overseas, spoke with enthusiasm of the practical nature of the Departmental courses generally, and their suitability to the needs of girls.

But most of the secondary needlework is in the hands of primary teachers, many of whom are not fully qualified to do the work, and it has been a severe tax on the instructress to be called from place to place to assist these teachers, especially as changes are frequent and the same school has to be visited more than once in the year.

This work has been done at the expense of the primary schools and departments which need far more supervision and guidance than can be given them.

The Adelaide Industrial School passed out of the control of the Education Department in April as an efficient school doing very good needlework in accordance with a practical syllabus drawn up in 1923.

In coloured and native schools the teaching of needlework has been improved by the grouping of classes for this subject, where there is only one female teacher, or where the work of all the standards is too much for the teachers on the staff. A rotation of standards each year is proving an effective way of covering the work of the course.

One large coloured school with only one female teacher and over ninety girls that had in 1923 attempted the work of all six standards with futile results in all the classes, now presented really good work done by all the girls grouped in three classes.

The teachers of native schools need commendation for their laudable effects to carry into effect instruction given on the keeping of records of material received, cost of goods, sale of garments, and disposal of surplus funds. In this way some schools have been able to show how a profit balance on needlework has been spent on material for handwork or tools for gardening, and how, in turn, articles of handwork and the produce from their gardens have been sold to further defray cost. In this way the manual subjects are correlated with advantage to all.

Except in one or two centres in general and a few schools in particular, native handwork is receiving attention throughout the Eastern Districts, and the quality of the work done shows very marked improvement.

Even though it is often difficult to cope with the work entailed the instructress is encouraged by the interest shown by many of the teachers who, when they cannot receive a personal visit, send in their work for examination and criticism.

During the year, too, I have acted as judge of needlework at industrial exhibitions held at Komgha, Adelaide and Graaff-Reinet.

In my capacity as judge I am allowed to make suggestions.

The committee of industrial shows are always anxious to attract competitors from the schools and are willing to co-operate in this matter with Departmental Instructresses.

Great interest has been aroused at certain shows by the display of work done by girls especially of Standards VII to X. The [C.P. 2—'26.]

local industrial show, therefore, provides an excellent opportunity for propaganda advertising the needlework done under the ægis of the Education Department.

For this reason I am anxious to accept as often as possible invitations to act as a judge of needlework at shows.

The kindly co-operation of the Circuit Inspectors has been of great assistance to me in my work. Managers of schools have also helped me on every occasion, especially in the arrangement for meeting groups of native teachers at certain centres.

#### NEEDLEWORK: WESTERN DISTRICTS.

MISS A. CAIRNCROSS.

The following divisions were visited during the year: Cape, Stellenbosch, Paarl, Ceres, Tulbagh, Piquetberg, Darling, Caledon, Worcester, Villiersdorp, Bredasdorp, Malmesbury, Montagu, Oudtshoorn, Swellendam, Riversdale, George, Uniondale, Laingsburg, Prince Albert, Calvinia, Van Rhynsdorp, Namaqualand, Douglas, Griquatown, Kuruman, Postmasburg, Upington, Kakamas, Vryburg and Kimberley where time available permitted visits mainly to training colleges or schools, high and secondary schools, and as many primary schools as possible. These are given with the purpose of bringing to your notice the impossibility of visiting schools even every second or third year, because of the great distances to be covered in travelling and because of the necessity for supervision of work being done in the secondary school course, which work demands regular visits at stated times, more specially where teachers are not fully qualified.

The first quarter of the past year was devoted mainly to smaller primary and coloured schools in and near the Cape Division as such schools can be visited only at this time of the year. The second and third quarters were spent in districts widely separated and visited at long intervals. The fourth quarter had to be reserved for examination purposes only.

There is little time for field work in the western districts where primary schools are widely separated and help is often urgently needed by teachers who cannot easily be reached. As all work depends on a good foundation it is hoped that the future holds some possibility of visiting such schools more frequently. There has been marked improvement in work done in schools where supervision of instruction has been possible for a few consecutive years.

The Secondary School Course has made considerable progress and much expansion is in view in the near future. Teachers deserve well-earned praise for overcoming many difficulties with which they have had to contend. They have worked as pioneers in a course that is gradually and surely gaining ground.

In February, 1925, six schools competed for a silver trophy and a cash prize of £10 offered by the Western Province Agricultural Society. Needlework, in conjunction with other branches of domestic science, was exhibited at the Rosebank Show and the Woodstock High School was the successful competitor.

This subject has been in the hands of efficient teachers at Training Colleges, but the introduction of other forms of handwork has made it necessary to curtail time devoted to needlework only in the past. This has naturally involved the alteration of the regular weekly periods allotted to instruction, with disastrous results in one centre.

Qualified teachers showing special aptitude for the higher branches of needlework, including millinery and dressmaking, have been prepared very efficiently at the Cape Town Training College. Three students took the advanced course and of these two have already been appointed in Girls' High Schools.

The teaching of needlework in coloured schools is a serious problem because of crowded conditions, changes of teachers and inefficiency. The real need is supervision of instruction in schools at regular intervals, but for this there is insufficient time during the course of the year.

It is already evident that the new course for coloured primary teachers will have far-reaching results and that teachers will go out more fully equipped than those trained in the past.

In connection with the visit to Namaqualand, a word of appreciation is due to the Inspector of the Circuit whose interest and assistance was a great encouragement. Through his efforts it was possible to give instruction to groups of teachers, several of whom had travelled long distances to obtain instruction and advice. The isolation of many schools and the cost of transport give such teachers few opportunities of intercourse with each other and of sharing advantages. Work of a high standard was done in one school. The services of those who strive earnestly and successfully under all conditions demand recognition.

#### NEEDLEWORK AND HANDWORK IN THE TRANSKEI. (FROM JANUARY TO JUNE, 1925.)

MISS A. M. E. EXLEY.

The work of 347 schools was examined, of which 12 were European, and of these it may be recorded that, without noting any special advance, the keen interest and steady progress of the last few years has been maintained. The remaining 335 were native schools, of which 86 were visited and the children tested, while from the rest the teachers brought the year's work to appointed centres for examination and criticism, and they themselves received instruction.

In some schools, especially in those where there has been no change of teacher for some time, good and practical work has been done, and very fair foundations have been laid, with marked improvement in the teaching of the large infant classes. But throughout there is too little thought of applying the knowledge and skill acquired to everyday needs, such as teaching the pupils to patch and darn their own clothes, to sew on tapes and buttons for fastening, and universally the girls come to school with their garments pinned on, and often in rags. This important aim of the sewing lessons needs constant emphasis, for it has frequently been found that unless large quantities of material are in hand to cut out and make up, the teachers are inclined to spend in total idleness months which might be most profitably used.

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In native handwork, though there are still many schools in which the subject is not taken seriously, those in which it has been carried on uninterruptedly have made commendable progress. The models in grass and rush work are decidedly neater in finish and better in design, while useful and saleable articles have been made in wood. The greatest difficulty in the way of establishing a promising industry seems to be the lack of a really satisfactory method of disposing of the work. If some effective plan could be organized it would probably act as the best incentive to sustained effort.

The forward movement in spinning and weaving is almost a surprise, for it is due largely to the natives themselves. Visits were paid to two entirely unaided schools, started by girls trained at St. Cuthbert's, who have built their own huts to house the looms and wheels. The pupils are girls in the neighbourhood who have left school and who would otherwise have no definite occupation, and so popular is the work that many more are applying for admission. It seems clear that these efforts should be helped and encouraged as much as possible, for as the majority of native girls will remain in native reserves, all occupations of an educative and productive nature must be for the betterment of the race.

In conclusion, at the end of eleven years of happy work in the Transkeian Territories, I wish to record my grateful thanks to my colleagues of the Department for their ever-ready help, to all missionaries for their unfailing kindness, and to other officials, teachers, and innumerable friends who have made my work such a joy.

#### NEEDLEWORK, DOMESTIC SCIENCE AND HANDWORK IN THE TRANSKEI.

MISS M. TEBBATT.

As I have not been able to travel through my area it is impossible to give a regular report, but I would like to state a few impressions I have received.

Only two of the European schools have taken needlework as a subject in the upper classes. In many of the primary schools the work is good.

Needlework in the native schools varies greatly. Some of the schools show very good results and some very poor. The poor work is often due to the change in teachers and in the irregularity in the attendance of the children at school, as well as to the inexperience of young teachers. As sewing is one of the subjects a girl especially needs after she has left school it is disappointing in some areas to find only male teachers in the schools, and therefore no sewing is taught. It seems as if something should be done to rectify this, and that each girl when she leaves school—many leave when they have passed standard IV—should be able to make simple garments and to keep herself neat and tidy.

The Native handwork also varies greatly. In some districts excellent work is being done while very poor in others. The young teachers are naturally more enthusiastic in this subject than the older ones as they have received the training for the work. In some districts too there is a great scarcity of materials,

especially when the mealie crop has been a failure and mealie husks cannot be secured. Aloe fibre is being used extensively in string and rope making.

Domestic science is being taught in each one of the training schools so it is expected that very soon there will be sufficient teachers qualified to teach general housecraft and cookery as well as food values to the girls in standards V and VI in the primary schools.

I have visited several schools where girls are taking a three years' course in spinning and weaving and great enthusiasm is shown, especially in the working up of wool from their own sheep.

#### VOCAL MUSIC: EASTERN DISTRICTS AND TRANSKEI.

MR. A. H. ASHWORTH, Mus.B.

As acting instructor in music during the latter half of the year 1925, it was my privilege—and one greatly enjoyed—to visit some 150 schools of the Eastern Districts in order to hear the singing and talk to the pupils about music. The gramophone provided by the Department was a great assistance and was much appreciated whenever used.

Everywhere a general interest in the subject of school music was displayed and though naturally the standard of attainment varied greatly, there was in most cases an evident desire for improvement. One fact was apparent—that where there was a capable musical enthusiast on the school staff, there the singing was good. It was further evident that in schools where music had its proper place there was a brighter spirit, a readier obedience, a more cheerful demeanour generally. And in a few cases the opposite held good.

It would seem that some principals had been to blame in neglecting to secure on their staffs at least one assistant musically inclined. Otherwise it would have been impossible to find a boys' high school in which one class only received instruction in singing, or a girls' high school where no singing lessons had been given to any class during the whole of the school quarter.

It is a mistake to insist that the ordinary class teachers must, *per se*, be the singing teacher, for unless there is some aptitude for the subject on the teacher's part, such an arrangement will invariably result in misery for the teacher, a disgusted class, and very little music.

Many of the secondary schools and high schools have not yet awakened to the possibilities of the music syllabus issued by the Department, and there is still in existence that hoary heresy as to the undesirability of allowing boys to sing when their voices are changing (or have changed). In most cases such restriction is entirely unnecessary.

The probable reason for the prohibition lies in the idea that a good performance is the chief aim of the singing lesson, whereas the real purpose should be to instil through the music a sense of beauty, to give pleasure to the mind, and to provide a real enjoyment, mental, and even to some extent, physical.

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If the voices do not blend perfectly and the musical effect is not of the highest quality, there is yet æsthetic value in the concerted vocal efforts of earnest young people rightly directed in the study of good music.

The only hope for a musical nation lies in its public schools, and more—much more—encouragement should be given to this subject on both the vocal and instrumental sides in future syllabuses and in school time-tables.

#### REPORT OF MEDICAL INSPECTORS, 1925.

H. MAUGHAN BROWN, M.D., C.H.B., D.P.H., AND  
ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.

This service has been in existence now for eight years. Six years ago the present medical inspectors, two in number, were appointed, and shortly afterwards the nursing staff was increased to four. At that time there was an amount of £10,000 on the annual estimates for this work. The expenditure never approached this sum. At the time of financial stringency this vote was very considerably reduced, and thus all hope of any expansion of the service has been impossible up to date. No one disputes nowadays the need for this work or its importance in a country like South Africa. The increasing attention now being paid to a suitable curriculum for the rural child should be accompanied by an effort to extend to such child the benefits resulting from the medical inspection of schools, but the present staff find it quite impossible to meet adequately the demands on their time, and they have been, unfortunately, unable to accede to the many requests for visits to the smaller country schools. We are finding it increasingly difficult to get round to those schools which we have hitherto visited with a fair degree of regularity. Each year there is more to do in each school. By this we mean there are larger numbers to examine. An increased staff would make it possible to do something to meet these rural needs as well as providing for regular visitation of all the bigger schools. To-day the finances of the Province, for purposes of Education, have been put on a definite basis, and an adequate amount ought to be earmarked for the extension of medical work in the schools.

