

CAPE OF GOOD HOPE.



DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR ENDED 31ST DECEMBER,

1919.

Price 7s. 6d.

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1920.

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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, 1919.

Department of Public Education,
Cape Town, 31st March, 1920.

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

SIR,—I have the honour to present the report on the work of the Department for the period ended 31st December, 1919.

Many of the changes and improvements foreshadowed in the last annual report have come about and altogether the record of the Department's work and activities during the past twelve months is one of steady growth and gratifying advancement. This is all the more pleasing in view of the numerous difficulties, due largely to the unsettling agencies which are so characteristic of these times of industrial unrest and economic pressure.

The thanks of the Department and of myself personally are due to you, Sir, and the Executive Committee, for the kindly consideration which has at all times been so generously extended to all proposals and schemes which were calculated to carry out more effectively the important task entrusted to our immediate care.

I have the honour to be,

Sir,

Your obedient servant,

W. J. VILJOEN,

Superintendent-General of Education.

CHAPTER I.

ADMINISTRATION.

1. HEAD OFFICE.—During the year the position in the head office has been relieved to some extent—first, as a result of the adoption of a scheme of re-organisation of the staff, whereby certain additional posts have been created and filled, and secondly, through the return from active service of certain officers who had been oversea. In its framework the new organisation of the staff is well-conceived, and it merely remains to ensure that the organisation will keep pace with the development and daily work of the Department in all its branches. In addition to the growth of the system, each year brings fresh legislation dealing with important aspects of educational work, and many of these new ordinances involve the Department in much additional labour. In the period under review seven measures were passed by the Provincial Council, and these necessary ordinances naturally broke new ground. To keep abreast of such fresh developments, and to continue uninterruptedly the ordinary duties of the Department, the services of a thoroughly efficient and loyal staff, sufficiently strong, both in regard to grading and numbers, are called for in order to cope with the strain imposed on the office.

2. INSPECTORATE.—At the end of March, 1919, four of the senior inspectors proceeded on leave prior to retirement on pension, namely, Messrs. T. S. Golightly, B.A.; J. H. Hofmeyr, M.A.; E. Noaks, M.A.; and J. G. Tooke, B.A. The Department desires to place on record its appreciation of the valuable services rendered to the cause of education by these officers during their long and distinguished association with the work of education in the Cape Province. It is hoped that they may during their period of retirement enjoy the full recompense of their arduous and meritorious labours.

The seven vacancies on the inspectorate caused by the retirement of the inspectors above referred to, the retirement of Inspector Robertson, and the lamented deaths of Inspectors Cuthbert and Fraser, were, after advertisement and consideration of the large number of applications received, filled by the appointment of the following principals of

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secondary and high schools, namely, Messrs. A. M. Ferguson, M.A., Bedford; S. G. Joubert, B.A., Tulbagh; A. Morrison, M.A., B.Sc., Kroonstad, O.F.S.; J. Roux, B.A., Swellendam; C. J. van der Merwe, B.A., Richmond; H. J. J. van der Walt, B.A., Burghersdorp; and D. J. W. Wium, B.A., Laingsburg.

In consequence of these appointments and the growth of the school population generally it was found necessary to effect a slight re-distribution of inspectorial circuits. The Cape Division, which had in the past been served by Inspectors Noaks and Watermeyer, was on the retirement of the former divided into three circuits, which were placed under the charge of Inspectors Charles, Sinton and Watermeyer. Inspector J. Anders was transferred to Oudtshoorn, *vice* Inspector Sinton; Inspector Ferguson to Butterworth, *vice* Inspector Tooke; Inspector Joubert to Graaff-Reinet, *vice* Inspector J. Anders; Inspector A. Morrison to Swellendam, *vice* Inspector C. Hofmeyr, who was transferred to Paarl *vice* Inspector Golightly; Inspector Rosenow to Piquetberg, *vice* Inspector J. H. Hofmeyr; Inspector Rousseau to Wellington, *vice* Inspector Robertson; Inspector Roux to Humansdorp, *vice* Inspector Charles; Inspector Spurway to Kimberley, *vice* Inspector Fraser; Inspector C. J. van der Merwe to Laingsburg, *vice* Inspector Rousseau; Inspector van der Walt to Steynsburg, *vice* Inspector Spurway; and Inspector Wium to Gordonia, *vice* Inspector Rosenow. This leaves one vacancy in the inspectorate which it is hoped will be suitably filled at an early date.

The post of nature study instructor vacated at the close of last year by Mr. A. B. Lamont, M.A., B.Sc., on his appointment to the principalship of the training school at Kimberley, has in spite of repeated attempts to find a suitable *remplaçant* remained vacant. With the introduction of agricultural science into the secondary school curriculum it is hoped that the Department will succeed in securing for this particular post the services of an experienced teacher who has also made a careful study of the principles of agriculture.

With a view to giving practical effect to the provisions of the ordinances dealing with language and medium of instruction in schools and training institutions, two language inspectors were appointed in the course of the year. The Department succeeded in securing for the important posts Messrs. S. Boersma, principal of the Preparatory Technical (Dutch medium) School, Bloemfontein, O.F.S., and J. C. W. Radloff, Dutch master of the Boys' High School, Kimberley. The two newly appointed officers devoted the greater part of the year to visiting the training colleges and schools with a view to acquainting themselves with the existing conditions under which bilingual teachers are being trained and giving much needed assistance and advice.

The vacancy caused by the resignation at the end of last year of Dr. K. Bremer as medical inspector of schools was not filled until practically the close of the year under review, when the post, owing to the enormous extent of the area to be covered and the ever increasing volume of work, was divided into two. The Department was fortunate in securing for the new medical inspectorships the services of two highly qualified and experienced officers in the persons of Dr. Herbert Maughan Brown, M.D., Ch.B., D.P.H., and Dr. Elsie M. Chubb, B.A., M.D., B.S., D.P.H. The interim vacancy between the retirement of Dr. Bremer and the arrival of the newly appointed officers was ably filled by Dr. C. L. Leipoldt, F.R.C.S.E., medical inspector of schools in the Transvaal Province, who, thanks to the goodwill of the Transvaal Education Department and the courtesy of the Administration of that province, was seconded for temporary service in this province. Dr. Leipoldt's time was fully occupied at headquarters and in the field in organising the work and making the necessary arrangements for the appointment of trained school nurses in anticipation of the arrival of the permanent officers. His report is appended and will be found to convey much useful information and helpful suggestions to those to whose charge the medical inspection of the schools in this province will now be entrusted. The Department desires to offer its thanks to Dr. Leipoldt for his able services and to record its appreciation of the spirit which animated the Transvaal Education Department in placing these services at its disposal.

CHAPTER II.

SCHOOLS.

3. NUMBER OF SCHOOLS.—The number of schools for Europeans as compared with the number for 1918 shows a decrease of 57. If this decrease were accompanied by a fall in enrolment of pupils it would give cause for anxiety. However, in spite of the decreased number of schools, the number of pupils in attendance has advanced. Several causes have operated towards this result. As mentioned in last year's report, the policy of the Department is to centralise education in country schools, to aim at having fewer schools, with a larger enrolment in each, and to secure in as many rural schools as possible an enrolment which will justify the appointment of at least two teachers. It is pleasing to record that many of the school boards have backed up this policy of the Department which, while economical, makes for greater efficiency.

The succession of severe droughts, which have visited the central Karroo and Midlands, has not been without effect on the number of schools. Certain areas, which formerly supported quite a number of flourishing private farm and small primary schools, have been more or less depopulated, the families almost without exception having found their way to industrial centres. The schools in these parts have accordingly diminished in number while the enrolment in town schools has been appreciably increased beyond the normal rate. Incidentally, this movement to the towns has caused congestion and a clamant call for extensions of buildings.

Perhaps the most potent factor in the reduction of the number of country schools and the tax on school accommodation in towns has been the institution of indigent boarding houses under the provisions of the Indigent Children Boarding House Ordinance of 1917. Where indigent pupils formerly received assistance to attend small country schools, at which in many cases the enrolment was maintained by their presence, grants are now held at special institutions established in the vicinity of a public school. Many small country schools have in consequence been closed while the town schools have received a substantial increase in enrolment. At the close of the period under review, 84 indigent boarding houses had been established, and no fewer than 2,604 children were through this agency receiving a satisfactory primary education.

4. CLASSIFICATION OF SCHOOLS.—The following table shows, for the years 1918 and 1919, the distribution of schools for European children according to different types or classes of schools:

EUROPEAN SCHOOLS.		1918	1919	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	...	4	4	...
Industrial Schools	...	13	13	...
Domestic Science Schools	...	3	3	...
Other Schools	...	1	1	...
<i>Secondary Schools:</i>				
High Schools	...	56	58	2
Other Secondary Schools	...	45	41	-4
<i>Intermediate Schools</i>	...	110	122	12
<i>Primary Schools:</i>				
Udenominational Schools	...	1,894	1,888	-6
Church Schools	...	35	35	...
<i>Private Farm Schools</i>	...	643	583	-60
<i>Poor Schools</i>	...	3	1	-2
<i>District Boarding Schools</i>	...	1	1	...
<i>Evening Schools:</i>				
Technical Schools	...	4	4	...
Commercial Classes	...	1	1	...
Elementary Classes	...	12	13	1
		2,840	2,783	-57

5. CRADING OF SCHOOLS.—The system underlying the classification of schools established under Ordinance No. 23 of 1917 will, if the proposals lately formulated by the Department find their way to the statute book, be considerably changed and improved. Under the proposed new system, the schools will be divided into preparatory schools, superseding the old kindergarten schools and consisting of the sub-standards and possibly standards I and II; primary schools, working up to and inclusive of standard VI; secondary schools, carrying on two years of post-primary education up to and inclusive of standard VIII; and high schools with a complete four years' secondary school course, terminating in standard X. The nomenclature, both of the schools and of the standards of the secondary departments, will, therefore, by the adoption of the new designations be systematised.

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SCHOOL BUILDINGS AND EQUIPMENT.

6. NEW ERECTIONS.—A considerable amount of building took place during the year under review. The expenditure in this connection totalled £228,671. Most of the buildings undertaken consisted of much needed extensions, especially in town areas where, from causes already indicated in an earlier part of the report, there was great congestion. The principal new buildings were the following:

Cape Division: Orange Grove Public School;
 Cape Division: Three Anchor Bay Public School;
 Gordonia Division: Uppington Public School;
 Kimberley Division: Beaconsfield Coloured Public School;
 Kimberley Division: Training School Hostel;
 Queenstown Division: Girls' High School;
 Robertson Division: Boys' High School;
 Robertson Division: Bushmans River Public School.

7. FURNITURE.—The question of the types of desks to be used in the various schools engaged the attention of the Department. The technical knowledge and experience of the acting school medical inspector were solicited in order that desks of an approved hygienic type might be decided on. Other considerations, which had to be borne in mind, were the cost of production and the available space. In the latter connection it was ascertained that the accommodation would be decreased by about 25 per cent., if single desks were substituted for dual. Eventually it was decided that in private farm and small country primary schools, where rooms were usually small, the most suitable desk would be one provided with a back rest, made of wood throughout, and accommodating five or six pupils. In the two highest standards of secondary schools, namely standards IX and X, where the pupils approach the student stage, it was decided to allow single desks. In all other cases the type of desk, which the Department will approve of when fresh equipment is being authorised, is the dual desk.

8. DEPARTMENTAL BOOK STORE.—The Provincial Council enacted during the 1919 session that with a view to securing greater uniformity in the matter of text-books and reducing the cost of school material, the Department should construct a list from which all schools under its control would select their text-books. For this purpose a small departmental committee was appointed, which enlisted the co-operation of departmental inspectors and instructors. The publications of the various publishing houses were carefully examined; the requisitions of all schools for several past years were scrutinised; and various other sources of information were tapped. The committee's deliberations were confined to the books and requisites required in the primary standards. This made its task easier, for there is a much greater variety of books in use in the secondary standards. Eventually an approved list of books and requisites was compiled. The Administration decided to open its own store, at which stocks would be kept and requisitions from schools dealt with. It was inevitable that the published official list would meet with criticism and anticipations in this respect were fully realised. On representations made by the two teachers' associations, it was decided that a representative from each of the two associations should be added to the standing departmental committee. From time to time meetings will be held and revised or supplementary lists issued.

9. LIBRARIES.—The provision of books for school libraries is at present left to local effort; but it is hoped that at an early date it will again be possible to grant aid on the pound for pound principle for such equipment. Very few teachers fail to recognise that a library is a necessary adjunct to an efficient school, and teachers throughout the Province deserve great credit for the time and energy which they devote to organising concerts and other entertainments for the purpose of raising the necessary funds. Occasionally private individuals make donations of books, but the main burden has fallen on the shoulders of the teachers, and it is hoped that in all cases their efforts meet with due appreciation on the part of the parents. Seventy-five per cent. of the European schools are now in possession of libraries. Through the generosity of a private donor, the Department was able to present libraries to eighty-one rural schools during the past year.

It is gratifying to report that an increased number of teachers make use of the books of the Department's professional library. Between three and four hundred volumes were borrowed by members of the office staff, inspectors and teachers during the year. Apart from educational periodicals one hundred and thirty volumes were added during the same period.

SCHOOL ATTENDANCE.

10. PUPILS IN SCHOOL.—At the 30th September, 1919, the total European enrolment was 123,007, being an increase of 1,097 for the year. The number of boys was 62,603 and of girls 60,404. The number attending schools under the control of school boards was 110,298, this being an advance of 1,065 as compared with 1918. The numbers at the chief classes of European schools were as follows:—

Secondary	...	...	...	...	...	32,543
Intermediate	...	...	...	...	...	26,394
Primary	...	...	...	...	...	55,071
Private Farm	...	...	...	...	...	4,005
Evening	...	...	...	...	...	1,378

A complete analysis of the enrolment figures, which include 2,474 student teachers, will be found elsewhere in the report. The roll at training colleges and training schools was 1,557; at industrial schools, 699; at art schools, 335; and at the Cape Town school of music, 614.

The annexure which was published in previous reports, showing the classification of pupils in the various standards, is omitted from the report this year. A table, however, is published, showing the distribution of European pupils in secondary, intermediate, primary and private farm schools, the pupils being classified in the standards for which they were preparing at a fixed date in the October-December Quarter, 1919. Particulars have also been obtained from secondary, intermediate, primary and private farm schools showing the ages of the pupils at a fixed date in the October-December Quarter, and it is now possible to give for the Province the average age of the pupils in each standard—statistics which have not hitherto been available.

The number of pupils in the secondary area of high schools continues to increase as will be seen from the following table which shows the enrolment in standards B-E in high schools at 30th September of each year. The increase is partly accounted for by the promotion of two schools, viz., Malmesbury Girls' and Calvinia, to the grade of high schools.

YEAR	STANDARD					TOTAL	
	B.	C.	D.	E.			
1915	...	1,165	1,213	702	725	...	3,805
1916	...	1,761	1,261	733	803	...	4,558
1917	...	1,891	1,433	849	785	...	4,958
1918	...	2,311	1,719	992	974	...	5,996
1919	...	2,571	1,913	1,113	1,002	...	6,599
Increase on							
1918	...	260	194	121	28	...	603

11. COMPULSORY ATTENDANCE.—As foreshadowed in last year's report the principle of compulsory education was further extended by the passing of Ordinance No. 8 of 1919, so that now attendance is compulsory for all children residing within three miles of a public school who are older than seven years, and who have not reached the age of sixteen years or have not passed standard VI. It is felt that the three miles limit should be abolished and the power given to school boards to compel all children, irrespective of the location of their homes, to attend school. This in many cases would entail the provision of daily transport to and from school; in other cases boarding facilities would have to be provided.

12. ADMISSION AGE.—It was enacted in Ordinance No. 8 of 1919 that children should not be admitted to state-aided schools under the age of six years. This measure has given rise to a considerable amount of controversy. There is a strong body of medical and other opinion that it is not for the good of the child, bodily and mentally, that he should be admitted to school at an earlier age. On the other hand, many social workers and others concerned with the subject of child welfare urge the necessity of removing children at an earlier age from the street, and advocate the opening of nursery schools. It is pointed out by them that in the poorer class and more congested areas the only play ground for the child is the street, where education of an undesirable nature is acquired, and in these localities there would seem to be a need for the provision of means of withdrawing a child of tender years from the street and placing him in a better environment. Whether this work should be undertaken by school boards under the aegis of the Education Department, or by bodies delegated thereto by the municipal authorities is a moot point.

The effect of this ordinance on school accommodation was not fully felt by the end of 1919, but in the current year it is bound to make an appreciable difference. Fewer places will be required in the infant department, and the accommodation thus set free will be

available for the more advanced classes. The duration of the stay of the pupil in the sub-standards will likewise as a natural corollary to his later entry to school be curtailed. Expressed in popular parlance this shortened stay in the preparatory classes may be described as a "speeding up." This has been made possible by the larger amount of freedom given to the principals of schools, who need not retain the child in one class until the annual visit of the inspector, but may advance him at any time during the year whenever his progress warrants his promotion to a higher class.

Strong representations have been made, and I am bound to admit that they are worthy of consideration, to the effect that as this measure to a large extent aimed at removing the congestion in urban areas caused by the impossibility during the war period to cope with the demand for increased school and class room accommodation, the provisions of the ordinance should not be rigidly enforced at centres where children below the age of six could be admitted without excluding those falling within the compulsory age and standard limits. It is urged that due consideration should be given to these representations when the proposed consolidating education ordinance is receiving attention.

CHAPTER V. TEACHERS.

13. SUPPLY OF TEACHERS.—The number of European teachers in the service of the Department in 1919 was 6,508 of whom 314 were employed in positions of special responsibility in non-European schools.

SEX.—In the main classes of European schools, viz., secondary, intermediate, primary and private farm the percentage of male teachers was 23.2 as compared with 24.2 in 1918.

PROPORTION OF STAFF PROFESSIONALLY TRAINED.—Elsewhere in the report will be found a table giving full details of the qualifications of all the teachers under the Department, including non-European teachers, arranged according to class of school and professional and academic certificates. In secondary, intermediate, primary and private farm schools the percentage of qualified teachers reached 83.2 as compared with 81.1 last year. In secondary schools 96.5 of the teachers held professional certificates, in intermediate 97.9, in primary 83.8 and in private farm 37.9. If we leave out of account the main classes of non-European schools, viz., B and C, the percentages of teachers under the Department holding the various professional certificates were as follows:—

T3 Certificate	...	...	...	...	...	57.1
T2 Certificate	...	...	...	...	...	14.6
T1 Certificate	...	...	...	...	...	1.6
European Government Certificates	...	...	...	...	...	4.1
Miscellaneous Certificates	...	...	...	...	...	7.1
No Professional Certificate	...	...	...	...	...	15.5

6.6 per cent. held a university degree, 3.9 had passed the intermediate examination or held some other university diploma, and 13.7 had passed the matriculation examination.

14. STAFFING OF SCHOOLS.—It was mentioned in last year's report that the whole question of the staffing of schools was then engaging attention. In the primary school the problem is comparatively easy, as the instruction can almost without exception be given by class teachers. In some cases a slight complication arises from the presence in the school of a group or groups of children whose home language is not that of the vast majority of the pupils.

So long as the secondary schools confined themselves to preparing pupils for the matriculation examination of the university, the question of staffing was by no means a difficult one, although with a system of subject teaching in the secondary school as opposed to class teaching in the primary school, difficulties did arise. These were in the main due to the limitations of the teaching staff. Thus it was no unusual thing to find the plea put forward as justification for the appointment of an additional teacher that no one on the staff could teach mathematics, or science, or latin, or some other subject. With the widening of the matriculation syllabus schools already well staffed began to seek additions to the staff for the purpose of offering alternative subjects such as french, german, greek, or hebrew. The proposed differentiated secondary school courses will offer the schools a further choice of subjects, namely, agricultural science, domestic economy, bookkeeping, typewriting, shorthand, etc.

The experience of the Department has gone to show that the establishment of a particular course of study at one centre with an appropriate staff would lead to all the other schools of the locality desiring to undertake a similar course, and requests for additions to the existing staffs would be hard to resist even although not justified by the enrolment. The only fair way of determining the staff to be allotted to a school is on the basis of enrolment. After long and careful consideration of the staffing systems of other countries and keeping always in the foreground the particular needs of the Cape Province, it became the finding of the Department that the way to combine economy with the greatest efficiency was to state plainly to the schools that they would be provided with staffs on the basis of enrolment, and that it was for them to determine (1) what courses of study would be most appropriate to their particular environment, (2) how many of these courses they could undertake with the staff apportioned to them, and (3) what qualifications they would look for in making appointments to the staff.

With all these considerations in mind the Department came to the conclusion that the primary standards should be staffed on the basis of one teacher to at least thirty pupils, and the secondary standards on the basis of one teacher to at least twenty pupils, with the principal teacher in each case additional.

15. THE TRAINING OF TEACHERS.—The new schemes for the training of teachers have now practically reached finality. The system of pupil teachers so long in vogue in this Province is being discontinued as from the commencement of 1920. In future all entrants to the profession will without exception be required to spend at least two years at a recognised training institution, and the minimum requirement for admission to a training course will be the successful completion of the junior secondary school course ending with standard VIII. On completion of this course candidates for the profession will be drafted to training schools for a two years' course of professional training preparatory to the primary teachers' lower certificate, while those who have successfully completed the full secondary school course at a high school ending with standard X, and have obtained the secondary school leaving certificate or its equivalent, will likewise be required to spend two years at a training college preparing for the primary teachers' higher certificate. At these institutions, too, increased facilities will be provided, as circumstances warrant, for the training of technical teachers, while, under the arrangement likely to be effected with the universities, the training of secondary assistants will become an exclusive function of the universities. As a result of this departure, the practice of the past whereby the inspector of training schools visited also the universities for purposes of inspection and the candidates from these institutions for the second class professional examination were examined by the Department will be discontinued from 1920.

If such important subjects as art, commerce, domestic science, elocution, horticulture and agriculture, hygiene, music (including class singing), physical culture, etc., are to be introduced with success into the secondary school courses, adequate provision for the training of teachers in these subjects, either as special subjects or as necessary adjuncts to the general courses, should be made at certain of the existing training institutions. The Department is strongly of opinion that a departure on these lines should be made at the earliest possible opportunity and that in connection with the training college in Cape Town suitable up-to-date buildings should be erected on a site, large and attractive enough to offer the necessary facilities for the training of specialist teachers.

In this connection, too, the importance should be emphasised of training qualified bilingual teachers. The quality of both English and Dutch has, according to the testimony of the circuit inspectors, deteriorated in a marked degree of late years. Bilingualism in many instances spells inefficiency. Those in charge of education are naturally anxious to apply to the fullest possible extent the principles underlying home language and medium of instruction, and are alive to the importance of producing in the training institutions a type of teacher who will be competent to give instruction in and through the medium of both official languages. Yet, at the same time, for practical purposes the Department would very much prefer the fully qualified unilingual teacher to the person whose only title to teach is a scanty claim to bilingualism.

16. TRAINING OF INDUSTRIAL TEACHERS FOR INDICENT BOARDING HOUSES.—With a view to the proper training of teachers for one-teacher industrial schools it will be necessary for the Department to institute at an early date at one or other suitable centre a course or department or school for the training of industrial teachers. As suitable centres for this particular purpose George and Adelaide, at both of which industrial schools already exist, have been suggested.

17. VACATION COURSES.—While the Department has no intention to revive the old system of vacation courses for untrained teachers, there is a growing feeling that special courses should be instituted to afford an opportunity to trained teachers of meeting and of hearing and discussing methods and desirable changes in matters of education.

Many of our teachers have not had the opportunities which are now offering for acquiring a first hand knowledge in regard to the methods of teaching certain subjects in accordance with the standards which are required by the new curricula of both primary and secondary schools. The time seems opportune, therefore, at suitable centres where university colleges and training schools exist, to institute special courses for the benefit of existing teachers.

The idea has also been mooted to institute in connection with the National Botanic Gardens at Kirstenbosch, in the Cape Division, a series of vacation courses for teachers and students in training. These courses are intended for the study of field botany and other branches of nature study. It is proposed to hold the first of these vacation courses during the coming session and specialists have been asked to prepare papers dealing with the indigenous flora and natural history of Kirstenbosch to serve as text-books for aiding and checking individual observations and as a guide for future work on the same lines wherever such teachers may happen to be stationed. If the experiment is a success, similar vacation courses will be held with a view to improving the practical acquaintance of existing or intending teachers with botany and nature study.

18. TEACHERS' SALARIES AND PENSIONS.—For some time past the salaries of teachers in this province and more especially the salaries of those teachers whose emoluments and conditions of service are regulated by Ordinance No. 23 of 1917 have formed the subject of correspondence and criticism both in the organs of the two teachers' associations and in the public press. The Teachers' Salaries and Pensions Ordinance referred to was the outcome of an agreement arrived at in 1916. Since that date the general aspect of things and the cost of living have materially altered, and the need became increasingly felt for a thorough review of the whole situation. The position was particularly aggravated as a result of the considerable increases in teachers' salaries which were granted in the Transvaal, while in this province the extensive changes in the educational system foreshadowed in last year's report rendered it absolutely imperative to attract to the profession young men and women of promise and to retain the services of those teachers whose academic and professional qualifications and experience made them practically indispensable. In August an inter-provincial conference was held in Cape Town, attended by the Administrators and the Executive Committees of the four provinces. This conference passed a resolution approving of the appointment of a commission consisting of the heads of the four education departments, for the purpose of drafting a scale of salaries and pensions based upon the greatest possible amount of uniformity and adopting as the standard the highest existing scale of salaries and pensions prevailing in any province. In other words, the provinces definitely committed themselves to the acceptance of the principle of an approximation towards uniformity in respect of teachers' salaries and pensions throughout the Union, due regard being naturally had to educational qualifications, length of service and responsibility of work to be performed.

At the annual congress of the Zuid Afrikaanse Onderwijzers Unie, held in December, the Administrator in the course of an important statement indicated his willingness to introduce a scale of salaries in accordance with the aforementioned commission's report, which was based upon the Transvaal system, a percentage deduction being made, however, from the Transvaal salaries on account of the lower cost of living in this province. At a joint meeting of representatives of the two teachers' associations a unanimous finding was recorded against the project of applying to the Cape Province a scale of salaries designed to meet Transvaal conditions. A way out of the difficulty was found by the Administrator agreeing to the Department's suggestion to appoint a special commission, consisting of two representatives of each of the two teachers' associations, two inspectors of schools, and two officials of the Department, with the Superintendent-General of Education as chairman, to draw up a new scale of salaries and scheme of pensions specially designed to meet the exigencies of the times and the peculiar conditions and requirements of the Cape system of education. The South African Teachers' Association was represented on this commission, which commenced its deliberations on December 29th, by Professor F. Clarke, of the University of Cape Town, and Mr. C. C. Wiles, of the Boys' High School, Kimberley; the Zuid Afrikaanse Onderwijzers Unie nominated as its delegates Professor G. G. Cillié, of the University of Stellenbosch, and Mr. P. J. Roos, of the Boys' High School, Stellenbosch; while the Provincial Administration was represented by Inspectors Charles and Sinton, and Messrs. Brunt and Duffett. The commission, after deliberating for a fortnight, submitted a detailed report to the Administrator in Executive Committee. Considerable improvements both in teachers' salaries and pension benefits were proposed in the new scheme, which will be embodied in a new Teachers' Salaries and Pensions Ordinance and submitted for consideration to the Provincial Council at its next session. If these proposals, to which the Administrator and the Executive Committee have tentatively agreed, are passed by the Council, the vexed question of teachers' emoluments will, it is confidently hoped, be relegated to its proper place, and the cause of education will benefit by the devotion to their legitimate duties of those upon whom primarily devolves the important and responsible task of training the State's future citizens.

19. CONDITIONS OF SERVICE OF TEACHERS.—Strong representations are being made in favour of repealing the Teachers' Discipline Ordinance, No. 15 of 1916, the contention being that the work and freedom of teachers are encircled by codes and regulations imposed by external bodies. The ordinance in question was passed at a time when it was felt that teachers should be protected against themselves and safeguarded from attacks and persecution often engineered by personal and political enemies. The ordinance certainly left the teacher unfettered in his professional work and free to develop his own initiative, resourcefulness and originality. Under the new curricula for both primary and secondary schools, teachers are further encouraged to develop their own schemes of work subject to the approval of the Department. There is no foundation, therefore, for the assertion that teachers are being denied the professional freedom which characterises other professions.

The Department has consistently opposed the attempts made to repeal the Discipline Ordinance, and is more than ever strengthened in its attitude now that the conditions of service and emoluments of teachers are about to be placed on a more satisfactory basis. If the Teachers' Discipline Ordinance is to be removed from the statute book without the substitution thereof either of regulations on the lines of the Public Service Act No. 29 of 1912, or of special regulations equally effective and protective, it might, in the unsettled conditions of the times, prove prejudicial to the best interests of the teachers and of the schools, which are after all the nurseries of the nation as a whole.

20. AN ADVISORY BOARD.—It has been urged that an advisory board, representing the teachers' associations, should form part of our educational machinery. The proposal is fully in keeping with the march of events elsewhere, and it would, so far as the Department is concerned, be of material value to have a recognised body to which, as circumstances required, questions relating to schools, curricula and teachers could be referred for consideration and recommendation before they became positive regulations, codes and ordinances. The functions of such a board should be purely advisory, the final decisions and their execution remaining with the Department.

21. TEACHERS' LEAVE OF ABSENCE.—The conditions governing leave of absence in the case of teachers in schools under school boards are laid down in Ordinance No. 23 of 1917, and as is well known, they form a great advance on the conditions prevailing previous to the passing of that measure. In all cases of illness, it is possible for teachers to obtain reasonable relief under the provisions of the ordinance referred to.

In the case of furlough for teachers, which is also provided for in the ordinance, it was found to be practically impossible for various reasons during the period of the war to grant such leave. Latterly, in circumstances of urgency, and where the service of the teacher warranted such a course, it has been found possible to grant furlough, but such cases had to be viewed as altogether exceptional. Although the position in this respect has become somewhat easier, it is still most necessary to restrict applications for furlough, and in considering them, the Department must naturally be guided by the circumstances of each case, including the length of unbroken service without leave which the applicant can show. In dealing with cases on their merits in this manner, it is at the same time necessary to keep within such provisions as may be made on the estimates for this service. All school boards and teachers will recognise the justice of dealing with applicants on these lines.

In the proposed consolidating ordinance it is intended to provide that leave of absence shall be governed in future by regulation, and this will give an opportunity of reviewing the present provisions of the law which govern the question.

During the year the general provisions in regard to leave of absence for teachers in schools under boards were extended, *mutatis mutandis*, to European teachers in European schools not graded under the Teachers' Salaries Ordinance No. 23 of 1917, and to European teachers in non-European training schools, practising schools and industrial departments.

CHAPTER VI.

CURRICULUM.

22. PRIMARY SCHOOL CURRICULUM.—The primary school curriculum published early in the year marks the commencement of a new era in the history of primary education in this province. From the reports of the circuit inspectors, published elsewhere, it appears that the new curriculum has been introduced fairly generally although it is to be regretted that only in a comparatively limited number of cases full advantage has been taken of the freedom granted under the new curriculum to principal teachers acting in consultation with local school authorities to frame their own curricula with a view to

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meeting the educational requirements of the particular environment and of the majority of the pupils attending school. As basic principle of the new primary school course the Department has established the inclusion of only such subjects as should be regarded as absolutely essential to any national system of primary education, it being considered necessary at this stage to lay down the foundation only, upon which the superstructure could be erected in the post-primary stages of education. The introduction into the primary school course of secondary school subjects should, therefore, be consistently discountenanced except, perhaps, in the primary departments of large and well-appointed high schools where the numbers in attendance are sufficiently large to admit of the division of standard VI. pupils into two groups, one consisting of pupils who are not about to proceed upon a secondary school course culminating in the matriculation examination as an entrance examination to the university, and the other consisting of pupils likely to follow a course of secondary education preparatory to one or other of the learned professions.

With a view to supplying much needed information and guidance, memoranda prepared by experts on the most recent methods of teaching the essential subjects of the primary school course have been published and will continue to be published in the *EDUCATION GAZETTE*, the idea being to have these memoranda on completion of the series issued in pamphlet form for circulation among teachers. A laudable example has been set by the training college at Grahamstown in the publication in the college magazine of model schemes of work for the various subjects of the primary school course.

23. CENTRALISATION OF PRIMARY EDUCATION.—It is pleasing to be able to record that considerable progress has been made by school boards in the direction of centralising facilities for primary education in rural areas. There is no doubt that the more enlightened school boards are thoroughly in accord with the Department's policy in the matter. The education which the country child receives in a struggling single-teacher school is a vastly inferior thing to the education which the town child receives in a large and well-staffed school; and yet it costs much more to educate the country child than to educate the town child. If the country child is to be afforded equality of educational opportunity with the town child, there must be steady and determined effort to centralise.

The advantages of centralisation may be summarised as follows:—

- (1) Economy of expenditure, resulting in the setting free of funds for really productive educational work;
- (2) economy in the use of teachers' services, making it possible to employ fewer teachers and consequently to insist on a higher standard;
- (3) lengthening of the life of country schools, due to the disappearance from the system of small and necessarily impermanent schools;
- (4) better organisation of school work, arising from the diminution of the number of classes for which a teacher has to be responsible, and making more efficient instruction possible;
- (5) enrichment of the course of instruction by the inclusion in the curriculum of subjects that cannot be taught in small schools.

This brief summary ought to be sufficient to bring home to those still unconvinced the folly of attempting to cover the Province with a net-work of small schools. Every unnecessary school is a real obstacle in the way of a satisfactory education for the country child. School boards should periodically review the question of the supply of schools in their areas, and see whether it is not possible to consolidate two or more little schools into one strong permanent school. There are several school board areas where great improvement could be effected in this direction.

24. REFORM AND CENTRALISATION OF SECONDARY EDUCATION.—The differentiated secondary school courses adumbrated in last year's report have in the interim been carefully considered, and it is gratifying to note that various important secondary school centres have not been slow in adopting one or other of these courses as special features of the form which secondary education will assume once the details of the syllabuses have reached finality. Gradually, important centres of secondary education are breaking away from the fetish of the matriculation examination as the be-all and end-all of secondary education. The importance of considering the adaptation of the work done in secondary schools to the practical needs of the country and the requirements of the large majority of pupils, who never will enter a university or upon a course of tertiary education, is rapidly gaining ground, with the gratifying prospect of the pre-university secondary school course being gradually limited to high schools which for many years have made a special feature of this particular course. The large majority of secondary schools will in future pay greater attention to the proposed general course for boys and girls culminating in the Department's own secondary school leaving certificate as a suitable passport into life. The details of the various subjects constituting the

differentiated courses of secondary education are at present engaging attention and it is confidently hoped that the joint matriculation board will see its way to recognise the secondary school leaving certificate examination, subject to reasonable checks and safeguards, as an equivalent to the matriculation or entrance examination to the university.

While on the subject of secondary education, it should be noted that the secondary school course comprises four years of instruction in special subjects after completion of the primary school course. The Department has decided at the end of the second year to hold an examination of its own more or less on the lines and of the range and standard of the junior certificate examination, formerly conducted by the University of the Cape of Good Hope, and now by its legal successor, the University of South Africa. The details of the course required for this examination will shortly be published, and the first junior leaving certificate examination will be held, it is hoped, at the end of 1921.

The Department has further had under consideration the question of centralising secondary education in such a manner as to make it possible for the smaller centres to have at least the first two years of the course, and for the larger centres to have the full four years' secondary school course. Central high schools will be established in the immediate future at King William's Town, East London, Middelburg, Beaufort West, George, Uitenhage, Ceres, Caledon and Montagu, while the existing school buildings at all these centres will be exclusively used as primary schools. In other words practical effect is being given to the system advocated in last year's report under which it was proposed to detach the secondary school from the primary at suitable centres and to establish self-contained high schools at such places provided the number of pupils in both primary and secondary departments warranted the expenditure involved. As a matter of fact, at the centres mentioned the adoption of the scheme of centralised secondary education will, owing to the possibility of obviating unnecessary duplication of staff and class-room accommodation while, at the same time, enhancing the general efficiency, result in a material saving. Plans for the construction of suitable new secondary school buildings at these and other centres are well under weigh. The objection made by certain authorities and many parents against co-education has happily not been of sufficient strength to arrest the progress of the scheme. The Department, while not actively participating in the controversy that centred about this question, has made it sufficiently clear that the system of mixed secondary and high schools will be enforced only at those centres which are not large enough to support independent secondary schools for boys and girls. The system of co-education meanwhile has found staunch advocates in the three medical inspectors of schools whose advice was specially sought. Besides, it could not be justly regarded in the light of an innovation as most of the schools of this province have for many years been co-educational.

25. THE POSITION OF AFRIKAANS.—The provisions of Ordinance No. 25 of 1919 do more than place Afrikaans in a position of absolute equality with Nederlands; they assume that it is an independent language capable of fulfilling all its functions without assistance from Nederlands. Afrikaans may be used for any purpose; and, in so far as Afrikaans is introduced, Nederlands is to be discarded; the two are mutually exclusive.

Although the primary duty of the Department is to carry out the laws and ordinances placed on the statute book rather than to discuss them, the question of the use of Afrikaans as a medium and as a subject of instruction is one of such vital importance that it seems desirable to survey the position and call attention to some of its main features.

Some years ago the theoretical and practical equality of the English and Dutch languages was the ideal for which the supporters of the Dutch language were working; and by "the Dutch language" was meant Nederlands. For good or ill, the position has changed only a few years after the Act of Union; and Nederlands is now regarded by many as to all intents and purposes a foreign language. The idea of Dutch (Nederlands) ever becoming a medium of instruction in our system of public education and in daily life, alongside English and on terms of equality with it, can now no longer be entertained.

The substitution of Afrikaans for Nederlands as the medium of instruction for Dutch-speaking children in the early stages of school life is certainly educationally sound; Afrikaans has assumed so definite a form that it cannot be regarded as imperfect Dutch, and it fulfils the requirements of daily life so completely that there is no need for the use of Nederlands for ordinary purposes. Even if it were found possible to devote some time in the final standards of the primary school course to instruction in Nederlands as a subject, the educational value of so short a period of study at that stage would be small, while the wisdom of attempting during the primary school course two languages in addition to the pupil's home language would be more than doubtful. As far as the primary school is concerned, it certainly seems best, therefore, to exclude Nederlands altogether and to have Afrikaans and English as the two languages in use.

The position is, however, considerably different in the secondary school. There a language is studied not merely as a vehicle of expression, but also as an introduction to a great body of literature; and the loss of the key to the splendid treasure-house of Dutch literature is not one to be regarded with equanimity. It seems to be taken for granted in

some quarters that Afrikaans may safely displace Nederlands entirely in the secondary school and the university, and that the difficulty of reading Nederlands books will be no greater ten years hence than it is to-day; but it ought to be seriously considered whether this assumption is justifiable. The Afrikaans which is spoken and written by the present-day professors, preachers and teachers is an Afrikaans enriched by the Nederlands which they had the privilege of studying for years; and it is impossible at present to forecast with any certainty the linguistic equipment of students who have, at both primary and secondary schools, learned only Afrikaans. No matter how rapidly Afrikaans literature may expand, it cannot hope to rival that of the Nederlands as a basis for intellectual culture; it must long remain a mere subsidiary section of the great body of Dutch literature.

If, then, the pupils of our secondary schools are to have a literary culture on the Dutch side at all comparable to that which they will receive on the English side, it would appear to be wise to retain Nederlands as a subject, though Afrikaans will naturally be used as a medium of instruction. The Department, as may well be imagined, is very eager that every pupil leaving the secondary school and proceeding to a training college or university should be able to have access to the treasury of Dutch literature and should have acquired such a command of that language as to be able during his further courses of study to develop that fine pure quality of style which gives to any written matter, be it Nederlands or Afrikaans, its most valuable characteristic—literary merit.

CHAPTER VII.

INSPECTION AND EXAMINATION.

26. INDIVIDUAL AND CLASS INSPECTION.—During the year ended 31st December, 1919, 4,910 inspections of schools, European and non-European were held, and 2,325 informal visits were made. In addition the departmental instructors and instructresses paid 2,199 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 inspectors.

To a limited extent the system of inspection was changed during the year under review, but the year 1920 should see the new system in full working. Individual inspection was replaced by class inspection in various older countries some years ago, and inspectors were largely guided by the experience of these countries in the methods they adopted in examining schools which were this year exempted from individual inspection.

One great advantage of the change has been that it is now possible to make the school year coincide with the calendar year. This will mean that a pupil transferring from one school to another owing to change of residence should find his new class-mates at the same stage as those he left; and it will obviate the necessity of holding him back for three or six months till the next annual inspection takes place, as was often the case in the past. Freed from the necessity of testing every child individually in every subject and yet anxious to make sure that a sufficiently satisfactory average of attainment in each subject was being maintained, inspectors have been able with the assistance of the class teachers to divide classes into representative groups and to test the groups one in one subject and another in another. This resulted in a considerable saving of time which became available for other purposes, and in making the inspection visit more helpful and stimulating than was previously possible. Another device adopted was to concentrate attention specially on the teaching of one subject throughout the school, and to see that the work of one teacher dovetailed into that of another, and that there was neither gap nor overlap. It was found also that meetings with the staff at the conclusion of the visit were helpful. A word of warning should be sounded. It was the experience in other countries when class inspection superseded individual inspection that in many cases there was a slackening of effort. The teaching profession is an honourable one—there is none more honourable—and in the Cape Province the devotion of the members of the profession to their duty has been repeatedly remarked, and is a source of gratification to all concerned in the work of education. It is hoped and believed that here there will be no diminution of effort, but that with the greater freedom allowed and the absence of the cramping effects of an individual test, even better results will be obtained and greater progress made than in the past.

27. EXAMINATIONS.—Elsewhere is published a complete summary of the matriculation results for 1919. These statistics are not published with a view to advertising the examination, but rather to deduce from them certain useful inferences.

In the first place, it must be observed that the Cape Province has to its credit a quite disproportionate number of the passes and honours. The European population of the Cape is considerably smaller than the combined population of the three other Provinces, and yet it has over sixty per cent. of all the passes. At present, two candidates pass in the Cape for one in the other three Provinces in proportion to the population. There is, of course,

still a considerable percentage of secondary pupils in this Province whose homes are outside its borders, but, for purposes of examination and comparison, it would be both unfair and impossible to eliminate this percentage from the statistical returns.

The next point to observe is the high percentage of failures. Over fifty per cent. of the total number of candidates for the matriculation examination failed this year. The failing subjects were, as usual, latin and mathematics. One regrets to add to this list history, a subject which, from the examination point of view, has always been unsatisfactory. The Department does not protest against the great slaughter of candidates in the matriculation examination. Those who are responsible for the conduct of this examination have a right to determine whether the candidates are fit for entering on courses of university study. That is one side of the question.

The other and equally important aspect is that some means must be devised for giving suitable recognition to those candidates who, having worked successfully through the full secondary course, do not pass the matriculation examination or propose to proceed to a university. It is with this end in view that the Department has decided to institute a leaving examination for pupils who have completed the junior secondary school course, terminating in standard VIII, and another for those who have completed the full secondary school course up to standard X. The former will be held for the first time at the end of 1921. The latter will, in all probability, be held for the first time two years later. The secondary school has so far merely served as a fitting school for the university, in spite of the fact that hardly more than ten per cent. of the pupils enter on higher courses of study. The secondary school curriculum has, therefore, embraced only those subjects which figure in the matriculation examination, with the result that little or no attention has been given to religious instruction, music, the fine arts, commercial subjects, manual instruction and domestic science. When once our system of secondary education is liberated from the shackles of the matriculation examination, there will be an opportunity for so arranging the curriculum of our secondary schools as to admit of differentiated courses of study with a view to meeting the practical needs of the country and the aims and aspirations of parents in regard to their children's secondary education. The framing of the new secondary courses marks an important step in this direction, and it now remains for the new scheme to be truly reflected in the organisation of schools, so that the work of secondary education may proceed on more practical lines than in the past.

CHAPTER VIII.

NON-EUROPEAN EDUCATION.

28. NATIVE EDUCATION.—The outstanding feature, so far as Native education is concerned, during the period under review is the appointment in June, 1919, of a commission consisting of fifteen members for the purpose of considering and reporting on the present condition, the immediate requirements, and the future development of Native education in this Province. All interests and departments were suitably represented in the personnel of this commission, on which officers of state experienced in the administration of native affairs, members of the inspectorial and teaching staffs of the Department and representatives of both races served. The sittings of the commission, over which the Superintendent-General of Education presided, were opened at Umtata on 25th June, 1919, and terminated at King William's Town on July 18th, 1919. Appended is the report of the commission, which will engage the attention both of the Department and the Administration during the forthcoming year. The report is of more than ordinary importance and will afford ample material for reflection to all who are earnestly interested in the intellectual and social uplifting of the native races in South Africa.

29. COLOURED EDUCATION.—Simultaneously with the overhauling of the existing system of European and native education the question of evolving a suitable scheme of coloured education in the Province engaged the attention of the Department. It was found impossible to appoint a special commission to deal with this most important aspect of education, but the Department solicited by circular letter the views of persons who were known to it as competent and experienced authorities on the subject. These views have been carefully considered by a small committee of inspectors and have been collected and collated in the form of a memorandum which appears as an appendix to the report. While the Department is in no wise committed to the views put forward in the document under reference, it is confidently anticipated that the information thus gained will prove of material assistance in the solution of this extremely knotty educational problem.

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CHAPTER IX.
LEGISLATION.

30. NEW ORDINANCES.—Seven ordinances dealing with educational matters were passed by the Provincial Council during the 1919 session. The following list indicates their general nature:—

- 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.

Of the above measures by far the most important is the Compulsory School Attendance Ordinance which extends the compulsory attendance age-period from seven-to-fifteen to seven-to-sixteen, the standard of exemption being simultaneously raised from standard V. to standard VI. This important measure makes general the education of all European children for the whole extent of the primary school course, except where the child resides beyond the three-mile radius of a school. Even here, however, such children are not neglected, as, under the system of indigent boarding houses established under Ordinance 11 of 1917, special provision is made for bringing under instruction neglected children beyond the three-mile radius.

In connection with the indigent boarding houses just referred to, Ordinance 5 of 1919 makes provision for the establishment of single-teacher industrial schools, which should go far to extend suitable vocational training to those children who are brought in to the indigent boarding houses. Ordinance 21 mentioned in the list above makes further improvement in the salary system; and Ordinance 10 confers on European schools in the Transkei and elsewhere, which are at present not under school boards, the full benefits of the school board system.

The claims of Afrikaans as a medium and subject of instruction in public schools have been dealt with in Ordinance No. 25 of 1919. This Ordinance gives complete freedom of choice in regard to the use of Afrikaans as a medium of instruction or as a subject in all or in any standards of a school where Dutch (Nederlands) would otherwise be used and where the committee considers it expedient to adopt such a course of action.

CHAPTER X.
FINANCE.

31. APPORTIONMENT OF GOVERNMENT EXPENDITURE.—The expenditure on education during the year ending 31st March, 1919, was £1,403,841, as against £1,150,534 for the previous year. The following statement shows how these totals were made up:

	1918.	1919.
1. Head Office (Administration) (including transport)	£12,065	£15,880 14 2
2. Inspection (including transport)	40,036	39,896 2 8
3. Training of teachers	89,497	102,709 12 11
4. Schools under school boards (grants-in-aid)	717,561	924,035 9 10
5. Schools not under school boards	45,065	47,379 12 9
6. Schools under missionary control	120,998	135,661 7 10
7. Industrial schools	18,715	23,074 13 10
8. Good service allowance	38,497	13,975 3 10
9. Pension fund	4,500	2,500 0 0
10. Incidental expenses	39,710	53,107 3 4
11. War bonus	23,880	36,200 8 9
12. Indigent boarding houses	—	9,420 12 10
Total	£1,150,524	£1,403,841 2 9

It will be seen that the principle increase in expenditure has been caused by augmented grants to schools under school boards. 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, the percentage of the total expenditure is the low figure of 1.13; as mentioned in last year's report, it may be safely said that nowhere is education administered more economically than here.

32. SCHOOL BOARD FINANCE.—On the 30th September, 1918, school boards had under their control 2,706 schools, with 5,595 teachers and 111,917 scholars on the roll, the corresponding figures for the year ended 30th September, 1917, being 2,764 schools, 5,427 teachers and 106,514 scholars. These figures should be borne in mind when consideration is given to the following statement of school board income and expenditure:

INCOME.		
	1917.	1918.
Government Contributions:		
(1) Grants	£541,193	£619,554
(2) Deficits	164,568	70,279
Total Government contributions	£705,761	£689,833
Local Contributions:		
(1) School fees	£220,386	£209,163
(2) Sale of books, etc.	21,757	21,491
(3) Other	5,183	6,322
(4) Rates	43,428	5,162
(5) Boarding departments	68,003	67,961
Total Local contributions	£358,757	£310,099
Grand Total	£1,064,518	

EXPENDITURE.		
	1917.	1918.
(a) Administration:		
(1) Salaries of school board officers	£29,990	£32,216
(2) Other expenses	15,968	22,840
Total administration	£45,958	£55,056
(b) Schools:		
(1) Salaries of teachers	£761,311	£955,096
(2) Other expenses	202,307	214,876
Total schools	£983,618	£1,169,972
(c) Boarding departments	£109,219	£122,703
Grand Total Expenditure	£1,118,795	£1,347,731

CHAPTER XI.

MISCELLANEOUS.

33. MAYORAL RECEPTION.—The Mayor of Cape Town (Mr. Councillor W. J. Thorne) was responsible for a very pleasant innovation in connection with the social life of teachers and scholars in the form of a reception held in the City Hall on the evening of 11th April, 1919. The function, which proved most successful, primarily aimed at introducing the large number of secondary and university students from the various high schools, training schools and the University of Cape Town, who had come for purposes of further education from the outlying parts of the country, to the public and the civic [C.P. 4-'20.]

authorities of the Mother City. The spacious City Hall was too small to accommodate all the guests who were invited, showing the extent to which Cape Town has become a centre of learning and training not only for University work but for the study of music, art and other branches of culture.

34. BIOSCOPE IN SCHOOLS.—Several business firms have been actively developing the idea of utilising the bioscope as an auxiliary for educational purposes and during the past year two forms of machines have been submitted to the Department with a view to their introduction into schools and colleges. Though the advocates of these auxiliaries are naturally inclined to over-estimate their practical usefulness, there can be no doubt that the bioscope is calculated to play a prominent part in the immediate future in visualising instruction given in various branches and directions of school activity, and the Department would, therefore, urge local school authorities to avail themselves of the opportunity of testing the suitability of the bioscope or pathoscope or any other machine designed for school use.

35. SCHOOL MUSIC.—Substantial prizes were placed at the disposal of the Department by Mr. J. B. Taylor, of Wynberg, for the best original national school songs. A large number of competitors responded to the invitation for original compositions in English and Dutch. Unfortunately the adjudicators were unable in the first instance to recommend any of the compositions for an award. A second invitation appeared in the *Education Gazette* and once more a considerable number of aspirants responded. A new panel of adjudicators was appointed, and in the end the three best poems, two in English and one in Dutch, were selected. These will be published in the *Education Gazette*, and when once set to appropriate music, will be introduced into our schools. The thanks of the Department are due to Mr. Taylor for his munificence and to the adjudicators for their services gratuitously placed at the disposal of the Department.

In several of the training schools and colleges gratifying progress has been made during the year in connection with the musical culture of the students in training, and the new secondary school course which will shortly be published includes an important note on the subject of music, suggesting a number of plans that have been found useful in other countries and have been adopted with success by certain of our training schools. The school choir competitions in the various districts continue to be vigorously carried on, and it is gratifying to report that there is no diminution of interest in this valuable form of stimulus to local effort.

36. NATIVE HANDIWORK EXHIBITION.—One of the most interesting events of the year was the Native Industrial Exhibition which was held at Umtata in April and at which the Department was represented by several of the Transkeian inspectors and instructors and by Mr. James Rodger of the head office. From the reports received it is evident that the whole community of the Transkei was deeply interested in the exhibition and that there was a universal feeling of satisfaction with the work which was shown and with the demonstrations of industrial occupations which formed so prominent a feature of the exhibition. It is hoped that the impetus felt as a result of this exhibition will not be allowed to die away.

37. INDIGENT BOARDING HOUSES.—Indigent boarding houses founded under the provisions of Ordinance 11 of 1917, are now being established all over the Province, mainly under the aegis of the Dutch Reformed Church. In this connection the services of the Rev. D. P. van Huyssteen, of Montagu, and the Rev. J. R. Albertyn, of Willowmore, have proved invaluable. Now that these institutions have been opened on such a large scale and indigent children from the rural areas are being brought into towns in considerable numbers, it will be necessary for the Administration at an early date to consider the appointment of an organising and supervising inspector or commissioner of industrial schools.

38. SCHOOL BURSARIES.—During the year, several valuable gifts of money for bursary purposes have been given at Bedford, Cradock, Kingwilliamstown, Kokstad, Mossel Bay, Port Alfred, Richmond and a number of other places. The public-spirited action of the various donors deserves the highest commendation, and is well worthy of emulation throughout the province. Schools and classes for giving instruction of a post-primary nature exist in large numbers; but owing to lack of local encouragement of, and interest in some of these institutions the number of pupils benefiting is comparatively small. In the days before the existence of school boards, a considerable share of the expenditure on education was defrayed from local sources—by gifts from private individuals and from public bodies not directly interested in education, and by the promotion of entertainments, sales of work, etc., in aid of school funds. Now the money for the conduct of the schools is provided out of Government funds and school fees; but it would be a pity if local initiative were to cease and if, in consequence, any source of revenue for

educational purposes were allowed to dry up. There is need in our system for a scheme of bursaries to enable the deserving pupil to make full use of the opportunities provided by the State; and the local generosity and enterprise formerly required for carrying on the schools could now most usefully be employed in bringing the higher-grade schools within the reach of those who would profit by a post-primary course of education.

39. ARRANGEMENT OF SCHOOL TERMS.—From time to time representations have been made to the Department in favour of a reversion to the old system whereby schools opened and closed on Wednesdays, instead of opening on Mondays and closing on Fridays, as has now been the custom for a number of years. The main argument advanced in favour of the proposed change has always been that the present arrangement necessitates Sunday travelling. This point has had the most careful consideration, and the Department, in fulfilment of a promise given, has invited school authorities to compare the two draft calendars which will be published for the year 1921, with a view to arriving at a settlement of this most intricate question. The arrangements of school terms must be such as primarily to suit the interests and convenience of the day pupils who are in the vast majority, and the objection to Sunday travelling by pupils is at present obviated by the permission granted at the discretion of principals to pupils resident in recognised boarding establishments to leave for their holiday destinations one or two days before the schools close for the long vacations.

CHAPTER XII.

GENERAL CONCLUSIONS.

40. SUMMARY OF VIEWS AND RECOMMENDATIONS.—Perusal of the report will show that practically the whole field of education so far as it is a provincial function has been surveyed. The changes already brought about or in process of coming and the reforms indicated mark the true line of progress and are, in the opinion of the Department, essential to meet the educational needs of the nation as a whole. They may be briefly summarised as follows:

41. LOCAL ADMINISTRATION.—The present system of local control is, on the whole, unsatisfactory. In the opinion of many the system, whereby schools are governed by small committees, is intolerable owing to the prevalence of personal prejudices and petty local interferences. It is suggested that larger administrative areas should be instituted governed by education boards vested with greater powers and duties.

42. FREE PRIMARY EDUCATION.—There is a very marked consensus of opinion in favour of free primary education, the contention being that all state education should be free up to and inclusive of the standard of compulsory attendance. It would not be wise to introduce any such measure without paying due regard to an equally strong desire on the part of a by no means negligible minority who favour a system of fee-paying schools side by side with free schools, so as to provide adequate educational facilities for all the children of the State whether their parents are in a position to pay or not. Similarly, it would be wise to consider in this connection the possibility of extending the application of the principle of free schools to Coloured and Native primary education.

43. PRIMARY SCHOOLS.—The curriculum for primary schools, issued and referred to last year, shows a wise disregard of all subjects which are not essential in every case and which should not be introduced during the primary stages of education. Teachers and local authorities should avail themselves to a much larger extent of the right and privilege of framing their primary courses to meet the needs and requirements of the majority of pupils, and the wishes of parents in respect of their children's education. Especially in rural districts as much time as possible should be devoted to practical education, with a view not only to the training of the hand, eye and brain, but also to the pupils' acquiring an intimate knowledge of the natural conditions and pursuits of the district in which the school is situated and with which their future lives will be bound up. In the primary education of boys, manual instruction, and of girls, hygiene and domestic arts, should in the rural areas therefore play a more important part than hitherto.

44. SECONDARY EDUCATION.—Similarly, in secondary schools, governing bodies and teachers should be allowed and encouraged to present their own schemes of work suited to the needs of the majority of the pupils and to have their pupils examined thereon. The mistake of the past has been that the instruction given, because of the system of external examinations, has been too rigid and uniform, the sole aim being to prepare all pupils, regardless of their future avocations and mental equipment, for the matriculation examination, which served the double purpose of a leaving certificate examination and an

entrance examination to the university colleges. The highest aim of secondary, and in fact of all education is to develop individuality and originality, and the secondary school should, by means of differentiated courses, provide for the varying needs of the pupils and give them a liberal and well-balanced education. There should be room, therefore, for subjects other than latin and mathematics. In addition to manual instruction, domestic arts and hygiene, already mentioned, the secondary school should be so equipped as to prevent any pupil from passing into life ignorant of the great personal and social facts and problems of life. Greater stress should be laid on the teaching of civics so as to inculcate a knowledge of the duties and responsibilities of citizenship and of the facts essential to an intelligent participation by the individual in the life of the community. No subject is more potent in teaching the beauties of order, the usefulness of rules, the divineness of laws, the force of co-operation, and the strength of union, so necessary in these days of discord and division, than music and more especially class-singing and orchestral music.

45. SECONDARY SCHOOL BURSARIES.—If primary education becomes free and secondary schools remain fee-paying, as is anticipated, the question of providing deserving pupils on completion of the primary school course with suitable facilities to take a full course of secondary education will have to be faced, especially where such pupils are not in a position to receive post-primary education in their native town or district, or if the parents are in necessitous circumstances. The Department has, therefore, in anticipation of the advent of free primary education, had under contemplation regulations governing a complete secondary school bursary system, providing for the cost of maintenance of necessitous pupils while attending a secondary course of education away from home. These regulations will be submitted in due course, and, if approved, will greatly assist the Department in carrying into practical effect the proposed measures restricting the scope of certain schools to the primary school curriculum and allowing others to have a two years' secondary school course, preparatory to a further two years' course ending in the secondary or high school leaving certificate examination, of a standard and range equivalent to the present matriculation examination.

46. EXAMINATIONS AND INSPECTIONS.—It is intended to reform, not to abolish the system of public examinations and departmental inspections. While greater value should be assigned to the teacher's estimate of the progress and standard of attainment of individual pupils, it would be unwise with one stroke to abolish the system of the past. Constructive criticism and enlightened supervision are always necessary and will continue to be essential so long as a large percentage of the teachers are professionally unqualified. Besides, it is a primary duty of the State to ensure that the monies voted for public education are judiciously applied. The examinations for entrance to the public service, the teaching profession and the universities, should, subject to such checks and safeguards as might be deemed necessary to meet particular cases or courses, be controlled by the Department.

47. CO-EDUCATION.—The question whether boys and girls should be educated together in the post-primary stages has engaged the serious attention of the Department during the year, and in connection with the scheme of centralised secondary education it has been laid down as a general policy that, where the constituency is not large enough to provide for separate boys' and girls' secondary schools with differentiated courses, there should, with a view to saving wasteful duplication of staff, buildings and equipment, be central secondary or high schools for boys and girls combined. This policy has been readily adopted at such important centres as East London, King William's Town, Uitenhage, George and Beaufort West.

48. CO-OPERATION AND CO-ORDINATION.—The tendency clearly is to establish at suitable centres a greater measure of co-operation and co-ordination between secondary and training schools and also between training schools and universities or university colleges in so far as the work is common to both. There should be much less teaching of the ordinary academic subjects in the training schools, whose primary duty should be to initiate the pupils in training into the art and methods of teaching, while the actual instruction in the ordinary school subjects could be usefully provided by means of co-ordination with the work of the neighbouring secondary and high school.

49. THE TRAINING OF TEACHERS.—The Department has virtually arrived at an understanding with the universities whereby the training of primary teachers and of teachers of special practical subjects will remain a departmental function, while the universities will attend to the training and examination of secondary teachers. It has further been suggested that for the benefit of existing teachers the universities should institute special or vacation courses in those subjects in which specialised instruction according to the most recent and approved methods is desired.

50. TEACHERS' SALARIES AND CONDITIONS OF SERVICE.—The need for improvement in respect of the salaries and conditions of service is so apparent that the Department does not think it necessary at this stage to do more than to point out the advisability of bringing about the long felt and eagerly cherished reform in this connection. Otherwise, it will become impossible to attract to the profession young men and women of promise and to retain in the service teachers possessing the requisite qualifications—men and women of character, ability and initiative. It is hoped, therefore, that the coming year will mark the dawn of better days for the teaching profession and the cause of education generally.

The staffing requirements and the size of the classes and schools have likewise been under consideration, with the result that the Department is about to introduce changes in this connection which will afford an opportunity both in the primary and secondary schools for a greater measure of attention being devoted to the pupils individually.

51. MEDICAL INSPECTION.—With the introduction of medical inspection into the system of education of this Province, the need for medical treatment is self-evident and generally accepted. Medical inspection without medical treatment is to a large extent futile. The Department is convinced that if medical treatment is to be made compulsory, it will be imperative to provide at certain carefully selected centres school clinics. For the present closer co-ordination and co-operation between the Departments of Education and Public Health are necessary until the question has been finally settled whether medical inspection of schools should remain with the Provinces or become a function of the Union.

52. CONCLUSION.—In conclusion, I desire to give expression to my deep gratitude to the members of the head office and field staffs for the cordial co-operation and loyal support which they so unstintingly rendered me in the performance of the great and responsible duties devolving upon me as head of the Department. With the betterment of the status and conditions of service of teachers, and the enormous increase in the volume of work for which the members of the clerical and inspectorial staffs are responsible, it is to be hoped that an equivalent amelioration of their position will come about as a result of the deliberations of the Public Service Inquiry Commission at present sitting at Pretoria. If not, it is greatly to be feared that almost insuperable difficulties will be experienced in the immediate future in attracting to the Public Service, and especially to the inspectorate, men and women of outstanding qualifications.

During the year the following outlying centres were visited officially by me:—Alice, Beaufort West, Bedford, Caledon, Cambridge, Ceres, Clanwilliam, East London (2), George (2), Graaff-Reinet, Grahamstown, Great Brak River, Humansdorp, Karredouw, Keiskamahock, Kingwilliamstown (2), Knysna, Kokstad, Lovedale, Malmesbury, Middelburg (2), Montagu, Moorreesburg, Mossel Bay (2), Murraysburg, Port Elizabeth (2), Richmond, Swellendam, Uitenhage, Umtata, Victoria West and Villiersdorp.

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

B. REPORTS OF INSPECTORS AND DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

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INSPECTOR ANDERSON'S REPORT. TRAINING COLLEGES AND SCHOOLS.

It was pointed out in a special memorandum, dated December 29, 1919, that the number and enrolment of the Training Schools under my charge—European, Native, and Coloured—have more than doubled during the past ten years; and it is becoming increasingly difficult for me to arrange for effective personal inspection of all the institutions and students concerned. The appointment of an assistant, or some other measure of devolution is indeed long overdue.

I. European Training Colleges and Schools.

In addition to those in the Departmental training colleges and schools, students taking teachers' courses of training were examined by me in three University training departments. As the latter institutions do not receive financial support from the Provincial Administration, the arrangement by which their students are examined by the Education Department of this Province has for some time been felt to be unsound; and it is understood that the arrangement will now cease. I may be allowed to state here my personal view that the practical training of primary school teachers should be definitely confined to the training colleges and schools under the control of the Department.

Courses of Training. The proposed change by which all training of primary school teachers will be concentrated in the training colleges and schools has been repeatedly urged and is warmly welcomed; but it is important that the privilege of training higher certificate students should be extended cautiously, and only to those training schools which are adequately staffed and equipped for the purpose. In 1919 less than 8 per cent. of the students in the training schools took the higher certificate (T2) course though it is hoped that the percentage will be greatly augmented in future. Further, the low percentage of male students, 10 per cent., points to a limitation, in the interests of economy and sound administration, of the number of male appointments to the principalships of training schools. Another matter of administration which will have to be faced soon is the determination, to a reasonable approximation, of the number of students each centre can efficiently train (especially from the point of view of practice teaching), and to take steps, by proportionate allocation of students' grants, that this number is reached but never seriously exceeded. As the professional course for the primary teachers' lower certificate is being reduced from three to two years, it is extremely important that the students should, during their two-years' secondary course, reach in certain subjects—drawing, music, and manual training—the standard which is regarded as necessary for their future work as teachers. When the actual courses of professional training are revised, both the higher and the lower, it is strongly urged that hygiene and physical culture should be given a much more important place than is now the case. It is generally agreed that a medical certificate, testifying to physical fitness, should be required of all students entering on a professional course of training. As to other forms of teachers' training, it has long been urged that the Department should undertake the training of physical culture teachers. An augmented supply of domestic science teachers, as well as a supply of commercial and technical teachers, will be rendered necessary by the new secondary school courses.

Official Languages. Steady progress in regard to instruction and training in the two official languages has been effected since Union; but further advance is necessary if anything like a fully efficient bilingualism is to be attained by our student-teachers. It is hoped that students may gradually take more subjects of the course through the Dutch medium; but the choice of medium rests with the student, and any suggestion of compulsion might do harm. Moreover, it would be unwise to press on too rapidly in the training schools, till some finality is reached as to the form of Dutch (economy demands there should be one only) which is to be accepted for ordinary school purposes in South Africa. A vital difficulty is the absence of facilities in certain practising schools for practice teaching in both official languages: this is particularly the case in the English centres, but the difficulty, in inverse form, occurs in Dutch centres as well (e.g., at Wellington).

II. Native and Coloured Training Schools.

Progress in this field has for years been steady and continuous. From the administrative point of view, it is now desirable that, as a general principle, Native and Coloured student-teachers should be trained in separate institutions. Further, the training of Coloured teachers should, like that of Natives, be more fully—or entirely—concentrated in training schools.

Courses of Training. It has long been felt that, in addition to the pupil-teacher junior course there should be instituted, both in the Native and the Coloured field of education, more advanced teachers' courses, viz., (1) a higher primary teachers' course, specially for teachers in standards V. and VI.; (2) a special infant school course for girls, who would teach in the larger infant school departments.

Limitation of Enrolment. Inadequate practice classes form an even more serious difficulty in the Native than in the European training schools. Even a proportion of 3:1, as between the enrolment of pupils and students, is too low for efficient practical training. Yet the proportion is much lower in certain Native training schools, e.g., Lovedale and Blythwood. Limitation of enrolment is in such cases absolutely essential, even if such a policy necessitates the opening of new training schools; but, even with the present number of training schools, a much better distribution of students is possible.

REPORT OF MESSRS. BOERSMA AND RADLOFF, LANGUAGE INSPECTORS.

During the latter half of 1919 we jointly visited all the training schools in the Province to inquire into the carrying out of the language ordinances and at the same time to conduct examinations in Dutch reading, recitation and practical teaching.

Although attempts are everywhere being made—as far as circumstances permit—to give the student teachers a thorough, bilingual training, these endeavours are not always crowned with success. The most important obstacles in the way of giving sound instruction in the Dutch language and in the teaching through the medium of that language are:—

(a) The fact that some student teachers come to the training school with no knowledge whatsoever or with a very limited knowledge of Dutch. It naturally then becomes impossible—however hard teachers and students may work—to send out bilingual teachers three years later, or in some cases after only a single year at the institution.

(b) Insufficient opportunity for the student teachers to practise giving instruction through the medium of Dutch, because little or no instruction through that medium is given in the practising school and in the local schools.

(e) In most of the training institutions no subject of the curriculum—other than the language itself—is taught through the Dutch medium, with the result that the student teachers receive their instruction in all subjects through one medium, and in many cases are obliged to teach those self-same subjects through the other medium. This is the case even in centres where the home language of the majority of the students is Dutch.

Thus, although we noticed with satisfaction that, in general, the students applied themselves zealously to the study of Dutch and that the teachers at the training schools made the best use of the opportunities, that offered, to give their students practice in teaching through the Dutch medium, nevertheless it was equally plain that—in efficiency—the Dutch and English languages were not on an equal footing, and that a good deal more attention should be devoted to the teaching of—and through—the Dutch language, if our future teachers are to be able to give efficient instruction in and through that language.

To attain that object we consider that it will be primarily necessary:—

(i) That the students—on their being enrolled at a training school—be required to furnish proof of sufficient knowledge of both languages to enable them advantageously to follow the lessons.

(ii) That at the practising school and at the other local schools the system of parallel classes up to and including standard VI. be introduced. When this is impossible owing to the fact that the home language of all or of the great majority of the pupils is the one official language and in consequence no instruction is given through the other medium, then at the training school at such centre only unilingual teachers be trained.

(iii) That at the training school the subjects of the curriculum be partly taught through the medium of the one language and partly through the medium of the other language.

Another point that has occurred to us is that the libraries of the training schools should be enlarged, as soon as possible, by the addition of a considerable number of Dutch books.

In conclusion, it should be mentioned that, as far as instruction in the two official languages—qua language—is concerned, the division of time as between English and Dutch is now fair and equitable, and a strong effort has been made—wherever practicable—to secure similar equality in regard to the time devoted to demonstration and criticism lessons in the two languages. The real difficulty, as already indicated, is to secure equal opportunities for the practice of teaching in Dutch especially in the English-speaking centres.

REPORT OF INSPECTOR HAARHOFF, RELIEVING INSPECTOR AND INSPECTOR OF DUTCH.

I have the honour in this report to submit to you some general impressions of the work intrusted to me in this Province. My work, during the period of almost ten years, was (a) to examine the Dutch in town and country schools, and (b) to do relief work in most of the circuits of this Province. It has, therefore, been my privilege to note that the Cape Province is not only a very extensive country, but that it consists of a great variety of conditions. Some areas in this big country are almost entirely Dutch-speaking, while others are almost entirely English-speaking. In some of our towns and villages the children hear both languages, and that makes our bilingual education quite easy. Unfortunately, in a number of areas, there is a tendency to-day, which seems to increase, viz., to neglect the second language. Now, to my mind this is a most serious matter. In some Dutch areas, I have come across teachers who confessed that they seldom use the second language. They have their own reason for this, and the main reason, to my mind, is that their training was defective. In some totally Dutch parts, the second language is made a bug-bear to the teacher and the pupil for the simple reason that it is not taught in the direct method, by conversational exercises, in the lower standards. In one-teacher schools there is no time to do this thoroughly, and even where it is possible to make time, the teacher was not trained to do this all important thing. It will lighten the work in one-teacher schools if the grouping system is introduced. This means that the sub-standards and standard I. form one group, standards II. and III. another, and so on. I am told that this answers very well in another Province. With our variety of conditions in this country, and where our fine field-staff, fortunately, have the liberty to use their discretion according to circumstances, I find that those who allow the pupils to read a book of a lower standard in the second language get the better results. In very many of our country schools pupils read the second language from books which are entirely beyond them.

In spite of all our difficulties, I think it is quite safe to say that, generally speaking, Dutch has made vast progress in almost all the schools.

INSPECTOR RUSSELL'S REPORT.

REPORT ON HIGH SCHOOLS.

The following are a few brief notes on the work and the conditions of work in the high schools:—

School Buildings. Many of our secondary school buildings are very satisfactory from the point of view of accommodation and adaptation. A style of architecture, well suited to the South African climate, has been found in the arrangement of the buildings round a quadrangle, with a covered stoep running around the inside. This arrangement permits cross ventilation in all the class-rooms, and affords an open-air shelter against sun and dust in summer time and wind and rain in winter.

Grumbles are occasionally heard on the score of the high expenditure involved, but the large, airy, well-lighted class-rooms have had a most beneficial effect upon the health and happiness of the pupils, especially marked in the case of girls' schools.

The localities which most urgently need increased and improved accommodation are East London and the Cape Peninsula.

Staffing. The statement is occasionally made in the Press that there has been a noticeable deterioration in the quality of our secondary teachers during recent years. In my opinion there are not just grounds for this condemnation. It is true that the best teachers in our schools of to-day are not better than the best were twenty years ago, but the average assistant is considerably better than used to be the case. There are now proportionately few incompetents and black sheep in the ranks.

No doubt there has been a difficulty of late in filling vacant posts, but this is due mainly to the rapid increase in the number of pupils proceeding to the secondary course, and also in part as a result of the demands of the war.

The teachers most needed at the present time are teachers of science and of mathematics.

Curriculum. The course of study in high schools has almost exclusively been directed to preparation for the matriculation examination of the university; nor has this state of matters been hitherto as detrimental to the interests of education as might have been expected. The examination syllabus on the whole is all round and well-balanced. The fact that the university conducts the examination has given it prestige through the country. Undoubtedly this examination has proved a great stimulus to work in school—perhaps its influence has been too stimulating; still, this is a healthier state of affairs than apathy would have been.

The defects of the system are those inherent in a system of external written examinations. The better teachers feel that they cannot do their best work. A purely written examination also magnifies the academic side, and insufficient importance is attached to oral and practical work.

There appears to be a very general feeling that the time has arrived for the inclusion in the curriculum of more widely useful courses and also for a sounder and less cramping method of testing the work of schools than the present examinational system.

REPORTS OF CIRCUIT INSPECTORS: CAPE PROVINCE, EXCLUDING TRANSKEI.

INSPECTOR J. ANDERS' REPORT.

CIRCUIT: CALITZDORP, OUDTSHOORN, PRINCE ALBERT.

Owing to my having been on three months' leave of absence, my report covers only nine months of the year. At the beginning of July I took over my new area, and during the remaining six months of the year I endeavoured to cover as much ground as was possible. The reappearance of the influenza epidemic during July and August, however, unfortunately threw much of the work into arrears, in consequence of which the inspection of a number of schools had to remain in abeyance.

It is unsatisfactory to note that the compulsory attendance regulations and the provisions of Ordinance No. 8 of 1919 are not sufficiently carried into effect. In many town and country schools the attendance is far from satisfactory. At the annual inspections it will in future be necessary to enforce the minimum attendance regulations rigidly. The time has, I think, come when the minimum of two-thirds of the number of attendances should be raised to three-fourths. There is little doubt that the quality of English in many schools is deteriorating. The importance of systematic conversational lessons is not sufficiently recognised; again and again one finds that English is taught only through the Dutch medium. The net result is that pupils are unable to express ideas in simple correct sentences; while it is not always an easy matter to arrange for systematic conversational lessons, chiefly owing to the multiplicity of classes, especially in a single teacher school, one nevertheless feels that in schools where more favourable conditions obtain the quality of English should, and could, be better. For some reason or other, the practice of going through only half a reading book is very common. The pupils read and re-read the same lessons until, as has often been witnessed in the case of the lower standards, they can repeat them from memory. This remark applies to both English and Dutch.

