



# CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

## REPORT

OF THE

## SUPERINTENDENT-GENERAL

OF

## EDUCATION

FOR THE YEAR ENDED 31<sup>ST</sup> DECEMBER,

1918.

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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, 1918.

Department of Public Education,  
Cape Town, 31st August, 1919.

THE HONOURABLE THE ADMINISTRATOR,  
Province of the Cape of Good Hope.

SIR,—I have the honour to submit the report on the work of the Department for the period of fifteen months, ended 31st December, 1918.

At the outset I should like to call attention to the fact that although this period closed with the end of the calendar year, the statistical data are still mainly derived from the returns for the third quarter, at which time conditions are comparatively stable and afford the most satisfactory basis of comparison.

Besides being a record of work for the period mentioned, the present report contains indications of certain changes in the existing system which commend themselves to one in reviewing the present-day educational position in the light of possible future developments.

My actual tenure of office began in July, 1918. The data placed at my disposal, however, enable me to give a survey of the full period from 1st October, 1917.

I have the honour to be,

Sir,

Your obedient Servant,

W. J. VILJOEN,  
Superintendent-General of Education.

CHAPTER I.

**A BRIEF REVIEW.**

I should like to take this opportunity of expressing my appreciation of the great services rendered to the cause of education in the Cape Province by Sir Thomas Muir during his tenure of office, which extended from 1892 until 1915. The problems with which he was met, and which he succeeded largely in bringing to a successful issue, were:—

- (a) to ensure that every child of school age should regularly attend school and obtain at least an adequate elementary education;
- (b) to provide the schools necessary to receive the children;
- (c) to secure a sufficient staff of teachers for the schools;
- (d) to enlist the interest and financial aid of the communities for whose immediate benefit the schools were established;
- (e) to create and develop progressively the necessary administrative staff at the head office and in the field.

How efficiently he dealt with the first problem is best shown by the increase in the actual school enrolment, which advanced in the case of European pupils from 32,336 in 1892 to 101,588 in 1915, and in the case of non-European pupils from 50,918 in 1892 to 131,401 in 1915. At the same time regularity of attendance was enhanced by the introduction of the compulsory principle in the School Board Act of 1905.

This measure provided a sound financial basis for new as well as existing schools, the old voluntary system of guarantees being replaced by one of corporate local responsibility—a change which was all the more necessary in view of the increased enrolment. During the whole period the number of schools for European pupils increased from 731 to 2,700 and the number of those for non-European pupils from 779 to 1,848.

The great problem then, as now, was the suitable provision of the necessary number of qualified teachers. The requirements of the larger schools were partly met by the supply of teachers from overseas and by local teachers who had completed the Second Class Certificate Course. The real difficulty was the staffing of the large number of small country schools which were established throughout the Province. A solution was sought in the pupil-teacher system—a system which, in spite of its recognised defects, was in the existing circumstances the only means of supplying the needs of the country. It prevented many schools from being closed and thousands of pupils from being denied the rudiments of education.

The financial position at the time of Sir Thomas Muir's retirement is fittingly summed up by him as follows:—

In regard to the European population, whose interests are cared for by School Boards, there is no cause for uneasiness. The proportions of income for educational purposes, derived respectively from the central authority, from parents in the shape of fees, and from a local educational rate, may vary from time to time; but there has been definitely established a responsibility for educational expenditure which did not formerly exist, and which alone permits of continuous development. In the case of the non-European section, the position has undoubtedly improved in the Province proper by a higher rate of Government aid, and in the Native Territories by the assistance given locally through the Transkeian General Council. But in these directions improvements may still be looked for. As has been remarked on more than one occasion in the past, the work undertaken by the missionary churches in superintending the education of the non-European section of the population is a most valuable service, nobly performed, and it is, no less than the education of European children, a work for which the State is ultimately responsible.

Lastly, to meet the needs of the additional schools and of the increased enrolment, the head office staff and the inspectorate were steadily increased; and the appointment of departmental instructors in certain subjects, an inspector of high schools, and an inspector of training schools, provided for development in special directions.

Steady progress, partly along the lines laid down by Sir Thomas Muir, and partly in new directions, was made during the term of office of Mr. Charles Murray as Acting Superintendent-General of Education. The number of European pupils attending school in 1918 had increased to 116,491, and of non-European pupils to 138,397. The number of student-teachers, European and non-European, had risen from 3,782 in 1915 to 5,086 in 1918. That in itself was no slight achievement in the midst of the strain and unsettled conditions of a great war. Perhaps the most notable feature of this period of transition was the determined effort made by the Department to put into effect the provisions of the Language Ordinance of 1912, as amended and supplemented by the Language Certificate Ordinance of 1916. Special mention should be made of the Teachers' Salaries and Pensions Ordinance of 1917—a timely and beneficent measure, intended to remove individual grievances, and to raise the status and improve the conditions of service of the teaching profession as a whole. By the School Board Act Further Amendment Ordinance (No. 7 of 1917) the leaving age of pupils was raised to fifteen years and the standard of compulsion to Standard V.

Altogether the educational record of the past twenty-five years is a great one. The foundations have been securely laid, above all in administration and in the scientific quantitative adjustment of organisation to growing needs. Development and change are inevitable; they are Nature's law. But much of the constructive work of the past will endure, and real reform in all branches of school activity has been made possible by the work that has preceded. To ignore the achievements of the past and begin *de novo* would be not only an educational blunder, but also an impeachment of the integrity of those who have laboured before.

## CHAPTER II.

### ADMINISTRATION.

#### A. Head Office.

The outstanding event of the year has been the retirement of Mr. Charles Murray, M.A. His association with the Department began as far back as 1889, when from the position of Assistant Professor of Classics and Mathematics at Victoria College, Stellenbosch, he entered the inspectorate. Two years later he was appointed to the secretaryship of the Department, a post which he held continuously up to the time of his retirement. In 1899, in 1905, and again in 1911, Mr. Murray acted as Superintendent-General of Education. In 1915, on the retirement of Sir Thomas Muir, he was once more called to fill the post, and special reference has already been made to the important progress effected under his guidance. In difficult and troublous times he laboured with single-minded zeal in the interests of education. His sterling character, his devotion to duty, his fine natural courtesy and consideration of others, won the affection and regard of the staff and of all with whom he came into contact.

Through the death of Mr. G. F. W. Hagen, B.A., in October, 1918, the Department lost one of its oldest servants. Mr. Hagen entered the Cape teaching service in 1884,

and held appointments in a number of public schools. In 1895 he became an educational survey officer, and two years later was promoted to the inspectorate. In 1912 he was transferred to the head office. Some of Mr. Hagen's best work was done in the Transkei, where he proved himself a zealous and efficient supervisor of native education.

The reorganisation of the work of the Department referred to in the report of 1917 has now been fully carried into effect. The division is based on the distinction between activities of a professional and purely administrative character. The professional section is directly under the control of the Superintendent-General of Education, while the administrative section, dealing with matters of finance, buildings and equipment, is housed in the office of the Administrator.

Though the pressure of work due to the application of the Salaries and Pensions Ordinance has been somewhat reduced, the burden of the head office staff has been increased in other directions, and the remark made in last year's report is, unfortunately, still applicable:

The experience of the past year has emphasized the urgent need for the increase in the number of responsible officers on the staff, if merely the ordinary work of the Department be carried on.

Now that the war is over, I feel strongly that the time has come to remove a hardship of many years' standing, and I sincerely trust that the staffing of the head office will soon be placed on a proper basis. Prompt, effective and intelligent administration is impossible if the senior officials suffer from the strain of constant overwork. Even the head of the Department is, under existing conditions, compelled to do work that could be done by subordinate officials, with the regrettable result that hardly any time is left for educational reforms and constructive work.

#### B. Inspectorate.

At the close of 1917, Mr. O. J. S. Satchel, M.A., retired from the inspectorate to assume the principalship of the Kimberley Boys' High School. His resignation was a great loss to the inspectorate, of which body he had been for fifteen years a valued member.

The retirement has to be recorded of Mr. Robert Rein after many years of meritorious service, and of Mr. J. Robertson, who entered the inspectorate in 1903, and leaves behind him a high reputation for thorough and conscientious work.

Additions to the inspectorate were made through the appointment of Mr. J. Chisholm, M.A., and Mr. P. J. Retief, B.A.

A very important appointment was that of Dr. K. Bremer, M.B., B.S., as the first medical inspector of schools under the Department. His resignation at the close of 1918 is deeply deplored. Dr. Bremer had a lofty conception of the duties of his post, as will be seen from his report, which appears among the appendices, and which will be of great value to his successor as well as to the teaching profession.

The death of Mr. W. Fraser, M.A., in October, 1918, is recorded with profound regret. Mr. Fraser came to South Africa immediately after the Anglo-Boer War, in 1902, and was attached to the staff of the Education Department of the then Orange River Colony, first as headmaster of a secondary school and from 1904 to 1909 as inspector of schools. From 1910 to 1912 he acted as organiser of the Council Schools in the Orange Free State Province, and when these schools were taken over by the Orange Free State Education Department Mr. Fraser joined the inspectorate of the Cape Education Department. He was an enlightened educationist; and in him the Province has lost one of its most valued public servants.

It became increasingly apparent to me, as I acquainted myself with the work of the Department, that the staff of inspectors in this Province, as compared with that of my previous Department and those of the other Provinces, was both numerically inadequate and seriously under-graded. While the average number of schools to each inspector in the Orange Free State was 81.7, and the number of pupils 3,560, in the Cape each inspector had an average of 124 schools and 6,972 pupils under his supervision. Owing to this state of matters, inspectors have not been able to visit the schools in their circuits so frequently as is desirable, especially in the more remote areas.

As regards the question of grading a gratifying improvement has been effected during the past year through the sympathetic consideration and support accorded by the Administrator to certain representations made to him early in the year, as a result of which the lowest grade on which inspectors were placed on appointment, which did not exist in the northern provinces, has now been abolished. There remains, however, a very serious discrepancy in respect of higher-grade posts as compared with the Transvaal. At the beginning of 1918 half the number of inspectors in the northern provinces were in the higher grade, while in the Cape only seven out of a total of forty-two were so graded.

#### C. Departmental Instructors.

The staff of departmental instructors now consists of fourteen—two each for singing, drawing and woodwork, three each for needlework and kindergarden method, and one each for cookery and nature study.

[C.P. 5—'19.]

Mr. A. B. Lamont, M.A., B.Sc., instructor in nature study, resigned the post, which he had held since 1908, to assume the principalship of the Kimberley Training School. Mr. Lamont did extremely valuable service in improving the teaching, not only of the subjects for which he was specially responsible, but also of arithmetic, geography and science.

Mr. J. M. Dovey was appointed instructor in manual training in succession to Mr. C. S. Young, whose retirement was recorded in the last report.

### CHAPTER III.

#### SUPPLY OF SCHOOLS.

**NUMBER OF SCHOOLS.**—In 1910, when primary and secondary education were placed under the control of the Provincial Administration, the number of schools for Europeans in the Cape Province was 2,266. At the beginning of the War, in 1914, the number had increased to 2,630. Even during the period of the War the increase was satisfactory, and in 1918 the number had risen to 2,840. On the other hand, there was a slight falling off in 1918, as compared with 1917, when the number of schools was 2,900. That decrease gives, however, no cause for anxiety; it was due to the policy of centralization pursued by the Department, which resulted in the closing of a considerable number of very small schools.

Apart from state-aided schools, there were in operation in the Cape Province, during the period under review, 107 private schools providing education for European pupils.

**CLASSIFICATION OF SCHOOLS.**—The following table shows, for the years 1917 and 1918, the distribution of schools for European children according to different types or classes of schools:—

EUROPEAN SCHOOLS.		1917.	1918.	Increase.
<i>Special Schools :</i>				
Training Colleges and Schools for Teachers	...	11	11	...
Art Schools	...	3	3	...
Schools of Music	...	1	1	...
Schools for the Blind, Deaf and Dumb	...	3	4	1
Industrial Schools	...	12	13	1
Domestic Science Schools	...	3	3	...
Other Schools	...	1	1	...
<i>Secondary Schools :</i>				
High Schools	...	50	56	6
Other Secondary Schools	...	48	45	-3
<i>Intermediate Schools</i>	...	98	110	12
<i>Primary Schools :</i>				
Udenominational Schools	...	1,904	1,894	-10
Church Schools	...	35	35	...
<i>Private Farm Schools</i>	...	688	643	-45
<i>Poor Schools</i>	...	24	3	-21
<i>District Boarding Schools</i>	...	1	1	...
<i>Evening Schools :</i>				
Technical Schools	...	5	4	-1
Commercial Classes	...	1	1	...
Elementary Classes	...	12	12	...
		<u>2,900</u>	<u>2,840</u>	<u>-60</u>

The Education (Teachers' Salaries and Pensions) Ordinance of 1917 brought about a change in the nomenclature of schools: The old terms *first class school*, *second class school* and *third class school* were replaced respectively by the designations *secondary school*, *intermediate school* and *primary school*. This was a change in the right direction. The first class school has always been viewed as a school offering a complete secondary course up to matriculation or an equivalent standard; the second class school as a school offering a portion of the secondary course, or a complete primary course enriched in the upper classes by the addition of subjects specially suited to the needs of the locality; and the third class school as a purely primary school working up to the standard V. or standard

VI. stage. The old terms were meant to denote range of curriculum; but unfortunately the impression gained ground that a second class school offered a second-rate quality of education, and the third class school a third-rate quality of education. Thus the real significance of the old terms was lost. The new terms refer definitely to range of curriculum.

It has now been definitely decided that the primary curriculum shall be viewed as ceasing on the completion of the standard VI. course, and that the secondary curriculum shall comprise a four years' course after standard VI. The time is ripe for a further alteration. Schools should be graded solely according to the curriculum followed, and should be divided into: (1) schools that offer part or the whole of the primary course only, and that do no secondary work; (2) schools that offer a two-years' secondary course beyond standard VI.; and (3) schools that offer a four years' secondary course beyond standard VI. The most suitable designations for these types of schools would probably be: (1) primary school; (2) junior secondary school; (3) senior secondary school. Before obtaining recognition as a junior secondary school, and consequently permission to work beyond standard VI., a primary school would require to show that the pupils completing the standard VI. course formed a sufficient constituency from which higher classes could draw. In the same way a junior secondary school would not be allowed to attempt senior secondary work unless an adequate constituency existed. In both cases the continuance of recognition would depend upon proper advantage being taken of the facilities provided.

**COUNTRY SCHOOLS.**—For some time past the Department has urged school boards to adopt a policy of consolidation in regard to country schools—in other words, to aim at having fewer schools with a larger enrolment in each, and to secure in as many schools as possible an enrolment which will justify the appointment of two teachers. Many of the school boards have exerted themselves earnestly in this matter, and the statistics for the third quarter of 1918 indicate a considerable general advance in this respect:—

EUROPEAN SCHOOLS UNDER SCHOOL BOARDS.			No. of Schools.	No. of Pupils.	Average No. of Pupils per School.
1917	...	...	2,750	104,195	37.8
1918	...	...	2,691	109,233	40
Increase for the Year.			-59	5,038	2.2

It will be seen that the number of pupils has increased very considerably, that there has been a reduction in the number of schools, mainly among the private farm schools, and that the average number of pupils per school has risen. These results are distinctly encouraging. The difficulties in the way of consolidation are connected with roads, with means of conveyance, and, in some cases, with the cost of providing a suitable building for a centrally-situated school. It is not expected that daily transport can usually be arranged for a greater distance than six miles; but recent developments have shown that local effort and enquiry can disclose means of transport which have not hitherto been supposed to exist; and the assurance is here repeated that the Administration is always prepared to authorise reasonable expenditure on the transport of pupils who are in necessitous circumstances.

It is scarcely necessary to point out that the Department does not desire to push the policy of consolidation to absurd extremes. There are, and probably always will be, in the rural districts of South Africa, places where the establishment of a small short-lived school is the only reasonable solution of the educational problem.

An extremely important measure is the Indigent Children Boarding House Ordinance of 1917. It provides for the education of children for whom even the private farm school is not available. Indigent children who live more than three miles from an existing school, and who have no other means of attending school, may be brought together into boarding-houses aided by the State, provided that the number of boarders is not less than 20; and the School Board of the district is required, if school facilities do not already exist, to establish a primary school in which the children of the boarding-house can be taught. At the close of the period under review, 28 indigent boarding-houses had been established, and no fewer than 931 children had been provided for.

The next step to be taken is the provision of industrial training, also in proximity to the boarding-houses, for children who have completed their primary school course. This whole scheme of indigent boarding-houses, combined with schools for general and industrial education, bids fair to offer some real solution of the "Poor White" problem in this Province.

There is need for the special training of student-teachers, who are likely to have charge of single-teacher schools. One experiment in this direction which will be followed with interest is the establishment of a small one-room practising school in connection with the Cape Town Training College. The experiment should give valuable results in the solution

of the problems of organisation which have to be faced by teachers who are in sole charge of small schools. It may be mentioned that the EDUCATION GAZETTE of 1st August, 1918, contained a suggestive article by Inspector Sinton on the organisation of the one-teacher school; and it is hoped that a departmental memorandum on the subject will be issued at an early date.

#### CHAPTER IV.

##### PUPILS IN SCHOOL.

**ENROLMENT.**—In 1910 the total European school enrolment was 82,315. At the end of September, 1918, it had risen to 121,910. As compared with the previous year the advance was 5,419, the normal annual increase being thus exceeded for the third time in succession by 2,000.

In addition to the above number, some 7,300 European pupils were attending private schools in the Province.

**ATTENDANCE.**—The average attendance of pupils was very satisfactory. In the main classes of European schools the percentage of attendance to enrolment was as follows:—

	Percentage of Attendance.
Secondary Schools ... ..	93.5
Intermediate Schools ... ..	93.1
Primary Schools ... ..	91.2
Private Farm Schools ... ..	95

**PUPILS IN THE VARIOUS STANDARDS.**—The following table shows, for 1917 and 1918, the number of pupils in each standard after inspection:—

	European Pupils in School.	
	1917.	1918.
Sub-Standards ... ..	30,849	31,490
Standard I. ... ..	13,837	14,073
"  II. ... ..	14,290	15,009
"  III. ... ..	13,221	14,225
"  IV. ... ..	12,389	13,192
"  V. ... ..	8,220	9,246
"  VI. or A. ... ..	5,863	6,315
"  VII. or B. ... ..	3,488	3,709
Ex-Standard (including stds. C, D and E.) ... ..	3,814	4,033
Pupil-Teachers ... ..	2,188	2,463
Unclassified ... ..	472	613

It is noteworthy that the number of pupils above standard VI.—that is, pupils proceeding with a post-primary course of study—has increased during the year from 9,490 to 10,205. There is an undoubted tendency on the part of parents to keep their children longer at school. This is a most hopeful feature, which demands recognition when schemes for post-primary education are under consideration.

It may be mentioned here that at the close of 1917, out of 1,088 passes in the Union at the Matriculation Examination, 719 were gained by pupils attending schools in the Cape Province.

**AGES OF PUPILS.**—The following table shows the ages of European boys and European girls in attendance at secondary, intermediate and primary schools at a fixed date in the October-December quarter of 1917:—

Age in Years.	Boys.	Girls.	Total.
Under 7	4,162	4,037	8,199
7	4,674	4,361	9,035
8	5,629	5,408	11,037
9	6,132	5,924	12,056
10	6,296	6,254	12,550
11	6,373	6,078	12,451
12	6,047	6,014	12,061
13	5,782	5,453	11,235
14	4,657	4,436	9,093
15	3,267	3,023	6,290
16 and over	4,647	3,475	8,122
Total ... ..	57,666	54,463	112,129

**COMPULSORY ATTENDANCE.**—The School Board Act of 1905 made it permissible for any school board to compel every child over the age of seven, living within three miles of a state-aided school, to attend school until he had reached the age of fourteen or had passed standard IV. The school boards gradually adopted and applied this principle, with the result that in a few years compulsory attendance up to the limit indicated became general throughout the Province. A further extension of the principle was marked by Ordinance No. 16 of 1913 (amending the School Board Act), which made it possible to raise the limits of age, distance and exemption-standard in selected areas. Some twenty school boards took advantage of this measure so far as to raise the standard of exemption to standard VI. The School Board Further Amendment Ordinance of 1917, already referred to, raised the standard of exemption to standard V. for the whole Province.

The time is now ripe for the general extension of the exemption standard to standard VI. This development would have a great effect on European education, and would represent a great step forward.

**INFLUENZA EPIDEMIC.**—During the last three months of the period covered by this report the work of the schools was very seriously affected by the influenza epidemic. A very large number of schools were closed for a considerable portion of the quarter, some schools remaining closed from October to January. During the quarter the enrolment showed a fall of more than twenty thousand European and more than twenty-four thousand non-European pupils. The loss to education is a permanent one, but I am glad to be able to report that since January the temporary loss in numbers has to a great extent been made good.

The influenza incapacitated for a time more than half of the office staff; some of the inspectors and departmental instructors fell ill, while others, prevented by transport and other difficulties from carrying out their ordinary duties, lent whatever assistance they could in attending to the sick. From all sides reports were received of the splendid services rendered by many teachers throughout the Province during this trying period. When the schools were closed large numbers of teachers hastened to offer their services for nursing and relief work, and proceeded to make the best possible use of their enforced leisure from school work. In many cases the workers themselves became infected.

In the larger centres, where the hospitals were overcrowded on the outbreak of the epidemic, and in the smaller centres where there were no hospitals, school buildings were temporarily fitted up as hospitals, and afforded accommodation where the patients could receive the necessary attention.

Notices were issued from time to time by the Department, regarding the procedure to be followed in closing and re-opening of schools, and precautions have since been taken to avoid any unnecessary closing of schools in the event of a recurrence of the epidemic.

#### CHAPTER V.

##### INSPECTION AND EXAMINATION.

During the year ended 30th September, 1918, 4,798 schools—(European and non-European)—were inspected, and 2,253 informal visits were made. In addition the departmental instructors and instructresses paid 1,946 visits to the schools, and visits of examination and inspection were also made by the inspectors of high schools and training schools, and by the relieving inspector whose attention was mainly directed to Dutch.

**INDIVIDUAL INSPECTION.**—The method of inspection of schools will soon be radically changed. It has been laid down in the recently issued primary school curriculum that individual examination, except in small schools or where several classes are grouped under one teacher, is to be replaced by class inspection if "by means of a continuous record of good work and other trustworthy evidence of efficiency" the inspector is satisfied that the school is well conducted. The effect of this change is that the classification of the pupils will be in the hands of the principal teacher, while, relieved of this duty, the inspector will have more time to look into methods of instruction, questions of staffing and organisation, and other matters of detail affecting the welfare of the school. The principal teacher will naturally be guided in making promotions by the record of the pupils' work during the year. Where individual examination is retained, the inspector also will to a greater extent than hitherto be guided by the record of the pupils' work throughout the year. It follows, therefore, that in every school careful records of work done should be kept by each class teacher, as also records of the monthly or quarterly tests given by the principal.

**EXAMINATIONS.**—It is the intention of the Department to institute at an early date a junior secondary certificate for pupils who have had a two years' course of secondary study, and a senior secondary certificate for those who have taken the full four years' course. These certificates will mark the successful completion of the various courses of study into which the pupils who have finished the primary course will be directed. Hitherto the only available channel of secondary education has been that which culminated in the matriculation examination, which in consequence was looked on as the be-all and end-all of post-primary education.

**MEDICAL INSPECTION.**—As has already been mentioned, the year 1918 saw the inauguration of medical inspection in the schools of the Cape Province; and the officer appointed inspected 31 schools and 2,483 pupils.

In all well-organised states medical inspection of schools is now looked on as an absolute necessity, and as one of the most valuable agencies for the conservation and improvement of public health. The Provincial Administration of the Cape Province fully recognises the importance of having a complete and scientific system of medical inspection of schools, and is now taking the necessary steps towards providing an adequate medical staff, including nurses for European and Coloured and Native children.

The duties of this staff will in the first place be to separate healthy pupils from unhealthy. For the former class nothing will need to be done beyond seeing that the hygienic and general conditions under which they are being educated are satisfactory, so that the pupils' state of good health may continue. Of the unhealthy pupils, some who suffer from such ailments as minor defects of the nose, eyes, ears and teeth may by prompt treatment be completely restored to health. Where the disease is more deeply rooted and the pupils have become permanently defective, physically or mentally, it will be the duty of the medical staff to have them excluded from the ordinary school, in which they might be a source of danger and would certainly be a hindrance to good work, and to have them placed in schools for defectives, preferably to be established and controlled by the Department of Public Health for the Union where they will have special instruction suited to their condition.

The school medical staff will also be concerned in the detection of contagious and infectious diseases among children, so that by isolation and other means the rest of the children and the community at large may be protected.

## CHAPTER VI.

### COURSES OF STUDY.

**THE PRIMARY CURRICULUM.**—It has now been arranged that the primary school course shall end with Standard VI. The details of the new curriculum were issued in the EDUCATION GAZETTE of 10th February, 1919. In its new shape this curriculum represents in the main the conclusions of the conference, which was presided over by Mr. Charles Murray, Acting Superintendent-General of Education, and on which the training institutions, the teachers' associations and the inspectorate were represented.

**IMPROVEMENTS IN THE REVISED CURRICULUM.**—It will, I think, be generally agreed that the new curriculum marks a considerable advance on the old, especially as regards adaptation to present-day conditions. The most notable improvements relate to the courses in oral and written composition, history, geography, nature study, and hygiene. The course of training for the third-class and second-class certificates has during recent years been quietly preparing the way for the changes which have now been made, but many difficult problems will have to be faced by the individual teacher. Perhaps the most serious of all will be that of introducing the second official language in a practical and scientific manner, first purely as a language study on direct-method lines, and afterwards as a medium.

**RELATION OF PRIMARY TO SECONDARY EDUCATION.**—Although the new primary school course ends with standard VI., while the old elementary school course included standard VII., it is not intended that the child's school life should be shortened. On the contrary, it is confidently hoped that before long the great majority of European pupils will be able to take at least the first two years of a secondary course. Very soon the entrance standard for pupil-teachers will be raised by one year, all prospective teachers being required to have passed satisfactorily through these two years of secondary school work; and when it is remembered that there are at present nearly 900 first-year senior pupil-teachers it will be seen that the standard VII. and VIII. classes of the secondary schools will not lack recruits. Again, the increasing demand for teachers holding the primary teachers' higher certificate will certainly cause more pupils to remain at school until the end of the secondary school course.

**REASONABLE MODIFICATIONS WELCOMED.**—It should be observed that the Department does not insist on a rigid adherence to the new syllabus. Principals are encouraged to use their discretion in suggesting such modifications as local conditions seem to require. To make efficient work possible it is further suggested that, in single-teacher country schools, the course attempted should be restricted to essentials, and should not as a rule extend beyond standard IV.

**SECONDARY SCHOOL COURSES.**—With very few exceptions every school which at present provides facilities for secondary education is following the same course, viz., that which culminates in the Matriculation Examination. In spite of this lack of variety the demand for secondary education has steadily grown, as is proved by the fact that at present there are nearly 10,000 pupils in the secondary departments of the high schools alone. The number would be considerably increased if those pupils were included who are doing secondary work in schools of a lower grade than the present high schools. This evidence of progress is very satisfactory, but there is no doubt that many pupils have left our schools after passing standard VII. who would have remained if suitable and attractive courses had been offered. It is equally certain that the schools cannot be making the best use of their pupils by taking them indiscriminately through the same curriculum. Rigid uniformity has been tolerated far too long, and the time is certainly ripe for the introduction of a series of differentiated secondary school courses.

The proposed new courses will be arranged to cover a period of four years beyond standard VI. They and the primary school course will not overlap, and it will, therefore, be possible for any pupil after passing through a primary school to enter on a secondary course in a suitable junior or senior secondary school. A full four years' course will be taken in all senior secondary schools, but in framing the differentiated courses the Department will be guided by two important considerations. In the first place, experience shows that less than one-third of the number of pupils who enter on a secondary course remain long enough in the school to complete it. The remainder leave after going through only one-half of the course. In the second place, the great majority of our future primary teachers will leave at the same stage to proceed to a training school for two years' professional training. It is clear that the work of the first two years of any proposed course should reach a definite stage of general education; and this can be arranged without destroying the co-ordination which must exist between the work of the first two and the last two years of the full secondary course. The Department, therefore, proposes to institute a junior as well as a senior secondary leaving certificate. It is hoped that secondary schools may be able to commence the new courses in 1920, and that the first examination for the junior leaving certificate may be held in 1921.

In framing the new secondary courses the object of the Department will be, in addition to providing facilities for a sound general education, to give pupils a suitable preparation for their future career, whether that be a university course, the public service, the teaching profession, or commercial or industrial life. A measure of flexibility will, therefore, be introduced which will enable individual schools to suit their own particular circumstances or to meet the needs of their own environment. It should be observed, however, that—for reasons which will be explained later—it is not proposed that the ordinary secondary school should provide facilities for a specialised technical education or a definite vocational training.

A suitable scheme, arranged in accordance with these aims, will make it possible to provide the following secondary courses to meet the needs of practically all types of pupils:

- (1) A boys' general course;
- (2) a girls' general course;
- (3) a commercial course (for boys and girls);
- (4) a rural course (for boys and girls);
- (5) an academic course (for boys and girls).

Possibly no individual secondary school will make provision for all these courses. The types of courses to be taken in any particular school will largely depend upon local conditions, while the number of pupils in the secondary department will naturally determine the size of the staff. These two considerations will be the deciding factors in the choice of a course or courses for the school. The larger secondary schools, however, will be able to provide for considerable differentiation without undue complication of organisation since a number of subjects will be included in every course and be taken by practically every pupil. These basic subjects are (a) the home-language; (b) the second official language; (c) geography and history; (d) science; and (e) mathematics. In addition to these subjects, provision will, as circumstances require, be made for the inclusion of one or more of the following subjects:—

- (a) Latin and Greek;
- (b) a second modern language;
- (c) a native language;
- (d) commercial subjects;
- (e) manual training;
- (f) domestic science;
- (g) drawing;
- (h) music and art.

Lastly, due provision must be made for religious and moral instruction and for the teaching of hygiene and physical culture.

The experiments which have up to the present been made in South Africa in specialised technical education and definite vocational training go to show that considerable caution must be exercised before large schemes in these directions are undertaken. There are at present very few centres in the Cape Province where the demand for skilled labour is so great that the pupils prepared by a large technical institution could all find suitable employment; and as a rule the larger industrial concerns prefer to train apprentices themselves. It is possible, however, that a properly equipped and adequately staffed technical secondary school would find a constituency in one or two of the larger urban centres.

A far more promising field for educational experiment would be the establishment of agricultural secondary schools in selected areas. If careful inquiry were made it would probably be found that there are existing schools, conveniently situated, with the necessary buildings and available ground which, at a comparatively small cost, could be converted into agricultural secondary schools. The success of such schools would largely depend on the support and enthusiasm of the public. It is hoped that circumstances will permit an experimental school of this type to be established in the near future at some suitable centre.

## CHAPTER VII.

### TEACHERS.

**STAFFING OF SCHOOLS.**—The demand for teachers is, of course, determined both as regards numbers and as regards type of qualification, by the requirements of the schools. The teaching staff may be regarded in the first instance as divided into two main groups:—

(1) The group which consists of teachers who give instruction in a wide range of subjects, viz., the main subjects in the primary school course. These are in a sense the "general practitioners" of the profession, and form by far the greater part of it. Such teachers often possess special qualifications in one or more subjects, e.g., needlework, drawing or singing.

(2) The group which consists of teachers of special subjects, in this group being included secondary school teachers, kindergarten teachers and teachers of drawing, woodwork, cookery, etc.

**AUTHORITIES RESPONSIBLE FOR TEACHERS' TRAINING.**—The supply of teachers in the former of these groups is provided mainly by the departmental training schools and centres. The Department also provides for the training of kindergarten teachers and of certain other classes of special subject teachers, notably teachers of needlework, woodwork, art, music and domestic science.

For some years the Department was responsible for the training and certification of secondary school teachers, especially through the agency of the "special T.2" course. But the latter was replaced by the Union first class certificate course, and the view is now strongly held that the training of special secondary school teachers in South Africa is a matter for the universities, acting in conjunction with the Union Department of Education. In addition to offering a professional training, theoretical and practical, the universities can supply the requisite knowledge of subjects and subject-matter in academic courses varying in length from a full honours degree course to a single preliminary year's attendance at university classes. Students who have taken a short academic course should be reasonably well fitted at least for the first two years of secondary work. In regard to the character of the practical training provided, it is, of course, essential that there should be agreement on main points between the universities and the Department.

**NEED FOR ECONOMY IN STAFFING.**—The demands made on the machinery for the supply of teachers are exceptionally heavy in this Province. The average number of European pupils per teacher is about 20, a lower proportion than in the Transvaal, where it is 27.6, and much lower than in most European countries. The relatively low proportion in the Cape is largely due to the existence of a large number of very small schools, consequent on the scattered character of the population in the rural areas; and economy can be effected by the policy of consolidation already referred to. It is undoubtedly the case, however, that the general staffing of schools in the Cape Province is carried out on a liberal basis. In one sense this is a matter for congratulation; for it is not desired to secure economy at the price of excessive strain upon our teachers, either through unduly large classes or through requiring one teacher to take too many classes in combination. There have been cases, however, where subjects of the primary school course have been taught by specialists which might quite as well have been taken by the regular class teacher. Further, the principal's share of actual teaching has in some cases fallen seriously below the limit imposed by necessary duties of general supervision.

At present special attention is being given to the whole question of school staffing, with a view especially to wise distribution of teaching power. The conditions which have to be taken into account in regard to any school are: (1) the enrolment in each class; (2) the home language of the pupils in each class up to standard IV.; (3) the medium of instruction used in the classes up to standard IV.; (4) the allocation of the work of the school among the present staff. In connection with (2) and (3) it is hardly necessary to state that the existence of a bilingual system of education greatly adds to the difficulties of staffing, both as regards numbers and as regards qualifications.

**ANNUAL SUPPLY.**—In view of all the circumstances detailed above, it is not surprising that in the Cape Province the mere provision of the necessary number of teachers has been a constant source of anxiety. Fortunately the merely quantitative problem is now, as the result of systematic organisation, almost solved. It has been calculated that at the present time the number of European teachers required in the Cape Province per annum is between 800 and 900. The following table shows the supply of newly trained European teachers apparently available in the first quarter of the years 1914-1918:—

	Second Class (T. 2).	Third Class (T. 3).	K.G. Higher.	K.G. Elem.	Total.
1914	174	313	22	49	558
1915	128	397	41	57	632
1916	91	484	34	58	667
1917	111	612	39	46	808
1918	136	735	24	41	937

In reality, however, the numbers for the Third Class Certificate alone more nearly indicate the available supply, since during the past few years practically all those who have obtained the other certificates are holders of the Third Class Certificate, who have continued their studies instead of going out immediately to teach. The 612 for 1917, for example, would have to be reduced by the 1918 numbers for the Second Class Certificate and Elementary Kindergarten if the 1917 numbers for these certificates were to be added to it.

**TOTAL OF TEACHING STAFF.**—The number of European teachers in the service of the Department in 1918 has been calculated to be 6,391; and of these 366 taught in positions of special responsibility in non-European schools.

**SEX.**—In 1918 the percentage of male teachers in the Cape Province, exclusive of the Native Territories, was 29.6. The percentage of men among European teachers is, however, lower than this. A fairly close estimate is obtained if account is taken only of the main classes of European schools, viz., secondary, intermediate, primary, private farm and poor schools. In that group the percentage was 27 in 1907, 26 in 1913, 23.3 in 1917, and 24.2 in 1918. The present percentage is fairly high in comparison with what obtains in European countries generally; and an examination of the proportion of male students in training schools seems to point to a further gradual fall in the percentage of male teachers. In so far as this decline relates to the third class certificate course, there is no cause for alarm. Men adopting teaching as their life-work should not be content with a lower qualification than the second class certificate.

**PROPORTION OF EUROPEAN STAFF PROFESSIONALLY TRAINED.**—Annexure II. to the Report enables us to reach valuable conclusions regarding the qualifications of our European teachers. Practically the whole of the teachers in secondary, intermediate, primary and private farm schools are European; and there are only a few other European teachers in the Province. The total number is 5,883, and of these 4,772 or 81.1 per cent. are professionally qualified. Only twelve years ago the corresponding percentage was 68.4, and the advance is one which students of educational administration will appreciate. The following table, obtained by leaving out of account the two main classes of non-European schools (B and C schools) further defines the position:—

Total Number of Teachers (excluding B & C Schools).	1918—Number out of total possessing:					
	T. 3 Cert.	T. 2 Cert.	T. 1 Cert.	Eur. Govt. Certs.	Misc. Certs.	No Prof. Cert.
6,212	3,404	881	97	259	411	1,149
Percentage of Total	54.8	14.2	1.5	4.2	6.7	18.6

**SMALL PROPORTION OF SECOND CLASS TEACHERS.**—The outstanding facts are the large percentage of teachers holding the third class certificate only, and the small percentage in possession of the second class or some equivalent or higher grade of certificate. It may be said that the aim, however had to realise, of all progressive admini-

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stration at the present day is to require in the case of all European teachers a minimum entrance qualification of Matriculation standard, followed by at least two years of professional training. Both elements are essential—adequate general education and thorough practical training.

**PRIMARY TEACHERS' HIGHER CERTIFICATE.**—From the foregoing it is fairly clear in what direction development is called for. It is incumbent on the Department to increase, in every way possible, the supply of teachers possessing the second class certificate or its equivalent. Under the new scheme which is now under consideration the certificate of this grade will be called the primary teachers' higher certificate, and it will imply at least two years' professional training after the completion of a four years' secondary course.

**THE PUPIL TEACHER COURSE.**—As the Province requires from 800 to 900 teachers annually, and as the number of students obtaining the second class certificate is at present less than 150 *per annum*, it would clearly be unwise and unsafe to rely for our total supply of primary school teachers on a course equivalent to that leading to the present second class certificate. A lower source of supply is now, and may be for a long time, necessary to provide the large number of teachers required, especially for the rural schools. The third class teachers' certificate, however, is sometimes unduly depreciated. Originally a pass in standard IV. admitted to the pupil teacher course, which led to the third class certificate; but the entrance requirement was gradually raised, and since the beginning of 1910 all Europeans entering on the course have been required to have passed standard VII. The term *pupil teacher* should really have been discarded some time ago, as it has ceased to describe appropriately the conditions under which a student-teacher is being trained. To quote from the 1913 Report:—

When this training course was established in 1894, it was begun on the old "pupil teacher" lines; that is to say, the candidates taught during a large part of the day in schools, and were prepared for their annual examination in the headmaster's spare time. This was at the time the only practicable plan; but it was from the first recognised to be capable of improvement, and, as opportunity offered, training schools were organised and the formation of "pupil teacher classes" in the larger public schools was encouraged. Accordingly the "pupil teacher" has to a large extent been replaced by the "student teacher."

It should be added that since 1913 all students taking the third year of the course have been concentrated in the training schools and a few specially selected secondary schools. The course of training and instruction given in the training schools is on the lines which are followed in similar institutions elsewhere. Nevertheless there are defects in the present position which must be honestly faced. In particular it must be admitted that a standard VII. pass is not a high entrance qualification for prospective teachers, especially as the examination may be taken at any school which has a standard VII. class, and the degree of intellectual and general development represented by a pass, therefore, varies greatly. Although it may be necessary to retain such a course of training for a long time to come, steps must be taken to secure still better conditions of training, and especially a higher preliminary qualification. It is proposed that the senior pupil teacher course be replaced by a "Primary Teachers' Lower Certificate" course. The entrance standard to the new course will be that of the present Junior Certificate, obtainable upon the successful completion of a two years' course of secondary education after standard VI.; and the length of the course of professional training will be two years.

That is to say, the course of general education is to be lengthened by one year and the course of professional training is to be shortened by one year. When the new schemes for primary and secondary education are in full operation, the primary teachers' lower certificate will testify to the completion of the primary school course, a two years' secondary course and a two years' professional course. The improved general education received by the student before commencing his professional work in the last two years will be of considerable value; and it will be a great advantage to have the professional training conducted entirely in the training schools, as can easily be arranged when the course occupies only two years. Thus although it is not practicable at present to lengthen the whole course of education and training required for the existing Third Class Certificate, or the proposed Primary Teachers' Lower Certificate, it appears possible to effect without additional expenditure a marked improvement in the conditions under which the students are trained.

**BILINGUAL CERTIFICATION.**—In June, 1917, a conference was held, in accordance with the terms of the Language Certificate Ordinance, to discuss the conditions of examination for the Higher Bilingual Certificate. Except for the omission of a test in recitation, the requirements decided upon correspond to those of the examination in language for third year (senior) students in training schools. The written language examination is, in fact, precisely the same as for third year (senior) candidates, and it was announced that acting teachers might take the language papers separately in December when the examinations for the third-class certificate are held. It is satisfactory to report that a considerable number of existing teachers took the

higher written examination, especially that in Dutch, at the close of 1917. During 1918 these candidates were examined orally in English by the Inspector of Training Schools and in Dutch by the Relieving Inspector. On the whole a very satisfactory standard was attained by the candidates.

In this connection it may be mentioned that a Vacation Course in Dutch was held at Cape Town in December, 1917. The lecturers dealt specially with the use of Dutch as a medium of instruction, the subjects dealt with being geography, arithmetic, reading, grammar and history.

In order to give full effect to the provisions of the Language Ordinances and to provide facilities for unilingual teachers desirous of obtaining a bilingual certificate, it is proposed that two special language inspectors be appointed.

## CHAPTER VIII.

### SCHOOL BUILDINGS.

Progress in the erection of school buildings has naturally been retarded a good deal during the war, and it will be necessary in the future to make up lost ground. The expenditure on school buildings since 1914 is shown in the following table:—

Year.	£.
1914-1915 ... ..	114,664
1915-1916 ... ..	110,324
1916-1917 ... ..	205,095
1917-1918 ... ..	209,162

A large part of the expenditure has been incurred in connection with the new training schools, and forms thus the very best basis for general educational expansion in the future. During the period under review the most notable new buildings erected were the following:—

Cape Town: Good Hope High School.  
 Clanwilliam: Intermediate School.  
 Cradock: Training School—Additions and Hostel.  
 Cradock: Practising School.  
 East London: College Street Intermediate School.  
 Paarl: Practising School.  
 Port Elizabeth: South End Intermediate School.  
 Port Elizabeth: Mackay Primary School.  
 Somerset East: Boys' High School.

**BUILDINGS FOR SMALL SCHOOLS.**—A constant difficulty is the provision of suitable buildings for single-teacher schools in the country. The small size and short life of the majority of these schools make it impossible to solve the problem by the erection of permanent buildings by the Administration. A system of portable buildings has been tried; but the venture so far has not proved very satisfactory. In many places the only solution is to hire buildings. As might be expected, the buildings hired are of widely different character. Some of the little country school buildings are very creditable indeed; the occupation of others can be justified only on the ground that if they were not used children would be forced to go without education. There is evidently great room for improvement. In particular it must be urged that school room floors should be boarded. The Tuberculosis Commission has pronounced clay floors to be a menace to health, and in the interests of the children properly floored school rooms should be provided.