Two recent Commissions appointed by the Union Government have referred to school medical work, and at the present time it is pertinent to draw attention to their statements. The Provincial Finances Commission, 1922, whose recommendation in the matter of subsidy per head has been adopted, states in Section 167, referring to medical inspection:—

“It is evident from the amount expended that the service can hardly be described as having been undertaken seriously in any Province except the Transvaal.”

The Hospitals Inquiry Committee, 1925, in their report state, with regard to medical inspection:—

#### Section 609.

“Your Committee is convinced that the present provisions existing in the four Provinces are totally inadequate for the prevailing needs.”

#### Section 611.

“Your Committee feels that with the exception of the Transvaal, Provincial Administrations regard the residue of the limited funds, after making provision for all other services, as sufficient for medical inspection.”

#### Section 612.

“Such a condition absolutely bars the long view as to the essentially national character of the service.”

The indictment which these two Commissions made with regard to the inadequacy of medical inspection in South Africa refers not to the work that is being done, but to that which is not being done.

In his annual report for 1919, as Organising Medical Inspector for this Province, Dr. Leipoldt, when discussing and outlining a scheme for future development, indicates that 1 per cent. of the total expenditure on education may be considered as economically justifiable for the services of medical inspection. At present the Cape Province spends less than .2 per cent. Statistics obtained from the latest year book for the Union of South Africa indicate that the Transvaal spends .5 per cent., Natal .6 per cent., and the Free State .1 per cent. of its total education vote on its medical services. South Australia spends .5 per cent. and New South Wales .65 per cent. These figures show that the Cape Province is lagging behind in this matter, and that an improvement is necessary and due.

We would draw attention also to the difference in the amount of money spent on the ordinary inspection of children and on the medical inspection of children.

In Australia, where conditions might be regarded as approximate to those in South Africa, the amount of money spent on medical inspection is about 50 per cent. of that on ordinary inspection. In the Transvaal it is nearly 40 per cent. In Natal it is 60 per cent., whereas in the Cape Province only 13 per cent. of the amount allocated for ordinary inspection is voted for medical services. These figures show quite clearly that the Cape Province in the past has neglected to make adequate provision for the medical inspection of the children in its schools, and it is quite time that some attempt was made to improve matters.

#### FAULTY POSTURE AND UNSUITABLE DESKS.

We would draw attention to the faulty posture of so many children in South Africa. This leads to cramping of the chest and to curvature of the spine, both of which affect the health of the child and prevent the best educational results from being obtained. This faulty posture is in part due to faults in the school. In many cases unsuitable desks are responsible. It is quite common still to find no attempt made to see that the children, as far as possible, fit the desks. We constantly come across cases where big girls and boys are sitting in small desks and little girls and boys in big desks in the same class. Both cases of necessity lead to faulty posture with its repercussion on the health and education of the child. Such cases are extreme, but minor degrees of the same difficulty are constantly seen. If teachers would pay more attention to this point, much unnecessary strain would be avoided.

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It is not only the size but the shape of the desk which affects this question. There are still many cases where the desks have no backs and the seat is too far from the table portion of the desk. This leads to ready fatigue, especially for the baby children and in those schools where the session goes on for five hours with a small break in between. While a properly shaped and fitting desk is an ideal to be aimed at, we quite realise the difficulties involved in supplying such desks to all the schools. To a certain extent the harm caused by these improper desks can be avoided if teachers will see that, as far as possible, the children do fit the desks they are put in, and also if arrangements are made preventing the children from sitting for long periods at a stretch, and if facilities are given for more out-of-door exercise in between periods of work.

We do not consider that the present desks supplied to the Department are the best type from the point of view of health. In our opinion there should be certain alterations in the shape of the desk which would lessen the tendency for the child to assume a faulty posture, and also we are of opinion that there should be a greater range of sizes. Accordingly, we recommend that new specifications for desks be drawn up, and that one or both of us should be on any committee appointed to deal with this matter. At the same time we believe that much good would result from an increased attention to the question of physical exercises.

#### PHYSICAL CULTURE AND GAMES.

In some schools these are taken seriously, and the health of the children has improved accordingly. In others they are regarded as a waste of important time which should be devoted to educational subjects.

It seems almost impossible to convince some people that a small portion of the daily curriculum devoted to physical exercises out of doors would so improve the health of their pupils that their work would be of higher standard, and performed more readily and rapidly. This should appeal to those who are concerned not so much with the health of their pupils as with the question of their passing an examination or not.

There is no doubt whatever that a regular adoption of physical exercises by the pupils in the schools would lead to better examination results as well as better health.

Health is a positive thing, but we are often inclined to regard it from the negative side, as not being ill. This is often noticeable at medical inspection. A child will come up who shows no actual illness or defect, but who is on a low level of fitness, very far from the perfect efficiency of the body, which means health. And yet if a discussion is started with the mother on his home conditions and way of living, she will often exclaim in a surprised tone: "But my child is not ill." Custom has blinded us to unhealthy conditions, and made us content with subnormal health and vigour. This is particularly unfortunate in a country of light and great spaces, where healthy conditions are within the reach of most, and where we have such magnificent specimens of health among the pick of our population.

Medical inspection should aim not merely at the discovery of physical or mental defect, important as this is, but at the prevention of defect, or, more correctly, at the attainment of the ideal of perfect health. But this means the careful supervision of the conditions of school life, not only that they may not produce ill-health or physical defect, but that they may contribute to the healthiness of the school children. Physical culture and games play a very important part in this, and though this fact is recognised in theory, in practice it often happens that for one reason or another they are neglected. Our material is, on the whole, good, its possibilities great, but many children's physique is poor, and their physical development unsatisfactory, quite apart from the question of malnutrition.

Many parents consider that drill and organised games are unnecessary because the children get enough exercise. Sometimes the excuse given is that the children's time is so taken up they have no time for drill, or are too tired for any physical exercise.

Let us consider the first argument. The child, before he comes to school, is in constant movement, and finds in his own free play the opportunity of exercising his muscles and gaining control of his movements. Anything like formal drill is unnecessary, but simple games with other children give him what he needs. When he comes to school he spends several hours a day indoors, and much of that time he is sitting. As he progresses up the school the time he spends in school or on his school work increases, and at the period of most rapid growth in adolescence he is often promoted to secondary and high school standards, and spends seven to eight hours a day in sedentary work. He needs something to counteract the influence of a life which is unnatural considered from the point of view of the growing body, and properly thought out movements, which give every group of muscles healthy exercise will help his body to develop symmetrically, and give his brain control over his body, so that it is the quick and accurate servant of his will. The improved circulation and deeper breathing which follow exercise carry off the fatigue products and stimulate metabolism, so that his mental work is benefitted.

If this is true of the boy, it is even more urgently necessary for the girl. Boys as a rule get far more open air life and games than girls. A girl's growth and development at adolescence are crowded into a shorter period than a boy's, and it is just when the body is growing most rapidly that exercise is cut down to a minimum. She is too old for the children's games, there may be no chance of organised games, and long country walks are often unsafe. Even if the school has drill and gymnastics, in far too many cases it is considered that drill is bad for a girl and that she is better without. This prejudice, more marked in the country districts than the towns, seems to be due to an entire misconception of the meaning of physical culture. The exercises given in drill are not intended to develop huge muscles or to produce acrobats, or even athletes. They are designed to give to each group of muscles movements which will produce a symmetrical, well-developed body, completely under the control of the brain which directs it. We have only to look at a group of older children in a school where there is no physical culture to see how far we are from this ideal. There are cramped chests, with poor air entry and unexpanded lower ribs, in which the breathing is

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shallow and superficial. There are asymmetrical chests marked by grooves and depressions. There are rounded shoulders and poking chins, and this pose has become so habitual that the children cannot stand properly erect, with the correct position of head and spine. Sometimes there is slight lateral curvature, due to faulty positions in the desks, and there may be asymmetry of the hips. Protuberant abdomens, flabby muscles and a tendency to flat foot may be seen. Muscle control is poor, as shown in unsteady balance and lack of accuracy in movement, and often joint movements are clumsy and limited because the joints are never flexed or extended to their fullest capacity. These are the results of neglect of physical culture under school conditions, but because the deviations from the normal are often slight at the beginning, or because they produce no dramatic illness or obvious defect, they are not remarked, and we remain satisfied with a level of physical development which should cause us much discontent.

In the primary schools there is, in most instances, some time allowed for physical exercises. When the child comes to school he usually gets all he needs in the kindergarten games and simple exercises, and should not do much in the way of formal drill. In the standards there should be regular short periods for drill, and it is far better to arrange for short periods every day, or several times a week, than for one long period once a week. It is possible to overtire children and do harm by giving one period of forty minutes once a week, as is done in some schools. The result is that requests to be excused from drill multiply, and with some reason.

If the full psychological benefit is to be obtained from the drill lesson, it should be taken as a break between classes, not, as in some schools, at the first period of the day; sometimes the only drill period is the first period on Monday morning. The drill period should, whenever possible, be taken out of doors, and should be preceded by handkerchief drill, and breathing exercises. Most primary schools have made some provision for drill, though it is often not satisfactory, but the greatest difficulty arises in the secondary and high schools. As we said before, the school work here makes increasing demands, and the child is usually at the period of most rapid physical growth. Yet in a very large number of schools we find drill in the primary department, but it is dropped entirely after Standard VI, just at the very time when it is most needed. Many reasons are given for this,—the difficulty of arranging the time table, the lack of a teacher who is prepared to teach it, or, most common of all, lack of time in a crowded syllabus. But this last excuse shows a complete misunderstanding of the position. The raised level of physical health and efficiency which follows proper physical culture has its effect on the mental work of the pupil, and it would be truer to say that the fuller the curriculum and the more work demanded from the pupil, the more essential it is that provision should be made for physical culture and games.

Difficulties of time-table and staffing are problems, but some schools do solve them successfully, when they realise the importance of the subject. It would certainly help to have teachers available who have taken a short course in physical culture, or attended a vacation course in the subject, in addition to the specialised physical culture teachers who have taken a full course.

It is the girls who suffer most from the lack of exercise. The boys have the cadet drill, and where this is combined with physical exercises it is most valuable, though in some places, unfortunately, there are no Swedish exercises or drill proper, and the so-called drill is merely marching. But the boys usually have a certain amount of cricket and football, and are able to get out for long walks, or working on the farm.

The girls, on the other hand, are much more indoors when out of schools, and in many country places have no opportunity for games. Their life is much more sedentary, and in some places, even if there is drill at school, there is prejudice against it for girls. The result is that cramped chests, round shoulders, asymmetrical bodies, constipation and anæmia are common. These remarks do not apply to the girls' high schools. Contrary to the general opinion, which seems to be that the high school girl is fatigued and unfit, the physical condition of the girls in the girls' high schools, where drill and organised games are taken regularly under trained supervision, is much superior to the average girl in the country mixed high school, where drill is often entirely dropped after Standard VI. Physical exercise of the right sort, so far from harming girls, raises their level of health. Statistics of half day or day absences among girls show that the older girls are oftener away in schools with no drill or games than in schools with regular gymnasium, drill and games for every girl.

The question of excuses from drill and games is one that often comes up. Many anæmic and listless girls ask to be excused from drill, not understanding that what they need to correct their tired feeling is exercise. In cases like this where the girl is flabby and out of condition she should be allowed to begin gradually, and work up to the full period. Boys and girls with serious heart disease or other definite defect should be excused on a medical certificate, and after an illness it is often necessary to excuse a child for a while until completely restored. But wherever possible, if drill is missed regularly and not for an occasional day, a medical certificate should be submitted, and unless the condition is permanent, the exemption should be limited. It frequently happens that children are obliged to drop all exercises temporarily after an illness, but later, when they have recovered, they continue to regard themselves as invalids and unable to drill, when often they are in need of fresh air and exercise to counteract their sedentary school life. Over-fatigue is rarely due to exercise. It is usually some other factor—late hours, irregular meals, or malnutrition—and these should be corrected in place of blaming the drill and games, and so adding yet another factor to produce ill-health. Their effect is to increase the child's capacity for work, physical and mental. This is not a theoretical statement. It can be proved by comparing schools in which children of similar type work under similar conditions, except that one considers the physical development of its pupils, and the other ignores it. A difficulty we would not expect to meet in this country is lack of space for games. But in the towns this is often a problem, and even in country areas it is often very difficult to get any available land. Towns and dorps grow irregularly without much consideration for the future, and we should try to see that in every village and town land is set apart for sports. We already have far too many schools with inadequate playgrounds and no ground for games.