It appears to me highly desirable that the boys attending the primary schools in the town of Oudtschoorn should receive instruction in woodwork. At present the subject is taught only in the boys' high school. It is a matter for regret that the boys particularly in need of manual training have no opportunity of learning what would be of the greatest advantage in after life. The appointment of a woodwork instructor for the town would be a step in the right direction.

INSPECTOR BAIN'S REPORT.

CIRCUIT: BARKLY EAST, ELLIOT, MACLEAR, XALANGA.

Of the larger schools in the circuit the only one in possession of a building that is both suitable and adequate in size to present requirements is Elliot intermediate school, but steps have been taken to supply the needs of the others, with the exception of Barkly East secondary school, which is housed in five separate buildings at distances from one another ranging from sixty to seven hundred yards. The privately-owned buildings in which nearly all the primary schools are carried on are in some instances far from satisfactory; too many of them have windows that are too small, unboarded floors and flat roofs that are either unceiled or ceiled only with canvas, while in Barkly East, where the temperature is frequently 10 or more degrees below freezing-point when the morning session commences, many schools have no heating apparatus of any sort. By most proprietors sanitary conveniences are considered unnecessary, and are not provided.

The larger schools are, on the whole, well staffed, but it is not possible yet to put a trained and certificated teacher in charge of every small primary and private farm school, for the supply of such teachers is not equal to the demand, and the conditions under which they have to work and live are not sufficiently attractive. Barkly East is, as regards the percentage of certificated teachers in its country schools, in a more unsatisfactory position than any other part of the circuit; in one quarter of 1919 this percentage fell to twenty-one, and it rarely rises above thirty, while in Elliot and Maclear it is now about fifty. Even where the teachers are certificated the work done in classes above the third standard is not, as a rule, of high quality in one-teacher schools. I am convinced that to diminish the number of small schools and to provide increased boarding facilities in the neighbourhood of the larger schools would be a sound policy.

The average level of attainment is lower in composition than in any other school subject. This is due to the fact that the majority of the European pupils have to write in a medium—Nederlands—that is practically a foreign language to them; the struggle with unfamiliar grammatical forms is too hard for the pupil of average linguistic ability, and his power of expression remains to a large extent undeveloped. Nature study would probably be the most interesting of all the subjects taught in my schools if the teachers generally were better qualified to give instruction in it.

[C.P. 4—'20.]

The Education (Language) Ordinance is observed in all, except one or two instances, where the teachers are unilingual. The dual form is Dutch is an obstacle to progress. Afrikaans is used as the spoken, and Nederlands very generally as the printed, medium of instruction in Dutch-speaking classes below the fifth standard; thus a problem appears in Nederlands in the arithmetical text-book used and is explained to the pupils in Afrikaans, which is much better understood by them. The general adoption of the latter form to the total exclusion of Nederlands as medium would spell progress from an educational standpoint.

The work done in the B schools of the circuit is of an extremely elementary description, few pupils being in classes higher than the second standard; in the C schools of Xalanga it is more advanced, there being several fairly large fifth standards and two small sixth standards. One grievance the teachers in these schools for years cried for redress: they are rarely paid their salaries in full when due; in some instances they are never paid in full at all. It is surely the duty of the missionary bodies managing the schools to find a remedy; until this is done Xalanga will not be able to compete on equal terms with Council districts for the services of good teachers.

INSPECTOR BENNIE'S REPORT.

CIRCUIT: ALBANY, BATHURST, BEDFORD.

The year has been one of progress in certain directions, and of a condition resembling stagnation in others. After-effects of the epidemic, and the disorganisation it caused, made themselves seriously felt in the earlier part of the year, and all through its course, with increasing severity, unprecedented drought pressed upon the farming community directly, and indirectly on the town population also.

The schools in Grahamstown have increased the number of their pupils. In the boys' high school the growth in the high school standards has been marked, and the boarding departments of this school and the girls' intermediate are both full, applicants having to be refused in numbers. Bedford secondary school also appears to be recovering its numbers. On the other hand, the supply of country schools does not increase, but rather the reverse, especially in the poorer communities. The pressure of circumstances and the sale of farms have caused frequent removals, upsetting existing schools and schemes for new ones. Moreover, in spite of increased remuneration, teachers are averse to accepting country schools, and often leave them on the flimsiest excuses. This evil, frequently reported before, appears to be a growing one.

Something is being done, however, to stabilise the education of the country Poor White class by the establishment of indigent boarding-houses. The Dutch Reformed Church has opened such houses in Grahamstown and at Riebeeck East, and a third, under private management, is proposed for North Albany. The Baptist Church is opening a boarding-house at Vaalvley, in Lower Albany, and the Church of England at Southwell, in Bathurst. With the limitation of primary schools to standard VI. further provision of boarding facilities is necessary, not only for the poor, but also for the farmer of moderate means.

Regularity of attendance has improved in Grahamstown, but there is still considerable irregularity in Bathurst and Lower Albany. Good attendance will not be secured here until provision is made for the attendance officers to travel through the areas more frequently.

Reference has been made to the difficulty of staffing country schools. There has been equal difficulty in securing teachers for the higher grades of work in secondary schools. The Grahamstown boys' high school has been much understaffed: standards A and C both rose to 50 and over, and could not be divided, and efforts to get a teacher for commercial subjects were fruitless. Fortunately, the secretary to the school board agreed to step into the breach, and has done excellent work on the commercial side.

By many of the teachers the new syllabus has been taken up with zeal, but many others again have rather shirked the necessary thought and planning involved. In drawing up schemes in geography and history, great help has been afforded by articles drawn up by members of the staff of the Grahamstown training college, and published in the college magazine. When a teacher leaves a school, it is necessary that full schemes and a record of work done should be left behind; this is seldom done, and where a school has been under three teachers in the year the results may be imagined. It has been difficult also to secure the many new books required for a new curriculum.

There is great need, as a rule, for more thorough teaching of the official languages, both spoken and written. Haphazard correction of faults as they occur does not suffice. Slovenly methods of speech, wrong constructions, careless spelling—these have all to be attacked by direct and reasoned methods of instruction and correction.

Additional classrooms for Grahamstown boys' high school and Port Alfred intermediate school, a new building for Grahamstown School of Art and new boarding-houses for Grahamstown boys' high school, girls' intermediate school, and Bedford secondary school are urgently required.

The year has been especially hard for Natives and the Coloured, and there is not much progress to report in the case of mission schools. Those in Grahamstown have recovered their numbers and do successful work; so also do the Wesleyan schools at Port Alfred and Alicedale and the interdenominational schools in Grahamstown and Bedford. For the interdenominational school in Grahamstown, the town council has been good enough to grant ten acres of ground for building a school and master's house.

In country mission schools irregular attendance, due to the farmers' needs for labour, is a sore hindrance.

INSPECTOR BOND'S REPORT.

CIRCUIT: KING WILLIAM'S TOWN.

The year under review was particularly trying; the epidemic disorganised work, and problems arising from war conditions and persistent drought have made matters most difficult for Native schools. The Native people in the district have long felt the pinch of hunger, and Native school prospects have never been gloomier.

A. European Schools.

1. *Buildings.* In the near future a secondary school with a boys' boarding department, and a training school block, the Grey Hospital being converted into a hostel, are to be provided. When these schemes are completed King William's Town will be splendidly equipped for educational purposes. At Berlin and Keiskama Hoek teachers' quarters have been planned and an additional classroom at Frankfort,

2. *Staff.* There is little difficulty in filling elementary posts, but it is abundantly clear that we have not yet within this country the means of making good the wastage in the staff of high schools where English is the chief medium. This problem calls for immediate solution. There is also a scarcity of men teachers for large mixed schools: the Central intermediate school during 1919 could not secure a single man assistant. Such schools should have at least two or three men willing to organise boys' games. Education should not be confined to the classroom. For no very obvious reason changes of staff are frequent in many schools.

3. *Subjects of Instruction.* Dutch should be so taught as to enable pupils to speak it freely. This is not the case in English centres. English composition would show more promise if pupils were introduced to the writings of great authors. Both in town and country one would like to see some form of school gardening attempted.

4. *Libraries.* It would be easy for the town schools to pool their books in a common library; a group of country schools might do the same, parcels of books being interchanged. More use should be made of the school library, and additions should be frequent and suitable.

B. Native Schools.

1. *Buildings.* In the past the people have been ready to improve and repair schoolrooms; at present very little can be done. Every Native school should have a garden plot attached.

2. *Staff.* Of recent years a spirit of unrest has shown itself in Ciskeian areas, and small wonder. Salaries, based as they are on local contributions, are often totally inadequate. Teachers who should get free board must either starve or buy food for themselves; married men are burdened with debt. Yet there are many teachers who valiantly struggle on without a word of complaint. Dismissal for immoral conduct is, unfortunately, not rare. There appears to be no actual shortage of teachers.

3. *School Work.* More system and revision are essential. Kafir is regularly taught, and most schools attempt clay and grass work, which might develop into a valuable Native industry. More knowledge of English is shown and the standard of attainment in some of the larger schools is gratifying. Gardening should certainly become a subject of regular instruction.

4. *General.* Drought and hunger have already caused a heavy drop in numbers; typhus fever has broken out in several locations. The worst, one fears, is yet to come; still, missionaries, teachers and parents bear ills with truly admirable patience, and deserve sympathy and generous help from State and individual.

INSPECTOR CHARLES' REPORT.

CIRCUIT: CAPE DIVISION NO. 1.

The new delimitation of the Cape Division circuits dates from 1st April, 1919. Between that date and the end of the period under review I inspected or visited all the schools (except three) in the No. 1 Circuit.

It is a noteworthy fact that while no primary or intermediate school can be said to be overcrowded, all the high schools are crying out for additional accommodation. This is due to two causes: (a) the steadily increasing demand for secondary education and (b) the desire of parents that their children should be placed in the primary departments of the high schools. In consequence, the kindergarten classes and lower standards are being squeezed out of these schools by the secondary departments, which are expanding rapidly. The *apparent* need is the provision of additional primary accommodation, but the *real* need is that of genuine secondary schools. If these latter were provided, the primary overcrowding would be automatically adjusted. These facts point to the need of a building programme concentrating on increasing secondary facilities. There are two implications from such a policy: (1) There should be a clean cut between the primary and the secondary school. (2) There must be no teaching of purely secondary subjects in the primary school. All school principals are agreed as to (1), and the general trend of opinion is towards the acceptance of (2).

The outstanding feature of the period under review was the introduction of the new curriculum in primary schools and departments. The change was welcomed everywhere, and much time and thought have been given to the preparation of suitable schemes of work. The absence of special text-books has not been a serious disadvantage, since the teachers have been thrown on their own resources and have been compelled to experiment. The need for preparation, thought and consultation has created a good deal of enthusiasm and healthy emulation, which will react beneficially on the work of the schools.

Far greater responsibility will now be thrown on principals by the substitution of class inspection for individual examination. With but a few negligible exceptions, all the larger schools have been exempted. Some principals have expressed opinions favourable to the retention of the individual examination, but there are two great advantages resulting from the change:—

(1) It will now be possible in all the larger schools to have a school year running from January to December. This change will take some little time to be completed, but the carry-over period should end in all cases on 31st December, 1921. Pupils completing the primary course will then be transferred without loss of time to a secondary school, while the advantages of uniformity in areas with a migratory population are obvious.

(2) It will now be possible to carry out in the larger primary schools important experiments in organisation. It is obvious that a system which insisted on every pupil taking exactly the same time for the same course could not take account of the great variation existing between the attainments of individuals. In all our larger schools there are at least two sections to every standard. In such schools it will be possible to arrange the organisation so that the backward, the normal and the gifted pupil can progress through the school at the proper rate. This will especially benefit the backward pupil, who was often compelled to take two years for a standard when eighteen months would have been long enough. The organisation which promises the best results is that by which one section of each standard is reclassified in July and the other in January. This experiment is being carried out in one school while other methods of solving the problem are still under discussion.

Regarding the education of non-European children, the most serious fact is the gross overcrowding in all the schools and the unsuitability of the majority of the buildings. There is the further fact that the education received by the majority of the pupils is practically worthless. It is not uncommon to find that 70 per cent. of the total enrolment in these schools consists of pupils in the sub-standards, while the number of pupils proceeding above standard III. is practically negligible; yet the average school life of the

pupils is about seven years. It is obvious that the time spent in school is not used to advantage. The chief, if not the sole, cause of this waste is the long time spent over the sub-standard work. The usual period is three years, and in some schools it extends even to four years. Ignorance of the best methods of teaching beginners is one cause of the trouble and another is that the classes are frequently far too large. In one case recently a class of 130 pupils was found in charge of one teacher.

INSPECTOR CRAIB'S REPORT.

CIRCUIT: ALEXANDRIA, CRADOCK, AND SOMERSET EAST.

Buildings. In the larger centres of the circuit the buildings of the secondary schools are at present practically adequate for the enrolment. Of the intermediate schools, that of Alexandria is inadequate, and the addition of not less than two rooms is necessary. Two of the larger primary schools in the more populous centres, viz., at Somerset East and at Sandilafs, are not sufficiently commodious for the present requirements.

It is in the rural parts of the circuit that the question of buildings calls for attention. The school boards are all in favour of amalgamation and centralisation of smaller schools into one-teacher or two-teacher schools, but progress is often stopped by the want of discretionary power to use local contractors (without introducing architects and the Public Works Department) for small one- or two-roomed substantial buildings at the centres chosen. Wood and iron portable buildings seem quite out of place in the Karoo.

The school buildings of most of the mission schools are churches, used during week days for school purposes. These are therefore, as a rule, unsuitable, as often three or four teachers with 150 pupils are together in the same room.

Staffing. The selection of the staff is a matter that receives careful attention at the hands of the authorities concerned, and keenness to have the best available is shown. The number of the staff for any particular school is generally fixed by the enrolment, and the basis of one teacher to not less than 20 pupils in the larger schools is generally found to be satisfactory. The present scarcity of experienced teachers for the higher work of the larger schools is unfortunate, and here, as also in the lower grade schools, it has been necessary to accept teachers without the desired qualifications and experience. The improvement of the status of the teacher may make the profession more attractive in all its grades and thus help to remedy the shortness of supply.

Curricula. Good attention is paid to all subjects of the curriculum both primary and secondary. In some cases, especially in the small rural schools, the multiplicity of classes and subjects militates against the desirable thoroughness. Languages are carefully attended to and progress in the second language is well marked. Manual training, physical exercises, and singing receive also their due share of attention.

General. The larger centres show increased enrolment and improved average attendance in their schools. The raising of both the age-limit and of the standard-limit for compulsory attendance has affected the primary school, and the increased desire and necessity for a better intellectual outfit, in line, naturally, with social evolution, are tending to keep the secondary classes full. The aim of the school boards in amalgamating smaller schools into larger ones is to improve the social and educational advantages. Again, the increasing desire for school libraries and additional reading material (in both languages) points to development in intellectual outlook among the pupils.

INSPECTOR FREEMAN'S REPORT.

CIRCUIT: JANSENVILLE, STEYTLERVILLE AND WILLOWMORE.

The most notable feature in recent times is the large increase in enrolment in the village schools. Five years ago Steytlerville intermediate school had less than a hundred pupils, it has now over two hundred. Willowmore secondary school has now an enrolment of well over four hundred pupils, and Jansenville intermediate school has more than three hundred. The primary school at Rietbron, a new village in the Willowmore district, has considerably more than a hundred pupils. This state of affairs arises from two causes; firstly, the opening of indigent boarding houses in the villages, which bring in a large number of poor children from the remoter parts of the district, chiefly into the lower classes; and secondly, the growing perception among parents living on farms of the inadequacy of the small farm school as a means of education for children in the higher standards. This has been the cause of many pupils being sent to the village school after passing standard V. or VI. on the farm, and has strengthened the upper classes in the village schools.

A result of these movements has been the overcrowding of the existing school buildings in the villages. In Steytlerville and Rietbron new buildings are now on the verge of completion, and they will be filled as soon as they are opened. Plans for large additions to Jansenville intermediate school have been passed, but work has not yet been started. In the meanwhile, in all the village schools except Willowmore, secondary classes are being held in hired rooms under great disadvantages.

Another result that has appeared is the difficulty of keeping up a sufficient supply of properly qualified teachers for these schools. The Karoo villages are devoid of many of the amenities of larger places, particularly of those of the Western Province, from where many of the younger teachers come, and the boarding accommodation is limited and in many cases poor. Teachers with suitable qualifications from a distance, therefore, leave after a short stay and they are replaced by local teachers, usually with lower educational qualifications. Local people interested in the welfare of the schools might make efforts to secure comfortable homes for teachers in order to prevent too frequent changes.

In drawing up plans for village schools in the future, larger class-rooms will have to be provided; one or two should accommodate 48 pupils, if necessary, to prevent overcrowding and the needless splitting up of classes.

It is unnecessary to remark that the advantage to the child arising from being educated in a village school where there is a teacher for each class enormously outweigh all the disadvantages.

The number of schools on farms has diminished slightly in consequence of the opening of indigent boarding houses, and there are constant difficulties in obtaining certificated teachers for them. Various schemes of centralisation have been suggested, but none have yet been started.

The provision of vehicles for the conveyance of pupils living at a distance to school is often discussed, but it has very seldom been found possible to put it into practice on account of the scarcity of forage and the consequent expense. On the other hand, in this dry climate there is no particular hardship in children having to walk three or even more miles to school.

So far as my observation and information go, I think that there are very few children indeed in the circuit that are growing up uneducated, in spite of the sparseness of the population—public opinion is now in favour of education.

The introduction of the amended primary school course has been begun, though the results have not yet been seen. The syllabus in history seems to present the most difficulties on account of teachers expecting to have text-books which exactly meet the requirements. Nature-study is a subject which requires considerable powers of improvisation in a droughty Karoo district. It is still necessary to impress on teachers the need of as much reading as possible by pupils. The old tradition of half a reader in each language per annum dies hard. Until the average teacher acquires a love of reading for herself, I suppose it is hopeless to expect her to look upon reading lessons as anything but a task in which spelling plays the most important part.

INSPECTOR HOBSON'S REPORT.

CIRCUIT: BRITSTOWN, KENHARDT, PRIESKA, VICTORIA WEST.

The coming of the railway and the extensive use of motor cars have put the outlying portions of the circuit more within reach of teachers, while numerous irrigation schemes along the Orange River, by encouraging closer settlement, are affording splendid opportunities for establishing large primary schools. The way in which four years have been allowed to pass without the slightest use being made of these opportunities is pitiable.

There is a serious shortage of teachers, especially in the less favoured parts of the circuit. In the primary schools 40 per cent. of the teachers are uncertificated, while the percentage of such teachers in the private farm schools is as high as 74. The number of schools continues to increase, the increase of 17 for the third quarter of 1919 being greater than that in any other circuit. Most of the country schools in Kenhardt could never have been opened had it not been for the teachers supplied by the training classes at the Kakamas labour colony schools. The number of pupil teachers has risen to 52. Some 200 additional children have been brought to school by the establishment of indigent boarding houses.

In the 44 private farm schools the average enrolment is 66, the average fee per child 10s. 3d., and the average cost per child £7 9s. 5d. In the 47 primary schools the average enrolment is 191, the average fee per child 17s. 6d., and the average cost per child in salaries and allowances £9 0s. 10d. There are very few farms in the circuit where the conditions are such as to make a successful private farm school possible. There is great dissatisfaction amongst the neither-rich-nor-poor class of farmer at the provision being made for the education of the poor. They complain that their *bijwoners*' and servants' children are boarded and educated free up to standard VI., whereas their own children have to grow up uneducated. No State-aid is available, and unaided they are unable to send their children to school.

The following table shows the ages and attainments of such pupils as are definitely known to have left school for good during the year:—

Left School at ...	13	14	15	16	17	18	19	20	Total
After Matriculation ...	...	...	...	...	1	...	...	2	3
Junior Certificate ...	...	...	...	...	...	3	1	...	4
Standard vii	...	...	1	8	4	2	...	1	16
vi	...	...	3	4	5	3	2	...	17
v	...	7	5	2	3	3	...	...	20
iv	1	4	4	3	6	1	...	1	20
iii	1	3	1	3	1	2	...	...	11
ii	...	...	2	1	...	...	...	...	3
Total ...	2	14	16	21	20	14	3	4	94

It will be seen that 34 per cent. left school without attaining to either the legal standard or the legal age. There are only two cases known of parents who deliberately removed their children from school as soon as ever it was legally possible. Of the children who passed standard VII. during the year, 33 per cent. left school, 30 per cent. entered upon the pupil-teacher course, and the remaining 37 per cent. upon the matriculation course.

INSPECTOR HOFMEYR'S REPORT.

CIRCUIT: MALMESBURY—PAARL.

There is one matter of considerable importance to which I wish to draw special attention. That is the generally unsatisfactory results so far obtained in the teaching of the two official languages in this circuit.

Parents complain—and not without cause—that after a six-years' course of training their children leave school with a very defective knowledge of English as well as of Dutch. Teachers of secondary standards complain that their work is made unnecessarily irksome by the lack of efficiency in language on the part of pupils coming up from the primary standards.

There are schools in which good work has been done in this branch of knowledge, and there are individual teachers who have been eminently successful in helping their pupils to acquire a sound and practical knowledge of both languages. Their number, unfortunately, is limited. They are the exceptions. But their success serves to prove that there is something radically wrong which *must* and *can* be remedied.

[C.P. 4—'20.]

I have made it my special business, during the first nine months of work in this circuit, to study language conditions in these schools. In all classes and schools inspected by me I seriously and fully discussed this branch of instruction, and took occasion to point to the fact that successful language teaching is impossible, unless a complete, systematically pre-arranged course is consistently followed, each standard marking a definite stage and leading naturally on to the next stage, so that by easy, well-marked stages a pupil will, at the end of a six-years' course have reached the desired degree of efficiency, a prominent feature of the course being regular and frequent exercises in oral practice, in connection with, as well as apart from, the reading lessons. I also pointed to the grave responsibility resting on all teachers in their choice of language and tone of voice, when they stand before the class to give a lesson, no matter what the subject of instruction, always remembering that their daily speech was to serve as a model for imitation by their pupils.

The genuine interest which teachers showed in these discussions encourages one to expect more systematic, thorough, whole-hearted, sympathetic and therefore more successful, teaching of the two official languages.

As far as the teaching of Nederlands especially is concerned, one cannot help feeling that up-to-date and improved methods of teaching a living language have not yet had a long enough or sufficiently fair and sympathetic trial, and to those who, with a view to improve matters, are agitating for the replacement of Nederlands by Afrikaans as medium as well as subject of instruction, "*festina lente*" would seem a timely warning, for by their action the continued existence of Nederlands as a language in South Africa is threatened, and, from a cultural point of view, no greater calamity could befall Dutch South Africa at the present moment than the disappearance of Nederlands from our schools.

INSPECTOR KREFT'S REPORT.

CIRCUIT: ALBERT, ALIWAL NORTH AND HERSCHEL.

In the case of 30 per cent. of the teachers in this circuit unsatisfactory results at the inspection were directly attributable to changes of teachers. Restrictions to prevent teachers making many changes would be sure to inflict hardships in cases where teachers are not to blame, but some such restrictions would appear to be necessary unless the teachers show a greater sense of responsibility than is indicated by the above fact.

The opinion that homework should be abolished, especially in the lower standards, is gaining ground in several quarters. As it is felt that this is due to the fact that the misuse of homework in certain individual cases is being enlarged in the minds of some people into a sweeping generality, it may be beneficial to recall the advantages of homework.

In addition to the lesser advantages that homework encourages self-reliance and fosters the parents' interest in the child's progress, there is the great main reason that it paves the way for literary pursuits in the home. If a corner in the home has to be prepared where the child can sit comfortably, and study, read and write, surely there can be no more effective means than this of encouraging him to do these things when his school days are over, and of combating the present tendency of young people to rush from home every night in search of amusement and excitement. We need not be afraid to begin too early—no matter in how small a way—to inculcate such good habits, but teachers should see to it that they make correct use of this time that children are expected to give to studies when at home.

The readiness of the teachers in this circuit to prepare themselves for, and adapt their methods to, the new requirements is very pleasing and worthy of high commendation.

INSPECTOR JOUBERT'S REPORT.

CIRCUIT: ABERDEEN, GRAAFF-REINET, MUPRAYSBURG, PEARSTON, RICHMOND.

On taking up duties at the beginning of the second quarter, the work was found to be in arrear owing to the abnormal conditions as a result of the influenza epidemic. A special effort was made to recover the lost ground as speedily as possible. Altogether 81 schools were inspected and 22 schools visited informally. Owing to the enormous size of the circuit it was found impossible to visit the majority of schools more than once during the nine months.

It is of the utmost importance that inspectors should be placed in such a position as will enable them to visit more frequently those schools where a constant change of teachers militates against sound progress. These visits will tend to preserve continuity of work in such schools. It is surprising to find the number of teachers who are unable to complete the usual inspection forms and to carry out the Departmental regulations with respect to the keeping of the school registers. This question should receive the attention of the authorities of training schools.

There has been a great difficulty in meeting the demand for qualified teachers. This has naturally led to many temporary appointments and to the employment of uncertificated teachers. In the Aberdeen district in particular great difficulty was experienced in securing teachers with the necessary qualifications.

A gratifying feature is the decrease in the number of small country schools. This diminution is undoubtedly due to the establishment of the indigent boarding houses in connection with the town schools. The Administration has conferred a great boon on the country child by affording him an opportunity of attending one of the town schools, where every provision for a sound education is made.

The general tendency in country schools and in Coloured schools is to neglect history, geography and nature-study. In some cases these subjects are taken up only a few months before the annual inspection; the pupils are consequently deplorably weak in these subjects. In some schools an excessive amount of written homework is still a common practice.

Town schools are generally well equipped, whereas in country schools the equipment is often very defective. School buildings are on the whole satisfactory, and in some cases excellent. New buildings are, however, urgently needed at Bethesda and Aberdeen.

INSPECTOR KELLY'S REPORT.

CIRCUIT: BARKLY WEST, MAFEKING, VRYBURG.

New Primary School Course. The new primary school course is now in operation in all the European schools in the circuit, and inspections during 1920 will be based on the new syllabus. The success or otherwise attending its introduction will, of course, largely depend on the teachers' qualifications and enthusiasm. There are, however, in this circuit a number of uncertificated teachers, who have a very hazy idea of what is required, and to whom the carrying out of the new course in its entirety will be an impossibility. In the meantime, I have discussed the matter with all the principals throughout the circuit and recommended the use of certain text-books.

Introduction of Afrikaans. There is a very strong movement in this circuit in favour of Afrikaans, and the great majority of school committees have voted for its introduction. A gradual introduction is recommended, say, for the first year as far as the second standard and for the second year as far as standard III., and so on. It is generally felt that pupils who leave school with a sufficient knowledge of English and Afrikaans will be better equipped for all practical purposes than if they possessed a smattering of High Dutch, which, after all, as far as South Africa is concerned, is a foreign language. Progress also in the earlier standards should be more rapid, and one will not meet in compositions with such atrocities as "wij ben," "ons waren," etc.

Indigent Boarding-houses. The establishment of indigent boarding-houses has evidently met a long felt want. There are three such establishments in this area, viz., at Boetsap, Daniel's Kuil and Vryburg. At all these centres, owing to the number of indigent boarders, school accommodation has become inadequate. At Vryburg, for example, pupils attending the local public school are now receiving instruction in four different buildings in various parts of the town. At all three centres extensions are badly needed.

Subjects of Instruction. In the larger and best equipped schools, progress continues to be, on the whole, satisfactory. In the country schools where, as a rule, one teacher has charge of seven or eight classes, one must, of course, not expect too much. It must be added, however, that it is wonderful what certain individual teachers accomplish. On the whole, the majority of teachers in country schools are keen and hard-working, but it is felt that, were it possible to make, say, the fourth standard the limit of instruction in these schools, their efficiency would be greatly increased.

Generally speaking, the subjects needing most attention are composition and arithmetic. It is anticipated that the intelligent application of the new primary school syllabus will do much to improve the former. The teaching of the latter subject will only become more generally satisfactory when teachers realise the importance of mental arithmetic and the need for logical and ordered sequence in the written work.

INSPECTOR LOGIE'S REPORT.

CIRCUIT: MARAISBURG, QUEENSTOWN, STOCKENSTROM, TARKA.

Buildings. In the town of Queenstown there has been a very large increase in the numbers in the girls' secondary school and in the boys' high school, and a somewhat smaller increase in the Queen's Drive primary school. At the girls' school the accommodation of the old school building and the part of the new building which has been erected are adequate to meet the requirements of the number of children, but these two buildings are separated by 1,200 yards, which is a great inconvenience, and it is hoped that, at an early date, the new building may be completed so that all the children may be taught in the one place. A new boarding house is urgently required for this school.

At the boys' high school a new boarding house is also urgently required.

At the Queen's Drive school additional accommodation is a matter of urgent necessity.

In Tarka Division a new woodwork room is a necessity, and a boarding house to meet the requirements of country children who wish to go to the town school should be provided.

Owing to the suitability of Queenstown as a centre for a training college for teachers, and owing to the fact that a grant of land has been made by the town council for this purpose, steps should be taken to establish such an institution at this town.

The greatest difficulty is found in getting suitable teachers with adequate qualifications for town schools. Advertisements for assistant teachers for grades A and B meet with little or no response. The result is that female teachers have been either permanently or temporarily appointed to these positions in the boys' school or in mixed schools, and owing to laxness of discipline, or owing to some other cause, the efficiency of the work has not been promoted. This matter is the most urgent one in this circuit in the town and village schools at the present time, and it is becoming more acute as time goes on. Teachers with inadequate qualifications have to be engaged as a temporary measure in the hope that those with suitable qualifications may be secured later. This hope often ends with disappointment, and thus changes in the staff become frequent. Some classes, during the past year, have had a change of teachers every quarter, and in the two largest schools in Queenstown few classes have had the same teacher throughout the year.

INSPECTOR MITCHELL'S REPORT.

CIRCUIT: PORT ELIZABETH, UITENHAGE.

Accommodation and Equipment. Of schools under the control of the school board of Port Elizabeth the least satisfactorily housed are the School of Art and the Cunningham primary school within the urban area, and the primary school at Chatty, in the rural area. Owing to the marked increase in the enrolment of the high schools of Port Elizabeth, their accommodation is taxed practically to its utmost.

At Uitenhage, the new training college is approaching completion. In the case of the two high schools, the Innes intermediate and the Dolley primary the question of accommodation is acute. The great problem which confronts the Uitenhage school board at present is the policy to be adopted in connection with its high schools; possibly some form of amalgamation will commend itself as the one likely to secure the extension and development of the secondary course system.

School boards are zealously striving to improve their school accommodation and equipment and some effort at centralization has already been made by the Uitenhage board in the rural portion of the area under its control. Unsatisfactory accommodation and defective equipment are still to be found, however, in the Uitenhage rural area, and school rooms, where children are seated on clay floors under flat corrugated iron roofs without ceilings, or at desks which are without bookshelves and slate slots and on detached seats without back rests, still remain. Brightness and beauty are not characteristic of many of the smaller school rooms; the walls show little else but an unattractive expanse of colour-wash.

Attendance. The school boards of Port Elizabeth and Uitenhage are active in taking measures to maintain and improve the attendance at the schools under their control, and it may be said that irregularity of attendance is now—as far as schools under school boards are concerned—no very serious hindrance to educational progress in the circuit as a whole.

Staffing. In some of the more remote parts of the Uitenhage division considerable difficulty in retaining qualified teachers is frequently experienced and it occasionally happens that it is not possible to secure candidates for vacancies. The larger schools are on the whole satisfactorily staffed, but in these as well as in the smaller schools changes of teachers, with all the attendant drawbacks, are frequent. The teachers both in Port Elizabeth and Uitenhage are, taken as a whole, regular, zealous and efficient in the carrying out of their daily work. At the same time it is well to remember that, particularly in outlying localities, there are a good many children who are under the permanent influence of poorly qualified teachers.

The New Primary School Course, Classification, etc. The new syllabus is now being introduced into the schools of the circuit, and some experience in the new method of inspection has already been gained. In the circuit there are schools large enough to have more than one section in each standard and in several of these the principle of classification by ability is adopted, with the result that all the backward pupils of a standard are found together. At a recent inspection no less than twenty of the twenty-four pupils in one of the two sections of a standard V were refused promotion, and such a result seems to favour the opinion that it is desirable to preserve a due admixture of slow and fast pupils in each of the sections of a standard and thus to avoid the throwing of a heavy load on the shoulders of the individual teacher. In the case of those schools which are to be exempted from the old system of inspection, teachers doubtless feel that there will be an increase of responsibility particularly in regard to classification, the preparation of schemes of work and the keeping of records, but they will adapt themselves readily to the new conditions.

Of the ordinary school subjects history, geography and composition are the class subjects in the treatment of which a good deal of headway has yet to be made. The first mentioned is particularly in need of care and very markedly so in the smaller schools. It is deserving of mention that in some of the larger schools during the past year the teaching of history in standards I, II and III has had regular attention and has been carried out on intelligent lines with particularly successful results. In these schools history schemes show the exercise of much care in the selection of material.

The Language Ordinance and the Teaching of the Dutch Language. The provisions of the Language Ordinance are being carried out as far as conditions of staff and accommodation allow. Dutch medium classes are being formed in the Uitenhage high schools, but their operation is being hindered by the want of space. The teaching of the Dutch language is being steadily developed and improved.

INSPECTOR MORRISON'S REPORT.

CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

The children of this circuit are practically all of one class—Dutch South African. They come to school and are taught the two official languages from the kindergarten stage upwards. In most schools the same time is devoted to English as to Dutch. When one now remembers that an hour, if not more, is devoted daily to arithmetic, one can easily understand that very little is taught in such schools except languages and arithmetic. Important subjects, such as nature-study, drawing, hygiene, physical exercises and even history and geography, have got little or no place in the day's work. It is the second language that has crowded out the teaching of subjects of such fundamental value, and the question arises whether the sacrifice made does not far out-weigh the superficial progress made in acquiring the second language during those first years of school. Better results would certainly be achieved, if the second language were not taught until the pupil had passed standard II. The first year of learning the second language could then be devoted to oral training and conversation, and in standard IV. the pupil could be introduced to his first second language reader. I have no doubt but the carrying out of this principle in our schools would make for better educational training and progress.

In reporting on class-rooms, it must be acknowledged that in the towns children are instructed under favourable and modern conditions. School-rooms are bright and attractive, and the surroundings are on the whole conducive to the cultivation of good taste and a sense of beauty. In the district of Montagu, all the schools except three have been built by the Government, and most of them satisfy educational requirements. In the rest of the circuit most of the class-rooms are hired. A few of these hired rooms are satisfactory, but the majority of them are not. Rooms without sufficient space, without light, without air, and very often without floor, in the neighbourhood of kraals and stables, are only fruitful of serious damage to the mind and body of pupil and teacher. All I can recommend is that when a central school can be erected the Government should build it according to modern building requirements, and that no school should be established where a satisfactory school building cannot be provided.

All hired class-rooms have got one crying need, viz., more blackboard space. Most of these rooms where, as a rule, eight different standards are taught together, have to be content with a piece of blackboard not much larger than a very large slate. This means that the blackboard is never used in these schools; and without using a blackboard there can be no effective teaching. In order to secure more thorough teaching, the Department should request all school boards to see to it that all schools under their jurisdiction are provided with at least one length of wall of blackboard space.

Before closing this report, it must be mentioned that the canker of country schools is the constant change of teachers. Most of these schools never have the same teacher for two years in succession; and there is no progress where there is no continuous teaching.

INSPECTOR REIN'S REPORT.

CIRCUIT: FORT BEAUFORT, PEDDIE, AND VICTORIA EAST

Centralisation of Schools. The question of amalgamating two or more farm schools into one larger and more efficient central school has not been lost sight of. In the case of the Peddie district, this matter has engaged the attention of the school board continuously throughout the year. Several schemes have been formulated, but the main obstacle in all cases has been the difficulty of securing funds for the erection of a suitable building in consequence of the high cost of building material. There is every prospect, however, that two of the schemes under consideration (Tharfield-Milton and Newcastle-Prudhoe) will shortly be carried into effect. Another difficulty that invariably arises in connection with such matters is the question of making satisfactory arrangements for the boarding of the teacher in localities that are often anything but attractive.

New Syllabus for Primary Schools. This was published in the GAZETTE of the 20th February, 1919, and will be followed in the inspection of all European schools during the coming calendar year. The fact that the curriculum has been limited in the case of all rural and P.F. schools to standard VI. has caused much heart-burning, and it is feared that many pupils who otherwise would have proceeded to standard VII. in such schools will be debarred from continuing their education, unless liberal boarding grants are made available to enable parents who are not in affluent circumstances to send their children away to schools in larger centres where facilities exist for the further prosecution of their studies.

School Fees in Native Mission Schools. It must again be pointed out that as long as the local contribution in these schools is based principally upon the system of school fees, so long will there be just grounds for dissatisfaction among the teachers and friction between them and the parents. The obvious remedy is to abolish school fees in all schools up to standard IV. inclusive, and impose in lieu thereof an education rate of, say, 5s. per annum per family. This amount could be paid to the magistrate or inspector of natives, together with the hut tax. Part of the funds thus collected could be used for paying the teachers' salaries, and the balance could be devoted to the upkeep of the buildings and the equipment.

INSPECTOR RETIEF'S REPORT.

CIRCUIT: VAN RHYNSDORP AND NAMAQUALAND.

The depression caused partly by the cessation of work on the copper mines in Namaqualand, and partly by the drought of 1919, has sadly hampered the progress of education, in some cases causing the closing down of schools. Mission schools have suffered particularly. The school board of Port Nolloth has ceased to exist. With the educational interests of Port Nolloth, however, transferred to the care of the Springbok school board, more progress may confidently be expected in that area. If the Springbok board proves to be successful in establishing a boarding house at Port Nolloth, a successful school will be maintained, and an urgent call from the surrounding district will be answered.

The unabating efforts of several of the leading men in Namaqualand, the additional support given towards accommodation in boarding schools, and the increasing white population, have been powerful factors in the development of education; while ignorance, poverty, scarcity of labour, isolation in the backveld, nomadic tendencies and lack of activity, of enterprise and of ambition, have greatly impeded, and still hamper, the progress of education. In the district of Van Rhynsdorp important developments in education are expected in connection with the great irrigation scheme on the Oliphants River. In other parts of this district, however, rather less progress has been made generally than in Namaqualand.

Boarding-houses. The representatives of the Inwendige Zending very foolishly, and without inviting the co-operation of the school board or educational authorities, established indigent boarding houses at Louisfontein and Vleifontein, only separated by a distance of twenty miles, giving such centres as Nieuwe Rust, or the district to the north-east of Nieuwe Rust, no fair consideration. One fairly large boarding house in the vicinity of Nieuwe Rust would have given far better results, and been a source of less expense.

While accommodation and equipment at most of the boarding houses in the districts of Van Rhynsdorp and Namaqualand leave much to be desired, no preparation was made at Vleifontein, the conditions for the superintendent, teacher and boards being altogether intolerable.

It is to be regretted that there is no better check on pupils admitted as indigents to boarding-houses. A considerable number have already been admitted, whose guardians could well afford to pay the whole or part of the boarding-fees, and others have been admitted who are within the three-mile radius from some other school. Apart from considerations of unnecessary expenditure of public money, such boarding-houses are filled, leaving more deserving cases of indigents without attention.

Vacations. It is felt that there would be an element of injustice in expecting those teachers who teach at long distances from the nearest railway connection, to discontinue in what has become an established precedent, namely, to make up time and open and close school for the first and last days of the quarter, on dates other than those laid down by the Education Department; but the evil of closing for ploughing and harvesting seasons has very little reason for its existence. In Springbok, and to an extent in Van Rhynsdorp, the practice is fortunately dying out, but Garies, which retains the practice, is in the throes of suffering from the difficulty of finding teachers, and irregularities of many kinds, while the advantages to the farming population are of meagre importance.

Inspection Areas. The schools at Pella, Namies and Aggeney's, on the north-eastern boundary of Namaqualand, are much more easily accessible from the Kenhardt side than from Springbok, in which trip a waterless and sandy stretch of sixty miles forms one of the interesting items. With this corner of Namaqualand attached to the Kenhardt circuit, and the low-lying portion of Calvinia round Loeriesfontein, or a corner of Clanwilliam added to the Van Rhynsdorp area, the work of visiting schools would be considerably simplified.

[C.P. 4—'20.]

INSPECTOR ROSENOW'S REPORT.

CIRCUIT: CLANWILLIAM AND PIQUETBERG.

I. *Administration.* On the eve of the introduction of the new syllabus of the primary school course, it would not be out of place to offer, for the benefit of school boards and school committees, a few suggestions regarding the general administration of educational work in the circuit.

(1) The instruction in private farm schools and in single-teacher primary schools should, where possible, be limited to standard IV. Too often one finds in a country school of 15 to 20 pupils all the classes represented up to and including standard V. This means that seven classes have to be managed by one teacher, so that each class gets on an average $3\frac{1}{2}$ hours of the teacher's personal attention per week. When one considers that during these $3\frac{1}{2}$ hours each pupil has to receive attention in reading, recitation, writing, spelling, arithmetic, grammar, composition, geography, history, nature-study, vocal music, drawing, drill, hygiene, and (in the case of girls) needlework, one wonders how such a teacher can present anything like satisfactory work at the inspection. No wonder, then, that one sees so little of actual teaching done. The teacher is forced to work against time, and yet the parents expect all the pupils to pass at the annual inspection. I fail to see how good and sound methods of teaching can be followed in this type of school, while the teacher is burdened with so many classes. Even with four standards and two sub-standards there will be quite enough work, and the classes would need to be grouped in most of the subjects.

(2) The pupils who have passed the fourth standard in single-teacher schools should proceed to the nearest central school for the purposes of preparing for the fifth and sixth standards. When they have completed these standards they should be drafted into the nearest secondary school.

(3) In order to cope with the situation, boarding departments should be established in connection with all central schools, while the founding of bursaries for the benefit of the poorer children should be encouraged in every way.

It would not be out of place to remark here that "Education Funds" have already been started in connection with some schools in the circuit.

II. *Supply of Schools.* The matter of centralisation and amalgamation appears to be in its infancy in my circuit. I would advocate the amalgamation of all schools lying within six miles of each other. In the sandy districts, which comprise the greater portion of my circuit, this might be reduced to a four-mile radius, as the roads are heavy, and transport is consequently extremely slow.

III. *Teachers.* The total number of teachers engaged in the circuit during the second quarter of 1919 was 194. Of these, 72 per cent. were certificated. It cannot be too strongly urged on school committees and boards that they should encourage their uncertificated teachers to qualify. A yearly review of the situation should be taken, when all teachers who are not yet qualified should be circularised and urged to improve their qualifications at the next teachers' examinations.

It is satisfactory to note that during 1919 there were 54 student-teachers under training.

IV. *Subjects of Instruction.* There is a general tendency to devote undue attention to arithmetic owing to the erroneous idea that this is the only failing subject. Mechanical work in this subject is generally well done, but in the smaller schools more attention should be paid to intelligent instruction in solving problems, daily practice in mental exercises and the careful and methodical setting down of the work done. Writing is usually executed with some care in the lower classes, but generally the pupils grow careless in this respect when they reach the higher standards. In too many instances it has become evident that the supervision of the writing in home-exercise books has been done in a half-hearted way. Many pupils who write a neat hand in their copy-books scribble in their exercise-books to such an extent that it is often quite impossible to connect the two styles of writing. Composition demands more systematic teaching. Geography and history are taught in too many schools as mere lists of names and dates. They are not made sufficiently interesting or educative. In grammar too much time is given to the technicalities of the subject. One frequently finds that pupils who can parse and analyse fairly well are unable to express themselves correctly. In reading and recitation the prominent failings are those of enunciation, phrasing and lack of attention to the punctuation, while very often the endings of words are clipped as well. In drill it is evident that the same exercises are repeated day after day, and the same mistakes pass uncorrected, so that little good results from what should be an instructive training. Drawing should always be done from actual objects.

V. *Libraries.* The number of schools possessing libraries is '94, as against 86 in 1918.

VI. *Buildings.* Additional accommodation should be provided for the schools at Piquetberg and Porterville. New buildings should be erected by the State at Velddrift, Citrusdal (Jaagvallei), heuvel, Karnmelksvallei (Platkloof), Zandberg and Halfmanshof (Twentyfour Rivers).

Loans should also be made available for boarding departments at Piquetberg and Porterville.

INSPECTOR ROUSSEAU'S REPORT.

CIRCUIT: ROBERTSON, TULBAGH, WELLINGTON, WORCESTER.

There are seven high schools in this circuit. With the exception of the boys' high school, Wellington, all have buildings which come up to present day requirements. All except the high school at Tulbagh and the boys' high school at Wellington show very rapid growth. The boys' high school at Robertson is moving into new buildings at the commencement of 1920, and the Robertson girls' high school, which is hiring three class-rooms at present, will use the old buildings of the boys' school for additional accommodation. The girls' high school at Wellington is also growing very rapidly and already the proposed extensions seem inadequate. Both the boys' high school and the girls' high school at Worcester have grown so rapidly that the question of accommodation is causing some concern. As extensions cannot continue indefinitely, the question of separating elementary and secondary education will soon require serious consideration. Schools in villages like Rawsonville, MacGregor and Wolseley also show steady development. All these places have good buildings. The country schools in this circuit generally have very good buildings. An examination of the records of such schools proves that, with a few exceptions, country schools show a steady decrease of enrolment. Two well-built schools were closed during the year, several will close soon. In several such schools the number of teachers has been reduced. In no instance have additional teachers been appointed during the year. It seems very questionable whether the Administration should spend any money in future on the building of such schools. This fall in the enrolment is due in some cases to the falling off in numbers of young children in the locality, in many cases it is due to the extended educational advantages provided in large town schools.

The question of centralising education is receiving the attention of school boards. A great deal of opposition is shown by the public generally, and action in this direction must necessarily be slow. The school board of Robertson has succeeded in amalgamating two schools by the establishment of a central school. The fact that town schools show an increase in enrolment and farm schools a decrease proves that the process is taking place automatically in this circuit. It is sound policy, therefore, to make the high schools attractive by providing them with as comprehensive a course of study as possible.

The language ordinance is given effect to by all governing bodies, and is now recognised as necessary for sound educational progress. The ordinance seems a failure only where the teacher in charge is unsympathetic or where reading in the second language is not preceded by conversational practice for a year at least. English, and more especially English composition, shows a low standard of attainment where the subject is taught by Dutch-speaking teachers. It would seem that the time has arrived when English should be treated as a special subject in Dutch-speaking schools and taken by an English-speaking teacher, just as at present Dutch is taken in English-speaking schools by a Dutch-speaking teacher. Dutch is generally a weak subject. The time has arrived for the introduction of Afrikaans as subject of instruction in all standard classes. Other school subjects receive proper attention, and the new school syllabus, where introduced, compares very favourably with the old.

In centres where there are two high schools and a primary school there should be special teachers to take charge of drawing and of physical culture in all the schools. The latter subject especially is of great importance and has been neglected in boys' high schools in the past.

At this stage it is necessary to point out that something should be done to check the constant moving about of teachers, especially lady teachers. There is no doubt that teaching is considered by many as a means to an end, hence this moving. Much is lost in efficiency by schools. It is doubtful whether the better scale of salaries just introduced will improve this state of affairs.

In this circuit the need of sound education is fully realised. All children of school-going age are at school if a school is available. The introduction of universal compulsory school attendance can be carried into effect in this circuit without much additional expense.

INSPECTOR ROUX'S REPORT.

CIRCUIT: HUMANSDORP, UNIONDALE.

Most of the school buildings were in a fairly satisfactory condition, but ten of them were considered altogether unsuitable, as they were found to be in an unhealthy, overcrowded, and dangerous condition. Very few of these schools had any sanitary convenience. The majority of schools were, on the whole, well staffed, but the numbers in a few of the primary schools, and in one or two classes of the secondary schools, were too large for one teacher. In one case a teacher had charge of over fifty pupils. The equipment, too, was usually satisfactory, but, where possible, the antiquated furniture still in use should be replaced by more modern furniture, and every school should have at least one lock-fast cupboard, a decent blackboard, a full supply of wall-maps, and a globe. Nature-study received little attention, and only a small number of schools could boast of a school garden. In twenty schools no singing was taught, in twenty no drawing, in twenty-three no needlework, and in eight no physical exercises. Woodwork was taught in four schools only, while Latin, mathematics, and science were taught in all the larger schools, and even in one primary school.

Several schools were still without a library, while others had only a very poor one.

Reading and recitation were usually of the dull, monotonous and mechanical type, with little intelligence. Slate-writing should be more uniform, and much of the work on paper could be neater. The almost universal practice of teaching spelling from "the first half of the reader" should now be abolished and the subject taught in a brighter and more interesting manner. Mental arithmetic showed insufficient attention, except in a very few cases, while the methods adopted in written arithmetic were often clumsy and obscure. The pupils were generally very weak in the solution of problems. Grammar and composition were almost universally two very disappointing subjects. Both gave clear evidence of insufficient attention and lack of interest. Much more attention should be paid to oral composition, in the lower classes especially. For the teaching of geography and history too much reliance was placed on text-books, with the inevitable result that few teachers could question their pupils properly without the aid of such a text-book, and the pupils evinced very little interest in these subjects. More time should be devoted by the teachers to home preparation, so that the work can progress more satisfactorily and smoothly.

In certain schools practically no attention has up to now been paid to the language ordinance, while in other schools the provisions of the ordinance have been carried out indifferently and imperfectly. Of the 156 teachers whose work was examined, thirty-one were altogether unqualified, or only partly qualified. Of this number, twenty-four ranked as principals. As far as could be ascertained, fifty-seven of these teachers have changed their whereabouts since the last inspection, for various reasons.

The attendance of several pupils was most irregular, in spite of the fact that compulsory attendance prevails throughout the circuit. Several epidemics have also seriously affected the attendance, but there was a general laxness prevalent, which should not be tolerated.

The progress shown by several indigent boarders and scholars enjoying concessions was often very unsatisfactory, and several of the latter class were also very irregular in their attendance.

More attention should be given to school registers, inspection reports, inspection forms, etc., which were often in a very unsatisfactory state.

INSPECTOR SCOTT'S REPORT.

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

In my annual report for 1916-1917 I called attention to the danger in which Dutch-speaking children in country schools stood of finding themselves at the end of their school course quite unable to express themselves freely in English. To-day, after two more years' experience, I feel more convinced than ever that the danger is a very real one.

Under the system which very generally prevailed before the introduction of the Language Ordinance, children heard little but English in school, and insensibly acquired some facility in speaking the language. That the system was wrong, more particularly as regards the younger children, many of whom came to school entirely ignorant of English, will be readily admitted by all who have observed the comparatively rapid development of the mental faculties of pupils who start with the home language as medium. But

it was generally acquiesced in, and I have frequently been told by friends in the country that, in their school days, it was the expressed wish of their parents that the teacher should speak to the children in English only. My fear now is that English, so far from occupying an unduly exalted position, is not receiving the attention which, in fairness to the children, should be paid to it. To many of them a good knowledge of conversational English will mean very much after they leave school, and no consideration whatever should interfere with their being given a fair chance. The desired end can be attained without in any way lessening their attachment to their own language, and without infringing the letter or spirit of the Language Ordinance, if all would agree to consider the future of the children as of first importance. Continuous and systematic effort in school and systematic support from outside are all that are required.

There are very few schools in my circuit in which English is the predominant language; in these it is my practice to urge with equal insistency the importance of encouraging children to speak Dutch in order that they may not only be able to hold their own in public life, but may also, by their knowledge of, and respect for, the language of their Dutch-speaking fellows, do their share towards promoting that spirit of unity on which the future welfare of the country so largely depends.

Another matter which of late years I have begun to deplore more and more is the existence side by side of two forms of Dutch—Afrikaans and Nederlands. In the controversy which is raging round the subject it is to be hoped that the interests of the children will be placed in the foreground.

I wish that more of the teachers in my circuit realised that by instilling into their pupils a love for reading, they were conferring a priceless boon upon them. Almost all the schools in the circuit are supplied with libraries, some of them small, it is true, but containing books which provide means for the gradual development of a taste for reading. The new syllabus, tending as it does—in the matter of spelling, for example—to discourage the focussing of the attention on one reading book, will, I hope, lead teachers to discover the great value of the school library as an adjunct to the school equipment.

INSPECTOR SIDDLE'S REPORT.

CIRCUIT: CALVINIA, CARNARVON, FRASERBURG.

Limitations of space permit of only two or three of the most salient points being dealt with.

1. *Buildings.* The accommodation in the town schools is again scarcely adequate, owing to the steady advance in the total enrolment. For this continued advance two factors are mainly responsible: (a) the influx of pupils from the rural schools, as they are drafted into higher standards; (b) the opening of boarding-houses for indigents. The number of indigent children at present accommodated at Carnarvon is 62; more than 20 additional grants have been authorised as from January, 1920, and consequently extensions on a generous scale are again contemplated.

In the districts the prevailing type of schoolroom hardly lends itself to the scheme of centralisation, but in the coming year an experiment will be made in the form of the erection of a central school midway between Calvinia and Ceres, with a boarding department and teachers' quarters attached. An initial enrolment of between 70 and 80 pupils is anticipated, which may be regarded as fairly substantial for such a thinly populated portion of the Province.

2. *Staffing.* Adequate staffing continues to be one of the greatest problems awaiting solution. For the past six months the Fraserburg Intermediate School has had to be content with acting principals, and at the time of writing no appointment has been made for the coming quarter. Throughout the circuit about 45 per cent. of the teachers are uncertificated, and slow progress in this direction can be expected, until a training school has been established in the North-West. Pupil teachers have hitherto been receiving a local training for the first two years of their course, but the final year at training schools in more attractive centres has made them reluctant to return as teachers to the districts which have the greatest need of their services.

3. *Inspection.* Owing to my enforced absence, for a period of five months, from the circuit in the latter half of 1918, the pupils of about 30 schools in the circuit had been drafted into higher standards at the discretion of the teachers. The results were by no means a convincing argument in favour of the total abolition of individual inspection. In the rural schools children had been promoted practically *en bloc*, owing to the pressure that was brought to bear on the unfortunate teachers by the parents, at whose homes they were boarding, and who constituted themselves the final arbiters in the matter of the passing or the failing of the pupils. As a result, the records of success for 1919 compare unfavourably with those of previous years.

INSPECTOR SINTON'S REPORT.

CIRCUIT: CAPE DIVISION NO. 2, WOODSTOCK TO CLAREMONT.

I was transferred to this circuit in April, 1919. A survey soon confirmed what I had heard that the school accommodation does not meet the demand. Particularly is this the case at Woodstock, Salt River, and Observatory Road. Arrangements, however, have been made for the erection of a new primary school at Woodstock, and plans for the completion of the upper storey of the Salt River, Rochester Road primary school have been approved. The fact that the primary school curriculum now terminates at standard VI. has made it imperative that provision of facilities for post-primary education should be made for those pupils who desire to continue longer at school, but who are not destined to proceed to a university. Representations were made to the school board, which has approved of the proposal to erect schools for post-primary students at Observatory Road and Woodstock. It is hoped that it will be possible at an early date to make similar provision at Salt River and Claremont.

A new school building at Canigou, Rondebosch, was opened during the year, and all the pupils of the Rondebosch boys' high school, up to and including standard III., were transferred thither. This has relieved the congestion at the boys' high school to a great extent, but even so the classroom accommodation is not altogether satisfactory. At the girls' high school, Rondebosch, the time is approaching, if it has not already arrived, when a separation should be made between the primary and secondary portions of the school. Larger playgrounds are necessary if the outdoor side of the corporate life of the school is not to be neglected. The managers are alive to the need of securing a new and large site to make possible the erection in the near future of a high school for girls for pupils above standard VI., which the expected growth and development of the secondary part of the school will soon render necessary.

During the year two outstanding figures in the educational life of the Cape Peninsula—Messrs Neil Mackay, of Woodstock, and George French, of Claremont—retired from active service. They have given long and yeoman service in the cause of education and have raised lasting monuments to themselves.

There is great congestion at the schools for Coloured children; in fact, in some cases the overcrowding was such as to be a positive danger. In one instance 169 pupils huddled together in a room which only had accommodation for 60. It is difficult to see how the problem of providing sufficient and satisfactory accommodation for Coloured children is to be met under the present system, for even as it is the mission churches experience the greatest difficulty in meeting their share of the expense of maintaining these schools.

The curriculum for Coloured schools requires to be overhauled and made more practical; it should aim at equipping the pupils for their future walk in life. Every boy should receive manual instruction in woodwork, and every girl should be taught washing, ironing, and needlework. At present no manual instruction is given to boys anywhere in the circuit, and nothing to girls beyond needlework, nor is it likely that any provision can be made for such instruction under the present system.

INSPECTOR SPURWAY'S REPORT.

CIRCUIT: HERBERT, HOPETOWN, KIMBERLEY.

My present circuit was assigned to me at the beginning of the year. I was able to inspect practically all the schools in it, but was unable to pay many informal visits.

Herbert. I considered it necessary to make some strong remarks on the irregularity of attendance that I found had been prevalent at Campbell, Douglas, Bucklands, and Atherton, and to point out that a remedy lies in the hands of the board, which should not hesitate to apply the law. In many cases the parents are not in affluent circumstances, and no doubt the pupils are kept from school to work. The law, however, wisely does not allow the education of the children to be thus sacrificed. In some cases children were kept out owing to lack of clothing, a state of affairs that might be remedied by local benevolent effort.

The rural schools are numerous, but there would be little possibility of combining them to form larger schools, except in the neighbourhood of Belmont Station, and even there heavy roads would present difficulty.

Hopetown. This large area has few rural schools. There are, however, indigent boarding-houses at Hopetown and at Strydenburg, which afford educational facilities for a large number of the poorer children whose homes are scattered over the Division. This concentration of these children in the vicinity of a large school is more advantageous to them educationally, while the State gets a much better return for the money thus expended.

Kimberley. Great difficulty is experienced in securing suitable teachers for the rural schools, whose efficiency is thus impaired. Even in the urban high schools it has been no easy matter to find higher grade and the specialist teachers.

The Kimberley schools are generally well equipped. A large sum of money is needed, however, to provide new buildings and to extend existing ones. Four of the European schools are partly housed in hired buildings of a by no means suitable nature. One Coloured and the Native school under the board are not provided with adequate or suitable buildings.

In view of the proposed re-classification of schools, considerable reorganisation of the existing schools will be necessary during the coming year.

In the smaller urban schools instruction in Dutch is given by an itinerant teacher. This, it is felt, is not a good system, and as soon as possible teachers competent to give instruction in Dutch should be appointed on the staff of each school. The English pupils take up the study of the second language at varying stages, and the organisation of the Dutch classes, therefore, presents unusual difficulty.

Two most generous gifts for the purpose of providing a boys' hostel have been given to the board—a sum of £15,000 by the directors of De Beers Company and a sum of £1,000 by Mr. F. Hirschhorn.

My work has been greatly facilitated by the assistance rendered me by the school boards and by their executive officers, and I take this opportunity to tender them my thanks.

INSPECTOR STOKES' REPORT.

CIRCUIT: GLEN GREY, WODEHOUSE.

1. *Buildings.* Extensive additions are being made to the schools at Indwe, where the municipality has given an excellent site for a school boarding-house. A boarding-house for indigent children is being erected in Dordrecht, where, however, an ordinary school boarding-house is needed if the school is to serve the district properly and if the constant changes of local staff are to cease. The secondary school building needs two additional classrooms. About two-thirds of the rural school buildings are worth the rentals paid. In future rent grants should accord more with section 4 of Departmental Circular No. 122. Few rural schools have w.c.'s, although, when a rent grant is asked for, satisfactory assurances on this point are always given.

In Glen Grey the Wesleyan Church has erected two new school buildings, but otherwise there is no change to record. The Lady Frere primary school still lacks a woodwork room.

2. *Teachers.* The percentage of certificated teachers employed in Wodehouse shows no upward tendency. Progress is hindered by frequent changes of teachers in all classes of schools, an evil which largely nullifies any criticisms and suggestions made at inspections. The increasing non-recognition by the department of Europeans who have just passed standard VII., or Natives who have just passed standard VI., as teachers is judicious. In Glen Grey B schools, the sub-standards contain about two-thirds of the total enrolment, and young children need *skilful* teachers. Again, since Native principals very rarely assist or supervise their assistants, but act merely as the teachers of the highest classes, qualified assistants are the more necessary. But quality is associated with salary. If the Glen Grey Council would give the same salary grants as the Transkeian Council does, good teachers would be retained in Glen Grey. But more is needed than this, viz., an Ordinance grading teachers (thereby determining salary), and definitely prescribing the proportion and source of the local contribution. There is not the least question that, so far as Glen Grey is concerned, the present way of meeting the local contribution (land, food, and the like) has proved extremely unsatisfactory. An extension of section 6 of Ordinance 12 of 1918 to cover Native schools is now very urgently needed.

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3. *Method and Curriculum.* The rural schools of the circuit have for some time been following the new primary course. Nature study and hygiene are being generally taken up. The outlook, as a whole, is not at present encouraging. Most of the teachers lack education, books, initiative, experience, and training. The urban schools will commence the new course in 1920. Methods of teaching present no new features. Recitation has, in general, much improved, but composition in rural and Native schools shows no improvement whatever.

In June last Mr. F. Graham, B.A., organised a movement to raise funds to purchase ten lanterns and 800 educational slides for circulation among schools. Notwithstanding the approval of the department, the financial response was so poor that the "Visual Instruction Scheme" had to be abandoned.

The small private school which was reported last year as established in Glen Grey for teaching hand-spinning and weaving has ceased to exist. There is a possibility of revival, but only public control will assure success. Industrial education for Natives is a matter of the first importance. Hence, fuller development of the Tembu Industrial Institution is desirable. If more liberal State aid could be obtained, this development could be achieved. At present an annual grant of £100 from the District Council is necessary to enable the school to continue operations.

A beautiful choir competition shield has been purchased and presented to the winners of the 1919 contest, who will retain the trophy for one year. Doubtless, Native school singing, which has already begun to improve, will receive an additional stimulus to progress.

INSPECTOR THERON'S REPORT.

CIRCUIT: CALEDON, STELLENBOSCH.

Buildings. Owing to the necessity of restricting building schemes during the last five years, provision in the need of increased and improved accommodation has fallen rather seriously in arrear at certain centres, the most urgent cases being those at The Strand and at Somerset West. At Caledon the high school has overflowed into an old church, and it is intended to solve the question by erecting separate accommodation for the secondary classes, leaving the present building to the primary section of the school. In the case of the Greyton intermediate school the only solution seems to be the sale of the old building and the erection of a new one on a much more suitable site.

Equipment. At many schools the supply of wall-maps has fallen far below the requirements, whilst the purchase of wall-pictures and of additions to school libraries has been entirely suspended except in isolated cases where, through the praiseworthy effort of teachers, funds have been collected for the purchase of much needed library books.

During the last three years the available supply of school desks has been so limited that, in not a few instances, there is at present a more or less serious shortage of furniture. The supply of laboratory material is also for the same reason frequently inadequate.

Staffing. The schools of the circuit are almost without exception fully staffed save at one village school, where there has been much delay in finding a suitable principal. One redundant post had during the year to be abolished, whilst in more than one instance proposed new appointments had to be refused as not absolutely necessary in view of the enrolment. Indeed, the recent largely increased cost of education necessitates strict vigilance in this direction. The difficulty of filling posts—and of keeping them filled—at remote and unattractive country centres will probably remain for the duration that has any interest for the present age.

Curricula. The new school course has been introduced in all schools inspected subsequent to its publication in February, 1919. Teachers were instructed and advised in reference to whatever was likely to be imperfectly understood and, judging from the interest shown in the new character of the syllabus, it is confidently expected that at least fairly efficient handling of the requirements will be found at the next annual inspection.

Teaching Methods. A common defect in the teaching of reading, especially in single-teacher schools, is that pupils are given far too little practice. Half of the Dutch book and the same portion of the English book is all that is done, a supplementary reader being the very rare exception. One frequently finds that pupils know their prepared reading almost by heart, whilst they are hopelessly at sea with quite simple passages at first sight. It is hoped that, ere long, every school will be supplied with a suitable set of additional continuous story readers for each class. In the meantime library books might in a measure be made to supply the need. As regards recitation, children are not infrequently made to commit to memory passages to which no adequate introduction has previously been given them. Moreover, pieces are selected without due regard to their literary value in the case of the more advanced classes. On the other hand, careful choice and preparation, as well as pleasing elocution, are sometimes met with even in lower grade schools. In the matter of composition, teachers do not sufficiently realise the value of oral practice in sentence building. In addition to definite lessons, every available opportunity should be taken to correct errors of speech on the part of the pupils whatever may be the subject in hand. Above standard IV. more than this is needed, and the pupils' own private reading under proper guidance should become an important source of vocabulary and of models of expression.

The requirements of the new primary course in history is certain to create fresh interest in the subject and show the way to a much more intelligent and rational treatment of it than has hitherto been the case.

School Attendance. Shortly after the institution of school boards an educational census was taken in the division of Caledon, when 499 white children of school-going age were found not receiving any instruction. This number has since been largely reduced, and it was believed that there could not be more than 50 European children not at school. Yet, in May, 1918, in connection with the census of the European population, there were 40 children in one-half of the Uilenkraal ward who were not attending school—a circumstance which the enumerator, a member of the school board and a resident in the area in question, could hardly credit until the fact revealed itself in indisputable figures. It must be explained, though, that the ward referred to is probably the most secluded and backward portion of the south-west coast.

In the division of Stellenbosch no such enumeration has ever taken place. There was hardly any need for it as the area served by each school is so small that no part of the district is outside of the three mile radius, and teachers have consequently no difficulty in detecting and reporting cases of evasion of the law. This method of enforcing attendance, however, has not always the desired effect. It was, for instance, found at The Strand last year that, in spite of the strenuous efforts of the principal teacher, there were a number of children who attended school so irregularly that they might just as well not be enrolled as scholars.

INSPECTOR C. J. v. D. MERWE'S REPORT.

CIRCUIT: BEAUFORT WEST, CERES, LAINGSBURG, SUTHERLAND.

Generally, in the initial stages, the standard of the reading book in the second official language is much too advanced. Almost without exception pupils in standard I.—the stage when reading books in the second language are first introduced—are made to start straightway with a so-called standard I. reading book. Instead, this book should be gradually approached through the lower steps, namely, the first primer, the second primer, or infant reader of the given series, according to the capacity of the pupil to appreciate the subject matter. A foundation laid well in this way will endure rapid building upon in the later stages.

New lessons in any particular subject should be rendered interesting and intelligible to the pupil before they are set to be learned as home lessons. This is not always done. Very often the pupil is sent home with so many pages of indigestible matter, indigestible to him at least, to find his way out of the maze as best he can. Needless to say, such a method is calculated not only to kill the delight the pupil should take in the preparation of his lessons, but also to rouse his hostility to lessons, school, and everything pertaining to it.

Too much value is attached to homework. Moreover, in the bigger schools where subject-teaching is in vogue, the pupils are unduly taxed in this direction. It is a case here of each teacher demanding the maximum amount of the pupil's time at home for his special subject. The fulcrum of all the applied force is, of course, the pupil, whose lot in the circumstances becomes unenviable. Only what the teacher has gone over carefully with his class during any particular period of the session, and generally nothing more, should be expected to be done as homework.

Most of the school buildings appear to have been erected at a time when the requirements for a suitable class-room would seem to have been regarded with the greatest indifference, especially as far as the supply of light is concerned. In some the supply is insufficient, in others either a false or a cross light hampers the work. In many class-rooms these and other undesirable conditions prevail in conjunction. The result is an unnatural, trying strain on the eyes of the pupil, a strain which often produces headache, and what is more regrettable, not seldom, early impaired eyesight.

INSPECTOR H. Z. v. D. MERWE'S REPORT.

CIRCUIT: LADISMITH, RIVERSDALE.

The period under review has not been one of normal accomplishment. A recurrence of the influenza epidemic disturbed the smooth working of the schools in the rural areas to a very marked degree and greatly handicapped teachers in their efforts to repair the harm done by it the previous year. The readiness with which many parents availed themselves of the temporary suspension of the compulsory regulations during the fourth quarter of 1918, to withdraw their children from school for occasional farm labour and other services, showed how hard the old spirit of indifference to and antipathy to school instruction is dying, and incidentally revealed the impossibility of dispensing with the services of an attendance officer where the strict enforcement of the law is desired.

Liberal facilities both for primary and secondary education are provided in the two divisions comprising this circuit. It is most desirable that suitable boarding arrangements for paying boarders should be made at Albertinia and Ladismith.

The completion of portions of the technical building in connection with the Riversdale boys' high school, and of the extensions to the secondary school at Albertinia, will greatly facilitate the organisation of these schools. The amounts placed on the estimates for the much-needed extensions to the Van Wijkdorp intermediate school, as well as for a new assembly hall at the Riversdale girls' high school and for a boarding department in connection with the same institution, are considered adequate.

The crowded state of the indigent boarding-houses at Albertinia, Ladismith, Riversdale and Van Wijkdorp testifies to the magnitude of the want supplied by Ordinance 11 of 1917.

Unstinted praise is due to the secretary of the Riversdale school board for the truly admirable efficiency with which his office functions in all directions. The appointment of a full-time secretary to the Ladismith board—a reform long overdue—is amply justified by the beneficial results which have already accrued from the new arrangement.

Of the teachers employed in this circuit, 23 per cent. are uncertificated. In the division of Riversdale the proportion of certificated to uncertificated is 5 to 1, but in Ladismith the ratio is only 2 to 1. The inadequacy of the number of certificated candidates for the teaching posts advertised by the latter board can only be accounted for on the ground of the common distaste for centres lying off a railway line.

The Salaries Ordinance of 1917 has not, to any appreciable extent, exercised a restraining influence on the migration of teachers. Frequent changes in the teaching staff have come to be regarded as a natural and incurable evil. Teachers do not appear to realise how drastically schools are being penalised through these periodic breaks in the continuity of work.

Work on the lines of the new primary school course is still largely a matter of groping and experimenting. Teachers generally are slow to avail themselves of the larger measure of freedom permitted under the revised syllabus. The schemes of work submitted by a large percentage of country schools are often crude and ill-considered, and stand in much need of revision.

Mechanical methods of teaching continue to predominate in the majority of rural schools. The attempt to secure a more humanistic treatment of the subjects of the curriculum meets with severe disappointment. In consequence of its divorce from the pupils' actual interests and experience, and from the realities of life, teaching too often lacks freshness and vitality.

INSPECTOR V. D. WALT'S REPORT.

CIRCUIT: COLESBERG, HANOVER, MIDDELBURG, MOLTEÑO, PHILIPSTOWN, STEYNSBURG.

Might I in connection with my work during 1919 be permitted to offer a few remarks regarding the introduction of Afrikaans as subject of instruction into our schools?

Afrikaans was introduced some years ago in two schools of my circuit, and, as a start was made in the lowest class, it has now taken the place of Nederlands up to and including standard II.

The second language was not taught in the one school and so the pupils, all Dutch-speaking, learned only their mother tongue. It was found that all pupils, who were admitted in January, could easily be promoted to standard I. in December. A rule can, of course, not be deduced from this one case; still, the experiment is an interesting one because in this way the length of the primary school course could be reduced by one year. The questions might, however, be raised: 1. Whether the same results could not also be obtained if the second language were taught orally at the same time; and 2. If the study of the second language were commenced only in standard I., whether the pupils would have a good working knowledge of it, when they should leave school after standard VI. It does not bring us much further to express a strong conviction or to point to results achieved in other bilingual countries in this connection. We continue to disagree. It seems to me that much would be gained if careful experiments were conducted in a number of schools, in various parts of the Province, to lead us to definite conclusions on the language question, on which we could base our school practice.

Another impression must be recorded. The Dutch-speaking pupils of standard II., whom I have examined in all types of schools, could only in isolated cases write even short sentences correctly in Nederlands, while I had little cause to complain about the composition—as far as the correct use of their home language is concerned—of the English-speaking pupils. The pupils of both schools were, however, able to form quite satisfactory sentences in Afrikaans, which were also fairly correct in spelling. And what is more, in the one school, in which there were also English-speaking pupils, they also composed very creditable sentences in Afrikaans. It might serve a useful purpose if, in connection with this matter, the language inspectors and others were continually to compare the progress made by English and Dutch-speaking pupils of various standards in both Afrikaans and Nederlands.

Most people have settled opinions on these matters, with the result that there is great divergence in practice. Accurate experiments in certain appointed schools would be of great advantage to education. The question might, indeed, be asked whether the time has not arrived to undertake experimental work in all subjects in some, at least, of our training schools.

INSPECTOR WATERMEYER'S REPORT.

CIRCUIT: CAPE DIVISION, NO. 3.

My appointment to the area dates from 1st April last. I have consequently not had time to make myself acquainted with every school in the circuit; I have, however, visited or inspected all but a very small number, and am pleased to be able to report that general efficiency ranks high. This high standard is undoubtedly to be ascribed, in a large measure, to wise direction and sympathetic administration on the part of my predecessor during a long series of years.

While general efficiency is thus satisfactory, two matters call for serious attention in the immediate future. I refer to the need for considerably increased school accommodation in the more densely populated centres, and to the urgent demand that is being made for increased educational facilities for Coloured children.

With regard to the former of these matters, there is evidence that the school board is fully alive to the extent of the requirements, and that it is doing all it can to meet the want as speedily as possible. But its hands are tied by want of funds, and until these are available, the board is powerless to overtake arrears.

With regard to the latter, I am not so certain that the educational authorities are equally fully cognisant of the state of affairs. We have in the area comprised in the circuit a large population of well-to-do, respectable and refined Coloured people, who earnestly desire good primary, as well as secondary, school facilities for their children, and who are prepared to pay for what they want. At present none but mission school facilities are available, and these do not satisfy the need. So large is this section of the community, and so insistent is becoming their appeal, that the matter should receive earnest attention immediately.

INSPECTOR WIUM'S REPORT.

CIRCUIT: GORDONIA, KURUMAN, HAY.

Schools. The majority of the town schools in this circuit adequately meet the present requirements. There is still room for improvement in the farm school buildings; in many instances these are inferior, and, from a hygienic point of view, unsuitable for teaching purposes. The opening of a new school should not be sanctioned until a suitable building, with out-offices complete, has been provided.

Equipment. Equipment is fairly satisfactory, yet in many country schools one still finds the backless long benches of ancient date. In private farm schools the equipment is, as a rule, very poor and in many cases altogether inadequate.