When a building for a small school has to be hired locally, it is essential that the school board and the owner or builder should have a clear understanding as to the conditions which must be satisfied in such a building. The form of agreement employed by the Barkly East Board affords a good example which other boards might follow with advantage. The form was quoted in the *Education Gazette* of March 20th, 1918.

**GROUNDS.**—Playground space, as well as ground for nature study and gardening, is apt to be defective in urban schools and close attention to this matter is essential when sites are under discussion. Country schools are usually amply provided for in this respect. Much more might be done, however, to lay out school grounds properly and improve their appearance. In such matters, including tree-planting, the pupils' interest should be enlisted to the utmost; there could be no better form of civic training. The experiments in tree planting carried out at the Porterville Secondary School deserve mention in this connection.

**FURNITURE AND EQUIPMENT.**—Expenditure on equipment, other than absolutely indispensable furniture, has been severely restricted during the war. It is hoped that before long it may be found possible to make more liberal provision in this direction.

## CHAPTER IX.

### LIBRARIES.

The value of libraries, including school libraries, in raising the general level of intelligence in the community is being more and more realised. Mr. Fisher, President of the Board of Education in England, has put the matter well: "A school without a library is like a man without eyes. . . . The one inexcusable form of parsimony is neglect to provide a school with books." And he urges that the books should be interesting. "Entertainment is not a quality universally considered in the selection of books for the young. Some school libraries contain at least a ton of tedium for every ounce of entertainment."

In training schools and secondary schools specially extensive libraries are necessary. The provision of libraries has been by no means neglected in the Cape Province. In 1892 there were only 22 school libraries; in 1918 the number of such libraries had increased to a total of 2,305.

## CHAPTER X.

### NON-EUROPEAN EDUCATION.

I have considered it advisable to deal with non-European education apart from European, because the problems awaiting solution are in many respects quite distinct. Especially is this the case where the control and finance of the schools and the training of teachers are concerned.

Before entering on a consideration of these topics I wish to review the position briefly. During the past twenty-five years the number of non-European pupils in the Cape has increased from 50,918—the total in 1892, to 149,985—the total in 1918. This represents a noteworthy advance in enrolment.

When the standard of education is considered the position is not so satisfactory. Close on 80 *per cent.* of the pupils are to be found in standard II. and under; indeed, many of the schools offer a course of study which goes no further than standard II.

The number of teachers engaged in the work has kept pace relatively with the increase in enrolment, and at present the total stands at 4,104. Most of the certificated teachers hold the Third Class Teachers' Certificate (Junior), which is gained by the successful completion of a three years' course of study beyond standard VI. Of the total number of teachers in the two main classes of non-European schools, only 51.2 *per cent.* are certificated. This would at first sight appear to be very unsatisfactory; but when due regard is paid to the rapid increase in the number of teachers, and to the fact that so recently as 1910, the percentage of certificated teachers was only 37, it must be admitted that great progress in the training of a supply of certificated teachers has been made.

To sum up the position, great progress in non-European education has been achieved during the last twenty-five years. This is largely due to the efforts of the missionaries of the various churches working amongst the non-European peoples. A great deal, however, remains to be done before the state of affairs will be really satisfactory.

**LOCAL CONTROL.**—The schools have up to the present been under the control of missionaries. Recently there has been a certain demand, chiefly by advanced non-Europeans, for a share in the control of the schools. I have circularised inspectors of schools, teachers, missionaries and others interested on this and other phases of non-European education, and from their replies have garnered a considerable amount of information. While I shall be able to approach the question of control with an open mind, yet I am persuaded (1) of the need of retaining the parental influence of the missionary over the teacher, and (2) of the necessity of giving the natives some voice in shaping the education of their own people. They must begin to learn the business of governing, so that when the time arrives for placing the local control of the schools in their hands they may be found competent. Meanwhile, the time for drastic changes does not appear to have arrived, and it would seem that for the present their active assistance could only be sought in an advisory capacity.

I am also of opinion that by reason of the distance of the principal native school areas from headquarters, and the totally different nature of the problems of non-European education from those of European, it is necessary that a chief inspector of native schools to be responsible to the Superintendent-General of Education should be appointed with as little delay as possible. This officer would deal with matters such as the training and examination of teachers, the establishment of new schools, the curriculum, and other cognate subjects.

**FINANCE.**—I regret that I have in the comparatively limited time at my disposal been unable to go exhaustively into the whole matter of the finance of non-European schools. One of the first duties of the chief inspector of native schools, if such an officer be appointed, will be to make a complete survey of the financial aspect of the question. It appears to me, however, that, no matter where the money is to come from, whether from local contributions or from the central exchequer, some alleviation must be given to the teachers. Under present conditions very few teachers receive a higher salary than £60 per annum. This is inadequate for good teachers with long service and experience, and compares unfavourably with the wages earned by native employees in the service of the State. As a result teachers are constantly leaving the profession in order to benefit themselves financially. In the non-Council areas the method of payment is also unsatisfactory and provocative of discontent, in many cases the local contribution depending on payment of fees, is not forthcoming, and the teacher is the loser.

**CURRICULUM.**—In the replies to the departmental circular to which reference has already been made, many and diverse proposals have been put forward regarding the need of a curriculum suited to the needs of Natives. It will be agreed that the main work of the Native people living in the Native Territories is to cultivate the land. At the present time, authorities agree, the system of tillage is primitive, and the yield of the fields is very much less than it ought to be. Much is being done by the Native Affairs Department to alter this state of matters, but it is reasonable to expect that the schools will give the study of agriculture a prominent place in their curriculum. It is therefore desirable that teachers should have some knowledge of agriculture, so that they may instruct their pupils effectively. For this purpose it may be necessary to institute vacation classes.

Great stress has also been laid on the desirability of reviving the native handicrafts, *e.g.*, basket-making and pottery. The native, it would seem, has to a great extent lost the ability in these handicrafts which his ancestors possessed, and it is suggested that this ability should be regained through the medium of the schools.

What must be done is to provide non-European schools with a curriculum suited to their needs, and not the least of these is to equip them for their future lives as agriculturists and artisans. The courses of study for European schools are on the verge of completion, and those for non-European schools, both native and coloured, will receive immediate attention.

**COLOURED EDUCATION.**—It is hardly necessary to state that the educational problems associated with the coloured section of the population are in the main wholly distinct from those of the native races, whether considered from a psychological, a social, an economic, or a linguistic point of view. The ordinances for non-European schools already passed in the Cape Province take account of this distinction. Without doubt separate systems of education are necessary for the two main sections of the non-European population. The matter of a suitable curriculum for coloured schools has been engaging my attention, and I am hopeful that it will be possible to evolve a system better adapted to their requirements, and having a closer relation to the future life of the coloured classes.

**TRAINING OF TEACHERS.**—The pivot of the whole question of education, whether European or non-European, is the teacher; for the teacher requires to have knowledge, and to be able to impart it to his pupils. The Native teacher up till now has been granted a Third Class Teachers' Certificate (Junior) on the successful completion of a three years' practical training after having passed standard VI. It ought soon to be possible to arrange for a higher certificate involving a five years' course above standard VI., two or three of the five years being spent in further academic study. It may be hoped that in course of time the number of candidates taking the lower certificate will decrease to vanishing point, and that the service will thus be enriched by a race of teachers more highly educated than those of the past.

## CHAPTER XI.

## FINANCE.

**APPORTIONMENT OF GOVERNMENT EXPENDITURE.**—The expenditure on education during the year ending 31st March, 1918, was £1,150,524, as against £976,294 for the previous year. The following statement shows how these totals were made up:—

	1917.	1918.
1. Head office (administration) ... ..	10,433	12,065
2. Inspection (including transport) ... ..	38,835	40,036
3. Training of teachers ... ..	88,110	89,497
4. Schools under school boards (grants-in-aid) ... ..	612,219	717,561
5. Schools not under school boards ... ..	37,426	45,065
6. Schools under missionary control ... ..	114,367	120,998
7. Industrial schools ... ..	16,363	18,715
8. Good service allowance ... ..	53,435	38,497
9. Pension fund ... ..	4,500	4,500
10. Incidental expenses ... ..	606	39,710
11. War bonus ... ..	—	23,880
Total ... ..	£976,294	£1,150,524

It will be seen that the principal increases in expenditure have been caused by augmented grants to schools under school boards, to those not under school boards, and to those under missionary control, while a new item of expenditure in the shape of war bonus appears. Practically all this extra expenditure has been due to increased teachers' salaries and additional teachers' salaries. On the other hand, there has been a saving under the heading of good service allowance, as this is no longer paid to teachers who come within the scope of the Teachers' (Salaries and Pensions) Ordinance of 1917.

It should be observed also that while the actual amount spent on administration has increased slightly, yet the percentage of the total expenditure has fallen from the low figure of 1.07 to 1.05 in 1918. It may be safely said that nowhere is education administered more economically than here.

**SCHOOL BOARD FINANCE.**—At the end of 1917 school boards had under their control 2,735 schools, with 5,408 teachers and 106,536 scholars on the roll, the corresponding figures for the year 1916 being 2,729 schools, 5,200 teachers, and 100,748 scholars. These figures should be borne in mind when consideration is given to the following statement of school board income and expenditure:—

GOVERNMENT CONTRIBUTIONS :		INCOME.		1916.	1917.
(1) Grants	...	...	...	£480,435	£541,193
(4) Deficits	...	...	...	145,343	164,568
Total Government contributions		...	...	£625,778	£705,761
LOCAL CONTRIBUTIONS :		EXPENDITURE.		1916.	1917.
(1) School fees	...	...	...	£201,878	£220,386
(2) Sale of books, etc.	...	...	...	17,495	21,757
(3) Other	...	...	...	4,758	5,183
(4) Rates	...	...	...	54,172	43,428
(5) Boarding departments	...	...	...	60,745	68,003
Total local contributions		...	...	339,048	358,757
Grand total		...	...	£964,826	£1,064,518
(a) Administration :		(b) Schools :		1916.	1917.
(1) Salaries of school board officers	...	...	...	£28,402	£29,990
(2) Other expenses	...	...	...	15,859	15,968
Total administration		...	...	£43,901	£45,958
(1) Salaries of teachers	...	...	...	£675,505	£761,311
(2) Other expenses	...	...	...	168,758	202,307
Total schools		...	...	£844,263	£963,618
(c) Boarding departments :		...	...	£92,110	£109,219
Grand total expenditure		...	...	£980,274	£1,118,795

The percentage of the total income which is contributed by the administration has risen from 64.9 in 1916 to 66.3 in the year under review, though there has been a slight increase in the actual amount raised locally from fees and other sources.

## CHAPTER XII.

## LEGISLATION.

[NOTE.—In order that this chapter might serve as a statement of the present position, it has been brought up to date by the inclusion of the ordinances of 1919, although they do not fall within the period referred to in the remainder of the Report.]

The period during which education in the Cape Province has been under the Provincial Council has been marked by great legislative activity; and this activity is in marked contrast to the forty-year period from 1865 to 1905. As is well known, the foundation of our educational system is the Act of 1865; and during the forty years referred to its main provisions remained in force, such modifications as were introduced being carried out by means of a number of parliamentary resolutions and regulations under the parent Act. An aided system of education based on purely voluntary effort was thus maintained. Repeated efforts were made to secure the passage through Parliament of a measure dealing with compulsory attendance, but these efforts were unsuccessful until 1905, when the School Board Act was passed. It provided for the establishment of school boards, provided machinery for establishing and maintaining schools and for instituting compulsion and regulating the finance of the boards. In 1908 and again in 1909, the financial provisions were considerably altered, the Act passed in the latter year remaining to this day the basis on which the operations of school boards are carried out.

During the regime of the Provincial Council great progress has been made in all directions in regard to education; and, as is only natural, this activity has been reflected in the number of ordinances dealing with education that have been passed by the Council. In all thirty-four educational ordinances have been enacted. Ten were passed in 1918 and eight in the 1919 session of the Council. In a number of cases these ordinances are comparatively short and deal with matters of a temporary nature. Some portions of our legislation, therefore, are obsolete. Other ordinances have been considerably amended and extended year by year in the light of additional experience that has been gained. For example, questions of language are dealt with in four ordinances (11 of 1912, 3 of 1916, 14 of 1918, and 25 of 1919). The conditions of service, salaries and pensions of teachers are dealt with in Act 13 of 1865, Act 43 of 1887, Act 35 of 1905, Act 25 of 1909, and in no less than eight ordinances (4, 5 and 15 of 1916, 23 of 1917, 12, 13 and 26 of 1918, and 21 of 1919).

The following is a list of the various acts and ordinances which the Department has to administer:—

1865.  
Act 13. The Education Act, 1865.
1887.  
Act 43. The Teachers' Pension and Fund Act, 1887.
1893.  
Act 6. Act to exempt from Transfer Duty, etc., certain lands for School Purposes.
1895.  
Act 14. The Local Works Loans Amendment Act, 1895.
1905.  
Act 35. The School Board Act, 1905.
1906.  
Act 25. The School Board Act Amendment Act, 1906.
1908.  
Act 45. The School Board Further Amendment Act, 1908.
1909.  
Act 25. The School Board Further Amendment Act, 1909.
1912.  
Ord. 4. Barkly West Diggers' Schools Ordinance, 1912.  
Ord. 11. Education (Language) Ordinance, 1912.
1913.  
Ord. 16. Education Ordinance, 1913.  
Ord. 18. Religious Instruction in Schools Ordinance, 1913.  
[C.P. 5—'19.]

1916.  
 Ord. 3. Education (Language Certificate) Ordinance, 1916.  
 Ord. 4. Teachers' Pension Ordinance, 1916.  
 Ord. 5. School Board Act Further Amendment Ordinance, 1916.  
 Ord. 11. Education (Payment of School Fees) Ordinance, 1916.  
 Ord. 15. Teachers' Discipline Ordinance, 1916.
1917.  
 Ord. 7. School Board Act (Further) Amendment Ordinance, 1917.  
 Ord. 11. Indigent Children (Boarding-House) Ordinance, 1917.  
 Ord. 14. Education (Teachers in State-aided Schools Dismissal) Ordinance, 1917.  
 Ord. 15. Education (Payment of School Fees) Ordinance, 1917.  
 Ord. 20. Medical Inspection of Schools Ordinance, 1917.  
 Ord. 23. Education (Teachers' Salaries and Pensions) Ordinance, 1917.
1918.  
 Ord. 4. Education (Amendment) Ordinance, 1918.  
 Ord. 7. School Board Rate Abolition Ordinance, 1918.  
 Ord. 11. School Boarding Departments Ordinance, 1918.  
 Ord. 12. Coloured Educational Institutions Ordinance, 1918.  
 Ord. 13. Native Training Institutions Ordinance, 1918.  
 Ord. 14. Education (Afrikaans) Ordinance, 1918.  
 Ord. 20. Local Bodies (Members' Qualification) Ordinance, 1918.  
 Ord. 21. Cape Provincial Technical Institute Ordinance, 1918.  
 Ord. 24. Pupil-Teachers Loans Ordinance, 1918.  
 Ord. 26. Education (Teachers' Salaries and Pensions) Amendment Ordinance, 1918.
1919.  
 Ord. 5. Indigent Children (Industrial Schools) Ordinance, 1919.  
 Ord. 8. Compulsory School Attendance Ordinance, 1919.  
 Ord. 9. Education (Desertion of Pupils) Ordinance, 1919.  
 Ord. 10. Education (Non-School Board Areas) Ordinance, 1919.  
 Ord. 20. School Board Act (Amendment) Ordinance, 1919.  
 Ord. 21. Education (Teachers' Salaries and Pensions) Further Amendment Ordinance, 1919.  
 Ord. 25. Education (Dutch Language) Ordinance, 1919.

It will readily be understood that with so extensive a field of legislation it is frequently a matter of extreme difficulty to ascertain the precise legislative provision in regard to any particular point which may arise in our educational administration, and in this respect the state of affairs must prove more than perplexing for school managers throughout the Province. What is wanted is a consolidating ordinance which would contain all legislative provision dealing with education in the Cape Province other than that for higher education which falls under the control of the Union Education Department. Such an ordinance would naturally be a codification of existing enactments rather than a new measure. Obsolete legislation could be swept away, and the various changes which have been made from time to time in the law dealing with specific subjects could be consolidated so as to make the ordinance a clear and self-contained whole. In addition, however, there could be incorporated in the ordinance any amendments which experience has shown to be necessary, and provision could be made for future developments in educational administration.

It is not, of course, to be expected that such a consolidating ordinance would put an end to educational legislation. The system is growing and the times are changing; educational development is undoubtedly one of the most prominent features of all progressive countries to-day, the importance of the training and care of the youth of a nation being more fully recognised than ever before. It would be most undesirable, therefore, for the Department to be bound hand and foot by any single educational enactment. It is only to be expected that almost every year some improvement will be found to be necessary. If, however, a consolidating ordinance is now prepared embodying the basic principles of existing legislation and all the main and necessary provisions of educational practice, it will be a simple task in succeeding years to introduce any necessary amendments by means of regulations under such a consolidating measure, though probably the period during which the new consolidating ordinance is the basis of educational administration will fall considerably short of the forty years of the Act of 1865.

### CHAPTER XIII.

#### EDUCATIONAL RE-ORGANISATION.

Now that the war has ceased, we shall have to turn our faces to the task of reconstruction that lies before us. Probably one of the healthiest signs of the times is the ever-increasing dissatisfaction with existing conditions. We are manifestly drifting towards great changes. Indications are not lacking that men are beginning to realise more and

more the importance of education and of the wise manipulation of the resources of education in the process of reconstruction. The question above all others to consider is what is the supreme need of the times. Our main need undoubtedly is wise guidance along new lines to meet new standards and requirements. All parties alike look to education as the most potent instrument of reconstruction.

But, like everything else, education is in the melting pot and will never return to pre-war conditions. We have travelled far and learned much since 1914, and the mind of the nation to-day is open to receive large ideas. The situation is pregnant with mighty possibilities for good, and, more than it has ever done before, the country at present is looking to its intellectual leaders for guidance.

Many new experiments in education are likely to be tried as a result of the war. It is but fair that the persons with the fullest knowledge and those whose interests are most vitally concerned with education should have ample opportunity of making their voices heard and their influence felt in the work of educational reconstruction, leaving it to those in authority through the use of their legislative powers and financial resources to make their will and their influence for good felt in the development of education.

In any comprehensive scheme of educational reform, the following considerations should be carefully regarded, if the obstacles at present retarding progress are to be overcome:

(1) In primary education up to and including the sixth standard, the time has come when men, both as individuals and as members of public bodies, must realise the necessity for reasonable liberty of action being exercised in meeting the practical requirements of different districts and localities. Local education authorities and principals of schools should not only be permitted but encouraged to use their freedom to make experiments in their own field of action, always provided the responsibility of what is done for the pupils in their schools is fully realised. In framing the curricula for the primary schools, a wise neglect of all unnecessary subjects should be shown. The aim of the primary school is largely to discover what aptitude is displayed by individual pupils in certain directions. All education at this stage should be general in character.

(2) Besides ensuring to each child of school age a complete primary education, the State should further secure to as many pupils as possible the opportunity of further instruction during the period of adolescence, whether in intermediate, secondary, and special technical schools, or in day and evening continuation classes.

(3) More complete provision should be made after the post-primary stage for technical, including commercial, education, always provided general, as distinct from technical, education receives its full share of attention. No education worthy of the name can be based purely upon utilitarian principles.

(4) With regard to technical education the following essential principles should be observed:

- (a) the successful completion of a sound general primary education before the admission of any pupil to a technical school or technical classes;
- (b) the compulsory attendance of all apprentices at a course of both cultural and vocational studies for a further period of at least two years;
- (c) the liberation, voluntary or otherwise, of apprentices for attendance at such a recognised course for at least ten hours a week during working hours.

The last condition is one that requires the wholehearted co-operation of employers and managers. It should be approached very tactfully, by suasion rather than by coercion; for its fulfilment involves some immediate financial loss to the business firms and possibly serious dislocation of the work in the offices, shops and factories. It is hoped, however, that employers and managers would be sufficiently wise and public-spirited to realise that they, as well as the nation, would materially benefit by the increased efficiency of their apprentices who, as a result of improved education, would bring a better trained intelligence and a stronger sense of discipline into their business.

(5) The secondary school is really the pivot of the whole education question. The reform must come in the secondary school which performs the double duty of fitting the pupils for the university, on the one hand, and, on the other hand, the much larger number for life. Is it sufficiently realised that the secondary school is the final school for the many rather than the preparatory school for the few? On general grounds, and to meet the requirements of the environment, it is desirable, therefore, that there should be varied types of secondary schools, and that large scope should be given for individuality in their organisation. It is felt that secondary education in the past has been far too hide-bound. It should be more flexible in character so as to meet the needs of the larger percentage of pupils and not merely of those preparing for matriculation as an entrance examination to the universities. In addition, therefore, to what may be called the pre-university course, secondary schools should be allowed and encouraged to present their own schemes of work with a different balance of subjects specially suited for boys and girls entering upon technical and industrial life, and for girls who are not to train for a learned profession but for domestic life. Such variations from the ordinarily accepted course are very desirable at this stage, as secondary schools would thereby be encouraged to adapt

their curricula to the immediate needs of their environment and to solve the question of continued education in the way best suited to meet the desires of those sections of parents whose children are not likely to embark upon a university course. One of the principal aims of the modern secondary school should be a wise disregard of those protected subjects, such as Latin and Greek, which are sanctioned by tradition but which cannot really be regarded as essential in every case.

(6) In both primary and secondary education the need is increasingly felt to give a position of central importance to religious and moral instruction, and to lessons on the duties of citizenship. In the instruction to older pupils there should be included more discussion on the ideals of conduct, not merely between individuals in the home or society, but also as between one state or nation and another. Every pupil should be taught to take an intelligent interest in all questions affecting South Africa as a whole. In that way, common ideals and aspirations, a sense of inter-dependence and a true patriotism will be fostered in the minds of the pupils.

(7) Our system of school inspection should be placed on a more satisfactory basis. In the smaller schools, individual inspection for a long time will still be found necessary, but in the larger schools which have proved their efficiency, it should be possible gradually to accept the judgment of the principal and his staff, and thus to dispense with formal individual examination.

(8) Similarly, we should endeavour gradually to liberate our schools from the incubus of external examinations. The whole trend of modern educational reform is in the direction of entrusting the actual examining to the school authorities, subject to adequate guarantees. In assessing the merits of the pupils, the teacher's verdict on their work and attainments should be taken into account. The school examinations, so long conducted by the University of the Cape of Good Hope have, on the whole, exerted a beneficial influence on the curricula and the methods of teaching in our secondary schools. They have certainly helped to give definiteness to the work of the teacher. But the great aim of the teachers has been to satisfy the examiners, and consequently secondary education in South Africa has largely degenerated into a race for passes in the public examinations, with the inevitable consequence that the scope of the school work has been narrowed, and that the gaining of results and the satisfying of the desire for advertisement on the part of parents and local school authorities have been mistaken for the true aims of education. It is hoped that the time is near when, as a result of closer co-ordination between secondary schools and the universities, the Department will issue its own leaving certificates, any approved form of which should even qualify for entrance to a university.

(9) There is no educational subject that leads to greater diversity of opinion than the training of teachers. The fundamental principle upon which all are agreed, however, is that every teacher should be properly trained and disciplined before undertaking his life's task. The whole trend of modern educational thought points to the likelihood that in the near future a real and adequate course of training will be essential. For it is felt that the efficiency of the teaching in our schools can only be enhanced by the substitution of trained for untrained or only partly qualified teachers.

One is well nigh in despair about the somewhat chaotic condition that at present exists in the matter of teachers' certificates in the Union. It is absolutely imperative to standardise the various certificates which are at present issued by the Departments of Education in the four Provinces and by the Union Education Department. What is needed is some consolidation of the various certificates, and the precise definition of the scope and significance of what is now labelled in algebraic symbols as T<sup>1</sup>, T<sup>2</sup> and T<sup>3</sup>.

It is very strongly felt that the universities should devote their time and attention to the training of higher grade teachers and should leave the training of elementary or primary teachers to the Departments. The training and certification of primary school teachers for work within the public educational system can scarcely be delegated by the State to any authority other than the Departments in charge of "education other than higher." If the training of primary teachers were to be recognised as one of the functions of the universities, then the examination and certification of such teachers should be transferred from the Education Departments of the Provinces to the Union Education Department. But, the question is whether the universities are to-day so situated as to bring the student-teachers into immediate contact with the various types of schools, and especially with the rural primary schools and the lower standards in urban areas in which the great majority of these student-teachers will, on completion of their course, be required to teach. This is a matter of opinion on which men might honestly differ. There is a general consensus of opinion that the universities have not yet been drawn out of their state of comparative detachment, and that there is urgent need for them to be brought into more fruitful touch with the school conditions and activities of the country before the training of primary school teachers can safely be entrusted to their care.

It is to the training of the secondary teacher rather than of the primary that the universities should devote their attention. In a recent report from a departmental instructor the following passage, emphasising this fact, appears: "I hope that the proposed plan for the training of secondary teachers will result in providing the schools with

teachers better equipped to give instruction in a certain subject or set of allied subjects in our secondary schools. My experience as departmental instructor shows that many of the T.1 teachers that have been trained at the university colleges in the last few years lack professional skill, especially as regards teaching practice and adequate general knowledge, and I am inclined to think that this is generally due to a faulty arrangement of their courses of study." This assertion is borne out by the candid admission of a professor of education at one of the universities, who states: "The present method of training teachers gives far too large a place to mere lecturing, and there is no satisfactory guarantee that the student can translate what he hears into actual practice or that he even believes it to be translatable."

The provision of suitable teachers of technical subjects is also proving a difficult problem and its solution likewise implies closer co-operation between the Departments and the various trades and industries concerned and a greater co-ordination between the training schools and the universities.

Finally, it is hoped that the growth of education will lead to a fuller appreciation of the importance of the teacher and consequently to an improvement in his status and conditions of service. The inequality of treatment in the four Provinces has created a position which can only be solved by prompt and concerted action by the Provincial Administrations in the direction of a closer approximation towards a uniform scale of salaries throughout the Union. The present position is very seriously aggravated by the fact that scales of salaries vary widely in contiguous areas and this has been, to a large extent, the cause of the constant migration of teachers from one Province to another.

These are, briefly, the lines of development on which it is hoped the next annual report of the Department will be able to record substantial progress. Without an adequate supply of efficient teachers devoted to their work, it will be manifestly impossible to carry out the reforms foreshadowed in this report.

## ANNEXURE I.

## REPORT OF THE MEDICAL INSPECTOR OF SCHOOLS.

To the Superintendent-General of Education,  
of the Province of the Cape of Good Hope.

Sir,—

I have the honour to submit my report on the Medical Inspection of Schools for the period ending December, 1918. I was appointed in March, 1918, and took up my duties in the beginning of April when I proceeded to the Transvaal to see the progress which medical inspection has made there in the last four years. I am indebted to Dr. Leipoldt, the Chief Medical Inspector of that Province, for his invaluable assistance and for placing all his records and local experience at my disposal.

In May routine examinations of school children were conducted in Cape Town, Woodstock, Salt River and Stellenbosch as a preliminary investigation, and recommendations were made as regards apparatus, premises, clerical work and printing. It was further recommended that as a beginning two school nurses and one male and one woman doctor be appointed as assistant medical inspectors. The urgent need for dental and general treatment was pointed out. None of these appointments have as yet been made. Further recommendations were made in July, 1918, but there has been as yet no opportunity for discussing these appointments owing to a variety of circumstances. On assuming the duties of organising a school medical service I accepted as my standard the following minimum of requirements which could be expected to achieve the health of the school child:

- (a) That each child should eventually come under medical and dental supervision,
- (b) that each ill-nourished child should somehow or other be nourished,
- (c) that each verminous and dirty child shall somehow or other be cleansed,
- (d) that each child who is diseased or defective should receive medical treatment,
- (e) that all schools shall be well ventilated, clean and well-lighted,
- (f) that each child shall have physical instruction suitable to its age.

Unfortunately there was a serious misconception on my part as to the intentions of the Administration as regards treatment of defects and the very necessary work of arousing public effort on behalf of children suffering from mal-nutrition. It seemed to me extremely necessary to bring home to parents as well as the public the obligation which they had towards defective children, as in many cases the conditions were serious. I was debarred from accepting many invitations to explain to the public the methods by which relief could be brought about.

These matters so seriously impaired the prospective usefulness of the service to the country that I have for some months felt that the position was unsatisfactory and considerations of health have finally led to my resignation.

I append the detailed Report on my work during 1918.

I have the honour to be,

Sir,

Your obedient Servant,

KARL BREMER,

Medical Inspector of Schools.

In the first Report on medical inspection of schools in this Province it appears necessary to give a somewhat full statement of the objects of the service, and the means by which those objects can be attained, as it is after all only thirty years since the first individual routine inspections were made in Europe. Since then "medical inspection" with all that the term implies has extended practically throughout the world where systems of education were in operation. In Africa it appears that medical inspection was first introduced by the Germans into East Africa followed by the South West. In 1914 it was undertaken in the Transvaal and in 1916 in Natal. In both these Provinces the reports of the medical officers indicate that the same need for medical supervision exists as in other parts of the world.

If we ask ourselves what the main object of the service is in brief, the reply must be to see that every child is as healthy as it is possible to make it with the means at our disposal. Where education is compulsory this comprises theoretically every child in the country who comes under the compulsory clauses. Furthermore, where education is compulsory a grave responsibility is at once assumed towards children who are unfit for the strain of unmodified school life. Medical inspection is absolutely essential for the protection of these children. Again routine medical inspection of school children is to-day the only health index of the individuals of the nations as no country has as yet complete medical examination of the children before school going age or of adults after school going age. The findings of medical inspectors are therefore of the utmost importance to any community which holds that national health and progress are desirable. Moreover the extent of juvenile unfitness has proved to be so extensive, and so clearly the cause as well as the effect of poverty and indigency in other countries that I have kept the possible connection between the two constantly before me in my examinations. I have in consequence come to the conclusion that much of the indigency in country as well as in city areas is directly due to juvenile invalidity and illness and the result of old disease. The untreated child of poor parents who suffers from adenoids, bad teeth, bronchitis or malnutrition is at present destined with shocking certainty to become a worse pauper than his father. This is perhaps one of the greatest arguments in favour of a complete system of medical inspection and treatment in its widest sense. That is to say not merely medical and surgical treatment, but adequate food and physical training, and teaching in cleanliness. When looked at in this light the school medical service at once assumes a most important place in the national health service. It is useless to contend that the parent should take his child to a doctor on his own account as even amongst the privileged classes not one per cent. of children are taken to a doctor for examination unless some obvious defect or illness threatens.

The position of the private medical practitioner is such as to render him quite powerless with regard to the health of the masses. He is consulted voluntarily by people who are ill or who imagine that they are ill, and he therefore comes into contact with a small section of the community only for whose health he holds himself responsible. The poor attend hospitals and dispensaries when they are ill, but when they reach these agencies it is often too late for prevention which is, after all, more reasonable and cheaper in the long run than a cure which may be impossible to effect.

In a narrower sense the object of the school medical service is to supervise the system of education from the health aspect and to see that the school environment is in every way conducive to health. The latter points will be treated more specifically under school buildings and grounds.

If every child is to have even a remote chance of benefiting by the education to-day provided by the authorities it will be necessary to extend the school medical service to treatment and closer medical supervision in a way which was apparently not contemplated by the Administration when this service was embarked on.

*Regulations respecting School Medical Inspection.*

On the 26th June, 1918, certain regulations regarding school medical inspection were approved. These regulations were framed under section 3 of Ordinance No. 20 of 1917 and confer the necessary powers on school medical officers, school nurses and part-time specialists engaged in school work. The details are as follows:

1. In these regulations;
  - "Medical Inspector" means and includes;
    - (a) the medical inspector of schools and assistant medical inspectors of schools; and
    - (b) any part-time medical specialists or medical inspectors while actually engaged in examining or treating pupils or teachers.
  - "School" means a school as defined in Section 1 of Ordinance No. 20 of 1917.
  - "Communicable disease" means a disease which may be communicated from one child to another or from a teacher to a child through classroom contact.
  - "Mental Specialist" means a medical specialist in mental diseases.
2. A medical inspector or school nurse shall have the right to examine and investigate the condition of bodily health of any pupil under instruction at any school, at any time during school hours.
3. A medical inspector shall have the right to exclude from any school as aforesaid any pupil suffering from a communicable disease.
4. A medical inspector shall have the right to exclude from any school as aforesaid any pupil who in the opinion of the said inspector, or of a mental specialist, is so mentally deficient as to render the said pupil incapable of receiving instruction ordinarily given in a school.
5. A medical inspector shall have the right to examine any teacher employed in a school as aforesaid on being requested to do so by the Department of Public Education, the School Board or Committee, where good grounds exist for suspecting that a teacher is suffering from a communicable disease.
6. When a medical inspector has decided in terms of these regulations that it is desirable to exclude any pupil from school he shall make out and sign a written order to that effect, and hand the same to the Principal, who shall send copies to the guardian or parent of the pupil, the Secretary of the School Committee, and the Secretary of the School Board. The said order shall specify the time (if any is fixed) for which the pupil is to be excluded from school. While any such order is in force it shall not be lawful for the pupil so excluded to attend any school as hereinafter defined.
7. A medical inspector shall have the right to inspect buildings and premises at any school.

Regulation No. 2 gives power to examine and investigate the condition of every child. At the same time when the inspection is announced to the parents they are given an opportunity of stating any objection they might have in writing.

The parents' notification reads thus:—

Dear Sir (Madam),

The School Doctor will visit this school on.....at..... for the purpose of medically examining children. Your child is included amongst those to be examined, and it is advisable that you should be present at the inspection. If you object to your child being examined, please inform me of such objection in writing.

Yours faithfully,

Principal.

NOTE.—Medical inspection involves no treatment or anything of a nature likely to cause pain or discomfort to the child.

It is a pleasure to record the fact that parents' objections numbered less than two per cent. The reasons given were various. Generally the objection was that the child had seen a doctor and it was considered unnecessary for it to be examined. In such cases where the teacher did not suspect uncleanliness or communicable disease no action was taken, but where the teacher felt that it was necessary, the parent was notified that the child was going to be examined. In one such case the child was found to be suffering from syphilitic ulceration of the mouth and throat, and it was possible to take action at once and to obtain treatment after the child was excluded from school. I confidently expect that objections will become negligible when parents see that the examination entails no hardship and constitutes a mutual protection of one child against another as regards vermin and disease. At one school there were six objections and on the last day of the examination four of the objectors came to the school to see if they could have their children examined as they had heard from others what it entailed.

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I think that this regulation has proved effective and necessary. At the same time it seemed desirable to introduce medical inspection as far as possible on its merits and without any force, and the response of the parents has at once established this as a workable proposition.

Regulation No. 3 is clearly necessary and effective.

Regulation No. 4 requires some explanation. When a child is established as being mentally defective (moron) it has no place in the ordinary school, and special provision must be made. This provision is at present being organised by the Commissioner for Mental Diseases under the Union Government, and for that reason it was necessary to have the power of exclusion from ordinary schools of such ineducable children.

Regulations 5, 6 and 7 are found to be satisfactory and necessary in operation. Regulations dealing with treatment have not been included, but will become necessary if it should be decided later on to widen the scope of the school medical service to embrace what is understood by medical inspection in other provinces and countries.

*How Medical Inspection is carried out.*

It will perhaps be useful for the sake of publicity to give an outline of the procedure adopted in school medical inspection.

The classrooms are visited first and inspected as to ventilation and cleanliness. The desk attitude and postures of the children are noted especially in relation to their relative sizes. Next the grounds and lavatory accommodation are inspected and if necessary a full report is made in the following form :—

“Report on Sanitary Condition of.....School. ....Board.

Type of school.....  
 Environment .....  
 Site .....  
 Building.....  
 Walls .....  
 Roof and Ceilings .....  
 Floors.....  
 Classrooms .....  
 Cloakrooms .....  
 Hall and Corridors .....  
 Lavatory Accommodation .....  
 Lighting.....  
 Ventilation .....  
 Heating .....  
 Playground Accommodation .....  
 Teachers' Rooms .....  
 Cleaning and Caretaking .....  
 Furniture.....

The Principal is previously notified of the date of the visit and the parents' notification sent to the parents of the forty children who are to be examined on that day. A room large enough to allow for the distance of 18 feet for eye tests is utilised for the inspection of the individual children. In another room the parents wait as they arrive at the time appointed for their children. The actual examination of the child occupies in normal cases only a few minutes. The parent and nurse or teacher help the child to undress as far as the waist for an examination of the heart and lungs. The teeth, throat, ears and general conformation of the child are examined and the child is dressed. It is once clear that the presence of the parents is very necessary so that defects may be clearly explained and unclean or verminous conditions pointed out. When the examination is completed a record card is filled in with the following particulars :—

“By the Nurse,

Weight .....  
 Height .....  
 Clothing .....  
 Footgear .....  
 Cleanliness.....  
 Body .....  
 Head .....

Date.....

Vision.

R. ....

L. ....

By the Medical Inspector.

Family History :—

Previous illnesses : Measles, Scarlet Fever, Rheumatic Fever, Enteric Fever, Chickenpox, Mumps, Malaria, Bilharziasis, Diphtheria.

1. Teeth .....
2. Mouth and Palate .....
3. Abdomen .....
4. Nose and throat—  
 Nasal Breathing .....
- Adenoids .....
- Tonsils .....
5. Glandular System—  
 Lymphatics .....
- Spleen .....
- Thyroid .....
6. Lungs—  
 Right .....
- Left .....

7. Chest Measurements—  
 Maximum Inspiration .....
- Maximum Expiration .....
8. Vascular System—  
 Anæmia .....
- Heart .....
9. Skin .....
10. Nervous System .....
11. Genito-Urinary System .....
12. Deformities .....
13. Rickets .....
14. Tuberculosis.....
15. Infectious Diseases .....
16. Nutrition .....
17. Fatigue .....
18. Speech .....
19. Intelligence .....
20. Hearing—  
 Right ear .....
- Left ear .....

Recommendations :—

Action Taken :—

The information as regards the child's proficiency, conduct and home conditions is given by the teacher in the following form :—

Name (Surname first) .....  
 Address .....  
 Date and place of birth .....  
 Conduct .....

Proficiency 1. Good .....

2. Fair .....

3. Poor .....

4. Bad .....

Home conditions .....

Occupations of Parents .....

If the parent has not been present at the examination he or she is notified as follows if a defect is present :

I find your child ..... suffering from .....

This defect tends to impair his (her) progress in school, and you are strongly urged to take the child to your own doctor, with this card, for his advice.

This form of notification is effective sometimes but very often disregarded entirely.

Where defective teeth are found the following notification is sent. This unfortunately is rarely acted upon except amongst the small proportion of parents with means.

I find your child ..... suffering from defective teeth. In the child's interest it is imperative that they should be treated without delay by a dentist. Clean, sound teeth are necessary for good health and good digestion. Dirty and carious teeth endanger health by poisoning the system. Clean the teeth thoroughly at bedtime as well as after meals with a soft clean brush and toothpowder or precipitated chalk. This can also be done by using a strand of silk to remove all debris between the teeth.

In the case of verminous children instructions are given as to cleansing. The child's record card remains as a permanent reference in the principal's room, and when a defect is corrected this is indicated on the card at a future date. The record is continuous during the child's school life as any re-examination is entered on the same card.

*Routine Medical Inspection in 1918.*

Altogether thirty-one schools were visited for the purpose of individual medical inspection. These were under the following School Boards :—

- Cape.
- Stellenbosch,
- Kimberley.
- Beaufort West.
- Somerset East.
- Graaff Reinet.
- Caledon (one school).

The number of children examined individually was 2,843.

No. of Schools visited	No. of children examined.	Boys.	Girls.
31	2,843	1,651	1,192.

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## Defective Children needing attention and treatment.

No. of Girls.	Percentage of Girls	No. of Boys	Percentage of Boys.	Total	Total Percentage.
641.	53.6	818	49.5.	1,459	50.9.

These percentages of defects include cases where more than three bad teeth were present but minor teeth defects were not recorded. Defects of nutrition due to under feeding have also been dealt with separately as the treatment in those cases is often outside the province of the medical practitioner and rather a social question.

The number of defects vary very largely in different schools. The lowest percentage of defects is found in the country high schools and the largest in the city primary schools in less privileged areas. If minor teeth defects had been included the percentage of defect would have been increased considerably.

## A comparison of Percentages of defective school children.

The percentage of defect (50.9) seems rather higher than one would have expected in a thinly populated country where fresh air and abundant sunlight are the rule. At the same time if follows the rule where supervision has not been practised. Australian figures of a few years back varied from 60 to 70 per cent. In New York and St. Louis the percentages of defect stood at 30 and 26 respectively.

It has also been found that systematic school supervision and attention to the health of the children combined with effective treatment can reduce the invalidity very considerably. In Strassburg this was brought as low as 20 per cent. before the war.

## Uncleanliness and Malnutrition.

At the present moment the consideration of uncleanliness and malnutrition amongst school children is perhaps of more definite value than consideration of other defects, as definite results can be obtained and, indeed, have been obtained during the past year. Uncleanliness has an important bearing on health and mental receptivity of the child. And by uncleanliness I do not mean unwashed hands and faces which have possibly been recently and healthily soiled in the playground, but an accumulation of dirt on persistently unwashed bodies and heads. Cleanliness and good nutrition are essential to the education of a child, and are fundamental as a basis of training. Therefore this practical teaching should assume a much wider scope than the results of this first examination indicate.

The number of children suffering from verminous conditions in schools which are otherwise well kept is large. The teachers are rightly averse to pressing the matter when they are doubtful of the condition, as parents are apt to become unpleasant over this matter. In many cases clean children are contaminated by a verminous child and this constitutes a real grievance as far as parents are concerned in a country where education is compulsory. I therefore submit to you that from a public health, and even more, from an educational point of view it should be an admitted part of the educational programme to attain to a state which we describe as a "Clean School." By this is meant a school in which no children with vermin on their heads or bodies can be found and in which the poorest child is reasonably clean.

This is a reasonable state to strive to attain to and can be achieved by the following means:—

- (1) The school medical inspector on finding verminous or dirty conditions draws the parents' attention to it, and gives printed instructions for cleansing the child. As however, the visits of the medical inspector are at present rare this method of creating a clean school is quite inadequate.
- (2) Teachers should be trained to recognise verminous conditions and should co-operate constantly by reminding parents in marked cases. In some localities parents consider the condition as natural and resent interference by teachers, but a few weeks of persistence ends all opposition.
- (3) In city areas and large towns it is necessary to appoint school nurses who, as officials of the Department, will pay fortnightly visits to the schools under their charge for the specific purpose of eradicating unclean conditions in children.
- (4) Accommodation for cleansing should be provided on a small scale at a central place in city areas where the need exists.

## Extent of the Condition.

No. of Children examined	No. of Children with nits or vermin.	Percentage of Children with nits or vermin.
2,843	363	12.7
	No. of Children with dirty bodies.	Percentage of Children with dirty bodies.
	400	14.0

Of the 363 children with nits or vermin, 90 per cent. were girls. This is owing to the difficulty of keeping long hair clean. Here it is necessary to point out that nits are the eggs of the head louse and must therefore not be regarded lightly. In many cases it is advisable for girls to have short hair (4 inches) and this teaching ends in a struggle between cleanliness and vanity in which the latter is too often victorious.