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Countries where physical culture has a place on the curriculum have complained that it is often the worst taught subject. If unsuitable excuses are given, or the children are allowed to take up bad starting positions, it will fail entirely to develop the healthy body we aim at. The Department has now undertaken the training of physical culture teachers, which shows that the subject is reckoned as important. In view of the differing conditions under which the schools work, of the difficulties which surround the arrangements for teaching it, of the prejudice against it in some quarters, and of the fact that often neither the principal nor the inspector is prepared to point out mistakes or offer much guidance to a physical culture teacher, it would seem advisable to keep them in touch with their training centre, either by regular visits from a lecturer on physical culture or a physical culture organiser or by vacation courses. This recommendation is the result of watching the difficulties which the teacher has to meet, and her need of occasional help.

The Department is training its own candidates for physical culture teaching, and it is highly desirable that some one should be specially appointed to travel through the Province for the purpose of encouraging and assisting these teachers in what is often a hard fight against ignorance and prejudice on the part of both teachers and parents.

The expenditure on such an appointment would be amply repaid in the quality of the work done and the improvement of the children's health resulting from such inspection. Every modern education authority has such officials, and we consider that this Department should make a forward move in this respect.

It would also be extremely useful to have vacation courses for the ordinary teachers, so that every school would have a member of the staff who would be prepared to take Swedish drill. Apparatus and more difficult movements should only be given by a fully qualified physical culture teacher.

#### DIET AND FOOD VALUES.

Very closely connected with the question of physical efficiency is the question of diet, and the arrangement of meals. Here the problems of medical inspection overlap those of agriculture science and domestic science in the schools. We must regard them as a whole, and make use of every help we can to reach our standard of perfect health. One of the problems in the Cape Province is how to provide a balanced diet for the community. The details of the problem vary in different districts. In one, the difficulty may be the provision of fresh food, fruit and vegetables. In another, it may be the provision of fat—milk and butter are unobtainable, and other fat hard to procure. It is interesting to notice that a change in the breed of sheep can accentuate the housewife's problem. The tail of the Afrikander sheep provided excellent fat, but it is much more difficult to get now than a few years back. In other areas the diet difficulty is excess of carbohydrate. The teaching of domestic science must therefore have special reference to local conditions, the provision of substitutes, what to do in times of drought to minimise the harmful effects on health, what local foods or dishes are of value, so that in each area the children's diet may contain all the elements of

healthy body-building in an inexpensive form, and the children may be alert and full of energy. The extension of this teaching to the primary schools, which is now beginning, is of the utmost value, and if the subject is presented in the right way and is carried out in the life of the community, it will have a profound influence on physical development. Where school gardens are being started it will be possible to grow food which may be used in the domestic science teaching, for it will be little use for the housewife of the future to know what she should give her family, if the farmer husband does not believe in growing it.

Another place where the domestic science classes can help the children's physical condition is in the country school, where the children come long distances to school. It has always been a great problem how to prevent the fatigue which comes of so long a time away from home without a meal, and the malnutrition which results from the fact that the children do not get, or do not eat, a dinner on their return in the afternoon, so that often their only real meal is eaten in the week-end. Where a domestic science room has been fitted up, or any provision made, for teaching cookery, it should be possible to arrange for something hot to be served in the winter months to those children who come a long distance to school, or even for a light meal at the break. It may be necessary to educate parents and teachers to realise how much the children's work and physique will improve, for at present there is often less consideration given to the child's meals and timetables than to the study of the feeding of poultry or cattle, but if in the end we can reach the level of some other countries—Denmark may serve as example—where meals are served regularly at school at cost price or free to children who do not go home to a meal, we shall see a great improvement in our school children, and more markedly in the country child. Owing to the conditions of his life his physique is, on the average, undoubtedly below that of the town child. There is certainly something here which urgently demands to be put right.

#### OBSERVATIONS ON A COUNTRY AREA.

Conditions differ widely in the Cape Province, and the problems of health and education change with the changing circumstances of the school and the child. Sometimes an area is so separate, that it is possible to deal with it as a unit, and compare it with the average. Namaqualand is a district which has been much before the notice of the public lately, and it may be of interest to discuss the physical condition of the children here.

Two visits have been paid for medical inspection, one in 1922 and one in 1925, and the following statistics are for those schools which fall in the area of Namaqualand itself, including schools under the boards of Springbok, Garies and Van Rhynsdorp.

Here again, owing to the small staff of inspectors, it was not possible to give the time required to visit the very small schools, but in Namaqualand this does not much affect the statistics, for in this thinly-populated and dry area a high proportion of the children are educated in the hostels established by the Education Department under the Dutch Church. It has been reckoned that about 60 per cent. of the school population of Namaqualand is in the indigent boarding houses, and of the children medically

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inspected 80 per cent. were in boarding houses. Except in Springbok the whole school was examined at the inspection. At Springbok only those falling in the routine age groups have been included in the statistics, cases specially selected for defect being excluded, and the figures for Grootmist in 1922 were not included, because, in spite of more than one attempt, the inspection party failed to get through to Grootmist in 1925. The floods had washed away the usual road and buried the alternative track attempted in impassable sand.

In studying the figures it will be noted, first, that the percentages defective in Namaqualand were 26 and 27 per cent., against an average of 36 per cent. for the Province; but it is soon obvious that this difference is almost entirely due to the fact that teeth in Namaqualand are excellent. The percentage with four or more decayed or sepio is 1.3 per cent. in Namaqualand, against an average of 18 per cent. for the Province. If we allow for this, the percentage of other defects is, on the whole, slightly higher in Namaqualand—roughly 22 to 18. The percentage of children requiring treatment in 1922 was 20 per cent., very nearly the Province average of 23 per cent., but it fell to 9 per cent. in 1925. In 1922, however, the percentage of skin diseases was 12 per cent. against the Province average of 2.5 per cent., and in 1925 this had fallen to 6 per cent. This difference in the incidence of skin disease is very interesting in view of the conditions. In 1922 the children were visited at the end of the dry season, before the rains had had their effect on the diet. In 1925 the rains had fallen some time before, and the children had for some time been having fresh goats' milk, and eating the little berries and the roots which are found on the veld after rain. In 1922 boils and pustules were common, and an epidemic of scabies had left septic sores, which refused to heal; in 1925, after the rains, hardly a single case of boils, septic sores or veld sores was seen.

Between the two visits occurred the severe drought, and malnutrition rose from 8 per cent. to 13 per cent., against a Province average of 6 per cent. There is no doubt that these figures would have been much higher if the children had been living entirely at home, but, as was mentioned before, 80 per cent. of those examined were in boarding houses. Even under these conditions, where there is no shortage of food or actual hunger, the difficulty of providing a balanced diet in a drought, and of having sufficient water for cleanliness, coupled with the poor food at home during the holidays, has raised the incidence of malnutrition from 8 per cent. in 1922 to 13 per cent. in 1923, against a Province average of 6 per cent.

External eye diseases rose from 2 per cent., the same as the Province average, to 5 per cent. in 1925. The increase was due to increased conjunctivitis and chronic inflammation. This is probably due to the increased dust and glare during abnormally dry seasons. So far as defects of eyesight go the Namaqualand child has better sight than the average child—3 per cent. against 7 per cent. There is no difference which calls for remark in the incidence of other defects.

The percentage of children who obtained treatment is lower than the average—44.6 to 60 per cent., and it would probably have been still lower were it not that scabies, skin diseases and simple eye inflammations may often be successfully treated by the house mother carrying out the directions left by the medical inspector. Where it was necessary to get treatment that could not be given

in this way, *e.g.*, defective eyesight, adenoids, etc., very few children had any treatment. This is very much to be regretted, because when the children are gathered in from their scattered homes for education we have an excellent chance to treat physical defects. If we fail to do so, much of the money spent on the child's education is wasted, and in the future we shall have inefficient citizens. The question of providing treatment was discussed with each koshuis committee and school board, but it undoubtedly is a very difficult problem in these areas where distances are great and doctors few. In the towns the difficulty is the numbers who need help, in the country the difficulty is the cost of the journey to the doctor. But if we aim at a healthy people and value for our money spent on education, we must make some provision for the treatment of the physically defective child.

It seems likely that, in spite of the rains, the year's harvest in Namaqualand will again be poor, and no doubt the conditions will be reflected in the health statistics of the children. But we must remember that our statistics deal only with actual defect, and there may be much vague ill-health, listlessness and fatigue which does not show in statistics. To get positive health in children, not a mere absence of disease, needs knowledge among parents, teachers and housemothers, knowledge of what a child requires in food, sleep, exercise and surroundings, and of how to minimise or counteract difficulties due to droughts and climate. The vacation courses will help teachers greatly in this, but they need the support and encouragement of public opinion behind them in their difficult work.

#### COMPARISON OF NAMAQUALAND AREA TO AVERAGE OF PROVINCE.

	Average year in whole Province.	Namaqualand.	
		1922.	1925.
No. examined in routine groups .. ..	8600—8300	467	448
Percentage of defective children .. ..	36%	26%	27%
Requiring treatment .. ..	23%	20%	9%
Verminous (nits or vermin) .. ..	13%	10%	7%
Malnutrition .. ..	6%	8%	13%
Teeth (4 or more decayed or sepias) ..	18%	1%	3%
Nose and throat .. ..	3%	3%	3.5%
Eye diseases (inflammation, etc.) .. ..	2%	2%	4.5%
Defective vision .. ..	7%	3%	3%
Ear defects .. ..	2%	1%	.8%
Defective hearing .. ..	2%	2%	1%
Skin diseases .. ..	2.5%	12%	.6%
Defects of nervous system .. ..	.6%	.6%	.1%
Deformities .. ..	1%	.2%	.1%
Anaemia .. ..	1.3%	2%	1%
Lung diseases .. ..	.7%	.2%	.1%
Organic heart disease .. ..	.3%	—	.4%
Other defects .. ..	.3%	.8%	2%
Percentage who obtained treatment recommended .. ..	60%	first visit.	44.6%

In our statistical summary this year we have separated the figures relating to the younger group of children examined from those affecting the older group, so as to ascertain whether there was any particular difference in the incidence of defects. The general totals show that as far as defects generally are concerned there is little difference between the two groups. When the different defects are analysed, however, certain marked differences

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are disclosed. Malnutrition is much more marked among eight-year-old than among fifteen-year-old children, especially so in the case of the girls. Also defects of the nose and throat, such as adenoids, are nearly twice as frequent among the younger group. On the other hand defects of vision are from two to three times as numerous among the older children for boys and girls. In both groups girls are much worse than boys.

These figures indicate the effect of school work upon the eyesight of the scholars, and show clearly how the curriculum of work for the girl is prejudicial to her well-being.

We are glad to note a diminution in the amount of malnutrition throughout the Province as a whole. The percentage this year is about 5 per cent. Last year it was just under this figure and the previous year a little over, so that, as far as this defect is concerned, conditions have improved, for during the first three years of our work here the percentage was about double the present.

We would also draw attention to the improvement in the percentage of verminous children—the figure this year has dropped to less than half that of last year and reflects some credit on the nursing staff for the work they have carried out during the past year or two. It is also a proof of increased vigilance and care on the part of teachers.

The re-examination of last year's defective children who were recommended to obtain medical treatment shows a percentage of treated cases identical with last year's total, viz., just about 60 per cent. It does not appear that this percentage will be exceeded until facilities for medical treatment are greater.

In certain rural areas there is no possibility of adequate treatment locally, and the expense of certain appliances, *e.g.*, spectacles, renders the position hopeless as far as the comparatively indigent are concerned.

All the other Provinces in the Union make some provision more or less adequate to deal with this problem, and it does not seem fitting or right that the Mother Province should lag behind in this respect.