Enrolment and Attendance. In many parts of this circuit there are still many children of school-going age, who are not at school. Further legislation is necessary to bring these to school.

Teaching Staff. Great difficulty is experienced in filling all vacancies in this circuit, especially in the outlying parts of the divisions of Kuruman and Gordonia, so that many schools have to be closed for longer or shorter periods, with the result that many children receive very irregular instruction. Long distances from railway communication and insufficient local and travelling allowance, as well as the boarding question, make such posts unattractive.

In the towns, teachers cannot find suitable private board and lodging, while the hotels are too expensive; the result is continual changes in the teaching staff.

Indigent Boarding-houses. In this circuit the Dutch Reformed Church availed itself of the provisions of Ordinance No. 11 of 1917, and erected indigent boarding-houses at Niekerkshope, Bakenskop, Postmasburg, Olifantshoek and Keimoes, under very satisfactory management; two more will soon be opened at Deben and at the Old Moffat Institute, Seodin, Kuruman. The number of boarders in these boarding departments is about 140, and will soon increase to 200.

Curriculum. Teaching methods are as a rule of too mechanical a nature, and very little is done to improve the pupil's knowledge of the world, in which he lives, and to keep him in touch with the march of events.

It is not an infrequent occurrence to find that the distribution of time among the subjects has been made in a haphazard fashion; Arithmetic often gets twice the amount of time to which it is entitled, while composition and language teaching get far too little, and geography and history are all but neglected. Composition is weak in matter and form, too little reading matter and too little poetry are prepared—as a rule teachers are satisfied with half of the only reading book in use—and two little poems. An effort should be made to provide all schools with additional readers.

Very little is done to special subjects. Nature study is taken in a few schools only, while woodwork is taught only at the Griquatown intermediate school. Woodwork should be introduced, as soon as possible, at the following schools: Upington intermediate, Keimoes primary, Kuruman intermediate and Niekerkshope primary. Needlework is taught in most schools.

Libraries. A very small number of schools possesses libraries, and where there is one the books are very antiquated. It is absolutely necessary that the existing libraries be extended, and more be established by private effort as well as with the help of the Education Department.

INSPECTOR YOUNG'S REPORT.

CIRCUIT: CATHCART, EAST LONDON, KOMGHA, STUTTERHEIM.

Inspections. In the course of the year 185 visits to schools were paid. These included 130 visits to schools the formal inspection of which was due at one time or other throughout the year, and 55 visits of an informal nature. During the first quarter, the effects of the influenza epidemic, which raged in the latter months of 1918, were visible in a decreased and irregular attendance, but by the end of the second quarter, conditions had become normal, and the general efficiency of the work had been but little if at all impaired.

Staffing. From the point of view of the proportion of teachers to number of pupils, the schools on the whole were found adequately staffed. Such exceptions as occurred were those occasional cases of rural primary schools, in which one teacher was found in charge of from 18 to 25 pupils distributed throughout six to eight classes. This is a condition of affairs not in the interests of educational efficiency, but in rural areas it seems that the position must be accepted, more especially as the conditions obtaining in the circuit do not, unfortunately, lend themselves to the amalgamation of two or more single-teacher schools.

Qualifications of Teachers. The conditions continue to improve. In European schools, fully qualified teachers constituted 94 per cent. of the total in employment; in non-European schools the certificated teachers formed 62 per cent. of the total.

Curriculum. From the commencement of this year, the new primary school course will be in operation in all European schools throughout the circuit. The work will be necessarily experimental until such time as it can be adjusted to meet the local conditions and requirements of the various schools, and the success or otherwise of the adjustment will depend largely upon the judgment and outlook of the teachers, to which should be added the co-operation and help of school committees and parents, a feature, it may be remarked, which seems largely lacking in the present system. If, in the application of the curriculum, the methods employed succeed in bringing the school life of the pupils more into harmony with their ordinary natural life than has hitherto been the case, then a considerable step in the right direction will have been gained.

The question of a post primary course for rural schools will, sooner or later, need to be considered, for in this matter it is felt that rural pupils are at a distinct disadvantage as compared with pupils in the towns and villages. The feeling is growing that the educational equipment of the sixth standard attained at the age of 14 or 15 years is inadequate for the youthful citizen either as culture or as preparation for a career in life.

Buildings. The school buildings in the towns and villages of the circuit are of modern construction and in the nature of the accommodation which they afford are suitable. In the planning of future new buildings more correct views regarding lighting, ventilation and acoustics should be embodied.

Rural school buildings have improved in type, and in only one area of the circuit—Komgha—does the idea still seem to linger that the rondavel is "good enough for a school."

As regards school buildings for non-Europeans, it may safely be said that even the best of them are in many respects unsatisfactory, e.g., inadequacy of seating space, bad lighting, no system of ventilation. The majority of them consist of a shell of iron work with earthen floor, and are draughty, intolerably hot in summer and at all times unhygienic. As, however, these erections are provided solely by the local efforts of the people, there is no hope of improvement so long as the administration of native education remains on the present basis and the State provides no aid for building purposes.

REPORTS OF CIRCUIT INSPECTORS: TRANSKEI.

INSPECTOR H. ANDERS' REPORT.

CIRCUIT: LIBODE, QUMBU, TSOLO.

Enrolment and Attendance. There have been considerable fluctuations in the enrolment and attendance during the period under review. But a comparison of the numbers during the third quarter, 1919, with those of the third quarter, 1918, show that in spite of the abnormal and adverse conditions, enrolment and attendance were actually higher in the latter part of 1919 than in September, 1918, the numbers on the roll being 9,337 as against 8,998. The increase, though not very marked, is certainly of a promising nature.

Accommodation and Equipment. Speaking generally, the accommodation is improving steadily. The past year has seen the erection of several new buildings. A building of permanent and satisfactory character was erected at Qanqu. Most of the outstation schools, it may be noted, are made of sod walls which are liable to collapse if the building is large and carries a heavy roof. While the equipment is

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generally satisfactory, as far as furniture is concerned, there has been a shortage of school books and material. In many cases they have been entirely unprocurable. Kafir reading in many schools had to be taught from the blackboard. The accommodation of the European school at Libode is thoroughly satisfactory, and the accommodation of the Qumbu primary school will be quite adequate when the extensions already sanctioned have been carried out. At Tsolo a new building is greatly needed, as I have pointed out time and again.

Success at the Inspection. Comparing the two years 1918 and 1919 we find little variation in the percentage of passes. The greatest number of failures have again occurred in standard V classes. It is apparent that, owing especially to weakness in English, a very considerable proportion of pupils require more than one year's training before they are fit for promotion to standard VI.

Courses in Agriculture. Lectures and demonstration lessons are now given regularly every quarter to teachers, in the school of agriculture at Tsolo. Mr. Butler, the principal, has shown great interest in the matter, and teachers have taken full advantage of the opportunities offered to them. At these meetings, which have so far been well attended, I have had *talks* to teachers on a variety of subjects. The school of agriculture being a suitable centre, a library has recently been started for the benefit of native teachers. Papers and magazines are to be found in the reading-room, and books may be taken out. Though the number of volumes is as yet very small, it is hoped that the library will steadily grow in size.

INSPECTOR BAIGRIE'S REPORT.

CIRCUIT: ENGCOCO, ST. MARK'S.

The prolonged drought and the typhus epidemic which have reigned over the Transkei for so many months, combined with the excessive price of clothes and food, have materially affected the enrolment and attendance, especially of the children in the sub-standards.

This will affect the staffing of the schools. The number of teachers depends on the number of pupils in attendance. In the special circumstances which will prevail in the Transkei next year, it will be necessary to act with great caution in the withdrawal of grants on account of reduced attendance, or teachers will be thrown out of employment at a time when there is little chance of their finding other situations and when the people as a whole are faced with starvation.

The payment of portion of the salaries of principal teachers by a grant of land is in many ways objectionable. The teacher is tempted to attend to his land instead of to his school during ploughing and reaping seasons. His salary thus depends on the weather. Teachers should be set free from this temptation and from this uncertainty. Further, there is sometimes difficulty in connection with this grant of land. The headman may refuse to allocate land and it is difficult to know whether he can be compelled, should he assert that there is no land available, a statement which may be true or a means of acting spitefully against the teacher. In a previous report, I suggested that an equivalent sum of money should be paid to the teacher and that this piece of land should be used for practical work by all pupils, over a certain age, attending school. This land could be divided into plots and the best method of sowing mealies, the rotation of crops, the introduction of a valuable food such as the potato, the growing of winter wheat and barley, appear things which might be taught under the expert direction of demonstrators from the Tsolo farm. Of course the whole matter would require to be submitted to an expert, e.g., the director of the farm at Tsolo; but the native is generally stated to be a most incompetent and wasteful cultivator of the soil, while on the other hand the rapidly growing population of the Transkei, protected as they are nowadays from such scourges as small-pox, makes improved cultivation an imperative necessity. Little can perhaps be done with the adult native, but it is our duty to introduce improvement as quickly as possible by influencing the native pupils. It is at least one way in which education may fit the pupil for his environment, and it is questionable whether the present school course fits or unfits the pupil for his future environment, except of course those who are going to be teachers.

Native teachers have little knowledge of method in teaching. Arithmetic is their most efficient subject. English spelling is taught frequently with excellent results but a little inquiry reveals the fact that the pupils can make no use, and do not know the meaning, of most of the words. The majority of the pupils will require this language mainly as a spoken language, and the method of teaching it should be governed by this factor. Geography and history are also very badly taught, especially the former. In standard VI teachers will be found who have practised their pupils in drawing the map of India and in committing to memory surface features of America without any reference to a map at all. Even the best of the teachers limit their geography teaching to the memorising of surface features, lists of towns, and in some cases names of imports and exports. Portion of the history syllabus is so unsuitable that very little can be expected, but further consideration of the present syllabus is needless as the new syllabus is expected at an early date.

INSPECTOR CHISHOLM'S REPORT.

CIRCUIT: MOUNT FLETCHER, MOUNT FRERE.

The buildings are usually of a more or less primitive style, being built of sod with grass or iron roofs; a few are built of stone. Where stone is unprocurable it is suggested that the walls should be built of box bricks. Rooms were often badly lighted, and it was hardly ever found that the window panes of a building were entire.

It was rarely found that a school was understaffed. On the other hand there were instances where the staff was excessive and superfluous members were retained on the staff long after the necessity for them had disappeared.

The teaching of English as a language occupied a prominent place in the curriculum of native schools, but little real progress was made in acquiring conversational ability in the language. The requirements are too indefinite and most teachers lack the initiative and ability to draw up schemes of instruction. The educational value of history and geography as taught in native schools is very small, and schemes of a more practical nature and more suited to the native's capabilities would be of greater value. In the early part of the year several schools did some clay-modelling and basket-work. Interest in these subjects, however, was evanescent and no progress will be made in this direction until they find a definite place in the curriculum and their objects are more clearly defined. Where a sufficient supply of water and a suitable piece of land are available, school gardening of a simple and practical nature should be taught in native schools.

Much of the work that was seen at inspections was of poor quality and pointed to lack of method and slovenliness in teaching. It was a common complaint that even teachers who had gone through the full course at a training school failed to put into practice the methods they had learned there. Until teachers learn to put the best methods into practice little real progress can be looked for in native schools.

During the year an attempt was made to secure some degree of uniformity in the books used in native schools in the circuit. Managers were recommended to introduce the same English reader in all their schools and the same course was followed with respect to native languages.

Great difficulty was often experienced in procuring school books. This was sometimes due to inability on the part of the bookseller to supply the books, and sometimes to failure on the part of the manager to stock supplies of books for his schools.

INSPECTOR FERGUSON'S REPORT.

CIRCUIT: BUTTERWORTH, NQAMAKWE, TSOMO.

Standard V and VI Schools. My first interest was to inquire into the scope of the work in native training schools, particularly in the first year. The teachers of these institutions complained that standard VI schools were not giving their pupils an adequate knowledge of the English language, so that students of the first year were seriously handicapped in their pupil teacher course, and much extra work thus fell upon these institutions to make up this deficiency. When I afterwards found that my circuit contained 50 schools with 463 pupils in standard V and 33 schools with 340 pupils in standard VI, it became clear to me that these schools were largely responsible for the position complained of. The steps taken to effect an improvement were: (1) the teachers were recommended (a) to give a course of object lessons on the animals, plants and well-known features of life in the Transkei, and (b) to make English the sole medium of instruction in the upper classes; and (2) missionaries were recommended to take the first opportunity of staffing standard V and VI schools with certificated and efficient teachers only. It is pleasing to report that teachers and missionaries were generally anxious to give effect to these recommendations.

Staffing. There were altogether 372 teachers, of whom 231 were certificated and 141 uncertificated; i.e., 61 per cent. were qualified. Last year the percentage was 53.4 per cent.

Organisation. The organisation of classes called for much criticism and rearrangement. For example, sub-standard A was sometimes divided among 2, 3 or even 4 teachers, or taken by the principal along with his standard V or standard VI class, or entrusted to the teacher with the lowest qualifications. In each case the result was the same, almost entire neglect. Owing to the importance, however, of this class as the foundation of the school, it deserves to be taught by the best qualified female teacher on the staff.

General Conditions. With the exceptions of the schools in the immediate vicinity of a mission station (which are well built and commodious), the buildings are mostly of wood and iron, or of wattle and daub, or in a few cases of stone. In many cases the building is too small. Inside, there is not one attractive feature to relieve the wretchedness of the schoolroom. Outside, when seen from a distance, the school reminds one of a lazaretto, as it stands usually on some exposed ridge, removed to a safe distance from human habitation. Where there is so little to influence the children for good—more than they have in their own kraals—the teacher becomes all important, his influence and example far-reaching, and he must not forget that the child sees the future through the eyes of the teacher, and that his relationship to life is determined, happily or adversely, according to the teacher's character. What is required is not so much money as thought. Open-air teaching is a necessity for such schools, as, when properly done, it is better for the health of the children, more comfortable, more enjoyable and permits of better educational methods being employed. But this is seldom possible, as there is no shade of any kind near these schools. I would recommend, therefore, that competitions be arranged among the schools to encourage the teachers and the people responsible for a school to plant trees and hedges, and to make the buildings inside and outside cheerful and pleasant in form and colour. A great deal could be done by a suitable scheme, and the cost could be negligible.

INSPECTOR GREEN'S REPORT.

CIRCUIT: IDUTYWA, KENTANI, WILLOWVALE.

My circuit consists almost entirely of schools for Natives, and consequently my remarks may be taken to refer in the main to work among the Natives.

1. *Buildings.* There has been considerable development in some parts of my circuit, and the need of additional accommodation is therefore urgent. Owing, however, to war conditions, patience has been necessary, and often buildings have continued to serve when the increased enrolment has rendered them, strictly speaking, inadequate, and when, under other circumstances, it would have been considered necessary to insist on a limit to expansion pending the provision of more adequate accommodation. Under the circumstances, one has been loth to discourage expansion, and, except in the worst cases, ample time has been allowed. It has, however, been emphasised that efforts must in all cases be made to comply with the requirements as soon as possible. In several instances, where the existing building is of wood and iron, a large brick building has been recommended, the whole of the iron in the old one to be used for the roof. It often happens that an indifferent headman bars progress where the majority of the people in his location would welcome educational progress. Not infrequently such men not only refuse to move themselves, but resent any of their people doing anything, regarding such action as an infringement of their prerogative.

2. *Staffing.* Many teachers have recently returned to the training institutions to improve their qualifications, and many more are returning this coming year. It behoves all concerned to see that these men and girls, when they come back, are provided with situations. During the past year, several cases have been observed of young teachers, fresh from the institution, holding the T3 certificate, being one, two or three quarters without employment, while incompetent, uncertificated and inexperienced teachers have been allowed to hold on to their posts. This is grossly unfair, and must at all costs be remedied. Young, unqualified teachers must clearly understand that they hold their posts only until a better-qualified person can be found to replace them, and that if they wish to remain permanently in the service of the Department they must make an effort to qualify. In this connection, it is greatly to be desired that missionaries and the governors of institutions should be in touch with one another, and make known the number of teachers required and the number available from the institutions.

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3. *Curricula and Teaching Methods.* The main points that call for attention in Native schools under this head are the teaching of English and the development of the reasoning faculty. Whether English is necessary to the average educated Native or not is hardly the question. Undoubtedly, the vast majority of parents would answer in the affirmative. If, however, English is to be taught, it must be taught on very different lines from those adopted in most Native schools. The test of a knowledge of any language is the ability to converse in it, and to express in writing one's thoughts in that language. Too often, the Native teacher seems to think that all he has to do is to "cram" his pupils to read a book in English, and to recite a few lines of English poetry, without having the faintest idea of the meaning of the words used. Similarly, in the singing lesson, it is too often apparent that the words of English songs have been learnt parrot-wise, and convey no meaning to the singers. This is not education. In all that can be achieved by "rote-work," the Native often excels. Thus, if a test in arithmetic be set, the sums in which the pupils are told in so many words what rule has to be employed will be worked correctly by practically the whole class, while it is a very rare experience to have the problem correctly worked, or even intelligently attacked.

Too often, in European, as well as in Native schools, dictation is regarded as merely a test of ability to spell, and pupils are not only allowed, but encouraged, to interrupt with requests for the repetition of a word or phrase that has been missed; in this way, the value of the dictation lesson as a training in concentration and attention is entirely lost. While insisting on the proper teaching of English in the schools, one must not lose sight of the necessity of teaching also the vernacular. Some Native teachers are apt to think this of no importance, and thus, between unintelligent teaching of English and none at all of Kafir, the pupil would be more profitably employed herding cattle, ploughing or digging.

INSPECTOR HILL'S REPORT.

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

Schools Inspected. During the year all the schools in the circuit were inspected, with the exception of two, which were visited, but were not ready for inspection. In all, 140 inspections were held, while 64 informal visits were paid.

Buildings. Most of the white schools in the circuit are fairly well equipped as regards buildings. Lusikisiki school, which has had of late a rather chequered career, has to depend on a hired hut, but this is fairly satisfactory for the present. Mount Ayliff and Bizana schools have emerged, or will shortly emerge, from the one-teacher stage to the two-teacher stage, and need increased accommodation. It is pleasing to report that there is a great improvement in Native schools. The old rondavel is being replaced by square buildings, while the former iron building, so unsuitable for this climate, is being lined and ceiled. Most of the buildings are, however, too dark.

Qualifications of Teachers. All the white teachers are certificated. The number of certificated Native teachers is rapidly increasing and will soon compare favourably with any district in the Province. This is due in great measure to the Eastern Pondoland trust account which has been started by the people themselves, a self-imposed tax to further education. This has changed Pondoland from a country to be avoided by teachers into a veritable promised land. Much credit is due, however, to those teachers who in the dark days remained at their posts and did sterling work in spite of the fact that the promised local contribution was seldom or never paid.

Increase in Number of Schools. To the same fund is due a considerable increase in the number of Native schools in Eastern Pondoland. Some of these have already been added to the list of Government schools, while many more are rapidly qualifying for it.

Subjects of Instruction. During the forthcoming year it is hoped that all white schools will adopt the revised school course more or less in its entirety. In Native schools the improvement in the number of qualified teachers has naturally led to an improvement in the quality of teaching. Reading an English reading book without being able to translate the subject matter into Kafir is rapidly becoming a thing of the past. There is also a pleasing improvement in composition owing to more attention being devoted to oral composition in the early stages. Mechanical methods of teaching grammar and geography are harder to eradicate and die very hard.

INSPECTOR HOUGHTON'S REPORT.

CIRCUIT: ELLIOTDALE, MQANDULI, NGQELENI, UMTATA.

The two outstanding events in the circuit have been the exhibition of Native school handicrafts at Umtata in April and the visit in July of the Superintendent-General of Education as Chairman of the Provincial Commission on Native Education. Of the former, enough has been written in the EDUCATION GAZETTE: any success it achieved was largely due to the hearty co-operation and energy of missionaries and teachers, both European and Native; but the interest and enthusiasm then aroused will result in little of permanent value until official recognition is given to Native handwork as one of the subjects of the elementary school course, and the same organised on practical lines. It was a red-letter day in the calendar of the many representative Native teachers who met the Superintendent-General of Education at Umtata in July. To be assured of his sympathy and friendliness towards Native advancement was an inspiration and encouragement to them all.

Unhappily, and contrary to the expectation raised by the above-mentioned events, progress in the Native schools cannot be recorded. In some parts of the circuit the population has not yet recovered from the effects of the influenza epidemic, which, in the minds of many, was connected with the schools established by the white people; in others, influenza and typhus have been, and still are, raging, carrying off more children than died during the epidemic of 1918; in all, there has been drought and poverty and a scarcity of food to a degree unparalleled for many years. Pupils are withdrawn through lack of regular food, of clothing, and of money to buy school books. At one school—typical of many—the attendance had dropped from over seventy to under thirty. At another, visited a few days later, six of the pupils had died during the previous month. In these circumstances it is difficult to grow enthusiastic over arithmetic, geography and grammar. At some schools, in spite of all adverse conditions, the work has been proceeding regularly and the attendance maintained, but if the present drought continues very few will be unaffected next year.

A more satisfactory report can be made on progress in European schools. Both the secondary and the primary school in Umtata have largely increased their roll, while, chiefly through the energy of the Rev. J. C. Lamprecht, the primary school at Roodeheul has prospered, and now provides tuition, not

only for the children of the Dutch settlement at Cicira, but also for many of the children of the woodcutters scattered throughout the forests of the Territories. Nor must one omit mention of the increased enrolment at the school at Bedford, where the Sisters of the Holy Cross give such an excellent education to orphans and children of penniless parents.

To meet the increased demand, additional buildings have been erected or acquired during the year. The primary school at Umtata is now housed in a handsome building, two additional class-rooms have been built at Roodeheul, the Umtata school board has acquired two large dwelling-houses for boys' and girls' hostels respectively, while the Dutch Reformed Church has opened its own boarding-house in the town and added to the one already in existence at Roodeheul.

One would again like to bear witness to the self-denying work of the missionary managers, to whose labours all the Native schools owe their existence and without whose sympathy and active help most of them would die; and, also, to acknowledge with gratitude the help and hospitality one has received from missionaries, officials, traders and teachers, whose friendliness and co-operation have made one's work a pleasure.

INSPECTOR PORTER'S REPORT.

CIRCUIT: MATATIELE, MOUNT CURRIE, UMZIMKULU.

This circuit is one of the most distant from Cape Town, being bounded on one side by Natal. Unlike other parts of the Native Territories, these districts have a large number of European farms, in fact in Mount Currie there is only one Native location, so that in this district there are only 780 Native and Coloured pupils, while in the other two there are 9,750. There are, therefore, a larger number of white pupils than in other districts of the Territories—a total of 631 on 30th June. The white schools are managed by the school boards of Matatiele and Mount Currie.

On 30th June there were 18 white schools and 134 Coloured schools, together with 1 C1 school, providing room for 631 whites and 10,536 Native children.

The influenza epidemic seriously interfered with the work during the last quarter of 1918, and its disastrous effects, aided by outbreaks of typhus, have lasted up to the end of 1919. Parents have sometimes refused to allow their children to return to school, while some parts are still in quarantine from typhus. As an example, one school of 300 pupils has never since the epidemic had more than 200.

It is possible to inspect every school during the year, but time permits very few informal visits, and although the epidemic had prevented the inspection of some schools in the last quarter of 1918, by the end of 1919 the work of inspection was brought up to date.

Buildings. The building for the two most important white schools are gradually becoming satisfactory. Money has been granted for two of the larger primary schools. The remaining five primary schools are for small numbers, but even so are generally too small. As regards boarding accommodation, the excellent hostel for boys at Kokstad is full, and one for girls is needed, while boarding houses are badly needed at Matatiele and Cedarville.

The buildings for the C schools are generally satisfactory, but often overcrowded. A few have boarded floors, but most are of mud, so that on windy days the room is filled with fine dust.

Teachers. The number of teachers for the white schools is 35, of whom 24 are certificated. There are 14 single-teacher schools, so that four schools have 19 teachers. In the event of vacancies occurring, one cannot help noticing the small number of applications for the appointment. Of the 134 Native schools, 28 are one-teacher schools, 51 two-teacher, 25 three-teacher, and the rest have four or more. The one- and two-teacher schools really undertake more than they can manage, for in the first case one teacher has charge of six classes, going as far as standard III., and in the second case there are seven classes for two teachers. Better work would result if the first undertook only standard II. and below, and the second, standard III. and below.

There are two Native training schools, one being recognised and aided by the Department. Between them they prepare over 200 pupil teachers, and both are always more than full. It would seem that another such institution is required in the circuit.

Curricula. The omission of woodwork in the larger white schools is a matter for regret, yet in no case has it been neglected without sufficient reason, and it will probably be properly taught in the coming year.

NEEDLEWORK IN THE TRANSKEI.

MISS EXLEY'S REPORT.

In the 36 European schools incessant changes of staff and the appointment of teachers with poor qualifications in needlework prevent any steady progress, and only occasionally have the skill and enthusiasm of an individual teacher obtained any noteworthy results. In the majority of the Native schools needlework is taught, but during the last 15 months severe outbreaks of influenza and typhus have seriously affected the enrolment, so that many grants for female assistants have been withdrawn. This, however, is only a temporary phase, which, it is hoped, will soon pass. It is regrettable that the appointment of so many teachers without training or qualifications is still permitted, and that numbers of girls enter for the pupil teachers' examinations annually without the least attempt to obtain any instruction in, or to increase their knowledge of, needlework. These circumstances are naturally a great hindrance to any marked improvement in the schools.

The outstanding event of the year was undoubtedly the exhibition of Native handicraft, held in Umtata last April. It was entirely experimental in character, and difficulties arose through its postponement from the previous year. Nevertheless, it was thoroughly successful in its primary object of interesting and instructing Natives in the educational value of the work, with a view to its extension and development. More than 3,000 Native teachers journeyed long distances to be present; all were greatly impressed by what they saw, realising for the first time the latent possibilities in their own industries, and many of the best teachers have since expressed a hope that some way of organising and improving them may be found. One striking and immediate result has been the clamorous demand for admission to the spinning, weaving and embroidery school at St. Cuthbert's, Tsolo. The numbers have trebled since June, and the present accommodation is strained to the uttermost. There is unmistakably a growing desire among educated Natives to find useful occupations of the right kind for their girls, both as a means of livelihood and as a valuable training during the difficult years between leaving school and marriage. Probably at

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this juncture the best aid could be given in the form of boarding grants and grants towards matrons' and teachers' salaries in existing schools, while special courses of handicrafts could be arranged at training schools, where at present only one and a half hours a week are given to needlework, which is the only form of manual instruction open to Native girls.

It is agreed on all sides that development in industrial and domestic work is needed for Natives, and much more could be done to encourage girls to specialise in needlework and kindred subjects.

Limited space prevents further comments, and in the new Native curriculum much more time and care will doubtless be given to all branches of technical education.

REPORTS OF DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

MISS MACIVER'S REPORT.

DOMESTIC ECONOMY.

Schools and Pupils. Instruction in the subject is given in 87 schools, viz., in 22 secondary, 48 primary, 8 special schools, and 9 Coloured and Native schools, with a total enrolment of 4,405 pupils.

In sixty of these schools the work is begun in standard IV.

During the last six months of the year fifteen schools were closed down owing to the lack of teachers, and for the same reason no new centres have been opened. There have been applications from six districts for the introduction of the subject.

Nature of Instruction. The syllabuses remain unchanged, but teachers are allowed considerable latitude in connection with the working, and have revision and recapitulation at their discretion. Ample opportunities are also given for introducing special dishes, using the typical products of the country. With regard to elementary physiology and hygiene, it is noted with regret that the instruction in the majority of schools has been limited to the classes taking the cookery courses. The suggestions made from time to time that instruction of the simplest nature should be begun at an early stage in the school course have not been carried out.

It is also noted with regret that there has been little result from the course of kitchen gardening given to teachers by the Department in 1917. In no schools this year has the suggestion been carried out with reference to the keeping of the monthly household calendar, showing the vegetables and fruits available each month. In a few cases a little practical gardening has been done.

Training of Teachers. Since the opening of the training centre in Long Street, Cape Town, in January, 1911, forty-six students have been trained, twenty-six of whom are now employed under the Department.

The work in the schools has been very much hampered by the dearth of teachers, and it is now absolutely necessary to increase the numbers in training. That the need is great is shown by the following facts:—

1. For the past six months fifteen schools have been closed down owing to the lack of teachers.
2. A number of schools have applied for, and are waiting to begin instruction in this subject.
3. The managers of industrial schools are urgently calling for fully qualified teachers, for the further development of their work (girls sent out from these schools properly trained would be reckoned amongst the country's most valued assets).
4. Fully qualified teachers will be required for the further development of the special course in domestic science, now included in the new secondary school course.

The Cape Town centre has already more students than it can conveniently accommodate for some time to come.

It is therefore suggested:—

1. That new centres should be opened in other parts of the Province.
2. That the training should be on similar lines to the other domestic science schools of the Union, and of British schools.
3. That there should be: (a) A combined diploma for cookery, laundry work, and housewifery. (b) A full needlework diploma for plain needlework, dressmaking, millinery, and upholstery. (The housewifery training includes home needlework and dressmaking and simple upholstery.)

MR. RAWSON'S REPORT.

DRAWING: WESTERN DISTRICTS.

The general state of drawing is one of steady improvement and much promise. Improvement can only be hastened and promise fulfilled by means of steps taken to improve the quality of teaching. At present teachers may be classed from the point of view of drawing in the following grades:—(a) Those having training for the T3 certificate, only qualifying them to deal with the rudiments of drawing in the primary school course; (b) those having in addition the drawing certificate D2, fitting them to deal with the rudiments of drawing as prescribed for higher standards; (c) those qualified as art class teachers, prepared to develop the drawing proper to a secondary school course as elementary art, and possessed of the necessary reserves of knowledge required for the development of drawing within training schools; (d) those fitted (by training at present not available within South Africa) for teaching within art schools.

Classes (a) and (b) depend upon (c); class (c) ultimately depends upon class (d). It will thus be seen that art schools should exercise a very strong influence upon all branches of drawing. They do not exercise and have not exercised such influence, for lack of a close connection with training institutions. Some progress has been made in the direction of training art teachers, particularly at the Cape Town School of Art, but the movement is not yet sufficiently related to the general training of teachers. Meanwhile, teachers conforming roughly to classes (b) and (c) will shortly be in demand. The supply of such teachers can only be obtained by closer co-operation between the art schools and the training institutions. Such co-operation might well take the form of courses compounded of those proper to the T2 certificate and the art class teachers' certificate, on the lines at present followed in connection with domestic science. Teachers trained on such lines would be able to attend to drawing of the higher grades, and would yet be available for other school duties. Some specialists of classes (c) and (d) would remain necessary, but in small numbers only. It is gratifying to note that drawing tends to be considered less and less as a special subject of instruction. This is due in large measure to the increased interest in the subject that is being shown by inspectors. Examination results for the year plainly show the value of the special teachers of drawing, whose work is naturally limited to the larger urban centres. If drawing is to be developed, the special teacher is necessary, even though uneconomical.

MR. CHRISTIE SMITH'S REPORT.

DRAWING: EASTERN DISTRICTS.

Of all the varied and numerous subjects which comprise the primary course, none has in quite the same degree the elements of freedom in interpreting requirements, the possibilities for developing individuality of thought and expression, as drawing. Its syllabus is less precise, and its requirements less detailed than is the case with other subjects, and one is entitled to look with confidence for a display of spontaneity, originality, and initiative, both in instruction and the work of the pupils. But the reverse is the case, and of freedom and vitality there are few signs. It is true that in draughtsmanship there is a considerable advance, but this is the outcome of practice and is almost wholly physical. There is more information, particularly as regards natural forms, displayed in studies, but this is a sort of prescribed kind, as if a class were drilled to examine a particular junction at a particular time, in a particular way. There is progress in design, but it is the progress born of knowledge of rule and principle applied according to set methods. There is progress all round, but it is a deceptive progress, a progress that attracts the eye and offers little or no food for the mind. And the reason? Not the syllabus, I think. That is not faultless, but, on the other hand, it is far from being rigid. There is ample scope within its limits for thousands of varied schemes of drawing instruction. Not the pupils, for our children are very much as other children are. Not altogether the conditions under which work has often to be carried on, although these are sometimes both distressing and depressing. And if it is not the syllabus, or the pupils, or the conditions, we are left with the teacher and the teaching. And it is not altogether the fault of the teacher, for one can hardly blame a newcomer from a training college if she teaches as she herself was taught in her training, since presumably, that was what she spent her years of training for. One cannot blame her if, not having had drawing presented to her as a live educational agency, she becomes the lifeless exponent of a subject which is almost entirely mechanical. And one can hardly blame the training college teacher if, in the meagre portion of time devoted to the subject, she gives her students a concentrated pre-digested food which fails of assimilation because all the life has already been digested out of it. Here and there, a teacher with a natural instinct for drawing and an inherent love of teaching stands out and shows what is possible with the subject, but for the most part, instruction consists of a dreary repetition of notes of lessons, like a machine geared to a fixed rate and quality of production. Of all subjects, drawing should make the strongest appeal to mind and soul; it is the one subject that should be the least formal, the least hedged about with fixed ideas, fixed principles, fixed methods, and if the instruction fails to inspire this sense of freedom, it fails of any real educative result. What is wanted for drawing is not a new syllabus, but a new spirit in dealing with the syllabus we have, a more generous recognition of drawing as an education, and a system of training teachers of drawing that would give us teachers imbued with the idea that drawing is a subject with a human appeal addressed to human beings.

MISS DRAKE'S REPORT.

KINDERGARTEN: WESTERN DISTRICTS.

The greatest hindrances to the progress of the work are:—(1) The difficulty of getting thoroughly efficient training mistresses in the training colleges and as heads of infant departments in the practising schools. (2) The difficulty of keeping up the supply of fully certificated teachers for the infant schools.

These two difficulties are both largely due to the fact that the majority of our kindergarten teachers marry before the end of their fourth year as teachers, so that we get practically no teachers with wide experience and seasoned judgment capable of training and supervising the work of students.

The lack of training mistresses is also due to the elementary nature of the education our students have received before they enter the kindergarten training classes. They have read and thought so little, and their experience has been so limited that they have no background which would make them capable of becoming training mistresses. Unless we can import some really competent training mistresses from Europe or America I fear the work is at a standstill as far as progress is concerned.

To keep up the supply of teachers in our infant schools we should encourage more and more students to take up the training so as to get a continuous and large supply. The training is very good for the girls as prospective mothers, even though they only teach for a short while.

As for the work in the schools, the remarks I made in my last annual report (1918) still hold good, but in view of the fact that the infant schools are this year being reorganised, it only remains to urge the establishment of nursery schools for the towns and larger villages at the earliest date possible.

They should be nurseries in the true sense of the word, places of nurture for the children who have no nurseries, and should be as close as possible to the children's homes so that the parents can have easy access to them.

Nursery schools would ease the work in the infant schools. At present, passing all the children of six years old through the sub-standards in a year is a counsel of perfection which in many cases we cannot carry out because the children come to school so badly trained. Instead of being healthy, alert, observant, with senses well trained and with good habits of thought and action, they are the very opposite, and it often takes from three to six months before we can see much progress. Pushing and hurrying at this stage would often do more harm than good.

In the larger villages an outdoor nursery with a shelter where the children could play for a few hours each day under skilful supervision, with companionship and plenty of occupation, would often fulfil a much felt need and would give the children a good preparation for the infant school.

It is much desired that standard I. be included in the infant department, and that wherever possible a teacher holding the higher kindergarten certificate be appointed to teach this class. The children would then remain under the supervision of the head of the infant school, and who could guide their progress through this transition stage, instead of being passed on to the entire charge of an inexperienced teacher holding only a T3 certificate. This would undoubtedly make for the general efficiency of our schools.

[C.P. 4-'20.]

MISS SWAIN'S REPORT.

KINDERGARTEN: EASTERN DISTRICTS.

With my early retirement in view it might prove interesting to trace the development of kindergarten work since my appointment in August, 1906.

At that time there was a set syllabus for kindergartens, suggesting the use of Gift III. and a certain amount of work in clay modelling and paper folding. Games were taught and object lessons were regularly given. A change in the curriculum was brought about gradually; attention was directed to the great value of stories and poems, children's "classics" were introduced, the weekly story was established, and many short poems were taught in the sub-standards. The object lesson was given up for nature-study proper, gardening made great progress, and the practical observation of plant and animal life in the class-room, nature calendars, collections, etc., were started with great interest and enthusiasm. Special nature-study exercise books were made in South Africa for notes and drawings by the older children in standard I. and sub-standard B. Nature excursions were undertaken when possible and quarterly schemes of work were required. Much handwork was introduced, and in 1902-1912 courses of lectures were given in the afternoons in large centres, such as East London, Port Elizabeth and King William's Town, on brushdrawing from the object, raffia work and paper modelling. In some cases over 40 kindergarten teachers attended the classes, and by 1913 nearly every school in the circuit had these occupations. At the same time all kindergartens were encouraged to make or procure dolls' houses; group work and a larger freedom in the selection of material were practised; thus "Kindergarten Occupations" developed on "industrial" lines. The sandtray became a necessity for the illustration of stories; these became wider in scope; historical stories and stories of life in other lands were introduced. The "Kindergarten Library" was started in many schools, with books of reference for the teacher and a large number of short story books of the simplest kind for the children. No kindergarten was considered properly conducted without "supplementary readers." From 1911-1914 great efforts were made to procure good pictures for the walls, and also to introduce in a cheap form copies of the great masters suitable for little children. Hundreds of the "Perry Pictures" were imported from the United States, teachers became very enthusiastic and "picture work" was started with the older children in connection with oral composition and writing.

From about 1908 onward, the kindergarten games became less stereotyped; many games of the nature type were discarded in favour of simple competitive running games without singing, or singing games of the "old English" type. After my visit to England in 1908 games of the Swedish type were also added, because of their suitability for children of various ages and for their excellent training in rhythmic movements and grace of bearing. Dramatisation stories obtained some measure of success and dramatic drill was started with the very little ones.

During the last twelve years accommodation and hygienic conditions have much improved, but more provision should be made for out of door occupations by means of wide verandahs or open huts shaded by a roof.

In August, 1906, there were comparatively few pupils of kindergarten age, i.e., under seven. There has been a steady improvement in the average age, and as numbers increased it became possible in many cases to exclude standard I. from the kindergarten department. Inspectors and teachers have worked strenuously to push on the big children in standard subjects, and each year showed an increase in the attendance of children of five and six years.

It will be gathered from the above that the highest point of efficiency was reached about 1913. Then came the application of the language ordinance, with its difficult complications, and then the war, with great necessity for economy. The work has been in many cases a hard struggle, and last year came the hardest blow—the limitation of the age to six years. Things may in time adjust themselves, but at present such a rule means a further "set back" and great discouragement to teachers and instructresses. The enthusiastic teachers are disappointed, while a few who are unsuitable for teaching young children are glad of the excuse to omit much educational work, as "kindergartens have been given up."

MISS TISMEER'S REPORT.

KINDERGARTEN.

The decision to exclude children under 6 years of age from the primary school, is, for various reasons, deserving of great praise.

1. Most doctors have long since agreed that a child under 7 years of age should not study, and quite recently Dr. Leipoldt, Medical Inspector of Schools, stated that primary education below seven years is very injurious and should not be allowed.

2. Many parents have no opportunity of sending their children to school before their eighth or ninth year. All children should as far as possible take advantage of instruction, but many were prevented from doing so because of the kindergarten, as hitherto constituted. These older children were placed in the kindergarten and had to learn to read, write and do arithmetic with much younger children. It is easily understood that children eight years old can learn much more quickly than those of four years of age. The result of this was that the older children wasted precious time, which they could not spare, in the kindergarten, while the infants because of them had to be neglected. But why, then, were the older children placed there? Because it was only in the kindergarten that the elements of primary education were taught. The commencement of primary education had accordingly to be transferred from the Kindergarten to the Primary School. This will now commence when the children have reached the age of compulsory education. A further reason by which instruction in the kindergarten was impeded was the irregular admission of children to school. When a child was old enough he was sent to school, and no account was taken of the fact that this was not fair to the other children, seeing that the teacher had to devote a part of her time to one child which should have been devoted to all the children. It often happens that a kindergarten teacher has to teach eight different small classes, and accordingly can only devote to each an eighth part of her time. If, however, a regulation could be made admitting children of seven years of age to the primary school only twice a year, e.g., after the December and June holidays, all children would be benefited by it. The teacher would in every instance be able to begin with a full class and devote all her time to it, and the instruction would no longer be disturbed by children who were admitted later.

3. Now that the kindergarten will be separated from the actual school where instruction is given, parents will have more liberty with regard to the education of their children. Every one will be quite free to choose whether to send his children to the kindergarten or not. At the age of seven all children,

including those who have attended a kindergarten, proceed to the primary school to receive instruction in the elements of primary education. Children below seven years of age would be adversely affected, because the school is now closed to them. The time has now arrived to give them a real kindergarten. What is, however, understood by a real kindergarten? A real kindergarten is a place where young children between the ages of 4 and 7 are taught to think and work by means of handwork and play, and while playing they are trained so that they can benefit by the primary instruction which they will receive later. The educational value and the great attractiveness of the kindergarten should not be undervalued. When we consider other countries and see the important position occupied by real kindergartens and how the different governments endeavour to make these the best of their kind, we feel that it is time that a beginning should be made in this direction in South Africa. The immediate establishment of the abovementioned real kindergarten is accordingly to be highly recommended.

MISS CAIRNCROSS'S REPORT.

NEEDLEWORK: WESTERN DISTRICTS.

1. *School Work.* An average standard has been maintained. The main difficulties have been lack of materials in areas where poverty prevails, and unavoidable delays in dealing with needlework requisitions that caused delay in the delivery of materials required for specimen work. It is anticipated that both difficulties will disappear when departmental supplies are forthcoming. Constant change of teachers has left its mark in many schools. Teachers who take up posts for short periods only should leave records of work done, so that their successors will know how to proceed. Principals of schools have been asked to demand such records, and to retain them on the departure of all teachers.

The award of a certificate for needlework in standard VII. will cease with the introduction of the differentiated secondary school course.

2. *Training of Pupil Teachers.* More time should be given to practical teaching. Many of the lessons attempted were stereotyped, and produced no results. It would be of great advantage if pupil teachers could be attached to junior standards for needlework lessons, being made entirely responsible for work to be done by the class during that time. The development of a greater sense of responsibility is desired.

3. *Teachers' Training.* It is pleasing to note that teachers have shown a desire to improve their qualifications. The five courses, including stitchery, mending, making, dressmaking and knitting, have been continued with very satisfactory results. It has been found advisable to continue this work in order to enable teachers in the field to complete their certificate where they are unable to proceed to any centre.

It is most desirable that some inducement should be offered to acting teachers who show special aptitude in this subject, and who wish to avail themselves of a training such as that offered at the domestic science training centre in Cape Town.

4. *School of Domestic Science.* Only a limited number of students can be accepted owing to lack of sufficient accommodation. Three teachers completed the needlework course in 1918. These are now occupied in giving instruction in schools. Seven were trained in 1919, and a class of eight has been formed for the year 1920. It is hoped that the future will show further development, so that space for larger classes will be available in the building.

5. *Industrial Schools.* The appointment of teachers in these schools is a matter that calls for attention. Good needlework and good business qualities are very desirable. Apart from these, the power to impart knowledge and the power to manage classes with success are essential in the teacher. It is considered that girls trained in these institutions should be taken through the various stages of plain needlework, so that they may learn to make all articles of clothing which they are likely to require, and so learn self-reliance, as well as finding a means of self-support after leaving the institution. Too much time is given to making fancy articles that find ready purchasers in the near neighbourhood. This practice means nothing in the training required by these girls. A scheme of work for a four years' course was drawn up and submitted in April, 1918. Where numbers are increasing, it is very desirable that uniformity should be observed in work done at such centres.

In conclusion, it is only fair to add that the enthusiasm and good work done in many schools, often in the face of adverse circumstances, are most encouraging, and deserve to be highly commended.

MISS COGAN'S REPORT.

NEEDLEWORK: EASTERN DISTRICTS.*

A large number of formal and informal visits were paid, and instruction given to teachers and also to classes for the benefit of the teacher. No formal classes for teachers were arranged for, though, in view of the change in the curriculum, a vacation course would do much towards helping teachers to understand and carry it out correctly. Such a course would be welcomed by a vast number of teachers.

Many training schools are still without a properly equipped room for the teaching of needlework, and little effort seemingly is made towards improving this condition. The difficulty of getting properly trained and experienced teachers of needlework for training schools is added to by the small salaries offered for such posts. More than ever is there the need for further training and increased emoluments for the specialist. There is a growing tendency to oust needlework from the now overcrowded time table. This is a matter for regret. Too often the needlework in school is the only training in the subject a girl receives.

There have not been any public exhibitions of work during the year. Several very successful private exhibitions have been organised by schools.

I wish to express my thanks to all inspectors and missionary superintendents in my area who have been most helpful and kind.

MR. FARRINGTON'S REPORT.

VOCAL MUSIC: EASTERN DISTRICTS.

During the year 1919 progress in vocal music was very similar to that recorded in former reports. I was on leave during the last quarter of the year.

Looking back over a period of just 25 years, it seems that there has been a real and substantial development of the subject. In the early days, the idea was for the instructor to work at a big centre

* Miss Exley's Report on Needlework in the Transkei is printed on page 43.

for a period of some months with the object of training the ordinary class teachers and generally bringing about increased interest in school music. The balance of the year was spent in making examination tours. Gradually the larger centres have been attended to in turn and nearly all the time has of late years been spent on visits to schools which have often been visited before. The time spent on teachers in training has increased to such an extent, and the requirements of the syllabus have been so much enlarged that all one's time could now profitably be spent in the training centres.

I respectfully make the following suggestions:—(1) Instead of two so-called instructors in vocal music there should be one superintendent of vocal music. He should have the help of as many assistants as may be necessary. (2) The superintendent of vocal music should be responsible for the theory paper for pupil teachers. (3) The tonic sol-fa examinations for P.T.'s should be replaced by Departmental examinations of somewhat similar difficulty, but not so detailed in scope. The accredited examiners of the tonic sol-fa college might still be encouraged to examine pupils and outside candidates for certificates. (4) The circuit inspector should be responsible for the singing of the schools in his area. (5) Choir competitions should be further encouraged. One adjudicator is sufficient, and this should be either the music superintendent or one of his assistants.

MR. LEE'S REPORT.

VOCAL MUSIC: WESTERN DISTRICTS.

In view of the readjustments that are being made in educational affairs, this report touches briefly upon three directing considerations:—

1. The claim of class singing to a worthy place in school curricula. The why and wherefore of most school subjects are obvious. It is not so, however, with music. Except to the few, it cannot be regarded as vocational. It is not taught as an end in itself, but as a means to an entirely different end. Self-realisation or expression is possible in professional and other careers; but for the masses emotional outlet is often precluded by the monotony of their tasks. The latter seek what satisfaction their faculties can command from the pleasures and pursuits of leisure time. The development and regulating of these faculties fall within the sphere of education; and to this end the practice of music is of the utmost value.

2. Ear training, a basic principle. Music is a thing of the ear. The rapidity with which young people can be taught to write from ear melodic phrases and simple rhythms is a well established fact, and when pupils have reached this stage they are in a position under guidance to pick out repetition of motion or symmetry of design, to converse on the structure of a song and to take up the study of musical form with interest. Conversational analyses of voice exercises, songs and sight tests (the pupils doing most of the talking) should always precede their use. It is in working with the elements of knowledge that the art of teaching reveals itself.

3. Ear training, a basic principle of training college courses. The honest and interested work done in most of the training colleges during the past year was most impressive. Teachers are being produced who are in sympathy with their calling, the only type which can set in motion those inner forces in young lives which alone can raise them from their moral and mental poverty. It would seem, though, that there is some justification for the remark that the charm of the academic side of training is setting up a distaste for honest spade work in rudiments. The ear training alluded to in paragraph 2 must be undertaken by all teachers who hope to do anything worth while in class singing. Those teachers whose only command over music is that which they have acquired instrumentally through their fingers are seldom able to do more than touch the imitative side of a child's nature.

MR. DOVEY'S REPORT.

MANUAL TRAINING: EASTERN DISTRICTS.

During the year October 1st, 1918, to September 30th, 1919, I paid visits numbering 179 to schools in my circuit.

In the case of all native training institutions and certain other small schools, the visits were utilised to conduct the annual examinations.

In a few large schools where the conditions seemed to indicate that it would be advantageous, examinations were also conducted.

The work of all pupils in all schools, and that which had been executed since the previous visit was always examined personally, and in this way the work of about 5,600 woodwork pupils has been reported on. In addition to this the work of about 1,700 pupils engaged in preparatory manual training (cardboard modelling, woodwork, drawing, etc.), has also been examined and reported on.

It will be seen that in spite of adverse conditions—lack of teachers, scarcity and curtailment of equipment and supplies, etc.—the number of pupils receiving instruction is steadily increasing. This has been accomplished to a great extent by paying particular attention to the development of the work in the standards below standard V.

An extremely valuable factor from the economic standpoint is that this junior development has taken place with no appreciable cost of new equipment and usable materials. There is still much more room, however, for further development in this direction and I look forward to the time when the number receiving instruction below standard V will be equal to the number above.

During the course of my itinerary I have made every effort possible to remedy the lack of knowledge of basic principles among teachers. This is a serious thing which should not be necessary and which should be guarded against in the training of teachers.

The general condition of equipment and the neatness and order of classrooms have shown considerable improvement.

The new secondary school schemes will provide food for much thought in view of the difficulty of getting the right kind of teacher for the technical branches of these schools in sufficient numbers and with the necessary qualifications.

MR. F. T. MORRISON'S REPORT.

MANUAL TRAINING: WESTERN DISTRICTS.

Numbers. It is gratifying to report that the subject continues to grow and the interest in the work taken by the general public is more intelligent and keen. War conditions, shortage of funds, excessive cost of equipment and materials made it impossible to meet all requests from schools; still the number of pupils during the year has increased by 903 and the number of schools giving instruction in the subject by 13. The total number of pupils in receipt of instruction in woodwork and drawing is 7,278, and in cardboard modelling 658. The total number of schools is now 127.

There are still over 70 schools in the circuit with over 35 boys on the roll and a male teacher on the staff, in which no form of manual instruction is given to the boys.

Efficiency. I feel that we can congratulate ourselves that the work is improving as a whole. There is still appalling apathy and ignorance, on the part of a number of principals regarding the work, which they tolerate but do not foster.

In many schools where the percentage of indigent scholars is very large, one finds that as much time is given to latin in the sixth standard class as is given to woodwork, and that in spite of the known fact and that almost without exception the boys will follow a manual calling when they leave school.

It is pleasing to speak of the interest and good work done by other principals, of their interest in the various classes and the manner in which they contribute to the success of the work.

Scattered over the country are some excellent instructors, men of broad culture and large practical experience. Here and there one finds instructors who have been forced into the position by circumstances, they do not like the work, but they are honestly trying to do their best; there are unfortunately those who neither like it nor try to do it.

Training of Teachers. The teaching of woodwork in training schools is in need of attention. In the case of those students who have had no training in woodwork prior to their coming to the training school more time should be devoted to the study of the work than two hours per week, as at present. It is not possible to acquire a good working knowledge of the work in such a short time.

In view of the requirements of the higher classes beyond standard VII, the time has come when we should consider the establishment of special classes for manual training instructors. Besides the manual occupations, the studies would include applied mathematics, physical science, mechanics, architecture, drawing, tools and processes; all of these studies would have a very direct bearing upon the work in hand and would be special rather than general.

Woodwork Class-rooms. There are some excellent rooms in the circuit; it is remarkable, however, how few are as well equipped as they might be. Not a few are less interesting than an ordinary factory workshop, nor is there anything to indicate that they are not workshops but class-rooms. The walls are bare, without a single specimen of work or a single illustration; everything is stored away and not one article in evidence, beyond the benches, to indicate what work is done, or how it is done. There are some very fine exceptions, and in such cases the woodwork room is the most interesting room in the school. There is little excuse for these rooms not being made to appear interesting, as every boy is delighted to contribute his share in woodwork or drawing or specimen to that end.

The woodwork room is generally the Cinderella of the school; its elimination as a workroom admits of small consideration, when the growing demands of the school call for another ordinary classroom. Apart from the immediate loss which such conditions entail to the boys under training, the general effect is to lower the prestige of "labour," to discount its value, and to give our working boys wrong conceptions of life, and life's opportunities, and I should add, life's privileges.

Plans for the Future. The high cost of equipment and building material has led me to consider more seriously the possibility of employing some other medium of instruction than wood in its present form; something that would be cheaper and no less effective as an educational and practical proposition. I see the possibility of making our work cheaper, but a departure from methods which are real, to those which are artificial, even though they be cheaper, may be too dear at the price. In Europe many peculiar schemes of "manual" have been introduced into schools, and I confess to having introduced some novelties into our own schools, but the facts have been driven home upon me, that whenever things made are associated with definite accurate dimensions, with correct manipulative processes, and established rules and workroom principles, there is no better way of making them than by the ordinary appliances of the tradeshop. In the junior classes I have a scheme of work in which wood and metal take a place and where a costly woodwork bench is unnecessary; under certain conditions such a course might be carried on to standard V, but not further; after standard IV I would always recommend where possible what we at present follow; the other would be in the nature of a stop gap.

With the growing industrial development of our country, I am looking forward to a growing recognition of the value of manual training in our schools and a larger place for those who will take their places in the big world of industry.

C. REPORT OF THE MEDICAL INSPECTOR OF SCHOOLS.

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

SIR,—

I have the honour to submit the report on the work for the six months ending December 31, 1919.

I have the honour to be,

Sir,

Your obedient Servant,

C. LOUIS LEIPOLDT,

Organising Medical Inspector of Schools.

December 31, 1919.

REPORT ON THE ORGANISATION OF MEDICAL INSPECTION OF SCHOOLS.

Scheme for Medical Inspection.

At the request of the Administration of the Province of the Cape of Good Hope, I was seconded for service on the 16th of May, 1919, in order to organise medical inspection in this Province after the resignation of the first Medical Inspector, Dr. K. Bremer. I arrived at Cape Town on May 19th, and on the following day assumed duty as Acting Medical Inspector of Schools. On July 22nd I was instructed to proceed to various districts where epidemic influenza had broken out, in order to consult with local authorities in regard to the question of closing schools, and was absent for five weeks. With this interruption excepted, I have been wholly engaged in routine work as medical inspector.

On June 2nd I submitted to you a memorandum outlining the steps which I recommended should be taken to obtain the nucleus of a medical inspection service for the Province. On June 6th this memorandum was considered by His Honour the Administrator and the Provincial Council, and the recommendations contained in it were unanimously adopted. The proposals are discussed below.

I wish to express to you my appreciation of the promptness with which the suggestions were considered, and of the active interest which the Administration showed in the scheme and the work in connection with it.

My period of seconding expired on November 16th, but at your request the Transvaal Administration consented to extend it for a further period in order to enable me to await the arrival of the newly-appointed medical inspectors. Drs. Chubb and Brown arrived on December 16th, and I handed over the work to them on December 31st.

School for Medical Inspection.

In the memorandum submitted to you I briefly outlined the aim of medical inspection and the special local difficulties presented by this Province with its 300,000 square miles of territory. I discussed the various methods in which the service might be organised, and recommended as follows:—

The immediate appointment of two fully-qualified medical inspectors, one male and one female, together with the immediate appointment of three school nurses. As it was impossible to obtain the services of properly-qualified inspectors locally, I recommended that the appointments, at the same salary paid to the chief medical inspector in Transvaal, be offered to the following two persons:—

Dr. Elsie Chubb, M.D. London, D.P.H., School Medical Officer and Assistant Medical Officer of Health, Acton, England. Dr. Chubb is South African born, bilingual, and graduated B.A. with honours at the old Cape University, winning the Porter Studentship. She studied at the Royal Free Hospital, and after taking her degree in medicine, served for a time on the staff of a large children's hospital, subsequently taking her diploma in public health and becoming school medical officer for the Acton Education Authority, where she has been working for several years;

Dr. Maughan Brown, M.D., Edin. D.P.H., School Medical Officer and Assistant Medical Officer of Health for Surrey, England. Dr. Brown is also a South African and has some knowledge of Dutch. He has had considerable experience of school inspection work, but has been for the last four years employed on war service.

These appointments were sanctioned by the Administration, and authority was cabled to the High Commissioner in London to offer them to Drs. Chubb and Brown on condition that these practitioners were bilingual or able and willing to become bilingual. Dr. J. H. Brincker, of the London County Councils Inspectorate, kindly undertook to interview them and to advise the High Commissioner. I wish here to express my indebtedness to Dr. Brincker for his valuable help in connection with the appointments. Owing to the death of Mr. Schreiner, the negotiations suffered some delay, but both doctors accepted the appointments and arranged to sail on November 23th.

Miss Liesching was appointed as school nurse, and applications were solicited for the other vacant posts. Considerable difficulty was experienced in finding suitable women for the post, and no coloured nurse could be obtained. Finally, the appointment of Mrs. Davies and Miss Saayman as additional school nurses was approved, and the other posts are at present under consideration.

The present position is that the Department has two thoroughly well trained and experienced medical inspectors, and two trained school nurses available for work immediately. The appointment of two other nurses is contemplated as soon as suitable candidates for these posts present themselves.

I may mention that medical inspection has now been adopted by all the Education Departments in South Africa. The Department in the Orange Free State is advertising for a medical inspector of Schools, and the Department in Southern Rhodesia has just appointed Dr. Hayes, of London as its first medical inspector of schools. It is satisfactory to note that there is a close similarity in the procedure everywhere adopted, which again is in agreement with the procedure adopted in England, on the Continent and in Australia; and there is thus every likelihood that uniform results and statistics will be obtained. In the interests of the Departments it is desirable that medical inspectors shall be allowed opportunities for direct intercourse to consult on matters of common concern and proposed modifications or extensions of their work.

Work of the Medical Inspectors.

It would be absurd to lay down a fixed plan of work for the newly-appointed inspectors. They must be allowed to make themselves thoroughly familiar with local conditions, and must be given time to travel through the Province, visiting each school-board area, so as to get a broad view of the general extent of the problem with which they are faced. Roughly speaking, however, their work will consist,

as it does elsewhere where medical inspection of schools obtains, in routine inspection of children at the schools, in advising the Department on all matters in connection with anything that affects the health conditions of the schools, in lecturing to teachers, and in reporting on the hygienic conditions of school buildings. The foundations of an organised scheme of inspection have already been laid by Dr. Bremer, who in the short time during which he acted has done admirable pioneering work. Record cards and the various schedules employed in the work have been printed, and although slight modifications may be necessary from time to time, routine inspections can take place at once.

A point to be taken into consideration in organising medical inspection in this Province is the important one of the relationship between the inspection service and the public health service. The Public Health Act, passed this year, makes it possible for the Department of Public Health to interfere in the work of medical inspectors, to an extent which sooner or later must lead to difficulties. It is highly desirable that there should be a close co-partnership and a cordial co-operation between the Inspectors and the Public Health Department; but that can only be achieved when the Department is properly organised and expertly staffed. At present there is no one in the Public Health Department who possesses any expert knowledge of school medical inspection work or of the general problem of child welfare. The position is therefore unsatisfactory, and unless the Act is amended so as to provide for the proper organisation of all activities concerned in child welfare work, medical inspectors can only continue to work apart, though in close co-operation with sister services in the other Provinces.

Organisation.

Mr. Murray, in his memorandum to the Select Committee on the Medical Inspection of Schools in 1917, declined to commit himself to a definite indication of the lines upon which the new service should be organised, but tentatively suggested the establishment of five principal inspection areas, those of Cape Town, Port Elizabeth, Queenstown, Kimberley, and De Aar. He pointed out that school inspectors have on an average from 120 to 130 schools under their charge which they are expected to visit annually at least once, and that, so far as medical inspection was concerned, the conditions determining the problem of delimitation are not known.

Mr. Murray was good enough at the time when the Committee was sitting, to give me statistics regarding the various areas; and from the information I then gathered I recommended that the question of organisation should be left to the newly-appointed chief medical inspector of schools, who should carefully consider the claims of the various areas and report finally on the matter. Dr. Bremer took up the question, and I have the benefit of his experience and advice. Since assuming duty I have visited all the areas which need be considered as possible headquarters for district inspection areas, and have carefully considered the various ways in which medical inspection may be organised in such areas. The conclusions I have come to are briefly as follows:—

The medical inspection service should be organised on the basis of a headquarters staff at Cape Town, with a central office fully in touch with the various parts of the Province and in close co-operation with the service in the sister Provinces. Such headquarters staff should consist of two joint chief inspectors, a man and a woman, selected for their intimate knowledge of and acquaintance with modern methods of medical inspection, child welfare work, and social hygiene. They should be, if possible, doctors who are acquainted with South African conditions, who are fully bilingual, and who have a recognised professional standing among their colleagues who are engaged in school medical work. To them, when appointed, should be left the task of demarcating the various inspection areas, recommending the appointment of assistants, and generally arranging the details of organisation, and the further proposals I put forward are intended in no way to dictate a line of policy to them, but are merely suggestions which my six months' actual service work in this Province enable me to make.

The Province should be divided into three subsidiary areas, each in charge of an assistant medical inspector, who can if necessary be appointed locally and trained by the headquarters staff, but who must be bilingual and a whole time official. The subsidiary areas would be the Eastern area with headquarters at East London, the Northern area, with headquarters at Kimberley, and the central area, with headquarters at Port Elizabeth, the headquarters area taking charge, in addition to office work and statistical work, of the South-Western Districts including Namaqualand. The demarcation of these areas can only take place when the headquarters staff is in a position to know accurately the local conditions, especially as regards roads, transport and facilities for treatment. In each area the inspectors should be assisted by a fully-trained school nurse and by assistant nurses.

While it may be possible in certain areas to utilise the services of local medical officers of health who are full-time officials of local authorities, I do not think that it will be desirable to do so unless such officials have expert knowledge of medical inspection and children's diseases which they rarely possess. Nor, in my opinion, will it be desirable to employ as medical examiners private practitioners unless such practitioners are prepared to devote their whole time to the work. On the other hand, it would be highly desirable to utilise the services of the new professors of clinical medicine and surgery to be appointed by the University in some way that will be mutually advantageous to them and to the Department. At present it is not possible to do more than to outline the organisation for medical inspection in this Province; details will have to be added as medical inspectors become more familiar with the work and the special conditions that obtain in the Province.

Finance.

Medical inspection of schools must be considered as an economic problem. It is quite true that the health of the juvenile community should not be measured in pounds, shillings and pence; but it is equally true that we may spend far more money in attempting to improve such health than our results warrant. Thus the immediate appointment of numerous medical inspectors and school nurses, the provision of treatment centres, and the state feeding of necessitous underfed children will no doubt have a good effect upon the health of the mass of school children; but the total expenditure involved in such a hasty and ambitious scheme will be out of all proportion to the benefit conferred upon the community, while it is possible that the ultimate results will be so anomalous that public opinion will swing round to the other extreme and demand an instant modification of the scheme. Medical inspection, like all public health questions, must therefore be considered from an economic as well as from a purely sentimental aspect. It should be a business proposition, and whoever is in charge of it should be able to prove that what has been expended upon it, in money and in energy, is commensurate with the increased efficiency which it has obtained.

A review of the expenditure on medical inspection in the different areas which are in some respects comparable as regards local conditions with this Province shows at once that there are widely varying limits within which such expenditure may oscillate without being considered extravagant or unjustifiable. As a criterion of economic efficiency the percentage expenditure on medical inspection to the total expenditure per school child per year is a safe guide. In the Transvaal, for example, it works out at 4 per cent. of the total cost per pupil to the State; in New South Wales at approximately 2.2 per cent.; in certain rural areas in America at 3.4 per cent. Anything below 1 per cent. may be regarded

as too low; anything above 4.5 per cent. as abnormally high. When treatment and other extras are included, the percentage will necessarily be much higher than when inspection alone is provided for. The chief item in the medical inspection budget will be for salaries and wages; this usually absorbs fully 50 per cent. of the total budget. In areas where the schools are widely separate, transport and travelling expenses will be the next highest item; in this Province they should be estimated at 45 per cent. of the total budget the remaining 5 per cent. being spent on equipment.

To show how expensive it is to work large areas, I may mention that inspectors in the Transvaal travel on an average 1,000 miles per month during the term. Most of the travelling is done by motor car, as by this means there is considerable saving of time. In this Province inspectors will have to depend largely on motor cars; and the Department will have to consider the advisability of granting them special rates. In the Transvaal inspectors have found it quite impossible to run their cars and do the necessary amount of travelling at the regulation allowance authorised by the Treasury; and the Transvaal Administration has granted them special allowances. It must be remembered that medical inspectors have to drive their own cars, and, under Treasury regulations, they are granted an annual depreciation allowance far below the annual cost of the car. The normal life of a car as used by inspectors can be estimated at 48,000 miles; and the annual depreciation allowance should therefore be approximately one-fourth of the value of the car when purchased. These considerations will show that transport expenses must necessarily be a heavy item in any scheme of medical inspection for this Province; but such expense is unfortunately inevitable and will have to be met.

We have now to consider the staff and the general organisation expenses. For purposes of comparison the following statistics of the medical inspection services in areas approximating, so far as number of children is concerned, to this Province may prove of interest.

Area.	Average Attendance.	No. of Medical Inspectors (whole and part time).	No. of Nurses.
Durham	127,844	14	28
West Riding	180,000	17	49
London	644,320	48	131
Welsh Counties	243,163	39	99
Transvaal	120,000	7	5
Natal	50,000	3	2

It is obvious that to bring our system of medical inspection in line with those of other countries, we need to increase our nursing staff to the extent of approximately one school nurse for every 12-14,000 children, and one medical inspector for every 25-30,000 children. Assuming the total enrolment to be 200,000 children, this calculation postulates a final staff of approximately six whole-time medical officers as inspectors and 12 to 16 nurses. On this estimate the final cost for an adequate organisation would be approximately as follows:—

Salaries and allowances	£12,000
Transport and travelling	£10,000
Equipment and other expenses	£1,000
Total expenses	£23,000

This estimate works out at approximately 2s. 6d. per child per year, or roughly slightly above 1 per cent. of the total cost per child per year. At that figure it should be considered economically justified, more especially when the extent of the area and the local difficulties are taken into consideration. In my opinion on this estimate a certain amount would yearly be available for treatment. This then is the financial aspect of the matter. It is improbable that the service will expand to this extent within the first five years, but after that period the question of expansion will have to be considered.

School Nurses.

The importance of the school nurse in any scheme of medical inspection is now so well recognised that it need not be dilated upon. Briefly stated, the duties of the school nurse are to assist the medical inspectors; to lecture to children on first aid, hygiene and home nursing; to visit the schools regularly and report on the cleanliness of the scholars, and generally to keep in much closer touch with schools, teachers and children than medical inspectors are able to do. Their chief duty, however, is to visit the children's homes, and to impress on parents the necessity for prompt treatment of defects discovered at inspections. Tact, therefore, human sympathy, and a knowledge of human nature, are essential requirements for the school nurse, who should further be adequately trained, bilingual in this Province, and able to teach by example as well as by precept. It is difficult to find such women, with the requisite qualifications; and their services are so important that the Department must be prepared to pay them a fair salary, certainly considerably above that granted to hospital nurses (who, it may be pointed out, require lower qualifications and have fewer responsibilities than the school nurse), and to rank them as teachers rather than as members of the general establishment of the Civil Service. After careful consideration of the conditions under which private nurses work in this Province, and after taking into consideration the fact that the first three school nurses appointed here would have decidedly onerous and pioneering work to do, I recommended that one school nurse be immediately appointed at a salary of £250 with the grade of a Departmental instructress in hygiene. This recommendation was at once accepted by you, and authority was given for the immediate appointment of Miss Liesching to the post. Miss Liesching, who is doubly qualified, fluently bilingual, and an excellent teacher in her special subjects, assumed duty on June 2nd, and remained in charge of school nursing services until November 15th, when she resigned. Her resignation is due solely to private reasons, and at my request she postponed it for several months in order to initiate the newly-appointed nurses. I very much regret that the Department has lost her services, for she was a zealous, able and most painstaking school nurse, highly popular in her district, and thoroughly efficient in her work.

In July applications were called for the post of two assistant school nurses and two coloured school nurses. The response to the advertisement was unsatisfactory, and the posts re-advertised at a higher scale of salary. Though more applications were received, no applicant was suitable for the post; and it was decided to advertise certain areas separately. Applications were thereupon invited for the post of school nurse to the Eastern area, with headquarters at East London, and school nurse for the Northern area and for two coloured nurses. As it was known by that time that Miss Liesching was unable to continue to act as school nurse, it was decided to select from among the applicants a successor to the post held by her. As a result, Mrs. G. Davies, who is doubly qualified and who for some time has been in charge

of the Training School Hostel at Cradock, was selected to succeed Miss Liesching, and took up her duties on November 1st, while Miss Saayman, who is also doubly qualified and is fully bilingual, was selected for the Northern area post. No suitable applicant was found for the Eastern area, and the position is still open. Similarly, no suitable candidate for the position of coloured nurse was found, and the appointment of coloured nurses has, therefore, been postponed. The two nurses now appointed appear to be suitable in every way and to have entered upon their duties with interest and enthusiasm.

It is my duty to point out to you that an extension of the school nursing service is, in the interests of both the Department and of the schools, as necessary as it is desirable. While it is Utopian, and in my opinion wasteful, to have a school nurse in every school board area, it is advisable that permanent school nurses shall be stationed at certain headquarters that may serve certain areas. Roughly speaking, such areas should be:—

- An Eastern area, with headquarters at East London, for one chief school nurse, with assistant white or coloured nurses stationed at King William's Town, Queenstown, and Kokstad;
- A Northern area, with headquarters at Kimberley, and with assistant nurses at Prieska, Carnarvon, and Williston;
- A central area, with headquarters at Port Elizabeth, with assistant nurses stationed at Graaff-Reinet, Oudtshoorn, and Cradock; and
- A South-Western or headquarters area, in charge of the chief school nurse at Cape Town, assisted by assistant school nurses at Wellington, Stellenbosch and Garies or Van Rhyndorp.

Such a scheme, which would fairly adequately serve the immediate needs of the Province, could be adopted as the medical service expands. It would entail the appointment of four chief nurses, who should have the experience and status of matrons, with knowledge of child welfare and maternity work, and with ability to teach, and of a staff of 12 assistant nurses (of whom those in the Native Territories should be specially qualified for Native work by their ability to speak Native languages). Such a nursing service would in the long run prove more serviceable and more economical than a rapid expansion of the medical staff, for the nurses would all be available for instruction purposes at the training centres, and would be able to do much good work by home visitation, district nursing and propaganda work. The cost of such a nursing service, calculated on the basis of the appointments already made, would be approximately £3,400 for salaries, and a further £2,000 would be required for travelling and incidental expenses. Medical inspectors should, however, be authorised to negotiate with local authorities for the service of part-time nurses, who are at the same time district nurses, part of whose salaries would be paid by the Union Government under the new Public Health Act. There is no reason why an arrangement satisfactory both to the Department and the local authorities should not be arrived at on some such basis, which would considerably reduce the annual expense to the Department and at the same time give the schools the services of fully-qualified nurses. If such an arrangement is made, however, it must be insisted upon that the present standard for school nurses, set by the Departments in this Province, in Transvaal, and in Natal, be maintained, and that only doubly-qualified women be appointed to such posts. I lay special stress on this most important matter of the appointment of school nurses who can at the same time act as district nurses and efficiently serve the country districts, because it is obvious that conditions in this country, so far as child life is concerned, are by no means what they should be. Our infantile mortality, which should be as low as or lower than that of New Zealand, is lamentably high. This high infantile mortality, and the corresponding low standard of child physique that it entails, are the results not, as elsewhere, of grave constitutional and nutritional disturbances, such as rickets, ankylostomiasis, tuberculosis, or even venereal disease, but chiefly, if not wholly, due to widespread ignorance of the hygiene of pregnancy, infancy, and early childhood. I am convinced that by means of proper educative propaganda, on the lines now being followed in Transvaal and Natal, a rapid and general improvement may be achieved at a cost to the State which is far below the expense which would be entailed by curative or ameliorative effort when the child has reached school-going age. It may be objected that school medical inspection has to deal with school-going children, but in this country at least it would be highly undesirable to limit the activities of your inspecting and nursing staff to purely routine work. The mass of children should benefit by the knowledge and experience which your Inspectors and nurses, more perhaps than any other professional men and women in this country, must necessarily obtain through their constant intercourse with children of all ages and classes, and their survey of large numbers of juveniles in all stages of normality and defectiveness. By giving the senior pupils in the schools and all teachers the regular benefit of such knowledge and experience, imparted at class lessons and lectures which must in due course be considered as part of the regular curriculum, inspectors and nurses will do a great deal to combat this prevailing ignorance and lay the foundations of a sound national health conscience which in a generation or two will be profoundly intolerant of the existing conditions which augment our dangerously high infantile death rate.

Educative Propaganda: Necessity for Publicity.

Perhaps I may be allowed, Sir, briefly to refer to an aspect of school medical inspection which I consider, in this country at least, to be of vital importance to the success of any scheme. This is the absolute necessity for medical inspectors and school nurses to address meetings of parents and the public generally, and to explain the methods and aims of their work. There is considerable misapprehension, which has on more than one occasion been voiced by the Press, in regard to the duties of officials who are concerned with what may be described as aspects of child welfare work. Their primary duty is to educate the public by every means in their power, and in order to be able to do this they must be allowed to come into touch with the people, to publish information about existing defects, to suggest remedies, and to call attention to conditions that demand alteration. Such propaganda work is necessary in their own and in the Department's interests. Thus, possibly, more good will result if the new medical inspectors were to confine themselves, for the first year of their work, to examining specials at schools visited by them and to devote most of their time to discussions with school boards, parents and teachers' meetings at which the scope and aims of medical inspection, and the special local needs of every urban and rural community can be thoroughly considered. This pioneering work will have to be done, and it should be done as quickly and as thoroughly as possible.

Further, it is highly desirable that teachers should be trained to take their fair share in such educative propaganda. In order to be able to do so they must possess adequate knowledge of child life, and of the elementary principles of physiology and hygiene. Courses in these subjects should form part of the recognised curriculum in every training centre, and no teacher should be certified as able to undertake class work until he has made himself acquainted with these principles. It should be comparatively simple to frame a course of lectures, similar to those given at the Normal Colleges in the Transvaal, which can be given to students by Medical Inspectors and nurses, and to arrange a series of quarterly demonstrations of defects which can be attended by all teachers at specified centres, preferably as an adjunct to vacation courses.

[C.P. 4—'20.]

Work Done: Statistics.