On the other hand uncleanliness of the body was more frequently noted amongst boys. Powers to cleanse children infected with vermin are given in Act No. 25 of 1913 to the local education authority. Under this Act a child may be cleansed in suitable premises without further reference to the parents, if the warning of the local authority is not acted upon. It is, however, doubtful if this has ever been done in South Africa. As long as no accommodation for cleansing is provided the provisions of the Act in this respect remain ineffective.

## Malnutrition.

In considering the nutrition of a child several factors must be considered, such as its weight, muscular tone, the condition of its skin and subcutaneous fat, the state of its blood and its general reaction to life (degree of alertness or listlessness). In this way an estimate can be made of the child's chances of benefiting by the education given it. Nutrition being a process its estimation is of course subject to opinion and no absolute standard of malnutrition can be made. At the same time defective nutrition is responsible for so much inefficiency and lack of response to education and consequent loss of money to the State that its control becomes a matter of urgency. The chief causes of malnutrition are the following:—

- (1) Insufficient and unsuitable food.
- (2) Defective home environment.
- (3) Lack of fresh air and sunlight (which should be almost impossible in South Africa).
- (4) Employment out of school hours.
- (5) Insufficient sleep and badly ventilated bedrooms.
- (6) Uncleanliness.
- (7) Diseases such as tuberculosis, bad adenoids, decayed teeth, rheumatism.

## Extent of Malnutrition.

No. of Children examined	No. suffering from malnutrition.	Percentage suffering from malnutrition
2,843	320	11.2.

The largest amount of malnutrition was generally found amongst city children although the highest percentage in one instance occurred in a country school where all the children belonged to poor homes.

The correction of this serious defect is in 90 per cent. of cases a social problem. *But whatever the nature of the problem it is quite certain that the longer it remains unsolved the more serious does it become as a cause of progressive national inefficiency leading to indigency.*

The question of unsuitable food is in itself an educational one. Many working class people waste their money and efforts through ignorance of the proper methods of cooking. Others do so too, but the matter is of negligible importance to the rich. The cookery classes which are attended by 4,000 girls in this Province are of extreme importance and value in this connection. The expansion promises well for the future and I would like to point out that the necessity for the teaching of Cookery increases largely the poorer the children are. To correct the utter ignorance of food values which is the basic cause of unsuitable food supplied to children is a matter of education, and it is a hopeful sign that stress is being laid on this in the teaching of to-day.

The question of insufficient food as a cause of malnutrition is a more serious social one. It is obviously the duty of the parent to feed the child sufficiently but where this is not done the underfed child is liable to suffer from school work. It should be recognised that teachers are aware of underfeeding in a good many schools, and have made efforts to feed these children with bread and soup at the interval, but generally the result of such treatment is only partially successful. In most cases the staple diet at home is bread and coffee, and the most urgent need of these children is a balanced meal of proteid, fat and enough carbohydrate.

The best course to adopt then is in the first place to bring home to negligent parents the fact that a close supervision is being kept over the underfed and generally to induce parents of such children to fulfil their obligations. I am convinced that the more supervision there is of the child's body the less will be the sufferings due to neglect.

The next step is to arouse public opinion to an understanding of the intimate relation of nutrition to national efficiency. The underfed child must be fed somehow, for he is a menace to the well-being of the State.

Where meals are supplied at or near a school, for under-nourished children it should be in the nature of a model meal which contains the necessary proportions of proteid, fat and carbohydrate. The whole arrangement should be under a committee of people who are interested in social welfare and should in no way be dependent on the teachers except actually at the mealtime. In one area where the need could not be passed over I was instrumental in starting such a scheme, although this was contrary to the spirit of instructions which I had received, and fifty children were fed in a hall near the school. Only children certified by me could be so fed and there was no chance of mendicants trading on the good will of the local inhabitants who financed the scheme. It was recognised by the teachers that given one decent meal a day these children would have a fighting chance of escaping from immediate inclusion in the poor white class on leaving school.

Many of these children in the cities belong to a class who would benefit very largely by attending an open air school. There is real need of investigation on these lines in the crowded area about Woodstock and Salt River, especially in view of the limited accommodation in some schools of that area. Sites for such an open air school are not wanting on the slopes above this crowded area.

## School Sessions.

School sessions have an intimate relation to the questions of fatigue and nutrition and for that reason it is necessary to treat of it here, the under-nourished child being the worst sufferer from prolonged strain. At present school hours vary greatly in different towns and sometimes in the same town.

The arrangement varies from one or two sessions broken by an interval of 20, 30, 60 or 90 minutes. The problem has been so repeatedly discussed by local authorities and parents that many are tired of it and state quite frankly that they are afraid of touching on it. But the growing child needs proportionately more food than the stationary adult and therefore food at the right time and in right quantity and kind is of more importance to the child as a physiological necessity than any other consideration. This is the crux of the whole question of sessions. *When does the child need its most complete meal, viz., its dinner?* The answer is any time between 11 a.m. and 1.30 p.m. according to the hour at which work is begun in the morning.

Moreover the child wants 45 minutes to prepare for and to eat the meal and it wants 30 minutes rest after the meal so that 90 minutes would be a satisfactory break. Where the meal is served at school 60 minutes would suffice. An important proviso is that the child should not be overtired when it sits down to a meal, and for this reason the session preceding the meal should not exceed 3½ or with bigger children 4 hours.

The difficulty of distance from school should be overcome in the only possible way it can be overcome, viz., by serving a model meal at the school at a reasonable price. The present half measures produce a serious amount of disability in the long run, and it is only for want of initiative and of co-ordination that it is being perpetuated. A good meal is served in some schools which have boarding departments attached and this should be elaborated in others where the necessity exists.

To have the alternative single session is undoubtedly only a second-best arrangement which should not be tolerated except in specially hot places during December and February when the hours should run from 7.30 to one with a break for refreshment. During these two months the arrangement is in the nature of a makeshift. In such places more reasonable hours would be from 8 a.m. to 11.30 a.m. and from 3 p.m. to 5 p.m. and this has been done in places with good results.

There is too much anxiety on the part of some parents and some teachers to have the thing over and done with in one session, but this is hardly the way to view so serious a problem.

#### *Clothing and Footgear.*

Out of 2,843 children examined 94 (3.3 per cent.) wore clothes in bad repair.

Out of 2,843 children examined 286 (10 per cent.) wore clothes which lacked cleanliness.

Out of 2,843 children examined 148 (5.2 per cent.) wore boots in bad repair.

Clothes in bad repair form a very suitable subject for sewing classes, which are held for girls in almost all schools. This practical aspect comes into great prominence amongst poorer children. Clean clothes and especially clean underclothing form an excellent subject for repeated consideration in the lower classes, where an attempt is made to teach personal hygiene. Fortunately the question of insufficient clothing is not a pressing one in this country except during a few winter weeks in a few cases. On the other hand many children, more especially girls, are overdressed with as many as six or seven garments. With the advance of physical education this matter is receiving attention in some girls' schools, and as this branch of teaching is being expanded this hindrance to health will disappear. A large number of children wore no boots and stockings at all, and they seemed better and healthier for it. For the greater part of the year this should be encouraged as being preferable to unwashed stockings and badly shaped or broken boots.

#### *School Closure for Infectious Disease.*

The application of closure of schools owing to outbreaks of measles, scarlet fever, chickenpox, ringworm, infantile paralysis, German measles, etc., have been frequent. It is necessary to give a general indication on this point as to the necessity of school closure. It has been found by epidemiologists of the highest standing that this type of infectious disease is spread much more readily by contact in the home than at school, and that strict isolation of contacts for the periods stated in the quarantine and isolation circular is more efficacious than indiscriminate closing of schools.

School closure entails loss of public money, and unnecessary school closure entails waste of public money and for this reason as well as the educational loss should be given very serious consideration.

In this matter I am pleased to state that I have had the support of the Assistant Medical Officer of Health for the Union in preventing unnecessary closure.

What is wanted then is education in the nature of the diseases and their quarantine and isolation at home; parents who are able to read should have the instructions sent to them so that they cannot plead ignorance when their children stay away for infectious disease.

Many parents have no compunction about disregarding quarantine and isolation or about hiding infectious disease. This is a serious matter and when discovered should be promptly dealt with. The Union Act No. 25 of 1913, Clause 16 states "A local education authority may direct . . . any duly qualified medical practitioner appointed by such authority for the purpose, to examine in any public elementary school controlled by such authority the person of any child attending the school, and if on examination the medical practitioner is of opinion that the person is the subject of contagious disease the local education authority may give notice to the parent or guardian of the child requiring him to cleanse properly the person of the child." If this were acted upon it would remove the onus of re-admitting a suspected child to school, from the shoulders of the principal, who is often in serious doubt.

#### *Special defects in detail.*

##### TEETH.

Children Examined.	Teeth defects as indicated below.
2,843.	682 (23.9 per cent.)

Children with three or more bad teeth were marked defective although there were many more with minor defects.

This constituted the most frequent single defect in the whole series of examinations. In many cases it was accompanied by a septic mouth and bad health. Other defects of eyes, throat, nutrition and abdomen were frequently detected in children with bad teeth, sometimes as a result of the condition, at other times as a result of a common underlying cause. The condition was very variable and was worst in the schools of the poorer city areas, and best in the Karroo districts. It was also remarkably good in some city schools where the parents habitually took their children to the dentists for treatment. Regularity of outline and natural soundness was more frequently met with amongst the country children. Mouth hygiene is clearly a subject which can be taught incidentally and practically in all schools as a part of a hygiene course or by itself, with good results. It also has such a definite bearing on food values and cookery that it again comes into prominence in the cookery course.

Great improvement can be effected by teaching the needs of dental treatment for decayed teeth, as the most astonishing apathy still prevails with regard to the need for preserving the natural sound teeth.

It is clearly a necessity in the school medical service to have a travelling dentist. Such an appointment would have a practical as well as an educational bearing and should do much to improve the lamentable condition now existing.

There is, however, another aspect of dental disease and that is as a symptom of defective feeding. It was clearly borne out that the children who eat more natural foods such as raw fruits, whole meal bread, hard biscuits and who instinctively masticate thoroughly have far better teeth than those brought up on soft porridge, white bread and cakes and soft cooked foods. Here again, it is clearly a matter of education and as the child is often wrongly taught at home, this should be a universal teaching in schools. There are signs that more teachers are beginning to interest themselves in these vital questions.

#### *Defects of Vision and Eye Diseases.*

Children Examined.	No. of Children with defects of vision.	Percentage with defects of vision.
2,843.	238	9.3

Children who were unable to read 6-9 of Snellen's test types were generally referred for further examination. The most frequent defects noted were hypermetropia, astigmatism, myopia, strabismus, conjunctivitis, corneal scars, and one case of congenital nystagmus.

In a country where eye specialists are few and spectacle vendors are many it is necessary to sound a note of warning about glasses. I have found children with plain window glass in rims of a cheap kind which have been sold to them sometimes for £2 and £3, and in not a few cases entirely unsuitable glasses, which have been supplied by people who lack the necessary knowledge and conscience.

The correct reading attitude is so important that it is necessary to lay stress on constant supervision. It is found that many cases of suspected shortsightedness can read perfectly at 12 and even at 20 inches distance, but owing to mental concentration when reading aloud the child gradually acquires the habit of holding the book nearer and nearer to the face with serious results when persisted in. I lay stress on this because it is an educational defect and can in many cases be corrected if the teacher would make quite sure whether the child can read at the correct distance of 12 inches with ease.

The frequent occurrence of squint and the less frequent occurrence at a later age of a blind eye due to squint call for comment. Squint requires expert advice at an early age and this should be borne in mind by teachers who are in a unique position for detecting this defect.

Distinct and clear definition in all reading matter, books, blackboards, charts, maps, etc., is of paramount importance in schools.

Unsuitable print is still used in some instances. In one school I found a whole class in a badly lit room reading from bibles with minute print. This was seriously interfering with the eyesight of the children. Where defects of the eye are found the parents are recommended to take the children to an eye specialist for treatment. In the case of necessitous children they are recommended for hospital out-patient treatment. It is very necessary that country children should have an opportunity of having suitable attention as well as town children. A school ophthalmologist as a part-time worker should visit country centres for this purpose, as most of the advice at present is given by unqualified men who do so large a trade that some are able to employ two or three advance agents.

Conjunctivitis (infective sore eyes) has broken out in some schools, and teachers should note that cases of sore eyes developing in their schools must be excluded until all inflammation has subsided. School closure for this reason can only be due to a lack of observation on the part of a teacher, and failure to exclude the source of infection.

#### *Adenoids and Enlarged Tonsils.*

Obstruction to nose breathing was noted in 289 cases and in 177 of these the cause of the mouth breathing was obstructive adenoids:

No. of Children Examined.	Obstructive Adenoids present in	Percentage of Obstructive Adenoids.
2,843	177	6.2

Adenoid growths in the naso-pharynx are normal to the human being, and if they remain normal cause no trouble. When, however, they swell up as a result of colds in the nose they are apt to remain large and to cause obstruction to nose breathing. The function of the nose is partly the cleansing of the air that passes through it and for this reason mouth breathing constitutes a danger to health. We must, therefore, avoid mouth breathing which is an error very easily acquired by children. This can be done by regular daily instruction in nose breathing exercises especially for the youngest children, and by drawing attention to open mouthed children. There are some children who will fail to keep their mouths shut even with this instruction. A further course of handkerchief drill will then be necessary. The children are made to blow forcibly through the nostrils *without* squeezing the soft parts of the nose. This is done outside if possible about 10 times. The process secures a free passage and is then followed by deep breathing exercises through the nose. This drill if persisted in for three months will cause atrophy and disappearance of overgrown adenoids in slight cases. Even after such action there may still be children who are unable to keep their mouths shut, and these are the cases that will need an operation for the removal of adenoids. Persistent breathing exercises after the operation are imperative else mouth breathing will remain. Enlarged adenoids were found more frequently in coastal areas and crowded areas, wherever nasal catarrh was common.

Enlarged and septic tonsils requiring removal or treatment were found in 87 cases only.

#### *Diseases of the Skin.*

The commonest skin diseases were ringworm, scabies and impetigo, almost invariably in association with uncleanness. Other diseases present were eczema, psoriasis, ichthyosis and urticaria.

No. of Children Examined.	No. suffering from skin diseases.	Percentage suffering from skin diseases.
2,843	40	1.4

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*Diseases of the Ear.*

No. of Children examined.	No. suffering from ear disease.	Percentage suffering from ear disease.
2,843	43	1.5

Middle ear disease, obstructive wax in meatus, and oral polypus were the prevailing abnormal conditions in the 43 cases. The importance of constant attention in cases of "running ears" is not realised by the majority of parents, and in some instances the bad smell from this cause was injurious even to other children in the vicinity. Teachers should know which children are sufferers from discharging ears and should note the condition so that it does not become a nuisance to the neighbours. In spite of medical treatment, a discharging ear will often require months of care and attention and the teacher should encourage this care for the sake of the educational advancement of the child, where the parent is apathetic.

These children required trained attention by a nurse, and when school nurses are appointed, they should, in certain areas, perform these duties at treatment centres.

*Diseases of the Heart.*

No. of Children.	No. with defects of heart.	Percentage with defects of heart.
2,843	27	.9

These cases of heart diseases were in most instances due to defective valves following on rheumatic fever. In two cases the condition was serious and compensation was wanting, and parents were therefore advised to keep them at home under treatment until they improved. In other cases teachers were advised not to place too much strain on the children physically or mentally, but to balance their achievements in both fields. Such children can often take part in reasonable school games where physical strain is not sporadic but gradual. When, however, they are debarred from taking any part in school games, it becomes necessary to plan for special provision with other physically defective children. The amount of heart disease is not alarming, when we consider that many of these will grow up strong and able to take their place in the social fabric without much retardation.

*Deformities.*

No. of children.	No. of deformities.	Percentage of deformities.
2,843	70	2.4

The commonest deformities present were shortened and paralysed limbs from old poliomyelitis or congenital spastic paraplegia. Severe spinal curvature and pigeon chests were included in this number, as well as some cases of club foot and dislocation and tuberculosis of the hip joints. Rickets is very uncommon and was rarely seen. Spinal curvature due to school conditions or anæmia was frequent, especially amongst girls from 12 to 16 years. It is not included amongst the deformities. In one High School for girls a special investigation was made by the drill mistress into the prevalence of spinal curvature. Only about two per cent. were found to have a perfect balance and a condition approaching perfect symmetry of the spine and scapulae. Physical education will need to be considerably expanded to counteract school conditions, and to this end teachers will need to be trained regularly in a school for physical culture, if the demand is to be met.

Children with deformities must further be considered from a vocational point of view as they require more training than a normal child to fit them for an equal wage-earning capacity. To this end further investigation is necessary before any recommendation can be made.

*Diseases of the Lungs.*

Chronic disease of the lungs is fortunately uncommon amongst white South African children. Bronchitis, more or less chronic, was the commonest lung defect. Amongst 2,843 children, eight suffered from tuberculosis of the lung. The underfeeding and defective environment responsible for tuberculosis are matters of common knowledge and of these eight cases only three could be said to belong to tuberculous families. Ten other children were designated as "pre tubercular." This indicates a condition of chest, nutrition and lungs, which makes it very probable that the child will develop tuberculosis in course of time unless definite preventive measures are instituted. Such children should attend an open air day school, where food and rest are attended to as well as lessons. It must further be remembered, that whenever tuberculosis of the lung is diagnosed, the child is in most cases removed from school, and for this reason the low percentage of .3 does not represent the absolute extent of lung tuberculosis amongst children of this Province.

*Venereal Disease.*

No. of children examined.	No. of children suffering from Venereal Disease.	Percentage suffering from Venereal Disease.
2,843	20	.7

The venereal disease amongst children examined was in most cases due to congenital syphilis. Throat ulceration was present in 18 of the 20 cases. In all of these, exclusion was resorted to until such time as the district surgeon certified that the child could be re-admitted without danger to the school.

There is naturally a great abhorrence of this disease, and, in one instance where a case occurred, the school automatically closed itself by all the parents keeping their children at home. This is entirely unnecessary, as only the actual sufferer need be excluded, and all danger is then past. The risk of infection from contact at school is increased by the use of a single cup for drinking purposes, and the single towel for drying the hands and face after a wash.

Ten of the above cases were found in one school, and treatment at the time of re-inspection proved to be only partly satisfactory, as some were not persevering as they should do owing to ignorance of the parents. Others were showing marked improvement, after regular treatment by the district surgeon.

Here again the true incidence of the disease is not computable from school inspection as some children who are bad sufferers are kept at home safe from interference by attendance officers by virtue of their diseased condition, and yet not receiving adequate treatment.

*Mental Backwardness and Mental Deficiency.*

No. of children examined.	No. of children mentally backward by one year or more.	Percentage of children mentally backward.
2,843	111	3.9

In the above figures are included all children who are definitely mentally backward, from various causes.

It is clear that the investigation of mental backwardness will need special attention. Much work is involved in such investigations, and it was only possible to go into the question superficially. Nevertheless it was quite clear that the incidence in the Cape Province is similar to the incidence established in the Transvaal by Dr. J. Marius Moll, the Psychologist to the Education Department, during the years 1915-1917.

The mentally deficient (moron) class is probably not lower than .84 per cent., which was Dr. Moll's finding for the Transvaal Province. Those children who were found to be ineducable were excluded from school, where their presence was found to be detrimental. It is hoped that such provision will be made in the future for these children that they will be unable to increase the growing army of mental defectives.

The ultimate work of establishing mental deficiency in individual cases will fall largely on the medical inspector and it is clear that an expert investigator will be needed to shoulder this very necessary work as a first step.

One special class is at present in operation where twelve mentally backward children are being taught. For the large numbers who require special instruction, a certain differentiation will require to be made. It will also be necessary to train special teachers with more than ordinary aptitude for such work. In the case of children over 12 some branch of vocational work is strongly indicated as they are generally more amenable to imitative work and show less aptitude where intelligence is demanded.

In my investigation of intellectual powers I have followed the Binet-Simon-Goddard-Healy-Knox scale, as outlined by Dr. Moll. The interest taken by the high grade teachers in the investigation of mental powers augurs well for the future as regards differentiation of treatment.

The striking cases of moral defectivity encountered emphasise the necessity for special provision. There are children who steal regularly and as regularly invent the crudest lies for explaining their possession of money, etc. Others act in ways which make it quite clear that they are defective. Such children are practically certain of being convicted of a criminal offence sooner or later, and under present conditions it is a case of "the sooner the better." A child who is convicted has some chance of being sent to a vocational reformatory, where he will receive a free technical education and free board from the State. It is obviously an unjust stigma that a child who is irresponsible should wait for a conviction before such training is instituted.

*School Buildings and Playgrounds.*

Most of the schools visited were built within the last fifteen years. Perhaps the most striking features of the schools of this Province is the absence of uniformity of any kind. This in itself might be considered an advantage were it not that there is also an absence of uniformity in the cost per pupil, and a striking difference in the final hygienic aspects of the buildings. It is, however, an encouraging fact that the schools built in the last five years show a definite advance in ventilation and lighting and drainage. This fact in itself demonstrates that different architects have varied their methods from time to time. It seems reasonable to expect that as there is a continuous building policy in the Department, the best features of modern buildings will be correlated from a health aspect and insisted on in principle for all new buildings.

Overcrowding is found in several city schools and in some country schools. All dwelling houses hired for school purposes have been found unsuitable and were reacting detrimentally on the children. No adequate effort is being made in these cases to institute playground classes. An exaggerated importance is invariably attached to keeping the child's mind on the desk so that he should pass his examination. This was the invariable objection raised to the suggestion that children should be taught outside where overcrowding exists. In many cases again the playground was so unattractive and dusty that it was not possible to hold classes there.

On the whole playground accommodation in country districts is ample, and the tendency to secure large areas for school purposes is on the increase. The worst school from a hygienic point of view was the Church Street School, Woodstock. It is an old church hall at a noisy street corner. The interior is dilapidated and the roof leaky. The floor had dangerous holes in it and was shaky. The windows could in some cases not be opened, being out of repair. The light was bad and detrimental to the children's eyesight, being limited to back and front lighting in some rooms. It cannot be converted without being entirely rebuilt, and the best course would be to remove the school to a new site altogether.

The new school at Koeberg Road is one of the best schools visited. It has ample through ventilation and good light. The practice of making blackboards between windows is bad, and this problem has latterly been accentuated by the demand for more blackboard space and an accompanying demand for through ventilation. This difficulty was got over in the case of the new Boys' High School at Somerset East by having a row of windows above the blackboard space. The lower half of the windows were under a verandah and this took away the glare from the eye when wall-writing was done. The fact that minor as well as major hygienic points vary in different schools shows the necessity for submitting all plans for new schools and for alterations to the Medical Inspector for comment.

*Lighting.*

As has been stated, the newer schools possess good lighting. In this country, fortunately, the light is good and artificial light should be unnecessary. Nevertheless some schools of old type are so defective in lighting that artificial installations have been made,

*Ventilation.*

In several overcrowded classrooms the "school smell" was marked. On the whole, ventilation is thoroughly well provided for in this country. At times I met with a reluctance on the part of teachers to make use of the means of ventilation. The windows which are provided to make through ventilation possible are often closed and some teachers do not seem to grasp the significance of the "moving air." Stagnant air is distinctly detrimental to children, by virtue of the collection of organic material from the expired air, apart from the carbon dioxide content. The only provision for "moving air" in most schools is by through ventilation, that is by air passing in at one window and out at another. The rate at which the air moves is therefore a consideration. In a high wind one side must of necessity be closed but at such time enough movement can be got through ventilators.

Ventilation of classrooms is one of those subjects which can be perpetually used in practical illustrations of hygiene teaching even in lower classes, and the attention thus drawn to the matter would stimulate both teachers and pupils in the direction of fresher air.

*School Furniture and Fittings.*

In many cases the need for repair of fittings and furniture as well as buildings is becoming urgent. This has been due to war conditions. It is unfortunate that depreciation should have everywhere accumulated of necessity, but now that more normal times are in sight, this is a matter for early consideration.

The school desk is still a serious problem. In a great many cases the desk is unsuited to the size of the child. In most schools an attempt is made to suit the child more or less. I regard the postural spinal defects partly as the result of the use of faulty desks. Whilst recognising the impossibility of altering the desks which are now in possession of the Department, it is clearly necessary at the earliest opportunity to adopt a standard type of adjustable desk. Such a desk has a seat which can be raised or lowered to suit any child within certain limits. It has an adjustable back, a twelve inch wide seat with a slight single curve and a front edge of desk in line with the front edge of seat (a neutral desk-seat spacing). The optimum position for each child can in this case be so nicely adjusted as to preclude the excuse for faulty positions.

*Heating.*

Heating is required in parts of the country during six weeks, more or less, of the winter months. Then it is required until about 11 a.m. only. This simplifies the problem to a great extent. At the same time it calls for urgent attention where the temperature of the school-rooms falls below 55° F., for there is actual suffering at such times. In these schools I would recommend the installation of heating stoves with chimney piping. The stoves need some attention, but as the heat is needed for the first three hours of the morning only this can be attended to. The open fire is also satisfactory.

In some schools provision has been made for heating by both these methods where apparently the need never arises. In others, where the need is great owing to the low temperatures, the greatest difficulty is experienced to get proper provision made. This is one of those points which would receive attention if buildings were erected on uniform principles according to local needs.

Central heating is not called for as a rule in this country.

*School Cleaning.*

School cleaning is a matter of considerable importance educationally as well as for hygienic reasons. Children accept their standard of cleanliness from the home and the school. Where the former is low the latter can make up to some extent if it is high. At present there is no uniformity in the matter of school cleaning and caretaking. In the same town one school will employ a single unskilled native while another school will employ a trained white man with much better results.

In some schools wash basins are left unused with dirty water rusting the fixtures, floors are swept carelessly and playgrounds are littered with paper. When passing from one school to another the contrast is so clearly due to the amount of supervision of principal and teachers over caretakers and children that the mere mention of this state of affairs should do away with slovenly caretaking. Wet sawdust or tea-leaves should be used in sweeping to allay dust and even this elementary method has at times been neglected.

I found the caretaking and supervision at the Regent Street School excellent as a model of what it should be.

*Lavatories.*

Washing accommodation is not uniformly supplied, being at times absent in the schools where washing basins are most needed. There are a few schools where a bathroom is one of the first needs in practical education. As yet, I have found only one proposed building where it is intended to include a bathroom in the plans. The earth closets in a few schools were unsatisfactory. The marked differences in the state of these earth closets especially on the boys' side calls for serious comment. In some schools the seats are regularly fouled without any attempt at preventing it. The system of supervision in other schools proves that it is perfectly feasible to have all the sand, water or bucket closets clean and in perfect working order.

The urinals vary in type, and some recently constructed ones are not satisfactory for schools. The raised flue built against the lavatory wall as at Regent Street School, is to my mind, the most satisfactory and superior to the ground flue. In country schools the bucket system is mostly used, and here again supervision can be improved upon in some cases. The seats and woodwork of the closets should be regularly scrubbed with soap and water. The cleanliness of every part of the school should form a subject of instruction in hygiene to older children.

*The Study of First-Aid, Home Nursing, Housewifery, Mothercraft and Temperance.*

A great deal of public attention has of late been given to the training of girls from 12 to 16 years old in subjects bearing on the health of the home. More especially has the need been emphasised during the pandemic of Spanish influenza which spread throughout South Africa in October. But the need is a permanent one, and the epidemic only served as a bulk demonstration of the ignorance of the large proportion of people with regard to home-nursing.

Much more striking evidence comes from professional workers, such as nurses and doctors and district visitors of the profound ignorance of most women with regard to infant care and feeding. This defect in the training of girls and women is far more serious to national health than an epidemic such as we have passed through.

Where schools for mothers have been started it has been seen that they have had no previous instruction of any kind and have simply been guided by family traditions or by neighbours' hints quite inapplicable to the times or circumstances under which the present generation was living.

The time when such teaching in infant care can well be provided is during the last two years of school life, and the teaching has some points to recommend it. It is necessary, interesting, of national importance and in every way educational. The same can be said of first-aid and home-nursing. I cannot see what subjects could reasonably take precedence of these in the case of a sixth standard girl who proposes leaving school at the seventh standard.

With reference to temperance teaching in schools and training schools, I am of opinion that it can be made to have a direct bearing on the health of the community. It must be remembered that intemperance as an object lesson parades to-day as it did 20 years ago in South Africa, and is not looked upon by the young with the disgust it merits, and which is bestowed upon it in more favoured places where children are known to have grown up without knowing what a drunken man or woman looks like. It is therefore, necessary to combat this point of view by special teaching.

The English syllabus of lessons on "Temperance" is to my mind an excellent model which could be easily adapted by collaboration of the Training Schools Inspector and the Medical Inspectors. If such an adaptation were issued as a booklet for pupil teachers, I am of opinion that six lectures in one year of the Pupil Teacher Course, with the help of the syllabus, would be all that would be required to awaken sufficient interest in the mind of the future teacher, and could possibly be arranged for in the course of Hygiene.

As regards the teaching in the schools, simple instruction can be given to children under ten, but must of necessity be of the broadest and most general character. One lesson at the beginning of each term would be ample and cannot therefore interfere even with existing instruction.

Children over ten and twelve would receive slightly more advanced instruction, as indicated in the syllabus, as they move up in the school.

The alternative of special travelling instructors is not attractive, as the instruction is simple and the teacher who takes an interest in the subject can do it quite satisfactorily. It is possible that health teaching, including first-aid, housewifery, home-nursing, mothercraft and temperance might be arranged for during the last three years of a girls' school life. One hour a week would cover the whole field during that time. Moreover, all these subjects are allied in the defence of the home and therefore form a natural course of instruction.

The need for general teaching on these subjects is so self-evident that their obscurity in the syllabus of the past is a little difficult to understand. When taught in a scientific manner they are equal in educational value to the science subjects touched on in schools, and are, perhaps, more interesting to the pupils.

In the case of boys the health teaching would be limited to first-aid, including elementary anatomy and temperance in food and drink. At present many teachers are not trained to give this instruction but as the training of teachers is largely in the hands of the Department, it is only a question of time before such instruction can be generally instituted. The more special instruction in mothercraft and home-nursing could be given by school nurses or trained nurses by special arrangement.

*Medical Inspection and Treatment.*

The recommendations for extension of the school medical service have been stated in earlier memoranda.

It will also be necessary for the administration to reconsider the decision that treatment should form no part of the activities of the medical service if results commensurate with the outlay are to be obtained.

In conclusion, I would like to express my thanks to the teachers who have made great efforts to ensure the success of medical inspection. Their enthusiasm for the health of the children is the surest indication that an expanded medical service on a wider and more enlightened basis will be of untold benefit to the future health of the nation.

# ANNEXURE II.—SCHOOL STATISTICS.

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### ABBREVIATIONS.

Sp. .. Special School or Institution,	P.F. .. Private Farm School.
Sec. .. Secondary School,	B .. Mission School.
Inter... Intermediate School.	C1 .. Aborigines' Training School.
Prim... Primary School.	C .. Aborigines' School.
D .. District Boarding School,	D.C. .. District Council Area.
E .. Evening School	

A. DIVISIONS INCLUDED IN INSPECTORS CIRCUITS.

† INSPECTOR H. ANDERS, B.A., Ph.D., Libode Qumbu Tsolo	* INSPECTOR S. B. HOBSON, M.A., Britstown Kenhardt Prieska Victoria West	* INSPECTOR S. G. ROSENOW, B.A., Gordonia Hay Kuruman
† INSPECTOR J. ANDERS, Aberdeen Graaff-Reinet Murraysburg Pearston Richmond	* INSPECTOR C. HOFMEYR, B.A., Bredasdorp Montagu Swellendam	* INSPECTOR P. D. ROUSSEAU, B.A., Beaufort West Ceres Laingsburg Sutherland
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† INSPECTOR W. FREEMAN, B.A., Jansenville Steytlerville Willowmore	† INSPECTOR T. W. REIN, M.A., Ph.D., Fort Beaufort Peddie Victoria East	* INSPECTOR C. E. Z. WATERMEYER, B.A., LL.B., Cape Division, No. 2
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† Indicates an Eastern Circuit.

\* Indicates a Western Circuit.

Inspector of High Schools .. .. .	W. A. RUSSELL, M.A.
Inspector of Training Colleges .. .. .	H. J. ANDERSON, M.A.
Relieving Inspector and Inspector in Dutch .. .. .	B. J. HAARHOFF, M.A., Ph.D.

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

Domestic Economy:

Miss M. C. MACIVER.

Drawing:

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

Kindergarten:

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

Nature Study and Science:

Mr. A. B. LAMONT, M.A., B.Sc.

Needlework:

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

Vocal Music:

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

Woodwork:

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

A.—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1918.

	Sp.	Sec.	Inter.	Prim.	D.	E	P.F.	Poor.	B.	Cl.	C.	Total 1918.	Total 1917.	Increase.
<i>European:</i>														
Schools under School Boards ...	10	97	104	1840	..	15	625	...	...	...	...	2691	2750	-59
Railway schools ...	...	...	5	23	...	1	...	...	...	...	...	29	29	...
Labour Colony Schools ...	1	...	1	8	...	...	...	...	...	...	...	10	10	...
Church A3 Schools ...	...	...	...	35	...	...	...	...	...	...	...	35	35	...
Other European Schools ...	25	4	...	23	1	1	18	3	...	...	...	75	76	-1
<b>Total European Schools, 1918</b>	<b>36</b>	<b>101</b>	<b>110</b>	<b>1929</b>	<b>1</b>	<b>17</b>	<b>643</b>	<b>3</b>	...	...	...	<b>2840</b>	...	...
<b>Total European Schools, 1917</b>	<b>34</b>	<b>98</b>	<b>98</b>	<b>1939</b>	<b>1</b>	<b>18</b>	<b>688</b>	<b>24</b>	...	...	...	...	<b>2900</b>	...
Increase ...	2	3	12	-10	...	-1	-45	-21	...	...	...	...	...	-60
<i>Non-Europeans:</i>														
Schools under School Boards ...	...	...	2	12	...	1	...	...	...	...	...	15	14	1
Railway Schools... ..	...	...	...	7	...	...	...	...	...	...	...	7	7	...
Other Non-European Schools ...	4	1	...	...	...	8	...	...	896	13	1064	1985	1924	61
<b>Total Non-European Schools, 1918</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>19</b>	...	<b>9</b>	...	...	<b>896</b>	<b>13</b>	<b>1064</b>	<b>2008</b>	...	...
<b>Total Non-European Schools, 1917</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>18</b>	...	<b>5</b>	...	...	<b>864</b>	<b>13</b>	<b>1037</b>	...	<b>1945</b>	...
Increase ...	-1	...	...	1	...	4	...	...	32	...	27	...	...	63
<b>Total Schools, 1918</b>	<b>40</b>	<b>102</b>	<b>112</b>	<b>1948</b>	<b>1</b>	<b>26</b>	<b>643</b>	<b>3</b>	<b>896</b>	<b>13</b>	<b>1064</b>	<b>4848</b>	...	<b>3</b>
<b>Total Schools, 1917</b>	<b>39</b>	<b>99</b>	<b>100</b>	<b>1957</b>	<b>1</b>	<b>23</b>	<b>688</b>	<b>24</b>	<b>864</b>	<b>13</b>	<b>1037</b>	...	<b>4845</b>	...
DIVISION.														
Aberdeen ...	1	...	12	...	...	5	...	2	...	...	...	20	17	3
Albert ...	2	1	3	18	...	2	12	...	11	...	...	49	51	-2
Alexandria ...	...	2	...	35	...	9	...	4	...	...	...	50	52	-2
Aliwal North ...	...	1	...	18	...	4	...	6	...	...	...	29	26	3
Barkly East ...	...	2	1	22	...	10	...	7	...	...	...	42	45	-3
Barkly West ...	...	1	1	19	...	9	...	3	...	...	...	33	35	-2
Bathurst ...	...	1	31	...	...	1	...	22	...	...	...	55	55	...
Beaufort West ...	...	2	11	...	...	3	...	7	...	...	...	23	22	1
Bedford ...	...	...	9	...	...	13	...	3	...	...	...	27	34	-7
Bredasdorp ...	...	1	4	...	...	13	...	4	...	...	...	22	22	...
Britstown ...	...	1	1	30	...	6	...	5	...	...	...	43	44	-1
Caledon ...	...	1	1	7	...	8	...	4	...	...	...	21	18	3
Calitzdorp ...	...	1	2	50	...	15	...	15	...	...	...	85	81	4
Calvinia ...	...	1	1	19	...	...	...	1	...	...	...	21	21	...
Cape ...	10	12	20	57	...	10	...	...	79	...	...	188	185	3
Carnarvon ...	...	1	...	12	...	21	...	2	...	...	...	36	26	10
Cathcart ...	...	1	...	8	...	...	...	...	...	...	...	27	26	1
Ceres ...	...	1	1	17	...	...	...	7	...	...	...	29	29	...
Clanwilliam ...	...	...	1	38	...	...	...	10	...	...	...	53	56	-3
Colesberg ...	...	1	1	6	...	...	...	13	...	...	...	23	20	3
Cradock ...	1	2	...	20	...	11	...	4	...	...	...	38	38	...
East London ...	...	2	3	36	...	2	...	...	...	...	...	58	57	1
Elliot ...	...	...	1	25	...	1	...	3	...	...	...	30	33	-3
Fort Beaufort ...	2	2	...	10	...	6	...	13	1	...	...	34	38	-4
Fraserburg ...	...	...	1	12	...	42	...	2	...	...	...	57	59	-2
George ...	1	2	1	38	...	1	...	8	...	...	...	51	51	...
Glen Grey ...	...	...	...	2	...	...	...	3	...	...	...	69	69	...
Gordonia ...	...	...	1	10	...	9	...	3	...	...	...	23	19	4
Graaff-Reinet ...	2	2	1	22	...	5	...	8	...	...	...	40	46	-6
Hanover ...	...	...	1	3	...	9	...	2	...	...	...	15	15	...
Hay ...	...	...	1	26	...	6	...	3	...	...	...	36	39	-3
Herbert ...	...	...	1	22	...	4	...	12	...	...	...	39	34	5
Herschel ...	...	...	...	...	...	1	...	48	1	...	...	50	49	...
Hope Town ...	1	...	11	...	...	6	...	4	...	...	...	22	28	-6
Humansdorp ...	...	1	...	55	...	5	...	15	...	...	...	76	78	-2
Jansenville ...	...	...	1	46	...	4	...	3	...	...	...	54	54	...
Kenhardt ...	1	...	1	28	...	10	...	1	...	...	...	41	33	8
Kimberly ...	2	2	5	23	...	2	...	5	12	...	...	51	49	2
King William's Town ...	2	2	2	28	...	3	...	112	1	...	...	150	149	1

A.—(continued)—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1918.

DIVISION.	SCHOOLS											Total 1918.	Total 1917.	In-crease.	
	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	Cl.	C.				
Knysna	1		2	31			2		6			42	41	1	
Komgha			1	7			5		4			17	18	-1	
Kuruman				25			4		6			35	37	-2	
Ladismith	1	1	36				3		5			46	45	1	
Laingsburg	1		13				5		1			20	19	1	
Maclear			1	11			9		3			24	28	-4	
Mafeking			1	17			7		15			34	28	6	
Malmesbury	1	2	6	52	1		1		17			86	84	2	
Maraisburg			1	6			4					11	12	-1	
Middelburg	1		12				13		4			30	33	-3	
Molteno	1		18						2			21	25	-4	
Montagu	1		16				2		2			21	21		
Mossel Bay	2		31	1			2		7			43	42	1	
Murraysburg	1		1				5		1			8	8		
Namaqualand			25	1			10		14			50	53	-3	
Oudtshoorn	2	2	51				3		10			70	74	-4	
Paarl	3	7	4	20			2		24			60	59	1	
Pearston			1	9			3		2			15	19	-4	
Peddie			1	10			13		26			50	51	-1	
Philipstown	1	1	3				8		3			16	23	-7	
Piquetberg	2		65						6			73	75	-2	
Port Elizabeth	1	2	5	18			4		22			52	51	1	
Prieska	1		13				14		2			30	27	3	
Prince Albert	1		21				4		2			28	29	-1	
Queenstown	2	1	18				2		14			70	73	-3	
Richmond	1						8		3			12	13	-1	
Riversdale	3		59				9		7			78	81	-3	
Robertson	1	2	2	18			2		3			28	29	-1	
Somerset East	2	1	30				27		8			68	67	1	
Stellenbosch	4	2	12				2		17			37	36	1	
Steynsburg	2		1	7			7		1			18	17	1	
Steytlerville	1		21				7		1			30	34	-4	
Stockenstrom	2		8				1		9			20	18	2	
Stutterheim	1		8				8		19	1		37	38	-1	
Sutherland	1		7				18		1			27	30	-3	
Swellendam	1	2	46				11		9			69	67	2	
Tarka	1	1	9				5		5			20	22	-2	
Tulbagh	1	1	1	10			2		7			22	22		
Uitenhage	1	2	1	55			2		5			84	82	2	
Uniondale	1	1	1	47					2			51	50	1	
Van Rhynsdorp	1	1	18				4		5			28	26	2	
Victoria East	1	1	3				8		19	1	2	35	36	-1	
Victoria West	1	2	4				12		1			20	18	2	
Vryburg	1		43				4		9		2	59	58	1	
Willowmore	1		28				12		2			43	41	2	
Wodehouse	1	1	52				7		10			71	80	-9	
Worcester	3	2	2	24			2		5			38	39	-1	
MAGISTRACY.															
Bizana				1								18	19	16	3
Butterworth			1				1					26	28	29	-1
Elliotdale			1				1					11	13	11	2
Engcobo			2						2			65	69	65	4
Flagstaff			1						1			22	24	22	2
Idutywa			1				1					30	32	31	1
Kentani			1				1					44	46	45	1
Libode			1									26	27	28	-1
Lusikisiki			1				1					22	23	21	2
Matatiele			1	3			6			1		58	69	63	6
Mount Ayliff			1									30	31	29	2
Mount Currie			1	2			2					13	18	21	-3
Mount Fletcher			1				1					52	54	54	
Mount Frere			1				1					72	74	72	2
Mqanduli			1				1					37	39	45	-6
Ngqeleni			1						1			37	39	36	3
Nqamakwe			1				1			1		50	53	52	1
Ntabankulu			1									26	27	24	3
Port St. John			1									15	16	14	2
Qumbu			1						1			68	70	71	-1
St. Mark's			2				1					45	48	46	2
Tsolo			1				2					53	56	54	2
Tsomo			1									43	44	44	
Umtata			1				1	3		1		55	62	63	-1
Umzimkulu			2									58	60	60	
Willowvale			1				2					57	60	57	3
Xalanga			2									26	28	28	
Province, excluding Territories	40	100	109	1917	1	26	620		896	5	5	3719	3744	-25	
Territories		2	3	31			23	3		8	1059	1129	1101	28	
Total	40	102	112	1948	1	26	643	3	896	13	1064	4848	4845	3	

B.—SCHOOLS UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1918.