*General Total: Medical Inspectors' Work.*

	European.	Non-European.
Number of schools visited .. .. .	157	3
Number of training schools visited ..	10	—
Number of indigent boarding houses visited	40	—
Number of addresses to teachers, students and parents .. .. .	41	—
Total number of children examined ..	11,818	222
Total number of parents present .. ..	3,068	50

*General Total: School Nurses' Work.*

Number of medical inspections assisted .. ..	285
Number of school visits .. .. .	359
Number of children examined .. .. .	16,194
Number of homes visited .. .. .	840
Lectures .. .. .	137
Indigent boarding houses and other institutions visited	35

MEDICAL INSPECTION STATISTICS.  
EUROPEAN SCHOOLS, 1925.

No. of European Schools visited: 157.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older	Yngr.	Older	Yngr.	Older			
Number examined ..	2,023	2,090	2,065	1,882	4,088	3,972	1,516	1,563	3,079
Number defective ..	665	657	642	672	1,307	1,329	669	689	1,358
Percentage defective	33	31	31	36	32	33	44	44	44
Number of defective children recommended for treatment ..	384	384	401	451	785	835	330	420	750
Number of directions to teachers .. .. .	617	336	558	600	1,175	936	514	691	1,205
Number of parents (or guardians) present	712	269	797	301	1,509	570	455	534	989
Number of objections ..	—	—	—	—	—	—	—	—	—
Number of verminous children .. .. .	36	19	297	147	333	166	36	222	258

	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.
Analysis of Defects:								
Malnutrition	155	106	118	27	—	1	—	—
Teeth ..	282	267	278	287	235	251	240	275
Nose & Throat	68	43	86	42	41	20	60	26
Eye .. ..	28	26	25	21	4	3	5	4
Vision ..	67	147	93	239	50	72	55	113
Ear .. ..	18	28	22	16	9	6	11	7
Hearing ..	28	41	36	24	12	12	15	8
Speech ..	11	10	2	1	—	—	—	—
Skin .. ..	35	35	27	20	19	15	13	7
Heart:								
Organic ..	8	16	6	10	—	—	—	—
Functional	4	4	2	6	—	—	—	—
Anaemia ..	11	9	15	40	4	4	10	32
Lung .. ..	15	8	19	4	2	3	9	..
Nervous System ..	12	15	6	5	1	—	2	1
Intelligence	7	7	8	6	—	1	—	—
Deformities	23	16	10	14	3	2	3	3
Other defects	85	58	55	41	34	21	11	11

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.	Treat-ment ob-tained.	No treat-ment ob-tained.
No. of Re-examinations ..	294		385		679	
No. of children recommended for treatment	646		896		1,542	
No. of children who obtained treatment ..	352		558		910	
Defects:						
Dental disease ..	137	144	251	186	388	330
Nose and Throat disease	40	53	44	55	84	108
Eye disease and defective vision .. .. .	74	57	159	86	233	143
Ear disease and deafness	24	8	15	8	39	16
Other diseases ..	80	46	108	44	188	90

## NON-EUROPEAN SCHOOLS, 1925.

No. of Non-European Schools Visited : 3.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined ..	55	44	46	17	101	61	27	14	41
Number defective ..	21	15	12	3	33	18	12	9	21
Percentage defective	38.1	34.1	26.1	17.6	32.6	29.5	44.4	64.3	51.2
Number of defective children recommended for treatment ..	12	8	8	1	20	9	7	4	11
Number of directions to teachers ..	10	6	2	1	12	7	9	4	13
Number of parents (or guardians) present	13	9	16	7	29	16	1	4	5
Number of verminous children ..	1	3	15	5	16	8	—	4	4

No. defects present.	No. defects recommended for treatment.	No. defects present.	No. defects recommended for treatment.

Analysis of Defects :	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Yng.	Old.	Yng.	Old.	Yng.	Old.	Yng.	Old.				
Malnutrition	10	1	4	1	—	—	—	—	2	2	—	—
Teeth ..	8	3	9	—	8	3	7	—	5	—	3	—
Nose & Throat	—	1	1	—	—	—	—	—	—	1	—	—
Eye ..	—	1	—	—	—	—	—	—	—	—	—	—
Vision ..	1	6	1	2	1	4	1	1	1	5	1	4
Ear ..	2	2	1	—	1	—	1	—	1	—	1	—
Hearing ..	1	2	—	—	1	1	—	—	1	—	—	—
Speech ..	—	2	—	—	—	—	—	—	1	—	—	—
Skin ..	1	—	—	—	1	—	—	—	2	1	2	—
Heart :												
Organic ..	—	—	—	—	—	—	—	—	—	1	—	—
Functional	—	—	—	—	—	—	—	—	—	—	—	—
Anaemia ..	—	—	—	—	—	—	—	—	—	—	—	—
Lung ..	1	—	—	—	1	—	—	—	—	—	—	—
Nervous System ..	1	—	—	—	—	—	—	—	—	—	—	—
Intelligence	2	—	—	—	—	—	—	—	1	—	—	—
Deformities	—	1	—	1	—	—	—	—	—	—	—	—
Other defects	—	—	—	—	—	—	—	—	—	1	—	—

## RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
No. of Re-examinations ..	5	—	14	—	19	—
No. of children recommended for treatment ..	5	—	14	—	19	—
No. of children who obtained treatment ..	3	—	6	—	9	—
Defects :						
Dental disease ..	2	2	2	7	4	9
Nose and Throat disease	—	—	—	—	—	—
Eye disease and defective vision ..	—	—	4	1	4	1
Ear disease and deafness	1	—	—	—	1	—
Other diseases ..	—	—	1	—	1	—

## REPORT OF COMMISSIONER FOR INDIGENT BOARDING HOUSES.

REV. J. H. VAN WYK.

Signs of progress in many respects are not wanting. It is also true that good work is done in and by these boarding departments. On the other hand it cannot be denied that there are still many defects which should be remedied, that much, which should have been done, has been neglected, and that *the boarding-department scheme should be supplemented by a new educational undertaking if the country is not to be burdened with thousands of young people who, though they have passed the sixth standard, are still growing up and increasing as unemployable poor whites—still a growing burden to the State and the Church.* (See recommendation No. 6.)

In order to convey a true impression of the present position in these institutions the following should be reported under these different headings:

*Buildings.*—In the past year more than one suitable and elegant building has been completed by the Church and the Administration, and a number of plans for similar buildings have received Departmental approval. It was also gratifying to note the increased interest manifested by members of kerkraden in local boarding departments, with the result that buildings previously condemned have been altered, extended and satisfactorily equipped. The fact cannot, however, be stressed enough, that Act No. 25 of 1913 is applicable also to boarding departments for indigents. Under this Act committees are compelled to provide the children with medical aid, in which are included well-equipped hospital rooms. Though these committees have been urged thereto by definite instructions, yet a number of boarding houses have been found without a single hospital room, others with only one for both sexes, and again others in which these hospital rooms were placed at the disposal of teachers and visitors. Committees seem determined not to perceive or to believe, that by such action they are exposing the children to every kind of dangerous and infectious disease.

*Personnel.*—In the majority of boarding departments visited during the past year the personnel made a very favourable impression. In other cases the advice of the Administration with regard to the appointment of superintendents was ultimately after repeated painful experiences followed on compulsion. Unnecessary, undesirable and useless persons were dismissed, and applications for the vacant situations invited only from those who could furnish proofs, that they were well educated, that they had had the necessary experience, and that they were generally qualified for the position applied for.

Two cases of ill-treatment of pupils have occurred, and have been reported to the Education Department. It was painful to find that such cruelty resulted from the false notion held by house-fathers and teachers, that the child of poor white parents, simply because he is a poor white, must necessarily be a worse character than other children of well-to-do families.

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*Pupils.*—Generally good reports are received with regard to the conduct of the children in these boarding houses. At school, the teachers declare, they appear neat and clean, make good progress, and often take the highest places in their respective classes. It appeared also, that many had acquired a thirst for learning in these boarding houses. An ever-growing number of bursars and others, supported by friends and charitable associations, are now receiving secondary education in local and other high schools. One ex-pupil has matriculated with honours, and is now continuing his studies at one of the Universities.

*Finance.*—According to the regulations issued, financial books are being kept in all boarding houses. Annual Statements of Income and Expenditure are sent in to the Administration on a prescribed and printed form. In very many cases, however, these books are not properly kept. The bookkeepers are incompetent, and their statements worthless.

*General.*—In too many boarding houses there is overcrowding. In many cases it was due to force of circumstances, and this irregularity was allowed as a temporary arrangement, but in other cases it could only be ascribed to ignorance and wantonness. In such cases the grants should be limited to the accommodation supplied.

Against the *week-end vacation* serious complaints have been raised by teachers who declare, that the children who are allowed to spend the week-end at home do not return to school clean, attend their classes irregularly and do not make satisfactory progress. As a very pernicious custom this week-end vacation should be discontinued for good.

#### RECOMMENDATIONS.

- (1) In more than one boarding house no Attendance Register is to be found. It stands to reason, that the quarterly report, which must be rendered to the Public Accountant, cannot in such cases, be considered reliable. To avoid all appearance of evil, committees should not only keep the prescribed Official Register of children admitted, but also an Attendance Register, which, together with the Official Punishment Book, should be submitted to the Inspecting Commissioner on the day of inspection.
- (2) In several cases it was found, that the salary-grants had been drawn for superintendents whose appointments had not been notified to the Department, and also of assistant-superintendents who had never been appointed. All committees should be instructed to conform strictly to Regulations Nos. 12, 13 and 14 in the appointment of superintendents and their assistants.
- (3) The appointment of housefathers for girls' boarding houses should not be allowed. Even for boys' boarding houses their appointment is not absolutely necessary, and in most cases not desirable. As a rule, a well-educated and capable housemother, unmarried, or a widow without children, should be preferred. And the appointment of housefathers should only be sanctioned in cases where there is irrigable ground which they might cultivate

with the assistance of the boys for the benefit of the boarding house, or where there is an opportunity to teach the boys some trade.

- (4) The regulations contained in Pamphlet No. 1 should be revised, extended and proclaimed under Sections Nos. 10 and 381 of Ord. No. 5 of 1921.
- (5) All plans for new boarding house buildings should be approved of by the Administration before the rent-grant is determined or promised. As long as such plans do not comply with regulations Nos. 3 and 8, approval should be withheld.
- (6) Whereas Chapter 10 (Industrial Departments) of Ord. No. 5 of 1921 has fallen into desuetude, it has become necessary to consider the question: *what can and what must be done without delay for the hundreds who annually leave the boarding departments?* "You have the industrial schools; increase their number and use them" is no longer a conclusive reply to this serious question. No, the changed and ever-changing industrial, agricultural, commercial and economic conditions seem to require that a solution should also be looked for in other directions and by other means. If this view is correct, then the following questions come up for consideration and serious discussion: Is the solution desired not to be found in the use that can and should be made of existing industries conducted by financially strong companies? And again, is the solution not to be found in settlements on a large scale and on Government ground under the contemplated irrigation schemes, and in the depopulation of those districts where there are no prospects of an independent existence, and where thousands of pounds are annually spent on relief works and the free supply of the necessaries of life without relieving the State of its burdens and without saving the indigent for good?

## SCHOOL STATISTICS.

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## ABBREVIATIONS.

Sp. ..	Special School or Institution.
Sec. ..	Secondary School.
Prim. ..	Primary School.