My work during the past six months was interrupted by a six weeks' tour in various districts where epidemic influenza was raging. During this period no routine inspections were undertaken, but such schools as were open were visited, and advantage was taken of the opportunity to meet school boards and town and district councils and to explain to them on what lines the Department was organising medical inspection. As a result of these purely informal meetings, many schools that had been closed on account of influenza were forthwith re-opened. I may state that I have everywhere found local authorities and school boards not only perfectly willing to fall in with suggestions emanating from the Department, but highly interested in and cordially sympathetic towards school medical inspection. In all I addressed some 52 school board, district council, town council, public and teachers' meetings. In addition, a course of lectures on school hygiene was given at the Training College, Queen Victoria Street, and single lectures on some special subject in connection with school hygiene at other centres. Personally I visited 107 schools, and undertook routine inspections at 54 schools. Several schools were visited on various occasions for the purpose of undertaking re-examinations. The school nurses visited 82 schools and gave 124 class lessons in English and Dutch.

The total number of children examined during the period under review was 4,996. Of these, 2,028 were defective, giving a total percentage of 40.6 defectives for the schools visited. The subjoined Schedule gives details of the schools inspected.

SCHOOL MEDICAL STATISTICS.

SCHOOL.	Boys.			Girls.			TOTAL.		
	Number examined.	Number Defect.	Per Cent. Defect.	Number Examined.	Number Defect.	Per Cent. Defect.	Number Examined.	Number Defect.	Per Cent. Defect.
Training College School, Cape Town	49	15	30.6	30	18	60	79	33	41.8
Boys' Secondary School, Mossel Bay	97	30	30.9	—	—	—	97	30	30.9
Primary School, Mossel Bay	95	44	46.3	89	38	42.7	184	82	44.6
West Cliff Primary School, Cape Town	42	20	47.6	37	10	27.9	79	30	38
Three Anchor Bay Primary School	71	25	35.2	123	42	34.1	194	67	34.5
Wynberg, York Road Primary School	114	37	32.6	40	14	35.0	154	51	33.1
Worcester Boys' High School	211	82	38.9	—	—	—	211	82	38.9
Worcester Girls' High School	45	12	27	40	17	42.5	85	29	34.1
Worcester Boys' Industrial School	58	24	41.4	—	—	—	58	24	41.4
East London Girls' High School;									
Boys' K.G. Department	87	38	43.7	—	—	—	—	—	—
East London Girls' High School;									
Girls' Department	—	—	—	38	21	55.3	125	59	47.2
East London Boys' High School	208	56	26.9	—	—	—	208	56	27.0
East London, St. John's Road (special only)	72	41	56.9	68	35	51.5	140	76	54.3
Cape, Rochester Road Primary School	165	66	40.0	20	10	50.0	185	76	41.1
Cape, Kalk Bay Primary School	22	14	63.6	14	10	71.4	36	24	66.7
Cape Town, St. George's Orphanage	—	—	—	47	17	36.7	47	17	36.2
Caledon High School	102	42	41.2	1	—	—	103	42	40.8
Prieska Secondary School	154	76	49.4	173	83	48.0	327	159	48.6
Wellington Boys' High School	166	55	33.1	—	—	—	166	55	33.1
Wellington Girls' High School (Infant Department)	27	15	55.6	18	(spcl.)	—	45	33	73.3
Paarl Boys' High School	112	50	44.4	—	—	—	112	50	44.6
South African College Junior Primary School	64	24	37.5	—	—	—	64	24	37.5
Cape Town, Good Hope Seminary, Girls' High School	—	—	—	15	11	73.3	15	11	73.3
Cape Town, West End Intermediate School	46	26	56.5	7	5	71.4	53	31	58.5
Camps Bay Primary School	62	22	35.5	65	24	36.9	127	46	36.2
Muizenberg Intermediate School	56	16	28.5	—	—	—	56	16	28.6
Clanwilliam Intermediate School	58	24	41.4	66	26	39.4	124	50	40.3
Clanwilliam, Lambert's Bay Primary School	11	3	27.3	12	7	58.3	23	10	43.5
Clanwilliam, Groendam Primary School	5	2	40.0	8	3	37.5	13	5	38.5
Clanwilliam, Graafwater Primary School	14	5	35.7	15	7	46.7	29	12	41.4
Malmesbury Boys' School	202	82	40.5	—	—	—	202	82	40.6
Malmesbury Girls' School	44	—	—	34	—	—	78	—	—
Stellenbosch Boys' School	238	98	41.2	—	—	—	238	98	41.2
Swellendam	114	57	50	63	33	52.4	177	90	50.8
Mossel Bay Boys' School	15	4	26.7	—	—	—	15	4	26.7
(2nd visit) re-examined	64	—	—	—	—	—	64	—	—
Mossel Bay Girls' School	—	—	—	46	—	—	46	—	—
George Boys' School	196	83	42.4	—	—	—	196	83	42.3
George Boys' Industrial School	22	—	—	—	—	—	22	—	—
George Girls' Industrial School	15	8	53.3	7	5	71.4	22	13	59.1
Knysna	71	34	47.9	34	15	44.1	105	49	46.7
De Villiers Street School	24	15	62.5	20	12	60	44	27	61.4
Tamboers Kloof	22	6	27.3	26	9	34.6	48	15	31.3
Dean Street, Newlands	36	22	61.1	31	14	45.2	67	36	53.7
Observatory Boys' School	341	118	34.6	—	—	—	341	118	34.6
Specials (various schools)	89	64	—	103	69	—	192	133	—
Total	3,706	1,455	39.3	1,290	573	44.4	4,996	2,028	40.6

It is with the greatest pleasure that I have to testify to the excellent pioneering work that has been done by my predecessor, Dr. K. Bremer. His work has been singularly thorough and painstaking, and it has already borne good fruit in the results which have been achieved by treatment in cases where he recommended such treatment. At present Dr. Bremer is doing good work on behalf of the schools in an entirely voluntary capacity at Graaff-Reinet, and his advice and assistance will be very helpful to the new inspectors.

School Invalidity: Defects Discovered at Routine Inspections.

Dr. Bremer in his preliminary report succinctly enumerated the prevailing defects that are met with among school children in this Province. We find the Province fortunate in the absence of two of the main causes of juvenile invalidity that prevail in the Transvaal and Natal—malaria and bilharziasis. The cases of malaria and bilharziasis discovered by me at routine examinations are so few that they do not sensibly affect the percentages; and although more extended surveys will doubtless reveal a larger number of both, the two diseases may be assumed to be negligible as causes of school invalidity in this Province.

Easily first among all defects rank defects of the *Teeth*. They account for fully 90 per cent. of all school children examined; indeed, a completely normal set of teeth and an aseptic mouth are rarities among the school youth of this Province. Where children use a tooth brush, they use it, as they use their pocket handkerchief, badly and inefficiently. As a result, one finds children who habitually brush their teeth and who yet possess highly septic mouths. Some instruction—for instance, by the class teacher with the aid of a diagram, or by means of a simple class lesson on the teeth—should do much to counteract the ignorance in regard to the use of a tooth brush. It cannot be too earnestly impressed upon parents that oral sepsis is responsible for much of the gastric and constitutional disturbance that they encounter in children, and that careful attention to the child's teeth is one of the best means of promoting his health and comfort.

Defects of the Nose and Throat are found in approximately 8 per cent. of children examined, a percentage that closely approximates to that of English urban areas and to the Transvaal. *Defects of the Ear*, including deafness, amount to approximately 1.5 per cent. *Defects of the Heart* total 1 per cent.; *defects of the Skin* amount to 2.6 per cent.; *defects of the Skeletal System*, including rickets and other deformities, amount to 2.2 per cent. A far larger percentage of *defects of the Eye*—9.8 per cent.—is met with.

I do not propose to discuss these defects in detail; Dr. Bremer, in his admirable report, has already fully dealt with most of them. All that it is necessary for me to do is to draw attention to the important fact that school invalidity in this Province, notwithstanding the almost complete absence of the two grave factors that account for so much of it in Transvaal and Natal, is as serious and as widespread here as it is elsewhere. Such invalidity is largely, in some cases exclusively, the result of ignorance and neglect on the part of the parent; it is rare, indeed, that the defects encountered are the direct results of strain upon the child at school. The necessity for school inspection lies in this: that it separates the perfectly normal child from the child burdened by defect; without such separation the burdened child must inevitably fall behind in the school race unless the teacher individualises and is experienced enough to recognise the burden and make allowance for it. By pointing out defects to parents, by explaining how they are caused and how they can be remedied, medical inspectors may do much to remove that ignorance which underlies much of the invalidity at school.

Cleanliness: Clothing and Footgear.

Clothing and footgear were generally fair; in the high schools they were, with few exceptions, excellent, although there, as well as in primary schools, many cases of overclothed children were to be noted. An overclothed child is always a burdened child whose health must suffer owing to the absence of air circulation over the skin. Far less satisfactory is the state of personal cleanliness of children examined either as routine or special cases. It must be remembered that in all cases the children had warning of the inspection, and in many cases it was evident that they had been specially prepared for the occasion. Notwithstanding this, the high percentage of verminous children found at routine inspections showed that, as a rule, the schools in this Province are filthy dirty, especially when one considers the class of child that attends and the almost ideal conditions of light, ventilation, and direct sunlight that prevail. I cannot but ascribe a part of the responsibility for such uncleanness among the children to the apathy and want of active, disciplinary action on the part of the principals and class teachers, although I am quite aware of, and fully sympathise with the great difficulties which such teachers have to contend with in dealing with such children. Yet, as it seems to me, it is the imperative duty of the teacher to insist that no verminous child shall come to school. No one asks the teacher to make a minute examination of each pupil—medical inspectors and school nurses are appointed for that purpose—but it is not unreasonable to expect a teacher immediately to send home, and to refuse to admit to class, a child on whose head live vermin are easily recognisable. The absence of adequate facilities for ablution—no school I have visited possesses hot water for washing, shower baths, or large basins, except in the boarding departments of the high schools—is doubtless an accessory factor in this want of cleanliness, but even with such facilities little progress will be made unless teachers actively concern themselves with the personal hygiene of their scholars. I do not think any useful purpose will be served at this stage of medical inspection by giving a list of the schools that show the highest percentage of verminous children. In order, however, to show how widespread and ubiquitous verminous conditions are in our schools, it is sufficient to state baldly the fact that of all the schools listed in the attached schedule of schools inspected, only two primary schools and three boys' high schools and one industrial school were vermin free. One school alone—the Three Anchor Bay Primary School—showed a high-water mark of personal cleanliness. In one girls' school the percentage of verminous children was 13; in one primary school it was 40; in one boys' high school it was 3; the last percentage is particularly striking, as it should be a comparatively simple and easy task to keep a boys' high school absolutely free from vermin. There is no great difference between town and country schools as regards incidence of verminous children, nor did I find that scholars from indigent boarding-houses, where special stress should be laid on the importance of bodily cleanliness, are cleaner than their fellow-pupils who come from equally dirty surroundings. A more thorough investigation of the conditions of cleanliness at all schools, made without preliminary warning, will doubtless show far higher percentages. In my opinion, this state of affairs demands immediate and drastic attention. Regulations should be made permitting school nurses and principals to exclude verminous and dirty children, and forbidding such children to attend school until they are cleansed. Exclusion should be limited to one week; if at the end of that period the child is still verminous, the school board should be empowered, at the request of the school nurse or principal, to invoke the assistance of the magistrate, as

provided for under the Children's Protection Act. At present all that can be done is to inform the parent, to point out tactfully the manner in which the child may be freed from vermin, and to distribute circulars regarding the care of the hair and body. This succeeds admirably in 90 per cent. of cases, and the school nurses have already reported favourably on the improvement in certain schools, but in some 10 per cent. of cases the parent is either apathetic or obviously hostile, and more drastic measures are required.

Treatment of Defective Children.

It is a truism that inspection without treatment is a farce, but it by no means follows that it is the duty of the Department to treat every defective school child at departmental expense. Treatment is, and must remain, a primary obligation on the parent. Dr. Thomson of Natal puts the case very fairly when he writes:—"There are a good many people who believe that the Provincial Government, by adopting school medical inspection, has assumed full responsibility for the medical care and treatment of all children of school age. Nothing is further from the truth, because no Ordinance of the Provincial Council has lessened by one iota the duty of the parent to his child. School medical inspection was instituted to assist parents, not to relieve them of their duty. Where defects are discovered, the parent is notified; where the laws of health are being broken, the parent is warned; and in cases of persistent neglect, the law provides a remedy. It is necessary to speak quite plainly about this because a certain number of parents expect the Government to do everything for them. Such an attitude is a bar to progress, and leads to negligence which is little short of criminal." With this expression of opinion I fully agree. There remain, however, a number of children whose parents are too poor to afford treatment, just as there are parents who are quite unable adequately to feed their children. In urban areas, where hospitals and dispensaries exist, such parents may have their children treated free of charge on applying to the hospital or dispensary. I am fully aware that little use is made of that privilege for various reasons which need not be here discussed; but the fact remains that in the Cape Peninsula at least fairly adequate facilities already exist for the free treatment of necessitous school children. It must be the work of medical inspectors to get into active touch with these various agencies and to utilise them for the benefit of necessitous children to their fullest extent.

In rural areas such facilities hardly exist, except where there are local hospitals, but a great deal may be done by voluntary effort to secure facilities. Treatment is a communal, rather than a Departmental, obligation; and the community should be stimulated and encouraged to take an active interest in it. The best way of introducing such stimulus is a matter which I refrain from discussing, because my six months' experience in this Province has not enabled me to study the matter fully.

This, however, I may add, that experience has amply shown that medical inspection of schools as conducted by Dr. Bremer, has considerably benefited the defectives inasmuch as in some schools 50 per cent. of them have been suitably treated since their defects were discovered. In an additional 20 per cent. of cases the neglect in securing treatment has been largely due to parental callousness and by no means to poverty or absence of opportunity. Nevertheless, in country districts especially, it remains an undoubted fact that some defects, particularly defects of the teeth, eyes and ears, can under existing conditions hardly be treated at all if the parents happen to be poor and no hospital accommodation exists. The very excellent example of Graaff Reinet, where local effort has secured treatment and advice for all necessitous children, whether of school-going age or below it, shows what can be done to remedy this want if only the public be made aware that it exists and that there are more and better ways of dealing with the situation than blaming the Department for what it has legally no power at present to accomplish. For, as I read the existing Ordinances and Regulations framed under these Ordinances the Department has no right to disburse money for the treatment, outside school premises, of defective children. Where a child is the victim of an accident on the school premises, it is reasonable to assume that the parental responsibility which the teacher accepts on behalf of the Department when the child enters school, involves an obligation to render such first aid or preliminary treatment as may be necessary before the child is sent home, and for this reason I have recommended the provision of first aid outfits to all schools that require them.

Malnutrition.

The percentage of malnourished children among those examined at routine inspections was higher than I expected to find. In Transvaal it approximates to 10 per cent. of the school population; in the schools inspected here it amounted to fully 18.6 per cent. of all children examined.

As there appears to be a considerable discrepancy of opinion among the public as to what are the signs of malnutrition in a child, it may be of interest briefly to state on what grounds a child is diagnosed as malnourished at medical inspection. The Dumfermline scale, which medical inspectors are in the habit of using, is based on a comparison of large numbers of normal and absolutely well fed and healthy children; due allowance is made for the fact that South African born children are in general slighter in build, taller, and perhaps lighter than European born children. Laxity of the tissues, deficient muscular "tone," protuberant abdomen, marked stunting of development, underweight, pallor, a high fatigue index, decreased resistance to infection as evidenced by purulent infection of the skin, and general absence of vigour and brightness, are all considered as signs of malnourishment. The lay observer is often surprised that children who appear fat, and who have what is generally considered "sufficient to eat," should be classed as malnourished by inspectors, but it must be remembered that adiposity by itself is no evidence of good nutrition, but may on the contrary be direct evidence of under-nourishment. It does not, of course, follow that malnourishment is in all cases due to under-feeding or to starvation. Indeed, only in some five per cent. of the cases definitely diagnosed as malnourished, could I satisfy myself that actual want of nourishment so far as quantity was concerned was the cause of the malnutrition. In the remaining 95 per cent. of cases the cause is either physical defects—usually the presence of worms, carious teeth, or septic adenoids—which accounted for some 42 per cent. of cases, or bad and improper feeding, which accounted for the rest. With the physical defects treatment is easy enough; once the defect is remedied the child rapidly "picks up" and becomes after a few weeks well nourished and bright. With the badly fed children the case is quite different. Undoubtedly the increased cost of living has much to do with the malnutrition that one sees in the schools, but a far more common cause is the provision of food sufficient in quantity perhaps, but unsuitable in quality. It is high time that parents understood the relative importance of food values. A child that receives large quantities of white bread and jam, with potatoes and meat for dinner, and porridge and jam and white bread for breakfast, can scarcely be considered well fed. Fat is an essential requirement for the growing child, but unfortunately the enhanced and almost prohibitive price of butter and dripping has made it practically impossible for parents to give many children a sufficient quantity of fat. The absence of soup in the dietary of many children is another factor that accounts for underfeeding. It is advisable that those in charge of institutions where children are boarded should carefully consider food values and do their utmost to provide, by suitable substitutes, for those common articles of diet that have enormously advanced in price.

The question of feeding malnourished pauper children who attend school is one which the Department cannot at present consider. I fully realised this fact, and I have been at some pains to impress upon school boards and school committees the essential point that the Department has no legal right, at present, to spend money in feeding such children. The proper manner in which to tackle this undoubtedly important problem seems to me to form local committees which can raise money by voluntary contributions and start such feeding locally under conditions approved by the Administration, and for such committees, when their work is in full swing to approach the Administration for grants in aid under pauper relief. If later on it is found necessary to give the Department the legal right to disburse money for school feeding as in Natal and Transvaal—the Department must insist on possessing the right to demand refunds from parents who can afford to pay, and to prosecute such parents as fail either to feed their children or to repay the cost of school feeding when they are able to do so. The voluntary system obtaining at Graaff Reinet, where some sixty children are being fed by the Care Committee, is worthy of imitation in all districts, and has already had excellent results. The cost per child approximates four pence per day, and the charges are entirely defrayed by voluntary contributions in money and kind.

Homework.

One of the contributory causes of fatigue in school-going children, more often seen in children attending secondary departments of high schools, is undoubtedly badly supervised and burdening homework. I am not concerned at the moment with the question whether or not homework as an essential part of school routine is necessary or desirable; that question is purely a matter for the teaching profession, and so far as I am able to gather the best authorities hold that homework is too important a part of mental training and discipline to be dispensed with. The question with which I, as medical inspector, am concerned with is homework as a contributory cause of fatigue, and consequently as a factor in physical and mental deterioration among scholars. Judging simply from the results of routine inspections, it seems to me that homework is often an undue burden upon even a normal child inasmuch as it is

- (a) excessive in quality and quantity;
- (b) assigned to pupils indiscriminately without due regard to home conditions or the mentality of individual children; and
- (c) judged by class standards rather than by individual results.

It is worth while to discuss these three aspects in some detail.

1. Homework is, almost without exception, done in the late afternoon or early evening. In high school boarding-houses, where it is, so far as my experience goes, generally admirably supervised, it is usually done after sunset, often when the children have indulged in rather strenuous physical exercises on the playgrounds. Where lighting conditions in the preparation rooms are faulty, the strain upon the growing child's eyes is generally severe. But the main objection to evening homework is that it curtails the hours of sleep, and to some extent renders nugatory the good effects of the interval in the open air between the last session and supper and bedtime. There is, unfortunately, a widely prevalent misconception regarding the length of sleep period that suffices for growing children. A cursory investigation among school children in this Province showed that 78.4 per cent. of those examined slept from one and a half to three hours less than the physiological requirement; in country children, among the poorer classes, the deficiency amounted in some cases to as much as four and a half hours. It cannot too earnestly be impressed upon parents and teachers that insufficient sleep is the most potent factor in causing mental and physical disturbance in childhood. Nor is the quantity of sleep the most important determining factor, but rather the quality, more especially the quality of the initial three or four hours. The investigations of Dukes, Ravehill, Terman and Sakaki have shown that curtailment of the physiological requirement rapidly produces a high degree of fatigue which is easily measured by the degree of motor and sensory paresis produced. A child in the lower standards, between the ages of seven and nine, requires as a minimum eleven hours of sound sleep; a child between the ages of nine and twelve requires ten hours; a boy between the ages of twelve and fourteen requires nine and a half hours, and a girl between these ages requires nine hours; over those ages boys require 8.54 hours' sleep, and girls, according to Professor Sakaki, half an hour less. In this country, where light conditions are far more intensely stimulating than they are in Europe, it may safely be assumed that these averages are minima. The old fashioned custom, which is to be commended on hygienic grounds of ensuring a few hours of undisturbed rest in the middle of the day, is rarely observed, and naturally cannot be followed in places where single sessions prevail. In infant classes where many of the children are below the age of seven, I have been most disagreeably struck with the fact that many of these young children were fatigued simply through want of sleep. It has been suggested that such children should be allowed to sleep in the class room, but there are obvious objections to such a procedure, not the least of which is the fact that such sleep is bound to be broken by the inevitable disturbance occasioned by class lessons.

The quantity of homework assigned to younger children appears to vary from half an hour to a full hour or more, but it is obvious that very few teachers take into consideration the child's age and mental ability in prescribing set work. The work is assigned to the whole class, and it is clear that individual differences between the children are wholly overlooked. So, too, unfortunately, are home conditions. One child may have the benefit of a good home, a private room wherein he can work, a parent who takes an active interest in the progress of the child and who helps him with the work or at least takes care that the strain of such work is not burdening. Another child from the same class may have to do his homework under conditions and in an environment that are totally unsuitable for such work; with bad lighting, bad ventilation, continual disturbance and distractions, and domestic worry. Yet the results, so far as I am able to gather, are judged by the same standards, although the demands made on different children are widely varying both as regards quantity to be accomplished and quality to be sustained.

It is not my duty to make specific recommendations to you in regard to this matter. I have merely to submit these remarks for your consideration, as the subject is one which, like some of the methods of teaching in certain schools, is purely the concern of the departmental inspectors.

[C.P. 4-'20.]

Hostels.

The hostels visited were found to be of such varying degrees of structural efficiency that it is impossible to discuss them in detail. Where the building is of comparatively recent date—such as, for instance, the new boarding house attached to the Boys' High School at Worcester—the structural conditions were in general good. Where, on the other hand, boarders are housed in old and presumably modified quarters, the structural conditions usually left much to be desired. The prevailing faults are absolutely inadequate lavatory and sanitary accommodation, the omission to provide preparation or common room, to ensure ventilation in the sleeping rooms, and to provide suitable sick or isolation rooms. Boarding houses attached to high schools were in general found to be good. Country hostels, more especially those accommodating indigent boarders, were sometimes found to be woefully unsatisfactory. It may be said that children in such hostels are at any rate very much better off than they would be in their own miserable hovels. That is true enough, but surely if it is worth while removing such children from their unsatisfactory home environment it is worth while giving them in their new environment a daily practical object lesson in what contributes to make home life attractive, hygienic, cleanly, and commendable. It is a disgrace to all concerned when an inmate of a departmental hostel is verminous or dirty. Yet, in many cases, it is almost impossible for the children to be scrupulously clean, since lavatory accommodation is inadequate and supervision is lax. The "house father" is more often a person who himself is by no means a model for the children to imitate in regard to personal cleanliness; his interest in the children under his care is that of a keeper totally unacquainted with modern ideas regarding the psychology of the child; his rule is based on the paedagogical precepts of a Hudibras, with the inevitable result that the hostel is not made home to the children. It is well to speak frankly about the matter, for it is just in some of these indigent hostels that the best child material, mental and physical, may be found; and it would be criminal to allow such material to be wasted through misdirected effort and want of human sympathy. Where a church has established and assumed responsibility for such a hostel, it must be a solemn obligation upon that church to see to it that the children are given a home in the real sense of the term, not merely quartered in barracks. Further, the Department should insist that the persons in charge of such hostels shall be persons who have had some training and experience, who have in fact better qualifications for the post than the mere fact that they are good communicants and are able to conduct morning and evening service. It is a waste of effort to place these hostels in charge of old pensioners who are quite out of touch with the children and who are physically and mentally unable to take an active part in the children's games and interests. Indeed, what strikes one forcibly in talking to such indigent hostel inmates is their utter ignorance of and want of interest in the hobbies and pursuits that are at least familiar to children brought up in an average middle-class home. They play no indoor games, such as draughts or dominoes; their reading is desultory and confined to such books as they occasionally take out of the school library; they have no gardens, no pets, no outside interests. One finds them lolling about the bedrooms, or aimlessly wandering about the yard; the more active ones play marbles or tops, but I question very much if one of our indigent hostels possesses a set of boxing gloves or the simplest gymnastic apparatus. Under proper management the children in such hostels could and should be made models for their neighbourhood. The housefather has the chance of inculcating into them habits of discipline, the knowledge of hygiene, civic and communal obligation, and ethical principles which should influence not only themselves but their future environment.

School Buildings.

I beg to recommend most strongly that in future no school site or building be approved by the Department before the site and the draft plan of the building have been submitted to a Departmental Committee and reported upon by the medical inspectors. Wherever medical inspection obtains, building plans and questions of sites are submitted to themedical inspectors, and the results show that the safeguard is a good one. Nearly all the schools I have visited in this Province, even those built within the last three years, are extravagant, and usually present several points which might justifiably be condemned both from a hygienic and administrative point of view. The needlessly high walls of class-rooms, the almost exclusive provision of left side windows with their consequent obstruction to thorough through ventilation, the faulty placing of the principal teacher's room, the quite unnecessary vaulting of ceilings in class-rooms or hall, and the highly objectionable raising of class-room floors above the floor level of corridor or entrance, are some of the points which need attention. It seems that designers of schools in this Province slavishly follow the building regulations of the English Board of Education (Cd. 7516). These regulations are admirable, but can be considerably and advantageously modified in this country, where lighting conditions, to mention only one specific point, are entirely different from what obtain in Europe.

Mentally Defective Children.

Routine inspections, and the inspections of special cases have shown that the percentage of mentally defective children among the school children examined agrees closely with that registered in the Transvaal. That percentage is slightly below one per cent. (.94 per cent.). The percentage of backward children is much higher, and the percentage of border line children approximates 4 per cent.

Mentally defective children are dealt with under Administrator's Notice 230, 1918. Regulation 4, framed under Section 3 of Ordinance No. 20 of 1917, states:—

"A Medical Inspector shall have the right to exclude from any school 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."

Under the Mental Disorders Act, such excluded children will have to be provided for by the Commissioner under that Act, and provision for their education and care is to be made by the Union Government and not by the Provincial Education Departments. All the Department can or should do is to assist the Commissioner by diagnosing such mentally defective children in the schools; having done that, its responsibility so far as the child certified as mentally defective is concerned ceases. The diagnosis is made after a thorough examination, in the course of which the child is tested by the revised scale of Binet—Goddard—Healy—Knox, as recommended by Dr. J. M. Moll, the Departmental psychiatrist to the Transvaal Administration. If after such a test a child is found to be at least three years behind his age in mental development (all subsidiary factors having been carefully excluded) he is diagnosed as mentally defective. The parents are then told that it is useless to expect that the child will make any progress at school, and that they need not send it to school unless they wish to do so, and the teacher has no objection to admitting it; in other words, the child is technically relieved from the obligation to attend school. At present there is, however, no other place for it to go to, and all the

children diagnosed as mentally defective are still attending school: teachers and parents know that such attendance is merely intended to keep the child employed and interested, and that it is hopeless to expect educational progress where such children are concerned. In a few cases where the children are definitely objectionable in class, exclusion should be enforced in the interests of the other children.

The case is slightly different with the mentally backward and border-line children. These cannot be definitely diagnosed as mentally defective; experience and observation must aid the inspectors and teachers to grade them and finally to differentiate between such as can profit by instruction in school and such as require a modified curriculum. For these border-line children we need special classes. One such class has already been started under a specially-trained teacher, and is doing good work. It is obvious, however, that more classes of this kind are needed, and for country districts special schools with boarding hostels attached. Before a definite policy of expansion in this direction is adopted, it would be desirable to have a census of such children in the Province, and to consider the matter from many points of view. There are no trained teachers for this highly specialised class of work; parents and the public generally do not yet realise what such classes are intended to serve; some compulsion must be invoked to remove these border-line children from ordinary schools and put them into special classes, and consequently special legislation or regulation is necessary.

For these reasons I recommend that at present nothing further be attempted in this direction beyond the establishment of a couple of special classes at centres to be determined later. The future policy of the Department in regard to the education of these mentally backward children should be carefully considered in friendly co-operation with the Departments of the sister Provinces, otherwise overlapping and duplication of effort will inevitably result.

Recommendations.

In conclusion, I beg to recommend that an additional regulation be framed under Section 3 of Ordinance No. 20 of 1917 as follows:—

8. A medical inspector or school nurse shall have the right to investigate the physical cleanliness of any pupil under instruction at any time during school hours, and to exclude from any school any child found to be verminous or harbouring the eggs of vermin until such child has been properly cleansed.

And further to modify Regulation 1 of Administrator's Notice 230 of 1918 so as to include the following:—

"School nurse means any properly registered nurse employed to assist the medical inspector."

The new regulation is required to enable verminous children who are a menace to clean children in the class to be summarily excluded if necessary. At present Medical Inspectors or nurses have no right to exclude such children. The modification of Regulation 1. is required to define the term "school nurse" already used in Regulation 2, but not defined by the Notice.

I further beg to recommend that medical inspectors be given the right, by Administrator's Notice, to inspect any hostel or boarding house attached to any school.

I take this opportunity, Sir, of expressing to you, and to the staff of the Head Office, and in particular to Miss Challinor, who has acted as my secretary, my cordial thanks for the unflinching courtesy and assistance that have been extended to me during my term as acting Medical Inspector.

REPORT OF COMMISSION ON NATIVE EDUCATION.

APPOINTMENT OF COMMISSION AND TERMS OF REFERENCE.

(Provincial Government Notice No. 177 of 1919.)

The Administrator, with the advice of the Executive Committee, has appointed a Provincial Native Education Commission, which is to meet at Umtata on 25th June, 1919, and thereafter at King William's Town.

The Commission has been appointed for the purpose of formulating a scheme for native education, including industrial training and more particularly:

(a) to review generally the present condition of native education in the Cape Province, and to take due cognisance of the reports of previous Government Commissions, and of such evidence as has been collected by the Department on the subject:

(b) to submit recommendations in regard to the control and organisation of native schools,—primary, intermediate and secondary schools, training schools, industrial schools and agricultural schools;

(c) to submit recommendations in regard to the training of native teachers, and in regard to the curricula for the different types of native schools;

(d) to submit such other recommendations as may appear to be necessary, in order to carry out efficiently the education of the native races, due attention being given to the industrial side of school work in all classes of schools.

The following have been appointed to serve as members of the Commission, namely:—

(a) As representing the Department of Public Education:

1. Dr. W. J. Viljoen, M.A., Ph.D., L.N.C., Superintendent-General of Education (Chairman).
2. Mr. W. P. Bond, M.A., Inspector of Schools, King William's Town.
3. Mr. K. A. H. Houghton, M.A., Inspector of Schools, Umtata.

(b) As representing the Native Affairs Department:

4. Mr. Mechiel C. Vos, B.A., Secretary for Native Affairs.
5. The Chief Marelane, Paramount Chief of Eastern Pondoland.

(c) As representing the Transkeian Territories General Council:

6. Mr. Walter Carmichael, Resident Magistrate, Tsolo.
7. Lieut.-Col. E. H. W. Muller, Chief Clerk and Secretary and Treasurer of the Transkeian Territories and Western Pondoland General Councils, and of the Eastern Pondoland Trust Fund.
8. Councillor Scanlen Lehana.

(d) As representing the Provincial Council:

9. Mr. A. B. Payn, M.P.C., Tsolo.

(e) As representing the Union Education Department:

10. Mr. J. Tengo Jabavu ("Imvo" Office, King William's Town), Member of the Council of the Native College, Fort Hare.

(f) As representing Native Educational Institutions:

11. The Revd. Canon C. E. Earle Bulwer, M.A., St. Mark's.
12. The Revd. A. J. Lennard, Clarkebury.
13. The Revd. J. Henderson, M.A., Lovedale.
14. Mr. J. H. Bowes, Native Training School, Umtata; President, Association of European Teachers in Native Educational Institutions.
15. Mr. Bennie William Mahlasela, Principal of Mpukane Wesleyan Native School, Nqamakwe; Chairman of the Transkeian Native Teachers' Association.

Mr. A. Sinton, M.A., Inspector of Schools, Cape Town, was appointed to act as Secretary.

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REPORT OF COMMISSION ON NATIVE EDUCATION.

To the Honourable, Sir Frederic de Waal, K.C.M.G.,
Administrator of the Province of the Cape of Good Hope.

May it please your Honour:—

We, the Commissioners appointed to formulate a scheme for Native education, including industrial training, and more particularly to review generally the present condition of Native education in the Cape Province, and to submit recommendations in regard to the control and organisation of Native Schools, the training of Native teachers, the curricula for the different types of Native Schools, and the efficient education of the Native races, beg leave to report to your Honour as follows:—

CHAPTER I.

INTRODUCTION.

1. The Commission met first at Umtata on the 25th June, 1919, and continued its deliberations there until the 9th July, when it proceeded to King William's Town. The time at disposal did not permit of evidence being taken in the ordinary way, but at an early stage of the proceedings it was decided to give missionaries, teachers, and others interested in Native education the opportunity of laying before the Commission their views and making any desired representations on matters lying within the scope of enquiry. The Commission accordingly received deputations of missionaries and teachers at Umtata on the 4th July and at King William's Town on the 14th July. It remained at the latter place until the completion of its deliberations on the 18th July.

2. Chief Marelane found himself unable to proceed to King William's Town and resigned his seat on the Commission on the 7th July.

3. For the sake of brevity the Commission will proceed to discuss the questions referred to it without explaining how and at what stages they emerged. At the same time a true understanding of the issues involved depends in a large measure on a knowledge of the course of past development, and the reader unfamiliar with this may turn with advantage to a broad historical survey, given in Appendix No. D, before going further. As indicated in its concluding summary, Native education is of a missionary origin and retains the stamp of missionary control to-day; its first aim has been religious and in a sense vocational, its methods have become increasingly scholastic and bookish, and its finance, well adapted to the needs of a primitive age, has failed to keep pace with social changes and the depreciation of our monetary system.

4. The Commission has, therefore, conceived its principal duty as embracing an overhaul of the education system with a view to placing Native education more in line with modern educational theory, bringing it into closer touch with the facts of Native life and circumstance, and, while always aiming at the standards of culture, sound living and good citizenship, fitting every scholar for his place in domestic and economic life. Then it must consider how organisation can best be adapted to growth, and finally seek for means of replacing the precarious basis of present operations by a stable system of finance.

In turning now to a closer engagement with the issues before the Commission, it may be convenient to deal first with those of general interest and bearing, leaving more technical matters for treatment at a later stage of the report.

CHAPTER II.

CENTRAL AND LOCAL CONTROL AND ORGANISATION.

(1) Central Control.

5. One of the earliest questions raised by the Act of Union was whether the subject of Native education was to be classified as a Native, and so a Union affair under section 147 of the Act, or as a Provincial affair. It was decided to be the latter.

6. Since Union, this amongst other phases of the Provincial problem has been freely debated, and at the commencement of its proceedings the Commission reviewed it in the light of the recommendations made by the Provincial Administration Commission and such other expressions of individual and collective opinion as have come to its notice.

7. It would not be easy to present a balanced statement of the considerations involved in this question without travelling beyond the terms of reference. This the Commission has no disposition to do and so, while not forgetting that there are important aspects lying beyond its scope, it has felt its duty limited to considering whether the interests of Native education in the Cape Province, viewed by themselves alone, will be better served under the Provincial or under the Union system of control. Here one argument was felt to be conclusive. There is a consensus of opinion amongst Natives, which the Commission believes to be well grounded, against any change likely to cut them off from the main course of educational development in the country, and they fear that such a cleavage might follow a withdrawal of the unifying influence of a single educational authority dealing with all forms of education.

8. The Commission accordingly resolved:—

"That the general control of Native education should be left with the Education Department of the Province."

9. But the fashioning and oversight of any educational system depend in a great measure for their success on a close acquaintance with the people—both European and Native—for whom it is designed, and there is much need for placing beside the head of the Education Department a professional officer of high standing, equipped with an intimate knowledge of Natives, their history and traditions, their social and economic conditions, their aims, their mental processes and, if possible, of one at least of their vernacular tongues.

10. The Commission is therefore of opinion:—

"That an officer specially conversant with Native conditions and educational needs, with powers to be defined by the Superintendent-General of Education, should be attached to the headquarters staff of the Education Department."

11. The Commission looks on this as one of its most important recommendations, and trusts that weighty consideration will be given thereto.

12. The need for a measure of decentralisation of administrative control, which should place a senior officer of the Education Department in immediate charge of a group of Territories or Districts and in close touch with missionaries and local officials was considered by the Commission at some length, but no resolution was taken.

(2) Local Control.

13. The thorny question of local control must now be approached. As indicated in the historical review, the missionary superintendent stands alone as the local authority to-day, but the idea of change is in the air, and the Commission was charged "to submit recommendations in regard to the control and organisation of Native schools."

14. The question involves two of the largest issues: that of individualism *versus* collectivism, and the respective places of Church and State. Neither could be adequately discussed within the compass of a volume, and the Commission must confine itself to presenting the local and particular considerations affecting the problem, merely premising its remarks by expressing the opinion that the best results are obtainable in education as elsewhere from co-operation and that, in accepting public grants for educational purposes, the Churches become the trustees and agents of the State whose business it is to educate the people.

15. The peculiar advantage of the present system to the public—as distinguished from religious denominations as such—lies in the direct and personal interest which the missionary takes in the birth and life of a school and in the personal relationship between missionary and teacher, the missionary watching over the interests of the teacher and being in the best position to know whether he is morally fit to be a guide of child life; the teacher looking to the missionary for sympathy and help in all his difficulties. The weakness of any system of public control is that it tends to displace the human touch by the dry abstractions of corporate resolutions and the chilling influence of official routine.

16. The especial claim of public control to consideration is that such a system would unify the experience and combine the efforts of missionaries, officials, and people; that it would be in close touch with the needs of the people, adapt itself thereto, and get its driving power from popular inspiration; that it would rest on a basis of sound finance, and give representation to those who find the money; that better educational results would be obtained where efficiency, rather than a particular sectarian qualification, is made the first requisite in the selection of teachers, and that the latter would feel themselves more secure against arbitrary conduct on the part of their employers. Also, while the hope cherished by some that it would lead to an immediate improvement in school attendance is probably illusory, it would at least give school organisation and management the stamp of public authority, and the prestige attached thereto in the Native mind, which the system of multitudinous and often competing religious bodies conspicuously lacks. Viewed from a wider standpoint, to introduce the people to a share in this most important branch of administration would create a corporate consciousness and help to build up in them a sense of responsibility, and gradually, it may be hoped, a state of fitness for managing their own affairs.

Reviewing the situation eleven years ago the Parliamentary Committee of 1908 on Native education expressed the opinion that "the question of providing a public authority for taking over and managing aborigines' schools is likely to cause difficulty in the future, and it should be remembered that the present system of control of such schools cannot last indefinitely."

17. In taking stock of the present state of public opinion, the Commission was at once met by the difficulty that the body representing the largest number of Native people, namely, the Transkeian Territories General Council, is now debating the matter and has deferred expressing an opinion until its constituent District Councils consult with the people. Ciskeian feeling is equally undeterminable at the present moment. Neither have Native teachers spoken as a whole. Their Associations in several districts have indeed asked for the formation of school boards and one of these goes so far as to say that the "mission school system should be relegated to oblivion, and in its place there should be established undenominational public schools, which would be run on the similar lines as those obtaining in European schools," but the Commission is by no means satisfied that so graceless an attitude towards those to whom they owe an immeasurable debt of gratitude is at all general amongst teachers, and believes there are many who appreciate the advantage of the present system and have no desire for immediate transference of control to a public body.

18. That is certainly the position of a large majority of missionaries and at a meeting of the Transkeian missionary conference, held at Umtata during the Commission's own sittings there, it was unanimously resolved "that the Conference, while being ready to welcome the co-operation of magistrates, headmen, and others, whether European or Native, in the management of Native schools, is convinced that the true education and civilisation of the Natives, young and old, depend on the foundations of morality and religion, and that therefore religious teaching in schools and the appointment and dismissal of teachers should still remain in the hands of the missionary." Ciskeian missionaries appearing before the Commission at King William's Town were equally explicit in expressing this view.

The Commission believes itself justified in concluding that there is as yet no general demand for the substitution of public for missionary control and that there is a strong body of clerical and other opinion against it.

19. The whole question was referred to a Committee, which submitted a Majority Report (see appendix B1) and a Minority Report (see appendix B2), the first looking forward to ultimate development in the direction of combined control, but recognising that progress must necessarily be slow and providing safeguards against premature change by postulating missionary consent and a readiness of the people to find the necessary funds for local administration—the second looking to a perpetuation of the present system. At this stage the Commission was assisted by a memorandum from the Chairman (see minutes 7th July, 1919) sketching out a scheme for immediate use pending a time of ripeness for organic change, and this and the previous reports were sent for fresh consideration by the Committee which was then able to frame an undivided report (appendix B3) setting up both a model for future development and an intermediate organisation on the simplest plan, based on the Chairman's scheme, for the needs of the immediate present, yet containing potentialities of growth in the same direction.

20. The Commission adopted with some modifications the scheme framed for the present (as set forth in appendix B3) and recommends that it should serve as a basis of development for a minimum period of six years. For the larger scheme, while not committing itself to all the details and in particular to the principles laid down in paragraph 3, it accepts it as indicating generally the lines along which the system of local administration of Native schools might possibly develop in the near future.

In leaving, for the present, the appointment and dismissal of teachers in the hands of missionary superintendents the Commission recommends:—

"That the attention of missionary superintendents be directed to the practice of certain missionaries of consulting their committees in the appointment and dismissal of teachers with a view to their adopting the same procedure."

[C.P. 4—'20.]

(3) Periodical Conference.

21. The provision of a district organisation, as detailed in appendix B3, does not, however, exhaust the needs of the present day. This Commission might have spent months, instead of a few weeks, in fruitful discussion of the various problems of Native education, and while its recommendations set up the bare outline of a working scheme of organisation and curriculum, some modification in the light of experience and changing circumstances must inevitably be required as time passes, and new questions will emerge for review. Written reports and replies to questionnaires cannot compare in value with the verbal exchange of experience and opinion in conference, and it was resolved:—

"That this Commission is of opinion that the interests of Native education would be served if the Department would call together triennially an advisory council for Native education, to be presided over by the Superintendent-General of Education or his deputy and composed of representatives as follows:

Education Department	2
Native Affairs Department	2
Teachers engaged in Native education	2
Missionaries	6
Transkeian Territories	3
Other Native districts	3

As the situation so far reviewed is of a somewhat complex nature, involving a multiplicity of resolutions by the Commission, it may be convenient to summarise its recommendations on main points, commencing first with the school as the unit of organisation and control:—

- (1) *The School*: The missionary is left as superintendent, responsible for appointing and dismissing teachers, but recommended to avail himself of the school committee system as circumstances allow.
- (2) *The District*: The institution of an advisory committee is recommended, and a scheme of control for possible adoption at a later stage is sketched out for public consideration.
- (3) *The Province*: The Commission recommends:—
 - (a) The calling of triennial conferences.
 - (b) The appointment of a chief inspector of Native education; and
 - (c) Finally, the union of the whole system of Native with that of European education under the control of the Department of Public Education for the Province.

CHAPTER III.

FINANCE.

(1) General Considerations.

22. Native education shares with all other hungry activities in South Africa the sufferings of the empty larder, but its finance is complicated by factors of a peculiar nature, which need to be clearly grasped in order that the situation may be understood.

23. And first it is to be remembered that the responsibility for Native administration in general is placed by the South Africa Act upon the Union Government, and that the Provincial Council is precluded by reasons of State policy from taxing Natives in Crown locations. This policy would be in harmony with a classification of education as a Union affair and a subject for national taxation, but Native, in common with European education, is set to the charge of the Province. Both have rapidly expanding needs, and, to meet them, the Provincial Council has been obliged to levy fresh taxation, from which Natives, save in a negligible proportion, are exempt. Accordingly, any proposal to set up local education authorities in place of unpaid missionary superintendents could not fairly draw upon the analogy of Provincial aid towards European school board administration.

24. A second consideration to be borne in mind is that the Natives are in the main a peasant people with narrow means of subsistence. Thousands live on the margin of extreme poverty and the income of the average householder drawing his living from three or four morgen of arable land and a few stock running on the commonage certainly does not exceed thirty pounds a year in the best of years, including the market value of his whole harvest and the increase of his livestock.

(2) *The Parent's Charge: Free and Assisted Education: School Fees.*

25. Before considering the distribution of public charges for education, it may be well for the Commission to set forth its views on the share proper to be borne by the individual parent for the education of his child. In areas where there is no Native Council or tribal education fund, the parent is called upon to pay school fees from the lowest standards onwards; rates replace school fees up to standard IV. in the case of Transkeian Council areas, and up to the highest standard in the case of tribal fund areas.

26. The reduction of range was forced upon the Transkeian Council eight years ago by financial pressure, and the rationale of the change was fully set forth in the Parliamentary Blue Book for Native Affairs for the year 1912. It is unnecessary to traverse afresh the ground for the Government's decision, but in view of the efforts made from time to time to revive the question, the Commission thought it well to refer this amongst other financial questions to a special committee. Its recommendation*, which the Commission adopted, is set forth in the following terms:—

*Appendix B. 4.

"The Committee was directed to report upon the question of making primary education free in Council school areas, and desires to place on record its opinion that free education up to standard IV. is the utmost that should be provided out of rates at the present stage of development of the Native schools. As it is, education is largely paid for by heathen who do not benefit directly, and to tax them further for the benefit of a privileged minority is a step that the Committee could not justify. Moreover, there are technical and moral grounds against extending the range of free education. In order, however, to provide for the continued education of particularly promising pupils, the General Council might be recommended to grant free education in the higher standards to one or two children in each district under a district council specially selected by the inspector."

27. The Department of Education at present assists those who have entered training institutions from Council schools by refunding the school fees paid by their parents, but, subject to these two exceptions, the Commission considers that the aim should be to make Native education a wholly public charge up to and including standard IV. and that parents should be expected to contribute individually as well as through taxes and rates for all education above standard IV.

28. Linked with the parent's contribution, are questions of State assistance in the training of teachers. The extent and method of grants-in-aid to individual pupil teachers, which has been a vexed question for many years, formed the subject of reference to a special committee whose report will be found in Appendix B6. On this the Commission resolved:—

- (1)(a) "That the Department in consultation with the authorities of each training school should determine the number to be received into the 1st Year P.T. class or classes, and that in respect of each such 1st Year P.T. boarder received, a maintenance grant of £4 per annum should be paid to the authorities of the training school towards cost of maintenance."
- (b) "Further, that in respect of each 2nd Year P.T. boarder, who has passed the 1st Year P.T. course at the same institution, and in respect of each 3rd Year P.T. boarder who has passed the 2nd Year course at the same institution, a maintenance grant of £4 per annum should be similarly paid."
- (2) "That salary grants for European teachers in Native training schools should be on the same basis as for European teachers in educational institutions for Coloured pupils (see Ordinance No. 12 of 1918), namely, £2 grant for every £1 of local contribution, to the maximum there provided."

29. Lastly, upon the subject of individual aid, the Commission attaches great importance to the assistance of uncertificated teachers returning to a training school in order to qualify, and resolved:—

"That the present system of affording financial assistance to existing uncertificated teachers to enable them to return to an institution for further training should be extended."

(3) *The Public Charge—Central and Local.*

30. The Committee on Local Control distinguished certain types of areas, which for the purpose of financial survey may now be regrouped as follows:—

- (1) Areas under no form of local government and occupied by Natives in large numbers, with corresponding educational needs.
- (2) Divisional and Municipal Council areas occupied by Natives as before, and
- (3) Native Council and Tribal Fund areas.

31. In the first and second, the parent is responsible for building expenses and for the local share of teacher's salaries, school furniture, etc.; in the third, the rates relieve him from the local share of teacher's salary and certain requisites up to a certain standard, and, in all, the cost of local administration is wholly borne by the missionary superintendent or his society.

32. The Commission was struck during the course of its enquiries by the disadvantages suffered by the Natives of some Ciskeian Districts through the multiplicity of local charges as compared with the simplicity of rating under general local bodies like the Native Council, where a 10/- rate covers every local government service (except cattle dipping in Transkeian Council areas and including it in Pondoland Council area). It was informed at King William's Town that in addition to Union taxation many Crown Location Natives there had to pay in road rate, dog tax, dipping tax, Provincial immovable property tax, and school fees, a minimum yearly impost of £1 16s. 3d., which rose with the number of his children at school and his dogs at home.* Facts like these reinforce the Local Control Committee's bias towards a general local authority in the interests of economy and for the relief of a bewildered and much harassed people; but a full discussion of the problem would take the Commission so far beyond the borders of its mandate that it can do no more than draw attention to the Committee's scheme which provides for school board and school rates to be replaced by Native Councils as they came into being, with the whole cost of local administration and school furniture to be borne by the board or Council as also a fair share of remaining expenditure.

33. As it is agreed by all that the time is not yet ripe for this change, the Commission regrets that it is unable to do more for the immediate relief of Non-Council areas in the matter of school fees than to support the closing paragraph of the Local Control Committee's further report in the following modified form:—

"The Committee regrets that it can suggest no scheme embodying provision for rating and financial relief to teachers in the Ciskei apart from that outlined in paragraphs 10 and 11 of their report. It is of opinion, however, that special consideration should be given to the problem of relieving the financial difficulties under which the Ciskeian districts are labouring in making suitable provision for educational needs."

34. On the appropriate share of teachers' grants the Finance Committee appointed by the Commission reported as follows:—

"As regards the respective contributions of the Provincial Council and the local public the Commission recommends that the basis adopted in the case of Coloured mission schools be adopted in the case of Native schools."

35. The Commission supports this recommendation which implies that the Provincial share should be 75 per cent. and the local 25 per cent.

36. The immediate administrative alterations recommended by the Commission pending the fruition of the larger scheme involve financial consequences arising from:—

*See Appendix E.

- (1) A reasonable payment towards the cost of administering location schools.
- (2) The establishment of district advisory committees, and
- (3) The holding of triennial conferences.

Additional expenditure is involved in carrying out the following resolution passed by the Commission:—

"That the Commission is strongly of opinion that sympathetic consideration should be given by the Department of Public Education to the heavy expense involved by the clerical work and the boarding supervision of Native institutions with a view to financial assistance being given on a basis proportionate to actual expenditure by the institutions under these heads."

37. The Finance Committee's estimates of the annual cost involved so far as it was able to report, are as follows:—

- | | |
|---|--------|
| (1) On a basis of £1 a school plus stationery charges | £1,500 |
| (3) | £800 |
| (4) One-third of triennial charge of £100=£33. | |

38. Apart from other similar Native bodies, the Transkeian Territories General Council is now voting no less than £31,000 a year for the support of location schools alone, without any share in the control, and cannot well be looked to for a widening of the sphere of its grants without a corresponding say in its expenditure. Thus the Commission can only recommend that the cost of these proposals should be borne by the Department of Public Education.

(4) *Teachers' Emoluments: Salaries, Good Service Allowance, and Pensions.*

39. The suitable remuneration of the teacher's services forms one of the most important branches of the Commission's enquiry, for if as a class they are underpaid, a high level of efficiency cannot be maintained, and the best men will be drawn from the teaching profession to other vocations.

40. The Commission is far from desiring to see an extravagant scale of living adopted by Native teachers, and thinks they will be best advised to retain as much as possible of the old quality of simplicity in Native life and food; on the other hand, it is strongly of opinion that the best type of man is required, and that teachers should look to their profession as the permanent occupation of their lives, yielding them a competence during their working years and a reasonable pension in old age.

41. Provincial grants-in-aid of teachers' salaries range from £12 to £60; the salaries themselves including the local contribution supposed to be paid in rates, fees, or kind, range from £18 to £105. The present scale goes back in the main at least forty years, and since then the economic situation has been transformed by three factors, viz., the improved standard of living, the heavy depreciation of our monetary system, and the competition for the services of skilled and educated Natives in other vocations. The airy, well lighted and commodious rondavel, in contrast with the dark and unhealthy Kafir hut formerly universal, may be taken as an illustration of changes pervading the whole domestic ménage against which no charge of unnecessary luxury can be fairly levelled. Again, when the scale was fixed, a bag of mealies, a sheep, and an ox might be purchased for 5s., 7s. 6d., and £3, respectively, while to-day they might cost 12s. 6d., 20s., and £10. Once more, Native clerks in the Public Service rise to a salary of £165; agricultural demonstrators commence at £84 (second class diploma) and £96 (first class diploma), although this includes transport expenses; a European firm in the tanning trade pays skilled Natives up to £117 a year, excluding overtime; an illiterate Native post cart driver may get £120 a year; and domestic servants sometimes earn up to £60 a year with board and lodging.

42. The Commission would be sorry to weaken the force of its representations by over-emphasis or anything in the nature of exaggeration; it recognises that the teacher can live more cheaply in the country than in the town; that, when posted to a location school, he has the opportunity of running stock on the commonage free of charge, and that the shortness of hours and length of holidays make the profession otherwise attractive. It could not possibly support the request made by a King William's Town deputation that Native teachers' salaries should rise to a maximum of £300 a year, but it adopted the following resolutions under a pressing sense of their importance:—

"That the Commission is of opinion that the present rate of emoluments and pensions of native teachers is inadequate."

"That a graded scale of native teachers' emoluments and pensions should be instituted."

"That in such a scale of Native teachers' salaries and pensions, due regard should be had to teachers' academic and professional qualifications, and successful teaching experience."

43. The matter was referred to the Finance Committee, to whose full report the Commission invites careful attention. Briefly, it recommended the following scale of salaries:—

- (1) For uncertificated teachers, as at present;
- (2) For lower grade certificated teachers, £42 to £122 10s., rising by annual increments of £6 with intermediate barriers according to position and class of school;
- (3) For higher grade certificated teachers, £60 to £144, rising by increments as in (2).

The Commission adopted this recommendation.

44. *Teachers' Good Service Allowances* were also the subject of the Committee's report in the following terms, which are supported by the Commission:—

"The Committee is of opinion that the Good Service Allowance should continue to be paid by the Department of Public Education, but that the local contribution should not be taken into consideration in calculating the Good Service Allowance, which should be a definite proportion of the Government grant in an ascending scale in the case of continued good service. The amount payable under the new conditions should not in any case be lower than the amount paid at present. The recommendation will make no appreciable difference to the Provincial Exchequer."

45. The Commission further resolved:—

"That in the case of industrial instructors and of uncertificated teachers who have had at least five years' satisfactory service, their lack of a professional certificate as teachers should not disqualify them from being placed on the Good Service Allowance list."

46. *Teachers' Pensions* are inadequate and compare unfavourably with those in other branches of the Public Service. A part time headman may retire on a pension of £10 a year; a policeman on two-thirds pay (yielding a pension of perhaps £50 or over); an interpreter £110, but the Native teacher may think himself fortunate if his pension brings him £40.

"That the Commission, while unable to make detailed recommendations upon the subject of Native teachers' pensions, wishes to draw attention to the inadequacy of the present scale and to express the hope that the Provincial Council will make better provision in the near future."

(5) *Other Financial Matters.*

48. The Commission adopted the report of the Finance Committee as a whole, and invites attention thereto for mention of several minor points which considerations of space preclude from discussion in this place.

(6) *Summary of Recommendations.*

49. The Commission would have wished to complete its financial survey with a clear and concrete summary of the expenditure involved in its recommendations, but like the Committee on Finance it has insufficient statistical material to work on at the time of framing its report. However, it may be useful to group its proposals in order with their corresponding annual charge to the Department, where calculable:—

- (1) The appointment of a chief inspector of Native education on the scale of £900—25—1000.
- (2) Assistance towards the cost of administration of location schools by missionary superintendents, a minimum of £1,500.
- (3) Assistance towards the cost of administration of institutions.
- (4) District advisory committees, £800.
- (5) Triennial conferences (£100), £33.
- (6) Assistance to uncertificated teachers returning to training schools.
- (7) Revision of basis of grants-in-aid to pupil teachers.
- (8) Certificated teachers' salaries to be improved.
- (9) Teachers' Good Service Allowance to be revised.
- (10) Teachers' Pensions to be improved.

CHAPTER IV.

CONTENT AND AIM OF NATIVE EDUCATION.

50. The Commission believes that there is a consensus of enlightened opinion that the scope and aim of Native education should be limited only by the capacity of the student to benefit thereby, and that no lowering of the standard of Native (as compared with European) education, in principle or in practice, should be contemplated. It is, therefore, a recommendation of the Commission:—

"That in any future system of grading or classification of Native schools the principles and designations applying to European schools should be adopted."

51. In the case of both European and Native schools the primary objects of any course should be the training of character, the development of intellect, and the fitting of the child for his future work and surroundings. The language of the pupils, their home condition, their social and mental environment, their hereditary tribal or racial instincts, and their future position and work in the country must be considered.

52. The Commission laid down as a guiding principle:—

"That the general aim of a Native school should be to improve the moral, social and economic conditions of the Native people among whom it is situated."

53. The main tendencies of the reforms recommended by the Commission in the present school course must now be indicated.

54. A prime object is to afford greater facilities for vocational and practical training in all classes of schools. The popular criticism that school education is too "bookish" and trains too exclusively for clerical or teaching occupations, has a solid basis. The overstress of scholasticism in the curriculum has had lamentable effects in the attitude of Natives towards education and subsequent vocation, and it should be impressed upon all that the earning of an honest livelihood in any capacity is not beneath the dignity of an educated person; their attention should likewise be directed to the various occupations of a skilled or semi-skilled nature in which those who have completed their school course may hope to find employment.

55. Many parents, brought up in the scholastic tradition and seeing the teacher and class always before their eyes as the embodiment of its economic results, have become obsessed with the notion that "the book" contains the whole gospel of education, but there are signs of a revulsion of feeling amongst the most enlightened Natives, and the Commission had much pleasure in receiving from the Native Farmers' Association of the Eastern Province a resolution adopted by it to the effect "That a place should be found for the teaching of agriculture in the curriculum of Native elementary and normal education; and that in cases where the subject clashes with woodwork and carpentry, preference should be given to agriculture as the more valuable and important for the purposes of the Natives."

56. The Commission is convinced that some form or forms of manual training, educative and with practical ends in view, should be given in all classes of Native schools, and resolved:—

"That at every Native school teaching above standard IV. facilities for agricultural training (in the case of boys) and practical domestic economy (in the case of girls) should as far as possible be provided."

57. In order that effect might be given to this recommendation, and that steps might be immediately taken to systematise and supervise such work, it was felt that experts in agricultural training should be asked to co-operate with the field officers of the Department, and it was further resolved:—

"That, in the opinion of this Commission, the development of industrial and agricultural education will be provided by close co-operation between the Department of Public Education and the Director of Agriculture for the Transkeian Territories."

58. It was also considered most desirable that the Native agricultural demonstrators working under the Transkeian Territories General Council, who have passed through a course of agricultural training at the Tsolo School of Agriculture, and those who may be trained for similar work in connection with the Agricultural Branch of the South African Native College at Fort Hare, should be instructed that it is part of their duties to assist teachers at primary schools in their area in devising schemes of outdoor manual work for their pupils.

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59. Closely allied to and yet distinct from the object of giving school education more practical bearing on the future life and work of the pupil is the movement, which the Commission supports, to revive the old Native industries, such as pottery, basket-making and mat and hat weaving.

60. The recent exhibition of Native school handicrafts, held at Umtata, showed what might be done in this direction by a systematic effort in the schools. The promoters of the exhibition, it is true, looked mainly at this work from an educational point of view, and valued it chiefly as training for hand and eye in the lower classes of a school. But the exhibition proved not only its value as a school subject, but its potentialities as a commercial asset to the country. Even the pottery work exhibited, crude though it was compared with the finished imported article, would find a ready market amongst an uncivilised people and materially raise their standard of comfort. Testimony was given before the Commission of the degree of poverty revealed during the influenza epidemic of last year; in many huts helpers could find no drinking utensil for putting medicine into other than an old sardine or cocoa tin.

61. After discussion, during which a statement of the system of instruction in industries such as weaving and spinning in the Free State was given by the Chairman, it was resolved to recommend:—

"That instruction in home industries be fostered in Native schools and that branches of such industries be established or aided by the Department at suitable centres."

62. The Curriculum Committee gave much time to the consideration of the practical steps needed to carry out this recommendation, and its proposals were as follows:—

Handiwork: Grasswork, Clay-modelling, Pottery.

"The appointment of a departmental instructor in handiwork is urgently required, and the Committee begs to recommend that, in order to take advantage of the present interest in the subject, an early appointment should be made. If the work is to go forward, such matters as the following need attention:—

- (a) The drawing up of suitable graduated courses of instruction.
- (b) The training by vacation courses or otherwise of such existing teachers as show interest in and aptitude for the work.
- (c) The establishment at suitable centres of industrial schools where a comprehensive course could be offered to girls.
- (d) The preparation of a handbook.
- (e) An enquiry into the country in respect of grasses, reeds, and material suitable for weaving and other forms of handiwork on a commercial scale.
- (f) The introduction of other forms of handiwork where required.
- (g) The organisation of the necessary supplies of materials, more especially suitable grasses; their cultivation, where practicable."

63. In suggesting changes in the existing content and scope of Native schools, the Commission was impressed by the present lack of systematic instruction in ethics, the duties of citizenship, and the elementary laws of health. Religious instruction, where given—and it seldom receives the attention its importance rightly claims in Native schools—cannot take the place of definite moral instruction such as European children receive in well-conducted homes.

64. The Commission also desires to make better provision for education after the standard VI. stage and, in conformity with the principles set forth above, recommends that all such secondary courses should have a vocational bias. At present, except for the existence of a standard VII. class at one or two centres and the Lovedale secondary school, there is no suitable provision made for Native pupils wishing to proceed beyond standard VII. unless they wish to become teachers. The absence of such facilities may have had its justification in the past through the pressing need for trained teachers, but it can no longer be defended, and it was resolved:—

"That the Commission recommends the desirability of providing greater facilities for secondary education in the Transkeian Territories and in the Ciskeian area."

65. In this connection the Commission also recommends:—

"That in framing vocational courses the Department be asked to give due attention to the training of youths for employment as clerks and interpreters."

66. The difficult problem of trade schools must be briefly touched on. These institutions have scarcely realised the hopes with which they started, and there appears to have been a tendency of recent years to reduce the expenditure on them. For instance, the Wesleyan (boys) industrial school closed down some years ago, and the General Council's only remaining institution for the training of carpenters and masons is now being transformed into a school of market gardening. The history of the latter institution illustrates the difficulties of this branch of education. It was started about twenty years ago as an adjunct to the Council's Public Works Department and modelled on the lines of European trade workshops, with Native youths apprenticed to learn carpentry, masonry, bricklaying, and blacksmithy under skilled mechanics. This system proved unsuccessful, largely owing to the excessive proportion of apprentices to mechanics, and reorganisation took place twelve years ago on the lines of industrial institutions supported by the Education Department, the working mechanics in particular being replaced by instructors and the place being periodically inspected by that Department's expert officer. In some respect there has been an improvement, but the expenditure has been so large and the number of ex-students who settle down to a successful and permanent livelihood in the trade they have learnt comparatively so small that the Council has decided that its money can be used to better advantage in other ways.

67. The Commission has been unable to touch more than the fringe of the problem of industrial schools, which in both its educational and its economic aspects would repay a much more thorough examination than the means at disposal permitted. It can only pass on for departmental consideration the Curriculum Committee's resolutions:—

- (1) "That the training of Natives for industry through trade apprenticeship should be fostered."
- (2) "That existing industrial schools should be encouraged to extend their influence by taking up additional industries," and
- (3) "That new industrial schools should be opened."

68. One opinion, however, the Commission feels called upon to express on its own account. The immediate aim of Native trade schools should be to train Native mechanics to be useful amongst their own people. In industrial, as in scholastic education, there is the danger of insufficient adaptation to actual Native conditions, but if he is to live amongst those with whom he has most affinity, the Native tradesman must learn how to make just the articles they require, and how to effect repairs and alterations.

CHAPTER V.

CLASSIFICATION OF SCHOOLS.

69. In conformity with the principle already stated, the Commission recommends that Native schools teaching up to and including standard VI. should be designated "Primary Schools." But the Curriculum Committee, whose report on the subject the Commission recommends for departmental consideration, deems it advisable in the present stage of Native school development and conditions that these primary schools should be classified as follows:—

Schools teaching up to and including std. II. (Primary A).

Schools teaching up to and including std. IV. (Primary B).

Schools teaching up to and including std. VI. (Primary C).

70. Above the primary schools will be the secondary and training schools, the former providing a four years' course of general and vocational education, the latter preparing for the lower primary teachers' certificate and the higher primary teachers' certificate.

71. After five years the lower primary teachers' course, the entrance to which will be a pass out of standard VI., should consist of a two years' academic course, and a two years' professional training. For the higher primary teachers' certificate a four years' academic course and a two years' professional training should be required.

CHAPTER VI.

LANGUAGE AS MEDIUM AND AS SUBJECT.

72. Of the changes recommended by the Commission not the least important is that dealing with the medium of instruction, and as its influence, if approved, will directly or indirectly affect all types of schools, it may be well to deal with the matter before proceeding to discuss questions of curricula.

73. Hitherto no official indication has been given to teachers in Native schools as to language and medium beyond the sentence in the elementary school course syllabus that "pupils may take their standards in either English or Dutch." This has resulted too often in the study of English as a language being neglected, it being taken for granted, at least in theory that, as the official syllabus premised a knowledge of English or Dutch, the little Native child in the lower standards who had never heard any language but his own, must possess that knowledge. Arithmetic test cards and all printed matter for teachers and pupils have hitherto been in English and Dutch.

74. The Commission has no hesitation in recommending that the medium of instruction in all the standards of any Native school up to and including the fourth standard should be the home language of the pupil, provided that English (or Dutch) be introduced at any early stage and thereafter regularly used as a medium of instruction in accordance with the understanding of the pupil; that English (or Dutch) should be taught as a language from the earliest stages; and that adequate provision should be made for the teaching both of the home language and of the second language above standard IV.

75. Accordingly the Commission resolved:—

"That the provision of the Language Ordinance of 1912 applicable to European schools should be extended *mutatis mutandis* to Native schools."

CHAPTER VII.

THE TRAINING OF TEACHERS.

76. In approaching this subject the Commission was impressed by the importance and potentiality of the office of teacher among the Native peoples in the present primitive stage of their development. Any scheme of education, therefore, which fails to deal effectively with the qualifications of the Native teacher, however well thought out in other respects, is likely to prove wasteful and disappointing. In determining the nature and content of the course of training to be provided for Native teachers, full consideration should be given to the conditions of their subsequent employment.

77. Dealing with the educational standard of entrance to the training schools, the Commission found a consensus of opinion that it is at present too low. The Native scholar is handicapped in his elementary course by the time and labour required of him to master the English language so as to admit of its becoming the medium of his instruction in the higher classes. The question, however, of raising the entrance standard is complicated by the general lack of provision for an academic class beyond standard VI. in the existing institutions and schools, and by the increased expense involved. The Curriculum Committee, to whose consideration the matter was handed over, was unanimously of opinion that the standard should be raised, but it recommended that the change should not come into effect until after five years.

78. Both missionary superintendents and Native teachers urge that in order to have Native teachers to fill efficiently higher educational posts created by the general advance of education, there is need for higher courses of training. Accordingly the Commission resolved:—

"That it be a recommendation to the Department to institute a higher as well as a lower teachers' certificate."

79. This resolution was referred to the Curriculum Committee, which formed the opinion that it was advisable to have four grades of certificates:—

1. lower primary, to replace the third class (junior),
2. higher primary,
3. lower secondary, and
4. higher secondary.

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80. In the opinion of the Committee the lastnamed could for the meantime stand over, "it being understood that a Native of academic ability and professional skill is not debarred from candidature for a higher secondary teachers' certificate which may be instituted."

81. In view of the far-reaching changes being introduced in the primary school course, and as the matter required much fuller consideration than the time available would permit, the Committee decided not to concern itself with the details of curriculum for the proposed new grades. It thought it advisable, however, to recommend that the following should be compulsory subjects:—

religious and moral instruction,
hygiene,
civics,

and courses of agricultural, domestic, and industrial training directed to fitting the future teacher

- (1) for carrying out the manual training requirements of the primary school, and
- (2) for ameliorating the conditions of his or her life and work.

82. With a view also to further obviating the evils of special examinations the Commission resolved:

"That in all examinations of teachers and pupil teachers credit should be given to the candidate's record of work, while under training," and

"That in the appointing of examiners preference should be given to those who have had experience of training school work."

83. The Curriculum Committee considered that students, on completing their professional examinations and entering upon teaching duty for the first time, should be regarded as probationers. It recommended accordingly:—

"That all teachers' professional certificates issued on the successful completion of a course should be provisional, and that the full certificate should be awarded only after a period of satisfactory teaching service," which, "in the case of the primary teachers' certificate should be two years."

84. The Commission further resolved:—

"That with a view to enabling existing teachers to improve their qualifications generally, or in special practical subjects, vacation or other courses should be held at such time and places as the Department may decide."

This resolution is especially designed to promote industrial training in location schools, for the carrying on of which existing teachers, having no professional qualifications, would probably have to come into training schools in order to qualify.

85. The Commission is impressed with the danger of employing in location schools teachers infected with phthisis, and of admitting to training institutions students infected in any degree with serious disease. In the light of the information before it, the Commission feels that a strong case exists for the regular medical inspection of all Native schools, both location and institution. However, as such a measure appears impracticable for the moment, the Commission restricted itself to recommending:—

"That no student be admitted to a training school or institution without a certificate from a recognised medical authority attesting to his or her physical fitness."

86. From many quarters evidence was brought before the Commission of the loss to the teaching profession and the evil done to education through the moral breakdown of teachers. As one step towards securing a right tone in the teachers sent out from the training schools, the Curriculum Committee recommended:—

"That suitability of character for the office of a teacher should be most carefully considered by the training school authorities in dealing with candidates throughout their course."

CHAPTER VIII.

PRIMARY AND SECONDARY SCHOOL COURSES.

87. At an early stage in its proceedings the Commission recognised that the short time at its disposal would not suffice for so exhaustive an inquiry into the questions of the course for primary and secondary schools as would warrant its submitting a draft curriculum with the Commission's *imprimatur* on all its details. In view, however, of the quantity, value, and general agreement of the evidence before it, bearing on these questions, and having regard to its terms of reference, the Commission felt that the ground should be traversed as completely as the circumstances permitted, so as to give the fullest assistance to the Chief Inspector of Native Education, whose work it will be to frame the curriculum in its final form. Accordingly the general principles enunciated in previous chapters being agreed upon, the methods of their application in practice were referred to a committee for consideration. Its report, printed in Appendix B.5, was received by the Commission so near the point of its rising and is for the most part of so technical a nature, that the Commission could do no more than pass the following resolution:—

"That the Commission desires to place on record its appreciation of the work done by the Curriculum Committee and resolves that the Report be attached as an annexeure to the Report of the Commission for necessary consideration of the Superintendent-General of Education."

88. The thanks of the Commission are also due to Mr. T. W. Hughes, the General Council's Director of Agriculture, and Mr. Butler, the Principal of its Tsolo School of Agriculture, who assisted the curriculum committee by drafting a syllabus for agricultural training. This syllabus provides for nine branches, some of which it should be possible to carry through in any location school whatever the local conditions. It is presumed that the principal teacher in consultation with the circuit inspector will decide what branches to take up. In course of time it is to be hoped that the teacher will be guided and assisted in his work by Native agricultural demonstrators, a number of whom are now being employed under the General Council in the Transkei.

CHAPTER IX.

INSPECTION OF SCHOOLS.

(1) Qualifications of Inspectors.

89. The present system of school inspection engaged the attention of the Commission. In the existing stage of Native life and development the teacher needs all the help that can be given him. He is in great need of helpful criticism and periodic supervision and instruction. The two main channels through which these can come under our present system are the influence of his missionary superintendent and the visits of the circuit inspector. That the latter may be really helpful the Commission feels that the relations between inspector and teacher should be as friendly and unofficial as possible, and that the qualifications of the departmental officers concerned should fit them to take advantage of every opportunity for a sympathetic understanding of the peculiar difficulties and temptations of a Native teacher's life. It therefore recommends:—

"That in future appointments of inspectors for Native schools preference be given to candidates who have a working knowledge of the local Native vernacular and are acquainted with the social conditions of the people."

(2) Size of Inspectorates.

90. But the influence of the inspector on the work of most of his schools is limited by his inability to do more at present than pay a hurried annual visit for the purpose of holding an examination of each individual pupil, as the average number of schools constituting an inspector's circuit in Native areas is 139. The Commission therefore resolved:—

"That the Department of Public Education be requested to aim at gradually reducing the number of schools constituting an inspector's circuit to a maximum of one hundred, as in the opinion of this Commission that number is the largest which can be efficiently inspected by a single officer."

(3) Assistance to Inspectors.

91. The principle involved in the previous resolution is no new one. It was for many years the stated aim of the late Superintendent-General of Education, Sir Thomas Muir, and the Commission's resolution merely expresses its whole-hearted agreement. It recognises, however, that the immediate carrying out of such a principle would mean the appointment of four or five additional inspectors. Until this is possible and in order that more adequate provision should be made for the oversight of the schools, the Commission further resolved:—

"That, so long as it is impossible to apply the principle laid down in the preceding resolution, teachers of educational standing and experience should be appointed to inspectors' circuits to assist the inspectors in supervision and instruction."

92. The teachers referred to in this recommendation might, in the opinion of the Commission, be either European or Native, who would be temporarily seconded from their school or institution for the purpose, and would, in addition to the help they gave the inspector, be benefited in their own work of teaching by the experience gained in visiting outside location schools.

CHAPTER X.

MISCELLANEOUS.

93. A number of miscellaneous matters must now be dealt with.

(1) Recognition of Native Separatist Denominations.

94. The Commission, while believing that efforts of denominational organisations—European, Native, or other—to set up schools in rivalry to efficient ones already receiving Government aid should be sternly discouraged, recommends:—

- (1) "That Native separatist denominations should not as such be excluded from public recognition in the matter of their educational operations."
- (2) "That in deciding whether a particular body is to be recognised, regard should be had to numbers, stability of constitution, and control over employees, and"
- (3) "That the Departments of Native Affairs and Education should consult together on all applications for recognition."

(2) Compulsory School Attendance.