SCHOOL BOARD.	EUROPEAN SCHOOLS.											NON-EUROPEAN.	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor.	Total 1918.	Total 1917.	In-crease.	1918.	1917.	
SUMMARY.													
Province excluding Territories	10	95	101	1830	15	617		2668	2728	-60	15	14	
Territories		2	3	10		8		23	22	1			
TOTAL, 1918	10	97	104	1840	15	625		2691		-59	15		
TOTAL, 1917	9	94	92	1853	16	671	15		2750			14	
Aberdeen		1		12		5		18	15	3			
Grahamstown (Municipal)		1	1	1	1			4	4				
Albany (Divisional)		1	11			12		24	25	-1			
Burghersdorp (Municipal)		1		1				2	2				
Albert (Divisional)				29		7		36	38	-2			
Venterstad (Magisterial)		1		4		2		7	6	1			
Alexandria			1	18		4		23	22	1			
Aliwal North (Divisional)		1	1	16		6		24	24				
Lady Grey (Divisional)		1		6		4		11	14	-3			
Barkly East		1	1	19		9		30	32	-2			
Barkly West			1	31		1		33	37	-4			
Bathurst (Divisional)			1	11		3		15	14	1			
Port Alfred (Municipal)			1					1	1				
Beaufort West (Municipal)		2		1				3	3		1	1	
Beaufort West (Divisional)				7		13		20	27	-7			
Bedford		1		3		13		17	17				
Bredasdorp		1	1	30		6		38	39	-1			
Britstown		1		7		8		16	13	3			
Caledon		2	2	50		15		69	66	3			
Calitzdorp			1	19				20	20				
Calvinia (Divisional)		1		32		12		45	46	-1			
Nieuwoudtville (Divisional)			1	7		6		14	12	2			
Cape	2	9	19	40	6			76	77	-1	6	5	
Carnarvon		1		12		21		34	24	10			
Cathcart		1		7		16		24	23	1			
Ceres		1	1	17		7		26	26				
Clanwilliam			1	38		10		49	52	-3			
Colesberg		1		3		13		17	14	3			
Cradock		1	2	19		11		33	32	1			
East London		2	3	33	2	2		42	40	2			
Elliot			1	25		1		27	30	-3			
Fort Beaufort		1	2	10		6		19	22	-3			
Fraserburg (Divisional)			1	5		34		40	40				
Williston (Divisional)				7		8		15	17	-2			
George		2	1	37		1		41	43	-2			
Lady Frere (Municipal)				1				1	1				
Gordonia			1	7		9		17	14	3			
Graaff-Reinet		1	2	21		5		30	36	-6			
Hanover			1	2		9		12	12				
Hay			1	26		6		33	36	-3			
Herbert			1	22		4		27	24	3			
Herschel						1		1	1				
Hope Town (Divisional)		1		6		4		11	16	-5			
Strydenburg (Divisional)				4		2		6	7	-1			
Humansdorp		1		55		5		61	66	-5			
Jansenville			1	46		4		51	51				
Kenhardt				23		10		33	26	7			
Kimberley		1	2	4	19	5		32	31	1	3	3	
King William's Town		2	2	23		3		30	31	-1			
Knysna (Municipal)			1	1				2	2		1	1	
Knysna (Divisional)			1	29		2		32	31	1			
Komgha			1	7		5		13	13				
Kuruman				25		4		29	33	-4			
Ladismith		1	1	36		3		41	41				
Laingsburg		1		13		5		19	18	1			
Maclear			1	11		9		21	26	-5			
Mafeking			1	17		1		19	16	3			
Malmesbury (Divisional)		2	3	23		2		30	30				

SCHOOL BOARD.	European Schools.										Non-European.	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor.	Total 1918.	Total 1917.	Increase	1918.	1917.
Hopefield (Divisional) ...	...	...	3	28	...	5	...	36	36	...	...	...
Maraisburg ...	...	...	1	6	...	4	...	11	11	...	...	...
Middelburg ...	...	1	10	...	13	...	24	27	-3	...	...	...
Molteno ...	...	1	16	...	...	...	17	21	-4	...	...	...
Montagu ...	...	1	16	...	2	...	19	19	...	...	...	...
Mossel Bay (Municipal) ...	...	2	1	...	...	...	3	3	...	...	...	...
Mossel Bay (Divisional) ...	...	...	30	1	2	...	33	32	1	...	...	...
Murraysburg ...	...	1	1	...	5	...	7	7	...	...	...	...
Namaqualand :	...	...	...	...	...	...	...	...	...	...	...	...
Garies (Divisional) ...	...	...	5	...	7	...	12	14	-2	...	...	...
Port Nolloth (Divisional) ...	...	...	1	...	...	...	1	1	...	...	...	...
Springbokfontein (Divisional) ...	...	...	19	...	3	...	22	22	...	...	...	...
Oudtshoorn (Municipal) ...	1	2	5	...	...	...	8	8	...	...	...	...
" (Divisional) ...	...	2	44	...	3	...	49	53	-4	...	...	...
Paarl (Divisional) ...	1	4	4	9	...	1	19	21	-2	...	...	...
Wellington (Divisional) ...	...	2	8	...	1	...	11	11	...	...	...	...
French Hoek (Divisional) ...	...	1	2	...	...	...	3	3	...	...	...	...
Pearston ...	...	1	9	...	3	...	13	17	-4	...	...	...
Peddie ...	...	1	10	...	13	...	24	25	-1	...	...	...
Philipstown (Divisional) ...	...	1	2	...	2	...	5	10	-5	...	...	...
Petrusville (Divisional) ...	...	1	1	...	6	...	8	9	-1	...	...	...
Piquetberg ...	...	2	65	...	...	...	67	69	-2	...	...	...
Port Elizabeth ...	1	2	5	11	3	...	22	22	...	3	3	3
Prieska ...	...	1	13	...	14	...	28	25	3	...	...	...
Prince Albert ...	...	1	19	...	4	...	24	25	-1	...	...	...
Queenstown ...	...	2	1	16	1	14	34	38	-4	...	...	...
Richmond ...	...	1	...	...	8	...	9	10	-1	...	...	...
Riversdale ...	...	3	59	...	9	...	71	74	-3	...	...	...
Robertson ...	...	1	2	18	...	2	25	26	-1	...	...	...
Somerset East ...	...	2	28	...	27	...	57	55	2	...	...	...
Stellenbosch ...	...	3	2	12	...	2	19	18	1	...	...	...
Steynsburg ...	...	1	6	...	7	...	14	13	1	...	...	...
Steytlerville ...	...	1	21	...	7	...	29	33	-4	...	...	...
Stockenström ...	...	2	8	...	1	...	11	10	1	...	...	...
Stutterheim (Municipal) ...	...	1	2	...	1	...	4	4	...	...	...	...
Stutterheim (Divisional) ...	...	...	6	...	7	...	13	14	-1	...	...	...
Sutherland ...	...	1	7	...	18	...	26	29	-3	...	...	...
Swellendam (Municipal) ...	...	1	1	...	...	...	2	2	...	...	...	...
Swellendam (Divisional) ...	...	1	44	...	11	...	56	54	2	...	...	...
Heidelberg (Municipal) ...	...	1	...	...	...	...	1	1	...	...	...	...
Barrydale (V.M. Board) ...	...	1	1	...	...	...	1	1	...	...	...	...
Tarka ...	...	1	9	...	5	...	15	17	-2	...	...	...
Tulbagh ...	...	1	1	10	...	2	14	14	...	...	...	...
Uitenhage ...	...	2	1	52	...	5	60	61	-1	...	...	...
Uniondale ...	...	1	1	47	...	...	49	48	1	...	...	...
Van Rhynsdorp ...	...	1	18	...	4	...	23	22	1	...	...	...
Victoria East ...	...	1	3	...	8	...	12	14	-2	...	...	...
Victoria West ...	...	1	2	...	12	...	17	16	1	1	1	1
Vryburg (Municipal) ...	...	1	...	...	...	...	1	1	...	...	...	...
Vryburg (Divisional) ...	...	...	41	...	4	...	45	46	-1	...	...	...
Willowmore ...	...	1	28	...	12	...	41	39	2	...	...	...
Wodehouse (Divisional) ...	...	1	51	...	7	...	59	66	-7	...	...	...
Indwe (Municipal) ...	...	1	1	...	...	...	2	2	...	...	...	...
Worcester (Municipal) ...	...	2	1	...	...	...	3	3	...	...	...	...
Worcester (Divisional) ...	...	1	22	...	2	...	25	27	-2	...	...	...
TERRITORIES.	...	...	...	...	...	...	...	...	...	...	...	...
Butterworth (Municipal) ...	...	...	1	...	...	...	1	1	...	...	...	...
Idutywa (Municipal) ...	...	...	1	...	...	...	1	1	...	...	...	...
Matatiele ...	...	...	1	3	...	6	10	7	3	...	...	...
Mount Currie ...	...	1	1	...	2	...	4	6	-2	...	...	...
Mount Fletcher (Municipal) ...	...	...	1	...	...	...	1	1	...	...	...	...
Ngamakwe (Municipal) ...	...	...	1	...	...	...	1	1	...	...	...	...
Port St. John ...	...	...	1	...	...	...	1	1	...	...	...	...
Umtata (Municipal) ...	...	1	1	...	...	...	2	2	...	...	...	...
Cala (Municipal) ...	...	...	2	...	...	...	2	2	...	...	...	...

SCHOOL BOARD AREA.	Sp.	Sec.	Inter.	Prim.			D.	E.	P.F.	Poor.	Total 1918	Total 1917.
				Rly.	Ch.	Others						
<i>SUMMARY.</i>												
Province, excluding Territories ...	26	4	6	23	34	11	1	2	3	...	110	111
Territories ...	...	...	...	...	1	20	...	...	15	3	39	39
Total, 1918 ...	26	4	6	23	35	31	1	2	18	3	149	...
Do., 1917 ...	25	4	6	25	35	26	1	2	17	9	...	150
Grahamstown (Municipal) ...	2	...	...	...	6	...	...	...	...	...	8	8
Albany (Divisional) ...	...	1	...	...	...	...	...	...	...	...	1	1
Burgersdorp (Municipal) ...	...	...	...	1	...	...	...	...	...	...	1	1
Bedford ...	...	...	...	1	...	...	...	...	...	...	1	1
Britstown ...	...	...	1	...	...	...	...	...	...	...	1	1
Calvinia (Divisional) ...	...	...	...	...	...	...	...	...	...	...	...	...
Cape ...	6	3	...	...	11	2	...	...	...	...	22	22
Cathcart ...	...	...	1	...	...	...	...	...	...	...	1	1
Colesberg ...	...	...	1	1	...	...	...	...	...	...	2	2
Cradock ...	...	...	1	1	...	...	...	...	...	...	1	1
East London ...	...	...	...	...	3	...	...	...	...	...	3	3
Fort Beaufort ...	1	...	...	...	...	...	...	...	...	...	1	1
George ...	1	...	...	1	...	...	...	...	...	...	2	1
Glen Grey Division ...	...	...	...	...	1	...	3	...	...	...	4	5
Gordonia ...	...	...	...	...	3	...	...	...	...	...	3	3
Graaff-Reinet ...	1	...	...	1	...	...	...	...	...	...	2	2
Hanover ...	...	...	...	1	...	...	...	...	...	...	1	1
Hope Town (Divisional) ...	...	...	1	...	...	...	...	...	...	...	1	1
Kenhardt ...	1	1	...	...	5	...	...	...	...	...	7	7
Kimberley ...	...	...	...	1	...	...	1	...	...	...	2	2
King William's Town ...	2	...	2	3	...	...	...	...	...	...	7	7
Knysna (Municipal) ...	1	...	...	...	...	...	...	...	...	...	1	1
Malmesbury (Divisional) ...	1	...	1	...	...	...	...	...	...	...	2	2
Middelburg ...	...	...	2	...	...	...	...	...	...	...	2	2
Molteno ...	...	...	1	...	...	...	...	...	...	...	1	1
Springbokfontein (Divisional) ...	...	...	...	...	1	...	...	...	...	...	1	1
Oudtshoorn (Municipal) ...	1	...	...	2	...	...	...	...	...	...	3	3
Paarl (Divisional) ...	...	...	...	1	...	...	...	...	...	...	1	1
Wellington (Divisional) ...	2	...	...	4	...	...	...	...	...	...	2	2
Port Elizabeth ...	...	...	...	1	...	...	...	...	...	...	4	4
Prince Albert ...	...	...	...	1	...	...	...	...	...	...	1	1
Queenstown ...	...	...	2	...	...	...	...	...	...	...	2	2
Somerset East ...	...	1	2	...	...	...	...	...	...	...	3	3
Stellenbosch ...	...	1	...	...	...	...	...	...	...	...	1	1
Steynsburg ...	2	...	1	...	...	...	...	...	...	...	3	3
Tulbagh ...	1	...	...	...	...	...	...	...	...	...	1	1
Uitenhage ...	1	...	2	1	...	1	...	...	...	...	5	5
Victoria West ...	...	...	1	...	...	...	...	...	...	...	1	1
Vryburg (Divisional) ...	...	...	1	...	...	...	...	...	...	...	1	1
Worcester (Municipal) ...	3	...	1	...	...	...	...	...	...	...	3	3
Worcester (Divisional) ...	...	...	1	...	...	...	...	...	...	...	1	1
<i>Magistracy.</i>												
Bizana ...	...	...	...	...	1	...	...	...	...	...	1	1
Butterworth ...	...	...	...	...	...	...	...	1	...	...	1	2
Elliotdale ...	...	...	...	...	2	...	...	1	...	...	2	2
Engcobo ...	...	...	...	...	1	...	...	...	...	...	1	1
Flagstaff ...	...	...	...	...	1	...	...	...	...	...	1	1
Idutywa ...	...	...	...	...	1	...	...	...	...	...	1	1
Kentani ...	...	...	...	...	1	...	...	1	...	...	2	1
Libode ...	...	...	...	...	1	...	...	...	...	...	1	2
Lusikisiki ...	...	...	...	...	1	...	...	...	...	...	1	2
Mount Ayliff ...	...	...	...	...	1	...	...	...	...	...	1	1
Mount Currie ...	...	...	...	1	...	...	...	...	...	...	1	1
Mount Fletcher ...	...	...	...	...	1	...	...	...	...	...	1	1
Mount Frere ...	...	...	...	...	1	...	...	...	...	...	1	1
Mqanduli ...	...	...	...	...	1	...	...	1	...	...	2	3
Ngqeleni ...	...	...	...	...	1	...	...	...	...	...	1	1
Nqamakwe ...	...	...	...	...	1	...	...	1	...	...	1	...
Ntabankulu ...	...	...	...	...	1	...	...	...	...	...	1	1
Qumbu ...	...	...	...	...	1	...	...	...	...	...	1	1
St. Mark's ...	...	...	...	2	...	1	...	...	...	...	3	2
Tsolo ...	...	...	...	1	...	2	...	...	...	...	3	1
Tsomo ...	...	...	...	1	...	...	...	...	...	...	1	1
Umtata ...	...	...	...	...	...	1	...	...	...	...	2	4
Umzimkulu ...	...	...	...	2	...	...	...	1	3	...	4	4
Willowvale ...	...	...	...	1	...	2	...	...	...	...	3	4

D.—NON-EUROPEAN SCHOOLS AT 30TH SEPTEMBER, 1918.

DIVISION.	Under School Boards.			Rail-way.	Others.								Total 1918.	Total 1917.
	Inter.	Prim.	E.	A3.	Sp.	A1.	D.	E.	B.	Cl.	C.			
<i>SUMMARY.</i>														
Province, excluding Territories	2	12	1	7	4	1	...	8	896	5	5	941	905	
Territories	...	...	...	...	...	...	...	...	...	8	1059	1067	1040	
Total, 1918	2	12	1	7	4	1	...	8	896	13	1064	2008	...	
Total, 1917	2	11	1	7	5	1	...	4	864	13	1037	...	1945	
Aberdeen	...	...	...	...	...	...	...	...	2	...	...	2	2	
Albany	...	...	...	...	...	...	...	1	11	...	...	12	13	
Albert	...	...	...	...	...	...	...	...	4	...	...	4	5	
Alexandria	...	...	...	...	...	...	...	...	6	...	...	6	4	
Aliwal North	...	...	...	...	...	...	...	...	7	...	...	7	7	
Barkly East	...	...	...	...	...	...	...	...	3	...	...	3	3	
Barkly West	...	...	...	...	...	...	...	...	22	...	...	22	18	
Bathurst	...	...	...	...	...	...	...	...	7	...	...	7	7	
Beaufort West	...	1	...	...	...	...	...	...	3	...	...	4	4	
Bedford	...	...	...	...	...	...	...	...	4	...	...	4	4	
Bredasdorp	...	...	...	...	...	...	...	...	5	...	...	5	5	
Britstown	...	...	...	...	...	...	...	...	4	...	...	4	4	
Caledon	...	...	...	...	1	...	...	...	15	...	...	16	15	
Calitzdorp	...	...	...	...	...	...	...	...	1	...	...	1	1	
Calvinia	...	...	...	...	...	...	...	...	3	...	...	3	3	
Cape	1	4	1	...	2	...	...	3	79	...	...	90	86	
Carnarvon	...	...	...	...	...	...	...	...	2	...	...	2	2	
Cathcart	...	...	...	...	...	...	...	...	2	...	...	2	2	
Ceres	...	...	...	...	...	...	...	...	3	...	...	3	3	
Clanwilliam	...	...	...	...	...	...	...	...	4	...	...	4	4	
Colesberg	...	...	...	2	...	...	...	...	2	...	...	4	4	
Cradock	...	...	...	...	...	...	...	...	4	...	...	4	5	
East London	...	...	...	...	...	...	...	...	13	...	...	13	14	
Elliot	...	...	...	...	...	...	...	...	3	...	...	3	3	
Port Beaufort	...	...	...	...	...	...	...	...	13	1	...	14	15	
Fraserburg	...	...	...	...	...	...	...	...	2	...	...	2	2	
George	...	...	...	...	...	...	...	...	8	...	...	8	7	
Glen Grey	...	...	...	...	...	...	...	...	63	...	1	64	63	
Gordonia	...	...	...	...	...	...	...	...	3	...	...	3	2	
Graaff-Reinet	...	...	...	...	...	...	...	...	8	...	...	8	8	
Hanover	...	...	...	...	...	...	...	...	2	...	...	2	2	
Hay	...	...	...	...	...	...	...	...	3	...	...	3	3	
Herbert	...	...	...	...	...	...	...	...	12	...	...	12	10	
Herschel	...	...	...	...	...	...	...	...	48	1	...	49	48	
Hope Town	...	...	...	...	...	...	...	...	4	...	...	4	4	
Humansdorp	...	...	...	...	...	...	...	...	15	...	...	15	12	
Jansenville	...	...	...	...	...	...	...	...	3	...	...	3	3	
Kenhardt	...	...	...	...	...	...	...	...	1	...	...	1	...	
Kimberley	1	2	...	1	1	...	...	...	12	...	...	17	16	
King William's Town	...	...	...	...	...	...	...	...	112	1	...	113	111	
Knysna	...	1	...	...	...	...	...	...	6	...	...	7	7	
Komgha	...	...	...	...	...	...	...	...	4	...	...	4	5	
Kuruman	...	...	...	...	...	...	...	...	6	...	...	6	4	
Ladismith	...	...	...	...	...	...	...	...	5	...	...	5	4	
Laingsburg	...	...	...	...	...	...	...	...	1	...	...	1	1	
Maclear	...	...	...	...	...	...	...	...	3	...	...	3	2	
Mafeking	...	...	...	...	...	...	...	...	15	...	...	15	12	
Malmesbury	...	...	...	...	...	...	1	...	17	...	...	18	16	
Maraisburg	...	...	...	...	...	...	...	...	...	...	...	...	1	
Middelburg	...	...	...	...	...	...	...	...	4	...	...	4	4	
Molteno	...	...	...	1	...	...	...	...	2	...	...	3	3	
Montagu	...	...	...	...	...	...	...	...	2	...	...	2	2	
Mossel Bay	...	...	...	...	...	...	...	...	7	...	...	7	7	
Murraysburg	...	...	...	...	...	...	...	...	1	...	...	1	1	
Namaqualand	...	...	...	...	...	...	...	...	14	...	...	14	15	
Oudtshoorn	...	...	...	...	...	...	...	...	10	...	...	10	10	
Paarl	...	...	...	...	...	...	...	...	24	...	...	24	21	

D.—(continued)—NON-EUROPEAN SCHOOLS AT 30TH SEPTEMBER 1918.

DIVISION.	Under School Board.			Rail-way.	Others.								Total 1918.	Total 1917.
	Inter.	Prim.	E.	A3.	Sp.	A1.	D.	E.	B.	Cl.	C.			
Pearston	...	...	...	...	...	...	...	...	2	...	...	2	2	
Peddie	...	...	...	...	...	...	...	...	26	...	...	26	26	
Philipstown	...	...	...	...	...	...	...	...	3	...	...	3	4	
Piquetberg	...	...	...	...	...	...	...	...	6	...	...	6	6	
Port Elizabeth	...	...	...	...	...	...	...	...	3	...	...	6	25	
Prieska	...	...	...	...	...	...	...	...	1	22	...	26	2	
Prince Albert	...	...	...	...	...	...	...	...	2	...	...	2	2	
Queenstown	...	...	...	1	...	...	...	...	2	...	...	3	3	
Richmond	...	...	...	...	...	...	...	...	1	33	...	34	33	
Riversdale	...	...	...	...	...	...	...	...	3	...	...	3	3	
Robertson	...	...	...	...	...	...	...	...	7	...	...	7	7	
Somerset East	...	...	...	...	...	...	...	...	3	...	...	3	3	
Stellenbosch	...	...	...	...	...	...	...	...	8	...	...	8	9	
Steynsburg	...	...	...	...	...	...	...	...	17	...	...	17	17	
Steytlerville	...	...	...	...	...	...	...	...	1	...	...	1	1	
Stockenstrom	...	...	...	...	...	...	...	...	1	...	...	1	1	
Stutterheim	...	...	...	...	...	...	...	...	9	...	...	9	8	
Sutherland	...	...	...	...	...	...	...	...	19	1	...	20	20	
Swellendam	...	...	...	...	...	...	...	...	1	...	...	1	1	
Tarka	...	...	...	...	...	...	...	...	9	...	...	9	9	
Tulbagh	...	...	...	...	...	...	...	...	5	...	...	5	5	
Uitenhage	...	...	...	...	...	...	...	...	7	...	...	7	7	
Uniondale	...	...	...	...	...	...	...	...	1	18	...	19	16	
Van Rhynsdorp	...	...	...	...	...	...	...	...	2	...	...	2	2	
Victoria East	...	...	...	...	...	...	...	...	5	...	...	5	4	
Victoria West	...	...	...	...	...	...	...	...	1	19	1	23	22	
Vryburg	...	...	...	...	...	...	...	...	1	...	...	2	1	
Willowmore	...	...	...	...	...	...	...	...	9	...	2	12	10	
Wodehouse	...	...	...	...	...	...	...	...	2	...	...	2	2	
Worcester	...	...	...	...	...	...	...	...	10	...	...	10	12	
	...	...	...	...	...	...	...	...	5	...	...	6	5	
<i>Magistracy.</i>														
Bizana	...	...	...	...	...	...	...	...	...	...	...	18	18	15
Butterworth	...	...	...	...	...	...	...	...	...	...	...	26	26	26
Elliotdale	...	...	...	...	...	...	...	...	...	...	...	11	11	9
Engcobo	...	...	...	...	...	...	...	...	...	...	...	2	65	67
Flagstaff	...	...	...	...	...	...	...	...	...	...	...	1	22	23
Idutywa	...	...	...	...	...	...	...	...	...	...	...	30	30	29
Kentani	...	...	...	...	...	...	...	...	...	...	...	44	44	44
Libode	...	...	...	...	...	...	...	...	...	...	...	26	26	26
Lusikisiki	...	...	...	...	...	...	...	...	...	...	...	22	22	19
Matatiele	...	...	...	...	...	...	...	...	...	...	...	1	58	59
Mount Ayliff	...	...	...	...	...	...	...	...	...	...	...	30	30	28
Mount Currie	...	...	...	...	...	...	...	...	...	...	...	13	13	14
Mount Fletcher	...	...	...	...	...	...	...	...	...	...	...	52	52	52
Mount Frere	...	...	...	...	...	...	...	...	...	...	...	72	72	71
Mqanduli	...	...	...	...	...	...	...	...	...	...	...	37	37	42
Ngqeleni	...	...	...	...	...	...	...	...	...	...	...	1	37	38
Nqamakwe	...	...	...	...	...	...	...	...	...	...	...	1	50	51
Ntabankulu	...	...	...	...	...	...	...	...	...	...	...	26	26	23
Port St. John	...	...	...	...	...	...	...	...	...	...	...	15	15	13
Qumbu	...	...	...	...	...	...	...	...	...	...	...	1	68	69
St. Mark's	...	...	...	...	...	...	...	...	...	...	...	45	45	44
Tsolo	...	...	...	...	...	...	...	...	...	...	...	53	53	53
Tsomo	...	...	...	...	...	...	...	...	...	...	...	43	43	43
Umtata	...	...	...	...	...	...	...	...	...	...	...	1	55	56
Umzimkulu	...	...	...	...	...	...	...	...	...	...	...	58	58	57
Willowvale	...													

E.—SCHOOLS OPENED DURING THE YEAR ENDING 30TH SEPTEMBER 1918.

DIVISION.	Sp.	Sec.	Int.	Prim.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1918.	Total 1917.
<i>SUMMARY.</i>													
Province, excluding Territories	3			183	4	242		58				490	521
Territories				1		15					61	77	52
TOTAL, 1918	3			184	4	257		58			61	567	573
TOTAL, 1917	4			200	7	272		3	48		39		
Increase	-1			-16	-3	-15		-3	10		22	-6	
Aberdeen				4		2						6	4
Albany				1		2						3	5
Albert				5		4						9	9
Alexandria				3				3				6	1
Aliwal North				1		5		1				7	6
Barkly East				6		6						12	6
Barkly West				5		1		4				10	10
Bathurst				1		1						2	
Beaufort West						10						10	14
Bedford						3						3	5
Bredasdorp				2								2	4
Britstown				1		5						6	6
Caledon				3		2		1				6	7
Calitzdorp													1
Calvinia				8		11						19	13
Cape I.				2				2				4	2
Cape II.					2			1				3	
Carnarvon				3		14						17	10
Cathcart				1		2						3	6
Ceres				3								3	5
Clanwilliam						1						1	5
Colesberg				2		6						8	2
Cradock				5		6						11	11
East London				1		1						2	4
Elliot				6		1						7	3
Fort Beaufort	1					1						2	1
Fraserburg				4		18						22	23
George	1					1		1				3	4
Glen Grey								2				2	6
Gordonia				2		4		1				7	9
Graaff-Reinet						1						1	9
Hanover						2						2	2
Hay				6		5						11	7
Herbert				8		2		2				12	8
Herschel								1				1	1
Hopetown				4		2						6	6
Humansdorp				2		1		3				6	15
Jansenville				5		2						7	10
Kenhardt				4		9		1				14	14
Kimberley				3		2						6	2
King William's Town	1							5				6	11
Knysna				1		1						2	2
Komgha				1		1						2	3
Kuruman				3		1		2				6	8
Ladismith				1				1				2	7
Laingsburg				3		1						4	5
Maclear				4		2		1				7	9
Mafeking				4				4				8	8
Malmesbury				4	1			1				6	9
Maraisburg						5						5	4
Middelburg				2		3						5	8
Molteno				2								2	1
Montagu						2						2	1
Mossel Bay				1		1						2	3
Murraysburg						4						4	2
Namaqualand				4		4		1				9	9
Oudtshoorn				1		1						2	2
Paarl				1				3				4	1
Pearston				1		2						3	4
Peddie						1		1				2	7
Philipstown						1						1	2
Piquetberg				3								3	
Port Elizabeth								1				1	4
Prieska				2		7						9	11
Prince Albert				4		1						5	4

E.—(continued)—SCHOOLS OPENED DURING THE YEAR ENDING 30TH SEPTEMBER 1918.

DIVISION.	Sp.	Sec.	Int.	Prim.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1918.	Total 1917.
Queenstown						1	4		2			7	12
Richmond							2		2			2	3
Riversdale						1	1					2	8
Robertson													
Somerset East						1	8					9	17
Stellenbosch						1			1			2	1
Steynsburg						1	4					5	5
Steytlerville						2	3					5	3
Stockenstrom						3	1		1			5	1
Stutterheim						2	2		2			6	9
Sutherland						3	8					11	11
Swellendam						3	2					5	5
Tarka							3					3	3
Tulbagh							1					1	1
Uitenhage						2	2		3			7	12
Uniondale						4						4	
Van Rhynsdorp						1	3		1			5	7
Victoria East							3		1			4	5
Victoria West							8		1			9	7
Vryburg						4	5		2			11	10
Willowmore						2	4					6	5
Wodehouse						8	6					14	13
Worcester						1	1		1			3	2
<i>Magistracy.</i>													
Bizana											4	4	4
Butterworth												4	1
Elliotdale							1				2	3	1
Engcobo											5	5	1
Flagstaff											4	4	
Idutywa											1	1	2
Kentani											1	2	1
Libode							1				1	2	1
Lusikisiki											1	1	3
Matatiele						1	7				4	4	1
Mount Ayliff											3	11	9
Mount Currie											2	2	1
Mount Fletcher							1				1	2	
Mount Frere											1	1	
Mqanduli							1				3	4	1
Ngqeleni													1
Nqamakwe							1				8	8	8
Ntabankulu											1	2	1
Port St. John											3	3	1
Qumbu											2	2	
St. Mark's											1	1	5
Tsolo							2				2	3	1
Tsomo											2	2	
Umtata											2	2	
Umzimkulu											3	3	4
Willowvale											4	4	2
Xalanga											1	1	3



G.—(continued)—SUMMARY OF SCHOOLS OPENED, SCHOOLS CLOSED AND SCHOOLS IN OPERATION DURING THE YEAR ENDING 30TH SEPTEMBER 1918.

Circuit in charge of Inspector.	Schools in operation at 30th Sept., 1917.	Schools Opened.	Schools Closed.	Schools in operation at 30th Sept., 1918.	Increase.
Green	133	7	2	138	5
Hill	126	19	5	140	14
Hobson	96	38	22	112	16
Hofmeyr, C.	132	9	8	133	1
Hofmeyr, J. H.	131	4	9	126	-5
Houghton	155	13	15	153	-2
Kelly	141	29	22	148	7
Kreft	146	17	21	142	-4
Logie	125	20	24	121	-4
Mitchell	133	8	5	136	3
Noaks	108	4	1	111	3
Porter	144	16	13	147	3
Rein, T. W.	125	8	14	119	-6
Retief	79	14	15	78	-1
Robertson	108	5	6	107	-1
Rosenow	95	24	25	94	-1
Rousseau	112	28	37	103	-9
Scott	134	7	5	136	2
Siddle	147	58	50	155	8
Sinton	124	7	12	119	-5
Spurway	133	23	33	123	-10
Stokes	149	16	25	140	-9
Theron	117	8	3	122	5
Tooke	125	4	4	125	...
Van der Merwe	126	4	6	124	-2
Watermeyer	77	3	3	77	...
Young	139	13	13	139	...
Total	4845	567	564	4848	3
Total, 1917	4767	573	495	4845	78

H.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1918.  
NUMBER OF SCHOOLS, ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTORS.	SCHOOLS												Total 1918.	Total 1917.	Increase
	Sp.	Sec.	Inter	Prim.	D.	E.	P.F.	Poor.	B	C 1	C	Total			
Anders, H.	...	...	...	3	...	...	2	...	...	1	147	153	153	...	
Anders, J.	2	5	2	44	...	...	26	...	...	16	...	95	103	-8	
Baigrie	...	...	...	4	...	...	1	...	...	2	110	117	111	6	
Bain	...	1	3	57	...	...	19	...	...	9	...	26	115	124	-9
Bennie	2	2	5	33	...	2	28	...	...	22	...	94	95	-1	
Bond	2	2	2	28	...	...	3	...	112	1	...	150	149	1	
Charles	...	2	1	102	...	...	5	...	...	17	...	...	127	128	-1
Chisholm	...	...	...	2	...	...	2	...	...	...	124	128	126	2	
Craib	1	4	2	68	...	...	42	...	...	18	...	...	135	131	4
Fraser	2	3	6	56	...	2	15	...	...	28	...	...	112	111	1
Freeman	...	1	2	95	...	...	23	...	...	6	...	...	127	129	-2
Golightly	2	7	10	64	...	1	8	...	...	35	...	...	127	125	2
Green	...	...	...	1	2	...	...	...	...	...	131	138	133	5	
Hill	...	...	...	5	...	...	1	...	...	1	133	140	126	14	
Hobson	1	3	4	52	...	...	44	...	...	8	...	...	112	96	16
Hofmeyr, C.	...	3	3	92	...	...	19	...	...	16	...	...	133	132	1
Hofmeyr, J. H.	2	1	103	...	...	...	10	...	...	10	...	...	126	131	-5
Houghton	...	1	...	4	...	...	3	...	...	3	...	140	153	155	-2
Kelly	...	1	2	91	...	...	6	...	...	46	...	2	148	141	7
Kreft	...	4	1	57	...	...	20	...	...	59	1	...	142	146	-4
Logie	...	3	4	41	...	2	24	...	...	47	...	...	121	125	-4
Mitchell	2	4	6	73	...	6	5	...	...	40	...	...	136	133	3
Noaks	...	5	10	34	...	1	...	...	...	61	...	...	111	108	3
Porter	...	1	1	7	...	...	8	...	...	1	129	147	144	3	
Rein	2	3	2	23	...	...	27	...	...	58	2	...	119	125	-6
Retief	...	...	1	43	1	...	14	...	...	19	...	...	78	79	-1
Robertson	7	7	5	60	...	...	7	...	...	21	...	...	107	108	-1
Rosenow	...	...	2	61	...	...	19	...	...	12	...	...	94	95	-1
Rousseau	...	4	2	46	...	...	43	...	...	8	...	...	103	112	-9
Scott	2	4	3	100	...	1	5	...	...	21	...	...	136	134	2
Siddle	...	2	2	63	...	...	81	...	...	7	...	...	155	147	8
Sinton	2	3	3	91	...	...	7	...	...	13	...	...	119	124	-5
Spurway	2	4	4	49	...	...	50	...	...	14	...	...	123	133	-10
Stokes	...	1	1	54	...	...	10	...	...	73	1	...	140	149	-9
Theron	1	6	4	62	...	...	17	...	...	32	...	...	122	117	5
Tooke	...	...	1	2	...	...	2	...	...	1	119	125	125	...	
Van der Merwe	...	4	1	95	...	...	12	...	...	12	...	...	124	126	-2
Watermeyer	10	7	10	23	...	9	...	...	...	18	...	...	77	77	...
Young	...	3	5	59	...	2	31	...	...	38	1	...	139	139	...
Total	40	102	112	1948	1	26	643	3	896	13	1064	4848	4845	3	

1. INDUSTRIAL SCHOOLS AND DEPARTMENTS.

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES AT 30TH SEPTEMBER, 1918.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagonmakers.	Miscellaneous.	No. of individual Pupils, 3rd Qr.	
														1918.	1917.
<i>European :</i>															
Adelaide	Sp.	16	...	26	...	...	...	...	...	...	...	27	...	69	74
Cape Town, Salesian Institute	Sp.	...	15	30	...	...	...	...	37	...	17	16	...	115	116
Kakamas	Sp.	5	...	3	...	...	...	...	...	...	...	...	...	8	6
Knysna, Edinburgh Industrial	Sp.	...	...	25	...	...	...	...	...	...	...	...	...	25	28
Oudtshoorn	Sp.	16	...	17	...	...	...	...	...	...	9	...	...	42	48
Uitenhage	Sp.	20	...	29	...	103	...	...	...	17	19	18	...	103	104
Worcester	Sp.	2	...	21	19	...	...	...	...	24	14	...	...	80	83
Industrial Department attached to 1 European School	Sp.	...	...	...	...	...	...	...	...	18	...	...	...	18	18
<i>Non-European :</i>															
Blythswood	C	...	...	19	...	...	...	...	...	...	...	...	...	19	22
Clarkebury	C	...	...	15	...	...	...	...	...	10	...	...	...	25	25
Lovedale	C	3	4	36	...	...	...	...	12	...	9	14	...	78	67
Mount Arthur, Tembu	C	...	...	8	...	...	...	...	...	...	...	...	...	8	10
Osborn	C	...	...	...	...	...	...	...	...	...	...	...	...	...	14
Umtata	C	...	...	13	...	...	...	...	...	...	...	...	...	...	14
Vryburg, Tigerkloof	C	...	...	18	6	...	16	17	...	...	19	...	6	82	85
Industrial Departments attached to 6 Non-European Schools	C	...	...	5	130	150	...	...	...	...	...	...	161	446	99
Total, 3rd Quarter, 1918	...	62	19	265	155	253	16	17	49	69	69	79	181	1131	...
Do., do. 1917	...	68	20	295	78	195	16	20	42	82	70	65	50	...	813
Increase	...	-6	-1	-30	77	58	...	-3	7	-13	-1	14	131	318	...

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundrywork.	Spinning.	Weaving.	Miscellaneous.	No. of individual Pupils, 3rd Quarter.	
									1918.	1917.
<i>European :</i>										
Adelaide	Sp.	19	19	19	19	...	...	6	19	...
George	Sp.	16	16	16	16	...	...	...	16	...
Graaff-Reinet	Sp.	15	...	58	42	...	...	...	66	72
Kakamas	Sp.	...	20	...	...	...	...	...	20	...
Riebeeck West	Sp.	6	24	10	9	...	...	5	54	54
Tulbagh	Sp.	4	42	42	5	...	...	...	42	41
Wellington	Sp.	25	...	40	30	...	...	...	40	48
Classes attached to 68 European Schools, all of which teach Cookery	...	3847	...	40	...	...	...	...	3887	3693
<i>Non European :</i>										
Blythswood	C	12	...	12	12	...	...	...	12	10
Lovedale	C	35	...	35	32	...	...	8	43	39
Vryburg, Tigerkloof, Girls'	C	22	...	22	...	...	...	...	22	23
Industrial departments attached to 8 Non-European Schools, of which 5 teach Cookery	...	90	...	343	42	13	...	...	342	280
Total, 3rd Quarter, 1918	...	4091	121	637	229	13	...	19	4563	...
Do. do. 1917	...	3891	34	461	175	11	11	18	...	4260
Increase	...	200	87	176	54	2	-11	1	303	...

3.—ENROLMENT AND ATTENDANCE.

A.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS AT 30TH SEPTEMBER, 1918.

	European Pupils.													Non-European.		
	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B	C:1	C	Total 1918	Total 1917	Increase	1918	1917
<i>European :</i>																
School Board Schools	809	29522	22635	50688	...	1182	4397	...	...	...	109233	104195	5038	...	...	...
Railway Schools	...	...	1018	779	...	42	...	...	...	...	1839	1709	130	...	...	...
Labour Colony Schools	8	...	249	609	...	...	...	...	...	...	866	746	120	...	...	...
Church A 3 Schools	...	...	...	4073	...	...	...	...	...	...	4073	4259	-186	...	...	...
Other Schools	2664	1753	...	1079	32	127	108	114	12	2	8	5899	5582	317	...	...
Total, 1918	3481	31275	23902	57228	32	1351	4505	114	12	2	8	121910	...	...	...	...
Total, 1917	3235	27847	20755	57523	33	1261	4700	1075	36	...	26	...	116491	...	...	...
Increase	246	3428	3147	-295	-1	90	-195	-961	-24	2	-18	...	...	5419	...	...
<i>Non-European :</i>																
School Board Schools	...	...	833	1797	...	54	...	...	...	...	2684	2319	365	...	...	...
Railway Schools	...	...	...	380	...	...	...	...	...	...	380	380	...	...	...	...
Other Schools	278	66	...	3	42	305	...	...	70546	1760	73921	146921	135698	11223	...	...
Total, 1918	278	66	833	2180	42	359	...	...	70546	1760	73921	149985	...	...	...	...
Total, 1917	533	44	717	1920	52	210	...	...	64341	1506	69074	...	138397	...	...	...
Increase	-255	22	116	260	-10	149	...	...	6205	254	4847	...	...	11588	...	...
<i>Total European and Non-European :</i>																
Total, 1918	3759	31341	24735	59408	74	1710	4505	114	70558	1762	73929	271895	...	...	...	...
Total, 1917	3768	27891	21472	59443	85	1471	4700	1075	64377	1506	69100	...	254888	...	...	...
Increase	-9	3450	3263	-35	-11	239	-195	-961	6181	256	4829	...	...	17007	...	...

B.—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1918.

SCHOOL BOARD.	European Pupils.											Non-European.	
	Sp.	Sec.	Inter.	Prim.	E	P.F.	Poor.	Total 1918	Total 1917	Increase	1918	1917	
<i>SUMMARY.</i>													
Province excluding Territories	809	29269	22301	50390	1182	4342	...	108293	103314	4979	2684	2319	...
Territories	...	253	334	298	...	55	...	940	881	59	...	...	...
Total, ... 1918	809	29522	22635	50688	1182	4397	...	109233	...	5038	2684	...	...
Do., ... 1917	698	26237	19577	51375	1118	4597	593	...	104195	...	...	2319	...
Increase	111	3285	3058	-687	64	-200	-593	...	...	5038	365	...	...
Aberdeen	...	317	...	478	...	39	...	834	678	156	...	...	...
Grahamstown (Municipal)	...	251	238	148	34	...	...	671	585	86	...	...	...
Albany (Divisional)	...	...	125	175	...	87	...	387	380	7	...	...	...
Burghersdorp (Municipal)	...	...	291	83	...	...	...	374	348	26	...	...	...
Albert (Divisional)	...	...	...	440	...	48	...	488	552	-64	...	...	...
Venterstad (Magisterial)	...	168	...	57	...	15	...	240	192	48	...	...	...
Alexandria	...	...	184	325	...	34	...	543	506	37	...	...	...
Aliwal North (Divisional)	...	329	152	377	...	46	...	904	912	-8	...	...	...
Lady Grey (Divisional)	...	149	...	154	...	24	...	327	378	-51	...	...	...
Barkly East	...	266	99	261	...	64	...	690	695	-5	...	...	...
Barkly West	...	...	144	1186	...	7	...	1337	1342	-5	...	...	...
Bathurst (Divisional)	...	...	61	174	...	20	...	255	252	3	...	...	...
Port Alfred (Municipal)	...	...	164	...	...	...	...	164	142	22	...	...	...

B.—(continued)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1918.