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## CIRCUIT INSPECTORS :

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S. G. Joubert, B.A. :	<i>Aberdeen, Graaff-Reinet, Hanover, Murraysburg, Pearston, Richmond.</i>
J. A. Kelly, B.A. :	<i>Barkly East, Elliot, Maclear, Xalanga.</i>
J. C. W. Radloff :	<i>Jansenville, Prince Albert, Willowmore.</i>
T. W. Rein, M.A., Ph.D. :	<i>Fort Beaufort, Peddie, Victoria East.</i>
P. J. Retief, B.A. :	<i>Bredasdorp, Montagu, Swellendam.</i>
S. G. E. Rosenow, B.A. :	<i>Clanwilliam, Piquetberg.</i>
J. C. Ross, M.A. :	<i>Engcobo, St. Marks.</i>
P. D. Rousseau, B.A. :	<i>Robertson, Tulbagh, Wellington, Worcester.</i>
J. Roux, B.A. :	<i>Humansdorp, Uniondale.</i>
A. Scott, B.A. :	<i>George, Knysna, Mossel Bay.</i>
G. Siddle, M.A. :	<i>Steytlerville, Uitenhage.</i>
A. Sinton, M.A. :	<i>Cape Division No. 2.</i>
G. M. J. Slabbert, B.A. :	<i>Namaqualand, Van Rhynsdorp.</i>
E. J. Spurway, B.A. :	<i>Cathcart, Queenstown, Stockenstrom, Tarka.</i>
A. H. Stander, B.A. :	<i>Hay, Herbert, Kuruman.</i>
C. H. Stokes :	<i>Bedford, Cradock, Somerset East.</i>
J. F. Swanepoel, B.A. :	<i>Calvinia, Ceres, Sutherland.</i>
C. J. van der Merwe, B.A. :	<i>Beaufort West, Fraserburg, Laingsburg, Williston.</i>
H. Z. van der Merwe, B.A. :	<i>Ladismith, Riversdale.</i>
H. J. J. van der Walt, B.A. :	<i>Colesburg, Maraisburg, Middelburg, Molteno, Sterkstroom, Steynsburg, Venterstad.</i>
C. E. Z. Watermeyer, B.A., LL.B. :	<i>Cape Division No. 3.</i>
G. H. Welsh, B.A. :	<i>Bizana, Flagstaff, Lusikisiki, Mount Ayliff, Ntabankulu, Port St. John.</i>
D. J. W. Wium, B.A. :	<i>Gordonia, Kenhardt, Prieska.</i>
J. C. Zuidmeer, B.A. :	<i>Britstown, Carnarvon, De Aar, Hopetown, Loxton, Philipstown, Victoria West, Vosburg.</i>

INSPECTOR OF TRAINING COLLEGES : H. J. Anderson, M.A.  
 CHIEF INSPECTOR OF NATIVE EDUCATION : W. G. Bennie, B.A.  
 RELIEVING INSPECTOR : R. Bowie, M.A.  
 INSPECTOR OF INDIGENT BOARDING HOUSES : Rev. J. H. van Wijk.  
 MEDICAL INSPECTORS OF SCHOOLS : H. Maughan Brown, M.B., Ch.B.,  
 D.P.H. ; Elsie M. Chubb, B.A., M.D., B.S., D.P.H.

## DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

*Agriculture :*

Mr. C. W. Schmolke, M.Sc.

*Domestic Science :*Miss W. M. Currey : *Eastern Districts.*Miss R. Fouché, B.Sc. : *Western Districts.**Drawing :*

Mr. W. W. Rawson, A.R.C.A.

*Handwork :*Mr. J. M. Dovey : *Eastern Districts.*Mr. A. Burns : *Western Districts.**Infant School Method :*

Miss C. Drake.

Miss E. Tismeer.

*Needlework :*Miss H. Buyskes : *Eastern Districts.*Miss A. Cairncross : *Western Districts.*\*Miss A. M. E. Exley : *Transkei.*Miss M. Tebbatt : *Transkei.**Science :*

Dr. S. H. Skaife, M.A., M.Sc., Ph.D.

*Vocal Music :*Mr. A. H. Ashworth, Mus. Bac. (acting) : *Eastern Districts.*Mr. P. K. de Villiers, A.R.A.M., A.R.C.O. : *Western Districts.**School Nurses :*Mrs. G. E. Davies : *Chief School Nurse.*Miss D. Ackermann : *Assistant School Nurse.*Miss R. de Waal : *Assistant School Nurse.*†Miss G. L. Graham : *Assistant School Nurse.*Mrs. R. E. Clark : *Assistant School Nurse.*

\* Pensioned 30.6.25.

† Resigned 30.6.25.

## STATISTICS, 1925.

## SCHOOLS.

## EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 31st DECEMBER, 1925.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec. 1925.	Total, Dec. 1924.	Increase.
<i>European :</i>														
Schools under School Boards .. .. .	7	1	109	81	1,789	10	338	..	..	..	..	2,335	2,301	34
Labour Colony Schools .. .. .	..	..	1	..	7	..	1	..	..	..	..	9	10	-1
Church Schools .. .. .	..	..	..	..	35	..	..	..	..	..	..	35	35	..
Other European Schools .. .. .	5	1	2	1	25	..	13	..	..	..	..	47	67	-20
<i>European Schools, Dec., 1925</i> .. .. .	12	2	112	82	1,856	10	352	..	..	..	..	2,426	..	..
<i>European Schools, Dec., 1924</i> .. .. .	12	26	105	84	1,802	13	371	..	..	..	..	..	2,413	..
<i>Increase</i> .. .. .	..	-24	7	-2	54	-3	-19	..	..	..	..	..	..	13
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	1	2	14	2	..	..	..	..	..	19	17	2
Other Coloured Schools .. .. .	..	..	..	..	4	2	..	5	452	..	..	463	434	29
<i>Coloured Schools, Dec., 1925</i> .. .. .	..	..	1	2	18	4	..	5	452	..	..	482	..	..
<i>Coloured Schools, Dec., 1924</i> .. .. .	..	..	..	2	17	4	..	4	424	..	..	..	451	..
<i>Increase</i> .. .. .	..	..	1	..	1	..	..	1	28	..	..	..	..	31
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	1	..	..	..	..	..	..	1	1	..
Other Native Schools .. .. .	..	..	..	2	..	3	..	..	..	15	1,580	1,600	1,594	6
<i>Native Schools, Dec., 1925</i> .. .. .	..	..	..	2	1	3	..	..	..	15	1,580	1,601	..	..
<i>Native Schools, Dec., 1924</i> .. .. .	..	..	..	1	1	4	..	..	..	14	1,575	..	1,595	..
<i>Increase</i> .. .. .	..	..	..	1	..	-1	..	..	..	1	5	..	..	6
<b>Total Schools, 1925</b> .. .. .	12	2	113	86	1,875	17	352	5	452	15	1,580	4,509	..	50
<b>Total Schools, 1924</b> .. .. .	12	26	105	87	1,820	21	371	4	424	14	1,575	..	4,459	..

	Dec., 1925.	Dec., 1924.	Increase.
European Schools .. .. .	2,426	2,413	13
Coloured Schools .. .. .	482	451	31
Native Schools .. .. .	1,601	1,595	6
<b>Total Number of Schools</b> .. .. .	<b>4,509</b>	<b>4,459</b>	<b>50</b>

ENROLMENT.

ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 31ST DECEMBER, 1925.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec., 1925.	Total, Dec., 1924.	In- crease.
<i>European :</i>														
Schools under School Boards .. ..	638	38	36,890	14,794	71,463	701	2,500	..	..	..	..	127,024	125,449	1,575
Labour Colony Schools .. ..	..	..	264	..	569	..	10	..	..	..	..	843	889	—46
Church Schools .. ..	..	..	..	..	4,414	..	..	..	..	..	..	4,414	4,669	—255
Other European Schools .. ..	483	120	1,072	343	1,519	..	120	..	2	..	15	3,674	4,772	—1,098
<i>European Pupils, Dec., 1925</i> .. ..	1,121	158	38,226	15,137	77,965	701	2,630	..	2	..	15	135,955	..	..
<i>European Pupils, Dec., 1924</i> .. ..	1,169	1,464	37,362	15,463	76,470	901	2,939	..	..	..	11	..	135,779	..
<i>Increase</i> .. ..	—48	—1,306	864	—326	1,495	—200	—309	..	..	..	4	..	..	176
<i>Coloured :</i>														
Schools under School Boards .. ..	..	..	101	674	3,139	80	..	..	..	..	..	3,994	3,406	..
Other Coloured Schools .. ..	..	..	..	..	356	103	..	408	47,773	..	..	48,640	45,903	..
<i>Coloured Pupils, Dec., 1925</i> .. ..	..	..	101	674	3,495	183	..	408	47,773	..	..	52,634	..	..
<i>Coloured Pupils, Dec., 1924</i> .. ..	..	13	..	825	2,868	163	..	368	45,072	..	..	..	49,309	..
<i>Increase</i> .. ..	..	—13	101	—151	627	20	..	40	2,701	..	..	..	..	3,325
<i>Native :</i>														
Schools under School Boards .. ..	..	..	..	..	309	..	..	..	..	..	..	309	264	..
Other Native Schools .. ..	..	..	..	142	..	212	..	..	..	1,520	119,478	121,352	115,329	..
<i>Native Pupils, Dec., 1925</i> .. ..	..	..	..	142	309	212	..	..	..	1,520	119,478	121,661	..	..
<i>Native Pupils, Dec., 1924</i> .. ..	..	..	..	126	264	190	..	..	..	1,498	113,515	..	115,593	..
<i>Increase</i> .. ..	..	..	..	16	45	22	..	..	..	22	5,963	..	..	6,068
<i>Total Enrolment, European, Coloured and Native, Dec., 1925</i> .. ..	1,121	158	38,327	15,953	81,769	1,096	2,630	408	47,775	1,520	119,493	310,250	..	9,569
<i>Total Enrolment, Dec., 1924</i> .. ..	1,169	1,477	37,362	16,614	79,602	1,254	2,939	368	45,072	1,498	113,526	..	300,681	..

	Dec., 1925.	Dec., 1924.	Increase.
European Pupils .. ..	135,955	135,779	176
Coloured Pupils .. ..	52,634	49,309	3,325
Native Pupils .. ..	121,661	115,593	6,068
<i>Total Number of Pupils</i> .. ..	310,250	300,681	9,569

## EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1925.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools .. ..	7	5	12
Other Special Schools .. ..	1	1	2
High Schools .. ..	109	3	112
Secondary Schools .. ..	81	1	82
Primary Schools .. ..	1,789	67	1,856
Part-time Schools .. ..	10	—	10
Farm Schools .. ..	338	14	352
Total 1925 .. ..	2,335	91	2,426
„ 1924 .. ..	2,301	112	2,413
<i>European Enrolment :</i>			
Training Schools .. ..	638	483	1,121
Other Special Schools .. ..	38	120	158
High Schools .. ..	36,890	1,336	38,226
Secondary Schools .. ..	14,794	343	15,137
Primary Schools .. ..	71,463	6,502	77,965
Part-time Schools .. ..	701	—	701
Farm Schools .. ..	2,500	130	2,630
Coloured Schools .. ..	—	2	2
Native Schools .. ..	—	15	15
Total 1925 .. ..	127,024	8,931	135,955
„ 1924 .. ..	125,449	10,330	135,779

## NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1925.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools .. ..	5	408	15	1,520
High Schools .. ..	1	101	—	—
Secondary Schools .. ..	2	674	2	142
Primary Schools .. ..	18	3,495	1	309
Part-time Schools .. ..	4	183	3	212
Mission Schools .. ..	452	47,773	1,580	119,478
Total 1925 .. ..	482	52,634	1,601	121,661
„ 1924 .. ..	451	49,309	1,595	115,593

## AVERAGE ATTENDANCE OF PUPILS AT 31st DECEMBER, 1925.

	1925.	1924.	Increase.
European Schools .. ..	124,784	123,261	1,523
Coloured Schools .. ..	45,116	42,229	2,887
Native Schools .. ..	97,878	93,276	4,602
Total .. ..	267,778	258,766	9,012

## SEX AND RACE OF PUPILS AT 31ST DECEMBER, 1925.

	European Pupils.			Coloured Pupils.			Native Pupils.			Total enrollment, 1925.	Total enrollment, 1924.	Increase.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1925	70,558	65,397	135,955	25,693	26,941	52,634	54,337	67,324	121,661	310,250	..	
1924	70,641	65,138	135,779	24,054	25,265	49,309	50,458	65,135	115,593	300,681	..	
Increase	-83	259	176	1,639	1,676	3,325	3,879	2,189	6,068	..	9,569	

## AGES OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 30TH OCTOBER, 1925.

Age in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1925.	1924.
	Under 7 ..	452	492	232	243	2,197	1,968	85	80	5,749
7 ..	892	976	542	518	4,267	3,900	135	133	11,363	10,633
8 ..	1,175	1,214	638	670	4,772	4,313	152	145	13,079	12,725
9 ..	1,232	1,364	753	769	4,781	4,359	169	150	13,577	13,350
10 ..	1,303	1,420	778	737	4,801	4,341	176	148	13,704	14,231
11 ..	1,504	1,622	798	842	4,830	4,499	180	144	14,419	13,941
12 ..	1,600	1,710	798	858	4,601	4,382	159	139	14,247	14,151
13 ..	1,904	1,940	821	802	4,194	4,105	138	97	14,001	13,542
14 ..	2,232	2,133	807	800	3,393	2,987	119	82	12,553	12,118
15 ..	2,308	2,051	741	634	2,302	1,829	84	52	10,001	9,652
16 ..	1,976	1,664	412	374	680	520	45	18	5,689	6,027
17 ..	1,488	1,152	217	202	165	111	10	7	3,352	3,560
18 ..	872	638	82	52	30	24	6	4	1,708	1,929
Over 18 ..	804	296	36	25	16	10	1	1	1,189	1,296
Total ..	19,742	18,672	7,655	7,526	41,029	37,348	1,459	1,200	134,631	133,304

AVERAGE AGE, IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 30TH OCTOBER, 1925.