95. Educational expenditure is often wasted because of the casual attendance of scholars and the small enrolment at the schools, and the progressive section of Native society shows a praiseworthy desire to remedy those defects by every available means. During the term of the late Captain Blyth as Chief Magistrate of the Transkei, school attendance was practically enforced by administrative order, with results seen in the state of advancement in Fingoland to-day, and resolutions have more than once been passed in the Transkeian Territories General Council, asking for incorporation of the principle in Government regulations. It may be remembered that such regulations have recently been introduced into special mission reserves in the Province of Natal.

96. Nevertheless, and notwithstanding a cordial sympathy with those anxious to move quickly forward to ideal states, the Commission is convinced that the premature coercion of Native parents irrespective of domestic needs and their stage of development towards civilisation would really defeat the ends in view by creating a strong reaction against education and causing other evil effects. It accordingly resolved:—

"That the time is not ripe for the general introduction of compulsory attendance at Native schools."

97. At the same time areas, such as mission locations of advanced and more or less homogeneous type, may be found suitable for experiment on a small scale, and it was further resolved:—

"That where, however, 75 per cent. of kraal-heads in any Native location or other suitable unit of area so desire, a modified form of compulsory attendance of all children between the ages of 7 and 16 may be enforced, provided that

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- (a) the necessary school accommodation and staff are available;
 (b) no child shall be compelled to attend who lives more than 3 miles from a recognised school;
 (c) no child is compelled to attend who is prevented by ill health or any other unavoidable cause or is engaged in a regular occupation and has already passed standard IV."

(3) *Standardisation of School Buildings.*

98. Tuition at present takes place in buildings raised by missionaries for the double purpose of church and school or more rarely for school alone; all are necessarily of a simple description. There is nothing authoritative to guide missionaries in fixing their plans, and inspectors vary in opinion as to the irreducible minimum for Government recognition, so that what one officer has passed as sufficient will be condemned by another as inadequate. While in view of the wide divergency of conditions rigid uniformity is impossible, departmental advice would be much appreciated by missionaries and be more effective if available before rather than after a building is put up.

99. The Commission recommends:—

"That the Department be asked to prepare or have prepared type-plans for location schools, institutional, and training school buildings including dormitories and workshops, with a statement of the minimum recognised requirements as to space, ventilation and lighting, it being understood that the adoption of such plans be not regarded as obligatory."

(4) *Standardisation of School Books and Preparation of Readers and Hand-Books.*

100. The multiplication and change of school books is felt to be an evil in Native as in European schools. English, Dutch, and vernacular readers and text books suitable for Native schools are greatly needed, and a manual for Native teachers, containing all the regulations affecting them and general instructions and advice, would be of inestimable value. Unfortunately inspectors, missionaries, and teachers are all fully occupied and the most competent are generally overworked, but if one of them could be seconded in order to prepare such a manual or text-book, the expense would be repaid a hundredfold.

101. The Commission resolved:

"That in order to secure for native schools suitable text-books and readers in the vernacular and the two official languages, the Department be requested to arrange for the preparation of such school books and hand books as are from time to time required and to issue in consultation with recognised authorities a list of approved school books."

(5) *Teachers' Libraries, and the Education Gazette.*

102. The Native teacher leads a life of isolation; frequently he is the only lettered man in his location, and he lacks mental stimulus. Town libraries have been known to refuse his subscription, and there is much need for giving him access to literature helpful to him in his profession. The Commission therefore recommends:—

"That local and circulating libraries primarily for the use of teachers be established at convenient centres."

And also:—

"That a special column be devoted in the *Education Gazette* to the treatment of subjects of interest to Native Education."

(6) *Agricultural Development and the Co-operation of Departments: Publication of Bulletins.*

103. Earlier chapters of this report have shown how much importance the Commission attaches to bringing school life and curriculum into the closest touch with agriculture. The Transkeian Territories General Council trains and employs agricultural demonstrators who travel amongst the people showing them improved methods of cultivation and stock rearing. A resolution of the Commission quoted elsewhere emphasises the importance of close touch between the Department of Public Education and the General Council's Director of Agriculture, and it was further resolved:—

"That it should be recommended that it should form part of the duty of Council demonstrators in the Transkeian Territories to assist in carrying out agricultural training in primary schools."

Also:

"That the Department of Agriculture should be approached with a view to its issuing to educated Native agriculturists, teachers and farmers' associations bulletins or other instructional pamphlets dealing with matters affecting the work of peasant farmers, and that such pamphlets—which might be prepared or adapted by the authorities of the Tsolo School of Agriculture—should be in the vernacular."

(7) *Introduction to Fields of Employment.*

104. Agriculture and manual labour at the industrial centres and the teaching profession absorb the larger product of the schools, yet an increasing number of fairly educated youths of both sexes leave school without any wish to become teachers but desiring other kinds of work. There is a widening field for such men and women, but no agency yet exists for bringing them into touch with employers of labour, and the Commission recommends:—

"That the good offices of the Native Affairs Department be solicited on behalf of native boys and girls who are certified to have had a suitable school training and are desirous of finding useful employment."

(8) *Use of Schools in Epidemics.*

105. The influenza epidemic of last year showed how useful a centre of public relief the teacher and the school building may become, and the Commission recommends:—

"That the Department should take into consideration how to organise the location school system with a view to combating epidemic and for other public health purposes."

CHAPTER XI.

CONCLUSION.

106. In drawing to a close, the Commission feels its recommendations open to the charge of incompleteness. But it is believed that the report will provide food for much reflection and point the way to many reforms.

107. The Commission does not feel itself under the duty of setting up a defence for the fact of Native education, for all enlightened people have come to recognise that the Native is being educated for good or ill by the mere circumstance of his contact with civilisation, that the interests of the two races are so closely bound up with each other that the backwardness of any class is a menace to the country at large, and that progress depends on the system of education being directed along the best channels. These the Commission has endeavoured to mark out.

108. It is indeed under no illusion that the mere setting up of administrative machinery and curricula, however carefully designed, or the appropriation of public money, however judiciously applied, will realise the ends in view within a measurable space of time. The vast inertia of the people has to be overcome, and evolution, if it is to be natural, can only come from within, by a gradual process. But if the report helps in any way to bring Native education into closer touch with the realities of life, if it promotes the idea of adaptation to changing conditions, and above all if it leads the school master to realise that the creation of character and fitness for life rather than mere bookishness are the prime aims of his vocation, the Commission's labours will not have been in vain.

W. J. VILJOEN (Chairman).
 W. P. BOND.
 J. H. BOWES.
 E. F. BULWER.
 W. CARMICHAEL.
 J. HENDERSON.
 K. A. HOBART HOUGHTON.
 A. J. LENNARD.
 E. H. MULLER.
 A. B. PAYN.
 M. C. VOS.
 J. TENGO JABAVU.
 SCANLEN LEHANA.
 B. W. MAHLASELA.
 CHIEF MARELANE.

A. SINTON, Secretary.

APPENDIX A.

MINUTES OF MEETINGS.

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UMTATA.

25th June, 1919.

Present: Dr. W. J. Viljoen, M.A., Ph.D., L.N.C. (Chairman); Messrs. W. P. Bond, M.A., and J. H. Bowes; Rev. Canon E. F. Bulwer; Mr. W. Carmichael; Rev. J. Henderson, M.A.; Mr. K. A. Hobart Houghton, M.A.; Rev. A. J. Lennard; Lt. Col. E. Muller; Messrs. A. B. Payn, M.P.C., M. C. Vos, B.A., and J. Tengo Jabavu; Councillor Scanlen Lehana; Mr. B. W. Mahlasela and the Chief Marelane, members of the Commission, together with Mr. A. Sinton, M.A. (Secretary).

Dr. Viljoen opened the proceedings. He said the Commission had been appointed as the result of an interview between a deputation consisting of the Rev. Messrs. Henderson and Lennard and Father Callaway, and the Administrator, at which interview he, as Superintendent-General of Education, had been present.

The names of the Commission were then read, and it was found that all the appointed members were present.

A telegram from the Administrator in the following terms was read:—

"Dr. Kolbe points out that there is no representation on Commission from Roman Catholic Community although they are actively engaged in Native educational work. It would almost seem too late to add such representative to Commission, but you might consider gaining information as to their work and methods whilst Commission sitting."

After discussion it was decided to telegraph the Administrator that it was considered that the Commission was thoroughly representative.

The terms of the Administrator's reference were then read, as also the circular letter issued by the Department on November 14th, 1918, asking for the views of those engaged in the work of Native education.

Dr. Viljoen then proceeded to advise the Commission as to the manner in which the deliberations should be approached, and touched upon the points which would come up for discussion. He warned them against making recommendations which would involve great expenditure. He concluded by extending the greetings of the Administrator and his good wishes for the success of their deliberations.

With regard to the time of the sittings it was resolved that the Commission should meet from 9.30 a.m. to 12.45 p.m. with an interval from 11 a.m. to 11.15 a.m., and from 2.15 p.m. to 4 p.m.

In reply to a point raised by Mr. Carmichael, the Chairman said while he had no objection to hearing the views of the public he thought it would be premature at this stage. The decision of the Commission was that all applications to be heard would be considered on their merits and that the question of a general open Conference at the end of the Commission's sittings should be kept open for consideration later.

Mr. Payn, returning to the subject later, said that Mr. Rodger in April at Umtata had pronounced on two matters of policy, namely, vernacular teaching and industrial instruction, and the Native believing that he spoke for the Department and that these matters had already been decided might view the Commission with suspicion.

Mr. Payn proposed, Mr. Houghton seconded, and it was resolved:—

"That it be made known that the Commission is willing to meet Native teachers, missionaries, and others interested, desirous of laying their views on Native education before the Commission at 10 a.m. on July 4th in the General Council Chamber, Umtata."

It was decided to publish this resolution in the local paper.

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Letters were read in reply to a circular letter from the Department of November 14th, which dealt with:—

- (1) Central administration and general control.
- (2) Local control—the proposed institution of advisory boards.
- (3) The content, scope and aim of Native Education.
- (4) The Curriculum
 - (a) academic, including primary, intermediate and secondary;
 - (b) vocational, including industrial and practical.
- (5) Compulsory education.
- (6) Instruction in and through the home language.
- (7) Inspection and examinations; appointment of Native Supervisors and European Inspectors with knowledge of the vernacular.
- (8) Training, examination and certification of Native teachers; salaries, appointment and dismissal of Native teachers.
- (9) Buildings and equipment; building grants and loans.
- (10) School books; libraries; home and district reading circles.
- (11) grading and classification of schools.
- (12) Religious and moral instruction.
- (13) Rights and duties of citizenship.
- (14) Finance, school fees and grants.
- (15) Miscellaneous.

Appointment of sub-committees; on the suggestion of Dr. Viljoen it was resolved that three Committees should be appointed, namely:—

(1) Agenda Committee, (2) Drafting Committee, (3) Curriculum Committee, and that Committee No. 1 should consist of Inspectors Bond and Houghton, Canon Bulwer, Rev. Mr. Henderson, Mr. Bowes and Mr. Carmichael, with Inspector Bond as convener. It was further resolved that Committee No. 2 should be nominated by the Committee of No. 1.

26th June, 1919.

Present: All members of the Commission.

Minutes read and confirmed.

It was decided that the Commission should appoint a small Drafting Committee to frame and draft the report.

It was resolved that the committee consist of Messrs. Carmichael, Henderson, Houghton and Tengo Jabavu, with Mr. Carmichael as convener.

It was agreed that Mr. Vos should act as convener of the Finance Committee to be later appointed and that he should submit nominations to this Committee.

The Chief Marelane left the meeting at this stage owing to indisposition.

Further letters in reply to the Department's circular letter of November 14th were read.

The Agenda drawn up for the day was then proceeded with, the first point discussed being that of *general control*.

After a discussion taken part in by Messrs. Tengo Jabavu, Bulwer, Carmichael, Mahlasela, Henderson, Payn, Bowes, Muller and Lennard, it was resolved, on the motion of the Rev. A. J. Lennard, seconded by Mr. Canlen Lehana:—

"That the general control of Native education be left with the Education Department of the Province."

After a considerable discussion, in which Messrs. Henderson, Bond, Muller, Vos, Carmichael, Houghton and Lennard took part, it was resolved, on the motion of Mr. Houghton, seconded by Mr. Lennard:—

"That an officer specially conversant with the Native conditions and educational needs, whose powers and duties shall be as defined by the Superintendent-General of Education be attached to the Headquarters' Staff of the Education Department."

The matter of the establishment of sub-offices at Umtata, King William's Town and Vryburg was discussed, but no resolution was taken.

A message was received from the Chief Marelane intimating his desire to withdraw from the Commission owing to indisposition and asking leave to nominate a substitute. It was agreed that the matter be referred for report to the Secretary for Native Affairs.

A general discussion on the subject of *local control* followed.

The Secretary was instructed to wire to the "East London Dispatch":—

"That it be made known that Commission is willing to meet Native teachers, missionaries and others interested, desirous of laying their views on Native Education before the Commission, at 10 a.m., July 4th, General Council Chamber, Umtata"

27th June, 1919.

Present: All members of the Commission.

Minutes read and confirmed.

The Chairman expressed the wish that the Chief Marelane should continue to act on the Commission at least while it sat at Umtata, and this the Chief Marelane agreed to do.

A Finance Committee, consisting of Messrs. Vos (Convener), Payn, Henderson, Muller, and Scanlen Lehana, was appointed.

A letter from the Rev. Brownlee Ross was read, and passed to the Agenda Committee.

A memorandum by Mr. Carmichael on "Native Educational Organisation in the Transkeian Territories" was read, and passed to the Agenda Committee.

The discussion on local control was then resumed, Messrs. Muller, Lennard, Bulwer, Mahlasela, Henderson, Bond, Carmichael, Houghton, Payn, and Tengo Jabavu taking part.

It was resolved on the motion of Mr. Lehana:—

"That having considered very fully the question of local control of Native Education and before arriving at a definite finding, the Commission resolves to refer the evidence in its possession and the proposals on the Agenda to a special committee, consisting of Mr. Carmichael (Convener), Canon Bulwer, Rev. A. J. Lennard, Chief Marelane, Col. Muller, Mr. Payn, and the mover, for

further consideration and report on Monday, and that the following questions should be answered, namely:—

- (i) Whether the *status quo* should continue;
- (ii) Whether a uniform system is possible;
- (iii) If not *in toto*, to what extent change is desirable and possible;
- (iv) Whether "*ad hoc*" or general local bodies should be appointed;
- (v) What the constitution, powers, and duties of local bodies should be; and
- (vi) What additional expenditure would be involved, if any, and how it is to be met."

It was further resolved:—

"The Commission is of opinion that the Primary School Curriculum for European Schools recently issued by the Department should as far as possible be adapted for use in Native Schools, and that for the purpose of introducing the changes necessary to that end and assisting the Commission to discharge the other functions referred to it and coming properly within its scope, a Committee, consisting of Principal Henderson, Inspectors Bond and Houghton, Messrs. Bowes (Convener) and Mahlasela, be appointed, with power to co-opt and call in expert advisers."

It was resolved that the Commission should meet the public and deputations in conference at King William's Town on the 14th July, 1919.

The Commission adjourned till Monday, 30th June.

30th June, 1919.

Present: All members of the Commission.

Minutes read and confirmed.

The Chairman referred to the glorious news that had been received, namely, that Peace had been concluded.

The Chairman went on to refer to the death of the High Commissioner in London, the Hon. W. P. Schreiner, whose demise he deeply deplored.

Letters from the Mount Fletcher Native Teachers' Association and Algoa Native Teachers' Association conveying their views on the subject of Native education were read, and passed to the Agenda Committee. A letter addressed by a Native correspondent at Tsomo to Inspector Houghton was read.

Mr. Payn moved, and Mr. Bowes seconded: "That the Commission should sit in the mornings only, and leave the afternoons for the Committees." This was adopted unanimously.

It was resolved that the Commission should continue to sit at Umtata till Wednesday, 9th July; that the Chairman should be allowed to leave on the 7th; that the Commission should resume in Committee at King William's Town on the 12th, and in conference on the 14th, at the same place.

The Agenda was then proceeded with. It was resolved:—

- (1) "That in future appointments of inspectors for Native schools preference be given to candidates who have a working knowledge of the local Native vernacular and are acquainted with the social conditions of the people."
- (2) "That where in his opinion the working conditions of the school make it desirable an inspector may exempt such school wholly or partly from individual examination."
- (3) "That the Department of Public Education be requested to aim at gradually reducing the number of schools constituting an inspector's circuit to a maximum of one hundred, as in the opinion of this Commission that number is the largest which can be efficiently inspected annually by a single officer."
- (4) "That, so long as it is impossible to apply the principle laid down in the preceding resolution, teachers of educational standing and experience should be appointed to inspectors' circuits to assist the inspectors in supervision and instruction."

1st July, 1919.

Present: All members of the Commission.

Minutes read and confirmed. On the suggestion of the Chairman, the word "annually" was inserted in the third Resolution after "inspected."

It was agreed that the Commission should resume on Friday, 11th July, at King William's Town, instead of Saturday, 12th July.

A general discussion on the employment of Native teachers in the higher positions in the Training Schools and the Inspectorate followed.

The Agenda was then proceeded with.

It was resolved:—

- (1) "That in all examinations of teachers and pupil-teachers credit should be given to the candidates' record of work while training."
- (2) "That in the appointment of examiners preference should be given to those who have had experience of training school work."
- (3) "That it be a recommendation to the Department to institute a higher as well as a lower teachers' professional certificate."
- (4) "That the preceding resolution be referred to the Curriculum Committee for report."
- (5) "That definite regulations be framed governing the conditions of service and leave of Native teachers."
- (6) "After a discussion, taken part in by Messrs. Mahlasela, Houghton, Bowes, Henderson, and Bond, it was resolved:—
"That the Commission is of opinion that the present rate of emoluments and pensions of Native teachers is inadequate."
- (7) It was further resolved:—
"That a graded scale of Native teachers' emoluments and pensions should be instituted."
- (8) "That in such a scale of Native teachers' salaries and pensions due regard should be had to teachers' academic and professional qualifications and successful teaching experience. During the discussion on this resolution the Chief Marelane intimated that Eastern Pondoland was willing to contribute more largely, if necessary, than at present, in order to secure the benefit of improved education facilities."
- (9) Finally it was resolved:—
"That the question of framing such a draft scheme of Native teachers' emoluments and pensions be referred to the Finance Committee for report."

2nd July, 1919.

Present: All members of the Commission.
The Agenda was then proceeded with.
Minutes read and confirmed.
It was resolved:—

- (1) "That in any future system of grading and classification of Native schools the principles and designations applying to European schools be adopted."
- (2) "That in order to secure for Native schools suitable text-books and readers in the vernacular and the two official languages, the Department be requested to arrange for the preparation of such school books and hand books as are from time to time required and to issue in consultation with recognised authorities a list of approved school books."
- (3) "That local and circulating libraries primarily for the use of teachers be established at convenient centres."
- (4) "That no student be admitted to a Training School or institution without a certificate from a recognised medical authority attesting to his or her physical fitness."
- (5) "That the good offices of the Native Affairs Department be solicited on behalf of Native boys and girls who are certified to have had a suitable school training and are desirous of finding useful employment."
- (6) After a discussion, in the course of which Principal Henderson stated that an advertisement in the EDUCATION GAZETTE for European teachers in Native Training Institutions brought no result, it was resolved:—
"That a special column be devoted in the EDUCATION GAZETTE to the treatment of subjects of interest to Native Education."

The Chairman mentioned the steps taken by the Department after the issue of the Primary School Course to enhance its value, and stated, *inter alia*, that helpful papers on the various subjects of the curriculum were being contributed by experts for publication in the EDUCATION GAZETTE. These would eventually be collected and published in a brochure for the use of teachers. He suggested that the Curriculum Committee should make arrangements for papers dealing with subjects of the Native school primary course to be written for publication in the GAZETTE. He invited the members of the Commission or others interested to contribute articles dealing with various aspects of Native education, which would be welcomed by the Department.

- (7) It was resolved further:—
"That the time is not ripe for the general introduction of compulsory attendance at Native schools."

3rd July, 1919.

Present: All members of the Commission.
Minutes read and confirmed.
The Agenda was then proceeded with.
It was resolved:—

- (1) "That where, however, 75 per cent. of kraal-heads in any Native location or other suitable unit of area so desire, a modified form of compulsory attendance of all children between the ages of 7 and 16 may be enforced, provided that
 - (a) the necessary school accommodation and staff are available;
 - (b) no child shall be compelled to attend who lives more than three miles from a recognised school;
 - (c) no child is compelled to attend who is prevented by ill-health or any other unavoidable cause or is engaged in a regular occupation and has already passed standard IV."
- (2) "That the provisions of the Language and Medium Ordinances applicable to European schools be extended *mutatis mutandis* to Native schools."
- (3) After a full discussion, it was resolved that the motion "That primary education be free in Council school areas" be referred to the Finance Committee for report.
- (4) It was resolved:—
"That with a view to enabling existing teachers to improve their qualifications generally or in special practical subjects, vacation or other courses be held at such times and places as the Department may decide."
- (5) After a discussion, during which a full statement of the system of instruction in industries, such as weaving and spinning in the Free State, was given by the Chairman, it was resolved:—
"That instruction in home industries be fostered in Native schools and that branches of such industries be established or aided by the Department at suitable centres."
- (6) "That the Department be asked to prepare or have prepared type plans for location schools, institutional and training school buildings, including dormitories and workshops, with a statement of the minimum recognised requirements as to space, ventilation, and lighting, it being understood that the adoption of such plans be not regarded as obligatory."

The Chairman, in reply to a request by Principal Henderson to give the Curriculum Committee guidance as to whether in arranging for industrial instruction and practical training they must restrict themselves within the limits of a twenty-five hour week absolutely, stated that it should be clearly understood that while the aim of the Curriculum Committee should be primarily to provide for a normal course of twenty-five hours a week, there would be no objection to an extension of this time in the case of schools whose managers so desire and are able to arrange accordingly without coercion.

It was decided that the Commission should not meet on Saturday.

4th July, 1919.

Present: All members of the Commission.
Minutes read and confirmed.
The Chairman then proceeded to indicate the lines on which he thought the report of the Commission should be framed. A general discussion followed.
The Commission then adjourned to the Bunga Hall, where an open Conference with missionaries, teachers and others interested was held.

The Chairman, in a short introductory speech, mentioned the importance of the subject which was engaging the attention of the Commission. The fact of its appointment was a proof of the Administrator's keen interest in the true welfare of the Native people. The personnel of the Commission and the immediate representation on it of the Native population was a guarantee that all interests were adequately represented. It was the desire of the Commission to give the Native people the system of education best suited to their needs, but in doing so the Commission was working away with a clear conception as to the difference between what was desirable and what was practicable. They were all animated by a genuine desire to evolve a system of education which would produce the highest and best type of citizen, irrespective of race or colour.

The Lord Bishop of St. John's thanked the Administrator for having appointed the Commission. He left it to his brethren to bring forward the various resolutions and suggestions.

The Rev. Mr. Hacker, representing the Transkei Missionary Conference, after a graceful tribute to the Chairman, brought forward the following resolution passed by the Transkei Missionary Conference at the previous day's sitting, namely:—

"That the Conference while being ready to welcome the co-operation of magistrates, headmen, and others, whether European or Native, in the management of Native schools, is convinced that the true education and civilisation of the Natives, young and old, depends on the foundation of morality and religion, and that therefore religious teaching in schools, and the appointment and dismissal of teachers should still remain in the hands of the missionary."

In a strong and humorous supporting speech, he urged that the control of Native education must remain with the missionary, whose labours were entirely disinterested; indeed, he could not even get an envelope or a sheet of notepaper out of the Education Department.

The Rev. Mr. Mjali, also representing the Transkei Missionary Conference, expressed his conviction that if the control of Native education was removed from the missionary it would spell ruin to education. He emphasised the financial aspect, and said the institution of Boards in place of missionary control would result in taxation which the people were unable to bear. He asked, would the Board be able to go to backward chiefs and persuade them to open schools as the missionaries had done?

The Rev. Father Callaway felt at a disadvantage in speaking on behalf of his own work. He admitted that there were defects in the system of missionary control, due to want of experience on the part of young missionaries, faults of temperament, and denominational jealousy. He deprecated the continuance of the system because it was cheap. He advocated missionary control on the ground of *morality*. The missionary stood to the pupils and teachers *in loco parentis*. His elimination would mean the destruction of the family relationship. No scheme of Board control could contain anything so valuable as this personal contact between missionary and teacher. He urged the Commission to re-organise and improve the system of missionary control, so as to secure more uniformity, less overlapping and more co-operation. He hoped for greater co-operation between the inspector and the missionary. There should be a pooling of educational experience. He acknowledged the valuable help given by some magistrates, but he did not think that as a body they could replace the missionary. He went on to say that education must not be divorced from *religion*, and for this reason missionary control was necessary.

The Rev. Mr. Morris, of Buntingville, did not speak as a representative of the Conference which he had been unable to attend. He opposed the removal of missionary control. He admitted that a change was necessary, but he felt that at the present stage of Native development the missionary was more needed than in the dark days of heathenism.

He said many teachers wanted a new system, merely because they did not like control—control of their morals. He concluded by saying that the time had not come for undenominational schools. The change which should be introduced should be in the way of appointing committees to help the missionary.

In reply to a question by Canon Bulwer whether Proclamation No. 115 of 1911 regarding the institution of committees had been sufficiently explained by the magistrates, missionaries or Headmen to the people, the Rev. Mr. Hacker said he himself had explained the provisions, but the system of committees had not worked, as he had only been able to get one committee meeting in four years.

Mr. Mpalweni (Tsolo) said his association thought, while they admitted the good work done in the past by the missionary, that the time had come for the institution of a School Board system. He held that regularity of attendance would be secured by handing the schools over to the Government, because the Native people feared the Government.

Mr. Mzazi said the Headmen of his location brought a report that the missionary, when the provisions of Proclamation No. 115 were explained, had requested that missionary control should be allowed to continue. The provisions were carefully explained at the location. If the people did not take advantage of the privileges offered them it was their own fault.

The Chairman regretted that no positive proposals with regard to the changes admitted to be necessary had been placed before the Commission. He seconded what had been said about the need of co-operation, and pooling of experience.

The Rev. the Hon. Mr. Erskine brought forward for the Transkei Missionary Conference a memorandum with regard to the curriculum, in which it was recommended that Religious Instruction should form the basis of all true education, that definite moral lessons embracing such subjects as Truthfulness, Honesty, Purity, Manners and Kindness to Animals, should be given, and that Hygiene, Handicrafts, the Vernacular and English should appear in the curriculum. It was further recommended that a Committee should be appointed charged with the work of preparing new text books in Xosa.

The Rev. R. A. Scott, on behalf of the Transkei Missionary Conference, proposed:—

- (1) the appointment of a Director of Education for the Territories with headquarters at Umtata;
- (2) that stationery should be supplied annually free of charge to missionary superintendents; and
- (3) that grass work and clay work should be taught in the schools, and that the necessary materials should be supplied just as ordinary school material was.

Mr. Morai (Chairman of the Mount Fletcher Native Teachers' Association) thanked the Commission for the opportunity of meeting them. He asked the Secretary of the Association to present their views.

Mr. Lesuthu (Secretary of the Mount Fletcher Native Teachers' Association) said that the curriculum should contain subjects useful in life, in fact that education should be made more practical.

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Mr. Molywa (Buntingville) said his association felt that the curriculum for Native schools should be on the same lines as that for European schools.

The Rev. R. A. Scott suggested that a book depot for the supply of school books and requisites should be established at Umtata. Incidentally, he suggested that books in a circuit should be standardised.

The Lord Bishop thanked the Commission for the sympathetic reception given the delegates.

Mr. Molywa said that it was felt that salaries were inadequate, and asked the Commission to take the matter into consideration.

The Chairman invited the teachers to submit definite suggestions to the Secretary to be laid before the Commission.

UMTATA.

7th July, 1919.

Present: All members of the Commission except Chief Marelane.

Minutes read and confirmed.

The Chairman intimated that the Chief Marelane had requested permission to discontinue acting as a member of the Commission and that leave had been given from Saturday, July 5th, 1919.

Mr. Carmichael (convener of the Committee on Local Control) then read the majority report on the matter of local control, the adoption of which he formally moved.

At this stage, Mr. Vos, Secretary for Native Affairs, asked that it should be noted that although he had attended several meetings he had not been present at all, and consequently was not to be associated with the findings of the Committee.

The Chairman asked leave to amend the preamble by the insertion of the word "paper" after "agenda," and after "Lehaha" to read "for report after fuller consideration of the following questions, namely," and question 6 to read "what additional expenditure, if any, would be involved, etc."

The adoption of the report was seconded by Mr. Tengo Jabavu.

Canon Bulwer then read the minority report on the matter of local control. He concluded by moving as an amendment:—

- (1) "That this Commission would deprecate any changes likely to weaken the influence of the missionary superintendents of schools or lessen their interest in Native education.
- (2) That the Native Affairs Department be requested to require all magistrates and headmen to make known to all the Native people the provisions of Proclamation No. 115 of 1911 dealing with the establishment of School Committees.
- (3) That the matter of the appointment and dismissal of teachers remain in the hands of the missionary superintendents."

Mr. Bond seconded.

Further correspondence was read, including letters from the Rev. Mr. Mahabane, Ndabeni, Maitland, and the Rev. A. W. Cragg, Indaleni, Natal, both bearing on the matter of local control of Native education.

A discussion on the subject of local control followed taken part in by Messrs. J. Tengo Jabavu, who favoured the majority report, while he hoped the missionary influence would be retained, and Mr. Vos, who warned the Commission that the proposal before them involved very great expenditure on administration. He had no scheme to put before them, but he advised a simpler, more economical scheme as more likely to lead to a practical solution. The Rev. Mr. Henderson said the ideal must be kept in view and in spite of what Mr. Vos had said he supported the report of the majority. He appreciated the financial difficulties, but at the same time concurred in the report as a whole. He agreed that some simplification of the scheme was desirable. Mr. Houghton said there was no proposal in the majority report to provide for a body whereon the magistrate, the missionary, and the inspector might sit and pool their experience. On the whole he supported the majority report. Mr. Bond spoke of the useful work performed by the missionary. He failed to see who was able to replace him. He suggested a *via media* which would leave the control in the hands of the missionary, but would provide for popular representation. Mr. Payne said the scheme was not for to-day alone, but was a stepping stone to the future. He was prepared to support the financial proposals before the Provincial Council. Canon Bulwer spoke reluctantly in support of his contention that missionary control was indispensable. He said the missionaries were agreed that the right to appoint and dismiss teachers must remain with the missionary. That was the crux of the question. He held that the magistrate could never have the sympathy with or knowledge of the teacher to enable him to appoint or dismiss the teacher. He would never agree to any report which would recommend undenominational schools. He suggested that the Commission should in the Chairman's absence go into Committee and see if an acceptable report could be devised. The Rev. Mr. Lennard said the only serious criticism of the majority report was that offered by Mr. Vos, but the financial aspect was not so serious, as the system would be introduced gradually. He thought the critics of the report should bring forward an alternative scheme.

The Chairman complimented the members of the Committee on the result of their labours. He referred to the conference of Friday, and especially to the speech of Father Callaway. He traced the history of European education in South Africa and showed what the churches through their ministers had done. The system in the majority report was ideal for the future, but unacceptable for the present, while the system in the minority report was untenable for the future. Mr. Vos had rightly said that the country would not accept the report of the majority, involving as it did the expenditure of thousands of pounds. They were therefore on the horns of a dilemma, and the question was what they were going to do. There were four alternative courses; either to adopt the majority report, provided the Finance Committee reported favourably on the financial proposals; adopt the minority report, of which there was little likelihood judging by the fact of its being submitted by one member only and the trend of the discussion to which they had listened; refer both reports to the Commission in committee for further consideration; or frame a fresh set of proposals which would have the effect of meeting all the objections raised and the suggestions offered, and bringing the question within the bounds of realisation. He had framed a scheme which, with the Commission's leave, he would now submit to them, namely:—

- (1) "The Commission is of opinion that the present is an inopportune time to introduce any radical changes in the existing system of missionary control which, while admittedly imperfect and open to reform, has the advantage of being simple, and establishing a direct link between the Native people and their tried and trusted spiritual leaders.

- (2) Any change in this connection must, in the opinion of the Commission be slow, and be the result of natural growth and evolution, and not prematurely introduced from without.
- (3) Nothing should be done, therefore, to arrest the progress of a system which has grown up with the people, and weaken the influence or lessen the interest in Native education of the missionary superintendent.
- (4) At the same time every effort should be made to bring about greater co-operation between the religious, educational and civil authorities, and to rouse the people to a full sense of their obligations and responsibilities in the matter of education.
- (5) With that end in view, Advisory Committees, one for each magisterial district, should be instituted, composed as follows:—
 - (a) The resident magistrate, or his deputy, ex-officio chairman;
 - (b) four representatives of the religious denominations concerned in Native education in the district, to be elected by the missionary superintendents from their own number at a joint meeting specially convened by the resident magistrate for the purpose;
 - (c) four representatives of the parents of pupils attending the various schools in the district, to be elected at a meeting of delegates, one from each school, specially convened by the resident magistrate for the purpose.
- (6) The duties and powers of the Advisory Committee shall be generally to advise the Department in regard to the opening of new schools on all matters affecting the work and welfare of the schools and teachers within its area, and such other as may be assigned to it by regulation.
- (7) The missionary superintendent shall be the correspondent on all school matters, and as such shall be supplied by the Department with free stationery and be remunerated for his clerical services at the rate of £1 per school per annum.
- (8) He shall have the right to appoint and suspend teachers subject to confirmation by the Advisory Committee, provided that any teacher who has been suspended from the duties and emoluments of his post shall have the right of appeal to the Department. In the event of the Advisory Committee and the missionary superintendent being at variance, the matter in dispute shall be submitted to the Department for decision.
- (9) The Advisory Committee shall be elected for a period of three years, and shall meet ordinarily twice a year in March and September, provided a special meeting may be called at any time after due notice by the Chairman.
- (10) The circuit inspector shall be notified of the date of each meeting and shall have the right to be present and take part in the deliberations in an advisory capacity."

He suggested that the Commission should go into Committee in his absence and consider each forenoon the views expressed in the two reports and his memorandum, which was agreed to.

A wire from Mr. McAnyangwa, Peddie, advocating a radius of 2 miles instead of 3 miles for Native location schools was read. A question was put by the Curriculum Committee as to the range of their work, and the Chairman replied that the Committee could go as far as their time allowed.

A resolution of the Native teachers at an interview with the Superintendent-General of Education was submitted as follows:—

"The Native teachers desire to thank the Superintendent-General of Education for the sympathetic hearing accorded them; and they beg to suggest to the Commission that the salaries of teachers for the present should be at least equal to those of the Native clerks in the Civil Service, that Good Service Allowance should give place to annual increments."

KING WILLIAM'S TOWN.

14th July, 1919.

Present: All members of the Commission.

Minutes read and confirmed.

Letters from Messrs. T. Maskew Miller, B. Malgas, and H. W. Mcamyabwa and a telegram from the Xalanga Native Teachers' Association were read and recorded.

It was resolved that the deputations to the open Conference that morning should be received separately.

Mr. Carmichael reported that the Local Control Committee would present its report the following morning.

Mr. Bowes reported for the Curriculum Committee that the report, so far as it was completed, would be presented the following morning.

Messrs. the Revs. Erskine, Baker, Stuart, Lennox, Larrington, and Mvambo, as representing missionaries in the Ciskei engaged in educational work, were then received, and were welcomed by the Chairman, who invited them to place their views before the Commission.

The Rev. Mr. Morris, of the Transkei, and Mr. Trollip, Assistant Resident Magistrate, were present.

The Rev. Mr. Erskine said he had been at Tsolo for twenty-five years, and knew both the Transkei and the Ciskei. Reform in raising the local contribution towards teachers' salaries was needed. He advocated the levying of a rate on the Natives of the Ciskei for educational purposes. This would require legislation. He thought the Union Government should find half the cost of buildings where education was carried on to standards V. and VI. He advocated the giving of aid towards expenditure on stationery, and the appointment of an officer specially charged to control Native Education under the Superintendent-General of Education.

The Rev. Mr. Stuart advocated a revision of the curriculum with a view to making it more closely related to the life of the Natives. He warned against the overloading of the course and the giving of a smattering of instruction. He urged that the vernacular should be the medium of instruction in the early years of the school life of the child. The time, he went on to say, had not yet come for a School Board system, as the people were not prepared for it. He deprecated the appointment of Native supervisors and any other duplication of control of teachers.

The Rev. Mr. Larrington said the people in his area wanted no change in control. They desired that it should remain in the hands of the missionary. Passing on to deal with the curriculum, he blamed the Department for not encouraging the teaching of practical subjects, such as needlework and other subjects which fitted the pupils for their future life.

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The Rev. Mr. Mvambo spoke about the great difficulty experienced by missionary managers in collecting school fees. Some teachers failed to receive the local contribution quarter after quarter.

Some system such as that in the Transkei was required. As to local control, the people were unable to control the schools as yet, but he thought they should be given some representation on a Board or committee, which would act in an advisory capacity to the missionary.

The Rev. Mr. Baker said that as soon as the Native teachers heard that control was out of the hands of the missionary it would have a very bad effect on them from the point of view of morality. He considered that some development of control such as the Rev. Mr. Mvambo had suggested should take place, but that control for the present should remain in the hands of the missionary.

The Rev. Mr. Lennox urged that the vernacular should be made the medium of instruction in the earlier standards, but alongside of that there should be regular instruction in English, as far as was compatible with the intelligence of the child. He proceeded to say that the Native was losing his skill in hut building; there was a falling off in the standard of houses. He thought the boys in the higher classes of the schools should be taught the principles of brick-making and house building. This would tend to uplift the Native socially.

The Rev. Mr. Morris spoke on this subject of the local administration of education. There should be some re-adjustment of the system. On the lines of Advisory Committees effect could be given to the desire for representation which the natives were expressing. It would also be a great help to the missionary to have such a body to turn to in a difficulty. This Advisory Committee should have on it the missionaries, the magistrates, the inspector of schools and representative Natives of the area. This body could meet once in six months or oftener if necessary, and would be able to advise the Department in various matters concerning the schools. The missionary should be left where he was in close control of the schools, looking at the matter especially from the point of view of religion and morality.

The Rev. Mr. Erskine said that in the Pirie district, Committees of Natives were already in operation at each out-station as well as at the mission station.

The Rev. Mr. Stuart said there was no demand on the part of Natives to change the system of appointing and dismissing teachers. In his area appointments were made by the Deacons' Court of eighty Native members.

The Rev. Mr. Morris, in reply to questions, said that was not the practice in the part of the Transkei in which he had worked, but he had always consulted Native men of standing when making appointments.

The deputation then withdrew.

A deputation of Native teachers and representative Natives was then received, and welcomed by the Chairman, whose remarks were interpreted by Mr. Tengo Jabavu, Jr.

Mr. N. V. Cewu, representing the Native teachers, brought forward two resolutions, namely:—

- (1) "The Native teachers are strongly in favour of the establishment of a definite scale of salaries for Native teachers, with fixed increments on the lines of Ordinance No. 23 of 1917, and suggest that for
 - (a) Principal teachers in State-aided Mission Schools the Government grant-in-aid should range from £60 by 14 increments annually of £10 to £200,
 - (b) Assistant teachers in State-aided Mission Schools the Government grant-in-aid should range from £40 by 14 annual increments of £10 to £180."
- (2) "The Native teachers in conference are strongly of opinion that the system obtaining in the Cape Province of collecting school fees to make up the necessary local contribution which supplements the above Government salary grants-in-aid, is very unsatisfactory and should be replaced by the creation of a school rate payable annually in conjunction with the Hut Tax and Road Rate through the Government."

He proceeded to make recommendations with regard to the curriculum, the chief of which were that the vernacular should be the medium of instruction in the lower standards and English in the upper standards, that a three years' course of Geography and History should be taught concurrently, and that Hygiene, Domestic Science and Nature Study should be included. Also that industrial training should figure prominently in the course.

Mr. J. A. S. Rume said scales of salaries existed but were never put in operation. He said the Natives at present paid taxation without getting an adequate return in educational facilities.

The Chief Zibi thought that English as a medium of instruction should not be used till standard IV. Kaffir should be given greater attention with the object of enabling the children to write their own language. As to taxation he was against additional taxation, but rather suggested a reduction.

Mr. Tengo Jabavu, Jr., representing the Native Farmers' Association of the Eastern Province, handed in the following resolutions:—

- (1) "That a place should be found for the teaching of agriculture in the curriculum of Native elementary and normal education; and that in cases where this subject clashes with wood-work and carpentry preference be given to agriculture as the more valuable and important substitute for the purposes of Natives."
- (2) "That in view of the fact that all Native Training Institutions are over full and overflowing, hundreds being turned away yearly, a way should be opened by the Education Department for "Private Study," students to be allowed to sit for its examinations as freely as they are allowed in England and other civilised countries, so that aspiring Natives may not be discouraged or hindered from no fault of their own."

Mr. S. Mnyanda, in answer to Mr. Payn, stated that surveyed territory taxes amounted to £2 2s. 6d., and locations paid £1 14s.; both suffered under heavy taxation.

Mr. Chefu said that the locations were under a heavy burden, hut tax 10s., roads 2s., dog tax 5s. per dog, dipping tax 6s., school fees 12s. per family; fines were imposed if taxes were not paid in time. The total was £1 5s. For Standard VI they had to pay 5s. more per child per quarter. This made a total of £2 15s.; hence their difficulty in paying the local contribution to the salary of the teacher.

Chief Zibi, in answer to Mr. Henderson, stated that quitrent was 12s. 6d.; road rates averaged 8s.; dog tax 5s. per dog; dipping tax 5s. every man; property tax 1s. 3d.; education 15s., and £1 per child for those above Standard IV, while it became £1 4s. per child above Standard VI. This came to about £4 7s., really £3 3s. if there was no child in Standard VI.

Mr. J. Tengo Jabavu asked if the taxes covered all the Ciskeian districts.

Chief Zibi said all taxes did except the dog tax, which applied to King William's Town. About half the population lived on surveyed land.

Mr. Vos asked to whom they paid the 15s. education rate? The answer was that it was paid to a local Committee elected for each village. It was often not paid, and was obtained with difficulty. There was no authority to enforce this tax.

The Commission adjourned till 2.30 p.m.

Mr. Cewu, on behalf of the Native Teachers' Association, brought forward the following resolutions:—

- (1) "An inspector of schools after an inspection should give a model lesson so that his criticism should be constructive."
- (2) "There should be only one individual examination at the end of the third year of the Teacher's Course, the first two years being devoted to class examination, and a third class teachers' certificate be granted to successful candidates. After ten years of good service, a certificate of a higher grade should be granted."
- (3) "The public school is the ideal of the people. Therefore places that are able to make the change now should be given the opportunity to do so; in places where the people are not prepared for the change the system of higher mission schools should be encouraged."
- (4) "The strengthening of the Normal Course in Native Institutions up to the level of the Junior Certificate, P.T.1, P.T.2, and P.T.3 classes to be made to correspond to classes A, B and C of the Junior Certificate in the four subjects of English, Mathematics, History and Vernacular (these classes being taken in common or on a par, the Normals taking their professional subject, whilst the others take their Latin and Science) with a view (a) to giving greater educational substance to the equipment of the Native teacher; and (b) to increasing the facilities for progress to University studies."
- (5) "The question of a war bonus for Native teachers on terms corresponding to those of the European teachers in keeping with the enhanced expense of living be considered by this Commission."
- (6) "In a location where there are three or four schools, one of which has a Standard V class, this particular school should be given the opportunity of having Standards VI and VII."

Mr. Bowes elicited the fact that the teachers were proposing as a scale of salaries, £90 to £300. Mr. Henderson informed the people present that they were doing wrong in bringing forward such proposals, as they were going the right way to hamper educational progress.

Mr. Mnyande supported what Mr. Henderson had said.

Mr. Poswa favoured the establishment of central schools to give education beyond Standard IV. He said the headmen had great difficulty in collecting the local contribution towards salaries.

Another speaker advocated Industrial education.

The Chairman, in terminating the proceedings, mentioned the comprehensive nature of the Commission which had on it members of their own race. This was a guarantee that their interests would be carefully looked after. He proceeded to address the delegates on real education as opposed to artificial. Education must be more practical. It was the aim of the Commission to evolve a scheme of education best suited to their needs and aspirations. He concluded by thanking Mr. Tengo Jabavu, Jr., for the able manner in which he had interpreted the various speeches.

Mr. Kawa thanked the Commission for the attentive hearing given to them.

KING WILLIAM'S TOWN.

15th July, 1919.

Present: All members of the Commission.

Minutes: Read and confirmed.

The further report of the Committee on Local Control was then read.

In moving its adoption, Mr. Carmichael said the Committee had gone on the principle that changes must be slow and must be paid for by those desiring them. He admitted that this scheme was one for the future, but care had also been taken of the immediate changes necessary. The underlying principle of the larger scheme was that of local Government. Some slight modification of the scheme put forward by the Chairman had been made. For example it had been inserted that out-of-pocket expenses to members of Committees should be allowed, and that the Advisory Committee should have no say in the matter of appointments and suspensions of teachers. It was without disrespect to the Chairman that his scheme had been placed after what might be called the larger scheme.

Mr. Vos thought the cart had been put before the horse. It was quite evident from what had transpired at Umtata and King William's Town that there was no desire for change. In his opinion it was best to deal with the present now. In view of the possibility of legislation it seemed futile to discuss the future. He urged that it was a mistake to place the Magistrate in such a position as it was proposed to put him. He objected to unitary control, centred in the Magistrate, who might or might not be interested in education. The expenditure involved was great and outside practical politics and on financial grounds alone the larger scheme was impossible. He recommended that the advice of the Chairman be followed and advisory committees set up involving no expense.

Mr. Henderson said the question of drawing in the Native people was constantly with us. Means must be devised for gaining the co-operation of the Natives. A local Government organisation in his opinion was essential. A unifying body was required to win the Native to civilisation, and such a body must work through the agency of the school. He was convinced that the matter of Native education was the business of the whole country, and the burden of the extra expense should not fall on the Native. There was a strong claim for financial support from Union funds. He agreed with Mr. Vos that the magistrate should not *ex-officio* be chairman. In the Eastern Province nothing could be done further meantime than to establish Advisory Committees. At the same time he thought the Commission would fail in its duty if it did not indicate the road along which Native Education should progress in the future.

Mr. Houghton said there was ample evidence that missionaries did not desire any change; neither did the Native. The weak point in the financial proposals was that a progressive community was to be taxed for any progress made. In his opinion the burden would be borne by the Union Exchequer.

Mr. Payn said the terms of reference placed the onus on the Commission of formulating a scheme of education, which he said implied change. He held that there was nothing in the scheme put forward which could be in conflict with future legislation. With regard to the position to be filled by the Magistrate he did not see how he could be replaced. The greatest difficulty to-day was the question of school sites. Churches were fighting for sites. The establishment of a body to deal with this matter among others was necessary.

Mr. Mahlasela said that it was alleged that teachers were asking for School Committees and Advisory Boards in order to be free from the control of a Committee. For himself he gave this a categorical denial. The reason why teachers asked for a change was because they wished to have a body established to support them in securing better attendance.

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Mr. Bowes regretted that the proposal for the present had been put at the end and contained references for its elucidation to the larger scheme which was admittedly designed for the future. He had grave objections to the important role proposed for the Magistrate in the larger scheme. He deprecated the expenditure of a large sum of money on administration when teachers' salaries were so low.

Chief Lehana said everyone was aware that Natives often went to great trouble in the matter of buildings, etc., and then had no share in the administration of education. He favoured the scheme of Advisory Committees for each Magisterial district which had been brought forward by the Chairman. That would encourage the Natives to bear the cost of education, and even to undergo taxation.

Mr. Vos moved and Mr. Bowes seconded:—

"That in considering the report on local control the Commission should deal with those sections of the further report of the Committee on Local Control dealing with the immediate present, and thereafter proceed to discuss the scheme set up for the future."

Mr. Carmichael, replying to Mr. Vos, said that his criticism with regard to the centring of power in the magistrate appeared fair, but in his opinion there was no other way of decentralising power other than by setting up Boards with the local magistrate in the chair. The criticism of the financial proposals did not show that the scheme was an extravagant one in itself, but merely that a cheap unpaid system was to be replaced by a paid one.

The proposal of Mr. Vos was adopted.

Section 29 was then discussed. It was resolved on the motion of Mr. Henderson, seconded by Mr. Tengo Jabavu:—

"That the control and management of the schools at present exercised by missionary superintendents, and the present system of School Committees created under Proclamation No. 115 of 1911, or otherwise, should continue."

In reply to a question from the convener of the Agenda Committee it was ruled by the Chairman that no fresh items for the Agenda would be received.

KING WILLIAM'S TOWN.

16th July, 1919.

Present: All members of the Commission.

Minutes: Read and confirmed.

In reply to Mr. Carmichael, the Chairman said he intended to have the minutes appended to the report which was to be presented to the Administrator.

Mr. Vos brought forward a report containing fourteen resolutions dealing with the question of local control, and moved its adoption. He said his reason for adopting this procedure was to expedite the work of the Commission.

Mr. Lennard objected that the motion was out of order. With this view the Chairman concurred.

Mr. Vos then moved the rejection of Clause 29 onwards of the report presented by the Control Committee. Mr. Bowes seconded, and the proposal was carried by 8 votes to 4.

Mr. Vos then moved that the 14 Clauses of the report brought forward by him be submitted *en bloc* and considered *seriatim*. Mr. Bowes seconded.

The Chairman, in reply to Mr. Carmichael, said he took full responsibility for the report moved by Mr. Vos. It had been drawn up by him in order to expedite the work of the Commission. At the previous day's rate of progress the Commission had little prospect of terminating its proceedings within a reasonable time. In reply to Mr. Houghton, he said he desired the other clauses, 1 to 28, of the Control Committee's report to be considered after these 14 resolutions had been disposed of.

After considerable discussion the report in the following terms became the finding of the Commission:—

Local Control.

- "The Commission is of opinion that the time is not ripe for the introduction of any extensive changes in the existing system of missionary control, which, while admittedly imperfect and open to reform, had the advantage of being simple and of serving as a direct link between the Native people and their spiritual leaders."
- "Any change in this connection, must therefore in the opinion of the Commission, be gradual, and be the result of natural growth and evolution, and must not be prematurely introduced from without."
- "Nothing should be done, therefore, to arrest the progress of a system which has grown up with the people and to weaken the influence or lessen the interests in Native education of the missionary superintendents."
- "At the same time every effort should be made to bring about greater co-operation between the religious, educational, and civil authorities, and to give the Native people an immediate share in the local administration of education."
- "With these ends in view, Advisory Committees, one for each magisterial district or other area as defined by the Department of Public Education, should be instituted, composed as follows:—
 - A magistrate or his duly appointed deputy.
 - For the first three years all missionaries administering Native schools in the area or their duly appointed deputies, and thereafter not more than four representatives of the religious denominations concerned in Native education in the area, to be elected by the missionary superintendents at a joint meeting specially to be convened for the purpose by the magistrate.
 - For the first three years, four and thereafter an equal number of representatives of the parents of pupils attending the various schools in the area, to be elected at a meeting of delegates, one from each school, specially to be convened for the purpose by the magistrate."
- "The duties of the Advisory Committee should be generally to advise the Department in regard to the opening of new schools, the granting of new sites and on all matters affecting the work and welfare of the schools and teachers within its area, and such other duties as might be assigned to it by regulation."
- "The Advisory Committee should be elected for three years. In the event of a casual vacancy, the Committee should fill it by its own selection, having regard to the interests represented by the vacating member."

- "The Committee should hold its regular meetings twice a year on some date to be fixed by the Chairman. The ordinary meetings should be held preferably in February and August of each year, but special meetings might be called by the Chairman as occasion requires."
- "A Chairman and a Secretary should be elected by the members from among their own number at the first meeting."
- "The circuit inspector should be notified of the dates of each meeting so as to enable him to be present and to take part in the deliberations in an advisory capacity."
- "The missionary superintendent should be the correspondent in all matters affecting the schools under his charge and as such should be supplied by the Department with free stationery and a reasonable contribution towards the expenses of administration."
- "Subject to the approval of the Department, he should have the right to appoint, suspend and dismiss teachers."
- "Where a missionary superintendent desires to be relieved of his duties, the Advisory Committee should be authorised, subject to the approval of the Department, to make the necessary arrangements for the control of his schools."
- "The members of the Committee should be paid out-of-pocket expenses on a tariff to be fixed by the Department for attendance at meetings, ordinary and special."
- "The Committee should have the right to appoint an Executive Committee from among its members for the purpose of dealing with matters of urgency."

It was agreed that the final report to be presented should contain a reference to the following, namely, that the attention of missionary superintendents be directed to the practice of certain missionaries of consulting their Committees in the appointment and dismissal of teachers, with a view to the adoption of the same procedure.

Leave was given to Mr. Houghton to introduce through the Agenda Committee a proposal relative to an annual Conference on Native Education.

The Commission then proceeded to consider the major portion of the report. Clauses 1 and 2 as follows were adopted:—

- "The Committee met on the 9th and 11th July and considered the Chairman's memorandum and its first report. It believed that in making immediate changes which present circumstances require, the ultimate aim of such changes should be kept in view, and, having considered the possibility of the adoption at a future time of a system of public control of location schools, it is of opinion that any such system should be on the lines sketched out hereafter."
- "In formulating these, the Committee proceeded on certain premisses, viz., that changes likely to weaken the influence of the missionaries or lessen their interest in Native education are to be deprecated, and also that every effort should be made to bring about greater co-operation between the religious, educational and civil authorities and to rouse the people to a full sense of their obligations and responsibilities in the matter of education. Accordingly it thought that some type of representative organisation calculated to draw a great part of its strength from missionary inspiration, acting in combination instead of in isolation as hitherto was necessary. At the same time it was charged by the Commission with saying whether education should be united with other branches of local government actively or treated as a subject of administration by itself, and whether a uniform system is possible."

July 17th, 1919.

Present: All members of the Commission.

Minutes read and confirmed.

It was agreed that Clause 5 (c) of the minutes should read "For the first three years four, and thereafter an equal number, etc."

Letters read from the Bantu Teachers' League, Maitland, *re* Native Education; from Miss Exley, *re* the unsuitability of Native managers of schools; and from the Chief Magistrate, intimating the death at Umtata of Tshongwana, Secretary to the Chief Marelane.

The consideration of the major portion of the report was then proceeded with. After a considerable discussion, and the rejection of a proposal to delete Section 3, it was agreed, on the motion of Mr. Houghton, seconded by Mr. Vos, that the following should be inserted in the body of the Commission's report on paragraphs 3 to 27, viz.:—

"The following Sections were included in the report submitted to the Commission by the Committee on Local Control:—

- "While not committing itself to approval of the outlined scheme in all details, and in particular to the principles laid down in Section 3, the Commission accepted it as indicating generally the lines along which the system of local administration of Native schools might possibly develop in the near future. The Commission, however, is of opinion that the system outlined in its own recommendations above should be accepted as a basis for a period of at least six years."
- "The Commission has no hesitation in recommending that the local control of Native education will be better placed in the hands of a general local government body than entrusted to one created to deal with education alone. For each Department of State to be in immediate control of a local board and executive exclusively devoted to its service has some obvious advantages. But such a system which, once admitted, is capable of indefinite expansion, leads almost inevitably to waste of power and friction as between one specialised body and another, and the Commission considers it of paramount importance to keep Native administration as simple in form as possible, and at the same time to build up a strong local government body by entrusting matters of importance to its care and so attracting the best type of man to its personnel. In the opinion of the Committee, local co-ordination is vital to good government and unitary administration allows of economies in staff and labour impossible in the fissiparous system. So the answer to question (4) is "general rather than *ad hoc* bodies."
- "But, as the Native Council system has so far been created in only twenty-two districts out of many more, rigid uniformity is unattainable in the early future, and the Committee resolved that in view of the diversity of conditions, no uniform system of control is at present possible."

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5. "The various types of areas were then considered, and distinguished as follows:—
- (1) Native Council Areas.
 - (2) Areas (called Native Fund Areas) where a tribal fund exists or might be brought into being, Government levying a rate on its behalf for devotion to educational, amongst other purposes, but without a formally constituted Council being attached thereto.
 - (3) Other areas where Natives predominate.
 - (4) Municipal Areas."
6. "The Committee's recommendations on these are set forth in the resolutions which follow":—
7. *Native Council Areas*: "That in districts where consent has been expressed by (a) the District Council; (b) the Native people of the District, and (c) the religious denominations administering not less than three-fourths of the location schools in such District, the management and financial administration of such schools should be taken over by the General, if any, and District Council, acting through an Education Committee thereof, subject to the control of the Department of Public Education.
8. "That the Education Committee of a District Council should consist of (a) the Resident Magistrate, (b) two members of the District Council appointed by it, (c) three persons nominated by parents of school children at triennial meetings called by the Resident Magistrate, whose names should be submitted to the Department of Public Education for its approval, and (d) for the first three years all missionaries administering Native schools in the areas or their duly appointed deputies, and thereafter not more than five missionaries recognised by the Government as such and carrying on work in the District. Should the total number of such missionaries exceed five, the Magistrate shall call them together annually for the purpose of nominating five of their number to the Department of Public Education, which shall thereafter appoint five missionaries to the Committee."
9. *Native Fund Areas*: "That in non-Council Districts, where there is, nevertheless, a constituted authority for raising funds for local administration, the adaptation of such authority to educational needs should be left to the Department of Native Affairs and the Department of Education, in consultation with the missionaries, chiefs, and people."
10. *Other Native Areas*: "That where the consent of missionaries and people has been expressed, as before provided, a School Board should be formed for the management and financial administration of local schools in the District, subject to the control of the Department of Public Education."
11. "The Board should consist of (a) the Magistrate, (b) two persons appointed by the Magistrate, (c) three persons appointed by the Department of Public Education, as before provided in the case of Education Committees; (d) missionaries, as provided in the case of those Committees. Upon the formation of Native Councils School Boards should be merged therein."
12. *Municipal Areas where a European School Board exists*: "In a District where a Native Council or School Board is in being and there is also a Municipal Area (under a European School Board) containing Natives with educational needs, the Native Council or Board should be responsible for those needs."
13. "The Circuit Inspector should be notified of the date of each meeting and have the right to be present and take part in the deliberations in an advisory capacity."
14. Before turning to the administrative functions and financial resources to be assigned to the Councils and Boards (hereinfter called "The Local Authority") it will be convenient to complete the Committee's outline of machinery for drawing both missionaries and people into close touch with the life of the schools. It was further resolved:—
- "That provision should be made for the appointment of an Advisory Committee for each location school where the parents of children attending it so desire, consisting of a Chairman appointed by the Local Authority, preferably the missionary previously in control of the school, and persons, not less than four and not exceeding six in number, triennially elected by the parents, the number being fixed by them at the time of election."
- "That the Chairman of the Committee should conduct the election of the Committee, preside either in person or by deputy over all meetings thereof, and be the correspondent of the Committee with the Local Authority. That the duties of the Committee should be to care for school buildings and other school property, to foster school attendance, and generally to advise the Local Authority on the appointment, suspension, dismissal and general welfare of teachers of the school and on any other matters affecting the school. That in the event of any unforeseen vacancy occurring through death, serious illness, or suspension of teachers the Chairman of the Advisory Committee should be empowered to make a temporary appointment, pending the next meeting of the Local Authority, provided that teachers shall be suspended only by the Magistrate. That where no such Committee is formed a person, preferably the missionary previously in control of the school, may be appointed by the Local Authority to act in the place of the Committee and with the same functions."
15. "It will be noticed that these provisions are much less detailed than those of the School Committee Proclamation No. 115 of 1911, but the Committee thinks that until experience itself matures the best mode of conducting the business of these bodies, ample room should be left for individual experiment."

Functions of Local Authorities.

16. "As Local Authorities take over the control of schools, they should aim at the eventual replacement of the structures now generally used for the joint purposes of church and school by suitable buildings for school purposes, but financial limitations must necessarily make this process a slow one. In some cases suitable buildings already erected may be purchasable from the missionary societies, but for the most part there would be no alternative in the early stages to the Local Authorities arriving at some arrangement with the missionary societies for the use of their buildings, and the Committee thinks that a small rental might be paid on the condition that it is spent on structural repairs. In regard to teachers' quarters where new buildings become necessary, the Local Authority should, if possible, provide them."
17. "The Local Authority should be responsible for the appointment, suspension, and dismissal of teachers, subject to the provisions set forth in regard to School Committees and in all cases to confirmation by the Department of Public Education, teachers having the right to appeal to that Department in matters of suspension, dismissal, or withholding of salary or increment of the same."

18. "The Provincial contribution to teachers' emoluments should be paid in the first instance to the Local Authority, which should include them in its payments to the teachers. This would ultimately save the Provincial Accounting Branch an immensity of labour. In the case of Districts which form part of the General Council system, much will also be saved by the concentration of accounting work in the central office, but paid local secretaries will, nevertheless, be required for both District Councils and School Boards. In the case of Councils these should, in the opinion of the Committee, remain Government officers on the staff of the Resident Magistrate."
19. "Members of Education Committees and Boards should be paid travelling and attendance fees according to the District Council tariff; members of School Committees should receive no payment."
20. "Lastly, the Committee is asked to say what additional expenditure, if any, would be involved by its proposals and how it is to be met."
21. "In view of the Commission's desire for an early report it has been impossible to wait until materials for framing an estimate could be obtained from the records of the Education Department in Cape Town. All that can be said on this is that to replace the gratis labour of individuals and the free use of church buildings by a system of local government control and public ownership must inevitably entail a very large public charge."
22. "In considering how this is to be met, the Committee is faced by two facts which should be brought into close relation, namely, that the Provincial Council is precluded by reasons of State policy from taxing Native property in Native locations, so that it cannot fairly be looked to for aid towards Native Education on the same scale as in the case of European, and also that the call for lapse of missionary control comes in the main from the Native local communities. It is therefore only fitting that the initial responsibility for advising how the new expense is to be met should be placed upon the community desiring change, and a request for local taxation will be the best gauge of the depth of this desire, and the fitness of the people for local control. Thus the Committee has deliberately avoided the elaborations of cut and dried schemes for raising funds, believing that the Natives should be given to understand that if representation goes with taxation, taxation must also go with representation and that they should be encouraged to offer their own suggestions for solving the problems of finance."
23. "With regard, however, to the method of raising and collecting the local contribution, the Committee recommends that in Council and Native Fund Areas the matter be left in the hands of the Council and those responsible for administering the Funds, and that in other areas the necessary revenue be raised by the Department of Native Affairs which should levy an education rate on Native property or persons in the Magisterial Districts, the proceeds being handed to the School Boards."
24. "This, it will be observed, implies the rating of property or persons in Municipal Areas, but the Committee is of opinion that it would be preferable for the Municipal Councils to make a fair contribution to the funds of the Board from its revenue from Native sources when the Natives in such areas should look to the Board instead of the Municipality for the education of their children."
25. "These recommendations apply *mutatis mutandis* to the case of Council Districts."
26. "For an equitable division of expenses between Provincial and Local Authority, the Committee submits the following tentative recommendations:—
- "That if the Provincial Council pays
- (1) 70 per cent. of the teachers' salaries,
 - (2) the whole of their Good Service Allowance and pensions,
 - (3) 50 per cent. of interest and redemption charges on land and building loans approved by the Provincial Administration, and
 - (4) school books and requisites on the same basis as to other primary schools,
- the remaining expenditure should be borne by the Local Authority."
27. "This division of expenditure the Committee considers to be a fair and reasonable one, especially in view of the additional Union subsidy to the Province in respect of the extra local taxation involved by the application of the Committee's scheme."

It was agreed that the questionnaire to which these proposals were an answer should precede this report in the final draft.

It was further resolved that Section 37 should be worded:—

"The Committee regrets that it can suggest no scheme embodying provision for rating and financial relief to teachers in the Ciskei apart from that outlined in the paragraphs 10 and 11 of this report. It is of opinion, however, that special consideration should be given to the problem of relieving the financial difficulties under which the Ciskeian districts are labouring in making suitable provision for adequate educational facilities."

It was resolved further:—

- (1) "That in framing vocational courses the Department be asked to give due attention to the training of youths for employment as clerks and interpreters."
- (2) (a) "That Native Separatist denominations should not as such be excluded from public recognition in the matter of their educational operations."
- (b) "That in deciding whether a particular body is to be recognised, regard should be had to numbers, stability of constitution, and control over employees," and
- (c) "That the Departments of Native Affairs and Education should consult together on all applications for recognition."
- (3) "This Commission recommends the desirability of providing greater facilities for Secondary Education in the Transkeian Territories and in the Ciskeian area."
- (4) "That in the case of industrial instructors and of uncertificated teachers who have had at least five years' satisfactory service, their lack of a professional certificate as teachers should not disqualify them from being placed on the Good Service Allowance List."

It was agreed that Messrs. Bulwer, Henderson and Lennard be appointed a Committee to draw up a proposal dealing with the question of Maintenance Grants to pupils in institutions.

It was resolved:—

- (5) "That the Department of Agriculture should be approached with a view to its issuing to educated Native agriculturists, teachers and Farmers' Associations bulletins, or other instructional pamphlets with matters affecting the work of peasant farmers, and that such pamphlets might be prepared or adapted by the authorities of the Tsolo School of Agriculture, should be in the vernacular."

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- (6) "That at every Native school teaching above standard IV. facilities for agricultural training (in the case of boys) and practical domestic economy (in the case of girls) should as far as possible be provided."
- (7) "That in the opinion of this Commission the development of industrial and agricultural education will be promoted by close co-operation between the Department of Public Education and the Director of Agriculture for the Transkeian Territories."
- (8) "That this Commission is of opinion that the interests of Native Education would be served if the Department would call together triennially an Advisory Council for Native Education, to be presided over by the Superintendent-General of Education or his deputy, and composed of representatives as follows:—

Education Department	2
Native Affairs Department	2
Teachers engaged in Native Education	2
Missionaries	6
Transkeian Territories	3
Other Native Districts	3

- (9) "That the Department should take into consideration how to organise the location school system with a view to combat epidemics and for other public health purposes."
- (10) "That the present system of affording financial assistance to existing uncertificated teachers to enable them to return to an institution for further training should be extended."

The report of the Curriculum Committee having been placed on the table, it was resolved that the report should be re-submitted the following day. Mr. Lennard suggested that every pupil in standard VI. should be inspected individually.

July 18th, 1919.

Present: All members of the Commission.

Minutes read and confirmed.

Mr. Lennard read a report, which it was agreed should be handed to the Drafting Committee, drawn up by Canon Bulwer, Principal Henderson and himself, on the matter of Maintenance Grants and Salary Grants for European teachers in Native Schools.

It was resolved:—

- (1) (a) "That the Department in consultation with the authorities of each Training School should determine the number to be received into the First Year Pupil Teacher Class or Classes, and that in respect of each such First Year Pupil Teacher boarder received, a Maintenance Grant of £4 per annum should be paid to the authorities of the Training School towards the cost of maintenance."
- (b) "Further, that in respect of each Second Year Pupil Teacher boarder who has passed the First Year Pupil Teacher Course at the same institution, and in respect of each Third Year Pupil Teacher boarder who has passed the Second Year Course at the same institution, a Maintenance Grant of £4 per annum should be similarly paid."
- (2) "That salary grants for European Teachers in Native Training Schools should be on the same basis as for European Teachers in Educational Institutions for Coloured pupils (see Ordinance No. 12 of 1918), namely, £2 grant for every £1 of local contribution, to the maximum therein provided."

It was agreed to include in the report of the Curriculum Committee:

"That it should be recommended that it should form part of the duty of Council demonstrators in the Transkeian Territories to assist in carrying out agricultural training in primary schools."

It was agreed that the word "vermin" be substituted for "germs" under the heading of Hygiene. In reply to a question by Canon Bulwer, the Chairman said that instructions would be issued to inspectors to see that religious instruction was given, while it was not considered desirable to put anything in the Curriculum.

It was resolved:—

"That the Commission desires to place on record its appreciation of the work done by the Curriculum Committee and resolves that the report be attached as an annexure to the report of the Commission for necessary consideration of the Superintendent-General of Education."

The report of the Finance Committee was then read.

It was resolved to add "an equivalent amount is deducted from the teacher's salary."

On the motion of Principal Henderson it was resolved:—

"That the Commission is strongly of opinion that sympathetic consideration should be given by the Department of Public Education to the heavy expense involved by the clerical work and the boarding supervision of Native Institutions with a view to financial assistance being given (on a basis proportionate to actual expenditure by the institutions under these heads)."

It was further resolved:—

"That the Commission, while unable to make detailed recommendations upon the subject of Native teachers' pensions, wishes to draw attention to the inadequacy of the present scale and to express the hope that the Provincial Council will make better provision in the near future."

The draft report of the Finance Committee was then adopted.

Mr. Carmichael moved a hearty vote of thanks to the Chairman, for the clear and systematic presentation of the matters to engage the attention of the Commission, for the measure of latitude which had been allowed to members when airing their views, although at the same time discursiveness had been checked, and for the genial manner in which he had conducted their deliberations.

Principal Henderson associated himself with what Mr. Carmichael had said. He said the Commission of which the Chairman had been the pivot and mainspring, would lead to great blessings and good for South Africa.

Mr. Payn endorsed the remarks of Mr. Carmichael and Principal Henderson, and desired also to thank Mr. Vos for his presence and his help. He had been present at great personal sacrifice.

Mr. Tengo Jabavu, speaking for the Natives, expressed the thanks of all the Natives to the Chairman and the Secretary for Native Affairs.

Mr. Vos briefly replied, in the course of which he alluded to the many highly important problems of Native Administration with which he was faced.

The Chairman rehearsed the terms of reference addressed to the Commission by the Administrator and said he thought they had fully dealt with all the matters submitted to them. He acknowledged his gratitude for the help rendered by the members of the Commission to him in enabling him to get a clear understanding of the problems of Native Education. He thanked the Finance Committee, the Curriculum Committee, and the local Control Committee for their invaluable services. He then thanked the Secretary, Inspector Sinton, for his able, prompt and faithful services, desiring that this should be specially minuted.

APPENDIX B.

1.

REPORT OF COMMITTEE ON LOCAL CONTROL.

Order of Reference:—Resolution of Commission dated 28th June, 1919:—

"That having considered very fully the question of local control of Native Education, and before arriving at a definite finding, the Commission resolves to refer the evidence in its possession and the proposals on the agenda paper to a Special Committee, consisting of Mr. Carmichael (convener), Canon Bulwer, the Rev. A. J. Lennard, Chief Marelane, Col. Muller, Mr. Payn, and the mover, Chief Lehana, for further consideration and report on Monday, and that the following questions should be answered, namely:—

- (1) whether the *status quo* should continue,
- (2) whether a uniform system is possible,
- (3) if not *in toto* to what extent change is desirable and possible,
- (4) whether *ad hoc* or general local bodies should be appointed,
- (5) what the constitution, powers, and duties of local bodies should be, and
- (6) what additional expenditure, if any, should be involved and how it is to be met."

1. The Committee met on the 28th and 30th June, the 1st and 2nd instant, and begs to submit the following report.

2. At the outset the Committee felt it would be premature for it to express confirmed conclusions in advance of such representations as may be made to the Commission at its coming meetings with missionaries and others at Umtata and King William's Town, and it wishes the recommendations now submitted to be taken as revisable in the light of any further information to be laid before the Commission during its sittings. Also, as no member of the Committee is able to speak with authority on educational, financial, and social conditions in British Bechuanaland, and as no information is before it on the subject, the recommendations apply only to the Eastern Ciskei and to the Transkeian Territories. It will be remembered, too, that Institutions are precluded from its field of survey.

(Signed) WALTER CARMICHAEL,
Convener.

The remainder of the report is incorporated, with some modifications, in the further report of the Committee, which appears as appendix B3.

APPENDIX B.

2.

COMMITTEE ON LOCAL CONTROL.

MINORITY REPORT BY THE REVEREND CANON BULWER.

As representing a large number of missionary superintendents of schools, and a large section, if not a majority of the Native people of the Transkeian Territories, I have the honour to present the following report:—

The demand that location schools should be removed from the control of missionaries is a very limited one; there is no general demand for such action either on the part of the missionary or on the part of the teachers, or on the part of the Native people. Where such a demand exists, the reasons for it should be traced back to their source. If this is done, it will be found that the motives underlying this demand are unworthy ones. For the good of the Native people as a whole, and for the good of the teachers themselves, this demand should be disregarded. The report of the debate on this very subject, as published in the Transkeian Territories General Council Blue Book for this year, shows clearly that there is no general demand amongst the Native people of the Territories for the removal of the control of location schools from the missionaries. This matter received very careful consideration at the Umtata Conference on Native Education in 1916, over which Conference Mr. J. B. Moffat, the late Chief Magistrate, presided. A Committee of the Conference, appointed *ad hoc*, reported that for the present the position of the missionaries should remain unchanged in the management of the schools under their superintendence, and this report was adopted by the Conference.

We must consider the proposed removal of missionary control from the schools in its effect upon the teachers, the schools, religious teaching, and missionary work. There will be no doubt in the minds of those who know Native teachers well, that upon a certain section of these the removal of missionary control will have a very bad effect. As it is, they are only kept in their places by the fact that the missionary is the superintendent of the school. When he ceases to be manager, the attitude of these teachers will be a very different one, and serious friction is likely to arise, specially where the school-room is used for church purposes. This attitude will become reflected in the children of the school to the detriment of the missionary's influence. The effect upon the schools will also be bad. It is held by many that should the missionary control of schools cease, many schools will be closed down. Although a missionary can only open a school at the expressed wish of the people of the locality, yet it is often due to his influence alone that a school so started is maintained. There can be no doubt that the removal of missionary control will have a disastrous effect upon the religious teaching given in

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schools. Seeing that the schools are attended by a large number of the children of Christian parents, the matter becomes one of paramount importance. Under present conditions, i.e., with missionary control as it is, it is not easy to induce teachers to give the necessary attention to this subject. It can be well imagined what will happen when that control is removed. Many missionaries believe, and they are supported in their belief by many who are not missionaries, that education and religion must go hand-in-hand. For the Native people especially, the divorcing of education from religion will spell ruin. Upon missionary work also the removal of missionary control of schools will have a very bad effect. A school which is attended by the children of heathen parents becomes a nucleus for missionary effort. It was ever so, since the time that missionaries first came to South Africa. In any place, now perhaps the centre of vigorous Christian life and influence, the first beginning was a school. The removal of his control from the schools will not only hamper the missionary in his evangelistic work, but will bring into existence a class of person who will be an educated heathen, than which there can be no greater abomination.