SCHOOL BOARD.	European Pupils.											Non-European.	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor.	Total 1918	Total 1917	Increase	1918	1917	
Beaufort West (Municipal)	...	505	...	117	...	...	...	622	548	74	40	42	...
Do. (Divisional)	...	...	...	155	...	84	...	239	313	-74	...	...	...
Bedford	...	123	...	110	...	81	...	314	312	2	...	...	...
Bredasdorp	...	284	178	499	...	37	...	998	922	76	...	...	...
Britstown	...	316	...	91	...	59	...	466	417	49	...	...	...
Caledon	...	662	230	1111	...	111	...	2114	1934	180	...	...	...
Calitzdorp	...	...	335	760	...	...	...	1095	1049	46	...	...	...
Calvinia (Divisional)	...	290	...	567	...	92	...	949	902	47	...	...	...
Nieuwoudtville (Divisional)	...	...	103	107	...	38	...	248	213	35	...	...	...
Cape	48	3653	6606	6294	820	...	...	17421	16531	890	1046	877	...
Carnarvon	...	256	...	171	...	139	...	566	488	78	...	...	...
Cathcart	...	211	...	98	...	96	...	405	399	6	...	...	...
Ceres	...	262	105	198	...	58	...	623	568	55	...	...	...
Clanwilliam	...	...	148	670	...	81	...	899	903	-4	...	...	...
Colesberg	...	265	...	40	...	76	...	381	357	24	...	...	...
Cradock	116	518	...	479	...	76	...	1189	1070	119	...	...	...
East London	...	1020	1181	1688	183	15	...	4087	3708	379	...	...	...
Elliot	...	...	206	492	...	6	...	704	687	17	...	...	...
Fort Beaufort	18	348	...	268	...	44	...	678	692	-14	...	...	...
Fraserburg (Divisional)	...	...	209	57	...	211	...	477	412	65	...	...	...
Williston (Divisional)	...	...	...	122	...	54	...	176	179	-3	...	...	...
George	...	584	146	1137	...	9	...	1876	1894	-18	...	...	...
Lady Frere (Municipal)	...	...	...	65	...	...	...	65	59	6	...	...	...
Gordonia	...	...	245	259	...	68	...	572	525	47	...	...	...
Graaff-Reinet	143	444	86	699	...	40	...	1412	1392	20	...	...	...
Hanover	...	...	180	23	...	56	...	259	270	-11	...	...	...
Hay	...	...	163	520	...	40	...	723	668	55	...	...	...
Herbert	...	...	174	472	...	23	...	669	676	-7	...	...	...
Herschel	...	...	...	...	...	6	...	6	12	-6	...	...	...
Hope Town (Divisional)	...	233	...	74	...	22	...	329	383	-54	...	...	...
Strydenburg (Divisional)	...	...	...	197	...	16	...	213	186	27	...	...	...
Humansdorp	...	231	...	1191	...	38	...	1460	1445	15	...	...	...
Jansenville	...	...	307	754	...	27	...	1088	1054	34	...	...	...
Kenhardt	...	...	...	508	...	76	...	584	403	181	...	...	...
Kimberley	108	961	1339	1673	34	34	...	4149	3951	198	936	890	...
King William's Town	...	559	542	671	...	25	...	1797	1739	58	...	...	...
Knysna (Municipal)	...	...	163	124	...	...	...	287	256	31	129	115	...
Do. (Divisional)	...	...	100	858	...	31	...	989	934	55	...	...	...
Komgha	...	...	178	127	...	50	...	355	314	41	...	...	...
Kuruman	...	...	...	631	...	42	...	673	682	-9	...	...	...
Ladismith	...	239	142	853	...	23	...	1257	1237	20	...	...	...
Laingsburg	...	279	...	225	...	38	...	542	478	66	...	...	...
Maclear	...	...	205	178	...	66	...	449	425	24	...	...	...
Mafeking	...	...	220	278	...	8	...	506	474	32	...	...	...
Malmesbury (Divisional)	...	713	663	501	...	21	...	1898	1808	90	...	...	...
Hopefield (Divisional)	...	...	541	562	...	34	...	1137	1095	42	...	...	...
Maraisburg	...	...	180	90	...	25	...	295	280	15	...	...	...
Middelburg	...	408	...	341	...	88	...	837	752	85	...	...	...
Molteno	...	244	...	270	...	...	...	514	556	-42	...	...	...
Montagu	...	486	...	410	...	13	...	909	847	62	...	...	...
Mossel Bay (Municipal)	...	313	...	192	...	...	...	505	474	31	...	...	...
Do. (Divisional)	...	...	...	873	25	12	...	910	908	2	...	...	...
Murraysburg	...	202	...	14	...	33	...	249	221	28	...	...	...
Garies (Divisional)	...	...	...	106	...	43	...	149	173	-24	...	...	...
Port Nolloth (Divisional)	...	...	...	57	...	...	...	57	60	-3	...	...	...
Springbokfontein (Divisional)	...	...	...	450	...	17	...	467	533	-66	1	...	...
Oudtshoorn (Municipal)	59	664	...	577	...	...	...	1300	1239	61	...	...	...
Do. (Divisional)	...	...	352	1224	...	27	...	1603	1545	58	...	...	...
Paarl (Divisional)	149	1347	342	235	...	5	...	2078	2001	77	...	...	...
Wellington (Divisional)	...	597	...	327	...	6	...	930	864	66	...	...	...
French Hoek (Divisional)	...	297	...	101	...	...	...	398	368	30	...	...	...
Pearston													

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

B.—(continued)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1918.

SCHOOL BOARD.	European Pupils.										Non-European	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor.	Total 1918.	Total 1917	Increase	1918	1917
Stellenbosch	...	1037	422	275	...	14	...	1748	1600	148	...	...
Steynsburg	...	...	205	80	...	39	...	324	294	30	...	...
Steytlerville	...	...	195	400	...	60	...	655	697	-42	...	...
Stockenström	...	...	163	153	...	15	...	331	298	33	...	...
Stutterheim (Municipal)	...	...	136	38	...	12	...	186	187	-1	...	...
Do. (Divisional)	...	...	...	144	...	52	...	196	219	-23	...	...
Sutherland	...	...	126	84	...	114	...	324	335	-11	...	...
Swellendam (Municipal)	...	384	...	17	...	...	...	401	374	27	...	...
Do. (Divisional)	...	...	72	964	...	87	...	1123	1043	80	...	...
Heidelberg (Municipal)	...	...	262	...	...	...	...	262	226	36	...	...
Barrydale (V.M. Board)	...	...	...	113	...	...	...	113	109	4	...	...
Tarka	...	188	...	173	...	30	...	391	395	-4	...	...
Tulbagh	...	275	126	171	...	17	...	589	574	15	...	...
Uitenhage	...	656	322	1605	...	31	...	2614	2440	174	...	...
Uniondale	...	217	143	1054	...	...	...	1414	1303	111	...	...
Van Rhynsdorp	...	...	174	324	...	30	...	528	458	70	...	...
Victoria East	...	...	148	50	...	56	...	254	247	7	...	...
Victoria West	...	229	229	24	...	73	...	555	528	27	71	74
Vryburg (Municipal)	...	313	...	...	...	...	...	313	299	14	...	...
Do. (Divisional)	...	...	...	689	...	33	...	722	721	1	...	...
Willowmore	...	376	...	578	...	88	...	1042	925	117	...	...
Wodehouse (Divisional)	...	244	...	758	...	52	...	1054	1132	-78	...	...
Indwe (Municipal)	...	...	176	93	...	...	...	269	261	8	...	...
Worcester (Municipal)	...	679	...	277	...	...	...	956	900	56	...	...
Do. (Divisional)	...	...	89	513	...	15	...	617	689	-72	...	...
TERRITORIES.												
School Board.												
Butterworth (Municipal)	...	...	139	...	...	...	...	139	120	19	...	...
Idutywa (Municipal)	...	...	51	...	...	...	...	51	59	-8	...	...
Matatiele	...	...	144	91	...	43	...	278	213	65	...	...
Mount Currie	...	143	...	10	...	12	...	165	182	-17	...	...
Mount Fletcher (Municipal)	...	...	...	21	...	...	...	21	15	6	...	...
Nqamakwe (Municipal)	...	...	...	19	...	...	...	19	28	-9	...	...
Port St. John	...	...	...	32	...	...	...	32	28	4	...	...
Umtata (Municipal)	...	110	...	34	...	...	...	144	133	11	...	...
Cala (Municipal)	...	...	...	91	...	...	...	91	103	-12	...	...

SCHOOL BOARD AREA.	Sp.	Sec.	Int.	Prim.			D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1918.	Total 1917.
				Rail-way.	Church.	Others.									
SUMMARY.															
Province, excluding Territories	2672	1753	1267	779	3936	1213	32	169	16	...	12	2	1	11852	11527
Territories	...	...	...	...	137	475	...	...	92	114	...	...	7	825	769
Total, 1918	2672	1753	1267	779	4073	1688	32	169	108	114	12	2	8	12677	...
Total, 1917	2537	1610	1178	721	4259	1168	33	143	103	482	36	...	26	...	12296
Increase	135	143	89	58	-186	520	-1	26	5	-368	-24	2	-18	381	...
Grahamstown (Municipal)	265	...	...	...	532	...	...	...	...	...	...	...	...	797	810
Albany (Divisional)	...	...	114	...	...	...	...	...	...	...	...	...	...	114	99
Burghersdorp (Municipal)	...	...	...	35	...	...	...	...	...	...	...	...	...	35	22
Bedford	...	...	...	106	...	...	...	...	...	...	...	...	...	106	91
Bredasdorp	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2
Britstown	...	...	...	397	...	...	...	...	...	...	...	...	...	397	352
Calvinia (Divisional)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	18
Cape	1112	1326	...	...	1516	591	...	...	...	...	...	...	...	4545	4404
Cathcart	...	...	...	23	...	...	...	...	...	...	...	...	...	23	17
Colesberg	...	...	308	54	...	...	...	...	...	...	...	...	...	362	327
Craddock	...	...	...	64	...	...	...	...	...	...	...	...	...	64	56
East London	...	...	...	471	...	...	...	...	...	...	...	...	...	471	455
Fort Beaufort	69	...	...	...	...	...	...	...	...	...	...	...	...	69	72
George	16	...	...	...	116	...	...	...	...	...	...	...	...	132	134
Glen Grey (Division)	...	...	...	...	...	13	...	16	...	...	...	...	...	29	41
Gordonia	...	...	...	...	...	181	...	...	...	...	...	...	...	181	171
Graaff-Reinet	67	...	...	...	92	...	...	...	...	...	...	...	...	159	163
Hanover	...	...	...	...	18	...	...	...	...	...	...	...	...	18	21
Hope Town (Divisional)	...	...	...	9	...	...	...	...	...	...	...	...	...	9	13
Kenhardt	8	...	249	...	...	428	...	...	...	...	...	...	...	685	598
Kimberley	...	...	...	...	21	...	...	127	...	...	...	...	...	148	133
King William's Town	76	...	...	89	338	...	...	...	...	...	...	...	...	511	482
Knysna (Municipal)	25	...	...	...	...	...	...	...	...	...	...	...	...	25	27
Do. (Divisional)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11
Ladismith	...	...	...	...	...	...	...	...	...	...	2	...	...	2	2
Malmesbury (Divisional)	54	...	...	30	...	...	...	...	...	...	...	...	...	84	80
Middleburg	...	...	...	71	...	...	...	...	...	...	...	...	...	71	63
Molteno	...	...	...	49	...	...	...	...	...	...	...	...	...	49	40
Springbokfontein (Divisional)	...	...	...	...	...	32	...	...	...	...	...	...	...	32	33
Oudtshoorn (Municipal)	39	...	...	...	154	...	...	...	...	...	...	...	...	193	225
Paarl (Divisional)	...	...	...	...	44	...	...	...	...	...	...	...	...	44	45
Wellington (Divisional)	301	...	...	...	...	...	...	...	...	...	...	...	...	301	307
Piquetberg	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Port Elizabeth	...	...	...	...	440	...	...	...	...	...	...	...	...	440	515
Prince Albert	...	...	...	...	27	...	...	...	...	...	...	...	...	27	25
Queenstown	...	...	...	...	112	...	...	...	...	...	...	...	...	112	111
Somerset East	...	...	88	50	...	...	...	...	...	...	...	...	...	138	134
Stellenbosch	...	424	...	...	...	...	...	...	...	...	...	...	...	424	371
Steynsburg	266	...	...	16	...	...	...	...	...	...	...	...	...	282	271
Stutterheim (Divisional)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
Tulbagh	42	...	...	...	...	...	...	...	...	...	...	...	...	42	41
Uitenhage	81	...	...	78	127	...	...	42	...	...	...	...	...	328	323
Van Rhynsdorp	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
Victoria East	...	3	...	...	...	...	...	...	...	...	2	2	...	7	11
Victoria West	...	...	...	8	...	...	...	...	...	...	...	...	...	8	11
Vryburg (Divisional)	...	...	...	25	...	...	...	...	...	...	...	...	...	1	26
Worcester (Municipal)	251	...	...	...	...	...	...	...	...	...	...	...	...	251	237
Worcester (Divisional)	...	...	111	...	...	...	...	...	...	...	...	...	...	111	135
MAGISTRACY.															
Bizaan	...	...	...	...	29	...	...	...	...	...	...	...	...	29	17
Butterworth	...	...	...	...	...	...	...	10	...	...	...	...	...	10	12
Elliotdale	...	...	...	...	15	...	...	6	...	...	...	...	...	21	21
Engcobo	...	...	...	...	94	...	...	...	...	...	...	...	...	94	65
Flagstaff	...	...	...	...	15	...	...	...	...	...	...	...	...	15	13
Idutywa	...	...	...	...	...	...	...	5	...	...	...	...	...	5	5
Kentani	...	...	...	...	20	...	...	5	...	...	...	...	...	25	15
Libode	...	...	...	...	19	...	...	...	...	...	...	...	...	19	23
Lusikisik	...	...	...	...	...	...	...	6	...	...	...	...	...	6	19
Matatiele	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4
Mount Ayiliff	...	...	...	...	16	...	...	...	...	...	...	...	...	16	17
Mount Currie	...	...	...	...	...	...	...	...	...	...	...	...	...	...	134
Mount Fletcher	...	...	...	...	137	...	...	...	...	...	...	...	...	137	18
Mount Frere	...	...	...	...	...	...	...	7	...	...	...	2	...	9	18
Mqanduli	...	...	...	...	29	...	...	7	...	...	...	...	...	36	40
Ngqeleni	...	...	...	...	20	...	...	5	...	...	...	2	...	27	32
Nqamakwe	...	...	...	...	12	...	...	...	...	...	...	...	...	12	14
Ntabankulu	...	...	...	...	...	...	...	6	...	...	...	...	...	6	...
Qumbu	...	...	...	...	14	...	...	...	...	...	...	...	...	14	8
St. Mark's	...	...	...	...	28	...	...	...	...	...	...	3	...	31	34
Tsolo	...	...	...	...	33	...	...	6	...	...	...	...	...	39	33
Tsomo	...	...	...	...	38	...	...	13	...	...	...	...	...	51	35
Umtata	...	...	...	...	17	...	...	...	...	...	...	...	...	17	19
Umzimkulu	...	...	...	...	...	...	...	6	114	...	...	...	...	120	120
Willowvale	...	...	...	...	44	...	...	...	...	...	...	...	...	44	34
...	...	...	...	...	32	...	...	10	...	...	...	...	...	42	37

## D.—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30TH SEPTEMBER, 1918.

SCHOOL BOARD AREA.	School Board Schools.	Other Schools.	TOTAL 1918.	TOTAL 1917.	Increase.
<i>SUMMARY.</i>					
Province, excluding Territories ...	108293	11852	120145	114841	5304
Territories ...	940	825	1765	1650	115
Total, 1918 ...	109233	12677	121910	...	...
Total, 1917 ...	104195	12296	...	116491	...
Increase ...	5038	381	5419	...	...
Aberdeen ...	834	...	834	678	156
Grahamstown (Municipal) ...	671	797	1468	1395	73
Albany (Divisional) ...	387	114	501	479	22
Burghersdorp (Municipal) ...	374	35	409	370	39
Albert (Divisional) ...	488	...	488	552	-64
Venterstad (Mag.) ...	240	...	240	192	48
Alexandria ...	543	...	543	506	37
Aliwal North (Divisional) ...	904	...	904	912	-8
Lady Grey (Divisional) ...	327	...	327	378	-51
Barkly East ...	690	...	690	695	-5
Barkly West ...	1337	...	1337	1342	-5
Bathurst (Divisional) ...	255	...	255	252	3
Port Alfred (Municipal) ...	164	...	164	142	22
Beaufort West (Municipal) ...	622	...	622	548	74
Beaufort West (Divisional) ...	239	...	239	313	-74
Bedford ...	314	106	420	403	17
Bredasdorp ...	998	...	998	924	74
Britstown ...	466	397	863	769	94
Caledon ...	2114	...	2114	1934	180
Calitzdorp ...	1095	...	1095	1049	46
Calvinia (Divisional) ...	949	...	949	920	29
Nieuwoudtville (Divisional) ...	248	...	248	213	35
Cape ...	17421	4545	21966	20935	1031
Carnarvon ...	566	...	566	488	78
Cathcart ...	405	23	428	416	12
Ceres ...	623	...	623	568	55
Clanwilliam ...	899	...	899	903	-4
Colesberg ...	381	362	743	684	59
Cradock ...	1189	64	1253	1126	127
East London ...	4087	471	4558	4163	395
Elliot ...	704	...	704	687	17
Fort Beaufort ...	678	69	747	764	-17
Fraserburg (Divisional) ...	477	...	477	412	65
Williston (Divisional) ...	176	...	176	179	-3
George ...	1876	132	2008	2028	-20
Glen Grey Division ...	65	29	94	100	-6
Gordonia ...	572	181	753	696	57
Graaff-Reinet ...	1412	159	1571	1555	16
Hanover ...	259	18	277	291	-14
Hay ...	723	...	723	668	55
Herbert ...	669	...	669	676	-7
Herschel ...	6	...	6	12	-6
Hope Town (Divisional) ...	329	9	338	396	-58
Strydenburg (Divisional) ...	213	...	213	186	27
Humansdorp ...	1460	...	1460	1445	15
Jansenville ...	1088	...	1088	1054	34
Kenhardt ...	584	685	1269	1001	268
Kimberley ...	4149	148	4297	4084	213
King William's Town ...	1797	511	2308	2221	87
Knysna (Municipal) ...	287	25	312	283	29
Knysna (Divisional) ...	989	...	989	945	44
Komgha ...	355	...	355	314	41
Kuruman ...	673	...	673	682	-9
Ladismith ...	1257	2	1259	1239	20
Laingsburg ...	542	...	542	476	66
Maclear ...	449	...	449	425	24
Mafeking ...	506	...	506	474	32
Malmesbury (Divisional) ...	1898	84	1982	1888	94
Hopefield (Divisional) ...	1137	...	1137	1095	42
Maraisburg ...	295	...	295	280	15
Middelburg ...	837	71	908	815	93
Molteno ...	514	49	563	596	-33
Montagu ...	909	...	909	847	62
Mossel Bay (Municipal) ...	505	...	505	474	31
Mossel Bay (Divisional) ...	910	...	910	908	2
Murraysburg ...	249	...	249	221	28
Garies (Divisional) ...	149	...	149	173	-24
Port Nolloth (Divisional) ...	57	...	57	60	-3
Springbokfontein (Divisional) ...	467	32	499	566	-67

## D.—(continued).—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30TH SEPTEMBER 1918.

SCHOOL BOARD AREA.	School Board Schools.	Other Schools.	TOTAL 1918.	TOTAL 1917.	Increase.
Oudtshoorn (Municipal) ...	1300	193	1493	1464	29
Oudtshoorn (Divisional) ...	1603	...	1603	1545	58
Paarl (Divisional) ...	2078	44	2122	2046	76
Wellington (Divisional) ...	930	301	1231	1171	60
French Hoek (Divisional) ...	398	...	398	368	30
Pearston ...	351	...	351	377	-26
Peddie ...	330	...	330	347	-17
Philipstown (Divisional) ...	322	...	322	323	-1
Petrusville (Divisional) ...	227	...	227	226	1
Piquetberg ...	2139	...	2139	2154	-15
Port Elizabeth ...	3958	440	4398	4123	275
Prieska ...	657	...	657	545	112
Prince Albert ...	607	27	634	593	41
Queenstown ...	1501	112	1613	1562	51
Richmond ...	306	...	306	314	-8
Riversdale ...	1975	...	1975	1893	82
Robertson ...	1438	...	1438	1439	-1
Somerset East ...	1140	138	1278	1208	70
Stellenbosch ...	1748	424	2172	1971	201
Steynsburg ...	324	282	606	565	41
Steytlerville ...	655	...	655	697	-42
Stockenstrom ...	331	...	331	298	33
Stutterheim (Municipal) ...	186	...	186	187	-1
Stutterheim (Divisional) ...	196	...	196	222	-26
Sutherland ...	324	...	324	335	-11
Swellendam (Municipal) ...	401	...	401	374	27
Swellendam (Divisional) ...	1123	...	1123	1043	80
Heidelberg (Municipal) ...	262	...	262	226	36
Barrydale (V.M. Board) ...	113	...	113	109	4
Tarka ...	391	...	391	395	-4
Tulbagh ...	589	42	631	615	16
Uitenhage ...	2614	328	2942	2763	179
Uniondale ...	1414	...	1414	1303	111
Van Rhynsdorp ...	528	...	528	459	69
Victoria East ...	254	7	261	258	3
Victoria West ...	555	8	563	539	24
Vryburg (Municipal) ...	313	...	313	299	14
Vryburg (Divisional) ...	722	26	748	741	7
Willowmore ...	1042	...	1042	925	117
Wodehouse (Divisional) ...	1054	...	1054	1132	-78
Indwe (Municipal) ...	269	...	269	261	8
Worcester (Municipal) ...	956	251	1207	1137	70
Worcester (Divisional) ...	617	111	728	824	-96
<i>TERRITORIES.</i>					
<i>Magistracy.</i>					
Bizana ...	...	29	29	17	12
Butterworth ...	139	10	149	132	17
Elliotdale ...	...	21	21	21	...
Engcobo ...	...	94	94	65	29
Flagstaff ...	...	15	15	13	2
Idutywa ...	51	5	56	64	-8
Kentani ...	...	25	25	15	10
Libode ...	...	19	19	23	-4
Lusikisiki ...	...	6	6	19	-13
Matatiele ...	278	...	278	217	61
Mount Ayliff ...	...	16	16	17	-1
Mount Currie ...	165	137	302	316	-14
Mount Fletcher ...	21	9	30	33	-3
Mount Frere ...	...	36	36	40	-4
Mqanduli ...	...	27	27	32	-5
Ngqeleni ...	...	12	12	14	-2
Nqamakwe ...	19	6	25	28	-3
Ntabankulu ...	...	14	14	8	6
Port St. John ...	32	...	32	28	4
Qumbu ...	...	31	31	34	-3
St. Mark's ...	...	39	39	33	6
Tsolo ...	...	51	51	35	16
Tsomo ...	...	17	17	19	-2
Umtata ...	144	120	264	253	11
Umzimkulu ...	...	44	44	34	10
Willowvale ...	...	42	42	37	5
Xalanga ...	91	...	91	103	-12



## F.—ENROLMENT AND ATTENDANCE OF EUROPEAN AND NON-EUROPEAN PUPILS.

DIVISION.	Enrolment.					Average Attendance.		
	Euro-pean.	Non-Euro-pean.	Total 1918.	Total 1917.	Increase.	1918.	1917.	Increase.
<i>SUMMARY.</i>								
Province, excluding Territories	120145	75393	195438	183682	11756	173995	161169	12826
Territories	1765	74592	76357	71206	5151	64740	59061	5679
Total, 1918	121910	149985	271795	254888	16907	238735	220230	18505
Aberdeen	834	98	932	788	144	860	711	149
Albany	1969	1007	2976	2674	302	2578	2303	275
Albert	1137	303	1440	1419	21	1329	1302	27
Alexandria	543	237	780	697	83	708	607	101
Aliwal North	1231	562	1793	1726	67	1625	1535	90
Barkly East	690	89	779	807	-28	694	735	-41
Barkly West	1337	1346	2683	2493	190	2263	2149	114
Bathurst	419	364	783	731	52	657	582	75
Beaufort West	861	253	1114	1112	2	993	1002	-9
Bedford	420	277	697	659	38	608	569	39
Bredasdorp	998	450	1448	1319	129	1378	1242	136
Britstown	863	332	1195	1085	110	1075	954	121
Caledon	2114	989	3103	2874	229	2845	2597	248
Calitzdorp	1095	143	1238	1109	129	1102	1053	49
Calvinia	1197	133	1330	1245	85	1238	1158	80
Cape	21966	14503	36469	34383	2086	32275	29806	2469
Carnarvon	566	166	732	649	83	681	605	76
Cathcart	428	203	631	611	20	569	557	12
Ceres	623	343	966	821	145	820	743	77
Clanwilliam	899	307	1206	1186	20	1124	1076	48
Colesberg	743	262	1005	966	39	920	876	44
Cradock	1253	422	1675	1495	180	1552	1357	195
East London	4558	1143	5701	5300	401	5113	4616	497
Elliot	704	97	801	782	19	706	692	14
Fort Beaufort	747	1419	2166	2148	18	1862	1790	72
Fraserburg	653	95	748	681	67	709	655	54
George	2008	675	2683	2637	46	2370	2350	20
Glen Grey	94	3678	3772	3774	-2	3032	2888	144
Gordonia	753	128	881	789	92	812	718	94
Graaff-Reinet	1571	720	2291	2227	64	2109	2032	77
Hanover	277	67	344	361	-17	322	332	-10
Hay	723	112	835	797	38	792	760	32
Herbert	669	538	1207	1149	58	1093	1003	90
Herschel	6	2963	2969	3012	-43	2582	2514	68
Hopetown	551	166	717	749	-32	678	696	-18
Humansdorp	1460	783	2243	2081	162	2060	1833	227
Jansenville	1088	198	1286	1217	69	1185	1055	130
Kenhardt	1269	71	1340	1001	339	1219	924	295
Kimberley	4297	2509	6806	6487	319	5945	5733	212
King William's Town	2308	8439	10747	9673	1074	8766	7577	1189
Knysna	1301	429	1730	1620	110	1470	1403	67
Komgha	355	185	540	519	21	463	444	19
Kuruman	673	350	1023	915	108	921	823	98
Ladismith	1259	378	1637	1508	129	1502	1380	122
Laingsburg	542	82	624	569	55	557	527	30
Maclear	449	92	541	480	61	500	432	68
Mafeking	506	986	1492	1275	217	1326	1122	204
Malmesbury	3119	1375	4494	4141	353	4207	3858	349
Maraisburg	295	295	590	302	-7	272	291	-19
Middelburg	908	259	1167	1071	96	1068	1002	66
Molteno	563	109	672	730	-58	605	622	-17
Montagu	909	115	1024	963	61	940	881	59
Mossel Bay	1415	675	2090	2020	70	1909	1845	64
Murraysburg	249	79	328	276	52	305	261	44
Namaqualand	705	881	1586	1849	-263	1431	1634	-203
Oudtshoorn	3096	705	3801	3674	127	3515	3306	209
Paarl	3751	2235	5986	5573	413	5443	5034	409

## F.—(continued.) ENROLMENT AND ATTENDANCE OF EUROPEAN AND NON-EUROPEAN PUPILS.

DIVISION.	Enrolment.					Average Attendance.		
	Euro-pean.	Non-Euro-pean.	Total 1918.	Total 1917.	Increase.	1918.	1917.	Increase.
Pearston	351	73	424	444	-20	392	404	-12
Peddie	330	1652	1982	1788	194	1572	1383	189
Philipstown	549	97	646	682	-36	614	650	-36
Piquetberg	2139	614	2753	2763	-10	2594	2604	-10
Port Elizabeth	4398	2663	7061	6425	636	6213	5448	765
Prieska	657	79	736	616	120	696	577	119
Prince Albert	634	192	826	762	64	745	702	43
Queenstown	1613	2337	3950	3645	305	3376	3146	230
Richmond	306	137	443	441	2	405	408	-3
Riversdale	1975	546	2521	2377	144	2351	2211	140
Robertson	1438	317	1755	1717	38	1580	1568	12
Somerset East	1278	643	1921	1798	123	1750	1601	149
Stellenbosch	2172	1535	3707	3486	221	3357	3085	272
Steynsburg	606	35	641	594	47	606	557	49
Steytlerville	655	70	725	737	-12	663	676	-13
Stockenström	331	351	682	615	-67	583	510	73
Stutterheim	382	1056	1438	1363	75	1221	1096	125
Sutherland	324	15	339	348	-9	315	329	-14
Swellendam	1899	639	2538	2280	258	2346	2089	257
Tarka	391	271	662	643	19	571	570	1
Tulbagh	631	569	1200	1195	5	1076	1067	9
Uitenhage	2942	1079	4021	3624	397	3609	3176	433
Uniondale	1414	153	1567	1439	128	1442	1325	117
Van Rhynsdorp	528	190	718	612	106	660	551	109
Victoria East	261	2131	2392	1950	442	2036	1569	467
Victoria West	563	109	672	613	59	633	579	54
Vryburg	1061	631	1692	1626	66	1521	1471	50
Willowmore	1042	212	1254	1075	179	1177	967	210
Wodehouse	1323	530	1853	1947	-94	1624	1680	-56
Worcester	1935	942	2877	2878	-1	2584	2618	-34
<i>TERRITORIES.</i>								
<i>Magistracy.</i>								
Bizana	29	859	888	763	125	749	641	108
Butterworth	149	3005	3154	2902	252	2756	2456	300
Elliotdale	21	484	505	400	105	369	307	62
Engcobo	94	4747	4841	4362	479	4076	3584	492
Flagstaff	15	1654	1669	1314	355	1395	1084	311
Idutywa	56	2038	2094	1961	133	1728	1568	160
Kentani	25	2453	2478	2410	68	1967	1813	154
Libode	19	1130	1149	1093	56	962	880	82
Lusikisiki	6	1189	1195	962	233	1000	750	250
Matatiele	278	5463	5741	5313	428	5147	4797	350
Mount Ayliff	16	2268	2284	1996	288	2024	1748	276
Mount Currie	302	716	1018	1058	-40	909	924	-15
Mount Fletcher	30	3130	3160	3010	150	2695	2576	119
Mount Frere	36	5792	5828	5645	183	4970	4832	138
Mqanduli	27	1878	1905	2145	-240	1437	1705	-268
Ngqeleni	12	1731	1743	1654	89	1392	1245	147
Nqamakwe	25	5323	5348	4601	747	4699	3846	853
Ntabankulu	14	1583	1597	1356	241	1306	1118	188
Port St. John	32	523	555	591	-36	455	487	-32
Qumbu	31	4169	4200	4139	61	3514	3464	50
St. Mark's	39	3328	3367	3095	272	2622	2288	334
Tsolo	51	3598	3649	3515	134	3190	2921	269
Tsomo	17	4052	4069	3550	519	3433	2849	584
Umtata	264	3518	3782	4026	-244	3260	3355	-95
Umzimkulu	44	4379	4423	3854	569	4068	3466	602
Willowvale	42	3864	3906	3725	181	3202	3012	190
Xalanga	91	1718	1809	1766	43	1415	1345	70

G.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTOR.	European.			Non-European.			Total.		
	1918.	1917.	Increase.	1918.	1917.	Increase.	1918.	1917.	Increase.
Anders, H. .. ..	101	92	9	8897	8655	242	8998	8747	251
Anders, J. .. ..	3311	3145	166	1107	1031	76	4418	4176	242
Baigrie .. .. .	133	98	35	8075	7359	716	8208	7457	751
Bain .. .. .	1934	1910	24	1996	1925	71	3930	3835	95
Bennie .. .. .	2808	2671	137	1648	1393	255	4456	4064	392
Bond .. .. .	2308	2221	87	8439	7452	987	10747	9673	1074
Charles .. .. .	2874	2748	126	936	772	164	3810	3520	290
Chisholm .. ..	66	73	-7	8922	8582	340	8988	8655	333
Craib .. .. .	3074	2840	234	1302	1150	152	4376	3990	386
Fraser .. .. .	5517	5342	175	3213	3043	170	8730	8385	345
Freeman .. .. .	2785	2676	109	480	353	127	3265	3029	236
Golightly .. ..	5639	5397	242	3063	2612	451	8702	8009	693
Green .. .. .	123	116	7	8355	7980	375	8478	8096	382
Hill .. .. .	112	102	10	8076	6880	1196	8188	6982	1206
Hobson .. .. .	3352	2854	498	591	461	130	3943	3315	628
Hofmeyr, C. .. .	3806	3523	283	1204	1039	165	5010	4562	448
Hofmeyr, J. H. .	3038	3057	-19	921	892	29	3959	3949	10
Houghton .. ..	324	320	4	7611	7905	-294	7935	8225	-290
Kelly .. .. .	2904	2856	48	2963	2538	425	5867	5394	473
Kreft .. .. .	2374	2416	-42	3828	3741	87	6202	6157	45
Logie .. .. .	2630	2535	95	2959	2670	289	5589	5205	384
Mitchell .. ..	7340	6886	454	3742	3163	579	11082	10049	1033
Noaks .. .. .	8111	7606	505	7256	6852	404	15367	14458	909
Porter .. .. .	624	567	57	10558	9658	900	11182	10225	957
Rein, T. W. .. .	1338	1369	-31	5202	4517	685	6540	5886	654
Retief .. .. .	1233	1258	-25	1071	1203	-132	2364	2461	-157
Robertson .. ..	5235	5186	49	2375	2309	66	7610	7495	115
Rosenow .. .. .	2149	2046	103	590	455	135	2739	2501	238
Rousseau .. ..	2350	2240	110	693	610	83	3043	2850	193
Scott .. .. .	4724	4638	86	1779	1639	140	6503	6277	226
Siddle .. .. .	2416	2212	204	394	363	31	2810	2575	235
Sinton .. .. .	4825	4651	174	1040	894	146	5865	5545	320
Spurway .. .. .	3646	3500	146	829	904	-75	4475	4404	71
Stokes .. .. .	1417	1493	-76	4208	4228	-20	5625	5721	-96
Theron .. .. .	4286	3905	381	2524	2455	69	6810	6360	450
Tooke .. .. .	191	179	12	12380	10874	1506	12571	11053	1518
Van der Merwe ..	3234	3132	102	924	753	171	4158	3885	273
Watermeyer .. .	13855	13329	526	7247	6596	651	21102	19925	1177
Young .. .. .	5723	5302	421	2587	2491	96	8310	7793	517
Total .. .. .	121910	116491	5419	149985	138397	11588	271895	254888	17007

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

CLASS OF SCHOOL.	Number of Pupils on Roll.			Average Attendance.			Percentage of Attendance.		Percentage of Pupils on Roll at various Classes of School.	
	1918.	1917.	Increase.	1918.	1917.	Increase.	1918.	1917.	1919.	1917.
Sp. .. .. .	3759	3768	-9	3564	3543	21	94.8	94.0	1.4	1.5
Sec. .. .. .	31341	27891	3450	29300	25821	3479	93.5	92.6	11.5	10.9
Inter. .. .. .	24735	21472	3263	22738	19615	3123	93.1	91.4	9.0	8.4
Prim. .. .. .	59408	59443	-35	54186	53687	499	91.2	90.3	21.9	23.3
D .. .. .	74	85	-11	71	82	-11	96.0	96.5	.03	.03
E .. .. .	1710	1471	239	1355	1144	211	79.2	77.8	.7	.6
P.F. .. .. .	4505	4700	-195	4298	4464	-166	95.4	95.0	1.6	1.8
Poor .. .. .	114	1075	-961	103	976	-873	90.3	90.8	.04	.4
B .. .. .	70558	64377	6181	58884	52295	6489	83.4	81.2	26.0	25.3
C1 .. .. .	1762	1506	256	1677	1435	342	95.2	95.3	.6	.6
C .. .. .	73929	69100	4829	62559	57168	5391	84.6	82.8	27.2	27.1
Total .. .. .	271895	254888	17007	238735	220230	18505	87.8	86.4	..	..

I.—SEX AND RACE OF PUPILS.

Year.	European Pupils.			Non-European Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
3rd Quarter, 1918 .. ..	61961	59949	121910	74084	75901	149985	271895
Percentage .. .. .	22.8	22.0	44.8	27.2	28.0	55.2	..
3rd Quarter, 1917 .. ..	59261	57230	116491	68368	70029	138397	254888
Percentage .. .. .	23.2	22.5	45.7	26.8	27.4	54.2	..

4.—INSPECTION OF SCHOOLS.

A.—SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR ENDING 30TH SEPTEMBER 1918.

INSPECTOR.	No. of Inspections made by each Inspector.	SCHOOLS INSPECTED IN EACH CIRCUIT.		Informal visits by Inspectors.
		1918.	1917.	
Anders, H. ... ..	151	152	140	40
Anders, J. ... ..	100	101	104	50
Baigrie ... .. .	156	113	67	53
Bain ... .. .	135	132	130	55
Bennie ... .. .	110	98	102	70
Bond ... .. .	142	148	149	100
Charles ... .. .	46	124	123	10
Chisholm ... ..	112	120	119	56
Craib ... .. .	132	141	140	98
Fraser ... .. .	99	113	108	29
Freeman ... .. .	134	128	131	79
Golightly ... ..	122	124	126	14
Green ... .. .	116	108	113	53
Hill ... .. .	131	130	125	78
Hobson ... .. .	111	101	94	33
Hofmeyr, C. ... .	126	130	120	6
Hofmeyr, J. H. .	118	114	115	34
Houghton ... ..	154	154	156	77
Kelly ... .. .	140	140	138	38
Kreft ... .. .	105	152	154	39
Logie ... .. .	134	124	123	117
Mitchell ... ..	101	118	128	38
Noaks ... .. .	110	112	108	165
Porter ... .. .	157	154	152	27
Rein, T. W. ... .	116	122	128	77
Retief ... .. .	52	70	73	35
Robertson ... ..	96	102	107	35
Rosenow ... .. .	104	100	86	50
Rousseau ... ..	120	118	117	19
Scott ... .. .	135	136	135	77
Siddle ... .. .	121	121	134	55
Sinton ... .. .	71	121	120	22
Spurway ... .. .	154	147	146	28
Stokes ... .. .	148	146	150	142
Theron ... .. .	123	123	120	122
Tooke ... .. .	131	130	111	70
Van der Merwe ..	129	123	127	21
Watermeyer ... .	66	69	71	8
Young ... .. .	138	139	135	78
Other Inspectors ..	206*	..	..	55†
Total 1918 .. .. .	4,852	4,798	..	2,253
Do. 1917 .. .. .	4,773	..	4,725	2,399

Mr. W. A. Russell, M.A., Inspector of High Schools, paid 52 visits to schools, inspecting the work of the upper standards, and giving attention generally to the organisation of the school and to the methods of instruction followed.

Mr. H. J. Anderson, M.A., Inspector of Training Colleges, paid 49 visits to training schools and departments, including visits to training schools for the annual inspection of the students in training.

\* Dr. B. J. Haarhoff, 29; Mr. P. J. le Roux, 126; Mr. R. Rein, 32; Mr. O. J. Satchel, M.A., 12; Dr. J. R. Whitton, 7.

† Dr. B. J. Haarhoff, 15; Mr. P. J. le Roux, 29; Mr. R. Rein, 10; Mr. O. J. Satchel, M.A., 1.

B.—TOTAL NUMBER OF SCHOOLS INSPECTED, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	Sec.	Inter.	Prim.	D	E	P.F.	Poor.	B	C1	C	Total 1918.	Total 1917.
No. of Schools inspected ..	32	98	97	1962	1	19	686	6	865	13	1019	4798	4725
No. of Schools in operation at 30th September ..	40	102	112	1948	1	26	643	3	896	13	1064	4848	4845

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C.—NUMBER OF VISITS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDING 30TH SEPTEMBER, 1918.

SUBJECT.	NAME OF OFFICER.	No. OF VISITS.	
		1918.	1917.
Domestic Economy ... ..	Miss M. MacIver ... ..	57	88
Drawing ... ..	{ Mr. W. W. Rawson (W.) ... ..	118	82
	{ Mr. H. Christie Smith (E.) ... ..	140	162
Kindergarten ... ..	{ Miss E. M. Swain (E.)... ..	125	132
	{ Miss C. Drake (W.) ... ..	82	126
Nature Study and Science ... ..	Mr. A. B. Lamont ... ..	135	165
	{ Miss Cairncross (W.) ... ..	155	205
Needlework ... ..	{ Miss A. M. Cogan (E.) ... ..	247	197
	{ Miss A. M. E. Exley (Territories) ... ..	208	195
Vocal Music ... ..	{ Mr. F. Farrington (E.) ... ..	179	200
	{ Mr. A. Lee (W.) ... ..	228	210
Woodwork ... ..	{ Mr. F. T. Morrison (W.) ... ..	145	153
	{ Mr. J. M. Dovey (E.) ... ..	127	...
	Total ... ..	1946	1916

The letters E and W indicate Eastern and Western Districts.

5. PUPILS' ATTAINMENTS AT INSPECTION: CLASSIFICATION OF PUPILS IN STANDARDS.

FOR THE STATISTICAL YEAR ENDED 30TH SEPTEMBER, 1918.

The information in the last five columns of succeeding pages is as follows :—

- “Higher”—the number of pupils presented for Standards this year who were also present at the previous inspection, and who this year passed a higher Standard.
- “Same”—the number of pupils who passed the same Standard at a previous Inspection.
- “Lower”—the number of pupils who passed lower Standard than at the previous inspection.
- “Presented”—the number of pupils presented for Standards in the School.
- “Passed”—the number of pupils who passed the Standard for which they were presented.

NOTE.—Pupils are classified in the Standards which they passed at Inspection.

A.—CLASSIFICATION OF PUPILS IN STANDARDS, ARRANGED ACCORDING TO DIVISIONS AND CLASSES OF SCHOOL.  
(When a School has been inspected twice during the year the figures of the later Inspection only are included.)