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-Classified.
High ..	7.4	8.4	10.0	11.1	12.0	13.2	14.1	15.0	16.0	16.8	17.8	15.7
Sec. ..	7.7	9.3	10.5	11.6	12.6	13.5	14.3	15.2	16.3	16.5	17.9	..
Prim. ..	7.4	9.0	10.1	11.3	12.3	13.3	14.1	15.1	17.6	..	18.0	..
Farm... ..	7.4	8.8	10.1	11.1	12.3	13.3	14.2	14.3	16.0	..	..	..

## CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 30TH OCTOBER, 1925.

Standards.	High.	Secondary	Primary.	Farm.	Total.	
					1925.	1924.
Sub-standards ..	4,547	3,036	19,559	608	27,750	27,196
Standard I. ..	2,701	1,676	10,226	381	14,984	15,183
.. II. ..	3,256	1,862	10,941	370	16,429	16,475
.. III. ..	3,510	1,949	11,602	398	17,459	17,198
.. IV. ..	3,534	1,833	10,414	358	16,139	15,898
.. V. ..	3,998	1,632	8,911	325	14,866	14,446
.. VI. ..	4,045	1,431	6,641	215	12,332	12,247
.. VII. ..	4,952	1,098	70	3	6,123	5,868
.. VIII. ..	3,501	627	12	1	4,141	4,638
.. IX. ..	2,247	22	..	..	2,269	2,151
.. X. ..	2,061	15	1	..	2,077	1,992
Unclassified ..	62	..	..	..	62	12
Total	38,414	15,181	78,377	2,659	134,631	133,304

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION DURING 1925.

Standards.	High.	Inter-mediate.	Primary	Part-time.	Mission.	Total.
Sub-Standard A ..	..	120	838	17	16,303	17,278
.. B ..	..	80	473	..	7,138	7,691
Standard I. ..	..	89	495	11	6,475	7,070
.. II. ..	..	57	439	12	5,594	6,102
.. III. ..	43	54	375	16	4,065	4,553
.. IV. ..	48	48	297	13	2,400	2,806
.. V. ..	60	67	176	7	1,062	1,372
.. VI. ..	12	54	130	..	524	720
.. VII. ..	45	74	..	..	25	144
.. VIII. ..	26	10	..	..	16	52
.. IX. ..	8	3	..	..	8	19
.. X. ..	11	..	..	..	..	11
Unclassified ..	..	..	3	..	12	15
Total ..	253	656	3,226	76	43,622	47,833

Student-teachers are not included. Of the pupils present at two successive inspections 75 per cent. were placed in a higher standard.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION DURING 1925.

Standards.	Secondary.	Primary.	Part-time.	Industrial.	Mission.	Total.
Sub-Standard A ..	..	47	97	..	42,486	42,630
.. B ..	..	28	21	..	16,756	16,805
Standard I. ..	..	29	13	..	13,725	13,767
.. II. ..	..	28	13	..	9,835	9,876
.. III. ..	..	28	4	1	8,268	8,301
.. IV. ..	..	27	4	8	5,435	5,474
.. V. ..	..	66	..	57	2,634	2,757
.. VI. ..	25	41	..	65	1,871	2,002
.. VII. ..	68	..	..	..	26	94
.. VIII. ..	46	..	..	..	..	46
.. IX. ..	..	..	..	..	..	..
.. X. ..	..	..	..	..	..	..
Unclassified ..	..	..	..	177	1	178
Total ..	139	294	152	308	101,037	101,930

Student-teachers are not included. Of the pupils present at two successive inspections 65.1 per cent. were placed in a higher standard.

TEACHERS.

*European Teachers in European Schools at 30th June, 1925.*

European Training	80
Special	7
High	1,574
Secondary	596
Primary	3,430
	(24)
Part-time	5
Farm	394
Total, 1925	6,086
Total, 1924	5,971

*European Teachers in Coloured Schools.*

Coloured Training	14
High	4
Intermediate	6
Primary	14
Part-time	(4)
Coloured Mission	172
Total, 1925	210
Total, 1924	200

*European Teachers in Native Schools.*

Native Training	67
Secondary	5
Primary	1
Native Mission	34
Total, 1925	107
Total, 1924	119

*Total European Teachers in Non-European Schools*

1925	317
1924	319

*Coloured Teachers.*

Coloured Training	2
High	5
Intermediate	19
Primary	60
Part-time	(2)
Coloured Mission	904
Native Mission	13
Total, 1925	1,003
Total, 1924	948

*Native Teachers.*

Native Training	12
Secondary	2
Primary	8
Part-time	(5)
Coloured Mission	62
Native Mission	3,217
Total, 1925	3,301
Total, 1924	3,308

Total number of European Teachers	6,403
Total number of Coloured Teachers	1,003
Total number of Native Teachers	3,301

Total, 1925	10,707
Total, 1924	10,546

Part-time schools: The bracketed figures refer to teachers also employed at day schools.

TEACHERS HOLDING PROFESSIONAL A

Summary.	Certificated.				N. Eu. Sc.
	No. in European Schools.	No. in Coloured Schools.	No. in Native Schools.	Total.	
Province excluding Territories	5736	1070	943	7749	
Territories	107	16	1897	2020	
Total, 1925	5843	1086	2840	9769	
Total, 1924	5623	1011	2757	9391	

Class of School.	"Privy Council" Certificate.					Other British Government Certificate.				Other European Government Certificate.				
	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.
European Training Colleges and Schools	9	..	..	..	1	1	..	..	..	..	..	..	..	..
Special	..	..	..	..	..	..	..	..	..	..	..	..	..	..
High	49	4	3	4	24	6	1	5	..	2	3	..	1	..
Secondary	9	1	2	..	3	2	..	..	..	1	..	..	..	..
Primary	2	1	5	5	45	..	..	..	1	3	..	..	..	..
Part-time	(2)	..	..	(3)	(4)	..	..	..	..	..	..	..	..	..
Farm	1	..	..	1	..	..	..	..	..	..	..	..	..	..
Total, 1925	70	6	10	10	73	9	1	5	1	6	3	..	1	..
Total, 1924	68	6	9	15	84	9	..	4	2	10	2	1	1	..

Class of School.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.
Coloured Training Schools	1	..	1	2	1	..	..	..	..	..	..	..	..	..
High	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Intermediate	1	..	..	..	1	..	..	..	..	..	..	..	..	..
Primary	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Part-time	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mission	..	..	..	..	6	..	..	..	..	..	..	..	..	..
Total, 1925	3	..	1	2	8	..	..	..	..	..	..	..	..	..
Total, 1924	2	..	..	3	4	..	..	..	..	..	..	..	..	..

Class of School.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.
Native Training Schools	9	3	2	3	19	..	..	..	..	..	..	..	..	..
Secondary	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Primary	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Industrial	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Part-time	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mission	2	..	..	..	4	..	..	..	..	..	..	..	..	..
Total, 1925	12	3	2	3	23	..	..	..	..	..	..	..	..	..
Total, 1924	10	3	2	3	29	..	..	..	..	..	..	..	..	..

Class of School.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualifications.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.
In European Schools	70	6	10	10	73	9	1	5	1	6	3	..	1	..
In Coloured Schools	3	..	1	2	8	..	..	..	..	..	..	..	..	..
In Native Schools	12	3	2	3	23	..	..	..	..	..	..	..	..	..
Total, 1925	85	9	13	15	104	9	1	5	1	6	3	..	1	..
Total, 1924	80	9	11	21	117	9	..	4	2	10	2	1	1	..
Increase	5	..	2	-6	-13	..	1	1	-1	-4	1	-1	..	..

Note —Part-time



PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS, 30TH JUNE, 1925.

	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Certificated, 1925	100	100	96	96.8	96.8	100	86	93.8	85.1	94.9	84.2	91.2
Certificated, 1924	100	81	95.4	96	95.1	80	80.7	94.1	83.4	96.1	81.2	89

SEX OF TEACHERS AS AT 31st DECEMBER, 1925, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Male	22	13	658	218	871	42	29	9	513	45	1,912	4,296
Female	58	87	1,013	404	2,641	2	313	10	689	34	1,381	6,543
Total 1925	80	100	1,671	622	3,512	44	342	19	1,202	79	3,293	10,839
Total 1924	81	75	1,543	649	3,370	60	371	13	1,109	77	3,267	10,613
Percentage of male teachers, 4th qr., 1925	27.5	100	33.4	35	24.8	95.5	8.5	47.4	42.8	57	58	39.7
Percentage, 4th qr. 1924	30.9	65.3	38.3	32.5	23.4	96.7	9.2	53.8	44.7	57.1	58	39.5

\*Teachers teaching at more than one school are counted once in the total.

RACE OF TEACHERS AS AT 30th JUNE, 1925, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.						Coloured Schools.					Native Schools.				Total No. of Teachers.						
	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Coloured Training Schools.	High.	Intermediate.	Primary.	Part-time.	Coloured Mission.	Total.	Native Training Schools.	Secondary.		Primary.	Part-time.	Native Mission.	Total.		
European Teachers	80	7	1574	596	3430	[24]	394	6086	14	4	614	(4)	172	210	67	5	1	34	107	6403		
Coloured Teachers	..	..	..	..	..	..	..	..	2	5	19	60	(2)	904	990	..	..	..	13	13	1003	
Native Teachers	..	..	..	..	..	..	..	..	..	..	..	..	62	62	12	2	8	(5)	3217	3239	3301	
Total 1925	80	7	1574	596	3430	5	394	6086	16	9	25	74	(6)	1138	1262	79	7	9	(5)	3264	3359	10707
Total 1924	80	126	1618	614	3189	8	336	5971	17	..	27	70	..	1082	1190	76	7	9	2	3285	3379	10546

Note—Part-Time Schools: The bracketed figures refer to teachers also employed at day schools.

## SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1926.

	Division.	School.	Remarks.	Estimated	Voted	Estimated	Amount	Amount
				Cost of Scheme	1924-25.	Expenditure 1924-25.		
				£	£	£	£	£
SCHOOLS.								
1	Aberdeen	Aberdeen High	Including Fencing	4,000	4,000	—	4,000	—
2	Albany	Riebeeck East	Additions. To complete.	400	400	—	400	—
5	Aliwal North	Lady Grey	To complete	11,000	—	—	6,000	—
6	Barkly East	Barkly East Sec.	Additions. To commence.	8,000	4,000	—	4,000	—
7	Barkly West	Grootkop	Additions	100	—	—	100	100
8	do.	Waldeck's Plant	—	1,500	—	—	1,500	38
9	do.	Windsorton	—	1,900	1,900	—	1,900	1,854
11	Beaufort West	Beaufort West Preparatory.	Alterations and Additions.	1,500	—	—	1,500	700
12	do.	Girls' Secondary	Purchase site	700	700	—	700	700
13	Bizana	Bizana	Additions	600	600	—	600	540
16	Butterworth	Butterworth	Additions	750	—	—	750	—
17	Cala	Cala	Additions	750	—	—	750	—
18	Caledon	Caledon High	To complete	100	100	—	100	100
20	do.	Bot River Station	—	1,500	—	—	1,500	14
22	do.	Grabouw	—	1,000	—	—	1,000	—
25	do.	Stanford	To complete	75	75	—	75	46
27	Calvinia	Calvinia High	Additions. To commence	5,000	2,500	—	2,500	931
28	do.	Brandvlei	Additions	1,200	1,200	—	1,200	795
30	Cape	Hope Lodge	To complete	4,800	1,000	—	4,800	4,146
31	do.	Broad Road	do.	6,750	4,000	3,450	3,300	3,300
32	do.	Goodwood	—	6,000	3,000	—	6,000	6,000
33	do.	Rondebosch Boys' Preparatory.	To complete	3,025	2,400	1,175	1,850	1,770
34	do.	Wynberg Flats	do.	850	800	800	50	43
35	do.	Plumstead Flats	do.	550	800	500	50	33
36	do.	Anderdale	do.	1,300	800	650	650	648
37	do.	Lansdowne	do.	550	800	300	250	181
38	do.	Retreat	do.	2,100	1,600	1,150	950	840
39	do.	C.T. Central	do.	5,150	1,789	2,450	2,700	2,700
40	do.	Mountain Road	Levelling Playgrounds.	1,750	1,100	425	1,325	1,325
41	do.	Maitland Schools	Drainage	1,100	—	—	1,100	1,005
42	do.	Newlands Coloured	To commence	5,000	—	—	3,500	3,500
43	do.	Chapel Street (East Park).	To adjust Local Loan.	675	—	—	675	—
44	Ceres	Ceres High	Additions	800	800	—	800	800
49	East London	General Sewerage	—	3,700	—	—	3,700	3,433
54	Fraserburg	Fraserburg Secondary.	Additions	1,250	1,250	—	1,250	497
57	Gordonia	Keimoes	do.	1,650	1,650	—	1,650	—
58	do.	Ram Island	—	800	—	—	800	—
60	do.	Uppington	Additions and Fencing.	1,300	—	—	1,300	889
61	Graaff-Reinet	Volkskool	To complete	3,000	—	—	3,000	1,838
62	do.	Union High	To commence	15,000	—	—	5,000	—
63	do.	Adendorp	—	3,000	3,000	—	3,000	5
65	Herbert	Saratoga	—	750	—	—	750	—
70	Kenhardt	Kakamas Central	To complete	2,300	2,300	—	2,300	—
71	do.	Karos	—	1,050	1,050	—	1,050	15
72	do.	Neillersdrift	—	2,500	—	—	2,500	—
73	do.	Oranjedal No. 1	—	500	—	—	500	—
74	do.	Oranjedal No. 2	—	500	—	—	500	—
75	do.	Paarden Eiland	—	1,500	—	—	1,500	20
76	do.	Alheit	—	2,500	—	—	2,500	16
77	Kentani	Kentani	Additions	575	550	—	575	575
78	Kimberley	Kimberley	General Drainage	6,800	—	—	6,800	1,818
81	do.	Warrenton	Secondary School. To commence.	9,000	—	—	5,000	3,285
83	King William's Town.	Berlin	Additions	500	500	—	500	369
87	Knysna	Knysna Primary	Purchase and alterations.	3,000	3,000	2,000	1,000	827
88	Kuruman	Deben	—	700	700	—	700	679
89	Ladismith	Ladismith High	Additions	3,000	3,000	—	3,000	2,620
90	Mafeking	Mafeking	Additions	5,000	2,000	—	5,000	39
91	Malmesbury	Moorreesburg	do.	6,750	2,000	—	6,750	500
92	Matatiele	Matatiele	To complete	100	100	—	100	9
93	Middelburg	Middelburg High and Hostel.	do.	2,900	2,900	—	2,900	2,266
95	Molteno	Stormberg Junction.	do.	100	100	—	100	100

## SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1926.

	Division.	School.	Remarks.	Estimated	Voted	Estimated	Amount	Amount
				Cost of Scheme	1924-25.	Expenditure 1924-25.		
				£	£	£	£	£
Brought forward								
96	Montagu	Ashton	—	600	600	—	600	—
97	do.	Excelsior	To complete	1,125	1,080	1,025	100	81
100	Mount Ayliff	Mount Ayliff	—	600	—	—	600	7
101	Mount Currie	Kokstad	Further provision	15,000	—	—	5,000	2,458
102	Namaqualand	Garies	To complete	2,400	2,400	1,400	1,000	1,000
103	do.	Wallekraal	do.	1,750	1,750	925	825	637
104	do.	Nieuwefontein	—	1,125	—	—	1,125	9
105	do.	Grootriet	—	1,125	—	—	1,125	—
106	do.	Springbok Sec.	Water Supply	475	—	—	475	366
110	Oudtshoorn	Oudtshoorn Boys'	Woodwork-room	1,300	1,300	—	1,300	939
111	do.	Oudemurasië Wes.	—	700	700	—	700	34
112	do.	Le Roux	—	1,000	1,000	—	1,000	—
113	do.	De Hoop	—	2,500	—	—	2,500	—
114	do.	Armoed South	To complete	75	75	—	75	61
115	do.	Armoed South : Teachers' Residence	Purchase	525	525	—	525	500
117	Paarl	La Rochelle Girls'	Additions	1,500	1,500	50	1,450	—
118	do.	Wellington Boys' High.	Further provision	12,500	—	—	4,000	—
119	Peddie	Peddie Secondary	—	3,000	3,000	—	3,000	—
122	Piquetberg	Veldrift	To complete	75	75	—	75	75
123	do.	Halfmanshof	—	2,000	—	—	2,000	58
124	Port Elizabeth	Erica Girls'	Drainage. To complete.	100	100	25	75	49
127	Prieska	Zwemkuil	—	500	—	—	500	137
128	Prince Albert	Prince Albert High	Additions	3,000	3,000	—	3,000	2,792
129	Queenstown	Queen's Drive	Further provision	9,500	3,000	425	8,075	2,867
132	Stellenbosch	Gordon's Bay	—	2,000	2,000	—	2,000	2,000
135	do.	Brackenfell	Additions	350	—	—	350	346
136	Sterkstroom	Sterkstroom	Additions	2,500	—	—	2,500	—
139	Steynsburg	Steynsburg High	—	7,500	3,000	—	7,500	910
146	Tsolo	Tsolo	—	1,200	1,200	—	1,200	300
147	Tsomo	Tsomo	—	1,025	1,000	—	1,025	1,025
149	Uitenhage	Addo	—	1,500	1,500	—	1,500	1,226
150	do.	Muir College	Additions	1,000	1,000	—	1,000	—
151	do.	Innes	Improvements and Drainage.	800	800	—	800	781
152	do.	Junior Primary	Additions	150	150	—	150	—
154	Umtata	Umtata High School and Hostel.	Conv. old Boarding Dept. and Erection of new one.	5,000	—	—	5,000	—
155	Uniondale	Avontuur	—	1,050	1,050	—	1,050	—
156	Van Rhynsdorp	Klaver	—	1,500	1,500	—	1,500	293
157	do.	Van Rhynsdorp	Additions	1,000	—	—	1,000	123
158	do.	Spruitdrift	—	1,000	—	—	1,000	—
159	Victoria West	Loxton	—	5,000	2,000	—	5,000	—
160	do.	Vosburg	Water Supply	150	150	—	150	148
162	Vryburg	Vryburg High	To commence	10,000	—	—	5,000	19
163	do.	Vryburg High	Latrines	400	400	—	400	383
165	Willowmore	Waalakraal	—	1,000	—	—	1,000	4
166	do.	Willowmore High	Additions	3,000	—	—	3,000	—
167	do.	Rietbron	do.	1,300	—	—	1,300	—
168	Wodehouse	Dordrecht Primary	To commence	6,000	3,000	—	4,000	—
169	do.	Grey's Pan	—	2,250	2,250	—	2,250	5
170	Worcester	De Doorns	—	650	650	—	650	363
171	do.	Kweek Kraal	To complete	625	625	475	150	143
BOARDING HOUSES—£26,750.								
174	Albert	Burghersdorp Boys'	To complete	625	350	—	625	217
184	Cradock	Kaalplaats	Hospital Accommodation and water. To complete.	200	200	100	100	2
188	East London	Selborne Boys'	—	12,150	5,000	200	11,950	10,748
191	do.	Selborne Servants' Quarters.	Rebuilding	275	275	—	275	199
193	Gordonia	Uppington	Conversion Old School Building.	1,500	—	—	1,500	1,355
195	Kenhardt	Pofadder	—	1,750	—	—	1,750	1,750
196	King William's Town.	Girls' High	Improvements. To complete.	400	400	325	75	52
201	Namaqualand	Springbok Boys'	Alterations and Improvements.	350	350	—	350	319
202	do.	Gamoep	To complete	800	800	—	800	800
203	Richmond	Richmond	—	3,000	—	—	3,000	—
208	Tulbagh	Tulbagh	Purchase	1,325	1,300	—	1,325	1,310
210	Van Rhynsdorp	Nieuwerust	—	3,000	—	—	3,000	19
214	Vryburg	Vryburg	Purchase and alterations.	2,000	—	—	2,000	1,650

## SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31ST MARCH, 1926.

## TRAINING SCHOOLS AND HOSTELS—£6,000.

Division.	School.	Remarks.	Estimated Cost of Scheme	Voted 1924-25.	Estimated Expenditure 1924-25.	Amount	Amount expended during year.
215	Kimberley ..	Kimberley Training Hostel.	Brought forward Drainage ..	£ 400	£ 400	—	£ 400
219	Paarl ..	Paarl Training ..	Out-offices ..	600	600	—	600
220	Stellenbosch ..	Training School ..	To commence ..	12,000	—	—	5,000
							£ 90,858

## UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR YEAR ENDED 31ST MARCH, 1926.

Division.	School.	Amount
		£
Albany ..	Grahamstown, Elementary ..	31
Albert ..	Burghersdorp Primary ..	72
Beaufort West ..	Girls' ..	44
Bedford ..	Templeton Boarding ..	892
Caledon ..	Caledon High ..	193
Cape ..	Cape General Building Account ..	4,227
Cape ..	Afrikaans Medium ..	575
Fort Beaufort ..	Fort Beaufort Secondary ..	606
Garies ..	Garies Boarding ..	800
Garies ..	Garies and Wallekraal ..	109
George ..	Mount Pleasant Teachers' Quarters ..	52
Herbert ..	Bucklands ..	18
Hopetown ..	Brakfontein ..	150
Kentani ..	Kentani ..	85
King William's Town ..	Fairview ..	146
Mafeking ..	Malopo Diggings ..	692
Malmesbury ..	Malmesbury Boys' Hostel ..	223
Maraisburg ..	Hofmeyr ..	140
Molteno ..	Stormberg Junction ..	128
Namaqualand ..	Gamoep Boarding ..	200
Nieuwoudtville ..	Nieuwoudtville ..	150
Oudtshoorn ..	Oudtshoorn Training College ..	131
Petrusville ..	Petrusville ..	372
Piquetberg ..	Velddrift ..	92
Piquetberg ..	Krom Rivier ..	650
Queenstown ..	Queenstown Boys' High ..	74
Stellenbosch ..	Gordons Bay ..	697
Uitenhage ..	Dolley Primary ..	394
Uitenhage ..	Kirkwood ..	14
Wodehouse ..	Rossouwdsdorp ..	129
		£12,086

## GRANTS OF LAND FOR SCHOOL PURPOSES, 1925.

School Board.	School.	Area.		Donor.
		Sq. Mgn. Roods.	Sq. Feet.	
Albany ..	Grahamstown ..	62	5·025	Grahamstown Municipality.
Albert ..	Burghersdorp (Albert Academy).	2 99	40	Burghersdorp Municipality.
Aliwal North	Aliwal North Training Institute & Boarding School for Girls.	5 238	72	Aliwal North Municipality.
Calitzdorp ..	Calitzdorp High ..	6	7	Mr. H. L. Potgieter.
George ..	Muiskraal (Hansmoeskraal).	1 1	6	London Missionary Society.
Graaff-Reinet	Adendorp Public	1	—	Mr. H. J. Mare.
Kimberley ..	Warrenton ..	6	—	Dutch Reformed Church.
King Wm.'s Town.	Welcome Wood Primary.	— 566	137·70	Mr. H. Stratford.
Nieuwoudtville.	Ounap Central ..	2	—	Mr. A. J. Kamfer.
Oudtshoorn	Matjiesrivier ..	1 233	58	Mr. T. J. Terblans.
Oudtshoorn	Oudemurasie Wes	— 289	114	Rev. P. S. van der Westhuizen and Mr. J. J. le Roux.
Oudtshoorn	Oudemurasie Wes	— 165	10	Mr. J. G. van der Westhuizen.
Steynsburg	Paul Kruger High	9 552	80	Steynsburg Municipality.
Van Rhynsdorp.	Nieuwerust ..	1	—	Mr. J. J. de Kock.
Vryburg ..	Vryburg High ..	— 147	131·6991	D.R. Church.
Wodehouse	Dordrecht Public:			
	(a) ..	— 300	—	
	(b) ..	— 339	136	Dutch Reformed Church.
	(c) ..	— 261	48	
<i>Parliamentary Grants.</i>				
Barkly West	Barkly West:			
	Lot 54 ..	— 141	127·521	
	Lot 74 ..	— 388	107·424	
Bathurst ..	Port Alfred Sec. ..	10 319	25	
Butterworth	Enthlambe Mission	1	—	
Calvinia ..	Achter-Hantam ..	2	—	
Cape ..	Wynberg Boys' ..	— 72	57·11	sq. ins. (granted under the provisions of the "Titles Registration and Derelict Lands Act, 1881).
Cape ..	Blaauwberg			
	Strand: (a) ..	— 574	1	
	(b) ..	— 186	59	
Clanwilliam	Lamberts Bay ..	— 68	208	
Kenhardt ..	Karos ..	4	— 11·44	
Kuruman ..	Olifants Hoek ..	1 25	—	
Matatiele ..	Matatiele: Lot 1	2 463	95	
	Lot 2	1 28	48·2	
	Lot 3	— 392	123	
Qumbu ..	Qumbu ..	— 298	88	
Tsolo ..	Tsolo ..	2 134	104	
Uitenhage ..	Addo Public ..	3 11	36	