The expense involved in the transference of control from the missionaries to any undenominational or inter-denominational school board must necessarily be very large. I leave this matter, however, in the hands of the Finance Committee, which will no doubt be required to report upon this aspect of the proposals of the majority of the Local Control Committee. At the same time I have no hesitation in saying that the greater part of the expense involved, if not the whole of it, will have to fall upon the Native people themselves in the form of an education rate, and it would be very unwise for this Commission to make any recommendation to that end without consulting the people concerned, or knowing what their feeling is upon the matter.

I am of opinion that for the present, and for very many years to come, missionary control and influence is essential for the well-being of Native education. Especially for the Native teachers themselves, who occupy positions full of temptations and of extraordinary difficulty, it is essential that they should be in personal touch with, and under the personal control and influence of their spiritual fathers, the missionaries, who, if they are not missionaries in name only, will have such a knowledge of, and sympathy with, their teachers as will help and enable them to become really worthy of the vocation to which they are called.

I therefore move, as an amendment to the proposals of the majority of this Committee:—

- (i) That this Commission would deprecate any changes likely to weaken the influence of the missionary superintendents of schools, or lessen their interest in Native education.
- (ii) That the Native Affairs Department be requested to require all magistrates and headmen to make known to all the Native people the provisions of Proclamation No. 115 of 1911 dealing with the establishment of school committees.
- (iii) That the matter of the appointment and dismissal of teachers remain in the hands of the missionary superintendents.

(Signed) E. F. BULWER.

APPENDIX B.

3.

FURTHER REPORT OF COMMITTEE ON LOCAL CONTROL.

Members of Committee: Mr. Carmichael (Convener), the Rev. Canon Bulwer, the Rev. A. J. Lennard, Mr. Payn, M.P.C., Lieut.-Col. Muller, Chief Lehana, and Mr. Tengo Jabavu.

Order of Reference: Resolution of Commission sitting in Committee, dated 9th July, 1919:—

"That in view of the fact that the Chairman's memorandum lays emphasis on the modification of the present system of control immediately desirable, while in the majority report of the Local Control Committee stress is laid on changes which may become necessary in the future, both the memorandum and the reports be referred back to the Committee in the hope that a further report may be presented combining and co-ordinating both schemes."

1. The Committee met on the 9th and 11th July, and considered the Chairman's memorandum and its first report. It believes that in making immediate changes which present circumstances require, the ultimate aim of such changes should be kept in view, and, having considered the possibility of the adoption at a future time of a system of public control of location schools, it is of opinion that any such system should be on the lines sketched out hereafter.

2. In formulating these the Committee proceeded on certain premises, namely, that changes likely to weaken the influence of the missionaries or lessen their interest in Native education are to be deprecated, and also that every effort should be made to bring about greater co-operation between the religious, educational, and civil authorities and to rouse the people to a full sense of their obligations and responsibilities in the matter of education. Accordingly it sought for some type of representative organisation calculated to draw a great part of its strength from missionary inspiration, acting in combination, instead of in isolation, as hitherto. At the same time it was charged by the Commission with saying whether education should be united with other branches of local government activity or treated as a subject of administration by itself, and whether a uniform system is possible.

3. The Committee has no hesitation in recommending that the local control of Native education will be better placed in the hands of a general local government body than entrusted to one created to deal with education alone. For each Department of State to be in immediate control of a local board and executive exclusively devoted to its service has some obvious advantages. But such a system which, once admitted, is capable of indefinite expansion, leads almost inevitably to waste of power and friction as between one specialised body and another, and your Committee considers it of paramount importance to keep Native administration as simple in form as possible, and at the same time to build up a strong local government body by entrusting matters of importance to its care and so attracting the best type of man to its personnel. In the opinion of the Committee, local co-ordination is vital to good government and unitary administration allows of economies in staff and labour impossible in the fissiparous system. So the answer to question (4) is "general rather than *ad hoc* bodies."

4. But as the Native Council system has so far been created in only twenty-two districts out of many more, rigid uniformity is unattainable in the early future, and the Committee resolved "that in view of the diversity of conditions, no uniform system of control is at present possible."

5. The various types of areas were then considered, and distinguished as follows:—

- (1) Native Council Areas.
- (2) Areas (called Native Fund Areas) where a tribal fund exists or might be brought into being, Government levying a rate on its behalf for devotion to educational, amongst other, purposes, but without a formally constituted Council being attached thereto.
- (3) Other areas where Natives predominate.
- (4) Municipal areas.

6. The Committee's recommendations on these are set forth in the resolutions which follow.

7. *Native Council Areas.* "That in Districts where consent has been expressed by:

- (a) the District Council; (b) the Native people of the District; and (c) the religious denominations administering not less than three-fourths of the location schools in such District,

The management and financial administration of such schools should be taken over by the General, if any, and District Council, acting through an Education Committee thereof, subject to the control of the Department of Public Education.

8. "That the Education Committee of a District Council should consist of (a) the Resident Magistrate; (b) two members of the District Council appointed by it; (c) three persons nominated by parents of school children at triennial meetings called by the Resident Magistrate, whose names shall be submitted to the Department of Public Education for its approval; and (d) for the first five years all missionaries administering location schools in the District or their duly appointed deputies, and thereafter not more than five missionaries recognised by the Government as such and carrying on work in the District. Should the total number of such missionaries exceed five, the Magistrate shall call them together annually for the purpose of nominating five of their number to the Department of Public Education, which shall thereafter appoint five missionaries to the Committee.

9. *Native Fund Areas.* "That in no-Council Districts, where there is, nevertheless, a constituted authority for raising funds for local administration, the adaptation of such authority to educational needs should be left to the Department of Native Affairs and the Department of Public Education, in consultation with the missionaries, chiefs, and people.

10. *Other Native Areas.* "That where the consent of missionaries and people has been expressed, as before provided, a School Board should be formed for the management and financial administration of location schools in the District, subject to the control of the Department of Public Education.

11. The Board should consist of (a) the Magistrate; (b) two persons appointed by the Magistrate; (c) three persons appointed by the Department of Public Education, as before provided in the case of Education Committees; and (d) missionaries, as provided in the case of those Committees.

Upon the formation of Native Councils, School Boards should be merged therein.

12. *Municipal Areas where a European School Board exists.* In a District where a Native Council or School Board is in being and there is also a Municipal area (under a European School Board) containing Natives with educational needs, the Native Council or Board should be responsible for those needs.

13. The circuit inspector should be notified of the date of each meeting and have the right to be present and take part in the deliberations in an advisory capacity.

14. Before turning to the administrative functions and financial resources to be assigned to the Councils and Boards (hereafter called "The Local Authority") it will be convenient to complete the Committee's outline of machinery for drawing both missionaries and people into close touch with the life of the schools. It was further resolved:—

"That provision should be made for the appointment of an Advisory Committee for each location school where the parents of children attending it so desire, consisting of a Chairman appointed by the Local Authority, preferably the missionary previously in control of the school, and persons not less than four and not exceeding six in number triennially elected by the parents, the number being fixed by them at the time of election."

"That the Chairman of the Committee should conduct the election of the Committee, preside either in person or by deputy over all meetings thereof, and be the correspondent of the committee with the Local Authority. That the duties of the Committee should be to care for school buildings and other school property, to foster school attendance, and generally to advise the Local Authority on the appointment, suspension, dismissal, and general welfare of teachers of the school and on any other matters affecting the school. That in the event of any unforeseen vacancy occurring through death, serious illness, or suspension of teachers, the Chairman of the Advisory Committee should be empowered to make a temporary appointment, pending the next meeting of the Local Authority, provided that teachers shall be suspended only by the magistrate. That where no such committee is formed a person, preferably the missionary previously in control of the school, may be appointed by the Local Authority to act in the place of the committee and with the same functions."

15. It will be noticed that these provisions are much less detailed than those of the School Committee Proclamation No. 115 of 1911, but your Committee thinks that until experience itself matures the best mode of conducting the business of these bodies ample room should be left for individual experiment.

Functions of Local Authorities.

16. As Local Authorities take over the control of schools they should aim at the eventual replacement of the structures now generally used for the joint purposes of church and school by suitable buildings for school purposes, but financial limitations must necessarily make this process a slow one. In some cases suitable buildings already erected may be purchasable from the missionary societies, but for the most part there would be no alternative in the early stages to the Local Authorities arriving at some arrangement with the missionary societies for the use of their buildings, and the Committee thinks that a small rental might be paid on the condition that it is spent on structural repairs. In regard to teachers' quarters, where new dwellings become necessary, the Local Authority should if possible provide them.

17. The Local Authority should be responsible for the appointment, suspension, and dismissal of teachers, subject to the provisions set forth in regard to school committees and in all cases to confirmation by the Department of Public Education, teachers having the right to appeal to that Department in matters of suspension, dismissal, or withholding of salary or increment of the same.

[C.P. 4-'20.]

18. The Provincial contribution to teachers' emoluments should be paid in the first instance to the Local Authority which should include them in its payments to the teachers. This would ultimately save the Provincial accounting branch an immensity of labour. In the case of Districts which form part of the General Council system, much will also be saved by the concentration of accounting work in the central office, but paid local secretaries will nevertheless be required for both District Council and School Boards. In the case of Councils these should in the opinion of the Committee remain Government officers on the staff of the resident magistrate.

19. Members of Education Committees and Boards should be paid travelling and attendance fees according to the District Council tariff; members of School Committees should receive no payment.

Finances of Local Authorities.

20. Lastly, the Committee is asked to say what additional expenditure, if any, would be involved by its proposals and how it is to be met.

21. In view of the Commission's desire for an early report it has been impossible to wait until materials for framing an estimate could be obtained from the records of the Education Department in Cape Town. All that can be said on this point is that to replace the gratis labour of individuals and the free use of church buildings by a system of local governmental control and public ownership must inevitably entail a very large public charge.

22. In considering how this is to be met, the Committee is faced by two facts which should be brought into close relation, namely, that the Provincial Council is precluded by reasons of State policy from taxing Native property in Native locations, so that it cannot fairly be looked to for aid towards Native education on the same scale as in the case of European, and also that the call for lapse of missionary control comes in the main from the Native local communities. It is, therefore, only fitting that the initial responsibility for advising how the new expense is to be met should be placed upon the community desiring change, and a request for local taxation will be the best gauge of the depth of this desire and the fitness of the people for local control. Thus the Committee has deliberately avoided the elaboration of cut and dried schemes for raising funds, believing that the Natives should be given to understand that as representation goes with taxation, taxation must also go with representation and that they should be encouraged to offer their own suggestions for solving the problem of finance.

23. With regard, however, to the method of raising and collecting the local contribution the Committee recommends that in Council and Native Fund Areas the matter be left in the hands of the Council and those responsible for administering the funds and that in other areas the necessary revenue be raised by the Department of Native Affairs which should levy an education rate on Native property or persons in the Magisterial Districts, the proceeds being handed to the School Boards.

24. This, it will be observed, implies the rating of property or persons in Municipal areas, but the Committee is of opinion that it would be preferable for the Municipal Council to make a fair contribution to the funds of the Board from its revenue from Native sources when the Natives in such areas should look to the Board instead of the Municipality for the education of their children.

25. These recommendations apply *mutatis mutandis* to the case of Council Districts.

26. For an equitable division of expense between Provincial and Local Authority, the Committee submits the following tentative recommendations:—

That if the Provincial Council pays

- (1) 70 per cent. of the teachers' salaries,
- (2) the whole of their Good Service Allowance and pensions,
- (3) 50 per cent. of interest and redemption charges on land and building loans approved by the Provincial Administration,

(4) School books and requisites on the same terms as to other primary schools, the remaining expenditure should be borne by the Local Authority.

27. This division of expenditure the Committee considers to be a fair and reasonable one, especially in view of the additional Union subsidy to the Province in respect of the extra local taxation involved by the application of the Committee's scheme.

28. The general adoption of the scheme sketched above must necessarily be slow and in the meantime changes on a smaller scale may be desirable in order to serve present needs and help towards natural developments in the future. The Committee therefore submits the following additional recommendations for immediate use.

29. The control and management of the schools at present exercised by Missionary Superintendents should continue unchanged, and there should be no interference with the present system of School Committees created under Proclamation No. 115 of 1911 or otherwise.

30. Missionary superintendents should be supplied by the Department of Public Education with free stationery and a reasonable contribution towards the expense of administration.

31. An Advisory Committee should be formed in each district in manner provided for, *mutatis mutandis*, in paragraphs 8 to 11.

32. In the event of a vacancy occurring the Advisory Committee should fill it by its own selection, having regard to the interests represented by the vacating member.

33. The Committee should hold its regular meetings on some date to be fixed by the magistrate, in February and August of each year, but, special meetings might be called by the magistrate with the authority of the Department of Public Education as occasion requires.

34. The circuit inspector should be notified of the date of each meeting in order to enable him to be present, if possible, and take part in the deliberations in an advisory capacity.

35. The members of the Committee, excluding the magistrate, should be paid out of pocket expenses by the Department of Public Education for attendance at meetings, on the tariff recommended above for Local Authorities.

36. The duties of the Advisory Committee should be generally to advise the Department of Public Education in regard to the opening of new schools and on all matters affecting the work and welfare of the schools and teachers within the District.

37. The Committee regrets that it can suggest no scheme embodying provision for rating and financial relief to teachers in the Ciskei apart from that outlined in the paragraphs 10 and 11 of this report. But it is informed that a considerable number of Natives in some Ciskeian Districts pay the Provincial land tax, and it, therefore, submits as a matter of equity that especial consideration might be given by the Provincial Administration to the needs of Native education in such areas.

(Sgd.) WALTER CARMICHAEL,
Convener.

APPENDIX B.

4.

REPORT OF FINANCE COMMITTEE.

Members: Mr. Vos (Convener), Principal Henderson, Lieut.-Col. Muller, Mr. Pagn and Chief Lehana.

1. The Committee met in Umtata on the 7th and 8th July, and in King William's Town on the 14th and 18th July, and begs to submit the following report:—

Chief Inspector of Native Education.

2. The Commission has resolved to recommend the appointment of an officer specially conversant with native conditions and educational needs whose powers and duties shall be as defined by the Superintendent-General of Education, to be attached to the Headquarters' Staff of the Education Department.

The Committee is of opinion that such an officer, if appointed, should be a highly qualified and suitably paid official, and that the whole of his salary and all the expenses involved in the proper performance of his duties should be borne by the Department of Public Education. The Committee considers that the salary attaching to the post of Chief Inspector of Native Education should be upon the scale £900—£25—£1,000.

3. The following resolutions were referred to this Committee for consideration and report:—

- (a) That a graded scale of Native Teachers' emoluments and pensions should be instituted.
- (b) That in forming such a scale due regard should be had to teachers' academic and professional qualifications and successful teaching experience.

4. The Commission also resolved that, in its opinion, the present rate of emoluments and pensions of Native teachers is inadequate.

5. The Committee in entering upon a consideration of the task set, finds itself handicapped *ab initio* by an almost complete lack of statistics and authentic information setting forth the present financial position in respect of Native Education and by its inability to obtain the necessary information before the Commission proceeds to draft its report. It must, therefore, confine itself to recommendations of a sketchy and general character without being able to judge what the effect thereof will be upon the Provincial Exchequer, if they should be adopted.

Scale of Teachers' Salaries.

6. The salaries of teachers in Native location schools are made up of Government grants and local contributions. Principal teachers are also provided with dwellings and arable allotments.

7. In the districts of the Transkeian Territories, where the Council system has been instituted, and in districts where, at the request of the Natives, the Government levies a rate for education, the Government grant is supplemented by a local contribution amounting to 75 per cent. of the Government grant in the case of certificated teachers and 50 per cent. thereof in the case of uncertificated teachers. There are twenty-six districts, and the salaries due to the teachers therein are paid punctually and in full. Education is free to Standard IV and a fee of 2s. 6d. per quarter for each child in Standards V and VI is charged and collected by the teacher, from whose salary the amount debited is deducted.

8. In Bechuanaland, in the District of Xalanga, and in the Ciskei, the local contribution towards the teachers' salaries is nominally 50 per cent. of the Government grant, whether the teachers are certificated or uncertificated. The amount due locally is payable partly in cash and partly in kind. The full amount is hardly ever paid and this is the source of much dissatisfaction. Parents of children attending school in Standards IV and under, are supposed to pay amounts varying in different parts from 12s. to 15s. per annum for the education of all their children, and a fee of £1 to £1 4s. per annum is charged to each child in Standards V and VI. The cost of the local contribution, therefore, falls exclusively on the parents of children actually in school instead of being spread over the community. The parents very often do not pay the amounts due and can only be compelled to do so after costly and doubtful litigation.

9. The Department of Public Education had endeavoured to hold the balance even between the precarious position of the teacher in non-Council areas and the more assured position of the teacher in the Council Districts by reducing the amount of the grant in aid of salary in the Council Districts.

10. There are, therefore, two distinct scales in operation, and it is not clear in all cases how they are applied. Many missionary superintendents and some inspectors of schools appear to be unable to understand the grounds on which increases are given or withheld by the Department of Public Education.

11. Under present conditions very few teachers receive a total salary of more than £60 per annum. While this amount is sufficient for a teacher with little responsibility it is insufficient in the case of a good teacher with long service and experience.

12. Until the classification of schools is finally decided upon it is manifestly impossible to carry out the mandate of the Commission and frame a graded scale of emoluments having due regard to academic and professional qualifications and successful teaching experience.

13. The Committee recommends that the commencing total salary of a lower grade certificated teacher should be £42 per annum and that provision should be made for enabling good teachers of this grade in responsible positions to reach a maximum salary of £122 10s. by annual increments of £6 per annum subject to intermediate barriers varying with the position held and the class of school.

14. The total commencing salary of a higher grade certificated teacher should be £60 and rise by annual increments of £6 to a maximum of £144 per annum with intermediate barriers as in the previous paragraph.

15. No alteration in the conditions of pay of uncertificated teachers is recommended.

16. Increases of salary should not be made automatically. In each case the application of the teacher should be forwarded to the Education Department accompanied by the recommendation of the missionary superintendent.

17. The Committee is of opinion that salaries should for the present continue to be paid quarterly as monthly payments will involve an excessive amount of clerical labour.

18. As regards the respective contributions of the Provincial Council and the local public, the Committee recommends that the basis adopted in the case of Coloured Mission Schools be adopted in the case of Native Schools.

The expenditure involved in carrying out the above recommendations will be considerable if the change in the basis is approved.

[C.P. 4—'20.]

Good Service Allowance.

20. The Committee is of opinion that the Good Service Allowance should continue to be paid by the Department of Public Education, but that the local contribution should not be taken into consideration in calculating the Good Service Allowance which should be a definite proportion of the Government grant in an ascending scale in the case of continued good service. The amount payable under the new conditions should not in any case be lower than the amount paid at present.

This recommendation, if accepted, will make no appreciable difference to the Provincial Exchequer.

21. The Commission has decided to recommend to the Department of Public Education that Good Service Allowances should be payable under certain conditions to uncertificated teachers. This will involve increased expenditure which will probably not be very large, and will do substantial justice to deserving persons.

Pensions.

22. The Committee does not feel itself competent to deal with this question, but contents itself with endorsing the following resolution unanimously adopted by the Commission:—

"That the Commission, while unable to make detailed recommendations upon the subject of Native Teachers' Pensions, wishes to draw attention to the inadequate present scale and to express the hope that the Provincial Council will make better provision in the near future."

Free Education.

23. The Committee was directed to report upon the question of making primary education free in Council School Areas, and desires to place on record its opinion, that free education up to standard IV. is the utmost that should be provided out of rates in the present stage of development of the Native people. As it is, education is largely paid for by heathens who do not benefit directly, and to tax them further for the benefit of a privileged minority is a step that the Committee could not justify. Moreover there are technical and moral grounds against extending the range of free education. In order, however, to provide for the continued education of particularly promising pupils the General Council might be recommended to grant free education in the higher standards to one or two children in each District under a District Council specially selected by the inspector of schools.

Advisory Committees and Grants in Aid of Administration.

The Commission has decided to recommend the institution of Advisory Committees in Magisterial Districts or other areas. The total cost thereof should not exceed £800 per annum.

25. It has also recommended the institution of an Advisory Council to meet triennially. If the Education Department bears the whole cost thereof it will mean an outlay of about £100 once every three years. The Committee attaches considerable importance to this Council, and the small amount required would be money well spent.

26. As regards the grant to missionary superintendents in aid of administration expenses recommended by the Commission, the Committee must point out that a grant of £1 per school can hardly be considered adequate, if it is decided to make such a contribution to the missionary superintendent. On the £1 per school basis it will involve a cost of over £1,500.

27. An important resolution of the Commission which touches Finance is embodied in this report as follows:—

"That the Commission is strongly of opinion that sympathetic consideration should be given by the Department of Public Education to the heavy expense involved by the clerical work and the boarding supervision of Native Institutions with a view to financial assistance being given (on a basis proportionate to actual expenditure by the Institutions under these heads)."

Concluding Remarks.

28. The Committee regrets that it can contribute so little to the successful working of the Commission. In addition to the initial difficulty referred to above, it has had to wait on important decisions of the Commission which were arrived at only towards the end of the proceedings.

29. The important question of improving the financial position of education in non-Council Districts has been deferred owing to the great difficulties connected therewith. It is desirable that the Departments of Native Affairs and Education should give this matter further attention.

30. The vexed question of Maintenance grants will only be dealt with after this report is presented and there are many other important matters requiring attention. It is hoped that the official to whom Native education is entrusted will regard an exhaustive review of the financial situation as one of the most important and urgent of his duties.

(Signed) M. C. VOS,
Convener.

APPENDIX B.

5.

REPORT OF CURRICULUM COMMITTEE.

Orders of Reference: Resolution of Commission dated 28th June, 1919:—

"The Commission is of opinion that the Primary School Course for European Schools recently issued by the Department should, as far as possible be adapted for use in Native Schools, and that for the purpose of introducing the changes necessary to that end, and assisting the Commission to discharge the other functions referred to it and coming properly within its scope, a committee, consisting of Messrs. Bowes (Convener) and Mahlasela, Principal Henderson and Inspectors Bond and Houghton, shall be appointed with power to co-opt."

Resolutions of Commission dated 1st July, 1919:—

"That it be a recommendation to the Department to institute a Higher as well as a Lower Native Teachers' professional certificate."

"That the preceding resolution be referred to the Curriculum Committee for report."

1. The Committee met on 28th June and following days and begs to submit the following report:

2. Inspector Sinton was co-opted. Inspector Hill was associated with the Committee for the 28th June. Mr. Hughes, Director of Agricultural Education for the Transkeian Territories, and Mr. Butler, Principal of the Agricultural School, Tsolo, were co-opted for 1st and 2nd July, and the course in Agriculture embodied in this report was prepared by these gentlemen. The Rev. R. A. Scott of St. Cuthbert's, Tsolo, Mr. J. T. Jabavu and Mr. W. Qwelane were co-opted members of this Committee from 1st July. Mr. Corry of St. Matthew's assisted the Committee on July 11th.

3. The Primary School Course was considered and adopted as follows:—

PRIMARY SCHOOL COURSE.

1. Notes.

General. The general aim of a Native school should be to improve the moral, social and economic conditions of the Native people among whom it is situated.

The Department, in issuing this revised syllabus, wishes to encourage principals of schools to exercise a larger measure of freedom than has hitherto been feasible. It is to be understood, however, that modifications of the prescribed course of instruction should, in the first instance, be discussed with the Circuit Inspector, with a view to obtaining the sanction of the Department.

In primary schools with only one teacher the curriculum should be restricted to essentials, and in the subjects retained should be so adapted, subject to the approval of the Circuit Inspector, as to suit the immediate requirements of the pupils and the qualifications of the teacher.

The Primary School Course includes the following subjects:—

Religious and Moral Instruction;
Language (Reading, including translation from English or Dutch into the vernacular, Recitation, Writing, Spelling, Composition and Grammar);
Arithmetic;
History and Civics;
Geography;
Nature Study;
Vocal Music;
Drawing;
Manual and Industrial Training;
Hygiene and Physical Training.

Medium. The medium of instruction in all the standards of any Native school up to and including the fourth standard shall be the home language of the pupil, provided that English or Dutch be introduced at an early stage and thereafter regularly used as a medium of instruction in accordance with the understanding of the pupil. English or Dutch shall be taught from the earliest stages. Adequate provision shall be made for the teaching both of the home language and of the second language above standard IV.

Religious and Moral Instruction. Religious instruction shall be given daily in every school for a period of not less than fifteen minutes and not more than half an hour. It should include singing, with which the school may be opened or closed.

Moral instruction should be given in at least one lesson a week in accordance with the graded course provided in the syllabus.

Language. At all stages it should be a constant aim to inculcate refinement of tone in the speaking voice, as well as accuracy of pronunciation and correctness of idiom.

Reading. Attention is drawn to the value of special reading-books on Geography, History and Literature, in addition to the books of more general interest which may be selected for practice in reading.

Recitation. It is recommended that a new piece should be begun as soon as the previous one is finished; and that in no case should any single piece extend over a longer period than one term.

Written Work. Up to and including standard IV., Writing may, at the discretion of the teacher, be taught with the aid of engraved headlines or otherwise. One style of writing must be adopted throughout the school, and the style taught in the writing lessons must be followed in all the written work. All exercise-books, copy-books and quarterly examination papers must be preserved for reference at the inspection; each lesson in these books must be dated by the pupils. In standards V. and VI. copy-book writing may no longer be required. In all written exercises due attention is to be paid to handwriting, spelling, punctuation and paragraphing. Where slates are used the teacher should secure that the ruling is uniform. Care should be taken that the slates are cleaned properly.

Spelling. Spelling should be taught by itself as a subject, as well as in connection with reading and composition.

Composition. At all stages *Oral* should precede *Written* Composition. Practice in the usual forms for beginning and ending private and business letters, the addressing of envelopes, and the making of invoices and receipts should be given.

Grammar. Grammar should be taught chiefly as an aid to the correct use of the language spoken and written.

Arithmetic. At every stage, in introducing any new process, adequate practice in mental work with easy numbers should precede written exercises. Regular practice in Numeration and Notation is to be given in standards I. to IV.

The teacher should frame easy practical examples dealing with objects and transactions within the everyday experience of the pupils. Calculations should be worked in the vernacular below standard II., the English (or Dutch) names of numbers being gradually learned. In and above standard II. the English numeration should be used throughout.

History and Geography. In the case of both subjects an effort should be made throughout the course to associate facts and events as far as possible with their underlying causes. The teaching of Geography should start from observations made by the pupils. In the History course the connection between South African and General History should be emphasised. Principals of schools will be required to submit to the Inspector, at the annual inspection, schemes showing the topics selected for the following year's course in each standard or group of standards. Well-illustrated historical readers should be introduced at an early stage.

Nature Study. Where the course in Agriculture cannot be followed, simple nature instruction on the most practical lines, mainly with utilitarian ends and dealing with local circumstances should be given for half an hour a week. Teachers are expected to draw up simple schemes of work for each quarter of the year and to keep a record of all work actually done for submission to the Circuit Inspector or Departmental Instructor.

[C.P. 4-'20.]

Vocal Music. The syllabus in Vocal Music is not definitely prescribed, but indicates what might be aimed at in the various standards; of course, classes would as a rule be grouped in this subject. Due provision should be made for voice exercises and studies. A record book should be kept.

Drawing. Drawing should be from actual objects, not an imitation of given drawings. The main features of the objects should be elicited at the beginning of the lesson. In the case of natural forms, special emphasis should be laid on the changes effected during growth and development, and on facts illustrative of adaptation to environment or to function; whilst in the case of articles of common use details of construction should be traced to the reasons which explain them.

In memory work what is required is the reproduction, immediately after it has been withdrawn from sight, of an object which has been fully studied and discussed by the pupils; to be followed immediately by careful comparison with the object. In this exercise, which is of very great importance, rapidity of execution is essential.

Manual and Industrial Training. Manual and Industrial Training should be adapted to local circumstances and be carried out on practical lines with utilitarian ends.

Cookery. For each school or institution in which Cookery is taught, or for each group of such schools or institution, a syllabus should be drawn up by the Managers in consultation with the Departmental Instructress, and submitted to the Department for approval. The course should be adapted to the circumstances and requirements of the people, as far as possible, and should include invalid cookery.

Handiwork. Grasswork, Clay Modelling, Pottery. The appointment of a Departmental Instructor in Handiwork is urgently required, and the Committee begs to recommend that, in order to take advantage of the present interest in the subject, an early appointment should be made. If the work is to go forward, such matters as the following need attention:—

- (a) The drawing up of suitably graduated courses of instruction.
- (b) The training by vacation courses or otherwise of such existing teachers as show interest in and aptitude for the work.
- (c) The establishment at suitable centres of Industrial Schools where a comprehensive course could be offered to girls.
- (d) The preparation of a handbook.
- (e) An inquiry into the resources of the country in respect of grasses, reeds and other material suitable for weaving and other forms of handiwork on a commercial scale.
- (f) The introduction of other forms of handiwork where required.
- (g) The organisation of the necessary supplies of materials, more especially suitable grasses; their cultivation where practicable.

Agriculture. It is not proposed that the whole of the suggested course be given except at large Institutions. In the case of other schools the inspector, in consultation with the teacher, will decide, taking local conditions into consideration, which of the nine branches should be undertaken. Both instruction and examination should be practical and carried on in the open.

Pise Work, Brickmaking, House Construction. These forms of Manual instruction might be added to a course in Carpentry.

Hygiene. Up to standard IV., inclusive, the subject should be taught, not in regular lessons, but incidentally as opportunity arises. Teachers should exercise constant supervision of the pupils with respect to bodily cleanliness, the condition of the hair and the hands, the care of the teeth, the supply of fresh air and of pure water, and the prevention of smoking and spitting. Particular care should be paid to the correct carriage and posture of the body. Breathing and other suitable exercises should be frequently introduced as a relief from sedentary work.

Above standard IV. systematic teaching of a practical character, with such explanations and demonstrations as the children are able to understand, shall be introduced. It is suggested that this instruction be given for one half-hour in each week by the Principal, or by some other suitable person at the request of the Principal. The following topics are suggested:—

- Fresh air and correct breathing.
- Correct carriage of the body.
- The importance of exercise.
- Cleanliness of the skin, the hair and the nails.
- The care of the eyes, the ears and the nose.
- The care of the teeth.
- Correct habits of eating and drinking.
- Clothing and boots.
- The spread of disease by vermin, contagion and infection.
- The evil effects of smoking on the young; the evil effects of dagga.
- The properties of alcohol; its physiological and moral effects.
- Nutritive value of foods, especially with regard to the feeding of young children.
- What to do in cases of fracture of a bone, dislocation of a joint, a bad cut, burning, poisoning, suffocation, drowning.
- The Principal will be responsible for keeping a record of the work done.

Drill. Drill should be taken for a few minutes daily, its main object being to combat slovenliness, elicit prompt obedience, and improve the physical health of the pupils.

Time-Tables. The following allocation of time (in hours per week) is suggested as a guide which may be found useful in a large number of schools:—

Subjects.	Standards.				
	I.	II.	III.	IV.	V. & VI.
Religious and Moral Instruction ...	2	2	2	2	2
Languages, Native and European ...	8 $\frac{3}{4}$	8 $\frac{3}{4}$	9 $\frac{1}{4}$	9 $\frac{1}{4}$	9 $\frac{1}{4}$
Writing ...	1 $\frac{1}{2}$	1	1	1 $\frac{1}{2}$	—
Arithmetic ...	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$
Geography and Nature Study ...	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1	1	1 $\frac{1}{2}$
History and Civics ...	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	2
Drawing ...	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1
Singing ...	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1
Manual and Industrial Training ...	2 $\frac{1}{2}$	3	3	3	3
Hygiene, Drill, Games ...	2	2	1	1	1
Registration ...	—	—	—	—	—
Total number of hours per week ...	25	25	25	25	25

Up to and including standard III. no home lessons should be given.

The Principal teacher will keep a Log Book, in which he will enter weekly a record of the work done, any alteration in staff or time-time, and any punishment inflicted.

Inspection of Schools.

- (1) Where in his opinion the work and conditions of a school make it desirable, the inspector may exempt such school, wholly, or in part, from individual examination.
- (2) In schools which are not examined throughout on an individual basis, the classification in the standards not examined will be in the hands of the Principal teacher.
- (3) In cases where individual examination is retained throughout the school, the classification will be made by the Inspector, in consultation with the Principal teacher, attention being paid to the record of the pupil's work.
- (4) Pupils seeking to pass from a lower grade to a higher grade school will be individually examined.

2 Syllabus.

Religious Instruction. Daily, according to an approved scheme.

Moral Instruction. A graded course of moral instruction should be followed, which should include:—

Sub-standards.

- 1. School Behaviour. Politeness, obedience, tidiness, orderliness, unselfishness during work and play.
- 2. Home Behaviour. Standards I. & II. Same as for sub-standards, but fuller; honesty, truth. Standards III. & IV. Lessons on purity of life, punctuality, helpfulness, manners at table, manners out of doors, including behaviour towards superiors and equals, kindness to animals. Standards V. & VI. Trustworthiness, purity, loyalty, courage, humility, self-control, gentleness, patience, perseverance, endurance, self-sacrifice, friendship.

Language.

- (a) **Reading.** Reading from suitable books, with the clearness of pronunciation, evidence of understanding and natural expression appropriate to the stage of the pupil. Reading in the second language should be begun in standard I.
- (b) **Recitation.** Recitation of suitable passages of verse or prose, of permanent value and literary merit, with the clearness of pronunciation, evidence of understanding and natural expression appropriate to the stage of the pupil. Recitation must be in both languages.

(c) **Writing.**

- Sub-standard B and standard I.** Text between guide lines five-sixteenths to three-eighths of an inch apart.
- Standard II.** Text and half-text between guide lines a quarter of an inch apart.
- Standard III.** Text and medium hand.
- Standard IV.** Small hand and text.

- (d) **Spelling.** To be tested by the writing to dictation of an unseen passage of suitable difficulty.

(e) **Composition.**

- Sub-standard B.** Simple oral exercises.
- Standards I. & II.** Oral and written composition, including answers in complete sentences to questions on matter heard or read. Description of pictures, of familiar natural objects, and of incidents.
- Standards III. & IV.** Oral and written composition. Simple exercises in story and description based on pictures or on matter heard or read. The description of natural objects and of events, and the original expression of ideas on suitable subjects, in a more systematic manner than at the lower stages. Simple letters.
- Standard V.** Oral and written composition. Exercises similar to those in the lower stages, but of a more advanced character. Simple letters. Simple essays on historical and geographical subjects within the range of the pupils' studies.
- Standard VI. Oral.** To give an account of an incident, or to narrate an episode from a book.
- Written.** Letters on given topics, including simple business letters. Short essays on subjects falling within the pupils' own experience, or arising out of lessons given in school. Original Composition on subjects chosen by the pupils.

(f) **Grammar.**

- Standard II.** Construction of easy sentences and their division into subject and predicate.
- Standard III.** Sentence building. Division of less easy simple sentences into subject and predicate. Simple notions of nouns, pronouns, verbs, adjectives and adverbs.
- Standard IV.** Fuller treatment of the work of standard III., together with the sub-division of the logical predicate into verb, object and adverbial adjuncts of time, place and manner. The remaining parts of speech. The common inflections of nouns and verbs.
- Standard V.** Synthesis and analysis of simple sentences and of easy complex and compound sentences, with special reference to the use of phrases. Further study of the parts of speech and their common inflections.
- Standard VI.** Review of the work done in the junior classes. The conjugation of the verb, active and passive. The correct use of the tenses in direct and indirect speech. The rules of syntax most commonly broken. Synthesis and analysis of complex and compound sentences. Simple lessons in the formation and use of words. Idiomatic expressions.

Arithmetic.

Sub-standard B. Synthesis and analysis of numbers, approached through the concrete; addition, subtraction, multiplication and division within the range of numbers 1 to 20, it being understood that the numbers 1 to 10 shall be treated thoroughly first. Simple counting by units up to 100. Coins: penny, three-penny-piece, sixpenny-piece, shillings.

Standard I. Revision of the work of the previous class. Synthesis and analysis; the four operations within the range of the numbers 1 to 100; multiplication tables up to eight times twelve. Notation and numeration up to 1,000. All the coins in common use. Fractions: halves, quarters, thirds.

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Standard II. Revision of the work of the previous classes. Numeration and notation; the four operations within the range of numbers 1 to 10,000. The addition of any five numbers of not more than three figures. Multiplication tables up to 12 times twelve. Practical acquaintance with measures of:

Length: yard, foot, inch; weight: pound, ounce; time: week, day, hour, minute; capacity: gallon, quart, pint.

Standard III. Revision of the work of the previous classes. Numeration and notation; more difficult examples of the four operations. Questions applied to sums of money involving these operations. Practical treatment of the fractions in common use. Practical acquaintance with measures of surface; sq. inch, sq. ft., sq. yd.

Additional measures: month, year; mile; Cape cwt., Cape ton.

Standard IV. Revision of the work of the previous classes. Exercises in the four operations as applied to such weights and measures as are in general use. Simple questions involving the use of these weights and measures. Different ways of expressing a given weight or measure. List of weights and measures:—

(a) Ounce, pound, Cape cwt., Cape ton, English ton.

(b) Inch, foot, yard, mile.

(c) Sq. inch., sq. ft., sq. yd., acre, sq. mile; Cape sq. ft., Cape sq. rood, morgen.

(d) Cub. inch, cub. ft., cub. yard.

(e) Pint, quart, gallon; or bottle, gallon; gallon, anker, half-aum, hogshead, leaguer, if used locally.

(f) Bushel, muid or bag.

(g) Second, minute, hour, day, week, month (only as one-twelfth of a year), year.

Easy operations with simple vulgar fractions.

Easy "Proportion" exercises by the unitary method.

Easy shopping accounts.

Standard V. Revision of the work of the previous classes. The usual operations with vulgar fractions in greater detail, but excluding involved expressions. Decimal fractions, and their relation to vulgar fractions. Addition and subtraction of decimals. Multiplication and division of decimals by whole numbers only. Easy tradesmen's accounts, with special attention to short methods. More difficult "Proportion" exercises.

Standard VI. Revision of the work of the previous classes. Vulgar and decimal fractions (excluding recurring decimals and examples of undue complexity). Decimalisation of money. Calculations of percentages, including Simple Interest and Commercial Discount. Averages. Easy application of the principle of proportion to the calculation of rates, taxes, dividends, proportional parts and to miscellaneous questions. Mensuration of rectangular surfaces and rectangular volumes with easy practical applications.

History and Civics.

Standards III. and IV.

(1) Simple stories and biographies from South African and general history dealing with outstanding characters and events.

(2) Simple lessons on social institutions, local and national, as far as they come within the children's experience, and with special reference to local Geography.

Standards V. and VI.

(1) A simple outline of South African History to the time of the Union.

(2) Simple lessons connecting South African History with the History of Europe.

(3) The great races of the world, ancient and modern.

(4) Local and central government in South Africa. Duties and Rights of Citizenship.

Geography.

Standard I. Talks about our own and other lands. The more striking physical features of the immediate neighbourhood. Direction. The determination of the cardinal points.

Standard II. The geography of the surrounding country. Direction. Elementary notions of distance. Modes of travel. The representation of physical features by means of models and drawings, and simple notions of plans and maps derived from them. Tales of travel as an introduction to the position of the Continents and Oceans.

Standard III. The representation on the map of the different surface features.

The Union of South Africa in simple outline, with due attention to the main regional characteristics. The Continents and Oceans, studied from a school globe.

Standard IV. The Union of South Africa in greater detail. Europe in simple outline, with special reference to natural features. The Earth as a planet. Day and Night.

Standard V. The geography of Europe in fuller outline, with special attention to the British Isles and the Netherlands, and to the trade relations of South Africa with Europe.

A brief survey of the British Dominions.

The movements of the Earth more fully taught, as an introduction to the study of the seasons.

Latitude and Longitude.

Standard VI. A more detailed study of the British Dominions. Africa, Asia and America in broad outline; their trade relations with South Africa. Winds and rainfall; the state of the atmosphere as affecting climate.

Vocal Music.

Sub-standards.

Tune. No notation; children to be taught to sing d, s and m from hand-signs.

Time. No notation; children to be taught to keep time to music (two-pulse or four-pulse measure) by marching, clapping, beating time, etc.

Ear. Imitative exercises (children sing to ear a simple phrase like s, m, d, r, after hearing it sung to ear by the teacher).

Songs. Three school songs, action songs, or hymns.

Standards I. and II.

Tune. The doh chord with any leaps and the other tones of the scale stepwise, from hand-signs, modulator or notes.

Time. Two-pulse, four-pulse, and three-pulse measure; one-pulse, two-pulse, three-pulse and four-pulse notes; whole-pulse rests; half-pulse notes.

Ear. To name the notes of the doh chord when heard in any order.

Songs. Four school songs, at least one in unison.

Standards III. and IV.

Tune. Any leaps within the scale; fe and ta; one-remove transition from hand-signs or modulator; two-part singing.

Time. Pulse-and-a-half notes; quarter-pulses; half-and-two-quarters; two-quarters-and-a-half; three-quarters-and-a-quarter; half-pulse rests.

Ear. To name the notes of a stepwise phrase of three or four notes beginning or ending on a note of doh chord.

Songs. Five school songs, one at least in unison.

Standards V. and VI.

Tune. One-remove transition from notes. Some knowledge of the Minor ba and se, and of Chromatic notes, de, re, ma, la easily approached and quitted.

Time. Six-pulse, twelve-pulse and nine-pulse measure; thirds of a pulse.

Ear. To write down the notes of a tune which may contain fe or any note of the scale; to write down the time and tune of a simple phrase with well-marked rhythm.

Songs. Six school songs, of which one at least should be in unison and two in four parts.

The unison songs should be sung by the boys alone, and by the girls alone.

Solo singing should be encouraged.

Drawing.

Sub-standard B.

Free-arm-drawing, Freehand drawing (with coloured chalks or crayons). Representation of simple objects in mass.

Brushwork. Simple brush strokes, and their combinations to form patterns.

(Note.—The objects treated should be related as far as possible to the Kindergarten scheme.)

Standard I.

Freehand-drawing. Simple representation, in mass or by straight or by curved lines, of suitable natural forms and fashioned objects.

Ruler-work. Simple fashioned objects drawn with a ruler to easy measurements.

Memory-work. See general note.

Standard II.

Freehand-drawing. Simple and natural forms, with special reference to leaves and flowers in their most characteristic aspects.

Pattern-drawing. Patterns composed of squares, oblongs, triangles and their subdivisions.

Ruler-work. Objects represented by means of straight lines of given length (correct to the nearest inch).

Ruler-and-Freehand-drawing. Objects represented by means of straight lines and curves.

Memory-work. See general note.

Standard III.

Freehand-drawing. The drawing in mass or in outline of the fundamental forms of such natural objects as are locally available, e.g., compound leaves, flowers, fruit, shells, birds, fishes.

Pattern-drawing. Border and all-over patterns, based on units studied in the foregoing exercises, and simplified for the purpose.

Ruler-drawing. Drawing to measurement of simple objects, showing ground-plan, or front or end elevations, with introductory reference by the teacher to the use of a scale.

Memory-work. See general note.

Standard IV.

Freehand-drawing. Further study of natural forms with more particular reference to the structure of leaf-joints, buds, flowers and berries. The fundamental forms of South African butterflies, birds and animals.

Pattern-drawing. The arrangement of natural forms, studied in the foregoing exercises, and simplified for the purpose.

Scale-drawing. The construction and application of scale. The drawing to scale of objects measured by the pupils.

Memory-work. See general note.

Standard V.

Freehand-drawing. Natural forms, selected primarily for their regular geometrical properties.

Geometrical and Pattern-drawing. The construction of plane geometrical figures, and their application to pattern-drawing. The application of simplified natural forms in this connection to all-over patterns, borders, etc.

Model-drawing. The cube, cylinder, prism, cone; large common objects embracing these forms.

Memory-work. See general note.

Standard VI.

Freehand-drawing. Natural forms drawn in detail from actual objects.

Pattern-drawing. The arrangement on a geometrical basis of simplified units derived from the foregoing studies and designed for the decoration of book-covers, panels, boxes, pottery, etc.

Model-drawing. Groups of geometrical models and common objects, with flat representation of cast shadows.

Memory-work. See general note.

Manual and Industrial Training.

Needlework. Syllabus to be prepared by departmental instructress in consultation with her colleagues.

Cookery. Syllabus to be drafted for each school or institution or group of institutions as hereinbefore provided.

Handiwork. Graded course to be prepared by the expert referred to in the notes. The Committee suggests that such a scheme as the following might be adopted:—

Sub-standards.—Daily. Grasswork, clay-modelling, or similar local Native occupation.

Standards I. and II.—Three times a week. Grasswork, clay-modelling, or similar local Native occupation.

Standards III. and IV.—Girls. Grasswork, basket-making, mat-weaving; hat-making, etc., rope-working; pottery.

Standards V. and VI.—Twice a week. Girls. Grasswork and pottery, housewifery, e.g., cooking, bed-making, etc.

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Agriculture.

1. Agricultural Botany.

Standard IV. Descriptive Botany. Grass in particular—collection and classification—feeding value from observer's standpoint—value from point of view of erosion.

Each school should have a small grass plot if possible.

Weeds.—Why they are weeds and how they can be destroyed and actual destruction.

Standard V. Descriptive Botany. Leaves and roots of plants—methods of reproduction—germination of common plants—alterations brought about in the growth of plants for special purposes, e.g., change of branches into thorns.

Standard V. Agricultural Plants. The mealie—wheat, potato, etc., rough data re sowing and planting. Field—mealie breeding (selective).

2. Agriculture.

Standard IV. The soil; qualities; comparison of rich and poor soil, clay soil and sandy soil—differences in growths of plants on hillside compared with those in low lying ground, etc.

Standard V. The soil; necessity for drainage and cultivation—water, heat and air in the soil.

Standard VI. Plant feeding and returning plants to the soil manuring—texture of the soil.

3. Agricultural Entomology.

Standard IV. Earthworms and the manner in which they enrich the soil—ants and their destructive capabilities, termites—their life history and methods of making antheps, paths, etc.

Standard V. The common louse; a disease carrier—the tick—its life history and its relation to disease and its destruction. The common house fly and the mosquito.

Standard VI. The mealie stalk borer; the cut worm—the cob worm, life history—prevention and destruction.

4. Animal Husbandry.

Standard IV. Uses of farm animals. The general points as required in each class.

Standard V. The special points required in the different classes of farm animals—sheep and wool.

Standard VI. The judging of different animals—milk, beef, and draught purposes. The relation between the veld and the animals W.F. The economic use of animals (fattening).

5. Agricultural Arithmetic.

Measurement of land—calculation of number of plants in an acre of land—probable yield from a drilled field of mealies. Simple bookkeeping, etc. Approximate measurements.

6. Agriculture.

Standards IV., V. and VI. School nursery, gums, pines and wattles—growth of suitable varieties of trees—conditions necessary for growth—uses of trees and timber—care and attention of trees when growing.

7. Irrigation.

Standards V. and VI. Furrow making; application of water to the land—quantity of water required—hand draining, etc.—catchment area—dam.

8. Road Making and Fencing.

Standards, IV., V. and VI. Principles of road making and fencing, cutting of drains, etc., wherever possible.

9. Experimental Work.

Standard IV. Growing of suitable vegetables, their value and conditions generally necessary for their growth.

Standard V. Growing of new crops, pea nut, soyer beans—frost resistant—simple grasses.

Standard VI. Comparative experiments with mealies, etc.

Suggested Course: Standards I., II. and III.

Simple object lessons. The germination of the Bean. The changes in the life history of the butterfly. Water—its relation to plant life and animal life. Cattle and animals—descriptions. Grasswork and modelling, etc.

4. Classification of Primary Schools.

The Commission adopted the following resolution:—

"That in any future system of grading and classification of Native Schools the principles and designations applying to European Schools be adopted."

The Committee is in full agreement with the resolution, but considers that it would be a convenience if primary Native Schools were sub-classified as follows:—

Schools teaching up to and including standard II.—Primary A.

Schools teaching up to and including standard IV.—Primary B.

Schools teaching up to and including standard VI.—Primary C.

It is also of opinion that no Primary C School should be established except where facilities are available for teaching domestic economy to girls and simple agriculture to boys.

5. Classification of Teachers.

Resolutions of Commission on 1st July, 1919:—

(a) "That it be a recommendation to the Department to institute a higher as well as a lower teachers' professional certificate."

(b) "That the preceding resolution be referred to the Curriculum Committee for report."

The Committee recommends generally that all teachers' professional certificates issued on the successful completion of a course should be provisional only, and that the full certificate be awarded after a period of satisfactory teaching service. In the opinion of the Committee that period, in the case of the lower Primary Teachers' Certificate, should be two years. It is suggested that Native teachers be, for the present, graded in three main classes, viz.: Lower Primary Native Teachers, Higher Primary Native Teachers and Lower Secondary Native Teachers, it being understood that a Native of academic ability and professional skill is not debarred from candidature for a Higher Secondary Teachers' Certificate which may be instituted.

The courses for the three certificates at present contemplated might be:—

(a) Lower Primary Native Teachers' Certificate.

1. Entrance Standard, Standard VI.

For the next 5 years: One Year's Academic Course, plus 2 years' professional training. After 5 years: Two Years' Academic Course, plus 2 years' professional training; or

2. For Girls' Entrance Standard, Standard V.

Three Years' course of Industrial Training at a recognised Institution, during which the candidate must pass Standard VI. and have 1 or 2 years of academic study in classes provided in connection with Industrial Training, plus 1 Year's professional training.

(b) Higher Primary Native Teachers' Certificate.

1. Lower Primary Native Teachers' Certificate, plus 2 years' further academic study; or
2. Four years' academic study after Standard VI., plus 2 years' professional training.

(c) Lower Secondary Native Teachers' Certificate.

As a scheme for a Lower Secondary European Certificate has not yet been formulated, the Committee makes no proposal except for a Special Agricultural Certificate as follows:—

Lower Primary Native Teachers' Certificate (or its educational equivalent), plus four years' course in Agriculture at the Tsolo Agricultural School or any other recognised Agricultural School of equal standing.

These teachers should be eligible for appointment on the staff of Native Training Schools.

It is recommended that any period spent by a certificated teacher at an Institution for the purpose of improving his qualifications should count as service for the purpose of increment.

6. Training of Teachers.

(a) The Committee recommends that those engaged in Native Training Schools be invited to draw up, in consultation, a detailed syllabus (1) Academic, (2) Professional for the Lower Primary and also for the Higher Primary Native Teachers' Certificate, including a course for Kindergarten Teachers, for submission to the Superintendent-General of Education before the end of the present year.

(b) The Committee recommends that there should be only one departmental examination qualifying for each certificate, and that it be so arranged that candidates may take part of the examination at the end of the first year of professional training.

(c) Courses of Manual Training including Woodwork shall be compulsory in all Training Schools, and shall be directed to a two-fold end, viz., fitting the student teacher (1) for his future conditions of life and work, and (2) for carrying out the requirements of the Primary School Course.

(d) In any course drawn up for a Native Training School, the following subjects should be compulsory:—

Religious and Moral Instruction.

Hygiene.

Civics.

(e) Suitability of character for the office of a teacher should be most carefully considered by the Training School authorities in dealing with candidates throughout their course.

(f) Senior teachers in Training Schools should periodically be offered facilities for making themselves acquainted with the work and conditions of location primary schools.

(g) Teachers with the Lower Primary certificate who have had ten years' successful teaching service, have attended a vacation course, and shown evidence of habits of private study, shall be eligible for the Higher Certificate without examination.

7. Secondary Schools.

Courses in Secondary Schools should maintain a close relationship with Native conditions, and should be thoroughly practical. They should provide vocational training for commercial life and for such appointments as clerks and interpreters in connection with native affairs.

They should lead up to:—

(a) The Matriculation Examination of the S.A. Native College.

(b) Course of Hospital Training for nurses.

(c) Higher Teachers' Examinations.

English should have the first place as a language.

8. Trade Schools.

Training of Natives for industry through trade apprenticeships should be fostered.

Existing trade schools should be encouraged to extend their influence by taking up additional industries; and new trade schools should be opened. In all cases the trades taught should be such as are calculated to fit the Native tradesman for filling positions readily open to him, particularly for earning a living among his own people. The course of training should at every point have actual Native conditions in view. The scholastic instruction given to apprentices should be so formulated as to bear directly on their future employment.

9. Handbooks.

The Education Department should arrange for the preparation of teachers' handbooks, dealing with the subjects of the Primary School Course at every stage.

It was agreed to recommend that it form part of the duty of Agricultural Demonstrators to assist in Agricultural teaching at the Primary Schools.

(Signed) J. H. BOWES,

Convener.

REPORT OF COMMITTEE ON TRAINING INSTITUTION MAINTENANCE GRANTS.

Members of Committee: The Revs. A. J. Lennard (Convener), Canon Bulwer, and J. Henderson.

1. Originally the whole cost of education and of maintenance of boarders in Native Institutions was provided for by Government grants (see Reports 1861 and 1863 tabled).
2. Later it was provided in order that Native youths should be enabled to reside in the Institutions, that "an allowance of £10 to £12 per annum should be made towards the maintenance of Native boarders having besides the ordinary school work some industrial occupation, or special training for pupil teachers" (see "Education Manual," section "Aborigines").
3. Pupil teacher grants were also given for certain indentured pupil teachers who acted as assistant teachers during school hours and received tuition out of school hours, as in European schools.
4. The number of maintenance grants available for an Institution for the ensuing year was made known in the latter part of each year, and the authorities of the Institutions were thus enabled to determine the number of boarders to be received.
5. As church funds, and then fees, became available, the authorities of the Institutions received boarders in excess of the number of maintenance grants allowed by the Department.
6. In 1896 the whole question of pupil teacher training was reviewed, and in a Memorandum of points agreed upon between the Superintendent-General of Education and the representatives of certain Institutions it was noted that:—

(a) "In order to place the pupils under training at these Institutions on a uniform footing, it is agreed to supersede the system of 'grants for pupil teachers by that of maintenance grants,' and that

(b) "Maintenance grants will be given to each of the training schools in a fair, and as far as possible, a uniform proportion to the number of pupil teachers in training in each school."

7. Seeing that those in training were about three times as many as the maintenance grants then received, it was suggested by the representatives of Institutions that the amount specified in the "Education Manual," namely, "£10 to £12," should be reduced to, approximately, one-third of that amount, and that a grant on this basis be made in respect of each pupil teacher boarder.

This proposal was not accepted by the Department, because the amount of maintenance grant was fixed by regulation at "£10 to £12," but it was arranged "that maintenance grants should be available in the ratio of one grant to every three pupils on the roll of the training school."

8. The Superintendent-General of Education later proposed to allow additional maintenance grants conditional on a reduction of fees for 2nd Year and 3rd Year pupil teachers to induce them to complete their training, but the scheme did not mature (see Report of Select Committee on Native Education, 1908, sections 4096 and 4097).

9. From that time the number of maintenance grants, and consequently the amount to be received by any Institution have been uncertain until after the first quarter of each year. This has rendered it impossible for Institutions to budget for the year, and in many cases the amount ultimately allowed in maintenance grants proving less than had been anticipated when the pupil teachers were received at the beginning of the year, serious financial difficulty has resulted.

RESOLUTIONS SUBMITTED BY COMMITTEE.

Pupil Teacher Maintenance Grants.

10. (a) That the Department in consultation with the authorities of each training school, should determine the number to be received into the 1st Year pupil teacher class or classes, and that in respect of each such 1st Year pupil teacher boarder received, a maintenance grant of £4 per annum should be paid to the authorities of the Training School towards cost of maintenance.

(b) Further, that in respect of each 2nd Year pupil teacher boarder who has passed the 1st Year pupil teacher course at the same Institution, and in respect of each 3rd Year pupil teacher boarder who has passed the 2nd Year course at the same Institution, a maintenance grant of £4 per annum should be similarly paid.

Salary Grants for European Teachers in Native Training Schools.

11. That salary grants for European teachers in Native training schools should be on the same basis as for European teachers in educational Institutions for Coloured pupils (see Ordinance No. 12 of 1918), namely, "£2 grant for every £1 of Local Contribution, to the maxima therein provided."

(Signed) A. J. LENNARD,
Convener.

APPENDIX C.

RESOLUTIONS OTHER THAN THOSE DEALING WITH LOCAL CONTROL.

1. The general control of Native education should be left with the Education Department of the Province.
2. An officer specially conversant with the Native conditions and educational needs whose powers and duties shall be as defined by the Superintendent General of Education should be attached to the headquarters staff of the Education Department.
3. In future appointments of inspectors for Native schools preference should be given to candidates who have a working knowledge of the local Native vernacular, and are acquainted with the social conditions of the people.
4. Where in his opinion the working conditions of a school make it desirable, an Inspector may exempt such school wholly or partly from individual examination.
5. The Department of Public Education should be requested to aim at gradually reducing the number of schools constituting an Inspector's circuit to a maximum of one hundred as in the opinion of this Commission that number is the largest which can be efficiently inspected annually by a single officer.
6. So long as it is impossible to apply the principle laid down in the preceding resolution, teachers of educational standing and experience should be appointed to inspectors' circuits to assist the inspectors in supervision and instruction.

7. In all examinations of teachers and pupil teachers credit should be given to the candidates' record of work while training.

8. In the appointment of examiners preference should be given to those who have had experience of training school work.

9. It should be a recommendation to the Department to institute a higher as well as a lower teacher's professional certificate.

10. Definite regulations should be framed governing the conditions of service and leave of Native teachers.

11. The Commission is of opinion that the present rate of emoluments and pensions of Native teachers is inadequate.

12. A graded scale of Native teachers' emoluments and pensions should be instituted.

13. In such a scale of Native teachers' salaries and pensions due regard should be had to teachers' academic and professional qualifications, and successful teaching experience.

14. In any future system of grading and classification of Native schools the principles and designations applying to European schools should be adopted.

15. In order to secure for Native schools suitable text books and readers in the vernacular and the two official languages, the Department should be requested to arrange for the preparation of such school books and handbooks as are from time to time required, and to issue in consultation with recognised authorities, a list of approved school books.

16. Local and circulating libraries primarily for the use of teachers should be established at convenient centres.

17. No student should be admitted to a training school or Institution without a certificate from a recognised medical authority attesting to his or her physical fitness.

18. The good offices of the Native Affairs Department should be solicited on behalf of Native boys and girls who are certified to have had a suitable school training and are desirous of finding useful employment.

19. A special column should be devoted in the EDUCATION GAZETTE to the treatment of subjects of interest to Native education.

20. The time is not ripe for the general introduction of compulsory education at Native schools.

21. Where, however, seventy-five per cent. of Kraal heads in any Native location or other suitable unit of area, so desire, a modified form of compulsory attendance of all children between the ages of seven and fourteen may be enforced provided that

- (a) the necessary school accommodation and staff are available;
- (b) no child shall be compelled to attend who lives more than three miles from a recognised school;
- (c) no child is compelled to attend who is prevented by ill-health or any other unavoidable cause or is engaged in a regular occupation and has already passed standard IV.

22. The provisions of the Language and Medium Ordinances applicable to European schools should be extended *mutatis mutandis* to Native schools.

23. With a view to enabling existing teachers to improve their qualifications generally or in special practical subjects, vacation or other courses should be held at such times and places as the Department may decide.

24. Instruction in home industries should be fostered in Native schools, and branches of such industries should be established or aided by the Department at suitable centres.

25. The Department should be asked to prepare or have prepared type-plans for location schools, institutional and training school buildings, including dormitories and workshops, with a statement of the minimum recognised requirements as to space, ventilation and lighting, it being understood that the adoption of such plans shall not be regarded as obligatory.

26. In framing vocational courses the Department should be asked to give due attention to the training of youths for employment as clerks and interpreters.

27. Native separatist denominations should not as such be excluded from public recognition in the matter of their educational operations.

28. In deciding whether a particular body is to be recognised, regard should be had to numbers, stability of constitution, and control over employees.

29. The Departments of Native Affairs and Education should consult together on all applications for recognition.

30. This Commission recommends the desirability of providing greater facilities for Secondary Education in the Transkeian Territories and in the Ciskeian area.

31. In the case of industrial instructors and of uncertificated teachers who have had at least five years' satisfactory service their lack of a professional certificate as teachers should not disqualify them from being placed on the Good Service Allowance List.

32. The Department of Agriculture should be approached with a view to its issuing to educated Native agriculturists, teachers and Farmers' Associations bulletins or other instructional pamphlets dealing with matters affecting the work of peasant farmers, and such pamphlets which might be prepared or adapted by the authorities of the Tsolo School of Agriculture, should be in the vernacular.

33. At every Native school teaching above standard IV. facilities for agricultural training (in the case of boys) and practical domestic economy (in the case of girls) should as far as possible be provided.

34. In the opinion of this Commission the development of industrial and agricultural education will be promoted by close co-operation between the Department of Public Education and the Director of Agriculture for the Transkeian Territories.

35. This Commission is of opinion that the interests of Native education would be served if the Department would call together triennially an Advisory Council for Native education to be presided over by the Superintendent-General of Education or his deputy and composed of representatives as follows:—

Education Department	2
Native Affairs Department	2
Teachers engaged in Native Education	2
Missionaries	6
Transkeian Territories	3
Other Native Districts	3

36. The Department should take into consideration how to organize the location school system with a view to combat epidemics and for other health purposes.

37. The present system of affording financial assistance to existing uncertificated teachers to enable them to return to an Institution for further training should be extended.

[C.P. 4—'20.]

38. (a) The Department, in consultation with the authorities of each training school should determine the number to be received into the 1st Year Pupil-teacher Class or Classes, and in respect of each such 1st Year Pupil-teacher boarder received a maintenance grant of £4 per annum should be paid to the authorities of the training school towards cost of maintenance.

(b) Further, in respect of each 2nd Year Pupil-teacher Course at the same institution, and in respect of each 3rd Year Pupil-teacher boarder who has passed the 2nd Year Pupil-teacher Course at the same Institution, a Maintenance Grant of £4 per annum should be similarly paid.

39. Salary grants for European teachers in Native Training Schools should be on the same basis as for European teachers in Educational Institutions for Coloured pupils (see Ordinance No. 12 of 1918), namely, £2 grant for every £1 of local contribution, to the maximum therein provided.

40. The Commission is strongly of opinion that sympathetic consideration should be given by the Department of Public Education to the heavy expense involved by the clerical work and the boarding supervision of Native Institutions, with a view to financial assistance being given (on a basis proportionate to actual expenditure by the Institutions under these heads).

41. The Commission, while unable to make detailed recommendations upon the subject of Native Teachers' Pensions, wishes to draw attention to the inadequacy of the present scale and to express the hope that the Provincial Council will make better provision in the near future.

APPENDIX D.

HISTORICAL REVIEW BY W. CARMICHAEL, ESQ., R.M., TSOLO, MEMBER OF THE COMMISSION.

The Commission was charged "to review generally the present condition of Native education in the Cape Province," but in order to understand the situation of to-day and view the problems of the future in a true perspective, it is necessary briefly to trace the course of development in the past.

(1) Course of Instruction.

Native education has its roots in the seventeenth century, and it is in the fitness of things that the Church of the pioneer race in this country was the first to be impressed with its responsibilities towards the aboriginal and Coloured peoples. "As early as 1677," writes the Education Commission of 1861-3, "the consistory of the Church proposed to the Governor that, following the example of the Government of the Dutch East India possessions, he should sanction the appointment of a teacher for the Coloured population. He entertained the proposal warmly, and such a school was shortly after in existence." A revulsion of feeling followed, it is true, in the next century, and the Moravian missionary Schmidt, who opened an institution near Genadendal for teaching Hottentots, was compelled by popular prejudice to abandon his work and return to Holland. But this was a passing phase in a course of life which, beginning in one small school, where a handful of brown and Native urchins were gathered together for instruction in "the fear of God," "respect to superiors," and perhaps a modicum of letters, has advanced by steady growth in the Cape alone to dimensions comprised in some sixteen hundred primary, industrial, and training schools, an enrolment register of one hundred and ten thousand scholars, and finally to the high ambitions of the South African Native College.

Religion, morality, vocation; these were the keystones of the first curriculum. It aimed no further than to fit the aborigines for a strictly stationary place in the social system. Gradually, however, the philosophy of eighteenth century France and the burning words of Rousseau sent fresh vibrations abroad the world; conceptions of the right of every man to tap the sources of knowledge and power,—of his right to expand and rise—took hold of European consciousness and found practical expression in a heightened stress on the scholastic branches of education. The industrial vocation immediately ahead yielded place for a while in the imagination of educationists to the need for training the general intelligence and giving a liberal grounding in general knowledge.

This stream of tendency reached full flood in South Africa during the heyday of the traditional Cape policy towards the Native races, and spread its influence over the Native schools. Educational psychology was still in swaddling clothes, and it was assumed that, however different the material circumstances and mental background of the two races, the same educational results could be obtained from the same subjects of instruction taught in the same way. The regulations of 1841 prescribing the conditions of Government aid to mission schools laid it down that "though the first object of such schools must be the religious education of the poor, yet such subjects of a secular character as are laid down in the elementary course of the Government schools shall be gradually introduced to a greater or less extent, as circumstances may admit," and it was stipulated that the English language "where practicable shall be used as the colloquial language of the school." Then, in 1862, the Education Commission set the seal of its approval on what had evidently become the policy of the day by resolving "that though the first object of the founders and managers of these schools is the religious education of the poor, the Government grant is to be considered as appropriated for the purpose of secular instruction alone."

It is doubtless true that what loomed largest in the vision of the framers of this system were the poor white, the coloured, and the non-Bantu Native population of the Western Province, but as successive annexation stretched eastward and northward, missionaries amongst the Bantu tribes were gradually caught into the framework of the same Procrustean bed and obliged to conform to the standards and methods of European education in order to secure State aid. It is also true that the advantages derivable from industrial training were not wholly lost sight of, but discussions on this theme were apt to be of an academic rather than a practical nature, for the expense of industrial training precluded its introduction save in the case of a few isolated institutions.

A system of education which has produced conspicuous examples of intelligent and high-principled Native men and women and aroused a large portion of the aboriginal population to a desire for learning is not without weapons of defence against modern criticism. Yet, speaking broadly of results of location schools, no candid observer will deny that the system has yielded but a very partial return for the public expenditure involved and the devotion which a long succession of missionaries has thrown into the scale. Attending school irregularly for a few brief years, introduced during that time to subjects of instruction remote from Native experience, and frequently taught them in a dead, mechanical fashion, with religious and moral teaching drifting more and more into the background as the teacher's vision is fixed on the annual visit of the Inspector, the average Native boy and girl too often leave school without having learnt

anything to fit them for becoming useful to their own people or the country at large; the method of instruction has failed to grip and direct their intelligence, the restraints of tribal discipline and solidarity have become relaxed and the sanctions of the Christian religion have failed to replace them. In short, the product of the schools frequently hangs on the outskirts both of the old tribalism and of the new civilisation, uncertain of his place in the social order and craving only what he cannot reach.

In the last resort it is the public which has to judge of the results of any method of education, and the Commission has no disposition to ignore the existence of a popular prejudice against the present system. It is true that such prejudice is frequently excited by a selfish desire to reserve the benefits of civilisation to a single race; yet there are also reasoned grounds of criticism on which well-wishers of the Natives take their stand, and it is not too much to say that the missionary is the severest critic of all.

None the less, and while under no illusions as to the average results so far attained, the Commission does not falter for a moment in its conviction of the necessity—as a right to himself and a benefit to the commonwealth—of giving the Native the best education that can be devised for him. The aims of the past contained no flaw; it is the methods of realisation alone that need to be overhauled, and progress in Native education must keep pace with progress in European education and the growth of educational science generally.

(2) Organisation and Control.

The keynote of Native educational organisation in the past is struck by the Parliamentary Committee of 1908 on Native Education in the word "isolation." "The present situation," it reported, "cannot be understood without recollecting that the education of the Native was begun by missionaries working in isolation from each other and from the Government." In some sequestered spot a week's journey from his nearest European neighbour, and on a site granted by the Native Chief after many visits and delays, the early missionary raised a small sod building, perhaps with his own hands or helped with funds from a distant country. There he preached and taught in order that his converts might read the Bible for themselves. As the work grew he engaged one of his own scholars to help him in the teaching, again with funds supplied from Europe or taken from his own slender resources. Schools multiplied and became a family, the missionary always at the head, watching the interests of teachers and scholars alike. State grants, school fees, Council grants, flowed in successively as time passed, but scarcely disturbed the balance; other religious societies settled near by, but the thunders of age-long controversies rolled between and silenced the forces of coalition. The stimulus of competition was added; education came to be regarded by many as one of the most important agencies of evangelistic work, and whoever first established a school in a "heathen" centre had the best chance of winning converts for his own church. And so the system grew till, as the Commission was informed at Umtata, a missionary would be found as sole manager of more than a hundred schools, responsible for the management of teachers, for guarding their morals, for the disbursement of Government and Council grants and for keeping the schools equipped with furniture, books and other requisites—all this without any payment from the public purse for his services as superintendent.

It is not too much to say that this system, as administered to-day by capable and ardent men, has reached the high-water mark of individualistic development, and no one will wonder that the majority of missionaries, rooted in the noblest of traditions and alive to the dangers of education divorced from religion, should face the idea of change with fear and strong aversion.

But, gradually, complicating factors have arisen and new tendencies have been taking shape. Certain missionaries, few but far from negligible, begin to complain of the tax of administrative duty; the labour of correspondence with teachers and sometimes two financial authorities, of supervising the minutiae of school business, absorbs their time and strength; and, religious tuition nudged out of an expanding school curriculum (for "what is not inspected is neglected"), they ask themselves if the gain is worth the sacrifice of their time as "ministers of the gospel." Balancing this and more prominent for the moment, the multiplication of religious bodies, some brought from Europe, some from America, others indigenous to the country—each clutching at the scholastic lever of denominational propaganda—has perplexed departments of State, and while the missionary complains of being the slave of secularism, Government and General Councils, if not in immediate danger of becoming the slaves of sectarianism, see new schools established with less regard for the time of ripeness and the most urgent financial needs than for the interests of particular denominations, and old schools debilitated by the efforts of a particular body to draw pupils into its own religious fold.

Certain teachers, too, whose aim is educational rather than religious, are becoming restive under parental forms of control and are looking wistfully for emancipation under some other system, hoping, it is hinted, that a public body will be less precise in its scrutiny of their private conduct than the ministerial eye. Parents, also, are desiring direct association with school management; their requests range from a modest desire to be consulted before action is taken, to a clamorous demand for complete executive control, such influence being sought both through local school management, and also through the medium of the General and District Council system.

Slowly, while all this has been going on, there has come over society the perception that isolation means loss and competition waste of power—that the future lies in association and united effort. The movement has so far all the defects of infancy and few of the attractions of individualism, but the more far-seeing missionaries have been preparing the way for combination by taking parents into counsel and by stretching out their hands to other religious bodies.

Lastly, there is need of co-ordination between the aims of such financial local authorities as exist and those of the central authority, in order that each may understand the other and work towards a common end. At present the only points of contact between the Department of Public Education and General District Councils are found in the *pro rata* system of school grants and the presence of an inspector of schools at annual sessions of one General Council. The latter has been solely responsible for agricultural education and the training of agricultural demonstrators, on which it has spent some seventy thousand pounds without assistance from Government; yet it is the almost universal desire of educationists to draw agriculture in some form or other into school life and help to fit the Native peasant for his natural vocation in life.

(3) Finance.

The missionary was himself the teacher first, and has been first and last the employer of teachers and the builder of schools. At first his financial support came solely from the parent society, later a measure of Government aid came in the way of grants towards teachers' salaries, school fees followed, then Government grants for furniture and requisites, and, lastly, in some areas Native Councils were established, whose grants replaced elementary school fees, divided with Government the burden of teachers' salaries

and school furniture in location schools, and helped towards the purchase of sewing materials. The missionary remains responsible for the finances of the training and industrial schools, and also for the erection and repair of school buildings and the general expenses of administration, towards which no help is given by Government or Council.* In addition, he has practically the whole burden of the support of new schools fitting themselves for Government recognition save in Council districts where an annual grant of £10 is obtainable.

The people defray the larger part of building expenses in both Council and other areas, and in the latter are expected to pay a share of the cost of furniture and the "local contribution" to the teachers, but in practice only a moiety comes in. Thus the missionary has everywhere a heavy financial burden and in non-Council areas it is said that the teachers wear "a lean and hungry look," eking out a bare subsistence in a hut provided by the people, if luck is good, and with, perhaps, a share of the arable land of the location. Such small increases in the scale of grants in aid as come from time to time have not kept pace with the declining value of the sovereign. In non-Council areas, as has been indicated, the problem is most acute.

(4) *Summary.*

The General Councils give no aid to missionary institutions for the training of teachers and mechanics, but the Transkeian Council has maintained its own industrial and agricultural institutions unassisted by Government grants.

The main threads of history may now be gathered together and woven into the texture of to-day. Native education is of missionary origin and retains the stamp of missionary control to-day, its first aim has been religious and in a sense vocational, its methods have become increasingly scholastic and bookish, and its finance, well adapted to the needs of a primitive age, has failed to keep pace with social changes and the depreciation of our monetary system.

The Commission has, therefore, conceived its principal duty as embracing an overhaul of the educational system with a view to placing Native education more in line with modern educational theory, bringing it into closer touch with the facts of Native life and circumstance, and, while always aiming at the standards of culture, sound living, and good citizenship, fitting every scholar for his place in domestic and economic life. Then, it must consider how organisation can best be adapted to growth, and finally seek for means of replacing the precarious basis of present operations by a stable system of finance.

* Ordinance No. 13 of 1913 allows a small measure of help in building expenses at institutions.

APPENDIX E.

COMPARATIVE STATEMENT OF TAXES, RATES AND SCHOOL FEES LEVIED UPON NATIVES IN CERTAIN AREAS.

Body.	Impost.	Transkeian Territories General Council Areas.	Glen Grey District Council Areas.	EASTERN CISKET.				BRITISH BECHUANALAND.	
				Fort Beaufort.	King William's Town.	Peddie.	Victoria East.	Mafeking.	Taungs.
Union	Hut Tax or Quitrent.*	10/- a head or 3/- a morgen.	10/- a head or 3/- a morgen.	10/- an allotment.	10/- a head or 10/-.	10/- a head or 10/-.	10/-, 15/-.	10/- a head.	10/- a head.
Provincial ..	Land Tax. †	—	—	1/2 an allotment.	‡d. in the £1.	‡d. in the £1.	‡d. in the £1.	‡d. in the £1.	—
Divisional Council.	Road Rate or Special Hut Tax Dog Tax.	—	—	9d. an allotment. 5/- a dog.	‡d. in the £1 † or 2/- a head. 5/- a dog.	1d. in the £1 or 2/- a head.	‡d. in the £1.	‡d. in the £1 or 2/- a head.	— 2/- a head.
Native Council or Tribal Fund.	General Rates or Tribal Rate Dipping Rate .. Land Rate ..	10/- a head. Up to 1/6 per beast or 3/- a person. —	10/- a head. ‡d. in the £1 on farms.	—	— 5/- a head.	—	—	— 3/- a head. §	—
Missionary Sup. or Teacher.	School Fees ..	Stds. V & VI 10/- p.a. per pupil (lower Stds. free.)	Stds. V, 10/- p.a. Std. VI 12/- p.a. (lower Stds. free.)	2/- to 40/- p.a. per pupil.	Varies from 1/3 p.a. per kraal to 24/- p.a. per pupil.	12/- to 40/- p.a. per family.	—	3/- to 12/- p.a. per pupil.	6/- to 12/- p.a. per pupil.