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr.	III Yr. Jr.	IV Yr. Jr.	Unclassified.						
ABERDEEN ...	J. Anders ...	Sec.	256	252	27	20	23	18	22	34	32	35	10	20	...	7	4	...	...	134	18	...	194	166	
		Prim.	493	479	164	93	89	54	45	32	2	...	...	...	...	...	...	...	...	150	29	1	242	193	
		P.F. B.	54 112	54 103	15 62	8 11	3 10	3 10	11 3	5 4	2 ...	...	...	...	...	...	...	...	...	19	4	...	33	24	
Total	...	1918	915	888	268	132	135	85	81	75	36	35	10	20	...	7	4	...	322	57	1	500	407		
"	...	1917	778	736	264	85	78	76	83	56	41	18	17	...	...	...	...	...	217	75	...	385	289		
ALBANY ...	Bennie ...	Sp.	255	246	...	...	...	...	...	...	...	...	...	...	...	36	32	114	64	...	...	...	...	...	
		Sec.	415	408	42	18	30	48	52	40	40	63	29	45	...	...	...	...	...	205	14	...	349	313	
		Int.	224	222	29	23	26	26	19	27	26	15	9	5	...	9	6	...	...	114	12	...	151	141	
		Prim.	889	870	202	94	96	116	112	98	74	49	29	...	...	...	...	...	...	408	66	...	584	506	
		P.F.	95	92	13	10	9	10	15	17	11	5	2	...	...	...	...	...	...	49	9	...	73	54	
		E.	97	85	27	7	8	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		B.	853	787	344	115	105	75	61	36	41	10	...	...	...	...	...	...	...	32	3	7	19	6	
Total	...	1918	2828	2710	657	267	276	281	263	218	193	142	69	50	...	45	38	114	97	938	194	...	1524	1237	
"	...	1917	2928	2806	700	287	270	298	265	247	192	114	69	51	...	37	49	90	137	973	184	2	1551	1281	
ALBERT ...	Kreft ...	Sec.	257	249	18	13	26	30	44	43	21	24	13	11	...	2	4	...	...	120	12	...	202	184	
		Int.	171	171	21	14	20	15	20	17	20	17	11	16	...	...	...	...	...	80	13	...	123	107	
		Prim.	690	682	137	91	109	124	95	73	42	11	...	...	...	...	...	...	...	261	61	...	469	361	
		P.F. B.	74 312	72 300	11 130	9 27	16 45	10 47	16 28	6 15	4 5	...	...	...	...	...	...	...	...	22	12	1	54	38	
Total	...	1918	1504	1474	317	154	216	226	203	154	92	55	24	27	...	2	4	...	585	116	...	994	811		
"	...	1917	1453	1422	278	178	241	216	167	137	99	40	24	29	...	4	9	...	584	101	1	946	790		
ALEXANDRIA ...	Craib ...	Int.	183	181	20	15	24	27	20	14	12	15	14	9	...	7	4	...	...	82	10	...	126	111	
		Prim.	359	352	58	31	41	42	50	63	37	20	10	...	...	...	...	...	...	195	25	...	265	236	
		P.F.	34	34	8	9	2	2	6	3	4	...	...	...	...	...	...	...	...	13	1	...	18	16	
		B.	189	182	91	27	29	14	12	9	...	...	...	...	...	...	...	...	...	30	14	...	69	50	
Total	...	1918	765	749	177	82	96	85	88	89	53	35	24	9	...	7	4	...	320	50	...	478	413		
"	...	1917	736	684	142	93	100	76	89	67	36	43	21	6	...	6	5	...	307	58	...	442	357		

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ALI WAL NORTH ...	Kreft ...	Sec.	479	477	47	34	48	31	44	61	68	53	36	36	...	5	8	6	...	224	46	...	344	282
		Inter.	162	160	17	16	11	17	22	20	17	7	11	8	...	11	3	...	...	65	15	...	106	84
		Prim.	504	494	97	88	77	80	57	56	33	6	...	...	...	...	...	...	...	197	62	...	323	244
BARKLY EAST ...	Bain ...	P.F.	57	57	11	6	10	4	10	15	1	...	...	...	...	...	...	...	...	30	6	...	40	32
		Poor.	90	88	19	15	24	16	7	7	...	...	...	...	...	...	...	...	...	44	6	...	56	48
		B.	555	519	286	69	72	40	34	12	5	1	...	...	...	...	...	...	...	106	29	2	176	136
Total	...	1918	1847	1795	477	228	242	188	174	171	124	67	47	44	...	16	11	6	...	666	164	2	1045	826
"	...	1917	1869	1816	516	224	199	202	201	182	90	86	37	44	...	17	13	5	...	606	140	...	1028	806
BARKLY WEST ...	Kelly ...	Sec.	268	264	31	26	29	41	36	26	23	16	14	13	...	4	5	...	...	90	20	...	189	159
		Inter.	101	98	5	7	13	12	15	13	7	5	3	...	1	2	...	...	...	57	5	...	81	66
		Prim.	291	287	29	18	48	47	46	54	27	17	1	...	...	...	...	...	...	146	24	...	244	195
		P.F. B.	100 99	96 85	23 42	6 15	19 9	16 11	19 6	9 1	3 1	...	...	...	...	...	...	...	...	...	25	2	...	68
Total	...	1918	859	830	130	72	118	127	122	103	69	41	20	16	...	5	7	...	...	336	59	...	617	487
"	...	1917	879	843	154	111	96	117	112	93	69	35	23	14	...	12	7	...	...	344	106	...	573	418
BATHURST ...	Bennie ...	Inter.	142	141	38	9	8	27	14	16	15	3	5	6	...	...	...	...	...	59	21	...	88	64
		Prim.	1189	1167	263	161	194	204	156	98	61	20	9	1	...	...	...	...	...	525	89	...	755	633
		P.F.	15	15	2	4	...	...	...	3	2	...	...	...	...	...	...	...	...	5	1	...	9	7
		B.	1181	1111	546	173	148	92	80	42	13	4	...	...	...	...	5	2	6	...	286	78	...	395
Total	...	1918	2527	2434	849	347	354	323	250	159	91	27	14	7	5	2	6	...	...	875	189	...	1247	1014
"	...	1917	2482	2371	842	379	341	287	207	174	72	41	14	4	2	4	4	...	...	739	233	...	1172	893
BEAUFORT WEST ...	Rousseau ...	Sec.	425	406	52	31	35	35	27	50	50	41	25	44	...	9	7	...	...	183	22	...	299	264
		Prim.	246	246	37	38	53	35	31	18	25	6	3	...	...	...	...	...	...	143	9	...	172	160
		P.F.	134	132	24	21	20	20	22	8	6	10	1	...	...	...	...	...	...	45	7	...	89	78
		B.	224	203	127	22	22	18	10	4	...	...	...	...	...	...	...	...	...	37	9	...	55	45
Total	...	1918	1029	987	240	112	130	108	90	81	57	29	44	...	9	7	...	...	408	47	...	615	547	
"	...	1917	1098	1055	311	125	110	117	83	98	76	47	34	38	...	8	8	...	...	378	54	...	605	522
BEDFORD ...	Bennie ...	Sec.	134	133	17	8	6	8	15	17	17	8	15	...	2	3	...	...	...	52	14	...	88	68
		Prim.	198	195	34	24	26	25	36	27	16	5	...	...	...	...	...	...	...	83	17	...	141	105
		P.F.	103	103	23	9	12	14	11	21	9	4	...	...	...	...	...	...	...	46	8	...	71	62
		B.	277	254	111	31	49	35	15	5	3	5	...	...	...	...	...	...	...	91	16	...	116	95
Total	...	1918	712	685	185	72	93	82	77	70	45	31	8	15	...	4	3	...	...	272	55	...	416	330
"	...	1917	690	648	164	78	90	73	88	59	42	27	10	11	...	3	2	...	...	254	54	...	394	316

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I. Jr.	II. Jr. or Jr. Sr.	III. Jr. or II. Sr.	III. Sr.						
BREDASDORP	C. Hofmeyr	Sec.	464	457	61	47	52	55	49	51	44	30	24	37	...	3	4	...	238	48	...	323	268	
		Prim.	454	452	83	73	82	46	64	78	26	...	...	...	...	...	...	...	236	21	...	299	269	
		P.F.	39	39	6	9	4	10	7	3	...	...	...	...	...	...	...	...	23	...	...	24	23	
		B.	432	412	131	68	75	64	49	25	...	...	...	...	...	...	...	...	23	...	...	24	23	
Total			1389	1360	281	197	213	175	169	157	70	30	24	37	...	3	4	...	172	33	...	215	181	
"			1331	1297	256	203	187	199	166	130	60	30	26	37	...	2	3	...	669	102	...	861	741	
																			645	89	...	816	717	
BRITSTOWN	Hobson	Sec.	286	285	51	18	35	27	45	40	28	17	7	14	...	1	2	...	142	16	...	200	182	
		Inter.	356	349	84	47	49	53	38	21	24	11	11	8	...	...	...	...	138	17	...	211	188	
		Prim.	63	62	16	12	7	4	7	9	4	3	...	...	...	...	...	...	22	2	...	34	31	
		P.F.	60	60	11	2	10	9	10	6	2	...	...	...	...	...	...	...	26	3	...	47	43	
		B.	162	151	74	25	19	17	11	4	1	...	...	...	...	...	...	...	32	11	...	57	43	
Total			927	907	236	104	120	110	111	84	63	33	18	22	...	1	3	...	360	49	...	549	487	
"			762	725	241	114	93	102	45	54	45	16	14	1	...	...	...	...	224	36	...	380	330	
CALEDON	Theron	Sec.	654	643	91	43	64	71	52	62	49	67	37	94	...	8	5	...	361	57	...	496	434	
		Inter.	116	110	12	12	16	12	24	15	6	5	6	...	...	...	...	...	76	10	...	94	84	
		Prim.	1239	1223	277	142	173	218	186	109	65	20	13	4	...	8	8	...	596	70	...	789	691	
		P.F.	108	108	26	12	28	14	16	7	5	...	...	...	...	...	...	...	45	4	...	70	59	
		B.	969	914	369	180	145	98	86	19	11	6	...	...	...	...	...	...	269	86	...	383	286	
Total			3086	2998	775	389	426	413	364	212	136	98	56	98	...	16	15	...	1347	227	...	1832	1554	
"			2947	2878	729	387	429	351	303	227	137	109	67	82	...	8	21	...	1349	155	...	1728	1548	
CALITZDORP	Sinton	Inter.	317	316	53	35	32	41	36	30	28	25	19	3	...	4	10	...	172	15	...	215	197	
		Prim.	774	756	183	96	125	103	104	90	37	18	...	...	...	...	...	...	375	75	...	487	405	
Total			1091	1072	236	131	157	144	140	120	65	43	19	3	...	4	10	...	547	90	...	702	602	
"			782	771	207	104	111	113	103	78	43	12	...	...	...	...	...	...	373	55	...	477	415	
CALVINIA	Siddle	Sec.	271	268	37	20	32	29	25	31	21	22	22	27	...	...	1	...	123	13	...	187	167	
		Prim.	827	792	111	137	130	118	99	103	47	29	9	5	...	4	...	...	339	46	...	549	462	
		P.F.	142	141	30	20	21	21	23	15	8	1	2	...	...	...	...	41	9	...	92	75		
		B.	127	121	63	24	22	8	2	2	...	...	...	...	...	...	...	...	24	6	1	36	29	
Total			1367	1322	241	201	205	176	149	151	76	52	33	32	...	4	1	...	527	74	1	864	733	
"			1176	1120	248	157	154	134	147	107	73	43	26	24	...	4	2	...	392	45	...	688	614	

CAPE DIVISION No. 1	Noaks	Sec.	1681	1627	69	84	101	162	138	211	233	199	156	250	...	8	9	4	3	850	93	1	1447	1320
		Inter.	2232	2186	336	200	279	257	246	319	220	199	118	2	...	2	4	...	4	1227	127	...	1651	1475
		Prim.	4297	4198	991	608	592	632	533	491	215	83	31	...	...	1	5	4	12	1882	271	...	2628	2212
		E.	23	22	...	...	...	...	4	8	7	...	2	...	...	...	...	...	...	2	8	...	22	8
		B.	7557	7164	3289	1219	1046	779	475	236	71	15	6	...	11	6	9	...	2	1692	633	3	2853	2073
Total			15790	15197	4685	2111	2018	1831	1396	1265	746	496	313	252	11	17	27	8	21	5653	1132	4	8601	7088
"			14611	13900	4325	1941	1854	1697	1326	1073	662	487	241	217	6	27	24	9	11	5302	932	6	7804	6645
CAPE DIVISION No. 2	Watermeyer	Sp.	805	786	74	52	52	70	84	89	76	33	13	5	...	27	60	104	47	216	45	1	423	354
		Sec.	3025	2956	215	135	173	238	257	327	310	442	340	516	...	...	...	...	3	1603	185	1	2584	2305
		Inter.	4012	3940	644	356	403	462	549	549	436	343	170	28	...	...	...	...	...	2158	177	2	2918	2690
		Prim.	5803	5652	1461	693	746	831	690	630	407	133	24	18	...	...	...	...	19	2474	314	3	3522	3090
		E.	627	576	48	38	50	55	61	80	61	53	47	...	...	...	...	...	83	67	43	...	414	278
		B.	4965	4783	2269	640	707	538	361	175	68	25	...	...	...	...	...	...	...	1413	233	6	1927	1653
Total			19237	18693	4711	1914	2131	2194	2002	1850	1358	1029	594	567	...	27	60	104	152	7931	997	13	11788	10370
"			18665	17987	4656	1987	2127	2111	1892	1740	1172	928	481	490	47	91	79	82	104	7650	738	3	11094	9893
Total for Cape Division			35027	33890	9396	4025	4149	4025	3398	3115	2104	1525	907	819	11	44	87	112	173	13584	2129	17	20389	17458
"			33276	31887	8981	3928	3981	3808	3218	2813	1834	1415	722	707	53	118	103	91	115	12952	1670	9	18898	16538
CARNARVON	Siddle	Sec.	256	250	41	13	14	19	36	29	30	25	12	23	...	5	3	...	119	9	...	167	150	
		Prim.	182	174	25	24	23	30	17	32	10	8	5	...	...	...	...	...	79	22	...	130	98	
		P.F.	92	91	9	23	20	15	7	11	3	2	1	...	...	...	...	...	31	5	...	61	53	
		B.	174	168	58	20	34	32	11	11	2	...	...	...	...	...	...	...	77	13	...	94	79	
Total			704	683	133	80	91	96	71	83	45	35	18	23	...	5	3	...	306	49	...	452	380	
"			608	592	107	72	87	78	68	52	46	28	20	27	...	3	3	...	262	34	...	389	337	
CATHCART	Young	Sec.	221	218	33	14	14	32	24	34	27	17	12	10	...	1	...	...	118	10	...	163	147	
		Prim.	119	119	32	14	11	13	22	13	11	2	1	...	...	...	...	...	52	6	...	76	65	
		P.F.	96	95	17	5	12	17	10	17	11	5	1	...	...	...	...	...	52	12	...	74	62	
		B.	209	197	82	34	31	18	18	12	2	...	...	...	...	...	...	...	71	17	...	94	74	
Total			645	629	164	67	68	80	74	76	51	24	14	10	...	1	...	...	293	45	...	407	348	
"			593	558	123	47	80	80	70	80	32	21	11	14	...	...	...	...	259	41	...	379	326	
CERES	Rousseau	Sec.	257	254	36	12	25	25	9	29	22	14	21	47	...	5	9	...	96	8	...	145	132	
		Inter.	105	10																				

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr.	II Yr.	III Yr.	IV Yr.						
CLANWILLIAM	J. H. Hofmeyr	Inter.	119	119	13	9	8	13	9	7	17	10	10	6	...	5	12	...	...	54	7	...	74	63
		Prim.	616	599	104	68	104	104	83	73	35	24	4	...	...	...	...	...	301	53	...	435	361	
		P.F.	57	57	14	8	10	6	10	6	2	1	...	...	...	...	...	...	...	19	2	...	36	33
		B.	328	326	145	57	49	38	23	13	...	1	...	...	...	...	...	...	111	18	...	134	116	
Total			1918	1120	276	142	171	161	125	99	54	36	14	6	5	12	...	...	485	80	...	679	573	
"			1917	1011	190	181	146	138	119	99	42	29	11	4	14	12	...	...	411	79	...	593	490	
COLESBERG	Spurway	Sec.	268	262	38	19	30	32	39	29	24	31	8	12	...	...	...	...	133	12	...	193	178	
		Inter.	305	291	68	39	41	27	43	33	19	13	3	...	...	2	2	...	1	112	23	...	179	144
		Prim.	253	243	110	30	31	25	19	15	8	5	...	...	...	...	...	...	...	62	13	...	106	89
		P.F.	77	76	7	11	17	13	17	5	6	...	...	...	...	...	...	...	...	33	14	...	59	44
		B.	133	123	57	29	15	14	4	...	...	...	...	...	...	...	...	...	...	31	8	...	44	35
Total			1918	1036	995	280	128	134	111	122	86	57	49	12	2	2	...	1	371	70	...	581	490	
"			1917	1002	943	290	116	132	102	90	87	65	30	13	3	1	...	...	367	55	...	538	455	
CRADOCK	Craib	Sp.	116	115	...	...	...	...	...	...	...	...	...	...	...	35	31	42	7	...	...	...	...	...
		Sec.	474	469	33	17	30	42	48	61	64	66	47	61	...	...	...	...	...	247	32	...	419	375
		Prim.	500	483	72	54	87	73	85	66	32	13	1	...	...	...	...	...	...	220	30	...	365	324
		P.F.	93	92	14	11	13	8	22	10	12	2	...	...	...	...	...	...	...	33	8	...	65	57
		B.	474	444	247	45	40	40	31	19	11	10	...	...	...	1	...	...	...	109	20	...	154	130
Total			1918	1657	1603	366	127	170	163	186	156	119	91	61	1	35	31	42	7	609	90	...	1003	886
"			1917	1490	1427	306	149	157	171	145	134	117	64	52	1	22	23	38	...	533	85	1	893	778
EAST LONDON	Young	Sec.	965	925	82	35	86	83	101	132	106	131	73	85	...	3	6	...	2	551	33	...	798	744
		Inter.	1197	1161	208	81	127	152	161	150	112	100	57	13	...	...	...	...	...	646	59	...	864	767
		Prim.	2204	2107	545	204	311	321	296	226	141	52	11	...	...	...	...	...	...	947	157	1	1400	1162
		E.	48	40	...	...	...	...	4	12	10	5	5	...	...	...	...	...	...	12	7	...	40	28
		P.F.	15	15	3	1	2	6	1	...	...	1	1	...	...	...	...	...	...	3	2	...	11	8
		B.	1113	970	442	107	133	106	64	48	38	27	5	...	...	...	...	...	...	233	95	1	452	305
Total			1918	5542	5218	1280	428	659	672	627	568	407	216	98	3	6	...	2	2392	353	2	3565	3014	
"			1917	5218	4885	1300	424	643	653	537	538	348	259	79	6	10	...	1	2037	260	...	3195	2768	

[C.P. 5-19.]

ELLIOT	Bain	Inter.	206	205	29	24	25	23	23	25	14	13	14	6	...	6	3	...	...	85	20	...	137	113
		Prim.	449	474	69	60	81	77	62	56	41	16	12	...	...	...	...	...	...	211	45	1	363	291
		P.F.	20	20	6	3	...	...	4	2	1	...	...	...	...	...	...	...	...	5	1	...	12	8
		Poor	17	16	...	3	3	5	3	2	...	...	...	...	...	...	...	...	...	8	2	...	13	11
		B.	109	92	39	24	14	10	4	1	...	...	...	...	...	...	...	...	9	12	...	36	16	
Total			1918	851	807	143	114	123	119	96	86	56	29	6	6	3	...	...	318	80	1	561	439	
"			1917	824	799	167	98	110	107	97	99	53	38	8	6	3	...	...	332	68	...	540	428	
FORT BEAUFORT	T. W. Rein	Sp.	72	67	3	6	2	6	15	11	15	8	1	...	...	...	...	...	...	32	6	...	58	46
		Sec.	348	339	51	14	21	54	34	29	40	40	20	31	...	3	2	...	...	171	29	...	245	201
		Prim.	278	268	51	38	35	36	40	43	16	7	2	...	...	...	...	...	...	118	35	...	186	137
		P.F.	50	50	9	...	10	8	9	7	4	3	...	...	...	...	...	...	...	25	4	...	41	35
		B.	1296	1193	555	129	133	134	94	61	61	26	...	...	...	...	...	...	...	318	92	...	544	402
		C1	163	163	...	...	...	...	...	...	...	...	...	65	59	39	...	...	...	...	...	...	...	
Total			1918	2207	2080	669	187	201	238	192	151	136	84	31	65	62	41	...	664	166	...	1074	821	
"			1917	2183	2118	590	220	246	209	176	182	109	103	29	91	80	61	...	625	241	...	1111	782	
FRASERBURG	Siddle	Inter.	214	213	41	13	20	20	21	32	22	18	13	8	...	1	4	...	...	105	9	...	146	131
		Prim.	100	100	18	17	23	10	13	8	8	1	1	1	...	...	...	...	...	43	6	...	67	59
		P.F.	119	115	17	16	12	15	23	14	12	6	...	...	...	...	...	...	...	48	4	...	88	79
		B.	99	93	42	12	14	7	7	5	6	...	...	...	...	...	...	...	...	35	3	...	41	36
Total			1918	532	521	118	58	69	52	64	59	48	25	9	1	4	...	...	231	22	...	342	305	
"			1917	656	651	109	104	96	82	84	86	45	22	...	6	2	...	1	261	37	...	438	382	
GEORGE	Scott	Sec.	554	528	77	52	44	52	55	50	40	42	30	61	...	14	10	...	1	159	23	...	315	280
		Inter.	153	149	13	9	9	20	16	11	22	16	11	2	...	10	8	...	2	77	9	...	105	90
		Prim.	1276	1234	315	177	168	198	147	116	76	22	2	...	...	...	...	...	...	537	105	...	745	621
		B.	615	600	288	92	98	53	31	21	6	3	...	...	3	3	...	...	...	151	55	...	232	169
Total			1918	2592	2511	693	330	319	323	249	198	144	83	63	27	18	...	18	924	192	...	1397	1160	
"			1917	2445	2401	763	311	322	281	208	203	102	58	53	16	17	...	9	923	164	...	1262	1060	
GLEN GREY	Stokes	Prim.	80	80	12	11	15	9	9	9	11	3	...	...	...	1	...	...	...	44	2	...	57	52
		P.F.	16	16	2	...	1	5	2	4	1	...	1	...	...	...	...	...	...	12	...	...	14	14
		B.	3702	3422	1453	559	447	350	266	200	104	43	...	...	...	...	...	...	...	843	364	...	1532	1017
		C.	9	9	...	...	...	...	...	...	3	2	4	...	...	...	...	...	...	5	2	...	9	7
Total			1918	3807	3527	1467	570	463	364	277	216	118	50	1	...	1	...	...	904	368	...	1612	1090	
"			1917	4023	3679	1761	537	405	380	292	187	81	31	3	...	2	...	...	815	354	...	1460	1018	



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Jr.	II Jr.	III Jr.	IV Jr.							V Jr.	
KING WILLIAM'S TOWN.	Bond	Sp.	76	76	5	5	5	...	...	...	...	...	...	...	...	...	...	16	20	25	...	4	...	...	5	5
		Sec.	545	530	30	23	36	38	56	76	62	56	53	100	...	...	...	...	...	...	...	308	30	...	478	411
		Inter.	134	133	23	12	23	15	21	21	8	6	1	...	...	...	...	...	...	...	...	68	20	...	97	68
Total	...	Prim.	1469	1385	259	159	188	192	226	180	119	49	13	...	...	...	...	...	...	...	630	152	...	982	760	
		P.F.	33	33	8	2	4	5	2	7	5	...	...	...	...	...	...	...	...	...	...	16	4	...	23	19
		B.	7618	7046	2942	1125	1037	844	590	323	143	42	...	...	...	...	...	...	...	...	...	1786	918	2	3342	2154
Total	...	C 1	156	156	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		1918	10031	9359	3267	1326	1293	1094	895	607	337	153	67	100	68	67	60	25	...	...	2812	1124	2	4927	3417	
"	...	1917	9963	9161	3140	1364	1185	1129	853	668	322	139	69	94	71	66	38	23	...	...	2870	933	3	4739	3437	
		1918	1693	1647	480	213	192	224	168	127	90	61	32	17	...	...	...	...	...	...	669	129	1	920	786	
KNYSNA	Scott	Inter.	26	26	...	...	...	...	9	8	9	...	...	...	...	...	...	...	...	...	15	2	...	26	26	
		Prim.	1113	1088	305	151	141	176	123	92	62	20	1	...	...	...	...	...	...	...	17	474	96	1	633	533
Total	...	P.F.	36	32	9	6	4	7	1	2	...	...	...	...	...	...	...	...	...	...	1	9	1	15	14	
		B.	283	270	144	37	36	20	21	7	5	...	...	...	...	...	...	...	...	...	67	24	...	97	72	
Total	...	1918	1693	1647	480	213	192	224	168	127	90	61	32	17	...	...	...	...	...	...	669	129	1	920	786	
		1917	1637	1591	424	214	242	196	155	144	93	46	31	7	3	13	16	...	...	...	671	149	...	941	785	
KOMGHA	Young	Inter.	162	161	24	18	16	30	16	24	13	6	7	2	...	...	2	3	...	...	66	15	...	113	91	
		Prim.	109	103	19	13	18	13	14	12	11	1	2	...	...	...	...	...	...	...	46	11	...	72	56	
		P.F.	66	66	18	8	10	15	7	5	2	...	...	...	...	...	...	...	...	...	26	4	...	43	39	
Total	...	B.	213	163	71	27	23	24	13	5	...	...	...	...	...	...	...	...	...	...	30	7	...	68	55	
		1918	550	493	132	66	67	82	50	46	26	7	10	2	...	...	2	3	...	...	168	37	...	296	241	
"	...	1917	450	407	130	27	70	45	39	48	16	14	10	1	...	...	5	2	...	...	182	36	2	251	206	
		1918	712	687	92	106	154	110	98	71	17	15	6	...	...	...	...	5	5	...	8	301	58	...	495	391
KURUMAN	Rosenow	Prim.	36	36	10	8	13	1	2	1	1	...	...	...	...	...	...	...	...	...	6	3	...	19	14	
		P.F.	317	288	165	62	27	17	11	5	...	...	...	...	...	...	...	...	...	...	34	8	2	63	50	
		B.	317	288	165	62	27	17	11	5	...	...	...	...	...	...	...	...	...	...	34	8	2	63	50	
Total	...	1918	1065	1011	267	176	194	128	111	77	18	16	6	...	...	...	5	5	...	8	341	69	2	577	455	
		1917	955	934	267	175	150	139	86	72	20	13	4	...	...	...	7	...	...	1	286	67	...	499	408	
LADISMITH	Van der Merwe	Sec.	233	231	20	33	24	26	40	25	21	14	13	12	...	...	1	2	...	...	95	9	...	163	149	
		Prim.	797	770	167	102	110	104	97	82	61	45	...	...	...	...	...	...	...	...	2	390	49	...	505	440
		P.F.	24	24	6	6	1	5	2	2	2	...	...	...	...	...	...	...	...	...	7	2	...	16	10	
Total	...	B.	327	302	175	38	46	27	9	3	3	1	...	...	...	...	...	...	...	...	56	20	...	98	71	
		1918	1381	1327	368	179	181	162	148	112	87	60	13	12	...	...	1	2	...	2	548	80	...	782	670	
"	...	1917	1449	1377	331	194	192	183	137	155	85	38	25	14	...	...	10	11	...	2	644	68	...	827	745	

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LAINGSBURG	Rousseau	Sec.	264	261	31	19	43	29	23	26	22	11	17	26	...	6	8	...	...	124	11	...	171	158	
		Prim.	224	219	49	38	23	35	32	21	16	5	...	...	...	...	...	...	...	...	93	10	...	134	120
		P.F.	30	28	12	4	3	2	4	2	1	...	...	...	...	...	...	...	...	...	12	...	...	12	12
Total	...	B.	84	77	41	11	7	8	6	4	...	...	...	...	...	...	...	...	...	10	8	...	28	18	
		1918	602	585	133	72	76	74	65	53	39	16	17	26	...	6	8	...	...	239	29	...	345	308	
"	...	1917	585	569	133	60	80	66	47	69	37	27	9	28	...	7	6	...	...	256	23	...	350	317	
		1918	367	360	62	39	58	57	43	41	25	16	15	3	...	1	...	...	...	132	32	...	260	203	
MACLEAR	Bain	Prim.	87	87	13	7	13	8	15	11	13	7	...	...	...	...	...	...	...	...	29	11	...	67	43
		P.F.	121	106	64	20	6	11	5	...	...	...	...	...	...	...	...	...	...	...	10	7	...	24	13
		B.	121	106	64	20	6	11	5	...	...	...	...	...	...	...	...	...	...	...	10	7	...	24	13
Total	...	1918	575	553	139	66	77	76	63	52	38	23	15	3	...	1	...	...	...	171	50	...	351	259	
		1917	557	540	152	62	68	76	63	52	37	21	4	4	...	1	...	...	...	164	48	...	320	242	
MAFEKING	Kelly	Inter.	244	239	68	23	19	22	30	31	17	16	9	1	...	3	...	...	...	...	97	21	...	147	119
		Prim.	236	233	36	40	39	41	34	26	9	7	1	...	...	...	...	...	...	...	99	25	...	164	130
		P.F.	10	10	...	3	4	1	...	...	...	...	...	...	...	...	...	...	...	...	4	1	...	8	4
Total	...	B.	900	835	487	91	112	66	47	27	5	...	...	...	...	...	...	...	...	...	170	35	...	275	222
		1918	1390	1317	591	157	174	130	112	84	32	23	10	1	...	3	...	...	...	370	82	...	594	475	
"	...	1917	1183	1067	435	174	125	99	108	65	32	18	8	1	...	2	...	...	...	257	72	...	475	363	
		1918	54	54	...	1	4	4	15	21	9	...	...	...	...	...	...	...	...	...	40	14	...	54	40
MALMESBURY	Golightly	Inter.	1187	1150	177	106	158	121	121	122	120	98	76	20	...	21	10	...	...	...	684	26	...	816	780
		Prim.	1100	1056	134	152	190	167	162	146	70	31	4	...	...	...	...	...	...	...	604	41	...	774	713
		P.F.	51	48	8	8	6	8	14	2	1	1	...	...	...	...	...	...	...	...	24	2	...	33	29
Total	...	B.	1266	1179	495	199	164	142	89	53	22	9	2	...	1	...	3	...	...	...	353	86	...	505	407
		1918	3658	3487	814	466	522	442	401	344	222	139	82	20	1	21	13	...	...	...	1705	169	...	2182	1969
"	...	1917	4138	3956	845	476	537	519	436	414	270	186	119	114	3	23	14	...	...	...	1990	195	1	2590	2334
		1918	173	172	24	14	12	26	33	15	26	6	7	8	...	...	1	...	...	...	93	2	...	126	121
MARAISBURG	Logie	Prim.	63	61	9	13	6	12	6	7	6	2	...	...											

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.										Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Pre-sent.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	Jr. I.	Jr. II.	Jr. III.	Jr. IV.	Jr. V.	Unclassified.							
MOLTENO ...	Spurway ...	Sec.	239	225	25	13	19	25	28	23	32	25	13	12	...	5	4	...	1	115	7	...	165	154			
			382	375	83	58	62	65	48	39	17	2	...	...	...	...	...	...	...	1	161	41	...	243	192		
			10	8	1	3	1	1	1	...	...	...	...	...	...	...	...	...	...	...	4	...	...	4	4		
Total ...	...	...	1918	750	722	170	91	97	100	85	67	49	27	13	12	5	4	...	2	301	59	...	451	373			
			1917	844	826	210	110	107	111	99	64	47	37	14	15	4	5	...	3	307	51	...	497	398			
MONTAGU ...	C. Hofmeyr ...	Sec.	411	400	54	43	34	56	39	41	33	29	26	31	...	7	7	...	...	202	9	...	259	250			
			424	415	111	46	56	48	53	61	28	12	...	...	...	...	...	...	...	...	211	18	...	254	231		
			15	14	3	4	2	3	2	...	...	...	...	...	...	...	...	...	...	...	3	...	...	7	4		
Total ...	...	...	1918	966	942	229	116	107	115	99	103	61	41	26	31	7	7	...	...	441	31	...	552	513			
			1917	958	938	207	112	123	126	99	102	60	42	19	39	9	9	...	...	496	36	...	614	568			
MOSSEL BAY ...	Scott ...	Sec.	304	301	38	26	24	32	31	47	30	25	17	22	...	3	4	...	2	143	13	...	206	186			
			1104	1098	259	172	157	172	131	97	52	32	10	...	...	...	...	...	...	12	519	74	...	663	581		
			26	18	...	2	7	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	16		
Total ...	...	...	1918	2129	2086	638	320	287	266	194	157	90	58	27	22	7	4	...	16	811	160	...	1121	940			
			1917	2036	1984	663	280	267	254	189	133	86	37	34	20	5	6	...	10	707	171	...	1035	835			
MURRAYSBURG ...	J. Anders ...	Sec.	180	177	22	17	8	18	31	16	17	18	9	13	...	4	4	...	...	93	15	...	132	113			
			51	50	10	8	5	6	11	3	4	3	...	...	...	...	...	...	...	...	19	1	...	33	29		
			88	69	47	8	11	...	3	...	...	...	...	...	...	...	...	...	...	...	13	2	...	16	13		
Total ...	...	...	1918	319	296	79	33	24	24	45	19	21	21	9	13	4	4	...	...	125	18	...	181	155			
			1917	290	279	50	32	25	43	28	29	21	11	10	17	...	7	6	...	...	110	24	1	169	132		
NAMAQUALAND ...	Retief ...	Prim.	594	584	132	73	99	82	75	54	20	26	15	...	...	...	...	...	8	240	37	...	376	324			
			86	84	26	18	15	10	9	3	2	1	...	...	...	...	...	...	...	...	16	29	...	45	16		
			51	51	5	7	11	7	4	10	2	3	1	...	...	...	...	...	...	...	1	25	7	...	40	31	
Total ...	...	...	1918	1501	1399	539	192	196	163	123	87	34	34	16	...	2	1	...	10	413	123	...	676	528			
			1917	1809	1657	635	272	212	162	155	106	58	26	9	2	6	6	...	8	503	127	1	782	610			

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OUDTSHOORN ...	Sinton ...	Sp.	98	97	...	2	5	10	8	7	7	...	...	...	...	8	10	40	...	17	4	...	38	30	
			659	650	48	30	40	45	76	65	88	90	51	117	...	...	...	...	...	...	301	31	...	456	403
			186	185	23	21	10	30	27	25	13	7	6	10	...	...	...	...	...	...	84	16	...	128	107
PAARL ...	Golightly & Robertson ...	Prim.	2134	2082	400	264	352	327	315	235	132	42	15	...	...	...	...	...	...	1046	206	...	1470	1210	
			3	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	3
			22	22	2	4	4	5	1	3	...	...	...	...	...	...	...	...	...	...	13	3	...	18	15
Total ...	...	...	1918	3779	3691	760	421	517	495	472	357	252	145	72	127	20	13	40	...	1633	318	...	2392	1982	
			1917	3647	3496	749	377	500	529	418	331	210	129	88	92	2	14	29	28	...	1584	290	...	2269	1929
PEARSTON ...	J. Anders ...	Inter.	190	188	33	15	28	18	19	17	20	20	5	2	...	1	10	...	...	86	14	...	127	111	
			141	141	33	33	25	24	13	6	6	1	...	...	...	...	...	...	...	...	45	13	...	82	60
			18	17	2	1	4	2	3	3	2	...	...	...	...	...	...	...	...	...	6	5	...	14	9
Total ...	...	...	1918	419	411	114	56	66	47	35	26	28	21	5	2	1	10	...	...	143	37	...	236	188	
			1917	434	414	109	55	60	39	45	35	32	13	13	8	...	1	4	...	...	130	27	...	243	200
PEDDIE ...	T. W. Rein ...	Prim.	106	105	11	13	10	15	17	11	8	8	6	2	...	3	1	...	...	55	7	...	77	65	
			164	163	30	17	16	18	23	24	17	16	2	...	...	...	...	...	...	...	76	15	...	119	97
			68	68	11	9	9	14	3	9	4	...	...	...	...	...	...	...	...	...	32	8	...	49	38
Total ...	...	...	1918	1913	1811	862	209	206	178	159	89	62	32	8	2	3	1	...	...	423	229	4	817	523	
			1917	1903	1792	762	221	231	189	174	119	60	19	13	1	...	1	1	...	...	474	220	1	895	577
PHILIPSTOWN ...	Spurway ...	Sec.	285	283	46	35	33	32	29	30	24	21	12	13	...	6	...	...	2	131	20	...	183	163	
			172	166	24	15	30	15	16	18	19	13	10	4	...	2	...	...	...	92	13	...	127	110	
			51	51	8	1	4	11	9	13	1	4	...	...	...	...	...	...	...	...	31	...	...	42	40
Total ...	...	...	1918	707	692	157	80	90	75	76	72	49	43	22	17	8	...	...	3	317	42	...	439	387	
			1917	678	666	161	89	69	75	78	48	55	28	23	24	...	8	5	...	...	267	43	...	389	327

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I.	II.	III.	IV.							V.
PIQUETBERG	J. H. Hofmeyr	Sec.	640	636	91	47	39	74	59	61	74	53	33	50	...	27	28	...	...	314	27	...	395	363	
		Prim.	1449	1393	235	230	239	231	195	158	76	18	11	...	...	...	...	...	...	706	140	...	947	785	
		P.F.	18	18	4	5	4	...	...	4	1	...	...	...	...	...	...	...	...	3	1	...	9	7	
		B.	616	600	224	107	78	84	57	43	5	...	...	...	...	...	...	...	...	191	94	...	307	211	
Total	...	1918	2723	2647	554	389	360	389	311	266	156	71	44	50	...	27	30	...	1214	262	...	1658	1366		
"	...	1917	2676	2592	544	368	371	361	287	292	119	78	54	46	2	38	29	...	1166	251	1	1611	1396		
PORT ELIZABETH	Mitchell	Sp.	72	61	...	...	...	...	...	...	...	...	...	...	...	...	...	...	61	...	...	...	...		
		Sec.	831	806	41	20	23	36	85	108	124	97	95	171	...	...	...	...	4	431	45	...	742	664	
		Inter.	1722	1677	369	157	209	253	251	218	108	78	27	...	...	...	...	...	2	793	104	...	1179	1025	
		Prim.	2072	1944	679	242	303	292	200	144	56	26	2	...	...	...	...	...	...	697	94	1	1055	900	
		E.	93	75	2	8	4	3	7	14	16	2	...	...	...	...	...	...	...	1	2	1	45	24	
		Poor	47	47	3	5	9	12	8	7	3	...	...	...	...	...	...	...	...	...	35	1	...	39	39
		B.	2182	1970	1037	230	248	184	127	93	32	11	2	...	...	...	2	1	...	3	437	147	...	749	547
Total	...	1918	7019	6580	2131	662	796	780	678	583	339	214	126	171	...	2	5	5	88	2394	393	2	3809	3199	
"	...	1917	6277	5920	1903	666	744	699	668	468	293	203	97	129	...	13	6	...	31	2135	402	...	3394	2817	
PRIESKA	Hobson	Sec.	319	308	61	28	29	48	39	35	26	12	16	14	...	...	...	...	153	15	...	205	188		
		Prim.	211	210	41	40	35	24	21	23	20	5	1	...	...	...	...	...	55	15	...	136	113		
		P.F.	112	110	10	9	16	32	15	20	6	2	...	...	...	...	...	...	...	61	13	...	93	80	
		B.	75	66	28	18	7	6	6	1	...	...	...	...	...	...	...	...	...	12	3	...	22	17	
Total	...	1918	717	694	140	95	87	110	81	79	52	19	17	14	...	...	...	...	281	46	...	456	398		
"	...	1917	651	626	125	64	103	77	87	75	41	29	19	11	...	1	1	...	281	34	...	431	387		
PRINCE ALBERT	Sinton	Sec.	285	281	37	31	34	25	33	29	25	23	17	20	...	6	3	...	...	149	11	...	186	172	
		Prim.	341	333	78	47	61	51	45	28	16	7	3	...	...	...	...	...	143	20	...	213	188		
		P.F.	74	73	14	10	16	10	12	5	6	...	...	...	...	...	...	...	...	33	3	...	52	48	
		B.	117	110	47	16	15	20	9	...	2	1	...	...	...	...	...	...	...	30	15	...	47	32	
Total	...	1918	817	802	176	104	126	106	99	62	49	31	20	20	...	6	3	...	355	49	...	498	440		
"	...	1917	754	719	178	98	102	100	67	53	44	29	19	19	...	4	6	...	312	32	...	420	381		
QUEENSTOWN	Logie	Sec.	633	618	58	33	35	50	68	80	80	84	52	49	...	12	10	7	...	311	15	...	476	455	
		Inter.	172	170	15	18	20	16	15	27	19	23	13	4	...	...	...	...	...	111	4	...	136	131	
		Prim.	629	620	132	67	79	109	93	65	47	15	13	...	...	...	...	...	...	306	32	...	423	374	
		P.F.	106	106	16	6	16	17	12	17	14	8	...	...	...	...	...	...	...	49	3	...	84	78	
		B.	2299	2141	899	326	302	221	163	129	56	45	...	...	...	...	...	...	...	605	168	1	978	776	
Total	...	1918	3839	3655	1120	450	452	413	351	318	216	175	78	53	...	12	10	7	...	1382	222	1	2097	1814	
"	...	1917	3569	3434	976	443	437	396	370	318	209	155	65	46	1	11	7	...	1381	178	...	2018	1797		

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RICHMOND	J. Anders	Sec.	255	249	41	28	29	22	18	30	28	16	16	10	...	2	9	...	...	125	14	...	172	152	
		P.F.	54	54	10	7	8	8	8	9	5	4	2	1	...	...	...	...	...	22	7	1	38	28	
		B.	146	131	71	19	19	12	10	...	...	...	...	...	...	...	...	...	...	35	6	...	44	37	
		Total	...	1918	455	434	122	54	56	42	37	35	32	18	17	10	...	2	9	...	182	27	1	254	217
"	...	1917	426	392	106	45	43	39	36	35	24	20	15	14	...	10	5	...	145	28	...	214	180		
RIVERSDALE	Van der Merwe	Sec.	731	720	78	40	57	77	62	62	71	75	60	89	...	34	15	...	...	327	32	...	465	413	
		Prim.	1165	1152	255	164	180	191	171	132	44	7	1	...	...	...	...	...	7	584	72	...	739	642	
		P.F.	51	51	6	14	7	6	7	7	3	1	...	...	...	...	...	...	...	16	9	...	33	24	
		B.	516	477	191	75	86	50	34	17	9	6	...	...	...	...	4	2	3	...	157	40	...	218	168
Total	...	1918	2463	2400	530	293	330	324	274	218	127	89	61	89	4	36	18	...	7	1084	153	...	1455	1247	
"	...	1917	2370	2312	492	302	339	285	253	226	138	83	68	76	2	19	16	11	2	1092	122	...	1388	1237	
ROBERTSON	Robertson...	Sp.	102	102	...	...	...	...	...	...	...	...	...	...	...	21	28	53	...	...	...	...	...		
		Sec.	570	559	38	38	34	49	51	65	74	63	47	100	...	...	...	...	...	307	43	...	483	449	
		Inter.	216	213	16	9	33	40	20	16	30	15	17	13	...	...	1	3	...	154	...	...	171	168	
		Prim.	525	519	100	75	70	73	74	72	41	13	...	...	...	...	...	...	...	1	289	16	...	344	324
		P.F.	24	24	4	4	2	3	6	4	1	...	...	...	...	...	...	...	...	...	14	2	...	16	14
B.	312	288	182	43	33	18	7	4	1	...	...	...	...	...	...	...	...	...	48	14	...	67	52		
Total	...	1918	1749	1705	340	169	172	183	158	161	147	91	64	113	...	22	31	53	1	812	75	...	1081	1007	
"	...	1917	1688	1655	316	174	180	184	159	172	116	88	63	109	...	25	24	45	...	822	106	...	1079	971	
SOMERSET EAST	Craib	Sec.	438	437	19	12	21	45	45	52	57	63	44	62	...	9	8	...	...	219	33	...	385	347	
		Inter.	84	80	10	11	9	13	11	10	5	7	4	...	...	...	...	...	...	40	5	...	59	53	
		Prim.	580	565	119	61	81	104	68	77	39	11	5	...	...	...	...	...	...	270	33	...	389	342	
		P.F.	177	172	24	21	26	23	30	21	10	14	3	...	...	...	...	...	...	82	2	...	127	121	
B.	637	586	251	98	89	62	46	27	12	1	...	...	...	...	...	...	...	...	166	50	...	253	191		
Total	...	1918	1916	1840	423	203	226	247	200	187	123	96	56	62	...	9	8	...	777	123	...	1213	1054		
"	...	1917	1834	1763	425	209	220	221	199	146	117	88	52	63	...	10	13	...	676	123	...	1111	943		
STELLENBOSCH	Theron	Sec.	1286	1259	119	49	83	97	103	107	99	97	79	288	...	26	21	51	40	623	51	...	917	878	
		Inter.	342	331	57	29	40	33	52	37	41	26	11	5	...										