GRANTS OF LAND FOR SCHOOL PURPOSES, 1925.—*continued.*

School Board.	School.	Area.		Donor.
		Sq. Mgn.	Sq. Roods. Feet.	
<i>Grants under Section 320 of Ordinance 5 of 1921.</i>				
Cape ..	Balvenie Estate..	1	25 —	
Cape ..	Bellville—Kuils River.	—	553 143	
East London	Chalumna River (Kidd's Beach).	—	559 89	
East London	Chalumna River (Kayser's Beach).	1	25 —	
George ..	Wilderness Township.	—	566 140	
Graaff-Reinet	Kendrew Township.	—	566 140	
Loxton ..	Loxton ..	2	219 53	
Malmesbury	Koringberg ..	1	181 36	
Paarl ..	Huguenot—Klein Drakenstein.	1	25 —	
Prince Albert	Welgemoed ..	1	160 138	

## FINANCE.

## EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR ENDED 31ST MARCH, 1925.

	£	s.	d.	£	s.	d.
<i>Salaries and Allowances :</i>						
Head Office Staff .. .. .	23,868	11	7			
Inspectors .. .. .	37,265	8	7			
School Board Staff .. .. .	44,963	11	9			
				106,097	11	11
<i>Travelling Expenses :</i>						
Head Office Staff .. .. .	432	4	3			
Inspectors .. .. .	16,114	10	1			
School Boards, including members attending meetings .. .. .	5,656	5	7			
				22,202	19	11
<i>Incidental Expenses :</i>						
Printing and Stationery .. .. .	4,334	14	5			
Printing and Stationery, Requisite Store .. .. .	516	2	2			
Cost of Telegraph and Telephone Services :						
Telegrams .. .. .	595	15	11			
Telephones .. .. .	199	19	4			
Interest and Redemption Charges on advances by Union Government..	96,104	10	0			
Interest and Redemption Charges on special loans from Union Government (£600,000, Coloured Education £12,000 and Capitalisation of Requisite Store £60,000) ..	81,134	13	7			
Insurance of School Buildings and other Insurances .. .. .	1,252	4	0			
Railage, Insurance, Forwarding Charges, Wagon Hire, etc., Requisite Store .. .. .	7,671	15	8			
Office Requisites, Books and Book-binding, Uniforms, Stores, Rent and Petty Expenses, Furniture, Fittings, etc. .. .. .	1,006	14	0			
School Boards and School Committees : Office Rent, Cleaning, Advertising, Printing, Stationery, Telephones, Telegrams and Miscellaneous Expenses, including Elections .. .. .	8,403	19	7			
Medical Inspection of Schools ..	1,757	7	7			
Commissions, Committees, Enquiries, Legal and Miscellaneous Expenses (including certain irrecoverable overpayments on account of Teachers' Salaries, Rent and Superintendent's Grants, etc., total Overpayments £78 3s. 1d.) ..	897	8	2			
Government Contribution towards Pension Fund .. .. .	1,924	3	0			
Grant to supplement School Board Officials' Pension Fund .. .. .	250	0	0			
				206,049	7	5
<i>TRAINING OF TEACHERS, ETC.</i>						
<i>General :</i>						
Salaries of Instructors, Instructresses and Departmental Examiners ..	8,136	11	2			
Subsistence and Transport, etc., of Instructors, Instructresses and Departmental Examiners .. .. .	4,340	12	3			

[C.P. 2—'26.]

## FINANCE.—continued.

	£	s.	d.	£	s.	d.
Grant to Student Teachers' Loan Fund (including Irrecoverable Loans £53)	12,300	0	0			
Vacation Courses and Teachers' Classes	73	13	3			
Examination for Certificates, Science, Art and Manual Training and Arts Scholarships, Merit Grants, and Expenses of Competitions and Exhibitions, etc. . . . .	6,654	13	9			
Bursary Grants to Intending Teachers at Universities . . . . .	2,449	17	6			
Sub-total . . . . .	33,955	7	11			
<i>School Board and Departmental Training Schools :</i>						
Teachers' Salaries and Allowances . .	32,507	1	7			
Student Teachers' and Probationers' Grants . . . . .	8,319	0	0			
Rent of School Buildings and Land for School Purposes . . . . .	616	0	0			
Caretaking and Cleaning . . . . .	587	14	6			
Lighting, Rates and Taxes, Sanitation and Water . . . . .	525	0	3			
Interest on Local Loans . . . . .	1,185	5	5			
Repairs to School Buildings . . . . .	154	3	4			
Furniture, Equipment and Repairs thereto . . . . .	656	19	8			
School Books and Requisites . . . . .	390	8	1			
Advertising, Printing and Stationery . .	30	5	3			
Travelling Expenses of Teachers . . . .	10	9	9			
Miscellaneous . . . . .	173	18	5			
Hostels: Rent, Rates and Taxes, Interest on Local Loans, Furniture and Equipment, Repairs, House- hold and other expenses (including Superintendents' Grants, Super- vision, Matrons' Salaries and Ser- vants' Wages) . . . . .	12,909	16	6			
Sub-total . . . . .	58,066	2	9			
<i>Aided and Other Schools :</i>						
Teachers' Salaries and Allowances, including Trade Teachers . . . . .	34,243	10	11			
Student Teachers' and Probationers' Grants . . . . .	9,008	0	3			
Maintenance Grants to Students at Native Training Schools . . . . .	5,260	4	2			
Rent, Interest, General Maintenance and other Expenses, including special grants on account of interest on Local Loans . . . . .	2,098	6	5			
Requisites, Furniture, Equipment, Cleaning, Caretaking, Sanitation, etc., etc. . . . .	928	12	9			
Student Teachers' monthly train and tram fares . . . . .	425	7	6			
Sub-total . . . . .	51,964	2	0			
				143,985	12	8

## AGRICULTURAL AND INDUSTRIAL SCHOOLS.

*School Board and Departmental Schools and  
Single Teacher Departments.*

Salaries of Teachers, Instructors and Stockman, including salary of of mechanic, Willowmore Motor Industrial School from 1.1.1922 . .	3,326	12	9
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## FINANCE.—continued.

	£	s.	d.	£	s.	d.
Rent, Requisites, Fittings, Materials, Travelling and other Expenses . .	6,323	17	3			
Household Expenses of Boarding De- partments, including Matrons' Salaries, Servants' and Labourers' Wages and Water Rates . . . . .	2,031	1	9			
Sub-total . . . . .	11,681	11	9			
<i>Aided and Other Schools :</i>						
Salaries . . . . .	12,223	17	3			
Maintenance Grants for Apprentices Indigent Boarders . . . . .	12,148	16	0			
Rent, Interest and Redemption Charges, Matrons' Servants, and Miscellaneous Expenses, etc. . . . .	1,610	7	6			
Requisites, Furniture, etc. . . . .	288	8	1			
Sub-total . . . . .	26,271	8	10			
				37,953	0	7

## SCHOOLS—GRANTS-IN-AID, ETC.

*School Board, School Committee and Depart-  
mental Schools.*

Teachers' Salaries and Allowances (in- cluding Furlough £1,250) . . . . .	1,388,015	6	6
Rent of Land and Buildings for School Purposes . . . . .	30,079	9	5
Caretaking and Cleaning . . . . .	26,303	14	2
Lighting, Rates and Taxes, Sanitation and Water . . . . .	12,297	15	4
Interest on Local Loans . . . . .	9,881	16	10
Repairs to School Buildings (including extraordinary repairs £15,000) . . . .	28,674	18	4
Furniture, Equipment and Repairs thereto . . . . .	34,478	5	0
School Books and Requisites . . . . .	31,641	19	3
Advertising, Printing and Stationery . .	367	18	2
Travelling Expenses of Teachers . . . .	1,189	12	1
Conveyance of Children . . . . .	6,873	8	4
Maintenance Grants for Indigent Chil- dren . . . . .	2,265	9	4
Boarding and Transport Bursaries for Secondary Education . . . . .	24,296	18	8
Miscellaneous Expenses . . . . .	5,001	18	6
Hostels: Rent, Rates and Taxes, Interest on Local Loans, Furniture and Equipment Repairs and Household Expenses, etc. (includ- ing Superintendents' Grants, Supervision, Matrons' Salaries and Servants' Wages, etc.) . . . . .	82,785	9	0
School Buildings or Extensions not exceeding £500 . . . . .	264	2	1
School Fees of Children of persons killed or permanently disabled on Active Service . . . . .	1,461	13	3
Sub-total . . . . .	1,685,879	14	3

*Aided and Other Schools :*

Salaries and Allowances (including special grant "Astra" Girls' Students Residence for Superin- tendent. £50) . . . . .	54,119	18	9
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[C.P. 2—'26]

FINANCE.—*continued.*

	£	s.	d.	£	s.	d.
Rent of Land and Buildings for School purposes (including special grant "Astra" Girls' Students Residence, for rent £100) .. .. .	442	10	0			
Cleaning, Caretaking, Sanitation, Water, etc. .. .. .	778	18	6			
Furniture and Equipment .. .. .	1,376	6	10			
School Books and Requisites .. .. .	1,150	2	3			
Maintenance Grants for Indigent Children .. .. .	2,072	8	2			
School Fees of Children of Persons killed or permanently disabled on Active Service .. .. .	185	12	6			
General Maintenance of Schools and Miscellaneous Expenditure, etc. .. .	365	10	3			
Sub-total .. .. .	60,491	7	3			
<i>Mission Schools :</i>						
Salaries .. .. .	270,354	16	6			
Bonus to certain teachers .. .. .	12,136	12	11			
Rent, Interest and Miscellaneous Expenditure, etc. .. .. .	845	7	3			
Cleaning, Caretaking, Sanitation and Water .. .. .	4,174	8	7			
Furniture and Equipment .. .. .	12,607	9	3			
School Books and Requisites .. .. .	11,422	6	7			
School Fees of children or persons killed or permanently disabled on Active Service .. .. .	—					
Special Grant from Union Government for Native Education .. .. .	30,230	14	11			
Sub-total .. .. .	341,771	16	0			
<i>Boarding Houses for Indigent Children :</i>						
Superintendents' and Asst. Superintendents' Grants (including salary and expenses Boarding House Commissioner) .. .. .	12,406	11	4			
Rent Grants .. .. .	11,284	5	3			
Maintenance Grants for Indigent Children .. .. .	116,256	18	4			
Sub-total .. .. .	139,947	14	11			
				2,228,090	12	5
<i>Good Service Allowances to Teachers .. .. .</i>	17,585	14	8			
				17,585	14	8
				2,761,964	19	7

## STUDENT TEACHERS' FUND—INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

## ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1925.

	£	s.	d.	£	s.	d.	
To Cash receipt .. .. .	672	8	4	By Balance 1st April, 1924 .. .. .	87	17	2
				.. Allowance to Student Teachers .. .. .	336	0	0
				.. Balance 31st March, 1925 .. .. .	248	11	2
	£672	8	4		£672	8	4