* Quitrent on homestead lands not included in this statement. Where title held it may be up to 5/- a morgen.

† On private (not communal) property.

‡ An average of 5/- a head.

§ Maralong National Fund of which 1/- is available for education.
Wheel Tax not included as being paid by only a few persons.

APPENDIX F.

EXPENDITURE ON EDUCATION OF NATIVE LOCAL BODIES IN TRANSKEIAN TERRITORIES.

(a) TRANSKEIAN TERRITORIES GENERAL COUNCIL:				
<i>Scholastic Education:</i>				
1895 (4 districts)	..	..	..	£933
1918-19 (18 districts)	..	..	..	30,984
Total 1895-1919	..	..	..	£331,505
<i>Agricultural Education:</i>				
Total 1904-1919 Gross	..	..	..	£71,000
Less Revenue earned	..	..	..	11,559
Net Expenditure	..	..	..	59,441
<i>Industrial Education:</i>				
Total 1900-1919 Gross	..	..	..	£37,587
Less Revenue earned	..	..	..	18,752
				18,835
Grand Total	..	..	..	£409,781
(b) PONDOLAND GENERAL COUNCIL:				
<i>Scholastic Education 1911-19 (3 districts)</i>				
	..	..	..	£9,946
(c) EAST PONDOLAND TRIBAL FUND:				
<i>(4 districts) 1917-18</i>				
	..	..	..	£3,683

APPENDIX G.

EMOLUMENTS OF NATIVE CERTIFICATED TEACHERS AS COMPARED WITH NATIVES IN TRADES ETC.

(a) Teachers.

	Provincial Contribution.	Local Contribution.	Good Service Allowance.	Total.
Minimum	£24	£18	—	£42
Maximum	£62	£46	£21	£129

(b) Unskilled Men.

Mine labourers 2/- a day and upward plus board and lodging.
Store boys (East London), 3/- a day.
Railway porters (East London), 3/- a day plus tips.

(c) Semi-skilled Men.

Grooms (Transkeian Territories), £3 a month plus tips.
Boss boys on road works (Transkeian Territories), 2/- to 2/6 a day.
Stevedore boys (East London), 4/-—5/- a day.

(d) Skilled Men.

Stevedore foremen (East London), 7/6 a day.
Road gangers (Transkeian Territories), 3/-—4/6 a day.
Road overseers (Transkeian Territories), up to £132 a year (including transport).
Post cart drivers (Transkeian Territories), up to £120 a year.
Tanning Works (King William's Town), up to £2 5s. a week plus overtime.
Cabinet makers (Port Elizabeth), 30/-—40/- a week.
Carpenters and Masons (Transkeian Territories), 5/- a day.

(e) Police, Clerks, Interpreters, etc.

Police.
Clerks and interpreters (Transkeian Territories): 2nd grade, £72—6—108; 1st grade, £120—9—165.

E.—COLOURED EDUCATION.

15th March, 1920.

The Superintendent-General of Education.

Sir,—In accordance with the instructions contained in your letter of the 21st November, 1919, I have devoted the last few months to the collection and collation of information in regard to Coloured, as distinct from European and Native, education, and am now in a position to submit my report.

Immediately on the receipt of your instructions I placed myself in communication, by circular, with a representative selection of leading European and Coloured educationists, inviting expressions of opinion and suggestions.

All but one or two of the parties thus addressed have been good enough to set forth their views quite fully. Their assistance is highly appreciated, and is gratefully acknowledged.

In addition to the information thus obtained, I have at my disposal a further considerable amount collected by myself during a series of years in which the question of coloured education has engaged my serious attention. I feel, therefore, that I can speak with considerable conviction as to the views most generally held by those best qualified to express an opinion in regard to this subject, and I have no hesitation in offering the following as a summary of these views:—

1. In regard to curriculum and syllabus the overwhelming weight of opinion is that there should be no difference, in these respects, between European and Coloured schools; in their essential features these should be identical in both classes of school, though differentiation, as between individual Coloured schools, should be provided for, as is already being done in the case of European schools.

2. As a corollary, it follows that the types of school should be the same as those provided for Europeans. There would need to be a regular series of primary, intermediate and secondary schools, as well as training schools for teachers. Naturally, the number of schools of the second and third classes would be comparatively small at first; only in certain few areas—*e.g.*, in advanced populous urban neighbourhoods—would schools of these higher types be required immediately. In certain areas, too, provision would be necessary for continuation schools, perhaps evening schools by preference. In the primary schools hand and eye training, in the form of woodwork, needlework and other suitable occupations, should receive due attention. The majority of intermediate and secondary schools should provide an industrial or agricultural bias.

What are at present termed *mission* schools are in reality ordinary primary schools, and should be classed as such. In this connection attention is called to the growing demand for secondary school facilities for Coloured children from better-class, refined homes. In certain areas numbers of these—sometimes as many as several hundred in one and the same area—are clamouring for such facilities, and all that can be offered them is ordinary mission school accommodation. The parents are quite willing, and are fully able to pay for these facilities, and feel acutely the disabilities imposed upon their children.

3. The proposal to make primary education free for Coloured children is welcomed, but it is pointed out that in doing this the State is shouldering only part of its fair share of the financial burden. The ecclesiastical authorities are insistent that, in addition to making itself responsible for the salaries of teachers, and for the cost of school requisites, the State should also provide the accommodation. Naturally, it is not suggested that the State should immediately undertake a vast building programme; rather should it pay rent for church buildings used as schools.

4. It is agreed that the time is not yet ripe for the introduction of the principle of compulsion into Coloured education. For years to come all available accommodation is likely to be taxed to its utmost capacity when once primary education becomes free.

5. If the State is to accept the full financial responsibility for Coloured schools, the churches can no longer lay claim to the same powers in regard to their control as heretofore, and the management should consequently be placed in the hands of some public or semi-public body or bodies. That the present school boards should not be the bodies to whom these powers are delegated is agreed, and it is suggested that special boards, composed of persons more particularly interested in Coloured education, should be constituted.

In this connection, it has also been suggested that a chief inspector of coloured education should be appointed.

6. In regard to staffing, it is held that, in all but exceptional cases, Coloured teachers should be appointed in schools of the primary (including mission) type. In schools of the intermediate and secondary type, Coloured teachers should be appointed, if they possess the necessary qualifications. Training schools should continue to be staffed by European teachers.

7. Some Coloured educationists advance the view that the requirements for qualification for teachers should be identical for European and Coloured pupil-teachers, but the overwhelming weight of opinion is that there should be a lower grade for Coloured teachers, as at present, but that the avenues to the higher qualification should continue to lie open to them as before.

8. All parties agree that the salaries paid to Coloured teachers at present are inadequate. It is not claimed that the scale of remuneration should be the same as that for European teachers, but it is urged that there should be a considerable increase in the present rates of pay. Serious difference of opinion exists as to what would be equitable; a scale ranging from 60 per cent. of the amounts paid to Europeans in the higher grades to 72 per cent. in the lower grades would probably meet with fairly general approval.

I have the honour to be,

Sir,

Your obedient servant,

C. E. Z. WATERMEYER,

Inspector of Schools.

K

[C.P. 4—'20.]

F.—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.	
E .. Evening School.	

1.—ADMINISTRATION—INSPECTORS AND INSTRUCTORS (WITH AREAS).

A. DIVISIONS INCLUDED IN INSPECTORS' CIRCUITS.

† INSPECTOR H. ANDERS, B.A., Ph.D., Libode Qumbu Tsolo	* INSPECTOR C. HOFMEYR, B.A., Malmesbury Paarl excluding Wellington.	* INSPECTOR J. ROUX, B.A., Humansdorp Uniondale
* INSPECTOR J. ANDERS, Calitzdorp Oudtshoorn Prince Albert	† INSPECTOR K. A. H. HOUGHTON, M.A., Elliotdale Mqanduli Ngqeleni Umtata	* INSPECTOR A. SCOTT, B.A., George Knysna Mossel Bay
† INSPECTOR R. J. BAIGRIE, M.A., Engcobo St. Mark's	† INSPECTOR S. G. JOUBERT, B.A., Aberdeen Graaff-Reinet Murraysburg Pearston Richmond	* INSPECTOR G. SIDDLER, M.A., Calvinia Carnarvon Fraserburg
† INSPECTOR A. BAIN, M.A., Barkly East Elliot Maclear Xalanga	* INSPECTOR J. A. KELLY, B.A., Barkly West Mafeking Vryburg	* INSPECTOR A. SINTON, M.A., Cape Division, No. 2.
† INSPECTOR W. G. BENNIE, B.A., Albany Bathurst Bedford	† INSPECTOR H. H. G. KREFT, B.A., Albert Aliwal North Herschel	* INSPECTOR E. J. SPURWAY, B.A., Herbert Hopetown Kimberley
† INSPECTOR W. P. BOND, M.A., Kingwilliamstown	† INSPECTOR T. LOGIE, M.A., Ph.D., Maraisburg Queenstown Stockenstroum Tarka	* INSPECTOR G. P. THERON, B.A., Caledon Stellenbosch
* INSPECTOR A. L. CHARLES, B.Sc., Cape Division, No. 1	† INSPECTOR J. MITCHELL, Port Elizabeth Uitenhage	* INSPECTOR C. J. VAN DER MERWE, B.A., Beaufort West Ceres Laingsburg Sutherland
† INSPECTOR J. CHISHOLM, M.A., Mount Fletcher Munt Frere	* INSPECTOR A. MORRISON, M.A., B.Sc., Bredasdorp Montagu Swellendam	* INSPECTOR H. Z. VAN DER MERWE, B.A., Ladismith Riversdale
† INSPECTOR J. CRAIB, M.A., Alexandria Cradock Somerset East	† INSPECTOR N. PORTER, M.A., Matatie Mount Currie Umzimkulu	† INSPECTOR H. J. J. VAN DER WALT, B.A., Colesberg Hanover Middelburg Molteno Philipstown Steynsburg
† INSPECTOR A. M. FERGUSON, M.A., Butterworth Nqamakwe Tsomo	† 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. 3
† INSPECTOR W. FREEMAN, B.A., Jansenville Steytlerville Willowmore	* INSPECTOR P. J. RETIEF, B.A., Namaqualand Vanrhynsdorp	* INSPECTOR D. J. W. WIJUM, B.A., Gordonia Hay Kuruman
† INSPECTOR W. H. H. GREEN, B.A., Idutywa Kentani Willowvale	* INSPECTOR S. G. E. ROSENOW, B.A., Clanwilliam Piquetberg	† INSPECTOR J. YOUNG, M.A., B.Sc., Cathcart East London Kongha Stutterheim
† INSPECTOR A. E. HILL, Bizana Flagstaff Lusikisiki Mount Ayliff Ntabankulu Port St. John	* INSPECTOR P. D. ROUSSEAU, B.A., Robertson Tulbagh Wellington Worcester	

† Indicates an Eastern Circuit.

* Indicates a Western Circuit.

Inspector of Training Colleges	H. J. ANDERSON, M.A.
Inspector of High Schools	W. A. RUSSELL, M.A.
Relieving Inspector and Inspector in Dutch ..	B. J. HAARHOFF, M.A., Ph.D.
Language Inspectors	S. BOERSMA and J. C. W. RADLOFF.
Medical Inspectors of Schools	H. MAUGHAN BROWN, M.B., Ch.B., D.P.H.
	ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.
	C. LEIPOLDT, F.R.S.E., Acting to 31st Dec. 1919.

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

<i>Domestic Economy:</i> Miss M. C. MACIVER.	<i>Needlework:</i> Miss A. M. COGAN, Eastern Districts. Miss A. CAIRNCROSS, Western Districts. Miss A. M. EXLEY, Native Territories.
<i>Drawing:</i> Mr. W. W. RAWSON, A.R.C.A., Western Districts. Mr. H. CHRISTIE SMITH, A.R.C.A., Eastern Districts.	<i>Vocal Music:</i> Mr. F. FARRINGTON, Eastern Districts. Mr. A. LEE, Western Districts.
<i>Kindergarten:</i> Miss E. M. SWAIN, Eastern Districts. Miss C. DRAKE, Western Districts. Miss E. TISMER.	<i>Woodwork:</i> Mr. J. M. DOVEY, Eastern Districts. Mr. F. T. MORRISON, M.L.Mech.E., Western Districts.
<i>Nature Study and Science:</i> Vacant.	

2.—SCHOOLS.

A.—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 30TH SEPTEMBER 1919.

	Sp.	Sec.	Inter.	Prim.	D.	E	P.F.	Poor	B.	Cl.	C.	Total 1919.	Total 1918.	Increase.
<i>European:</i>														
Schools under School Boards ...	9	95	115	1835	..	16	566	...	...	...	...	2636	2691	-55
Labour Colony Schools ...	1	...	1	8	...	...	...	...	...	...	...	10	10	...
Church A3 Schools ...	...	...	...	35	...	...	...	...	...	...	...	35	35	...
Other European Schools ...	26	4	6	45	1	2	17	1	...	...	...	102	104	-2
Total European Schools, 1919...	36	99	122	1923	1	18	583	1	...	...	...	2783	...	...
Total European Schools, 1918...	36	101	110	1929	1	17	643	3	...	...	...	...	2840	...
Increase ...	...	-2	12	-6	...	...	-60	-2	...	...	...	...	...	-57
<i>Non-European:</i>														
Schools under School Board ...	...	...	2	12	...	1	...	...	...	...	...	15	15	...
Other Non-European Schools...	5	1	...	6	...	6	...	...	884	13	1062	1977	1993	-16
Total Non-European Schools, 1919	5	1	2	18	...	7	...	...	884	13	1062	1992	...	...
Total Non-European Schools, 1918	4	1	2	19	...	9	...	...	896	13	1064	...	2008	...
Increase ...	1	...	...	-1	...	-2	...	...	-12	...	-2	...	...	-16
Total Schools, 1919	41	100	124	1941	1	25	583	1	884	13	1062	4775	...	-73
Total Schools, 1918	40	102	112	1948	1	26	643	3	896	13	1064	...	4848	...

DIVISION.

Aberdeen ...	...	1	...	12	...	...	7	...	2	...	...	22	20	2
Albany ...	2	1	3	20	...	2	12	...	12	...	...	52	49	3
Albert ...	...	2	...	31	...	...	8	...	4	...	...	45	50	-5
Alexandria ...	...	...	1	20	...	...	6	...	5	...	...	32	29	3
Aliwal North ...	...	2	1	27	...	...	8	...	7	...	...	45	42	3
Barkly East ...	...	1	1	16	...	...	10	...	3	...	...	31	33	-2
Barkly West ...	...	...	2	32	...	...	...	...	20	...	...	54	55	-1
Bathurst ...	...	...	2	11	...	...	...	...	7	...	...	20	23	-3
Beaufort West ...	...	1	1	6	...	...	17	...	5	...	...	30	27	3
Bedford ...	...	1	...	5	...	...	8	...	4	...	...	18	22	-4
Bredasdorp ...	...	1	1	29	...	...	4	...	5	...	...	40	43	-3
Britstown ...	...	1	1	8	...	...	4	...	5	...	...	19	21	-2
Caledon ...	1	2	3	49	...	...	13	...	15	...	...	83	85	-2
Calitzdorp ...	...	...	1	18	...	...	...	...	1	...	...	20	21	-1
Calvinia ...	...	1	1	45	...	...	18	...	2	...	...	67	62	5
Cape ...	10	11	23	56	...	9	...	...	84	...	...	193	188	5
Carnarvon ...	...	1	...	13	...	...	11	...	2	...	...	27	36	-9
Cathcart ...	...	1	...	9	...	...	10	...	1	...	...	21	27	-6
Ceres ...	...	1	1	17	...	...	6	...	3	...	...	28	29	-1
Clanwilliam ...	...	...	1	37	...	...	8	...	4	...	...	50	53	-3
Colesberg ...	...	1	1	5	...	...	9	...	2	...	...	18	23	-5
Cradock ...	1	2	...	18	...	1	10	...	3	...	...	35	38	-3
East London ...	...	3	2	37	...	3	4	...	11	...	...	60	58	2
Elliot ...	...	...	1	25	...	...	4	...	3	...	...	33	30	3
Fort Beaufort ...	2	2	...	10	...	...	5	...	14	1	...	34	34	...
Fraserburg ...	...	...	1	11	...	...	37	...	2	...	...	51	57	-6
George ...	1	2	1	34	...	...	1	...	7	...	...	46	51	-5
Glen Grey ...	...	...	...	2	...	...	2	...	65	...	1	70	69	1
Gordonia ...	...	...	1	12	...	...	5	...	3	...	...	21	23	-2
Graaff-Reinet ...	2	2	1	17	...	...	5	...	8	...	...	35	40	-5
Hanover ...	...	...	1	3	...	...	7	...	1	...	...	12	15	-3
Hay ...	...	...	1	27	...	...	7	...	3	...	...	38	36	2
Herbert ...	...	...	1	25	...	...	1	...	11	...	...	38	39	-1
Herschel ...	...	...	...	...	...	...	2	...	46	1	...	49	50	-1
Hope Town ...	...	...	2	8	...	...	12	...	4	...	...	26	22	4
Humansdorp ...	1	1	2	55	...	...	5	...	13	...	...	77	76	1
Jansenville ...	...	...	1	41	...	...	7	...	3	...	...	52	54	-2
Kenhardt ...	1	...	1	32	...	...	10	...	1	...	...	45	41	4
Kimberley ...	2	2	5	24	...	2	4	...	12	...	...	51	51	...
King William's Town	2	2	2	28	...	1	4	...	112	1	...	152	150	2
Knysna ...	1	1	1	32	...	...	1	...	6	...	...	42	42	...
Kongha ...	...	...	1	8	...	...	4	...	4	...	...	17	17	...
Kuruman ...	...	...	1	27	...	...	...	...	6	...	...	34	35	-1

A.—(continued)—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1919.

DIVISION.	EUROPEAN.												Non-European.			
	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B.	C.I.	C.	Total 1919.	Total 1918.	Increase	1919.	1918.
Ladismith	1	1	35	...	...	3	...	5	...	...	45	46	-1	...	...
Laingsburg	1	...	13	...	...	4	...	1	...	...	19	20	-1	...	...
Maclear	1	9	...	...	7	...	2	...	...	19	24	-5	...	...
Mafeking	1	16	...	...	...	...	12	...	...	29	34	-5	...	...
Malmesbury ...	1	2	6	55	...	...	3	...	17	...	...	84	86	-2	...	...
Maraisburg	1	6	...	...	4	...	1	...	...	12	11	1	...	...
Middelburg	1	...	9	...	...	10	...	4	...	...	24	30	-6	...	...
Molteno	1	...	17	...	...	2	...	2	...	...	22	21	1	...	...
Montagu	1	...	16	...	...	2	...	2	...	...	21	21	...	...	...
Mossel Bay	2	1	31	...	...	2	...	7	...	...	43	43	...	...	...
Murraysburg	1	...	1	...	...	...	...	1	...	...	3	8	-5	...	...
Namaqualand	28	1	...	9	...	12	...	...	50	50	...	...	...
Oudtshoorn ...	2	2	2	53	...	...	3	...	11	...	...	73	70	3	...	...
Paarl... ..	3	7	3	22	...	1	3	...	24	...	...	63	60	3	...	...
Pariston	1	1	9	...	...	1	...	1	...	...	12	15	-3	...	...
Peddie	1	1	15	...	...	5	...	27	...	...	48	50	-2	...	...
Phillipstown	1	1	2	...	...	8	...	3	...	...	15	16	-1	...	...
Piquetberg	2	...	66	...	...	...	...	6	...	...	74	73	1	...	...
Port Elizabeth ...	1	2	5	18	...	3	...	...	22	...	...	51	52	-1	...	...
Prieska	1	...	12	...	...	19	...	2	...	...	34	30	4	...	...
Prince Albert	1	...	19	...	...	4	...	2	...	...	26	28	-2	...	...
Queenstown...	2	1	15	...	2	12	...	32	...	...	64	70	-6	...	...
Richmond	1	...	...	...	...	8	...	3	...	...	12	12	...	...	...
Riversdale	3	...	64	...	...	7	...	6	...	...	80	78	2	...	...
Robertson ...	1	2	2	17	...	...	3	...	3	...	...	28	28	...	...	...
Somerset East	1	2	24	...	...	23	...	8	...	...	58	68	-10	...	...
Stellenbosch	4	2	12	...	...	1	...	18	...	...	37	37	...	...	...
Steynsburg	2	...	6	...	...	9	...	1	...	...	19	18	1	...	...
Steytlerville	1	1	24	...	...	5	...	1	...	...	31	30	1	...	...
Stock-nstrom	2	9	...	...	1	...	9	...	...	21	20	1	...	...
Stutterheim	1	1	10	...	...	4	...	19	1	...	35	37	-2	...	...
Sutherland	1	1	7	...	...	18	...	1	...	...	27	27	...	...	...
Swellendam...	2	2	42	...	...	10	...	8	...	...	64	69	-5	...	...
Tarka	1	1	5	...	...	6	...	5	...	...	17	20	-3	...	...
Tulbagh ...	1	1	1	9	...	...	2	...	7	...	...	21	22	-1	...	...
Uitenhage ...	1	2	2	51	...	1	5	...	19	...	...	81	84	-3	...	...
Uniondale	1	1	48	...	...	1	...	2	...	...	53	51	2	...	...
Van Rhynsdorp	1	1	21	...	...	8	...	5	...	...	35	28	7	...	...
Victoria East	1	1	2	...	...	10	...	18	1	2	35	35	...	...	...
Victoria West	1	2	2	...	...	12	...	1	...	...	18	20	-2	...	...
Vryburg	1	...	47	...	...	9	...	9	2	...	68	59	9	...	...
Willowmore	1	...	25	...	...	8	...	2	...	...	36	43	-7	...	...
Wodehouse	1	1	51	...	...	10	...	7	...	...	70	71	-1	...	...
Worcester ...	3	2	2	23	...	...	3	...	5	...	...	38	38	...	...	...
MAGISTRACY.																
Bizana	1	...	...	...	...	...	...	18	19	19	...	...	...
Butterworth	1	...	...	...	...	1	...	...	...	26	28	28	...	...	...
Elliotdale	1	...	...	...	1	...	...	...	9	11	13	-2	...	...
Engcobo	1	...	...	...	...	...	...	2	65	69	69	...	...	...	...
Flagstaff	1	...	...	...	...	...	1	22	24	24	...	...	...	...
Idutywa	1	...	...	...	1	...	...	29	31	32	-1	...	...	...
Kentani	42	42	46	-4	...	...	...
Libode	1	...	...	...	...	...	...	26	27	27	...	...	...	...
Lusikisiki	1	...	...	...	1	...	...	22	24	23	1	...	...	...
Matatiele	1	3	...	...	...	7	...	1	60	72	69	3	...	...	...
Mount Ayliff	1	...	...	...	...	...	...	31	32	31	1	...	...	...
Mount Currie	1	3	...	...	...	1	...	...	13	18	18	...	...	...	...
Mount Fletcher	1	...	...	...	...	...	...	51	52	54	-2	...	...	...
Mount Frere	1	...	...	...	...	...	...	72	73	74	-1	...	...	...
Mqanduli	1	...	...	...	2	...	...	37	40	39	1	...	...	...
Ngqeleni	1	...	...	...	...	...	1	37	39	39	...	...	...	...
Nqamakwe	1	...	...	...	1	...	...	50	53	53	...	...	...	...
Ntabankulu...	1	...	...	...	...	...	...	28	29	27	2	...	...	...
Port St. John	1	...	...	...	...	...	...	11	12	16	-4	...	...	...
Oumbu	1	...	...	...	...	...	1	67	69	70	-1	...	...	...
St. Mark's	2	...	...	...	1	...	...	44	47	48	-1	...	...	...
Tsolo...	1	...	...	...	3	...	...	53	57	56	1	...	...	...
Tsomo	1	...	...	...	...	...	...	44	45	44	1	...	...	...
Umtata ...	1	...	3	...	...	...	1	1	...	57	64	62	2	...	...	...
Umzimkulu...	1	...	...	...	...	...	...	61	62	60	2	...	...	...
Willowvale	1	...	...	...	2	...	...	58	61	60	1	...	...	...
Xalanga	2	...	...	...	1	...	...	24	27	28	-1	...	...	...
Province, excluding Territories	41	99	120	1908	1	25	560	...	884	5	5	3648	3719	-71	...	...
Territories	1	4	33	...	...	23	...	1	8	1057	1127	1129	-2	...	...
Total ...	41	100	124	1941	1	25	583	1	884	13	1062	4775	4848	-73	...	...

B.—SCHOOLS UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1919.

SCHOOL BOARD.	EUROPEAN.												Non-European.	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor.	Total 1919.	Total 1918.	Increase	1919.	1918.		
SUMMARY.														
Province excluding Territories ...	9	94	112	1823	16	558	...	2612	2668	-56	15	14		
Territories	1	3	12	...	8	...	24	23	1	...	...
TOTAL, 1919 ...	9	95	115	1835	16	566	...	2636	...	-55	15	...		
TOTAL, 1918 ...	10	97	104	1840	15	625	...	...	2691	...	...	14
Aberdeen	1	...	12	...	7	...	20	18	2	...	...
Grahamstown (Municipal)	1	1	1	1	...	...	4	4	...	...	...
Albany (Divisional)	1	13	...	12	...	26	24	2	...	...
Burghersdorp (Municipal)	1	...	1	...	...	...	2	2	...	...	...
Albert (Divisional)	27	...	8	...	35	36	-1	...	...
Venterstad (Magisterial)	1	...	2	...	...	...	3	7	-4	...	...
Alexandria	1	20	...	6	...	27	23	4	...	...
Aliwal North (Divisional)	1	1	20	...	5	...	27	24	3	...	...
Lady Grey (Divisional)	1	...	7	...	3	...	11	11	...	...	...
Barkly East	1	1	16	...	10	...	28	30	-2	...	...
Barkly West	2	32	...	...	...	34	33	1	...	...
Bathurst (Divisional)	1	11	...	...	...	12	15	-3	...	...
Port Alfred (Municipal)	1	...	...	...	...	1	1	...	...	...
Beaufort West (Municipal)	1	1	1	...	...	...	3	3	...	1	1	
Beaufort West (Divisional)	4	...	17	...	21	20	1	...	...
Bedford	1	...	4	...	8	...	13	17	-4	...	...
Bredasdorp	1	1	29	...	4	...	35	38	-3	...	...
Britstown	1	...	8	...	4	...	13	16	-3	...	...
Caledon	2	3	49	...	13	...	67	69	-2	...	...
Calitzdorp	1	18	...	...	...	19	20	-1	...	...
Calvinia (Divisional)	1	...	36	...	15	...	52	45	7	...	...
Nieuwoudtville (Divisional)	1	9	...	3	...	13	14	-1	...	...
Cape ...	2	8	22	39	6	...	...	77	76	1	6	6
Carnarvon	1	...	13	...	11	...	25	34	-9	...	...
Cathcart	1	...	8	...	10	...	19	24	-5	...	...
Ceres	1	1	17	...	6	...	25	26	-1	...	...
Clanwilliam	1	37	...	8	...	46	49	-3	...	...
Colesberg	1	...	...	9	...	12	17	-5	...	...
Cradock ...	1	2	...	17	...	10	...	30	33	-3	...	...
East London	3	2	34	3	4	...	46	42	4	...	...
Elliot	1	25	...	4	...	30	27	3	...	...
Fort Beaufort	2	...	10	...	5	...	17	19	-2	...	...
Fraserburg (Divisional)	1	7	...	25	...	33	40	-7	...	...
Williston (Divisional)	4	...	12	...	16	15	1	...	...
George...	2	1	33	...	1	...	37	41	-4	...	...
Lady Frere (Municipal)	1	...	...	...	1	1	...	...	...
Gordonia	1	9	...	...	5	...	15	17	-2	...	...
Graaff-Reinet ...	1	2	1	16	...	5	...	25	30	-5	...	...
Hanover	1	2	...	7	...	10	12	-2	...	...
Hay	1	27	...	...	7	...	35	33	2	...	...
Herbert	1	25	...	1	...	27	27	...	...	...
Herschel	2	...	2	1	1	...	...
Hope Town (Divisional)	1	3	...	10	...	14	11	3	...	...

SCHOOL BOARD.	EUROPEAN.											Non-European.	
	Sp.	ec.	Inter.	Prim.	E.	P.F.	Poor.	Totaal 1919.	Totaal 1918.	Increase	1919.	1918.	
Malmesbury (Divisional)	...	2	3	25	...	...	30	30	...	...	...	...
Hopefield (Divisional)	3	29	...	3	35	36	-1	...	...	...
Maraisburg	...	1	6	...	4	...	11	11	...	...	...	...
Middelburg	...	1	7	...	10	...	18	24	-6	...	...	...
Molteno	...	1	16	...	2	...	19	17	...	...	...	...
Montagu	...	1	16	...	2	...	19	19	2	...	...	...
Mossel Bay (Municipal)	...	2	1	...	...	...	3	3	...	...	...	...
Mossel Bay (Divisional)	...	1	30	...	2	...	33	33	...	...	...	...
Murraysburg	...	1	1	...	...	...	2	7	-5	...	...	...
Namaqualand:													
Garies (Magisterial)	6	...	5	...	11	12	-1	...	...	...
Port Nolloth (Magisterial)	1	...	...	...	1	1	...	...	...	...
Springbokfontein (Mag.)	21	...	4	...	25	22	3	...	...	...
Oudtshoorn (Municipal)	...	1	2	...	5	...	8	8	...	...	...	...
" (Divisional)	2	46	...	3	51	49	2	...	...	...
Paarl (Divisional)	...	1	4	3	10	...	20	19	1	...	...	...
Wellington (Divisional)	...	2	...	9	...	...	11	11	...	...	...	...
French Hoek (Divisional)	...	1	...	2	...	1	4	3	1	...	...	...
Pearston	1	9	...	1	11	13	-2	...	...	...
Peddie	1	15	...	5	21	24	-3	...	...	...
Philipstown (Divisional)	...	1	...	2	...	3	6	5	1	...	...	...
Petrusville (Divisional)	1	...	5	...	6	8	-2	...	...	...
Piquetberg	...	2	...	66	...	...	68	67	1	...	...	...
Port Elizabeth	...	1	2	5	11	3	22	22	...	3	3	...	
Prieska	...	1	...	12	...	19	32	28	4	...	...	...
Prince Albert	...	1	...	17	...	4	22	24	-2	...	...	...
Queenstown	...	2	1	13	1	12	29	34	-5	...	...	...
Richmond	...	1	...	...	8	...	9	9	...	...	...	...
Riversdale	...	3	...	64	...	7	74	71	3	...	...	...
Robertson	...	1	2	2	17	...	25	25	...	...	...	...
Somerset East	...	1	1	22	...	23	47	57	-10	...	...	...
Stellenbosch	...	3	2	12	...	1	18	19	-1	...	...	...
Steynsburg	1	5	...	9	15	14	1	...	...	...
Steytlerville	1	24	...	5	30	29	1	...	...	...
Stockenstrom	2	9	...	1	12	11	1	...	...	...
Stutterheim (Municipal)	1	3	...	...	4	4	...	...	...	...
Stutterheim (Divisional)	7	...	4	11	13	-2	...	...	...
Sutherland	1	7	...	18	26	26	...	...	...	...
Swellendam (Municipal)	...	1	...	1	...	...	2	2	...	...	...	...
Swellendam (Divisional)	1	41	...	10	52	56	-4	...	...	...
Heidelberg (Municipal)	...	1	...	...	...	...	1	1	...	...	...	...
Barrydale (V.M. Board)	1	...	...	...	1	1	...	...	...	...
Tarka	...	1	...	5	...	6	12	15	-3	...	...	...
Tulbagh	...	1	1	9	...	2	13	14	-1	...	...	...
Uitenhage	...	2	2	48	...	5	57	60	-3	...	...	...
Uniondale	...	1	1	48	...	1	51	49	2	...	...	...
Van Rhynsdorp	1	21	...	8	30	23	7	...	...	...
Victoria East	1	2	...	10	13	12	1	1	1	...	
Victoria West	...	1	2	1	...	12	16	17	-1	...	...	...
Vryburg (Municipal)	...	1	...	...	...	...	1	1	...	...	...	...
Vryburg (Divisional)	45	...	9	54	45	9	...	...	...
Willowmore	...	1	...	25	...	8	34	41	-7	...	...	...
Wodehouse (Divisional)	...	1	...	50	...	10	61	59	2	...	...	...
Indwe (Municipal)	1	1	...	...	2	2	...	...	...	...
Worcester (Municipal)	...	2	...	1	...	...	3	3	...	...	...	...
Worcester (Divisional)	1	21	...	3	25	25	...	...	...	...
TRANSKEL.													
Butterworth (Municipal)	1	...	...	...	1	1	...	...	...	...
Idutywa (Municipal)	1	...	...	1	1	...	...	...	...
Matatiele	1	3	...	7	11	10	1	...	...	...
Mount Currie	1	2	...	1	4	4	...	...	...	...
Mount Fletcher (Municipal)	1	...	...	1	1	...	...	...	...
Nqamakwe (Municipal)	1	...	...	1	1	...	...	...	...
Port St. John	1	...	...	1	1	...	...	...	...
Umtata (Municipal)	...	1	...	1	...	...	2	2	...	...	...	...
Cala (Municipal)	2	...	...	...	2	2	...	...	...	...

SCHOOL BOARD AREA.	Sp.	Sec.	Inter.	Prim.		D.	E.	P.F.	Poor.	Total 1919.	Total 1918.
				Ch.	Others.						
				SUMMARY.							
Province, excluding Territories	...	27	4	6	34	33	1	2	2	109	110
Territories	1	1	20	...	...	15	1	38	39
Total, 1919	...	27	4	7	35	53	1	2	17	147	...
Do., 1918	...	26	4	6	35	54	1	2	18	...	149
Grahamstown (Municipal)											
Albany (Divisional)	...	2	...	...	6	...	...	...	...	8	8
Burghersdorp (Municipal)	1	...	...	...	...	...	...	1	1
Bedford	1	...	...	...	...	...	1	1
Britstown	1	...	...	...	...	...	...	1	1
Cape	...	6	3	...	11	2	...	...	...	22	22
Cathcart	1	...	...	...	...	1	1
Colesberg	1	...	1	...	...	...	...	2	2
Cradock	1	...	...	...	...	1	1
East London	3	...	...	...	...	...	3	3
Fort Beaufort	...	2	...	...	...	...	...	...	...	2	1
George	...	1	...	...	1	...	...	...	...	2	2
Glen Grey Division	1	...	...	2	...	3	4
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	...	...	3	2	...	...	...	7	7
Knysna (Municipal)	...	1	...	...	...	...	...	...	...	1	1
Malmesbury (Divisional)	...	1	...	...	...	1	...	...	...	2	2
Middelburg	2	...	...	...	...	2	2
Molteno	1	...	...	...	...	1	1
Garies...	1	...	...	...	1	...
Springbokfontein	1
Oudtshoorn (Municipal)	...	1	...	2	...	...	...	...	...	3	3
Paarl (Divisional)	1	...	...	...	...	...	1	1
Wellington (Divisional)	...	2	...	...	...	...	...	...	...	2	2
Port Elizabeth	4	...	...	...	...	...	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	...	1	2	...	1	...	...	5	5
Victoria West	1
Vryburg (Divisional)	1	...	...	...	...	1	1
Worcester (Municipal)	...	3	...	...	...	...	...	...	...	3	3
Worcester (Divisional)	1	...	...	...	...	...	...	1	1
TERRITORIES.											
Magistracy.											
Bizana...	1	...	...	...	...	1	1
Butterworth	1	...	...	...	1	1
Elliotdale	1	...	...	1	...	2	2
Engcobo	1	...	1	...	...	...	...	2	2
Flagstaff	1	...	...	...	...	...	1	1
Idutywa	1	...	...	...	1	1
Kentani	2
Libode	1	...	...	...	...	1	1
Lusikisiki	1	...	...	1	...	2	1
Mount Ayliff	1	...	...	...	...	1	1
Mount Currie	1	...	...	...	...	...	1	1
Mount Fletcher	1
Mount Frere	1	...	...	...	...	1	2
Mqanduli	1	...	...	2	...	3	2
Ngqeleni	1	...	...	...	...	1	1
Nqamakwe	1	...	...	1	1
Ntabankulu	1	...	...	...	...	1	1
Qumbu	1	...	...	...	...	1	1
St. Mark's	2	...	...	1	...	...	3	3
Tsolo	1	...	3	...	...	...	4	3
Tsomo	1	...	...	...	...	...	1	1
Umtata	2	...	...	1	...	1	...	4	4
Umzimkulu	1	...	...	...	...	...	...	1	2
Willowvale	1	...	...	2	...	...	...	3	3
Xalanga	1	...	...	...	...	1	...

E.—SCHOOLS OPENED AND SCHOOLS CLOSED DURING THE YEAR ENDING 30TH SEPTEMBER, 1919.

DIVISION.	European Schools.						Non-European Schools.					
	Opened.			Closed.			Schools in operation Sept., 1919.	Increase for year.	Open ed-	Closed	Schools in operation Sept., 1919.	Increase for year.
	Prim.	P.F.	Total	Prim.	P.F.	Total						
SUMMARY.												
Territories	2	6	8	2	6	8	62	...	33	35	1,065	-2
Province excluding Territories ...	163	228	395	177	271	452	2,721	-57	38	52	927	-14
TOTAL.	165	234	403	179	277	460	2,783	-57	71	87	1,992	-16
Aberdeen	3	5	8	3	3	6	20	2	...	...	2	...
Albany	2	4	6	1	3	4	39	2	1	...	13	1
Albert	2	6	8	7	6	13	41	-5	...	...	4	...
Alexandria	2	3	5	1	...	1	27	4	...	1	5	-1
Aliwal North	4	4	8	...	5	5	38	3	...	...	7	...
Barkly East	1	5	6	3	5	8	28	-2	...	...	3	...
Barkly West	8	...	8	6	1	7	34	1	...	2	20	-2
Bathurst	1	...	1	1	3	4	13	-3	...	...	7	...
Beaufort West	3	12	15	4	10	14	24	1	...	...	6	2
Bedford ... ..	...	2	2	...	6	6	14	-4	...	...	4	...
Bredasdorp	1	...	1	2	2	4	35	-3	...	...	5	...
Britstown	2	2	4	2	5	7	14	-3	1	...	5	1
Caledon	3	1	4	3	3	6	67	-2	...	...	16	...
Calitzdorp ... ..	...	...	...	...	1	1	19	-1	...	...	1	...
Calvinia	11	7	18	6	6	12	65	6	...	1	2	-1
Cape	1	...	1	...	...	...	99	1	5	1	94	4
Carnarvon	1	6	7	2	14	16	25	-9	...	...	2	...
Cathcart	1	2	3	...	8	8	20	-5	...	1	1	-1
Ceres ... ..	...	2	2	1	2	3	25	-1	...	...	3	...
Clanwilliam	1	2	3	2	4	6	46	-3	...	...	4	...
Colesberg ... ..	...	2	2	2	5	7	14	-5	...	...	4	...
Craddock	1	4	5	4	4	8	31	-3	1	1	4	...
East London	3	2	6	2	...	2	49	4	...	2	11	-2
Elliot	5	3	8	4	1	5	30	3	...	2	3	...
Fort Beaufort	2	2	4	2	3	5	19	-1	1	...	15	1
Fraserburg ... ..	...	13	13	2	17	19	49	-6	...	...	2	...
George ... ..	...	...	...	4	...	4	39	-4	...	1	7	-1
Glen Grey ... ..	...	...	...	1	1	1	4	-1	7	5	66	2
Gordonia	1	1	2	...	4	4	18	-2	1	1	3	...
Graaff-Reinet ... ..	...	1	1	4	2	6	27	-5	...	...	8	...
Hanover	1	...	1	...	3	3	11	-2	...	1	1	-1
Hay	7	3	10	6	2	8	35	2	...	...	3	...
Herbert	5	1	6	3	3	6	27	...	...	1	11	-1
Herschel	1	...	1	...	...	...	2	1	...	2	47	-2
Hopetown	2	7	9	3	2	5	22	4	...	...	4	...
Humansdorp	7	2	9	5	2	7	63	2	1	2	14	-1
Jansenville	5	4	9	9	2	11	49	-2	...	...	3	...
Kenhardt	5	9	15	5	5	11	44	4	...	...	1	...
Kimberley	3	2	5	2	3	5	34	...	...	...	17	...
King William's Town ... ..	...	1	2	...	...	...	39	2	3	3	113	...
Knysna ... ..	...	...	...	...	...	...	35	...	...	...	7	...
Komgha ... ..	...	1	1	...	1	1	13	...	...	...	4	...
Kuruman	6	1	7	6	2	8	28	-1	...	...	6	...
Ladismith	1	1	2	2	1	3	40	-1	...	...	5	...
Laingsburg ... ..	...	...	...	...	1	1	18	-1	...	...	1	...
Maclear	1	3	4	3	5	8	17	-4	...	1	2	-1
Mafeking	1	...	1	2	1	3	17	-2	...	3	12	-3
Malmesbury	2	1	3	2	2	4	67	-1	...	1	17	-1
Maraisburg ... ..	...	3	3	2	1	3	11	...	1	...	1	1
Middelburg ... ..	...	4	4	2	8	10	20	-6	...	...	4	...
Molteno	1	2	3	1	...	1	20	2	...	1	2	-1
Montagu ... ..	...	...	...	...	...	...	19	...	...	...	2	...
Mossel Bay	3	...	3	2	...	3	36	...	...	...	7	...
Murraysburg ... ..	...	1	1	...	6	6	2	-5	...	...	1	...
Namaqualand	5	5	10	3	5	8	38	2	1	3	12	-2
Oudtshoorn	1	1	2	...	...	...	62	2	1	...	11	1
Paarl	1	2	4	...	...	...	38	2	1	...	25	1
Pearston	1	...	1	1	2	3	11	-2	...	1	1	-1
Peddie	1	2	3	1	5	6	21	-3	2	1	27	1
Philipstown	1	4	5	1	5	6	12	-1	...	...	3	...
Piquetberg	5	...	5	4	...	4	68	1	...	...	6	...
Port Elizabeth ... ..	...	...	...	...	...	...	26	...	1	...	25	-1
Prieska ... ..	...	9	9	1	4	5	32	4	...	...	2	...
Prince Albert ... ..	...	2	2	...	4	4	23	-2	...	...	3	...

*The European schools opened include Kenhardt Girls' Industrial and three evening schools in East London, King William's Town and Paarl. The European schools closed include Kenhardt Girl's Industrial, North Paarl Intermediate school, and two evening schools in Mossel Bay and Paarl.
 † Intermediate Schools were regraded as Secondary, and 5 Secondary Schools regraded as Intermediate; 12 Primary Schools were regraded as Intermediate, and 1 Intermediate School regraded as Primary; 82 Private Farm Schools were regraded as Primary, and 65 Primary Schools regraded as Private Farm Schools; 2 Poor Schools were regraded as Primary.

E.—(contd.)—SCHOOLS OPENED AND SCHOOLS CLOSED DURING THE YEAR ENDED 30th SEPTEMBER, 1919.

DIVISION.	European Schools.						Non-European Schools.					
	Opened.			Closed.			Schools in operation Sept., 1919.	Increase for Year.	Open ed.	Closed.	Schools in operation Sept., 1919.	Increase for Year.
	Prim.	P.F.	TL.	Prim.	P.F.	TL.						
Queenstown	1	7	8	4	9	13	31	-5	2	3	33	-1
Richmond ... ..	...	1	1	...	1	1	9	...	...	...	3	...
Riversdale	3	1	4	...	1	1	74	3	...	1	6	-1
Robertson	1	...	1	1	...	1	25	...	...	...	3	...
Somerset East	1	5	6	4	12	16	50	-10	...	...	8	...
Stellenbosch ... ..	...	...	...	...	1	1	19	-1	1	...	18	1
Steynsburg ... ..	...	3	3	1	1	2	18	1	...	...	1	...
Steytlerville	6	3	9	2	6	8	30	1	...	...	1	...
Stockenström	2	...	2	1	...	1	12	1	...	...	9	...
Stutterheim	1	...	1	1	2	3	15	-2	...	...	20	...
Sutherland	1	13	14	2	12	14	26	...	...	...	1	...
Swellendam	1	2	3	4	3	7	56	-4	...	1	8	-1
Tarka ... ..	...	1	1	1	3	4	12	-3	...	...	5	...
Tulbagh ... ..	...	...	...	...	1	1	14	-1	...	...	7	...
Uitenhage	1	1	2	3	2	5	62	-3	1	1	19	...
Uniondale	2	1	3	1	...	1	51	2	...	...	2	...
Van Rhynsdorp	3	5	8	1	...	1	30	7	1	1	5	...
Victoria East ... ..	...	3	3	...	2	2	13	1	...	1	22	-1
Victoria West ... ..	...	5	5	2	5	7	16	-2	...	...	2	...
Vryburg	7	8	15	4	2	6	56	9	2	2	12	...
Willowmore ... ..	...	2	2	3	6	9	34	-7	...	...	2	...
Wodehouse	7	4	11	6	3	9	63	2	2	5	7	-3
Worcester	1	1	2	1	1	2	32	...	...	...	6	...
TERRITORIES.												
<i>Magistracy.</i>												
Bizana ... ..	...	...	...	...	...	...	1	...	...	...	18	...
Butterworth ... ..	...	...	...	...	...	...	2	...	...	...	26	...
Elliotdale ... ..	...	...	...	...	...	...	2	...	1	3	9	-2
Engcobo ... ..	...	...	...	...	...	...	2	...	1	1	67	...
Flagstaff ... ..	...	...	...	...	...	...	1	...	...	...	23	...
Idutywa ... ..	...	...	...	...	...	...	2	...	...	1	29	-1
Kentani ... ..	...	...	...	...	...	...	1	1	2	...	42	-2
Libode ... ..	...	...	...	...	...	...	1	...	2	2	26	...
Lusikisiki	1	...	1	...	...	...	2	1	1	1	22	...
Matatiele ... ..	...	3	3	...	2	2	11	1	2	...	61	2
Mount Ayliff ... ..	...	...	...	...	...	...	1	...	1	...	31	1
Mount Currie	1	...	1	...	1	1	5	...	1	1	13	...
Mount Fletcher ... ..	...	...	...	...	1	1	1	-1	1	1	51	...
Mount Frere ... ..	...	...	...	...	1	1	1	-1	1	1	72	...
Mqanduli ... ..	...	1	1	...	...	...	3	1	2	2	37	...
Ngqeleni ... ..	...	...	...	...	...	...	1	...	2	3	38	-1
Nqamakwe ... ..	...	...	...	...	...	...	2	...	2	2	51	...
Ntabankulu ... ..	...	...	...	...	...	...	1	...	4	2	28	2
Port St. John ... ..	...	...	...	...	...	...	1	...	...	4	11	-4
Qumbu ... ..	...	...	...	...	...	...	1	...	...	1	68	-1
St. Mark's ... ..	...	...	...	...	...	...	3	...	1	2	44	-1
Tsolo ... ..	...	1	1	...	...	...	4	1	1	1	53	...
Tsomo ... ..	...	...	...	...	...	...	1	...	1	...	44	1
Umtata ... ..	...	...	...	...	...	...	6	...	3	1	58	2
Umzimkulu ... ..	...	...								

F.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30th SEPTEMBER, 1919.
NUMBER OF SCHOOLS, ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

INSPECTORS.	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B	C1	C	Total, 1919.	Total, 1918.	Increase.
Anders, H.	...	...	...	3	...	...	3	...	...	1	146	153	153	...
Anders, J.	2	3	3	90	...	...	7	...	14	...	...	119	119	...
Baigrie	...	...	1	3	...	...	1	...	...	2	109	116	117	-1
Bain	...	...	1	3	52	...	22	...	8	...	24	110	115	-5
Bennie	2	2	5	36	...	2	20	...	23	...	...	90	94	-4
Bond	2	2	2	28	...	1	4	...	112	1	...	152	150	2
Charles	9	6	6	18	...	6	...	...	14	...	...	59	57	2
Chisholm	...	...	...	2	...	...	...	...	...	...	123	125	128	-3
Craib	1	3	3	62	...	1	39	...	16	...	...	125	135	-10
Ferguson	...	...	1	2	...	...	2	...	...	1	120	126	125	1
Freeman	...	1	2	90	...	...	20	...	6	...	...	119	127	-8
Green	...	...	...	2	...	...	3	...	...	...	129	134	138	-4
Hill	...	...	...	6	...	...	1	...	...	1	132	140	140	...
Hobson	1	3	4	54	...	...	45	...	9	...	...	116	112	4
Hofmeyr	2	7	9	68	...	1	6	...	35	...	...	128	127	1
Houghton	...	1	...	6	...	...	4	1	...	2	140	154	153	1
Joubert	2	5	2	39	...	...	21	...	15	...	...	84	95	-11
Kelly	...	1	3	95	...	...	9	...	41	...	2	151	148	3
Kreft	4	1	58	...	...	18	...	57	1	...	...	139	142	-3
Logie	3	4	35	...	2	23	...	47	...	...	...	114	121	-7
Mitchell	2	4	7	69	...	4	5	...	41	...	...	132	136	-4
Morrison	4	3	87	...	...	16	...	15	...	...	...	125	133	-8
Porter	...	2	7	...	...	8	...	...	1	134	152	147	5	
Rein	2	3	2	27	...	...	20	...	59	2	...	117	119	-2
Retief	...	1	49	1	...	17	...	...	...	...	...	85	78	7
Rosenow	2	1	103	...	...	8	...	10	...	...	...	124	126	-2
Rousseau	7	7	5	58	...	...	8	...	21	...	...	106	107	-1
Roux	1	2	3	103	...	...	6	...	15	...	...	130	127	3
Scott	2	5	3	97	...	...	4	...	20	...	...	131	136	-5
Siddle	2	2	69	...	...	66	...	6	...	...	...	145	155	-10
Sinton	1	3	8	10	...	2	...	...	24	...	...	48	48	...
Spurway	2	2	8	57	...	2	17	...	27	...	...	115	112	3
Stokes	1	1	53	...	...	12	...	72	...	1	140	140	...	
Theron	1	6	5	61	...	...	14	...	33	...	...	120	122	-2
Van der Merwe, C. J.	3	3	43	...	...	45	...	10	...	...	104	103	1	
Van der Merwe, H. Z.	4	1	99	...	...	10	...	11	...	...	125	124	1	
Van der Walt	2	4	4	42	...	...	45	...	13	...	...	110	123	-13
Watermeyer	2	9	28	...	1	...	...	...	46	...	...	86	83	3
Wium	3	66	...	12	...	...	...	12	...	...	...	93	94	-1
Young	4	4	64	...	3	22	...	35	1	...	...	133	139	-6
Total	41	100	124	1941	1	25	583	1	884	13	1062	4775	4848	-73

G. INDUSTRIAL SCHOOLS AND DEPARTMENTS.

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES,
AT 30th SEPTEMBER, 1919.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagonmakers.	Miscellaneous.	No. of individual Pupils, 3rd Quarter, 1919.	No. of individual Pupils, 3rd Quarter, 1918.
<i>European:</i>															
Adelaide	Sp.	21	...	30	...	83	...	...	...	...	...	32	...	83	69
Cape Town, Salesian Institute	Sp.	...	12	34	...	...	...	...	37	14	16	...	...	113	115
Kakamas	Sp.	5	...	6	...	...	...	...	...	...	...	...	...	11	8
Knysna, Edinburgh Industrial	Sp.	...	...	25	...	...	...	...	...	...	...	...	...	25	25
Oudtshoorn	Sp.	15	...	16	...	...	...	...	...	...	...	10	...	41	42
Uitenhage	Sp.	17	...	29	...	101	...	...	...	16	23	16	...	101	103
Worcester	Sp.	...	2	17	21	...	...	...	...	17	13	...	...	70	80
Industrial Department attached to 1 European School	Sp.	...	...	...	...	...	...	...	...	18	...	...	...	18	18
<i>Non-European:</i>															
Blythswood	C	...	...	16	...	...	...	...	...	...	...	...	...	16	19
Clarkebury	C	...	...	12	...	...	...	...	11	...	...	...	...	23	25
Lovedale	C	3	...	35	...	6	...	10	...	...	12	16	...	84	78
Mount Arthur, Tembu	C	...	...	10	...	...	...	...	...	...	...	...	...	10	8
Osborn	C	...	...	12	...	...	...	...	...	...	...	...	...	12	...
Umtata	C	...	...	15	...	...	...	...	...	...	...	...	...	15	13
Vryburg, Tigerkloof	C	...	...	20	4	13	13	...	...	10	...	1	...	61	82
Industrial Departments attached to 4 Non-European Schools	C.	...	...	...	83	65	22	...	...	...	...	167	245	446	...
Total, 3rd Quarter, 1919	...	61	14	277	108	249	41	13	47	76	62	70	184	928	...
Do., do. 1918	...	62	19	265	155	253	16	17	49	69	69	79	181	...	1131
Increase	...	-1	-5	12	-47	-4	25	-4	-2	7	-7	-9	3	-203	...

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundry-work.	Spinning.	Weaving.	Miscellaneous.	No. of individual Pupils, 3rd Quarter, 1919.	No. of individual Pupils, 3rd Quarter, 1918.
<i>European:</i>										
Adelaide	Sp.	...	...	19	19	...	...	...	19	19
George	Sp.	32	32	32	32	...	...	...	32	16
Graaff-Reinet	Sp.	30	...	64	60	...	...	...	74	66
Kakamas	Sp.	...	...	...	...	...	...	...	...	20
Riebeek West	Sp.	3	29	10	7	...	...	5	53	54
Tulbagh	Sp.	42	...	...	42	...	...	...	42	42
Wellington	Sp.	12	...	35	20	...	...	35	35	40
Classes attached to 67 European Schools, all of which teach Cookery	...	3945	...	...	...	...	...	...	3945	3887
<i>Non-European:</i>										
Blythswood	C	12	...	12	12	...	...	...	12	12
Lovedale	C	13	...	26	36	...	...	...	36	43
Vryburg, Tigerkloof, Girls	C	21	...	38	21	...	...	...	38	22
Industrial departments attached to 8 Non-European Schools	...	137	...	319	30	10	10	...	328	342
Total, 3rd Quarter, 1919	...	4247	61	555	279	10	10	40	4614	...
Do. do. 1918	...	4091	121	637	229	13	...	19	...	4563
Increase	...	156	-60	-82	50	-3	10	21	51	...

3.—ENROLMENT AND ATTENDANCE.

A.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS,
AT 30TH SEPTEMBER, 1919.

	European Pupils.											Non-European.		
	Sp.	Sec.	Inter.	Prim.	D.	E.	P.F.	Poor.	B	C1	C	Total 1919.	Total 1918.	Increase.
<i>European :</i>														
School Board Schools	791	30728	25101	48612	...	1169	3897	...	...	...	110298	109233	1065
Labour Colony Schools	11	...	243	599	...	...	...	...	...	...	853	866	-13
Church A 3 Schools	...	...	4097	...	...	...	...	...	...	...	4097	4073	24
Other Schools...	2730	1815	1050	1763	30	209	108	37	12	2	7759	7738	21	
Total, 1919	3532	32543	26394	55071	30	1378	4005	37	12	2	123007	...	...
Total, 1918	3481	31275	23902	57228	32	1351	4505	114	12	2	121910	...	...
Increase	51	1268	2492	-2157	-2	27	-500	-77	...	...	-5	...	1097
<i>Non-European :</i>														
School Board Schools	...	...	882	1866	...	52	...	...	...	...	2800	2684	116
Other Schools...	306	85	...	315	48	241	68930	1916	72667	144508	147301	-2793
Total, 1919	306	85	882	2181	48	293	...	...	68930	1916	72667	147308	...
Total, 1918	278	66	833	2180	42	359	70546	1760	73921	...	149985	...
Increase	28	19	49	1	6	-66	-1616	156	-1254	-2677
<i>Total European and Non-European :</i>														
Total, 1919	3838	32628	27276	57252	78	1671	4005	37	68942	1918	72670	270315	...	
Total, 1918	3759	31341	24735	59408	74	1710	4505	114	70558	1762	73929	...	271895	...
Increase	79	1287	2541	-2156	4	-39	-500	-77	-1616	156	-1259	-1580

B.—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1919.

SCHOOL BOARD.	European Pupils.											Non-European.	
	Sp.	Sec.	Inter.	Prim.	E	P.F.	Poor.	To-tal 1919	To-tal 1918	In-crease	1919	1918	
<i>SUMMARY.</i>													
Province excluding Territories	791	30572	24664	48209	1169	3843	...	109248	108293	955	2800	2684	
Territories	...	156	437	403	...	54	...	1050	940	110	...	...
Total	1919	791	30728	25101	48612	1169	3897	110298	...	1065	2800	...	
Do.	1918	809	29522	22635	50688	1182	4397	...	109233	...	...	2684
Increase	...	-18	1206	2466	-2076	-13	-500	...	...	1065	116	...
Aberdeen	...	307	...	505	...	48	...	860	834	26	...	...
Grahamstown (Municipal)	...	292	245	122	25	...	...	684	671	13	...	...
Albany (Divisional)	125	199	...	76	...	400	387	13	...	...
Burghersdorp (Municipal)	...	328	...	92	...	...	...	420	374	46	...	...
Albert (Divisional)	399	...	57	...	456	488	-32	...	...
Venterstad (Magisterial)	...	190	...	22	...	...	...	212	240	-28	...	...
Alexandria	182	365	...	54	...	601	543	58	...	...
Aliwal North (Divisional)	...	396	115	410	...	31	...	952	904	48	...	...
Lady Grey (Divisional)	...	167	...	149	...	19	...	335	327	8	...	...
Barkly East	...	281	82	208	...	71	...	642	690	-48	...	...
Barkly West	250	1071	...	...	...	1321	1337	-16	...	...
Bathurst (Divisional)	58	163	...	...	...	221	255	-34	...	...
Port Alfred (Municipal)	163	...	...	...	...	163	164	-1	...	...

B.—(continued)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1919.

SCHOOL BOARD.	European Pupils.											Non-European.	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor.	To-tal 1919.	To-tal 1918.	In-crease	1919.	1918.	
Beaufort West (Municipal)	...	224	292	149	...	...	...	665	622	43	54	40
Do. (Divisional)	122	...	113	...	235	239	-4	...	...
Bedford	...	125	...	112	...	52	...	289	314	-25	...	...
Bredasdorp	...	312	174	521	...	24	...	1031	998	33	...	...
Britstown	...	312	...	94	...	23	...	429	466	-37	...	...
Caledon	...	660	443	922	...	99	...	2124	2114	10	...	...
Calitzdorp	370	695	...	...	...	1065	1095	-30	...	...
Calvinia (Divisional)	...	317	...	655	...	105	...	1077	949	128	...	1	
Nieuwoudtville (Divisional)	148	112	...	23	...	283	248	35	...	...
Cape	53	3584	7772	5161	795	...	...	17365	17421	-56	1101	1046
Carnarvon	...	264	...	171	...	68	...	503	566	-63	...	...
Cathcart	...	240	...	119	...	65	...	424	405	19	...	...
Ceres	...	289	107	210	...	40	...	646	623	23	...	...
Clanwilliam	145	703	...	55	...	903	899	4	...	...
Colesberg (Municipal)	...	291	...	25	...	56	...	372	381	-9	...	...
Colesberg (Divisional)	
Cradock	119	518	...	415	...	62	...	1114	1189	-75	...	...
East London	...	1452	828	1781	202	28	...	4291	4687	204	...	...
Elliot	212	503	...	30	...	745	704	41	...	...
Fort Beaufort	...	316	...	207	...	31	...	554	678	-124	...	...
Fraserburg (Divisional)	190	71	...	153	...	414	477	-63	...	...
Williston (Divisional)	86	...	83	...	169	176	-7	...	...
George	...	617	151	1073	...	8	...	1849	1876	-27	...	...
Lady Frere (Municipal)	82	...	...	...	82	65	17	...	...
Gordonia	249	291	...	29	...	569	572	-3	...	...
Graaff-Reinet	...	140	459	104	599	46	...	1348	1412	-64	...	...
Hanover	194	59	...	49	...	302	259	43	...	...
Hay	150	552	...	55	...	757	723	34	...	...
Herbert	190	507	...	6	...	703	669	34	...	...
Herschel	16	...	16	6	10	...	...
Hope Town (Divisional)	228	38	...	66	...	332	329	3	...	...
Strydenburg (Divisional)	157	47	...	11	...	215	213	2	...	...
Humansdorp	...	246	200	999	...	36	...	1481	1460	21	...	...
Jansenville	303	694	...	44	...	1041	1088	-47	...	...
Kenhardt	628	...	73	...	701	584	117	...	...
Kimberley	86	1013	1200	1724	36	32	...	4091	4149	-58	954	936	
King William's Town	...	581	570	671	18	37	...	1877	1797	80	...	...
Knysna (Municipal)	...	178	...	112	...	...	...	290	287	3	103	129
Do. (Divisional)	104	797	...	8	...	909	989	-80	...	...
Komgha	145	135	...	33	...	313	355	-42	...	...
Kuruman	126	476	...	...	...	602	673	-71	...	...
Ladismith	...	249	159	768	...	24	...	1200	1257	-57	...	...
Laingsburg	...	278	...	194	...	30	...	502	542	-40	...	...
Maclear	223	246	...	43	...	512	449	63	...	...
Mafeking	210	246	...	...	...	456	506	-50	...	...
Malmesbury (Divisional)	...	745	658	501	...	...	...	1904	1898	6	...	...
Hopefield (Divisional)	565	604	...	26	...	1195	1137	58	...	...
Maraisburg	177	83	...	24	...	284	295	-11	...	...
Middelburg	...	439	...	327	...	61	...	827	837	-10	...	...
Molteno	...	254	...	272	...	18	...	544	514	30	...	...
Montagu	...	538	...	401	...	13	...	952	909	43	...	...
Mossel Bay (Municipal)	...	312	...	208	...	...	...	520	505	15	...	...
Do. (Divisional)	162	697	...	12	...	871	910	-39	...	...
Murraysburg	...	231	...	12	...	...	...	243	249	-6	...	...
Garies (Magisterial)	116	...	29	...	145	149	-4	...	...
Port Nolloth (Magisterial)	38	...	...	...	38	57	-19	...	...
Springbokfontein (Magisterial)	420	...	24	...	444	467	-23	...	1	
Oudtshoorn (Municipal)	74	687	...	532	...	...	...	1293	1300	-7	...	...
Do. (Divisional)	315	1215	...	22	...	1552	1603	-51	...	...
Paarl (Divisional)	144	1356	229	377	...	12	...	2118	2078	40	...	...
Wellington (Divisional)	...	643	...	301	...	...	...	944	930	14	...	...
French Hoek (Divisional)	...	311	...	112	...	5	...	428	398	30	...	...
Pearston	213	126	...	6	...	345	351	-6	...	...
Peddie	117	201	...	29	...	347	330	17	...	...
Phillipstown (Divisional)	...	314	...	23	...	19	...	356	322	34	...	...
Petrusville (Divisional)	175	...	...	28	...	203	227	-24	...	...
Piquetberg	...	638	...	1581	...	...	...	2219	2139	80	...	...
Port Elizabeth	83	973	1706	1262	80	...	...	4104	3958	146	524	460
Prieska	...	343	...	227	...	127	...	697	657	40	...	...
Prince Albert	...	361	...	234	...	31	...	626	607	19	...	...
Queenstown	...	785											

B.—(continued)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1919.

SCHOOL BOARD.	European Pupils.										Non-European.	
	Sp.	Sec.	Inter.	Prim.	E.	P.F.	Poor	Total 1919.	Total 1918.	Increase	1919.	1918.
Stellenbosch	1066	438	259	...	9	...	1772	1748	24	...	...	...
Steynsburg	...	201	57	...	56	...	314	324	-10	...	...	...
Steytlerville	...	183	454	...	40	...	677	655	22	...	...	...
Stockenström	...	144	174	...	6	...	324	331	-7	...	...	...
Stutterheim (Municipal)	...	107	62	...	...	...	169	186	-17	...	...	...
Do. (Divisional)	187	...	25	...	212	196	16	...	...	...
Sutherland	...	148	81	...	119	...	348	324	24	...	...	...
Swellendam (Municipal)	...	418	19	...	...	...	437	401	36	...	...	...
Do. (Divisional)	67	942	69	...	1078	1123	-45	...	...	...
Heidelberg (Municipal)	...	262	...	...	...	...	262	262	...	...	...	...
Barrydale (V.M. Board)	138	...	...	...	138	113	25	...	...	...
Tarka	...	202	153	...	36	...	391	391	...	...	...	...
Tulbagh	...	255	125	145	17	...	542	589	-47	...	...	...
Uitenhage	...	758	539	1449	33	...	2779	2614	165	...	...	...
Uniondale	...	213	132	1000	5	...	1350	1414	-64	...	...	...
Van Rhynsdorp	193	366	68	...	627	528	99	...	...	...
Victoria East	158	44	74	...	276	254	22	...	...	...
Victoria West	...	234	265	15	79	...	593	555	38	64	71	...
Vryburg (Municipal)	...	353	...	...	...	...	353	313	40	...	...	...
Do. (Divisional)	727	...	69	...	796	722	74	...	...	...
Willowmore	...	402	...	536	54	...	992	1042	-50	...	...	...
Wodehouse (Divisional)	...	259	...	710	79	...	1048	1054	-6	...	...	...
Idwe (Municipal)	183	88	...	...	271	269	2	...	...	...
Worcester (Municipal)	...	687	...	272	...	...	959	956	3	...	...	...
Do. (Divisional)	100	539	21	...	660	617	43	...	...	...
TERRITORIES.												
School Board.												
Butterworth (Municipal)	139	...	...	...	139	139	...	...	...	...
Idutywa (Municipal)	59	...	...	...	59	51	8	...	...	...
Matatiele	163	100	49	...	312	278	34	...	...	...
Mount Currie	135	21	5	...	161	165	-4	...	...	...
Mount Fletcher (Municipal)	46	...	...	...	46	21	25	...	...	...
Nqamakwe (Municipal)	23	...	...	...	23	19	4	...	...	...
Port St. John	39	...	...	...	39	32	7	...	...	...
Umtata (Municipal)	...	156	...	45	...	...	201	144	57	...	...	...
Cala (Municipal)	70	...	...	...	70	91	-21	...	...	...

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

SCHOOL BOARD AREA.	Sp.	Sec.	Int.	Prim.		D.	E.	P.F.	Poor.	B.	Cl.	C.	Total 1919.	Total 1918.
				Church.	Others.									
SUMMARY.														
Province, excluding Territories	2741	1815	1218	3955	1886	30	209	17	...	12	2	...	11885	11852
Territories	...	...	75	142	476	...	...	91	37	...	...	...	824	825
Total, 1919	2741	1815	1293	4097	2362	30	209	108	37	12	2	3	12709	...
Total, 1918	2672	1753	1267	4073	2467	32	169	108	114	12	2	8	...	12677
Increase	69	62	26	24	-105	-2	40	...	-77	...	...	-5	32	...
Grahamstown (Municipal)	256	...	...	557	...	...	...	...	...	...	...	...	813	797
Albany (Divisional)	...	...	100	...	...	...	...	...	...	...	...	...	100	114
Burghersdorp (Municipal)	...	...	...	...	37	...	...	...	...	...	...	...	37	35
Bedford	...	...	...	127	...	...	...	...	...	...	...	...	127	106
Britstown	...	...	408	...	...	...	...	...	...	...	...	...	408	397
Cape	1166	1392	...	1483	584	...	...	...	...	...	...	...	4625	4545
Cathcart	...	...	...	19	...	...	...	...	...	...	...	...	19	23
Colesberg	...	...	283	53	...	...	...	...	...	...	...	...	336	362
Cradock	...	...	...	43	...	...	...	...	...	...	...	...	43	64
East London	...	...	...	476	...	...	...	...	...	...	...	...	476	471
Fort Beaufort	101	...	...	...	...	...	...	...	...	...	...	...	101	69
George	32	...	124	...	...	...	...	...	...	...	...	...	156	132
Lady Frere (Municipal)	...	...	...	11	...	...	17	...	...	...	...	...	28	29
Gordonia	...	...	...	188	...	...	...	...	...	...	...	...	188	181
Graaff-Reinet	72	...	83	...	...	...	...	...	...	...	...	...	155	159
Hanover	...	...	...	16	...	...	...	...	...	...	...	...	16	18
Hope Town (Divisional)	...	...	...	7	...	...	...	...	...	...	...	...	7	9
Kenhardt	11	...	243	411	...	...	...	...	...	...	...	...	665	685
Kimberley	...	...	...	25	158	...	...	...	...	...	...	...	183	148
King William's Town	76	...	335	79	...	...	...	...	...	4	...	...	494	511
Knysna (Municipal)	25	...	...	...	...	...	...	...	...	...	...	...	25	25
Ladismith	...	...	...	...	...	...	...	...	...	3	...	...	3	2
Malmesbury (Divisional)	53	...	...	21	...	...	...	...	...	...	...	...	74	84
Middelburg	...	...	...	70	...	...	...	...	...	...	...	...	70	71
Molteno	...	...	...	44	...	...	...	...	...	...	...	...	44	49
Springbokfontein (Mag.)	...	...	...	...	30	...	...	...	...	...	...	...	30	32
Oudtshoorn (Municipal)	39	...	...	171	...	...	...	...	...	...	...	...	210	193
Paarl (Divisional)	...	...	...	40	...	...	...	...	...	...	...	...	40	44
Wellington (Divisional)	280	...	...	...	...	...	...	...	...	...	...	...	280	301
Port Elizabeth	...	...	...	445	...	...	...	...	...	...	...	...	445	440
Prince Albert	...	...	...	32	...	...	...	...	...	...	...	...	32	27
Queenstown	...	...	...	97	...	...	...	...	...	...	...	...	97	112
Somers East	...	...	78	42	...	...	...	...	...	...	...	...	120	138
Stellenbosch	...	422	...	...	...	...	...	...	...	...	...	...	422	424
Steynsburg	262	...	...	18	...	...	...	...	...	...	...	...	280	282
Stutterheim (Divisional)	...	...	...	...	...	...	...	...	...	2	...	...	2	...
Tulbagh	42	...	...	...	...	...	...	...	...	...	...	...	42	42
Uitenhage	75	...	114	65	51	...	...	...	...	...	...	...	305	328
Victoria East	...	1	...	...	...	...	...	...	...	3	2	...	6	7
Victoria West	...	...	...	...	...	...	...	...	...	...	...	...	...	8
Vryburg (Divisional)	...	...	...	24	...	...	...	...	...	...	...	...	24	26
Worcester (Municipal)	251	...	...	...	...	...	...	...	...	...	...	...	251	251
Worcester (Divisional)	...	...	106	...	...	...	...	...	...	...	...	...	106	111
MAGISTRACY.														
Bizana	...	...	...	34	...	...	...	...	...	...	...	...	34	29
Butterworth (Municipal)	...	...	...	...	...	...	...	7	...	...	...	...	7	10
Elliotdale	...	...	...	13	...	...	...	5	...	...	...	...	18	21
Engcobo	...	...	75	21	...	...	...	...	...	...	...	...	96	94
Flagstaff	...	...	...	11	...	...	...	...	...	...	...	...	11	15
Idutywa	...	...	...	...	...	...	...	6	...	...	...	...	6	5
Kentani	...	...	...	...	...	...	...	...	...	...	...	...	...	25
Libode	...	...	...	15	...	...	...	...	...	...	...	...	15	19
Lusikisiki	...	...	...	17	...	...	...	6	...	...	...	...	23	6
Mount Ayliff	...	...	...	20	...	...	...	...	...	...	...	...	20	16
Mount Currie	...	...	...	142	...	...	...	...	...	...	...	...	142	137
Mount Fletcher	...	...	...	...	...	...	...	...	...	...	...	...	...	9
Mount Frere	...	...	...	27	...	...	...	...	...	...	...	...	27	36
Mqanduli	...	...	...	27	...	...	...	13	...	...	...	...	40	27
Ngqeleni	...	...	...	13	...	...	...	...	...	...	...	...	16	12
Nqamakwe	...	...	...	...	...	...	...	5	...	...	...	...	5	6
Ntabankulu	...	...	...	14	...	...	...	...	...	...	...	...	14	14
Qumbu	...	...	...	40	...	...	...	...	...	...	...	...	40	31
St. Mark's	...	...	...	37	...	...	...	6	...	...	...	...	43	39
Tsolo	...	...	...	40	...	...	...	20	...	...	...	...	60	51
Tsomo	...	...	...	21	...	...	...	...	...	...	...	...	21	17
Umtata (Municipal)	...	...	...	77	...	...	...	6	37	...	...	...	120	120
Umzinkulu	...	...	...	15	...	...	...	...	...	...	...	...	15	44
Willowvale	...	...	...	34	...	...	...	10	...	...	...	...	44	42
Xalanga Cala (Municipal)	...	...	...	...	...	...	...	7	...	...	...	...	7	...

D.—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30TH SEPTEMBER, 1919.