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Jr.	II Jr.	III Jr.	III Jr. Sr.						
STEYNSBURG ...	Spurway ...	Sp. Inter. Prim. P.F. B.	268	255	26	11	27	22	32	27	15	17	9	29	...	11	14	15	...	102	21	...	151	125
			177	172	23	13	21	21	16	14	30	13	12	8	...	...	...	...	...	91	9	...	129	115
			102	102	4	22	15	11	25	16	5	4	...	...	...	...	...	...	...	48	10	...	79	61
			63	63	11	6	7	14	8	8	6	2	...	...	...	...	...	...	...	27	4	...	46	37
			35	32	18	6	3	2	3	...	...	...	...	...	...	...	...	...	...	1	5	...	2	7
Total ...	...	1918	645	624	82	58	73	70	84	65	56	36	21	37	...	11	15	15	1	273	46	...	414	345
" ...	...	1917	629	619	77	70	67	86	71	69	48	36	23	31	...	10	8	21	2	163	27	...	410	321
STEYTLERVILLE...	Freeman ...	Inter. Prim. P.F. B.	170	166	17	19	19	17	9	19	24	17	10	6	...	7	2	...	77	8	...	115	103	
			488	481	96	70	77	79	66	52	31	7	3	...	...	...	...	...	229	46	...	325	267	
			41	41	2	5	9	4	9	5	3	2	...	...	...	...	...	...	...	21	7	...	37	27
			46	45	29	7	2	5	1	...	...	...	...	...	...	...	...	...	...	9	1	...	10	9
			Total ...	...	1918	745	733	144	101	107	105	85	77	58	26	15	6	...	7	2	...	336	62	...
" ...	...	1917	757	740	186	92	117	88	91	74	42	25	17	4	...	2	2	...	304	51	...	467	383	
STOCKENSTRÖM ...	Logie ...	Inter. Prim. P.F. B.	74	72	14	5	8	17	4	7	4	5	7	...	...	...	...	...	39	4	...	52	45	
			267	263	34	34	29	32	41	43	17	23	6	1	...	2	1	...	147	31	...	195	161	
			14	13	4	2	...	4	3	...	...	...	...	...	...	...	...	...	...	3	1	...	7	5
			312	306	178	40	23	32	20	11	2	...	...	...	...	...	...	...	...	67	18	...	97	78
			Total ...	...	1918	667	654	230	81	60	85	68	61	23	28	13	1	...	2	2	...	256	54	...
" ...	...	1917	660	608	185	62	83	86	73	49	32	26	8	1	...	2	1	...	255	33	...	366	325	
STUTTERHEIM ...	Young ...	Inter. Prim. P.F. B. C 1	130	128	16	10	17	19	16	13	13	12	8	...	...	3	1	...	75	6	...	98	92	
			215	199	42	16	30	40	25	15	18	12	1	...	...	...	...	...	110	16	...	144	122	
			73	73	17	4	9	16	12	6	3	2	4	...	...	...	...	...	33	2	...	52	48	
			1067	980	462	119	152	107	62	39	23	16	...	...	...	...	...	...	260	91	...	434	316	
			77	77	...	...	...	...	...	...	...	...	...	...	...	...	34	21	22	...	...	...	...	...
Total ...	...	1918	1562	1457	537	149	208	182	115	73	57	42	13	...	34	24	23	...	478	115	...	728	578	
" ...	...	1917	1521	1438	574	156	196	167	99	94	39	37	10	...	22	27	17	...	414	120	...	681	531	
SUTHERLAND ...	Rousseau ...	Inter. Prim. P.F. B.	132	129	10	6	14	12	20	13	24	9	9	6	...	5	1	...	83	2	...	101	96	
			77	77	16	10	14	12	11	10	2	2	...	...	...	...	...	...	32	1	...	51	50	
			171	170	29	15	39	30	31	11	10	5	...	...	...	...	...	...	92	5	...	126	121	
			13	13	8	3	1	1	...	...	...	...	...	...	...	...	...	...	2	...	...	2	2	
			Total ...	...	1918	393	389	63	34	68	55	62	34	36	16	9	6	...	5	1	...	209	8	...
" ...	...	1917	392	385	80	52	59	62	31	40	23	20	13	2	...	2	1	...	180	13	10	254	226	

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SWELLENDAM ...	C. Hofmeyr...	Sec. Inter. Prim. P.F. B.	353	346	41	27	32	41	35	39	27	34	15	31	...	12	12	...	194	14	...	223	209	
			229	219	34	11	27	24	24	21	21	10	27	9	...	7	4	...	126	5	...	154	147	
			1122	1103	159	151	158	180	165	155	87	32	10	...	...	2	4	...	561	126	...	803	648	
			86	85	14	7	12	16	16	11	5	4	...	...	...	...	...	...	35	8	...	66	54	
			594	571	286	74	72	78	40	21	...	...	...	...	...	...	...	...	187	14	...	215	201	
Total ...	...	1918	2384	2324	534	270	301	339	280	247	140	80	52	40	...	21	20	...	1103	167	...	1461	1259	
" ...	...	1917	2140	2068	395	286	331	300	236	209	115	63	46	45	...	17	25	...	1005	137	...	1348	1181	
TARKA ...	Logie ...	Sec. Prim. P.F. B.	171	169	11	13	15	25	8	19	33	17	8	13	...	5	2	...	88	10	...	125	110	
			186	184	31	20	27	26	26	34	10	5	5	...	...	...	...	...	95	8	...	133	121	
			47	47	9	3	10	5	4	11	4	1	...	...	...	...	...	...	25	2	...	35	32	
			292	272	152	28	30	21	23	5	10	3	...	...	...	...	...	...	70	20	...	97	73	
			Total ...	...	1918	696	672	203	64	82	77	61	69	57	26	13	13	...	5	2	...	278	40	...
" ...	...	1917	724	697	207	61	70	78	79	83	44	35	23	11	...	4	2	...	317	26	...	419	383	
TULBAGH ...	Robertson ...	Sp. Sec. Prim. P.F. B.	43	42	...	...	...	7	8	14	7	4	2	...	...	...	...	...	32	4	...	42	37	
			249	247	25	18	9	22	25	26	26	27	28	27	...	9	5	...	150	13	...	190	176	
			324	316	61	30	46	43	45	40	31	11	9	...	...	...	...	...	166	27	...	226	195	
			9	9	2	...	1	3	...	3	...	...	...	...	...	...	...	...	5	2	...	7	5	
			623	587	241	98	87	73	50	18	8	7	...	...	...	...	...	4	1	...	184	70	...	269
Total ...	...	1918	1248	1201	329	146	143	148	128	101	72	49	39	27	...	13	6	...	537	116	...	734	610	
" ...	...	1917	1269	1240	329	159	179	166	120	102	51	55	25	28	2	8	15	...	546	106	...	762	636	
UITENHAGE ...	Mitchell ...	Sp. Sec. Inter. Prim. E. P.F. B.	104	101	1	4	8	11	18	19	21	19	...	...	...	...	...	...	58	25	...	100	81	
			617	604	67	41	42	74	66	58	66	49	39	58	...	15	16	13	...	287	47	...	457	396
			324	304	48	46	42	46	40	32	26	18	6	...	...	...	...	...	179	8	...	212	199	
			1713	1640	391	201	207	264	225	171	115	57	9	...	...	...	...	...	668	125	...	1073	850	
			39	27	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27	...	...	...	...	...
Total ...	...	1918	3818	3637	1018	402	400	511	415	324	233	151	54	58	...	15	16	13	27	1412	268	...	2196	1795
" ...	...	1917	3703	3556	1030	381	456	478	417	304	195	128	60	48	...	16	6	6	31	1355	254	...	2122	1759
UNIONDALE...	Charles ...	Sec. Inter. Prim. B.	189	186	29	6	14	20	18	19	14	12	19	16	...	11	8	...	84	6	...	132	120	
			123	118	14	5	1	10	17	19	11	9	17	7	...	5	3	...	51	10	...	84	70	
			1028	1020	188	110	153	142	153	152	80	30	6	...	...	...	...	...	6	555	115	...	734	605
			161	156	83	22	18	12	11	10	...	...	...	...	...	...	...	...	...	40	9	...	53	43
			Total ...	...	1918	1501	1480	314	143	186	184	199	200	105	51	42	23	...	16	11	...	6	730	140
" ...	...	1917	1506	1470	284	165	196	198	236	171	96	48	34	19	...	11	11	...	1	736	121	...	997	852

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil Teachers.					Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Sr.	II Yr. Sr. or Jr. Sr.	III Yr. Sr. or II Yr. Sr.	IV Yr. Sr. or III Yr. Sr.					
VANRHYNSDORP	Retief	Inter.	151	134	28	8	14	17	28	11	8	8	5	2	...	3	2	...	63	20	...	93	71
		Prim.	345	335	80	50	58	42	46	33	17	9	...	...	...	...	...	...	127	42	...	212	166
		P.F.	21	19	1	8	3	3	2	1	1	...	...	...	...	...	...	...	...	...	...	...	11
		B.	237	231	89	57	51	22	8	4	...	...	...	...	...	...	...	33	29	...	91	58	
Total			1918	754	719	198	123	126	84	84	49	26	17	5	2	3	2	223	91	...	407	303	
"			1917	699	662	196	105	102	84	67	40	25	20	13	2	2	4	255	43	...	364	307	
VICTORIA EAST	T. W. Rein	Sec.	46	46	...	...	...	...	...	6	17	10	13	...	...	...	...	9	6	1	33	24	
		Inter.	132	96	13	5	7	1	9	17	15	7	12	5	...	1	3	46	10	...	70	58	
		Prim.	60	56	8	9	8	11	8	8	3	1	...	...	...	...	...	27	8	...	39	31	
		P.F.	54	54	8	6	10	5	11	7	4	3	...	...	...	...	...	29	5	...	41	35	
		B.	1524	1421	612	172	190	138	102	83	74	50	...	...	...	...	...	383	109	...	694	512	
		C 1	329	319	...	...	...	...	...	...	...	...	...	68	93	158	...	...	...	...	...	...	
		C	102	101	...	...	...	...	...	21	17	6	...	...	...	57	...	...	...	...	44	11	
Total			1918	2247	2093	641	192	215	155	130	136	119	84	22	18	68	94	505	145	...	921	671	
"			1917	2136	2047	654	211	197	154	164	144	126	80	19	9	106	76	503	228	5	954	623	
VICTORIA WEST	Hobson	Sec.	207	202	28	16	13	26	25	29	17	13	11	16	...	...	...	88	14	...	135	115	
		Inter.	229	221	28	20	29	33	22	25	21	13	12	12	...	6	...	126	11	...	155	140	
		Prim.	111	106	33	7	17	24	12	11	...	2	...	...	...	...	...	45	10	...	66	55	
		P.F.	95	94	16	19	6	20	16	10	4	3	...	...	...	...	31	6	...	62	50		
Total			1918	642	623	105	62	65	103	75	75	42	31	23	28	6	8	290	41	...	418	360	
"			1917	558	532	91	61	80	76	53	59	31	27	27	16	10	1	249	39	...	359	309	
VRYBURG	Kelly	Sec.	299	284	50	22	34	44	28	37	25	12	14	10	...	4	4	138	26	...	198	167	
		Prim.	736	724	98	73	120	134	112	98	50	27	12	...	...	...	...	373	92	...	573	466	
		P.F.	58	55	5	6	12	10	4	10	2	6	...	...	...	...	...	22	4	...	44	38	
		B.	347	328	147	47	48	38	29	19	...	...	...	...	...	...	...	87	27	...	141	100	
		C.	198	196	7	13	16	26	28	51	22	8	...	...	...	12	7	66	20	...	151	116	
Total			1918	1638	1587	307	161	230	252	201	215	99	53	26	10	12	11	686	169	...	1107	887	
"			1917	1587	1524	310	195	221	221	219	175	86	42	12	18	10	3	619	131	...	1007	817	
WILLOWMORE	Freeman	Sec.	312	301	43	18	41	29	29	37	26	23	16	...	4	6	...	157	6	...	215	202	
		Prim.	566	555	108	104	86	63	64	73	31	14	12	...	...	...	...	231	35	...	351	294	
		P.F.	82	79	19	11	15	10	14	6	4	...	...	...	...	...	...	35	5	...	53	39	
		B.	214	214	118	38	19	21	13	3	2	...	...	...	...	...	44	7	...	61	51		
Total			1918	1174	1149	288	171	161	123	120	111	74	40	35	16	4	6	467	53	...	680	586	
"			1917	1049	1025	292	129	133	120	116	84	54	46	17	15	11	8	367	61	...	583	499	

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WODEHOUSE	Stokes	Sec.	235	232	27	18	20	25	30	23	24	23	11	24	...	6	1	...	101	12	...	157	140	
		Inter.	169	167	20	19	17	26	22	22	10	10	8	4	...	4	1	...	84	4	...	119	108	
		Prim.	943	921	170	124	135	163	124	111	56	28	10	...	...	...	...	...	389	44	...	636	575	
		P.F.	49	49	15	9	2	5	7	4	3	...	...	...	...	...	...	13	...	...	25	25		
		B.	502	482	208	78	82	59	37	13	5	...	...	...	...	...	...	131	31	...	207	169		
Total			1918	1898	1851	440	248	256	278	220	177	99	64	29	28	10	2	718	91	...	1144	1017		
"			1917	1917	1882	508	274	277	268	192	148	84	66	38	17	7	2	737	89	...	1093	980		
WORCESTER	Robertson	Sp.	259	255	41	16	16	15	28	40	34	20	12	...	...	...	...	33	115	24	...	165	137	
		Sec.	679	663	57	25	35	46	54	85	92	69	55	96	...	9	14	15	11	342	30	...	532	496
		Inter.	214	200	39	17	23	16	28	26	22	16	9	4	...	...	...	...	110	9	...	143	133	
		Prim.	907	873	188	106	151	134	124	99	44	21	6	...	...	...	...	...	466	45	...	582	533	
		P.F.	22	22	2	1	2	6	7	2	2	...	...	...	...	...	...	...	14	1	...	19	18	
		B.	749	718	284	102	132	80	50	29	17	7	...	...	6	5	5	1	209	97	1	325	219	
Total			1918	2830	2731	611	267	359	297	291	281	211	133	82	100	6	14	1256	206	1	1766	1536		
"			1917	2861	2792	653	308	340	341	301	307	171	125	73	87	3	15	1315	157	...	1769	1590		
TERRITORIES.																								
BIZANA	Hill	Prim.	27	26	9	3	4	3	...	5	2	...	...	...	...	...	...	9	1	...	14	12		
		C.	830	783	413	78	112	90	54	25	11	...	...	...	...	...	...	164	42	...	315	243		
Total			1918	857	809	422	81	116	93	54	30	13	...	...	...	...	...	173	43	...	329	255		
"			1917	802	752	403	63	115	96	47	23	5	...	...	...	...	...	144	93	...	317	174		
BUTTERWORTH (D.C.)	Tooke	Sec.	129	127	21	12	12	11	14	15	14	14	9	5	...	...	...	61	5	...	91	86		
		P.F.	14	14	...	1	2	4	...	5	1	1	...	...	...	...	...	10	3	...	13	10		
		C.	2870	2295	772	484	272	231	213	116	78	82	...	...	47	...	...	603	286	1	1138	759		
Total			1918	3013	2436	793	497	286	246	227	136	93	97	9	5	47	674	294	1	1242	855			
"			1917	2894	2480	824	478	317	272	223	142	109	61	5	3	45	753	245	1	1233	906			
ELLIOTDALE (D.C.)	Houghton	A. 3	15	15	2	5	2	3	1	1	...	1	...	...	...	...	...	5	...	...	8	8		
		P.F.	5	5	...	...	1	1	2	1	...	...	...	...	...	...	...	...	...	...	5	5		
		C.	494	382	238	51	40	28	24	1	...	...	...	...	...	...	...	53	41	...	114	59		
Total			1918	514	402	240	56	43	32	27	3	...	1	...	...	...	58	41	...	127	72			
"			1917	402	297	131	63	45	23	26	6	1	2	...	...	...	67	19	...	117	87			
ENGCOCO (D.C.)	Baigrie	Prim.	88	84	18	8	8	18	9	9	9	2	3	...	...	...	...	36	3	...	59	54		
		C. 1	171	171	...	...	...	...	...	...	...	...	...	...	77	59	35	...	...	...	...	...		
		C.	4331	3655	1561	561	481	354	288	222	108	73	...	...	...	...	...	1008	409	...	1681	1196		
Total			1918	4																				





B.—CLASSIFICATION OF PUPILS AFTER INSPECTION.  
ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1918.	Total 1917.
Schools inspected ..	32	98	97	1962	1	19	686	6	865	13	1019	4798	4725
Pupils on Roll ..	3429	27594	21574	61864	86	1004	4802	277	68127	1769	68948	259474	247572
Pupils present ..	3352	26974	21040	60159	84	889	4733	265	63783	1757	61643	244679	233736
Pupils:—													
Sub-standards	370	4256	5267	21437	44	132	1428	81	39152	..	37031	109198	105449
Standard I.	159	2021	2335	9121	15	69	759	51	8871	..	7578	30979	30449
Do. II.	188	2539	2539	9226	10	78	755	53	6855	..	6882	29125	27545
Do. III.	273	2674	2727	7940	9	86	747	36	4587	..	4937	24016	22428
Do. IV.	284	3036	2697	6647	3	122	552	31	2554	..	2753	18679	17923
Do. V.	239	2961	2087	3632	2	102	314	11	1101	..	1450	11899	10793
Do. VI.	139	2926	1625	1474	1	74	149	2	474	..	777	7641	7079
Do. VII.	37	2120	1063	450	..	64	22	..	21	..	..	3777	3522
Ex-Standard ..	34	3674	321	33	..	..	..	..	2	..	..	4064	3833
Pupil Teachers ..	1392	691	363	84	..	..	..	..	155	1757	148	4590	4148
Unclassified Pupils ..	237	76	16	115	..	162	7	..	11	..	87	711	567

C.—CLASSIFICATION OF PUPILS IN EUROPEAN SCHOOLS.

	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	Total 1918.	Total 1917.
Schools inspected ..	31	97	95	1944	1	14	686	6	2874	2884
Pupils on Roll ..	3373	27548	20785	59692	86	738	4802	277	117301	111693
Pupils present ..	3296	26928	20279	58126	84	657	4733	265	114368	108631
Pupils in Sub-standards	370	4256	5006	20284	44	21	1428	81	31490	30849
Standard I.	159	2021	2237	8808	15	23	759	51	14073	13837
Do. II.	188	2539	2445	8976	10	43	755	53	15009	14290
Do. III.	273	2674	2623	7804	9	59	747	36	14225	13221
Do. IV.	284	3036	2632	6542	3	112	552	31	13192	12389
Do. V.	239	2955	2045	3581	2	99	314	11	9246	8220
Do. VI.	139	2909	1588	1453	1	74	149	2	6315	5863
Do. VII.	37	2110	1030	446	..	64	22	..	3709	3488
Ex-Standard ..	34	3661	305	33	..	..	..	..	4033	3814
Pupil Teachers ..	1336	691	352	84	..	..	..	..	2463	2188
Unclassified ..	237	76	16	115	..	162	7	..	613	472
Percentage:—										
Sub-standards	11.2	15.8	24.7	34.9	52.4	3.2	30.1	30.5	27.5	28.4
Standard I.	4.8	7.5	11.0	15.3	17.8	3.5	16.1	19.2	12.3	12.7
Do. II.	5.7	9.4	12.1	15.5	11.9	6.5	16.0	20.0	13.1	13.2
Do. III.	8.3	9.9	12.9	13.1	10.7	9.0	15.8	13.6	12.4	12.2
Do. IV.	8.6	11.3	13.0	11.3	3.6	17.1	11.6	11.7	11.5	11.4
Do. V.	7.3	11.0	10.1	6.2	2.4	15.1	6.6	4.2	8.1	7.6
Do. VI.	4.2	10.8	7.8	2.5	1.2	11.2	3.1	..	5.5	5.4
Do. VII.	1.1	7.8	5.1	..	..	9.7	..	..	3.3	3.2
Ex-Standard ..	1.0	13.6	1.5	..	..	..	..	..	3.5	3.5
Pupil Teachers ..	40.6	2.6	1.7	..	..	..	..	..	2.2	2.0
Unclassified ..	7.2	..	..	..	..	24.7	..	..	..	..
No. in St. V. and above*	1785	12326	5320	5597	3	237	485	13	25766	23573
Percentage	58.4	45.9	26.3	9.6	3.6	47.9	10.3	4.9	22.7	21.8

\* Omitting Unclassified Pupils.

D.—CLASSIFICATION OF PUPILS AT INSPECTION IN NON-EUROPEAN SCHOOLS.

	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1918.	Total 1917.
Schools inspected ..	1	1	2	18	..	5	..	..	865	13	1019	1924	1841
Pupils on Roll ..	56	46	789	2172	..	266	..	..	68127	1769	68948	142173	135879
Pupils present ..	56	46	761	2033	..	232	..	..	63783	1757	61643	130311	125105
Pupils in Sub-standards	..	..	261	1153	..	111	..	..	39152	..	37031	77708	74600
Standard I.	..	..	98	313	..	46	..	..	8871	..	7578	16906	16612
Do. II.	..	..	94	250	..	35	..	..	6855	..	6882	14116	13255
Do. III.	..	..	104	136	..	27	..	..	4587	..	4937	9791	9207
Do. IV.	..	..	65	105	..	10	..	..	2554	..	2753	5487	5534
Do. V.	..	..	6	42	..	3	..	..	1101	..	1450	2653	2573
Do. VI.	..	..	17	37	..	..	..	..	474	..	777	1326	1216
Do. VII.	..	..	10	33	..	..	..	..	21	..	..	68	34
Ex-Standard ..	..	..	13	16	..	..	..	..	2	..	..	31	19
Pupil Teachers ..	56	..	11	..	..	..	..	..	155	1757	148	2127	1960
Unclassified ..	..	..	..	..	..	..	..	..	11	..	..	87	95
Standard V. and above*	56	46	139	76	..	3	..	..	1753	1757	2375	6205	5818
Percentage	100	100	18.3	3.7	..	1.3	..	..	2.7	100	3.9	4.8	4.6

\* Omitting Unclassified Pupils.

E.—CLASSIFICATION OF PUPILS AFTER INSPECTION.  
ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Pupils.		Sub-standards.		Classification of Pupils.							Ex-Standard.	Pupil Teachers.				Un-classified.	
	On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.		I.	II.	III.	IV.		
Anders, H. ....	8951	8124	3241	1293	1043	942	755	378	185	80	..	..	114	61	32	..	..	..
Anders, J. ....	4439	4278	1237	551	526	436	405	336	234	196	88	87	..	41	65	74	..	2
Baigrie .....	7664	6524	2643	1026	814	655	522	384	184	114	4	..	77	59	35	..	..	..
Bain .....	4168	3925	1088	489	554	580	431	340	223	102	65	25	2	14	12	..	..	..
Bennie .....	4371	4189	1077	437	460	447	420	367	303	197	107	67	..	53	43	114	..	97
Bond .....	10031	9359	3267	1326	1293	1094	895	607	337	153	67	100	68	67	60	25	..	..
Charles .....	3671	3603	811	438	477	495	463	398	217	111	69	40	11	38	26	..	..	9
Chisholm .....	7915	7280	3272	1257	907	803	532	297	127	84	1	..	..	..	..	..	..	..
Craib .....	4338	4192	966	412	492	495	474	432	295	222	128	132	1	51	43	42	..	7
Fraser .....	7387	7098	1988	1057	995	928	705	565	324	227	114	5	25	50	63	44	..	8
Freeman .....	3161	3078	736	436	425	366	348	317	209	108	70	30	..	19	14	..	..	..
Golightly .....	7850	7483	1811	859	922	822	743	614	436	335	248	515	6	64	54	54	..	..
Green .....	6732	5775	2334	1153	757	710	465	207	91	52	3	2	..	..	..	..	..	..
Hill .....	7447	6805	3537	648	795	744	493	235	136	73	..	..	91	30	23	..	..	..
Hobson .....	3550	3463	853	434	441	471	392	339	220	111	85	64	..	25	23	..	..	5
Hofmeyr, C. ....	4739	4626	1044	583	621	629	548	507	271	151	102	108	..	31	31	..	..	..
Hofmeyr, J. H. ....	3843	3748	830	531	531	550	436	365	210	107	58	56	..	32	42	..	..	..
Houghton .....	7757	6558	2614	1001	792	804	548	319	208	80	9	14	84	42	36	..	..	7
Kelly .....	5555	5338	1747	665	758	705	563	458	222	103	50	18	17	16	16	..	..	..
Kreft .....	6401	6233	1897	818	873	816	638	472	307	170	71	71	36	33	25	6	..	..
Logie .....	5494	5267	1611	627	620	618	526	472	329	237	111	75	..	19	15	7	..	..
Mitchell .....	10837	10217	3149	1064	1196	1291	1093	907	572	365	180	229	..	17	21	18	115	..
Noaks .....	15790	15197	4685	2111	2018	1831	1396	1265	746	496	313	252	11	17	27	8	21	..
Porter .....	11015	10502	4836	1676	1202	1016	782	467	233	91	6	11	82	64	36	..	..	..
Rein, T. W. ....	6367	5984	2172	588	622	571	481	376	317	200	53	51	133	159	203	..	..	58
Retief .....	2255	2118	737															

### 6. ANNUAL PROGRESS OF PUPILS.

(a) PROGRESS IN ALL SCHOOLS INSPECTED.

	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	C 1	C.	Total, 1918.	Total, 1917.
<i>Success of Pupils at Annual Inspection in all Schools Inspected.</i>													
Total No. Pupils presented for Standards ... ..	1334	21039	15189	39329	45	602	3373	187	26377	...	27651	135126	127886
No. of Pupils who passed the Standards for which they were presented ... ..	1128	18952	13671	33355	16	386	2823	168	19419	...	17428	107346	102988
Percentage ... ..	84.5	90.1	90.0	84.8	35.6	64.1	83.7	89.8	73.6	...	63.0	79.4	80.53
<i>Comparative Progress.</i>													
No. presented for Standards this year who were also present at previous Inspection ... ..	963	15277	12079	31507	45	163	2328	145	21838	...	22075	106420	100580
Of these, No. who passed a <i>higher</i> Standard this year ...	794	13741	11003	27210	16	90	1998	130	16310	...	14465	85757	82162
Percentage ... ..	82.5	90.0	91.1	86.4	35.6	55.2	85.9	89.7	74.7	...	65.5	80.6	81.69
Of these, No. who passed the <i>same</i> Standard this year ...	168	1533	1072	4286	29	72	329	15	5504	...	7604	20612	18365
Percentage ... ..	17.4	10.0	8.9	13.6	64.4	44.1	14.1	10.3	25.2	...	34.5	19.3	18.26
No. of Schools where such a comparison is possible ...	19	98	96	1816	1	10	505	6	823	...	960	4334	4209
No. of Pupils present at Inspection in these Schools ...	1756	26974	20879	57575	84	733	3515	265	62003	...	59310	233094	222792
No. presented for Standards ... ..	1334	21039	15067	37928	45	554	2683	187	25882	...	27146	131865	124567
No. of Pupils present at Inspection in these Schools who were also present at last Inspection ... ..	1160	18557	14923	40166	65	213	2692	169	39310	...	38361	155616	148173

ANNUAL PROGRESS OF PUPILS.

## B.—PROGRESS OF PUPILS IN EUROPEAN SCHOOLS.

	Sp.	Sec.	Inter.	Prim	D.	E.	P.F.	Poor	Total
Pupils presented for Standards ...	1334	21006	14714	38428	45	481	3373	187	79568
Pupils who passed ...	1128	18928	13219	32609	16	316	2823	168	69207
Percentage ...	84.6	90.1	89.8	84.9	35.6	65.7	83.7	89.8	87.0
No. presented for Standards this year who were also present at the previous Inspection ...	963	15261	11703	30771	45	130	2328	145	61346
Of these, No. who passed a <i>Higher</i> Standard this year ...	794	13732	10638	26589	16	80	1998	130	53977
Percentage ...	82.5	90.0	90.9	86.4	35.6	61.5	85.8	89.7	88.0

## C.—PROGRESS OF PUPILS IN NON-EUROPEAN SCHOOLS.

	Sec.	Inter.	Prim.	E.	B.	C.	Total.
Pupils presented for Standards ...	33	475	901	121	26377	27651	55558
Pupils who passed ...	24	452	746	70	19419	17428	38139
Percentage ...	72.7	95.2	82.8	57.9	73.6	63.0	68.6
No. presented for Standards this year who were also present at the previous Inspection ...	16	376	736	33	21838	22075	45074
Of these, No. who passed a <i>Higher</i> Standard this year ...	9	365	621	10	16310	14465	31780
Percentage ...	56.3	97.0	84.4	30.3	74.7	65.5	70.5

## 7. SUBJECTS OF INSTRUCTION.

A.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE UNDERMENTIONED SUBJECTS FOR THE YEARS ENDING 30 SEPTEMBER, 1918 AND 1917.

Subject.	Number of Schools.		Number of Pupils.	
	1918.	1917.	1918.	1917.
Algebra ... ..	244	226	11267	10156
Blacksmith work ... ..	4	7	54	71
Bookbinding ... ..	3	3	51	41
Bookkeeping ... ..	34	21	835	553
Botany ... ..	27	31	1889	1694
Cardboard modelling ... ..	71	76	2966	3292
Carpentry ... ..	8	10	163	230
Chemistry ... ..	19	16	705	666
Cookery ... ..	82	80	4091	3859
Drawing ... ..	2908	2928	117568	119043
Dressmaking ... ..	6	7	79	134
French ... ..	12	18	520	598
Geometry ... ..	216	201	10135	9080
German ... ..	8	9	236	261
Greek ... ..	12	14	136	272
Hebrew ... ..	2	1	158	81
Latin ... ..	239	222	12132	10108
Laundrywork ... ..	6	6	91	148
Masonry ... ..	1	1	20	17
Music (Instrumental) ... ..	129	139	3231	2938
Needlework ... ..	3471	3382	101856	96853
Painting ... ..	8	6	175	98
Physical Science ... ..	105	88	3967	3584
Physics ... ..	11	8	361	344
Printing ... ..	2	2	52	20
School Gardening ... ..	214	182	11040	8584
Shoemaking ... ..	6	6	85	90
Shorthand ... ..	21	17	455	414
Singing from Notes ... ..	4000	3994	193000	191004
Tailoring ... ..	4	4	60	60
Typewriting ... ..	14	7	192	116
Wagonmaking ... ..	4	5	65	74
Woodwork ... ..	216	248	12023	11578

B.—PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER 1917:  
NUMBER OF CANDIDATES AND PASSES.

Subject.	Candidates.		Passes.		Subject.	Candidates.		Passes.	
	1917.	1916.	1917.	1916.		1917.	1916.	1917.	1916.
Botany :					Latin :				
First Year ... ..	...	30	...	18	First Year ... ..	118	232	75	158
Second Year ... ..	...	9	...	5	Second Year ... ..	55	146	35	72
Drawing :					Third Year ... ..	47	79	31	59
Standard V. ... ..	428	350	262	228	Mathematics :				
Standard VI. ... ..	1329	1208	907	599	First Year ... ..	...	23	...	9
Standard VII. ... ..	1163	1013	538	557	Second Year ... ..	...	37	...	25
Dutch :					Third Year ... ..	...	14	...	3
First Year ... ..	534	517	265	290	Sechuana :				
Second Year ... ..	1294	1282	775	847	First Year ... ..	15	17	15	11
Third Year ... ..	951	836	627	294	Second Year ... ..	14	7	13	7
Elementary Physical Science :					Third Year ... ..	12	14	11	12
First Year ... ..	...	4	...	2	Sesuto :				
Second Year ... ..	...	3	...	...	First Year ... ..	216	123	202	119
French :					Second Year ... ..	85	51	51	38
First Year ... ..	15	39	8	29	Third Year ... ..	46	56	32	38
Second Year ... ..	26	38	20	30	Needlework :				
Third Year ... ..	22	22	17	14	Std. VII. { Pupils {	1603	{ 1206	{ 1364	{ 987
German :					P. Ts. }		{ 283		{ 256
First Year ... ..	5	5	4	5	Woodwork :				
Second Year ... ..	8	16	2	15	First Year ... ..	...	2590	...	2275
Third Year ... ..	2	15	2	12	Second Year ... ..	...	1469	...	1301
Kafir :					Third Year ... ..	...	816	...	717
First Year ... ..	850	765	459	345					
Second Year ... ..	522	460	239	288					
Third Year ... ..	419	395	228	191					

NOTE.—The 1917 woodwork figures are not available.

## TECHNOLOGICAL AND ART EXAMINATIONS, DECEMBER, 1917.

	Candidates.		Passes.	
	1917.	1916.	1917.	1916.
Art ... ..	94	139	67	112
Woodwork Apprentices :				
First Year ... ..	21	5	14	5
Second Year ... ..	15	6	15	6
Third Year ... ..	13	7	10	7
<b>Total</b> ... ..	<b>143</b>	<b>157</b>	<b>106</b>	<b>130</b>

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

(For details see above and page 64a.)

	Candidates.			Passes.		
	1915.	1916.	1917.	1915.	1916.	1917.
Pupils' Specific Subjects ... ..	13508	14170	9779*	8707	9856	6182
Technological and Art ... ..	269	157	143	191	130	106
Teachers' ... ..	4355	5048	5524	3395	3644	4384
Teachers' Specific Subjects ... ..	1461	1788	1947	1069	1224	1353
<b>Total</b> ... ..	<b>19593</b>	<b>21163</b>	<b>17393*</b>	<b>13362</b>	<b>14854</b>	<b>12025</b>

\* Excluding Pupils' Woodwork Examinations.



B.—TEACHERS HOLDING PROFESSIONAL CERTIFICATES: SUMMARY FOR ALL SCHOOLS.

	Teachers Holding Certificates.			No Certificate.
	Professional and Academic.	Professional only.	Academic only.	
Degree ...	373	...	31	...
Intermediate ...	210	...	8	...
Other University Diplomas ...	30	...	2	...
Matriculation ...	822	...	34	...
Total, 1918 ...	1435	5862	75	3123
Do., 1917 ...	1430	5309	102	3374
Increase ...	5	553	-27	-251
Percentage, 1918 ...	13.7	55.9	.7	29.8
Do., 1917 ...	14.0	52.0	1.0	33.0

C.—PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN THE VARIOUS CLASSES OF SCHOOLS.

Percentage of Teachers.		Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.
Certificated 1918 ...	...	86.4	94.8	98	79.9	100	97.1	35.3	83.3	61.2	90.8	45	69.5
Do., 1917 ...	...	83.3	95.7	96.9	78.7	100	84.0	36.0	73.4	55.9	91.5	38.0	66.0
Increase ...	...	3.1	-9	1.1	1.2	...	13.1	-7	9.9	5.3	-7	7	3.5

D.—NUMBER OF PROFESSIONALLY QUALIFIED TEACHERS ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.		Circuit in charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.	
	Certi- ficated.	Un- certi- ficated.	Total.	1918.	1917.		Certi- ficated.	Un- certi- ficated.	Total.	1918.	1917.
Anders, H. ...	195	128	323	60.4	49	Logie ...	184	64	248	74.2	70.4
Anders, J. ...	156	47	203	76.8	72.6	Mitchell ...	355	67	422	84.1	78.5
Baigrie ...	137	126	263	52.1	45.4	Noaks ...	421	46	467	90.1	85.3
Bain ...	96	92	188	51.1	46.6	Porter ...	159	199	358	44.4	39.8
Bennie ...	157	36	193	81.3	79.6	Rein, T. W. ...	177	89	266	66.5	65.2
Bond ...	226	113	339	66.7	61.8	Retief ...	62	56	118	52.5	57.8
Charles ...	132	42	174	75.9	76.1	Robertson ...	296	30	326	90.8	88.1
Chisholm ...	134	162	296	45.3	37.8	Rosenow ...	94	43	137	68.6	74.3
Craib ...	176	52	228	77.2	74.7	Rousseau ...	112	59	171	65.5	63.4
Fraser ...	316	30	346	91.3	90.8	Scott ...	222	55	277	80.1	78.1
Freeman ...	115	50	165	69.7	67.2	Siddle ...	98	105	203	48.3	46.7
Golightly ...	285	47	332	85.8	85	Sinton ...	206	41	247	83.4	79.5
Green ...	95	195	290	32.8	30.6	Spurway ...	173	57	230	75.2	75.1
Hill ...	72	167	239	30.1	23.6	Stokes ...	107	127	234	45.7	46.6
Hobson ...	126	54	180	70	71.5	Theron ...	228	53	281	81.1	79.6
Hofmeyr, C. ...	170	64	234	72.6	64.8	Tooke ...	198	171	369	53.8	46.4
Hofmeyr, J. H. ...	134	59	193	69.4	56.7	Van der Merwe ...	145	60	205	70.7	65.4
Houghton ...	139	150	289	48.1	40.6	Watermeyer ...	583	49	632	92.2	91.4
Kelly ...	178	72	250	71.2	67.4	Young ...	267	46	313	85.3	82.8
Kreft ...	171	95	266	64.3	64.2						
Total ...						Total ...	7297	3198	10495	69.5	66.0

## E.—SEX OF TEACHERS, ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

(The two following tables are based on information given in the Attendance Returns for the Quarter ending 30th September, 1918.)

Circuit in charge of Inspector.	Male.	Female.	Total.	Percentage Male Teachers.	Circuit in charge of Inspector.	Male.	Female.	Total.	Percentage Male Teachers.
Anders, H. ...	157	146	303	51.8	Porter ...	188	186	374	50.3
Anders, J. ...	43	155	198	21.7	Rein, T. W. ...	100	160	260	38.5
Baigrie ...	133	127	260	51.2	Retief ...	44	71	115	38.3
Bain ...	75	106	181	41.4	Robertson ...	99	227	326	30.4
Bennie ...	46	157	203	22.7	Rosenow ...	61	75	136	44.9
Bond ...	122	213	335	36.4	Rousseau ...	35	124	159	22
Charles ...	44	130	174	25.3	Scott ...	82	192	274	29.9
Chisholm ...	174	128	302	57.6	Siddle ...	54	149	203	26.6
Craib ...	53	175	228	23.2	Sinton ...	63	180	243	25.9
Fraser ...	98	245	343	28.6	Spurway ...	53	167	220	24.1
Freeman ...	32	137	169	18.9	Stokes ...	111	118	229	48.5
Golightly ...	113	219	332	34	Theron ...	75	207	282	26.6
Green ...	145	144	289	50.2	Tooke ...	156	215	371	42
Hill ...	146	104	250	58.4	Van der Merwe ...	49	154	203	24.1
Hobson ...	51	137	188	27.1	Watermeyer ...	195	479	674	28.9
Hofmeyr, C. ...	59	174	233	25.3	Young ...	112	206	318	35.2
Hofmeyr, J. H. ...	56	135	191	29.3					
Houghton ...	177	111	288	61.5	Total, 1918 ...	3691	6863	10554	35
Kelly ...	102	145	247	41.3	Do. 1917 ...	3602	6634	10236	35.2
Kreft ...	109	152	261	41.8	Increase ...	89	229	318	— .2
Logie ...	73	168	241	30.3					
Mitchell ...	97	386	483	20.1					
Noaks ...	109	359	468	23.3					

SUMMARY.

Province, excluding Territories ...	2386	5673	8059	29.6
Territories ...	1305	1190	2495	52.3

## F.—SEX OF TEACHERS, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.		In-crease.
												1918.	1917.	
Male ...	80	449	217	617	...	78	68	2	854	33	1293	3691	3602	89
Female ...	132	940	678	2335	2	14	575	4	1054	28	1101	6863	6634	229
Total ...	212	1389	895	2952	2	92	643	6	1908	61	2394	10554	10236	318
Percentage of Male Teachers 3rd Qr., 1918 ...	37.7	32.3	24.2	20.9	...	84.8	10.6	33.3	44.8	54.1	54.0	35.0	...	— .2
Do., 1917 ...	43.5	32.6	27.7	22.3	...	93.0	10.7	23.3	44.0	53.2	53.8	...	35.2	...

## G.—EUROPEAN STUDENT TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1918, ARRANGED ACCORDING TO DIVISIONS.

(SENIOR COURSE.)

DIVISION.	1st Year.	2nd Year.	3rd Year.	Total 1918.	Total 1917.	DIVISION.	1st Year.	2nd Year.	3rd Year.	Total 1918.	Total 1917.
Aberdeen ..	4	4	..	8	11	Paarl ..	71	90	216	377	361
Albany ..	44	39	95	178	183	Pearston ..	3	10	..	13	13
Albert ..	6	2	..	8	10	Peddie ..	2	1	..	3	4
Alexandria ..	7	4	..	11	11	Philipstown ..	8	..	..	8	13
Aliwal North ..	13	8	5	26	32	Piquetberg ..	30	26	..	56	63
Barkly East ..	4	4	..	8	14	Port Elizabeth ..	2	7	..	9	14
Barkly West ..	4	..	..	4	..	Prieska ..	..	..	..	..	2
Bathurst ..	4	2	..	6	2	Prince Albert ..	8	6	..	14	9
Beaufort West ..	7	6	..	13	16	Queenstown ..	11	10	7	28	29
Bedford ..	3	..	..	3	6	Richmond ..	4	1	..	5	11
Bredasdorp ..	3	4	..	7	17	Riversdale ..	19	26	..	45	49
Britstown ..	..	3	..	3	3	Robertson ..	18	29	57	104	109
Caledon ..	16	15	..	31	38	Somerset East ..	4	3	..	7	18
Calitzdorp ..	9	4	..	13	14	Stellenbosch ..	22	27	50	99	99
Calvinia ..	14	2	..	16	5	Steynsburg ..	12	13	16	41	40
Cape ..	38	56	105	199	180	Steytlerville ..	7	2	..	9	4
Carnarvon ..	5	4	..	9	8	Stockenstrom ..	2	2	..	4	3
Cathcart ..	2	1	..	3	1	Stutterheim ..	3	1	..	4	5
Ceres ..	6	3	..	9	14	Sutherland ..	5	1	..	6	3
Clanwilliam ..	6	9	..	15	17	Swellendam ..	21	23	..	44	41
Colesberg ..	2	2	..	4	4	Tarka ..	..	1	..	1	7
Cradock ..	35	31	43	109	89	Tulbagh ..	7	11	..	18	16
East London ..	3	5	..	8	11	Uitenhage ..	16	16	15	47	44
Elliot ..	11	2	..	13	10	Uniondale ..	22	17	..	39	27
Fort Beaufort ..	5	2	..	7	5	Van Rhynsdorp ..	4	2	..	6	6
Fraserburg ..	1	4	..	5	8	Victoria East ..	5	1	..	6	4
George ..	21	27	..	48	42	Victoria West ..	2	4	..	6	14
Glen Grey ..	..	1	..	1	2	Vryburg ..	5	3	..	8	6
Gordonia ..	..	..	..	..	2	Willowmore ..	11	4	..	15	12
Graaff-Reinet ..	27	40	74	141	114	Wodehouse ..	8	6	..	14	12
Hanover ..	..	..	..	..	2	Worcester ..	8	13	14	35	38
Hay ..	9	3	..	12	10						
Herbert ..	4	..	..	4	3						
Hope Town ..	1	7	..	8	18						
Humansdorp ..	9	16	..	25	22						
Jansenville ..	12	7	..	19	14						
Kenhardt ..	18	13	..	31	25						
Kimberley ..	25	28	55	108	108						
King William's Tn. ..	17	21	25	63	57						
Knysna ..	19	12	..	31	26						
Komgha ..	4	2	..	6	7						
Kuruman ..	..	3	..	3	9						
Ladismith ..	14	12	..	26	23						
Laingsburg ..	7	5	..	12	14						
Maclear ..	4	..	..	4	1						
Mafeking ..	..	..	..	..	3						
Malmesbury ..	22	20	..	42	36						
Maraisburg ..	1	..	..	1	1						
Middelburg ..	6	8	..	14	15						
Molteno ..	7	4	..	11	9						
Montagu ..	6	8	..	14	14						
Mossel Bay ..	8	4	..	12	9						
Murraysburg ..	2	5	..	7	8						
Namaqualand ..	..	..	..	..	5						
Oudtshoorn ..	17	13	41	71	69						

MAGISTRACY.

Idutywa ..	..	1	..	1	1
Mount Currie ..	2	2	1	5	6
Xalanga ..	..	2	..	2	3
Total 1918 ..	854	836	819	2509 <sup>o</sup>	..
Total 1917 ..	894	866	703	..	2463 <sup>o</sup>

<sup>o</sup> Excluding Student Teachers at Universities and University Colleges.

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

	Sp.	Sec.	Inter.	Prim.	Poor.	TOTAL.	
						1918.	1917.
Total, 1918	1306	703	429	71	...	2509	...
Total, 1917	1238	672	460	88	5	...	2463

I.—PUPIL TEACHERS IN NON-EUROPEAN SCHOOLS, ARRANGED ACCORDING TO DIVISIONS. (JUNIOR COURSE.)

DIVISION.	1st Year.	2nd Year.	3rd Year.	TOTAL.	
				1918.	1917.
Barkly West	5	2	2	9	13
Caledon	6	7	7	20	29
Cape	53	57	70	180	170
Ceres	...	...	...	...	1
Clanwilliam	...	...	...	...	1
Cradock	1	...	...	1	1
Fort Beaufort	66	63	44	173	218
George	3	3	...	6	8
Herschel	36	16	10	62	53
Humansdorp	12	10	8	30	27
Kimberley	47	30	29	106	71
King William's Town	64	50	40	154	138
Knysna	1	...	...	1	...
Malmesbury	...	4	...	4	3
Namaqualand	3	3	...	6	8
Oudtshoorn	...	2	...	2	3
Paarl	11	15	5	31	43
Piquetberg	...	2	...	2	7
Port Elizabeth	...	2	1	3	4
Queenstown	...	...	...	...	1
Riversdale	6	4	2	12	9
Stellenbosch	5	2	1	8	7
Stutterheim	33	18	23	74	59
Tulbagh	3	4	1	8	7
Victoria East	162	96	72	330	247*
Victoria West	1	...	...	1	...
Vryburg	9	11	5	25	25
Worcester	6	5	5	16	16
MAGISTRACY:					
Butterworth	46	...	...	46	47
Engcobo	77	59	35	171	161
Flagstaff	85	28	25	138	80
Matatiele	78	74	40	192	167
Ngqeleni	38	19	19	76	60
Nqamakwe	99	64	39	202	186
Qumbu	111	60	33	204	146
Tsolo	...	...	...	...	3
Umtata	44	22	18	84	70
Xalanga	...	3	...	3	4
Total, 1918	1111	735	534	2380	...
Total, 1917	1006	664	420	...	2090

J.—NON-EUROPEAN PUPIL-TEACHERS IN TRAINING, ARRANGED ACCORDING TO CLASSES OF SCHOOLS. (JUNIOR COURSE.)

	Sp.	Inter.	Prim.	B.	C 1.	C.	TOTAL.	
							1918.	1917.
Total, 1918	269	11	1	165	1778	156	2380	...
Total, 1917	172	13	...	186	1570	149	...	2090

\* Excluding three 3rd year Senior Pupil Teachers.

K.—TOTAL NUMBER OF EUROPEAN AND NON-EUROPEAN PUPIL-TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1918.

Circuit in Charge of Inspector.	European.		Non-European.		Total.		Circuit in Charge of Inspector.	European.		Non-European.		Total.	
	1918.	1917.	1918.	1917.	1918.	1917.		1918.	1917.	1918.	1917.	1918.	1917.
Anders, H.	...	...	204	146	204	146	Noaks and	...	...	...	...	...	...
Anders, J.	174	157	...	...	174	157	Watermeyer	199	180	180	170	379	350
Baigrie	...	...	171	161	171	161	Porter	5	6	192	167	197	173
Bain	27	28	3	4	30	32	Rein	16	13	503	465	519	478
Bennie	187	191	...	...	187	191	Retief	6	11	6	8	12	19
Bond	63	57	154	138	217	195	Robertson	379	405	24	31	403	436
Charles	64	49	30	27	94	76	Rosenow	15	21	...	...	15	21
Chisholm	...	...	...	...	...	...	Rousseau	40	47	...	1	40	48
Craib	127	118	1	1	128	119	Scott	91	77	7	8	98	85
Fraser	120	129	106	71	226	200	Siddle	30	21	...	...	30	21
Freeman	43	30	...	...	43	30	Sinton	98	92	2	3	100	95
Golightly	197	155	35	38	232	193	Spurway	78	83	...	...	78	83
Green	1	1	...	...	1	1	Stokes	15	14	...	...	15	14
Hill	...	...	138	80	138	80	Theron	130	137	28	36	158	173
Hobson	40	44	1	...	41	44	Tooke	...	...	248	233	248	233
Hofmeyr, C.	65	72	...	...	65	72	Van der Merwe	71	72	12	9	83	81
Hofmeyr, J. H.	71	80	2	8	73	88	Watermeyer and	...	...	...	...	...	...
Houghton	...	...	160	130	160	130	Noaks	199	180	180	170	379	350
Kelly	12	9	34	38	46	47	Young	21	24	74	59	95	83
Kreft	34	42	62	53	96	95							
Logie	34	40	...	1	34	41							
Mitchell	56	48	3	4	59	52							
Total, 1918...								2509	2453	2380	2090	4889	4543

L.—NUMBER OF STUDENTS IN TRAINING COLLEGES AND SCHOOLS AT 30TH SEPT., 1918.

Name of Training School.	Students.		P.T. 1. Sr.	P.T. 2. Sr.	P.T. 3. Sr. or 1st yr. T.2.	T. 2. (2nd year.)	Kinder-garten.	Total 3rd Qr. 1918.	Total 3rd Qr. 1917.	In-crease.
	Male	Female								
<i>European.</i>										
°Cape Town University—										
(Normal Dept.)										
Do. Training College	23	17	...	...	24	16	...	40	33	7
Cradock, Training School	12	192	29	37	93	23	22	204	210	-6
Graaff-Reinet, Training School	...	116	35	31	43	...	7	116	93	23
Grahamstown, Rhodes University Col.	3	3	...	...	2	4	...	6	...	6
Grahamstown, Training College	...	205	36	32	95	21	21	205	213	-8
Kimberley, Training School	3	104	24	28	55	...	...	107	108	-1
K.W.T. Training School	...	61	16	20	25	...	...	61	55	6
Oudtshoorn, Training School	9	49	7	10	41	...	...	58	61	-3
Paarl, Training School	...	149	43	35	71	...	...	149	117	32
Robertson, Training School	38	58	17	26	53	...	...	96	101	-5
Stellenbosch, University	12	64	...	...	33	43	...	76	61	15
Steynsburg, Training School	17	24	12	13	16	...	...	41	39	2
Wellington, Training College	36	226	28	55	139	17	23	262	268	-6
Total ...	166	1396	274	327	764	124	73	1562	1473	89

Name of Training School.	Students.		P.T. 1. Jr.	P.T. 2. Jr.	P.T. 3. Jr.	Total 3rd Qr. 1918.	Total 3rd Qr. 1917.	Increase.
	Male	Female						
<i>Non-European.</i>								
Bensonvale	49	13	36	16	10	62	53	9
Blythswood	91	111	99	64	39	202	186	16
Buntingville	76	...	38	19	19	76	60	14
Cape Town, Zonnebloem	35	46	23	22	36	81	74	7
Clarkebury	108	...	44	38	26	108	105	3
Emfundisweni	86	52	85	28	25	138	80	58
Emgwali	...	74	33	18	23	74	59	15
Engcobo, All Saints	...	63	33	21	9	63	56	7
Genadendal	19	1	6	7	7	20	28	-8
Healdtown	93	80	66	63	44	173	218	-45
Kimberley, Perseverance	49	46	44	25	26	95	...	95
Lovedale	182	148	96	72	330	330	250	80
Mvenyane	111	...	39	46	26	111	97	14
Salt River	25	48	23	23	27	73	70	3
St. Matthew's	99	55	64	50	40	154	138	16
Shawbury, Girls'	...	204	111	60	33	204	146	58
Umtata	83	...	43	22	18	83	67	16
Total ...	1106	941	949	618	480	2047	1687	358

\* These are students under the Union Education Department, taking the Cape Examinations.

[C.P. 5—'19.]



B.—SCHOOL LIBRARIES ARRANGED ACCORDING TO INSPECTORS' CIRCUITS AND CLASSES OF SCHOOLS.

INSPECTOR.	Sp.	Sec.	Inter.	Prim.	D	E	P.F.	Poor.	B	C1	C	Total.		Increase.
												1918.	1917.	
Anders, H.	...	...	...	3	...	...	...	...	...	1	2	6	7	-1
Anders, J.	2	5	2	39	...	...	13	...	...	...	...	61	58	3
Baigrie	...	...	...	4	...	...	...	...	...	2	1	7	6	1
Bain	...	1	3	49	...	...	10	...	...	...	...	63	53	10
Bennie	2	2	5	32	...	...	22	...	2	...	...	65	64	1
Bond	2	2	2	26	...	...	3	...	2	1	...	38	34	4
Charles	...	2	1	86	...	...	2	...	1	...	...	92	88	4
Chisholm	...	...	...	1	...	...	...	...	...	...	...	1	2	-1
Craib	1	4	2	58	...	...	17	...	...	...	...	82	81	1
Fraser	2	3	6	45	...	1	8	...	...	...	...	65	67	-2
Freeman	...	1	2	68	...	...	8	...	...	...	...	79	76	3
Golightly	1	7	10	59	...	...	5	...	11	...	...	93	92	1
Green	...	...	1	2	...	...	...	...	...	...	...	3	3	...
Hill	...	...	...	5	...	...	1	...	...	1	1	8	7	1
Hobson	3	4	29	...	...	17	...	1	...	...	...	54	52	2
Hofmeyr, C.	3	3	77	...	...	10	...	1	...	...	...	94	88	6
Hofmeyr, J. H.	2	1	81	...	...	1	...	1	...	...	...	86	88	-2
Houghton	1	...	2	...	...	2	2	...	2	3	12	10	2	
Kelly	1	2	51	...	...	3	...	1	...	2	60	57	3	
Kreft	4	1	51	...	...	6	...	...	1	...	63	61	2	
Logie	3	4	41	...	...	12	...	1	...	...	61	66	-5	
Mitchell	2	4	6	65	...	...	4	...	4	...	85	82	3	
Noaks	5	10	32	...	...	...	...	43	...	...	90	90	...	
Porter	1	1	4	...	...	1	...	1	...	3	11	11	...	
Rein, T. W.	1	3	2	23	...	...	22	...	3	2	56	59	-3	
Retief	...	...	1	34	1	...	5	...	3	...	44	35	9	
Robertson	6	7	5	58	...	...	7	...	3	...	86	85	1	
Rosenow	...	...	2	39	...	...	3	...	...	...	44	37	7	
Rousseau	4	2	34	...	...	13	...	...	...	...	53	56	-3	
Scott	1	4	3	97	...	...	2	...	3	...	110	100	10	
Siddle	2	2	31	...	...	20	...	2	...	...	57	44	13	
Sinton	2	3	3	82	...	...	5	...	2	...	97	98	-1	
Spurway	1	4	4	45	...	...	30	...	...	...	84	80	4	
Stokes	1	1	40	...	...	3	...	...	...	...	45	46	-1	
Theron	1	6	4	57	...	...	12	...	13	...	93	87	6	
Tooke	...	...	1	2	...	...	...	...	...	1	3	7	6	1
Van der Merwe	4	1	89	...	...	10	...	...	1	...	105	104	1	
Watermeyer	7	7	10	22	...	...	...	...	14	...	60	59	1	
Young	3	5	54	...	...	21	...	...	1	1	85	70	15	
Total, 1918	31	102	112	1617	1	1	298	2	114	12	15	2305	...	...
Do., 1917	29	99	100	1547	1	1	279	20	110	12	11	...	2209	...
Increase	2	3	12	70	...	...	19	-18	4	...	4	...	...	96
Total No. of Schools in operation at 30th September	40	102	112	1948	1	26	643	3	896	13	1064	4848	4845	3

10. SCHOOL BUILDINGS.

A.—LOANS ISSUED DURING THE YEAR ENDED 30TH SEPTEMBER, 1918.

Division.	School.	Total Loan.		Payments for year.	
		£	s. d.	£	s. d.
Albany	Grahamstown Elementary	800	0 0	659	0 0
Cape	Rondebosch Girls'	550	0 0	258	0 0
Hay	Griquatown	2,500	0 0	1,884	0 0
Matatiele	Matatiele	525	0 0	52	0 0
Vryburg	Vryburg	2,300	0 0	1,237	0 0
Malmesbury	Malmesbury Boys'	6,000	0 0	1,700	0 0
Kimberley	Beaconsfield Coloured	5,200	0 0	3,102	0 0
Do.	Riverton Road	900	0 0	619	0 0
Oudtshoorn	Armoed South	2,100	0 0	1,017	0 0
Port Elizabeth	Girls' Collegiate	5,000	0 0	1,286	0 0
Swellendam	Barrydale	800	0 0	800	0 0
Stellenbosch	Somerset Strand	450	0 0	50	0 0
Barkly East	Broughton	550	0 0	550	0 0
Middelburg	Middelburg	1,500	0 0	1,500	0 0
Robertson	Bushman River	2,000	0 0	2,000	0 0
Swellendam	Barrydale	4,000	0 0	4,000	0 0
Do.	Uitvlugt	1,600	0 0	1,600	0 0
Caledon	Grabouw	900	0 0	900	0 0
Cape	Rondebosch Boys'	5,000	0 0	5,000	0 0
Elliot	Elliot	2,000	0 0	2,000	0 0
Gordonia	Uppington	5,000	0 0	5,000	0 0
Namaqualand	Springbok	550	0 0	550	0 0
Paarl	Lower Paarl Girls'	4,500	0 0	4,500	0 0
Piquetberg	Zuurfontein	550	0 0	550	0 0
Queenstown	Sterkstroom A.2.	1,200	0 0	168	0 0
Uniondale	Krakeel River	1,370	0 0	1,370	0 0
Van Rhynsdorp	Kokenagh	700	0 0	700	0 0
Willowmore	Rietbron	1,700	0 0	1,700	0 0
Aliwal North	Jamestown	3,000	0 0	3,000	0 0
Bathurst	Port Alfred	850	0 0	850	0 0
Calvinia	Calvinia	4,500	0 0	4,500	0 0
Cape	Good Hope Seminary	5,000	0 0	5,000	0 0
Do.	Tokai	700	0 0	700	0 0
Do.	Trafalgar	700	0 0	700	0 0
Clanwilliam	Clanwilliam	7,600	0 0	7,600	0 0
Knysna	Knysna A.2.	600	0 0	60	0 0
Kokstad	Kokstad	350	0 0	350	0 0
Mossel Bay	Mossel Bay Girls'	600	0 0	600	0 0
Mount Fletcher	Mount Fletcher	650	0 0	650	0 0
Philipstown	Philipstown	1,133	0 0	133	0 0
Wodehouse	Dordrecht	1,000	0 0	802	0 0
Aliwal North	Aliwal North Boys'	1,000	0 0	1,000	0 0
Caledon	Caledon	650	0 0	650	0 0
Do.	Villiersdorp	3,000	0 0	3,000	0 0
Calvinia	Nieuwoudtville	2,000	0 0	2,000	0 0
Clanwilliam	Clanwilliam	3,000	0 0	3,000	0 0
Cradock	Kaalplaats	2,000	0 0	2,000	0 0
Mossel Bay	Herbertsdale	300	0 0	300	0 0
Barkly East	Rhodes	2,500	0 0	2,500	0 0
Bredasdorp	Klipvale	800	0 0	800	0 0
Do.	Napier	1,200	0 0	1,200	0 0
Cape	Hout Bay	2,450	0 0	2,450	0 0
Do.	Maitland (Koeberg Road)	1,800	0 0	1,800	0 0
Do.	Rondebosch (Camp Ground)	2,500	0 0	2,500	0 0
Do.	Sea Point Boys'	6,000	0 0	6,000	0 0
Do.	Sydney Street	6,000	0 0	6,000	0 0
Do.	Three Anchor Bay	8,000	0 0	8,000	0 0
East London	Amalinda	1,400	0 0	1,400	0 0
Do.	Cambridge A.2.	4,000	0 0	4,000	0 0
Do.	Do. (York Road)	3,500	0 0	3,500	0 0
Do.	Clifton A.3.	1,600	0 0	1,600	0 0
Do.	East London (College Street)	5,000	0 0	5,000	0 0
Do.	Quigney	1,000	0 0	1,000	0 0
George	George Boys'	1,000	0 0	1,000	0 0
Herbert	Douglas	850	0 0	850	0 0
Forward		£	148,478 0 0	131,787	0 0

A.—LOANS ISSUED DURING THE YEAR ENDED 30TH SEPTEMBER, 1918—(continued).

Division.	School.	Total Loan.		Payments for year.	
		£	s. d.	£	s. d.
	Forward .. .. .	148,478	0 0	131,787	0 0
Humansdorp .. .. .	Humansdorp .. .. .	1,100	0 0	1,100	0 0
Do. .. .. .	Kareedouw .. .. .	600	0 0	600	0 0
Kimberley .. .. .	Kimberley Boys' (purchase Pirates Ground) .. .. .	2,000	0 0	2,000	0 0
Kuruman .. .. .	Deben .. .. .	1,200	0 0	1,200	0 0
Molteno .. .. .	Molteno .. .. .	2,200	0 0	2,200	0 0
Montagu .. .. .	Montagu .. .. .	2,000	0 0	2,000	0 0
Mossel Bay .. .. .	Herbertsdale .. .. .	2,150	0 0	2,150	0 0
Do. .. .. .	Do. (Purchase) .. .. .	550	0 0	550	0 0
Oudtshoorn .. .. .	Oudtshoorn (North End) .. .. .	1,000	0 0	1,000	0 0
Piquetberg .. .. .	Zuurfontein .. .. .	510	0 0	510	0 0
Port Elizabeth .. .. .	Mackay .. .. .	7,000	0 0	7,000	0 0
Do. .. .. .	P. E. Girls' Collegiate School .. .. .	9,000	0 0	9,000	0 0
Do. .. .. .	Do. North End .. .. .	550	0 0	550	0 0
Do. .. .. .	Do. Walmer .. .. .	1,200	0 0	1,200	0 0
Queenstown .. .. .	Queenstown Girls' .. .. .	10,000	0 0	10,000	0 0
Riversdale .. .. .	Albertinia .. .. .	550	0 0	550	0 0
Sutherland .. .. .	Sutherland .. .. .	900	0 0	900	0 0
Swellendam .. .. .	Bonnievale .. .. .	600	0 0	600	0 0
Do. .. .. .	Stormsvlei .. .. .	850	0 0	850	0 0
Tulbagh .. .. .	Tulbagh H.S. .. .. .	2,300	0 0	2,300	0 0
Umtata .. .. .	Umtata .. .. .	2,000	0 0	2,000	0 0
Uniondale .. .. .	Joubertinia .. .. .	2,200	0 0	2,200	0 0
Victoria West .. .. .	Loxton .. .. .	550	0 0	550	0 0
		<b>£199,488</b>	<b>0 0</b>	<b>£182,797</b>	<b>0 0</b>
	TRAINING SCHOOLS.				
Cape .. .. .	Polytechnic .. .. .	15,000	0 0	15,000	0 0
Craddock .. .. .	Hostel .. .. .	8,500	0 0	553	0 0
Do. .. .. .	Training School Extension .. .. .	2,500	0 0	2,500	0 0
Do. .. .. .	Practising School .. .. .	3,500	0 0	3,500	0 0
Kimberley .. .. .	Training School .. .. .	2,500	0 0	2,500	0 0
Do. .. .. .	Practising School .. .. .	4,500	0 0	4,500	0 0
Paarl .. .. .	Hostel Extension .. .. .	8,500	0 0	4,797	0 0
Do. .. .. .	Training School Extension .. .. .	3,500	0 0	3,500	0 0
Do. .. .. .	Practising School .. .. .	4,000	0 0	4,000	0 0
		<b>£52,500</b>	<b>0 0</b>	<b>£26,365</b>	<b>0 0</b>
	INDUSTRIAL AND TECHNICAL INSTITUTIONS.				
Craddock .. .. .	Agricultural School .. .. .	5,000	0 0	5,000	0 0

FREE BUILDING GRANTS ISSUED DURING THE YEAR ENDED 30TH SEPTEMBER, 1918.

Division.	School.	Amount.
Cape .. .. .	Maitland .. .. .	£495 11 10
Caledon .. .. .	Gansbaai .. .. .	336 18 6
Flagstaff .. .. .	Flagstaff .. .. .	105 0 0
Knysna .. .. .	Old Place .. .. .	150 0 0
Montagu .. .. .	Kruispad .. .. .	317 17 6
Stellenbosch .. .. .	Bloemhof .. .. .	148 0 0
Stockenstrom .. .. .	Lushington .. .. .	264 0 0
		<b>£1,817 7 10</b>

ANNEXURE III.

FINANCE.

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## EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR PERIOD 1ST APRIL, 1917, TO 31ST MARCH, 1918.

ADMINISTRATION AND INSPECTION.			
	£	s.	d.
<i>Salaries and Allowances:</i>			
Head Office Staff ... ..	12,045	13	9
Inspectors ... ..	23,542	13	8
War Bonus (including Schools) ... ..	23,879	17	2
	<u>59,468</u>	4	7
<i>Travelling Expenses:</i>			
Head Office Staff ... ..	19	16	4
Inspectors ... ..	16,493	0	6
	<u>16,512</u>	16	10
<i>Incidental Expenses</i> (including £31,380 interest and redemption charges on Loans) ... ..	39,709	18	5
TRAINING OF TEACHERS.			
Salaries of Departmental Instructors and Instructresses	4,754	11	8
Travelling Expenses of Officers and others on duty ...	4,112	12	7
Pupil Teachers, Student Teachers and Probationers ...	36,729	11	0
Grants to Indigent Students taking P.T. course at certain centres ... ..	6,227	11	2
Grants to Principals on Passing Pupil Teachers ...	2,694	0	3
Institutions for Training Teachers ... ..	29,644	3	8
Salaries ... ..	£22,347	11	6
Rent, Furniture, Requisites, Fittings, etc. ... ..	7,296	12	2
	<u>89,496</u>	11	1
Pupil Teachers' Monthly Train and Tram Fares ...	857	5	3
Vacation Courses ... ..	1,217	4	2
Examinations for Certificates and Science, Art, Manual Training and Art Scholarships ... ..	2,831	9	11
Expenses of Competitions and Exhibitions of Manual Work, Singing, Writing, etc. ... ..	420	12	8
Examinations for Bilingual Certificates ... ..	5	12	9
Organizing for Introduction of Language Ordinance Requirements ... ..	1	16	0
	<u>18,715</u>	4	11
INDUSTRIAL SCHOOLS.			
Salaries ... ..	6,679	9	2
Maintenance Grants for Apprentices and Indigent Boarders ... ..	9,736	8	2
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc. ...	2,299	7	7
	<u>18,715</u>	4	11
SCHOOLS: GRANTS-IN-AID.			
<i>School Boards:</i>			
Salaries and Allowances ... ..	429,868	14	3
School Buildings and Extensions, not exceeding £500	1,562	1	4
Maintenance Grants to Indigent Boarders ... ..	21,683	16	1
Special Assistance to Education in Poor Districts ...	102	11	3
School Fees of Children of Persons on Active Service	7,005	14	5
Interest on Local Loans for School Buildings	1,739	19	10
Rent of Land and Buildings for School Purposes ...	16,561	0	0
School Board Deficits and Miscellaneous Expenditure connected with School Boards ... ..	165,073	7	8
School Board Administration ... ..	18,860	18	9
General Maintenance of Schools ... ..	21,603	15	8
Travelling Expenses of Teachers ... ..	183	10	8
School Requisites, Furniture, etc. ... ..	33,337	1	7
<i>Schools not under School Boards:</i>			
Salaries and House Allowances ... ..	32,169	17	8
Maintenance Grants to Indigent Boarders ... ..	4,090	9	8
Special Assistance to Education in Poor Districts ...	1,298	7	0
Interest and Redemption on Government Loans ...	30	8	2
Rent of Land and Buildings for School Purposes ..	1,260	15	3
	<u>756,222</u>	9	3
Carried forward	223,902	15	10

## EXPENDITURE FOR PUBLIC EDUCATION—(continued).

STATEMENT FOR PERIOD 1ST APRIL 1917, TO 31ST MARCH, 1918—(continued).

	£	s.	d.	£	s.	d.
Brought Forward ... ..	756,222	9	3	223,902	15	10
SCHOOLS: GRANTS-IN-AID—(continued).						
<i>Schools not under School Boards</i> (continued):						
General Maintenance of Schools including Deficits of Railway Schools ... ..	3,461	16	4			
School Fees of Children of Persons on Active Service	562	13	0			
School Requisites, Furniture, etc. ... ..	2,064	7	6			
School Buildings or Extensions ... ..	105	0	0			
<i>Mission Schools:</i>						
Salaries ... ..	115,392	7	7			
School Fees of Children of Persons on Active Service	122	3	9			
Rent under Section 8 of Amended Regulations, 1905...	55	14	7			
School Requisites, Furniture, etc. ... ..	5,428	3	0			
	<u>883,624</u>	15	0			
GENERAL.						
Good Service Allowance to Teachers and Departmental Instructors ... ..	38,497	2	9			
To Supplement Teachers' Pension Fund ... ..	4,500	0	0			
	<u>42,997</u>	2	9			
Total ... ..	<u>£1,150,524</u>	13	7			

## PUPIL TEACHERS' FUND.

ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1918.

1917.	£	s.	d.	1917.	£	s.	d.
To Balance ... ..	162	18	5	By Allowance to Pupil Teachers ... ..	336	0	0
To Interest received from Master of the Supreme Court	336	3	7	By Balance at 31st March, 1918...	163	2	0
	<u>£499</u>	2	0		<u>£499</u>	2	0

## 3. TEACHERS' PENSIONS.

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

	Amount.		Date.
Aird, Margaret Jane (Mrs.)...	£67 10 0	...	1 April, 1914.
Anderson, George W. (Rev.)	24 10 0	...	1 April, 1905.
Anderson, G. B. (Rev.) ...	60 0 0	...	1 January, 1916.
Arends, Isaac ...	30 0 0	...	1 January, 1898.
Baalie, Frederic Josaias ...	30 0 0	...	1 May, 1917.
Balie, Rudolf ...	24 0 0	...	1 July, 1905.
Barnley, Fanny Jane ...	48 0 0	...	1 January, 1914.
Barry, Maria Aletta (Mrs.)...	36 0 0	...	1 July, 1915.
Beswick, Frederick ...	140 0 0	...	1 July, 1899.
Blair, Helen ...	30 16 0	...	1 January, 1911.
Blane, Marie Hortense ...	39 0 0	...	1 January, 1917.
Bliss, A. E. (Miss) ...	120 0 0	...	1 April, 1910.
Bosman, Maria Josina ...	22 13 3	...	1 January, 1918.
Bourne, Arthur Hy. Johnstone	336 0 0	...	1 January, 1918.
Brink, Petronella Anna W. ...	68 19 3	...	1 January, 1918.
Broster, Thomas ...	100 0 0	...	1 July, 1915.
Bruce, William R. (Rev.) ...	48 0 0	...	1 April, 1902.
Calder, Sarah A. ...	21 0 0	...	1 July, 1893.
Cassé, George W. ...	45 0 0	...	1 July, 1908.
Chambers, Anne H. ...	113 8 0	...	1 January, 1915.
Cilliers, Susanna E. ...	60 0 0	...	1 April, 1914.
Clinton, Anne (Miss) ...	42 0 0	...	1 April, 1916.
Coetzee, Dirkie Cornelias ...	27 0 0	...	1 January, 1912.
Cogan, A. A. I. (Miss) ...	39 12 0	...	1 July, 1916.
Cole, Amelia Elizabeth ...	51 16 0	...	1 April, 1918.
Compaan, John Aukes ...	31 10 0	...	1 July, 1915.
Crankshaw, J. F. W. ...	93 11 10	...	1 April, 1918.
Crawford, Florence N. ...	42 0 0	...	1 August, 1913.
Cunningham, John Miller ...	59 16 8	...	1 July, 1917.
Daintree, Eliz. ...	39 7 6	...	1 January, 1911.
Dale, Robert ...	70 6 3	...	1 January, 1899.
Daniels, Catherine Johanna L.	18 18 0	...	1 April, 1912.
Daoma, Anne Rebecca ...	27 0 0	...	1 April, 1918.
Davidson, Jas. ...	100 0 0	...	1 April, 1910.
Davidson, Lydia Josephene ...	42 0 0	...	1 January, 1912.
De Smidt, Johannes H. ...	48 0 0	...	1 July, 1901.
De Villiers, Elizabeth R. ...	21 0 0	...	1 May, 1889.
De Wet, Peter François ...	52 10 0	...	1 July, 1911.
Dowthwaite, R. G. ...	157 10 0	...	1 July, 1918.
Dumbleton, Helen ...	52 10 0	...	11 October, 1915.
Du Plessis, J. S. ...	43 16 11	...	1 July, 1917.
Du Toit, S. J. (Mrs.) ...	21 0 0	...	1 January, 1895.
Dwashu, David ...	21 0 0	...	1 January, 1894.
Eason, Thos. ...	99 0 0	...	1 October, 1910.
Eaton, Lewis ...	140 0 0	...	1 January, 1917.
Ebeling, Aletta M. ...	33 12 0	...	1 April, 1902.
Eksteen, Elizabeth C. ...	64 0 0	...	1 January, 1913.
Esselen, C. J. (Miss) ...	71 15 0	...	1 January, 1916.
Featherstone, Edith Emma ...	36 0 0	...	1 October, 1914.
Ferguson, Abby P. ...	70 0 0	...	1 January, 1898.
Fini, Robert ...	24 0 0	...	1 July, 1913.
Fisk, Ellen Eliza ...	64 7 0	...	1 January, 1912.
Forman, Wm. Johnston ...	140 0 0	...	1 January, 1912.
Fourie, Joseph S. ...	61 5 0	...	1 July, 1906.
Fransch, Rosie ...	24 0 0	...	1 October, 1906.
Fuechsel, H. D. (Miss) ...	105 0 0	...	1 July, 1916.
Gantz, C. L. ...	21 12 0	...	1 July, 1912.
Gawe, S. P. ...	25 0 0	...	1 January, 1916.
Gerieke, J. C. ...	221 1 7	...	1 April, 1918.
Gie, Coenraad J. C. ...	42 0 0	...	1 April, 1898.
Gilmore, Letitia Margaret ...	35 0 0	...	1 July, 1912.
Glennie, Catherine F. ...	52 10 0	...	1 July, 1907.
Gordon, David ...	48 0 0	...	1 July, 1915.
Griffiths, M. A. (Miss) ...	13 10 0	...	1 October, 1909.
Groepe, T. J. ...	19 16 0	...	1 April, 1918.
Hahn, Johannes S. ...	21 0 0	...	1 August, 1896.
Halcrow, Thomas S. ...	112 0 0	...	1 January, 1908.
Harris, Anna Margaret ...	60 0 0	...	1 July, 1913.

## 3. TEACHERS' PENSIONS—continued.

	Amount.		Date.
Harris, A. V. ...	£45 0 0	...	1 April, 1902.
Harsant, A. M. (Miss) ...	81 18 0	...	1 July, 1916.
Heese, Freida J. ...	29 15 0	...	1 January, 1912.
Heldzingen, M. M. (Miss) ...	27 0 0	...	1 October, 1905.
Helm, J. W. (Miss) ...	29 8 0	...	1 January, 1916.
Hendrickse, A. J. ...	56 0 0	...	1 January, 1913.
Hendrickse, Johanna M. ...	24 0 0	...	1 July, 1904.
Hermanus, A. P. S. ...	17 14 5	...	1 October, 1917.
Hill, Henry, B.A. ...	122 10 0	...	1 January, 1906.
Hoogenhout, Casparus P. ...	68 0 0	...	1 January, 1909.
Hopkins, Alliot ...	63 0 0	...	1 October, 1916.
Hornabrook, Emily Ellen ...	70 0 0	...	1 July, 1914.
Horan, Sister M. M. ...	60 0 0	...	1 January, 1916.
Hurter, Magdalene Z. ...	14 14 0	...	1 July, 1918.
Immelman, Chrisman J. ...	59 10 0	...	1 October, 1901.
Inglis, John ...	127 10 0	...	1 April, 1914.
Jackson, Hannah A. (Mrs.) ...	24 10 0	...	1 January, 1915.
Jackson, William M. ...	115 10 0	...	1 June, 1914.
Johnstone, E. E. ...	93 15 8	...	1 April, 1918.
Joubert, D. C. (Miss) ...	52 10 0	...	1 July, 1908.
Juffernbruch, Carl ...	60 0 0	...	1 January, 1908.
Kidd, Constance Emily ...	45 0 0	...	1 July, 1892.
Kiddell, Laura E. ...	77 0 0	...	1 July, 1914.
Kildasi, Henry C. ...	21 0 0	...	1 August 1895.
Kirsten, A. J. (Miss) ...	21 0 0	...	1 April, 1907.
Kleinschmidt, William George	119 4 0	...	1 January 1917.
Klinck, J. D. ...	100 0 0	...	1 April, 1916.
Knight, A. W. (Miss) ...	31 10 0	...	1 January, 1917.
Laws, G. G. C. (Miss) ...	30 0 0	...	1 April, 1906.
Leipoldt, Maria C. ...	24 0 0	...	1 January, 1902.
Le Roux, Abraham G. ...	24 0 0	...	1 July, 1898.
Le Roux, P. J. ...	110 0 0	...	1 January, 1917.
Lewis, C. E. (Professor) ...	150 0 0	...	1 January, 1918.
Linney, Sarah A. ...	36 0 0	...	1 July, 1918.
Lister, Catherina Augusta ...	42 0 0	...	1 July, 1912.
Loman, Brother ...	21 0 0	...	1 January, 1895.
Lokwe, J. J. ...	14 8 0	...	1 January, 1916.
Lord, Alex. Duke ...	70 0 0	...	1 January, 1914.
Louw, Stephen M. ...	14 8 9	...	1 April, 1913.
Louw, Else Jacoba ...	19 16 0	...	1 January, 1914.
Low, J. B. ...	166 5 0	...	1 October, 1915.
Lucas, Fanny Garson ...	28 4 4	...	1 October, 1916.
MacCuaig, Angus ...	80 10 0	...	1 January, 1909.
Macdonald, Archibald ...	150 0 0	...	1 January, 1918.
Maci, A. H. ...	25 12 0	...	1 April, 1916.
Mahali, John ...	21 0 0	...	1 January, 1908.
Martin, Sister Clare ...	80 0 0	...	1 January, 1916.
Mashiya, Hezekiah ...	21 0 0	...	1 October, 1901.
Mason, Johanna C. ...	31 3 0	...	1 January, 1914.
Matumbu, Thomas ...	29 0 0	...	1 July, 1915.
McGregor, Peter ...	54 0 0	...	1 July, 1913.
Michie, Mary A. ...	17 6 6	...	1 January, 1909.
Middlemiss, Alice ...	42 18 7	...	1 July, 1918.
Mildenhall, Florence L. ...	25 4 0	...	1 April, 1908.
Mitchell, Annie ...	38 10 0	...	1 July, 1906.
Morrison, Sarah Annie ...	37 16 0	...	1 July, 1913.
Mtotywa, L. (Miss) ...	12 12 0	...	1 April, 1910.
Morton, Wm. Henry ...	59 10 0	...	10 November, 1911.
Morton, E. (Miss) ...	113 8 0	...	1 January, 1916.
Moyle, M. P. J. ...	52 0 0	...	1 January, 1910.
Murray, Helen ...	90 0 0	...	1 January, 1917.
Nangu, Jonathan ...	12 8 6	...	1 July, 1911.
Nason, Lucy ...	29 8 0	...	1 January, 1914.
Ndwardwa, Theo. ...	36 15 0	...	1 January, 1912.
Ndlazilwana, Jacob ...	16 16 0	...	1 January, 1912.
Nicol, Matthew ...	70 0 0	...	1 July, 1898.
Njokweni, Alexander Mata ...	21 0 0	...	1 January, 1912.
N'tanta, Luke ...	17 10 8	...	1 July, 1918.
Oates, Annie May ...	45 0 0	...	1 October, 1914.
Ogston, L. (Miss) ...	33 15 0	...	1 January, 1916.
Olver, A. (Rev.) ...	100 17 6	...	5 June, 1917.

3. TEACHERS' PENSIONS—*continued.*

	Amount.	Date.
Pamla, Matilda A. ... ..	£24 0 0	1 January, 1915.
Pauw, A. S. C. ... ..	21 0 0	1 January, 1918.
Pearson, David ... ..	33 0 0	1 July, 1913.
Parkinson, Ellen ... ..	42 0 0	1 October, 1916.
Pfeiffer, Pieter S. ... ..	24 0 0	1 July, 1896.
Pressly, John S. ... ..	75 0 0	1 September, 1915.
Prozesky, Carl (Rev.) ... ..	28 0 0	1 October, 1914.
Quail, John ... ..	52 10 0	1 July, 1900.
Rainier, Arthur G. (Rev.) ... ..	90 0 0	1 January, 1915.
Ramsay, E. (Mrs.) ... ..	55 10 0	1 July, 1916.
Raphael, Sister Mary ... ..	24 0 0	1 January, 1912.
Raymond, Sister Mary ... ..	42 0 0	1 January, 1900.
Redford, C. (Miss) ... ..	84 0 0	1 April, 1916.
Reid, Petronella C. ... ..	39 12 0	1 July, 1911.
Rein, G. J. R. ... ..	82 10 0	1 July, 1918.
Reynolds, Edgar J. R. ... ..	88 4 0	1 January, 1915.
Robinson, Alice M. ... ..	59 13 4	1 July, 1918.
Rosenow, Carl F. W. ... ..	120 0 0	1 April, 1904.
Rossiter, M. B. (Miss) ... ..	27 11 3	1 October, 1909.
Ross, J. N. (Miss) ... ..	21 0 0	1 January, 1916.
Rossouw, Elizabeth H. ... ..	52 10 0	1 July, 1904.
Roux, David G. ... ..	60 0 0	1 January, 1902.
Roux, Gerhardus J. ... ..	96 5 0	1 October, 1913.
Ruiter, A. J. ... ..	24 0 0	1 January, 1917.
Salome, Sarah ... ..	14 8 0	1 July, 1918.
Scheuble, Frederica C. K. ... ..	60 0 0	1 July, 1908.
Sagar, W. (Mrs.) ... ..	43 11 2	1 July, 1914.
Searle, Fanny ... ..	51 12 0	1 July, 1912.
Serfontijn, Margaret C. E. ... ..	26 12 0	1 April, 1909.
Smith, A. E. (Miss) ... ..	80 0 0	1 September, 1908.
Smith, J. E. McE. ... ..	60 0 0	1 January, 1909.
Smith, George (Rev.) ... ..	42 0 0	1 January, 1902.
Smith, Peter ... ..	199 12 0	1 January, 1918.
Smuts, J. E. (Miss) ... ..	49 0 0	1 April, 1910.
Solilo, Alfred ... ..	21 0 0	1 October, 1915.
Soyiswapi, T. A. ... ..	22 18 6	1 January, 1918.
Stocks, Alfred R. ... ..	45 0 0	1 July, 1906.
Sutton, Joseph George ... ..	175 0 0	1 January, 1913.
Stucki, Marinus J. ... ..	100 0 0	1 January, 1903.
Swemmer, John Wm. ... ..	64 15 0	12 November, 1911.
Thwaites, F. A. (Miss) ... ..	69 0 0	1 January, 1911.
Thompson, Agnes ... ..	43 15 0	1 January, 1914.
Tobias, E. Y. ... ..	35 0 0	1 April, 1913.
Tlale, N. S. ... ..	8 8 0	1 January, 1910.
Turpin, Edith E. ... ..	19 16 0	18 April, 1909.
Truter, A. B. du Toit ... ..	73 10 0	1 January, 1916.
Tyamzashe, Peter ... ..	15 16 4	1 January, 1904.
Uys, Izaak ... ..	24 0 0	1 January, 1903.
Underwood, George ... ..	108 0 0	1 January, 1914.
Van der Horst, Ernst J. J. ... ..	56 0 0	1 April, 1904.
Van der Lith, Augusta F. ... ..	59 16 2	1 July, 1918.
Van Heerde, Gerrit L. ... ..	59 10 0	1 April, 1898.
Van Niekerk, Johanna J. ... ..	35 0 0	1 January, 1898.
Van Niekerk, Susan J. ... ..	63 0 0	1 January, 1901.
Van Niekerk-Meyer, C. (Mrs.) ... ..	120 0 0	15 August, 1916.
Varnfield, George ... ..	34 6 0	1 April, 1907.
Venn, Catherine ... ..	18 0 0	1 May, 1901.
Vipan, G. W. ... ..	150 0 0	1 January, 1916.
Visser, J. H. ... ..	26 18 1	1 January, 1918.
Waite, Grace C. ... ..	35 0 0	1 April, 1904.
Watson, Margaret (Miss) ... ..	48 0 0	1 October, 1913.
Weeber, Maria E. ... ..	39 0 0	1 July, 1907.
Whitton, James Reid ... ..	240 0 0	1 April, 1915.
Wilbers, Willem ... ..	23 2 0	1 October, 1914.
Wilson, Thomas W. ... ..	70 0 0	1 April, 1899.
Wium, Johannes van Niekerk ... ..	150 5 10	1 July, 1917.
Xatasi, Wm. F. ... ..	26 19 0	1 July, 1912.
Xavier, Sister M. ... ..	21 0 0	1 January, 1905.
Young, Charles Smith ... ..	131 5 0	1 August, 1917.
Zeeman, Anne (Mrs.) ... ..	20 16 0	1 July, 1911.