SCHOOL BOARD AREA.	School Board Schools.	Other Schools.	TOTAL 1919.	TOTAL 1918.	Increase.
<i>SUMMARY.</i>					
Province, excluding Territories	109248	11885	121133	120145	988
Territories	1050	824	1874	1765	109
Total, 1919	110298	12709	123007	...	...
Total, 1918	109233	12677	...	121910	...
Increase	1065	32	1097	...	...
Aberdeen	860	...	860	834	26
Grahamstown (Municipal)	684	813	1497	1468	29
Albany (Divisional)	400	100	500	501	-1
Burghersdorp (Municipal)	420	37	457	409	48
Albert (Divisional)	456	...	456	488	-32
Venterstad (Magisterial)	212	...	212	240	-28
Alexandria	601	...	601	543	58
Aliwal North (Divisional)	952	...	952	904	48
Lady Grey (Divisional)	335	...	335	327	8
Barkly East	642	...	642	690	-48
Barkly West	1321	...	1321	1337	-16
Bathurst (Divisional)	221	...	221	255	-34
Port Alfred (Municipal)	163	...	163	164	-1
Beaufort West (Municipal)	665	...	665	622	43
Beaufort West (Divisional)	235	...	235	239	-4
Bedford	289	127	416	420	-4
Bredasdorp	1031	...	1031	998	33
Britstown	429	408	837	863	-26
Caledon	2124	...	2124	2114	10
Calitzdorp	1065	...	1065	1095	-30
Calvinia (Divisional)	1077	...	1077	949	128
Nieuwoudtville (Divisional)	283	...	283	248	35
Cape	17365	4625	21990	21966	24
Carnarvon	503	...	503	566	-63
Cathcart	424	19	443	428	15
Ceres	646	...	646	623	23
Clanwilliam	903	...	903	899	4
Colesberg	372	336	708	743	-35
Cradock	1114	43	1157	1253	-96
East London	4291	476	4767	4558	209
Elliot	745	...	745	704	41
Fort Beaufort	554	101	655	747	-92
Fraserburg (Divisional)	414	...	414	477	-63
Williston (Divisional)	169	...	169	176	-7
George	1849	156	2005	2008	-3
Lady Frere (Municipal)	82	...	110	94	16
Gordonia	569	188	757	753	4
Graaff-Reinet	1348	155	1503	1571	-68
Hanover	302	16	318	277	41
Hay	757	...	757	723	34
Herbert	703	...	703	669	34
Herschel	16	...	16	6	10
Hope Town (Divisional)	332	7	339	338	1
Strydenburg (Divisional)	215	...	215	213	2
Humansdorp	1481	...	1481	1460	21
Jansenville	1041	...	1041	1088	-47
Kenhardt	701	665	1366	1269	97
Kimberley	4091	183	4274	4297	-23
King William's Town	1877	494	2371	2308	63
Knysna (Municipal)	290	25	315	312	3
Knysna (Divisional)	909	...	909	989	-80
Komgha	313	...	313	355	-42
Kuruman	602	...	602	673	-71
Ladismith	1200	3	1203	1259	-56
Laingsburg	502	...	502	542	-40
Maclear	512	...	512	449	63
Mafeking	456	...	456	506	-50
Malmesbury (Divisional)	1904	74	1978	1982	-4
Hopefield (Divisional)	1195	...	1195	1137	58
Maraisburg	284	...	284	295	-11
Middelburg	827	70	897	908	-11
Molteno	544	44	588	563	25
Montagu	952	...	952	909	43
Mossel Bay (Municipal)	520	...	520	505	15
Mossel Bay (Divisional)	871	...	871	910	-39
Murraysburg	243	...	243	249	-6
Garies (Magisterial)	145	...	145	149	-4
Port Nolloth (Magisterial)	38	...	38	57	-19
Springbokfontein (Magisterial)	444	30	474	499	-25

D.—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30th SEPTEMBER, 1919. (continued).

SCHOOL BOARD AREA.	School Board Schools.	Other Schools.	TOTAL 1919.	TOTAL 1918.	Increase.
Oudtshoorn (Municipal)	1293	210	1503	1493	110
Oudtshoorn (Divisional)	1552	...	1552	1603	-51
Paarl (Divisional)	2118	40	2158	2122	36
Wellington (Divisional)	944	280	1224	1231	-7
French Hoek (Divisional)	428	...	428	398	30
Pearston	345	...	345	351	-6
Peddie	347	...	347	330	17
Philippstown (Divisional)	356	...	356	322	34
Petrusville (Divisional)	203	...	203	227	-24
Piquetberg	2219	...	2219	2139	-20
Port Elizabeth	4104	445	4549	4398	151
Prieska	697	...	697	657	40
Prince Albert	626	32	658	634	24
Queenstown	1589	97	1686	1613	73
Richmond	321	...	321	306	15
Riversdale	2038	...	2038	1975	63
Robertson	1513	...	1513	1438	75
Somerset East	1107	120	1227	1278	-51
Stellenbosch	1772	422	2194	2172	22
Steynsburg	314	280	594	606	-12
Steytlerville	677	...	677	655	22
Stockenstrom	324	...	324	331	-7
Stutterheim (Municipal)	169	...	169	186	-17
Stutterheim (Divisional)	212	2	214	196	18
Sutherland	348	...	348	324	24
Swellendam (Municipal)	437	...	437	401	36
Swellendam (Divisional)	1078	...	1078	1123	-45
Heidelberg (Municipal)	262	...	262	262	...
Barrydale (V.M. Board)	138	...	138	113	25
Tarka	391	...	391	391	...
Tulbagh	542	42	584	631	-47
Uitenhage	2779	305	3084	2942	142
Uniondale	1350	...	1350	1414	-64
Van Rhynsdorp	627	...	627	528	99
Victoria East	276	6	282	261	21
Victoria West	593	...	593	563	30
Vryburg (Municipal)	353	...	353	313	40
Vryburg (Divisional)	796	24	820	748	72
Willowmore	992	...	992	1042	-50
Wodehouse (Divisional)	1048	...	1048	1054	-6
Indwe (Municipal)	271	...	271	269	2
Worcester (Municipal)	959	357	1316	1207	109
Worcester (Divisional)	660	...	660	728	-68
TERRITORIES					
<i>Magistracy.</i>					
Bizana ... ..	...	34	34	29	5
Butterworth (Municipal)	139	7	146	149	-3
Elliotdale ... ..	...	18	18	21	-3
Engcobo ... ..	...	96	96	94	2
Flagstaff ... ..	...	11	11	15	-4
Idutywa (Municipal)	59	6	65	56	9
Kentani ... ..	...	...	...	25	-25
Libode ... ..	...	15	15	19	-4
Lusikisiki ... ..	...	23	23	6	17
Matatiele	312	...	312	278	34
Mount Ayliff ... ..	...	20	20	16	4
Mount Currie	161	142	303	302	1
Mount Fletcher (Municipal)	46	...	46	30	16
Mount Frere ... ..	...	27	27	36	-9
Mqanduli ... ..	...	40	40	27	13
Ngqeleni ... ..	...	16	16	12	4
Nqamakwe (Municipal)	23	5	28	25	3
Ntabankulu ... ..	...	14	14	14	...
Port St. John	39	...	39	32	7
Qumbu ... ..	...	40	40	31	9
St. Mark's ... ..	...	43	43	39	4
Tsolo ... ..	...	60	60	51	9
Tsomo ... ..	...	21	21	17	4
Umtata (Municipal)	201	120	321	264	57
Umziinkulu ... ..	...	15	15	44	-29
Willowvale ... ..	...	44	44	42	2
Cala (Municipal)	70	7	77	91	-14

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

DIVISION.	Enrolment.					Average Attendance.		
	Euro-pean.	Non-Euro-pean.	Total 1919.	Total 1918.	Increase.	1919.	1918.	Increase.
<i>SUMMARY.</i>								
Province, excluding Territories ..	121133	73909	195042	195538	-496	170146	173995	-3849
Territories	1874	73399	75273	76357	-1034	63867	64740	-873
Total	123007	147308	270315	271895	-1580	234013	238735	-4722
Aberdeen	860	92	952	932	20	886	860	26
Albany	1997	1058	3055	2976	79	2654	2578	76
Albert	1125	274	1399	1440	-41	1251	1329	-78
Alexandria	601	226	827	780	47	764	708	56
Aliwal North	1287	512	1799	1793	6	1614	1625	-11
Barkly East	642	81	723	779	-56	642	694	-52
Barkly West	1321	1177	2498	2683	-185	2057	2263	-206
Bathurst	384	333	717	783	-66	602	657	-55
Beaufort West	900	380	1280	1114	166	1182	993	189
Bedford	416	250	666	697	-31	588	608	-20
Bredasdorp	1031	452	1483	1448	35	1341	1378	-37
Britstown	837	336	1173	1195	-22	1052	1075	-23
Caledon	2124	1009	3133	3103	30	2803	2845	-42
Calitzdorp	1065	55	1120	1238	-118	969	1102	-133
Calvinia	1360	166	1526	1330	196	1381	1238	143
Cape	21990	15009	36999	36469	530	32063	32275	-212
Carnarvon	503	146	649	732	-83	596	681	-85
Cathcart	443	124	567	631	-64	507	569	-62
Ceres	646	264	910	966	-56	808	820	-12
Clanwilliam	903	294	1197	1206	-9	1085	1124	-39
Colesberg	708	235	943	1005	-62	810	920	-110
Cradock	1157	427	1584	1675	-91	1406	1552	-146
East London	4767	1107	5874	5701	173	5093	5113	-20
Elliot	745	69	814	801	13	732	706	26
Fort Beau'ort	655	1300	1955	2166	-211	1691	1862	-171
Fraserburg	583	62	645	748	-103	607	709	-102
George	2005	675	2680	2683	-3	2160	2370	-210
Glen Grey	110	3643	3753	3772	-19	3064	3032	32
Gordonia	757	142	899	881	18	820	812	8
Graaff-Reinet	1503	647	2150	2291	-141	1928	2109	-181
Hanover	318	42	360	344	16	340	322	18
Hay	757	112	869	835	34	787	792	-5
Herbert	703	435	1138	1207	-69	1028	1093	-65
Herschel	16	2687	2703	2969	-266	2247	2582	-335
Hopetown	554	154	708	717	-9	667	678	-11
Humansdorp	1481	688	2169	2243	-74	1841	2060	-219
Jansenville	1041	177	1218	1286	-68	1018	1185	-167
Kenhardt	1366	53	1419	1340	79	1302	1219	83
Kimberley	4274	2594	6868	6806	62	6055	5945	110
King William's Town ..	2371	8273	10644	10747	-103	8581	8766	-185
Knysna	1224	356	1580	1730	-150	1203	1470	-267
Komgha	313	214	527	540	-13	458	463	-5
Kuruman	602	315	917	1023	-106	763	921	-158
Ladismith	1203	357	1560	1637	-77	1343	1502	-159
Laingsburg	502	80	582	624	-42	528	557	-29
Maclear	512	68	580	541	39	536	500	36
Mafeking	456	1061	1517	1492	25	1361	1326	35
Malmesbury	3173	1316	4489	4494	-5	4196	4207	-11
Maraisburg	284	52	336	295	41	307	272	35
Middelburg	897	284	1181	1167	14	1067	1068	-1
Molteno	588	111	699	672	27	643	605	38
Montagu	952	116	1068	1024	44	961	940	21
Mossel Bay	1391	657	2048	2090	-42	1840	1909	-69
Murraysburg	243	79	322	328	-6	290	305	-15
Namaqualand	657	549	1206	1586	-380	1072	1431	-359
Oudtshoorn	3055	652	3707	3801	-94	3136	3515	-379
Paarl	3810	2152	5962	5986	-24	5280	5443	-163

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

DIVISION.	Enrolment					Average Attendance.		
	Euro-pean.	Non-Euro-pean.	Total 1919.	Total 1918.	Increase.	1919.	1918.	Increase.
Pearston	345	47	392	424	-32	365	332	-27
Peddie	347	1814	2161	1982	179	1757	1572	185
Philipstown	559	106	665	646	19	596	614	-18
Piquetberg	2219	641	2860	2753	107	2661	2594	67
Port Elizabeth	4549	2825	7374	7061	313	6402	6213	189
Prieska	697	74	771	736	35	691	606	-85
Prince Albert	658	161	819	826	-7	732	745	-13
Queenstown	1686	2068	3754	3950	-196	3257	3376	-119
Richmond	321	133	454	443	11	410	405	5
Riversdale	2038	522	2560	2521	39	2080	2351	-271
Robertson	1513	335	1848	1755	93	1633	1580	53
Somerset East	1227	620	1847	1921	-74	1617	1750	-133
Stellenbosch	2194	1544	3738	3707	31	3331	3357	-26
Steynsburg	594	60	654	641	13	584	606	-22
Steytlerville	677	72	749	725	24	691	663	28
Stockenström	324	335	659	582	77	563	583	-20
Stutterheim	383	1018	1401	1438	-37	1207	1221	-14
Sutherland	348	24	372	339	33	344	315	29
Swellendam	1915	623	2538	2538	—	2306	2346	-40
Tarka	391	296	687	662	25	581	571	10
Tulbagh	584	587	1171	1200	-29	1035	1076	-41
Uitenhage	3084	1156	4240	4021	219	3804	3609	195
Uniondale	1350	139	1489	1567	-78	1284	1442	-158
Van Rhynsdorp	627	186	813	718	95	755	660	95
Victoria East	282	2066	2348	2392	-44	2001	2036	-35
Victoria West	593	96	689	672	17	648	633	15
Vryburg	1173	705	1878	1692	186	1654	1521	133
Willowmore	992	182	1174	1254	-80	1015	1177	-162
Wodehouse	1319	313	1632	1853	-221	1455	1624	-169
Worcester	1976	982	2958	2877	81	2681	2584	97
<i>Magistracy.</i>								
Bizana	34	910	944	888	56	835	749	86
Butterworth	146	2882	3028	3154	-126	2632	2756	-124
Elliotdale	18	405	423	505	-82	312	369	-57
Engcobo	96	4213	4309	4841	-532	3610	4076	-466
Flagstaff	11	1729	1740	1669	71	1461	1395	66
Idutywa	65	2034	2099	2094	5	1769	1728	41
Kentani	—	2617	2617	2478	139	2097	1967	130
Libode	15	1209	1224	1149	75	1015	962	53
Lusikisiki	23	1225	1248	1195	53	1035	1000	35
Matatiele	312	5089	5401	5741	-340	4796	5147	-351
Mount Ayliff	20	2268	2288	2284	4	1947	2024	-77
Mount Currie	303	769	1072	1018	54	952	909	43
Mount Fletcher	46	3020	3066	3160	-94	2617	2695	-78
Mount Frere	27	5793	5820	5828	-8	5004	4970	34
Mqanduli	40	1895	1935	1905	30	1575	1437	138
Ngqeleni	16	1973	1989	1743	246	1602	1392	210
Nqamakwe	28	4979	5007	5348	-341	4329	4699	-370
Ntabankulu	14	1881	1895	1597	298	1571	1306	265
Port St. John	39	497	536	555	-19	445	455	-10
Qumbu	40	4239	4279	4200	79	3544	3514	30
St. Mark's	43	2749	2792	3367	-575	2134	2622	-488
Tsolo	60	3774	3834	3649	185	3329	3190	139
Tsomo	21	3877	3898	4069	-171	3278	3433	-155
Umtata	321	3386	3707	3782	-75	3206	3260	-54
Umzimkulu	15	4619	4634	4423	211	4263	4068	195
Willowvale	44	4033	4077	3906	171	3412	3202	210
Xalanga	77	1334	1411	1809	-398	1097	1415	-318

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

INSPECTOR.	European.			Non-European			Total.		
	1919.	1918.	Increase.	1919.	1918.	Increase.	1919.	1918.	Increase
Anders, H.	115	101	14	9222	8897	325	9337	8998	339
Anders, J.	4778	4825	-47	868	1040	-172	5646	5865	-219
Baigrie	139	133	6	6962	8075	-1113	7101	8208	-1107
Bain	1976	1934	42	1552	1996	-444	3528	3930	-402
Bennie	2797	2808	-11	1641	1648	-7	4438	4456	-18
Bond	2371	2308	63	8273	8439	-166	10644	10747	-103
Charles	8778	8764	14	5812	5618	194	14590	14382	208
Chisholm	73	66	7	8813	8922	-109	8886	8988	-102
Craib	2985	3074	-89	1273	1302	-29	4258	4376	-118
Ferguson	195	131	4	11738	12380	-542	11933	12571	-638
Freeman	2710	2785	-75	431	480	-49	3141	3265	-124
Green	109	123	-14	8684	8355	329	8793	8478	315
Hill	141	112	29	8510	8076	434	8651	8188	463
Hobson	3493	3352	141	559	591	-32	4052	3943	109
Hofmeyr,	5759	5639	120	2926	3063	-137	8685	8702	-17
Houghton	395	324	71	7659	7611	48	8054	7935	119
Joubert	3272	3311	-39	998	1107	-109	4270	4418	-148
Kelly	2950	2904	46	2943	2963	-20	5893	5867	26
Kreft	2428	2374	54	3473	3828	-355	5901	6202	-301
Logie	2685	2630	55	2751	2959	-208	5436	5589	-153
Mitchell	7633	7340	293	3981	3742	139	11614	11082	532
Morrison	3898	3806	92	1191	1204	-13	5089	5010	79
Porter	630	624	6	10477	10558	-81	11107	11182	-75
Rein	1284	1338	-54	5180	5202	-22	6464	6540	-76
Retief	1284	1233	51	735	1071	-336	2019	2304	-285
Rosenow	3122	3038	84	935	921	14	4057	3959	98
Rousseau	5297	5235	62	2446	2375	71	7743	7610	133
Roux	2831	2874	-43	827	936	-109	3658	3810	-152
Scott	4620	4724	-104	1688	1779	-91	6308	6503	-195
Siddle	2446	2416	30	374	394	-20	2820	2810	10
Sinton	7754	7932	-178	4036	3923	113	11790	11855	-65
Spurway	5531	5517	14	3183	3213	-30	8714	8730	-16
Stokes	1429	1417	12	3956	4208	-252	5385	5625	-240
Theron	4318	4286	32	2553	2524	29	6871	6810	61
Van der Merwe, C. J. ..	2396	2350	46	748	693	55	3144	3043	101
Van der Merwe, H. Z. ..	3241	3234	7	879	924	-45	4120	4158	-38
Van der Walt	3664	3646	18	838	829	9	4502	4475	27
Watermeyer	5458	5270	188	5161	4962	199	10619	10232	387
Wium	2116	2149	-33	569	590	-21	2685	2739	-54
Young	5906	5723	183	2463	2587	-124	8369	8310	59
Total	123007	121910	1097	147308	149985	-2677	270315	271895	-1580

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

CLASS OF SCHOOL.	Number of Pupils on Roll.			Average Attendance.			Percentage Attendance.		Percentage of Pupils on Roll at Various Classes of Schools.	
	1919.	1918.	Increase.	1919.	1918.	Increase.	1919.	1918.	1919.	1918.
							1919.	1918.	1919.	1918.
Sp.	3838	3759	79	3541	3564	-23	92.3	94.8	1.4	1.4
Sec.	32628	31341	1287	29423	29300	123	90.2	93.5	12.1	11.5
Inter.	27276	24735	2541	24640	22738	1902	90.3	93.1	10.1	9.0
Prim.	57252	59408	-2156	51014	54186	-3172	89.2	91.2	21.2	21.9
D	78	74	4	70	71	-1	89.7	96.0	-0.3	-0.3
E	1671	1710	-39	1305	1355	-50	78.1	79.2	-6	-7
P.F.	4005	4505	-500	3756	4298	-542	93.8	95.4	1.5	1.6
Poor	37	114	-77	36	103	-67	97.3	90.3	-0.1	-0.4
B	68942	70558	-1616	56892	58884	-1992	82.5	83.4	25.5	26.0
Cl	1918	1762	156	1827	1677	150	95.3	95.2	.7	.6
C	72670	73929	-1259	61479	62559	-1080	84.6	84.6	26.9	27.2
Total	270315	271895	-1580	234013	238735	-4722	86.6	87.8	..	..

I.—SEX AND RACE OF PUPILS.

Year.	European Pupils.			Non-European Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
3rd Quarter, 1919	62603	60404	123007	71059	76249	147308	270315
Percentage	23.2	22.3	45.5	26.3	28.2	54.5	..
3rd Quarter, 1918	61961	59949	121910	74084	75901	149985	271895
Percentage	22.8	22.0	44.8	27.2	28.0	55.2	..

4.—INSPECTION OF SCHOOLS.

A.—SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR ENDING 30TH SEPTEMBER, 1919.

INSPECTOR.	Number of Inspections made by each Inspector.	Number of Informal Visits made by each Inspector.
Anders, H.	148	45
Anders, J.	53	29
Baigrie	112	55
Bain	121	40
Bennie	110	84
Bond	159	42
Charles	81	55
Chisholm	138	78
Craib	115	113
Ferguson	124	50
Freeman	123	72
Golightly	21	3
Green	138	33
Hill	130	64
Hobson	117	56
Hofmeyr, C.	103	21
Hofmeyr, J.	27	15
Houghton	149	72
Joubert	85	22
Kelly	145	24
Kreft	127	61
Logie	124	131
Mitchell	135	43
Morrison	118	42
Noaks	27	39
Porter	153	29
Rein	115	69
Retief	97	20
Rosenow	89	37
Rousseau	115	17
Roux	106	78
Scott	114	79
Siddle	170	38
Sinton	35	18
Spurway	121	31
Stokes	155	108
Theron	124	127
Tooke	13	14
Van der Merwe, C. J. ..	67	27
Van der Merwe, H. Z. ..	128	19
Van der Walt	81	24
Watermeyer	81	147
Wium	82	8
Young	130	55
Other Inspectors	204*	81†
Total 1919	4,910	2,325
Do. 1918	4,852	2,253

Mr. W. A. Russell, M.A., Inspector of High Schools, paid 57 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 40 visits to training schools and departments including visits to Training Schools for the annual inspection of the students in training.

* Mr. S. Boersma, 1; Mr. R. G. Dowthwaite, 40; Dr. B. J. Haarhoff, 123.

† Mr. S. Boersma, 51; Mr. R. G. Dowthwaite, 1; Dr. B. J. Haarhoff, 5; Mr. J. C. W. Radloff, 24.

B.—NUMBER OF VISITS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEAR ENDING 30TH SEPTEMBER, 1919.

SUBJECT.	NAME OF OFFICER.	No. of VISITS. 1919.
Domestic Economy	Miss M. MacIver	156
Drawing	{ Mr. W. W. Rawson (W.)	135
	{ Mr. H. Christie Smith (E.)	119
Kindergarten	{ Miss E. M. Swain (E.)	170
	{ Miss C. Drake (W.)	35
	{ Miss E. Tismeer	106
Needlework	{ Miss Cairncross (W.)	200
	{ Miss A. M. Cogan (E.)	245
	{ Miss A. M. E. Exley (Territories)	297
Vocal Music	{ Mr. F. Farrington (E.)	88
	{ Mr. A. Lee (W.)	217
	{ Mr. E. Smedley Williams (E.)	69
Woodwork	{ Mr. F. T. Morrison (W.)	177
	{ Mr. J. M. Dovey (E.)	185

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

5.—AGES OF PUPILS.

A.—AGES OF EUROPEAN PUPILS IN SECONDARY, INTERMEDIATE, PRIMARY AND PRIVATE FARM SCHOOLS ON 4TH NOVEMBER, 1919.

Ages in Years.	Secondary.		Intermediate.		Primary.		Private Farm.		Total.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
Under 6 years..	148	150	254	282	493	465	45	43	1,880
6 years ..	554	552	775	735	1,473	1,386	101	95	5,662
7 " ..	843	855	1,149	1,098	2,659	2,634	172	149	9,559
8 " ..	1,044	1,058	1,262	1,260	3,346	3,153	192	158	11,473
9 " ..	1,143	1,066	1,263	1,296	3,506	3,211	197	179	11,861
10 " ..	1,289	1,273	1,251	1,441	3,389	3,265	220	187	12,315
11 " ..	1,359	1,267	1,379	1,397	3,332	3,274	190	177	12,375
12 " ..	1,631	1,478	1,368	1,586	3,114	3,103	178	177	12,635
13 " ..	1,801	1,522	1,422	1,546	2,691	2,637	161	137	11,917
14 " ..	1,900	1,670	1,220	1,308	2,127	1,977	111	128	10,441
15 " ..	1,901	1,576	818	980	1,218	1,051	82	75	7,701
16 " ..	1,480	1,156	415	376	539	423	38	39	4,466
17 " ..	1,034	680	163	159	185	166	19	21	2,427
18 " ..	613	308	94	53	72	45	14	9	1,208
Over 18 years ..	595	175	49	20	35	25	3	5	907
Total ..	17,326	14,786	12,882	13,537	28,179	26,815	1,723	1,579	*116,827

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

	Sub-Std.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI. or A.	Std. VII. or B.	C.	D.	E.	Un-classified.
Secondary	7·2	9·2	10·1	11·1	12·3	13·1	14·6	15·0	16·1	17·7	18·4	14·3
Inter- mediate	7·3	8·1	9·11	10·11	12·1	13·3	14·1	15·1	16·4	16·6	18·2	14·8
Primary	7·8	9·3	10·5	11·7	12·6	13·6	14·8	14·9	15·2	16·0	18·0	10·3
Private Farm	8·0	9·4	10·7	13·4	13·3	13·7	16·2	15·6	—	—	—	12·0

6.—CLASSIFICATION OF PUPILS IN STANDARDS.

A.—TABLE showing the Standards for which European Pupils in Secondary, Intermediate, Primary and Private Farm Schools were being prepared on 4th November, 1919.

Standards.	Secondary.	Intermediate.	Primary.	Private Farm.	Total.
Sub-Standards	4,487	5,536	14,229	734	24,986
Standard I.	2,405	2,785	8,100	475	13,765
" II.	2,598	2,975	8,355	528	14,456
" III.	3,051	3,330	8,164	512	15,057
" IV.	3,450	3,451	7,190	463	14,554
" V.	3,769	3,334	5,462	377	12,942
" VI. or A	4,024	2,577	2,710	175	9,486
" VII. or B	3,512	1,750	629	34	5,925
" C	2,346	557	35	—	2,938
" D	1,279	39	2	—	1,320
" E	1,089	17	7	—	1,113
Unclassified	102	68	111	4	285
Total	32,112	26,419	54,994	3,302	*116,827

°As returns from certain schools were unobtainable, and other returns arrived too late to be included, the total number given above is less than the total number of European pupils in attendance.

Pupil-Teachers are omitted. Pupils in Special and Evening Schools are not included.

[C.P. 4-'20.]

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

Name and Place of School.	Sub-Stds.		Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Ex. Std.	Un-classified.
	A.	B.									
A.1 ..	—	—	—	—	—	—	10	15	20	16	—
Intermediate	225	72	101	99	87	104	50	31	25	14	—
A.3 ..	938	286	281	258	170	106	59	24	3	—	1
Evening	61	47	36	43	19	13	2	1	—	—	—
B ..	28,941	9,068	8,158	6,702	4,518	2,477	1,120	532	34	4	10
C ..	27,204	8,827	7,430	6,063	4,548	2,815	1,526	783	1	6	70
Total	57,369	18,300	16,006	13,165	9,342	5,515	2,767	1,386	83	40	81

Pupil Teachers are not included.
Of the pupils present at two successive inspections 71 per cent. were placed in a higher standard.

7. SUBJECTS OF INSTRUCTION.

A.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE UNDERMENTIONED SUBJECTS FOR THE YEAR ENDING 30th SEPTEMBER, 1919 AND 1918.

SUBJECT.	Number of Schools.		Number of Pupils.	
	1919.	1918.	1919.	1918.
Algebra ...	237	244	12527	11267
Blacksmithwork ...	6	4	63	54
Bookbinding ...	3	3	58	51
Bookkeeping ...	27	34	726	835
Botany ...	29	27	1743	1889
Cardboard Modelling ...	69	71	2937	2966
Carpentry ...	14	8	289	163
Chemistry ...	24	19	903	705
Cookery ...	76	82	4405	4091
Dressmaking ...	6	6	56	79
French ...	16	12	900	520
Geometry ...	215	216	11313	10135
German ...	9	8	230	236
Greek ...	12	12	210	136
Hebrew ...	2	2	151	158
Latin ...	217	239	13139	12132
Laundrywork ...	11	6	296	91
Masonry ...	1	1	12	20
Music (Instrumental) ...	113	129	3894	3231
Painting ...	9	8	211	175
Physical Science ...	98	105	4498	3967
Physics ...	9	11	408	361
Printing ...	3	2	59	52
Shoemaking ...	6	6	91	85
Shorthand ...	17	21	408	455
Tailoring ...	4	4	58	60
Typewriting ...	9	14	130	192
Wagonmaking ...	4	4	58	65
Woodwork ...	236	216	13534	12023

B.—PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1919: NUMBER OF CANDIDATES AND PASSES.

SUBJECT.	Candidates.		Passes.		SUBJECT.	Candidates.		Passes.	
	1919.	1918.	1919.	1918.		1919.	1918.	1919.	1918.
Drawing :					Latin :				
Standard V. ...	226	301	130	211	First Year ...	38	69	26	45
Standard VI. ...	1116	1063	607	327	Second Year ...	20	20	14	15
Standard VII. ...	1007	967	506	745	Third Year ...	18	19	13	10
Dutch :					Sechuana :				
First Year ...	422	401	149	226	First Year ...	20	14	7	12
Second Year ...	1106	1082	462	631	Second Year ...	17	15	2	15
Third Year ...	829	794	389	512	Third Year ...	17	12	4	10
French :					Sesuto :				
First Year ...	14	25	10	11	First Year ...	201	123	139	86
Second Year ...	5	5	3	3	Second Year ...	90	87	68	47
Third Year ...	6	24	5	16	Third Year ...	61	58	31	37
German :					Needlework : °				
First Year ...	1	6	0	6	Std. VII. Pupils and P.Ts.	1404	1603	1188	1364
Second Year ...	5	6	3	5	Woodwork ° :				
Third Year ...	2	3	2	2	First Year ...	1247	...	584	...
Kafir :					Second Year ...	858	...	597	...
First Year ...	934	953	470	498	Third Year ...	509	...	392	...
Second Year ...	739	625	608	432					
Third Year ...	517	517	299	306					

NOTE.—The figures of Needlework and Woodwork are for the year ending 30th September in each case. The 1918 Pupils' Woodwork figures are not available.

C.—TECHNOLOGICAL AND ART EXAMINATIONS, DECEMBER 1919.

	Candidates.		Passes.	
	1919.	1918.	1919.	1918.
Art ...	158	141	126	97
Woodwork Apprentices :				
First Year ...	83	21	54	14
Second Year ...	62	15	36	15
Third Year ...	36	13	26	10
Total ...	339	190	242	136

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

(For details see above and page 37a.)

	Candidates.		Passes.	
	1919.	1918.	1919.	1918.
Pupils' Specific Subjects ...	11429	8792°	6708	5572°
Technological and Art ...	339	190	242	136
Teachers ...	5090	5217	4136	4311
Teachers' Specific Subjects ...	1352	1727	1108	1286
Total ...	18210	15926°	12194	11305°

* Excluding Pupils' Woodwork Examinations.

E.—RESULTS OF MATRICULATION EXAMINATION, 1919.

	1st Class.	2nd Class.	3rd Class.	Total.		1st Class.	2nd Class.	3rd Class.	Total.
South African College School, Cape Town	8	17	26	51	Secondary School, Middelburg (C.) ..	0	0	6	6
King Edward VII. School, Johannesburg ..	3	11	21	35	Government School, Kroonstad ..	0	0	6	6
High School, Durban	2	9	22	33	Boys' High School, Riversdale ..	3	0	2	5
Boys' High School, Upper Paarl ..	1	8	21	30	Graaf Institute, Villiersdorp ..	2	1	2	5
Huguenot Girls' High School, Wellington ..	1	3	23	27	Boys' High School, Worcester ..	2	0	3	5
Boys' High School, Stellenbosch ..	2	7	17	26	Secondary School, Zastron ..	1	2	2	5
Boys' High School, Pretoria	2	6	13	21	Girls' High School, Kimberley ..	1	0	4	5
De Volkschool, Heidelberg (T.) ..	0	3	18	21	Girls' High School, Uitenhage ..	0	3	2	5
Jeppes High School, Johannesburg ..	1	7	11	19	High School, Ceres	0	2	3	5
Boys' High School, Port Elizabeth ..	1	5	12	18	Boys' High School, East London ..	0	2	3	5
La Rochelle School, Lower Paarl ..	1	7	9	17	Marist Brothers, Uitenhage ..	0	2	3	5
Bloemhof School, Stellenbosch ..	0	5	11	16	Government School, Standerton ..	0	2	3	5
Gymnasium School, Lower Paarl ..	2	3	10	15	High School, Montagu	0	1	4	5
Barnarto Park Girls' School, Johannesburg ..	0	7	8	15	Ladies' College, Durban	0	1	4	5
Palmer's Classes, Cape Town	0	2	13	15	Michaelhouse, Balgowan	0	1	4	5
Diocesan College, Rondebosch ..	1	2	11	14	St. John's College, Johannesburg ..	0	0	5	5
Girls' High School, Pretoria	0	8	6	14	Secondary School, Bethlehem ..	0	0	5	5
Victoria High School, Grahamstown ..	0	7	7	14	Marist Bros. College, Johannesburg ..	3	0	1	4
Good Hope Seminary, Cape Town ..	2	5	6	13	Girls' Collegiate School, Maritzburg ..	0	3	1	4
Christian Brothers School, Kimberley ..	2	5	6	13	Girls' High School, Riversdale ..	0	1	3	4
Boys' High School, Somerset East ..	0	6	7	13	Public School, Steynsburg	0	1	3	4
St. Andrew's College, Grahamstown ..	0	3	10	13	High School, Beaufort West ..	0	1	3	4
Boys' High School, Rondebosch ..	1	7	4	12	Secondary School, Uniondale ..	0	1	3	4
Boys' High School, Oudtshoorn ..	1	1	9	11	Boys' High School, George	0	1	3	4
Girls' High School, Wynberg	3	5	2	10	Secondary School, Bethal	0	1	3	4
Girls' High School, Rondebosch ..	2	4	4	10	Gymnasium, Potchefstroom	0	1	3	4
Normal College School, Cape Town ..	2	2	6	10	South African Native College, Alice ..	0	0	4	4
High School, Ermelo	0	5	5	10	Boys' High School, Graaff-Reinet ..	0	0	4	4
Grey College School, Bloemfontein ..	0	3	7	10	Girls' High School, Kingwilliamstown ..	0	0	4	4
Maritzburg College, Maritzburg ..	0	3	7	10	Intermediate School, Ficksburg ..	0	0	4	4
Commercial High School, Johannesburg ..	1	2	6	9	Secondary School, Bethulie	0	0	4	4
Eunice High School, Bloemfontein ..	0	3	6	9	Secondary School, Piquetberg ..	1	2	0	3
High School, French Hoek	0	0	9	9	Boys' Public School, Mossel Bay ..	1	1	1	3
St. Aidan's College, Grahamstown ..	2	2	4	8	High School, Caledon	0	2	1	3
Girls' Collegiate School, Port Elizabeth ..	0	4	4	8	Secondary School, Britstown ..	0	2	1	3
Boys' High School, Wellington ..	0	1	7	8	Girls' High School, East London ..	0	2	1	3
High School, Germiston	0	2	5	7	St. Andrew's School, Bloemfontein ..	0	2	1	3
Kingswood College, Grahamstown ..	1	3	3	7	Public School, Knysna	0	1	2	3
St. Mary's Convent, Wynberg ..	0	4	3	7	Public School, Humansdorp	0	1	2	3
Boys' High School, Kimberley ..	0	3	4	7	High School, Christiana	0	1	2	3
Boys' High School, Salisbury	0	3	4	7	Secondary School, Ladybrand ..	0	1	2	3
Oosteind. School, Pretoria	0	3	4	7	Secondary School, Fauresmith ..	0	1	2	3
Girls' High School, Oudtshoorn ..	0	3	4	7	Secondary School, Lindley	0	1	2	3
Secondary School, Boshof	0	2	5	7	St. Charles' College, Maritzburg ..	0	1	2	3
High School, Middelburg (T.) ..	0	1	6	7	Girls' High School, Graaff-Reinet ..	0	0	3	3
Girls' High School, Durban	0	1	6	7	Boys' High School, Queenstown ..	0	0	3	3
Girls' High School, Robertson ..	1	2	3	6	Jeppe Girls' School, Johannesburg ..	0	0	3	3
Boys' High School, Potchefstroom ..	1	2	3	6	Secondary School, Harrismith ..	0	0	3	3
Secondary School, Albertinia	1	1	4	6	Girls' High School, Sea Point ..	0	0	3	3
Boys' High School, Malmesbury ..	0	3	3	6	38 Schools at 2 each	1	18	57	76
Oranje Meisjes, Bloemfontein ..	0	3	3	6	39 Schools at 1 each	7	8	24	39
Boys' High School, Robertson ..	0	1	5	6	Private Study (Cape)	0	0	12	12
Boys' High School, Kingwilliamstown ..	0	1	5	6	Private Study (Transvaal) ..	0	1	14	15
High School, Krugersdorp	0	1	5	6	Private Study (Natal)	0	0	3	3
					Private Study (O.F.S.)	0	0	2	2
						69	287	693	1049

SUMMARY..

Cape	49	174	410	=	633
Transvaal	14	68	155	=	237
Orange Free State	2	20	61	=	83
Natal	3	20	58	=	81
Rhodesia	1	5	9	=	15
	69	287	693		1,049

8. TEACHERS.

A.—TEACHERS HOLDING PROFESSIONAL AND ACADEMIC CERTIFICATES AT 30TH JUNE, 1919: ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Summary.					Certificated.	Uncertificated.	Total.	Percentage Certificated.		Percentage Increase.
								1919.	1918.	
Province, excluding Territories	...	...	...	...	6,452	1,691	8,143	79·2	76·6	2·6
Territories	...	...	...	...	1,300	1,204	2,504	51·9	46·6	5·3
Total, 1919	...	...	...	...	7,752	2,395	10,647	72·8	69·5	3·3

TEACHERS HOLDING.

Class of School.	"Privy Council" Certificate.					Other British Government Certificates.				Other European Government Certificates.				Miscellaneous.					T2 Certificate.					T3 Certificate.				Uncertificated.					Total Number of Uncertificated Teachers.	Total Number of Certificated Teachers.	Total Number of Teachers.				
	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	T1 Certificate.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Other University Diplomas.	Matriculation.	No Academic Qualification.								
Sp.	5	...	4	...	8	...	...	...	...	...	...	...	...	...	5	2	...	3	...	45	3	11	10	...	25	2	...	2	1	3	48	1	...	...	24	25	177	202	
Sec.	48	3	...	5	33	1	...	...	...	...	...	...	1	...	1	12	2	2	6	234	83	126	99	3	302	6	27	10	1	84	327	31	4	1	5	31	72	1416	1488
Inter.	11	2	2	6	40	...	1	1	...	2	...	...	...	...	...	1	...	3	61	8	15	47	2	171	6	7	6	...	68	466	3	4	...	4	10	21	926	947	
Prim.	2	...	...	1	33	1	...	...	1	2	...	...	...	...	...	...	...	...	30	1	1	5	2	80	8	1	7	2	72	2225	1	1	...	18	460	480	2474	2954	
D	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
E°	...	...	...	1	2	...	...	...	...	...	...	...	...	...	5	...	...	3	...	28	...	1	...	...	2	...	...	...	...	1	12	...	...	...	...	3	3	55	58
P.F.	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	1	...	...	1	...	...	220	...	2	...	...	3	366	371	226	597
Poor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
B	1	...	...	...	5	...	...	...	...	1	...	...	...	...	...	...	...	...	3	...	...	2	...	7	1	...	...	...	9	1179	...	...	...	2	730	732	1209	1941	
C1	5	7	1	...	14	...	...	...	...	2	...	...	...	2	...	...	...	...	9	2	...	3	...	2	...	...	...	...	17	...	...	...	1	3	4	63	67		
C	...	2	...	...	2	...	...	...	...	...	...	...	...	...	4	...	...	...	...	5	...	...	...	1	...	...	...	...	1	1187	...	...	...	...	1187	1187	1202	2389	
Total 1919	72	14	7	13	139	2	1	1	1	5	...	...	1	...	11	24	3	8	9	417	97	154	166	7	591	23	35	26	4	238	5683	38	9	1	33	2814	2895	7752	10647
Do 1918	71	13	11	15	142	2	...	1	1	5	...	...	...	...	10	27	1	8	15	393	99	137	172	5	538	40	37	24	5	253	5272	31	8	2	34	3123	3198	7297	10495
Increase.	1	1	-4	-2	-3	...	1	...	...	...	...	...	1	...	1	-3	2	...	-6	24	-2	17	-6	2	53	-17	-2	2	-1	-15	411	7	1	-1	-1	-309	-303	455	152

* Excluding teachers who are employed in Day Schools.

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

	Teachers holding Certificates.			No Certificate.
	Professional and Academic.	Professional only.	Academic only.	
Degree	384	...	38	...
Intermediate	210	...	9	...
Other University Diplomas	28	...	1	...
Matriculation	852	...	33	...
Total, 1919	1474	6278	81	2814
Do., 1918	1435	5862	75	3123
Increase	39	416	6	-309
Percentage, 1919	13.8	58.9	.8	26.4
Do., 1918	13.7	55.9	.7	29.8

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 1919 ... ..	...	87.6	96.5	97.9	83.8	100	94.8	37.9	100	62.3	94.0	50.3	72.8
Do., 1918 ... ..	...	86.4	94.8	98	79.9	100	97.1	35.3	83.3	61.2	90.8	45	69.5
Increase ... ..	...	1.2	1.7	-1	3.9	...	-2.3	2.6	16.7	1.1	3.2	5.3	3.3

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
	Certificated.	Un-certificated.	Total.			Certificated.	Un-certificated.	Total.	
Anders, H.	200	103	303	66.0	Mitchell	361	69	430	83.9
Anders, J.	225	23	248	90.7	Morrison	188	53	241	78.0
Baigrie	147	115	262	56.1	Porter	174	218	392	44.4
Bain	102	77	179	56.9	Rein	173	78	251	68.9
Bennie	157	39	196	80.1	Retief	63	57	120	52.5
Bond	224	120	344	65.1	Rosenow	140	54	194	72.2
Charles	445	38	483	92.1	Rousseau	301	30	331	90.9
Chisholm	139	165	304	45.7	Roux	142	38	180	78.9
Craib	180	49	229	78.6	Scott	230	49	279	82.4
Ferguson	231	141	372	62.1	Siddle	111	87	198	56.1
Freeman	129	45	174	74.1	Sinton	347	21	368	94.3
Green	122	161	283	43.1	Spurway	328	25	353	92.9
Hill	102	149	251	40.6	Stokes	113	131	244	46.3
Hobson	138	52	190	72.6	Theron	237	48	285	83.2
Hofmeyr	288	47	335	85.9	Van d. Merwe, C.J.	122	48	170	71.8
Houghton	156	127	283	55.1	Van d. Merwe, H.Z.	165	49	214	77.1
Joubert	155	40	195	79.5	Van der Walt	181	39	220	82.3
Kelly	195	59	254	76.8	Watermeyer	291	35	326	89.3
Kreft	179	81	260	68.8	Wium	107	30	137	78.1
Logie	184	61	245	75.1	Young	280	44	324	86.4
					Total, 1919	7752	2895	10647	72.8
					Total, 1918	7297	3198	10495	69.5

E.—SEX OF TEACHERS AS AT 30TH SEPTEMBER, 1919. ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit Inspector	Male.	Female.	Total.	Percentage Male Teachers.	Circuit Inspector.	Male.	Female.	Total.	Percentage Male Teachers.	
										Anders, H. ... ..	154	151	305	50.5	Rein ... ..	102	156	258	39.5
Anders, J.	70	181	251	27.9	Retief	47	70	117	40.1	
Baigrie	139	114	253	54.9	Rosenow	62	134	196	31.6	
Bain	69	106	175	39.4	Rousseau	94	230	324	29.0	
Bennie	46	153	199	23.1	Roux	44	135	179	24.6	
Bond	126	217	343	36.7	Scott	86	188	274	31.4	
Charles	151	336	487	31.0	Siddle	45	150	195	23.1	
Chisholm	208	122	330	63.0	Sinton	92	295	387	23.8	
Craib	51	165	216	23.1	Spurway	112	239	351	31.9	
Ferguson	157	210	367	42.8	Stokes	111	120	231	48.1	
Freeman	35	133	168	20.8	Theron	73	215	288	25.3	
Green	145	130	275	52.7	Van der Merwe, C. J.	35	135	170	20.6	
Hill	155	103	258	60.1	Van der Merwe, H. Z.	48	166	214	22.4	
Hobson	56	146	202	27.7	Van der Walt	53	160	213	24.9	
Hofmeyr	120	220	340	35.3	Watermeyer	33	238	331	28.1	
Houghton	176	101	277	63.5	Wium	51	85	136	37.5	
Joubert	44	148	192	22.9	Young	98	236	334	29.3	
Kelly	96	157	253	37.9						
Kreft	106	148	254	41.7	Total, 1919	3784	6864	10648	35.5	
Logie	75	167	242	30.9	Do. 1918	3691	6863	10554	35.0	
Mitchell	100	332	432	23.1	Increase	93	1	94	.5	
Morrison	59	183	242	24.4						
Porter	200	189	389	51.4						
					SUMMARY.					
					Province, excluding Territories	2424	5718	8142	29.8	
					Territories	1360	1146	2506	54.3	

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.
												1919.	1918.	
Male	84	452	241	636	...	79	54	...	860	38	1340	3784	3691	93
Female	131	1015	772	2245	2	13	531	2	1064	32	1057	6864	6863	1
Total	215	1467	1013	2881	2	92	585	2	1924	70	2397	10648	10554	94
Percentage of Male Teachers 3rd. Qr. 1919	39.1	30.8	23.8	22.1	...	85.9	9.2	...	44.7	54.3	55.9	35.5	...	.5
Do., 1918	37.7	32.3	24.2	20.9	...	84.8	10.6	33.3	44.8	54.1	54.0	...	35.0	...

[C.P. 4—'20.]

K.—NUMBER OF STUDENTS IN TRAINING COLLEGES AND SCHOOLS AT 30th SEPTEMBER, 1919.

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., 1919.	Total, 3rd Qr., 1918.	Increase.
	Male.	Female				Male.	Female				
	<i>European :</i>										
°Cape Town University (Normal Dept.) ...	22	24	...	...	17	18	11	...	46	40	6
Do., Training College ...	7	205	49	31	95	1	6	30	212	204	8
Craddock, Training School ...	...	119	19	35	48	...	...	17	119	116	3
Graaff-Reinet, Training School...	20	119	21	32	86	...	...	...	139	141	-2
°Grahamstown, Rhodes Univer- sity College ...	1	4	...	...	3	1	1	...	5	6	-1
Grahamstown, Training College ...	...	202	27	39	96	...	15	25	202	205	-3
Kimberley, Training School ...	3	84	23	28	36	...	...	...	87	107	-20
K.W.T. Training School ...	...	63	19	17	27	...	...	...	63	61	2
Oudtshoorn, Training School ...	8	66	28	10	36	...	...	...	74	58	16
Paarl, Training School ...	...	145	21	50	74	...	...	...	145	149	-4
Robertson, Training School ...	42	50	9	20	63	...	...	...	92	96	-4
°Stellenbosch, University ...	14	74	...	...	35	10	43	...	88	76	12
Steynsburg, Training School ...	15	25	12	9	19	...	...	...	40	41	-1
Wellington, Training School ...	29	216	36	49	124	5	7	24	245	262	-17
Total ...	161	1396	264	320	759	35	83	96	1557	1562	-5

Name of Training School.	Students.		P.T. 1. Jr.	P.T. 2. Jr.	P.T. 3. Jr.	Total 3rd Qr., 1919.	Total 3rd Qr. 1918.	Increase.
	Male.	Female						
	<i>Non-European :</i>							
Bensonvale (Wes.) ...	54	22	35	28	13	76	62	14
Blythswood (U.F.C.) ...	84	120	94	71	39	204	202	2
Buntingville (Wes.) ...	80	...	36	25	19	80	76	4
Cape Town, Zonnbloem (Eng. Ch.) ...	36	37	25	22	26	73	81	-8
Clarkebury (Wes.) ...	129	...	60	35	34	129	108	21
Emfundisweni (Wes.) ...	105	51	82	49	25	156	138	18
Emgwali (U.F.C.) ...	...	77	38	27	12	77	74	3
Engcobo, All Saints' (Eng. Ch.) ...	...	64	28	23	13	64	63	1
Genadendal (Mor.) ...	14	1	3	6	6	15	20	-5
Hankey (Ind.) ...	21	16	12	14	11	37	...	37
Healdtown (Wes.) ...	113	89	84	68	50	202	173	29
Kimberley, Perseverance ...	51	48	43	33	23	99	95	4
Lovedale (U.F.C.) ...	197	172	147	129	93	369	330	39
Mvenyane (Mor.) ...	109	...	37	39	33	109	111	-2
Salt River (Wes.) ...	27	50	28	24	25	77	73	4
St. Matthew's (Eng.Ch.) ...	87	54	51	59	31	141	154	-13
Shawbury, Girls' (Wes.) ...	...	220	103	76	41	220	204	16
Umtata (Eug. Ch.) ...	98	...	45	35	18	98	83	15
Total ...	1205	1021	951	763	512	2226	2047	179

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

L.—CANDIDATES AND PASSES IN TEACHERS' EXAMINATIONS, DECEMBER, 1919.

	Candidates.		Passes.	
	1919.	1918.	1919.	1918.
	<i>Adult Teachers :</i>			
Second Class (T2) ...	139	136	119	123
Kindergarten, Elementary ...	65	63	56	55
Higher ...	46	28	37	27
Cookery ...	6	8	6	8
Dressmaking ...	6	3	6	3
Millinery ...	7	3	7	3
Needlework ...	7	3	7	3
<i>Pupil Teachers :</i>				
First Year (J) ...	1287	1225	704	917
Second Year (J) or First Year (S) ...	1808	1537	1357	1346
Third Year (J) or Second Year (S) ...	1564	1396	1148	1143
Third Year (S) ...	955	815	689	683
Total ...	5090	5217	4136	4311

M.—TEACHERS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1919.
CANDIDATES AND PASSES.

	Candidates.		Passes.	
	1919.	1918.	1919.	1918.
	<i>Drawing :</i>			
Blackboard ...	808	890	701	710
Freehand ...	68	237	40	132
Geometrical ...	64	110	57	79
Model ...	213	316	166	229
<i>Needlework :</i>				
Course I. ...	6	33	6	28
Course II. ...	10	11	9	11
Course III. ...	14	12	13	11
Course IV. ...	4	15	4	14
Course V. ...	11	8	7	8
<i>Woodwork :</i>				
Branch I ...	76	53	39	38
Branch II....	69	42	57	26
<i>Cardboard Modelling</i> ...				
...	9	...	9	...
Total ...	1352	1727	1108	1286

SCHOOL BUILDINGS.

A.—LOANS ISSUED FOR EIGHTEEN MONTHS ENDED 31st MARCH, 1920.

LOANS ISSUED 1st OCTOBER, 1918 to 31st MARCH, 1919.

DIVISION.	School.	Total Loan.		Payments for Year.	
		£	s. d.	£	s. d.
Albany	Grahamstown Elementary	800	0 0	141	0 0
Beaufort West	Merweville	800	0 0	800	0 0
Cape	Rondebosch Girls'	550	0 0	292	0 0
Hay	Griquatown	2,500	0 0	616	0 0
Kenhardt	Kakamas	3,000	0 0	3,000	0 0
Kingwilliamstown	Berlin	800	0 0	800	0 0
Do.	Welcomewood	600	0 0	600	0 0
Matatiele	Matatiele	525	0 0	473	0 0
Namaqualand	Domgois	550	0 0	550	0 0
Piquetberg	Eendekuil	1,000	0 0	1,000	0 0
Steytlerville	Steytlerville	5,000	0 0	5,000	0 0
Uniondale	Grootfontein	510	0 0	510	0 0
Van Rhynsdorp	Van Rhynsdorp	2,505	0 0	2,500	0 0
Vryburg	Vryburg	2,300	0 0	1,063	0 0
Malmesbury	Malmesbury Girls'	3,000	0 0	3,000	0 0
Caledon	Hermanus	1,700	0 0	1,700	0 0
Cape	Bellville	1,200	0 0	1,200	0 0
Do.	Camp's Bay	1,200	0 0	1,200	0 0
Do.	Docks District	8,000	0 0	8,000	0 0
Do.	Goodwood	800	0 0	800	0 0
Do.	Orange Grove	10,600	0 0	10,600	0 0
Do.	Parow	1,200	0 0	1,200	0 0
Do.	Trafalgar	2,000	0 0	2,000	0 0
East London	Bluewater	525	0 0	525	0 0
Do.	St. John's Road	12,000	0 0	12,000	0 0
Do.	Wilsontia	1,500	0 0	1,500	0 0
Engcobo	Engcobo	600	0 0	600	0 0
George	George Girls'	10,000	0 0	8,500	0 0
Kimberley	Beaconsfield Coloured	5,200	0 0	2,098	0 0
Do.	Newton	650	0 0	650	0 0
Do.	Riverton Road	900	0 0	281	0 0
Do.	Boys' High	5,000	0 0	5,000	0 0
Maraisburg	Hofmeyr	2,450	0 0	2,450	0 0
Middelburg	Middelburg A1	2,500	0 0	2,500	0 0
Mossel Bay	Mossel Bay Girls' (Fencing)	600	0 0	300	0 0
Do.	Herbertsdale	2,000	0 0	2,000	0 0
Oudtshoorn	Armoed South	2,100	0 0	1,083	0 0
Port Elizabeth	Girls' Collegiate	5,000	0 0	3,714	0 0
Queenstown	Queenstown Boys'	10,000	0 0	2,000	0 0
Riversdale	Albertinia (Extensions)	1,200	0 0	1,200	0 0
Do.	Riversdale Boys'	3,000	0 0	3,000	0 0
Robertson	Robertson Boys'	15,000	0 0	15,000	0 0
Somerset East	Somerset East Boys' A1 (to complete)	2,600	0 0	2,600	0 0
Stellenbosch	Somerset Strand	450	0 0	400	0 0
Tulbagh	Porterville Road	2,300	0 0	2,300	0 0
Wodehouse	Indwe A2	2,000	0 0	2,000	0 0
Do.	Indwe A3 (Extensions)	525	0 0	525	0 0
Cape	Good Hope Seminary	3,500	0 0	3,500	0 0
Colesberg	Colesberg	500	0 0	500	0 0
		£143,240	0 0	£123,271	0 0

LOANS ISSUED 1st APRIL, 1919 to 31st MARCH, 1920.

DIVISION.	School.	£		s. d.	
		£	s. d.	£	s. d.
Cradock	Cradock	600	0 0	600	0 0
Malmesbury	Darling School and Teacher's Residence	4,700	0 0	1,200	0 0
Paarl	Wellington Girls' (Purchase)	1,000	0 0	1,000	0 0
Do.	Do. (Extensions)	10,000	0 0	10,000	0 0
Victoria East	Alice	1,500	0 0	1,500	0 0
Namaqualand	Garies	1,500	0 0	1,500	0 0
Do.	Springbok	4,000	0 0	2,500	0 0
	Carried Forward	£23,300	0 0	£18,300	0 0

DIVISION.	School.	Total Loan.		Payments for year.	
		£	s. d.	£	s. d.
	Brought Forward	23,300	0 0	18,300	0 0
Albany	Grahamstown Cookery	2,250	0 0	2,250	0 0
Barkly West	Barkly West Boys'	1,950	0 0	1,950	0 0
Bredasdorp	Bredasdorp P.S.	4,000	0 0	4,000	0 0
Cape	Camps Bay	780	0 0	780	0 0
Do.	Docks	2,200	0 0	2,200	0 0
Do.	Feldhausen	510	0 0	510	0 0
Do.	Observatory	1,000	0 0	1,000	0 0
Do.	Orange Grove (Hopemill)	1,000	0 0	1,000	0 0
Do.	Salt River (Purchase of Ground)	510	0 0	510	0 0
Do.	Sydney Street	2,000	0 0	2,000	0 0
Do.	Woodstock	11,000	0 0	11,000	0 0
Do.	Wynberg Boys' High	3,000	0 0	3,000	0 0
Carnarvon	Carnarvon	3,000	0 0	3,000	0 0
Ceres	Wolseley	1,500	0 0	1,500	0 0
East London	Southernwood	5,000	0 0	5,000	0 0
Do.	Tainton (Principal's Residence)	600	0 0	600	0 0
Do.	West Bank	3,000	0 0	3,000	0 0
Do.	Wilsontia (to complete)	425	0 0	425	0 0
Fort Beaufort	Adelaide	3,000	0 0	3,000	0 0
Humansdorp	Humansdorp (to complete)	1,065	0 0	1,065	0 0
Kenhardt	Kakamas	2,000	0 0	2,000	0 0
Kingwilliamstown	Berlin (to complete)	300	0 0	200	0 0
Do.	Central (Intermediate)	1,000	0 0	535	0 0
Kimberley	Boys' High	730	0 0	730	0 0
Do.	Newton	1,260	0 0	1,260	0 0
Do.	Ronaldsvlei	1,000	0 0	1,000	0 0
Do.	Transvaal Road	6,000	0 0	6,000	0 0
Maclear	Maclear Primary	4,000	0 0	3,000	0 0
Maraisburg	Hofmeyr	1,100	0 0	783	0 0
Matatiele	Matatiele	550	0 0	550	0 0
Middelburg	Middelburg (to complete)	200	0 0	200	0 0
Prieska	Marydale	550	0 0	550	0 0
Do.	Prieska	2,000	0 0	2,000	0 0
Queenstown	Public School (Drainage)	2,100	0 0	1,800	0 0
Do.	Queenstown Boys'	15,000	0 0	15,000	0 0
Do.	Richmond	600	0 0	600	0 0
Richmond	Richmond	1,600	0 0	1,600	0 0
Riversdale	Albertinia	1,600	0 0	1,600	0 0
Do.	Riversdale Boys'	1,000	0 0	1,000	0 0
Robertson	Robertson Boys'	6,825	0 0	6,825	0 0
Steytlerville	Steytlerville	2,000	0 0	2,000	0 0
Tulbagh	Porterville Road (to complete)	450	0 0	450	0 0
Umtata	Roodeheuvél	700	0 0	700	0 0
Do.	Umtata (to complete)	1,400	0 0	1,400	0 0
Uniondale	Van Rhynsdorp	1,300	0 0	1,300	0 0
Van Rhynsdorp	Van Rhynsdorp	500	0 0	500	0 0
Willowvale	Willowvale (to complete)	10	0 0	10	0 0
Wodehouse	Indwe A2	2,500	0 0	2,500	0 0
Do.	Indwe A3	400	0 0	400	0 0
Xalanga	Cala	510	0 0	510	0 0
		£128,675	0 0	£121,493	0 0
	BOARDING HOUSES.				
Aliwal North	Aliwal North Boys'	2,000	0 0	2,000	0 0
Calvinia	Loeriesfontein	2,000	0 0	2,000	0 0
Clanwilliam	Clanwilliam Girls' (to complete)	7,000	0 0	7,000	0 0
Colesberg	Colesberg A1	1,000	0 0	1,000	0 0
East London	East London Boys' High (to commence)	7,000	0 0	7,000	0 0
Kimberley	Warrenton	5,000	0 0	5,000	0 0
Namaqualand	Soebatsfontein	1,500	0 0	1,500	0 0
		£25,500	0 0	£25,500	0 0
	TRAINING SCHOOLS.				
Cape	Polytechnic	15,000	0 0	14,485	0 0
Cradock	Hostel	12,040	0 0	11,487	0 0
Graaff-Reinet	Training	12,000	0 0	5,000	0 0
Uitenhage	Hostel	10,000	0 0	10,000	0 0
Do.	School	10,000	0 0	10,000	0 0
		£59,040	0 0	£50,972	0 0
	INDUSTRIAL AND TECHNICAL INSTITUTIONS.				
Fort Beaufort	Adelaide	3,000	0 0	3,000	0 0
Humansdorp	Karreedouw	5,000	0 0	5,000	0 0
Knysna	Edinburgh Industrial	10,000	0 0	974	0 0
		18,000	0 0	8,974	0 0

UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR:
PERIOD 1st OCTOBER, 1918—31st MARCH, 1920.

Division.	School.	Payments for year.
Albany	Grahamstown (Elementary)	£650
Aliwal North	Aliwal North Boys' Boarding	900
"	Jamestown	200
Barkly West	Boys' Public	300
Beaufort West	Boys' Public	1,700
"	Merweville	165
Burghersdorp	Burghersdorp Boarding	600
Caledon	Villiersdorp Boarding	1,500
"	Grabouw	200
Calvinia	Calvinia Public	130
Cape	Hout Bay	350
"	Mountain Road	3,000
"	Parow	450
"	Rochester Road	8,000
"	Rondebosch Boys'	1,100
"	Sea Point Boys'	1,350
"	Three Anchor Bay	105
Clanwilliam	Public	208
"	Girls' Boarding	770
Cradock	Training	400
East London	Bluewater	375
"	Tainton	50
Elliot	Elliot	300
Engcobo	Engcobo	150
Fort Beaufort	Adelaide Girls' Industrial	800
Gordonia	Uppington	1,250
Herbert	Douglas	350
Hopefield	Darling Teachers' Residence	400
Humansdorp	Karreedouw	1,000
Idutywa	Idutywa	800
Kimberley	Boys' High	2,000
"	Beaconsfield (Coloured)	500
"	New Public	180
"	Riverton Road	200
"	Training School Hostel	585
Malmesbury	Malmesbury Girls' Boarding	580
"	Moorreesburg	650
"	Saldanha Bay	2,000
Maraisburg	Hofmeyr	550
Matatiele	Cedarville	2,000
"	Public	325
Montagu	Montagu	500
Mossel Bay	Herbertsdale	100
Mount Currie	Kokstad	140
Namaqualand	Dongois	200
"	Springbokfontein	240
Paarl	Paarl Station	1,000
Piquetberg	Eendekuil	300
"	Zuurfontein	300
Port Elizabeth	Mackay	175
Prieska	Prieska Public	200
Richmond	Public	200
Queenstown	Queenstown Girls'	800
"	Sterkstroom	1,700
Qumbu	Qumbu	750
Riversdale	Albertinia	800
"	Riversdale Boys' High	1,000
Robertson	Bushmans River	300
Somerset East	Somerset East Boys' A1	1,400
Sutherland	Sutherland	800
Tarka	Tarkastad Public	1,350
Uitenhage	Riebeck Girls' High	510
"	Training College	115
Uniondale	Grootfontein	590
"	Krakeel River	150
Willowmore	Rietbron	1,000
Worcester (D.)	Rawsonville	300
Xalanga	Cala	510
	Total	£52,553

FREE BUILDING GRANTS ISSUED DURING EIGHTEEN MONTHS ENDED 31st MARCH, 1920.

Division.	School.	Amount.
		£ s. d.
Cape	Klipheувel	200 0 0
East London	Boys' Public	409 0 0
"	Orange Grove	291 6 8
Elliot	Embokotwa	210 16 8
"	Smalpoort	210 0 0
Knysna	Old Place	90 13 9
Mount Ayliff	Public	63 5 1
Riversdale	Phesantekraal	194 13 9
"	Riethuis Kraal	126 5 0
	Total	£1,796 0 11

II.—FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR PERIOD 1ST APRIL, 1918, TO 31ST MARCH, 1919.

ADMINISTRATION AND INSPECTION.				£	s.	d.	£	s.	d.
<i>Salaries and Allowances :</i>									
Head Office Staff	...	...	...	15,675	3	0			
Inspectors	...	...	...	24,145	14	7			
War Bonus (including Schools)	...	...	...	36,200	8	9			
							76,021	6	4
<i>Travelling Expenses :</i>									
Head Office Staff	...	...	...	191	19	0			
Inspectors	...	...	...	15,764	0	3			
							15,955	19	3
<i>Incidental Expenses (including £45,114 interest and redemption charges on Loans)</i>							53,107	3	4
TRAINING OF TEACHERS.									
Salaries of Departmental Instructors and Instructresses	...	...	...	5,060	15	0			
Travelling Expenses of Officers and others on duty	...	...	...	4,363	12	8			
Pupil Teachers, Student Teachers and Probationers	...	...	...	40,658	17	7			
Grants to Indigent Students taking P.T. course at certain centres	...	...	...	6,718	11	0			
Grants to Principals on Passing Pupil Teachers	...	...	...	2,671	16	8			
Institutions for Training Teachers	...	...	...	37,035	13	7			
Salaries	...	...	...	£25,817	9	8			
Rent, Furniture, Requisites, Fittings, etc.	...	...	...	11,218	3	11			
Grant to Pupil Teachers Loan Fund	...	...	...	2,000	0	0			
Pupil Teachers' Monthly Train and Tram Fares	...	...	...	984	12	10			
Vacation Courses	...	...	...	92	9	1			
Examinations for Certificates and Science, Art, Manual Training and Art Scholarships	...	...	...	3,011	14	0			
Expenses of Competitions and Exhibitions of Manual Work, Singing, Writing, etc.	...	...	...	111	10	6			
Examinations for Bilingual Certificates	...	...	...	0	0	0			
Organizing for Introduction of Language Ordinance Requirements	...	...	...	0	0	0			
							102,709	12	11
INDUSTRIAL SCHOOLS.									
Salaries	...	...	...	8,481	1	11			
Maintenance Grants for Apprentices and Indigent Boarders	...	...	...	10,809	0	3			
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc.	...	...	...	3,784	11	8			
							23,074	13	10
SCHOOLS : GRANTS-IN-AID.									
<i>School Boards :</i>									
Salaries and Allowances	...	...	...	460,891	2	3			
School Buildings and Extensions, not exceeding £500	...	...	...	500	0	0			
Maintenance Grants to Indigent Boarders	...	...	...	22,890	11	0			
Special Assistance to Education in Poor Districts	...	...	...	352	19	7			
School Fees of Children of Persons on Active Service	...	...	...	6,600	8	8			
Interest on Local Loans for School Buildings	...	...	...	1,448	13	7			
Rent of Land and Buildings for School Purposes	...	...	...	18,120	18	5			
School Board Deficits and Miscellaneous Expenditure connected with School Boards	...	...	...	315,570	3	4			
School Board Administration	...	...	...	24,344	6	5			
General Maintenance of Schools	...	...	...	29,769	4	3			
Travelling Expenses of Teachers	...	...	...	0	0	0			
School Requisites, Furniture, etc.	...	...	...	43,547	2	4			
<i>Schools not under School Boards :</i>									
Salaries and House Allowances	...	...	...	33,507	12	0			
Maintenance Grants to Indigent Boarders	...	...	...	3,561	9	10			
Special Assistance to Education in Poor Districts	...	...	...	186	14	0			
Interest and Redemption on Government Loans	...	...	...	12	11	8			
Rent of Land and Buildings for School Purposes	...	...	...	2,141	17	2			
Carried forward				963,445	14	6	270,868	15	8

EXPENDITURE FOR PUBLIC EDUCATION—(continued).

STATEMENT FOR PERIOD 1ST APRIL 1918, TO 31ST MARCH, 1919—(continued).

				£	s.	d.	£	s.	d.
Brought Forward				963,445	14	6	270,868	15	8
SCHOOLS : GRANTS-IN-AID—(continued).									
<i>Schools not under School Boards (continued) :</i>									
General Maintenance of Schools including Deficits of									
Railway Schools	...	...	...	4,069	9	8			
School Fees of Children of Persons on Active Service	...	...	...	1,876	2	7			
School Requisites, Furniture, etc.	...	...	...	1,927	0	5			
School Buildings or Extensions	...	...	...	96	15	5			
Boarding Houses for Indigent children	...	...	...	9,420	12	10			
<i>Mission Schools :</i>									
Salaries	...	...	...	126,802	18	7			
School Fees of Children of Persons on Active Service	...	...	...	327	5	2			
Rent under Section 8 of Amended Regulations, 1905...	...	...	...	109	3	0			
School Requisites, Furniture, etc.	...	...	...	8,422	1	1			
							1,116,497	3	3
GENERAL.									
Good Service Allowance to Teachers and Departmental Instructors				13,975	3	10			
To Supplement Teachers' Pension Fund				2,500	0	0			
							16,475	3	10
Total	...	...	...	£1,403,841	2	9			

PUPIL TEACHERS' FUND.

ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1919.

1918.			£	s.	d.	1918.			£	s.	d.
To Balance	...	...	163	2	0	By Allowance to Pupil Teachers	...	...	336	0	0
To Interest received from Master of the Supreme Court	...	...	336	4	2	By Balance at 31st March, 1919...	...	...	163	6	2
			£499	6	2				£499	6	2

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.
Allez, W. ...	155 3 9	1 January, 1920.
Ames, John ...	90 0 0	1 April, 1919.
Anderson, George W. (Rev.)	24 10 0	1 April, 1905.
Anderson, G. B. (Rev.) ...	60 0 0	1 January, 1916.
Arends, Isaac ...	30 0 0	1 January, 1898.
Atkins, Emma, (Miss) ...	61 0 8	1 July, 1919.
Baalie, Frederic Josaias ...	30 0 0	1 May, 1917.
Balie, Rudolf ...	24 0 0	1 July, 1905.
Barnley, Fanny Jane ...	48 0 0	1 January, 1914.
Barry, Maria Aletta (Mrs.)...	36 0 0	1 July, 1915.
Beerling, (Miss) A. M. ...	74 0 0	1 October, 1919.
Beswick, Frederick ...	140 0 0	1 July, 1899.
Bikitsha, S. J. ...	22 11 6	1 April, 1918.
Blair, Helen ...	30 16 0	1 January, 1911.
Blane, Marie Hortense ...	39 0 0	1 January, 1917.
Bliss, A. E. (Miss) ...	120 0 0	1 April, 1910.
Bosman, Maria Josina ...	22 13 3	1 January, 1918.
Bourne, Arthur Hy. Johnstone	336 0 0	1 January, 1918.
Brink, Petronella Anna W. ...	68 19 3	1 January, 1918.
Broster, Thomas ...	100 0 0	1 July, 1915.
Calder, Sarah A. ...	21 0 0	1 July, 1893.
Cameron, (Miss) A. ...	85 14 0	1 January, 1919.
Cassé, George W. ...	45 0 0	1 July, 1908.
Chambers, Anne H. ...	113 8 0	1 January, 1915.
Charnley, J. A. ...	83 6 0	1 January, 1919.
Cilliers, Susanna E. ...	60 0 0	1 April, 1914.
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.
Colquhoun, (Miss) H. ...	95 13 6	1 April, 1919.
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.
Cutbush, (Miss) E. L. ...	43 2 9	1 January, 1920.
Daintree, Eliz. ...	39 7 6	1 January, 1911.
Dale, Robert ...	70 6 3	1 January, 1899.
Daniels, Catherine Johanna L.	18 18 0	1 April, 1912.
Daoma, Anne Rebecca ...	27 0 0	1 April, 1918.
Davidson, Jas. ...	100 0 0	1 April, 1910.
Davidson, Lydia Josephene ...	42 0 0	1 January, 1912.
De Kock, D. J. ...	199 8 0	1 January, 1919.
De Smidt, Johannes H. ...	48 0 0	1 July, 1901.
De St. Croix, (Mrs) A. M. ...	105 5 7	1 January, 1920.
De Villiers, Elizabeth R. ...	21 0 0	1 May, 1889.
De Wet, Peter François ...	52 10 0	1 July, 1911.
Dickson, (Mrs) E. R. ...	33 6 10	1 January, 1920.
Dowling, (Miss) E. T. ...	57 1 6	1 October, 1919.
Dowthwaitè, 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.
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.
Fisk, Ellen Eliza ...	64 7 0	1 January, 1912.
Forman, Wm. Johnston ...	140 0 0	1 January, 1912.
Forbes, (Miss) J. A. C. ...	73 8 0	1 January, 1919.
Fourie, Joseph S. ...	61 5 0	1 July, 1906.
Fransch, Rosie ...	24 0 0	1 October, 1906.
French, G. ...	152 19 2	1 October, 1919.
Fuechsel, H. D. (Miss) ...	105 0 0	1 July, 1916.

3. TEACHERS' PENSIONS—continued.

	Amount.	Date.
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.
Gilmore, Letitia Margaret ...	35 0 0	1 July, 1912.
Glennie, Catherine F. ...	52 10 0	1 July, 1907.
Golightly, T. S. ...	90 0 0	28 September, 1919.
Gordon, David ...	48 0 0	1 July, 1915.
Graham, W. ...	156 10 5	1 October, 1918.
Griesbach, F. T. R. ...	63 15 11	1 October, 1918.
Griffiths, M. A. (Miss) ...	13 10 0	1 October, 1909.
Groepe, T. J. ...	19 16 0	1 April, 1918.
Halcrow, Thomas S. ...	112 0 0	1 January, 1908.
Harris, Anna Margaret ...	60 0 0	1 July, 1913.
Harris, A. V. ...	45 0 0	1 April, 1902.
Harsant, A. M. (Miss) ...	81 18 0	1 July, 1916.
Hatton, C. E. G. ...	56 16 5	1 July, 1919.
Heese, Freida J. ...	29 15 0	1 January, 1912.
Heldzingen, M. M. (Miss) ...	27 0 0	1 October, 1905.
Helm, J. W. (Miss) ...	29 8 0	1 January, 1916.
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.
Hugo, J. G. ...	95 19 2	1 October, 1918.
Hurter, Magdalene Z. ...	14 14 0	1 July, 1918.
Immelman, (Miss) E. A. ...	43 15 0	1 April, 1919.
Inglis, John ...	127 10 0	1 April, 1914.
Jackson, Hannah A. (Mrs.) ...	24 10 0	1 January, 1915.
Jackson, William M. ...	115 10 0	1 June, 1914.
Jenner, (Miss) A. ...	142 0 0	1 October, 1919.
Johnstone, E. E. ...	93 15 8	1 April, 1918.
Joubert, D. C. (Miss) ...	52 10 0	1 July, 1908.
Juffenbruch, Carl ...	60 0 0	1 January, 1908.
Keast, (Mrs) A. R. ...	41 13 3	1 January, 1919.
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.
Klinek, J. D. ...	100 0 0	1 April, 1916.
Knight, A. W. (Miss) ...	31 10 0	1 January, 1917.
Koeries, M. J. ...	19 1 6	1 January, 1920.
Kupa, A. ...	19 4 0	1 January, 1920.
Kwatsha, David, ...	12 12 0	1 January, 1919.
Laws, G. G. C. (Miss) ...	30 0 0	1 April, 1906.
Lean, (Mrs) A. E. ...	45 2 0	1 January, 1919.
Leipoldt, Maria C. ...	24 0 0	1 January, 1902.
Le Roux, Abraham G. (Rev.)	24 0 0	1 July, 1898.
Le Roux, 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.
Littlewood, E. T. ...	256 0 0	1 October, 1919.
Loman, Brother ...	21 0 0	1 January, 1895.
Lokwe, J. J. ...	14 8 0	1 January, 1916.
Lord, Alex. Duke ...	70 0 0	1 January, 1914.
Louw, Stephen M. ...	14 8 9	1 April, 1913.
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.
Lyon, A.F. ...	98 0 0	16 August, 1918.

[C.P. 4-'20.]

3. TEACHERS' PENSIONS—*continued.*

	Amount.	Date.
Macdonald, Archibald ...	150 0 0	1 January, 1918.
Maci, A. H. ...	25 12 0	1 April, 1916.
Mahali, John ...	21 0 0	1 January, 1908.
Mahali, (Miss) Maud... ..	18 0 0	1 January, 1919.
Marais, (Miss) A. A. ...	44 2 0	1 January, 1919.
Marais, (Miss) J. J. ...	55 0 0	24 July, 1918.
Martin, Sister Clare ...	80 0 0	1 January, 1916.
Martin, (Miss) C. C. ...	70 5 7	1 January, 1919.
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.
Mbewu, J. ...	16 16 0	1 July, 1919.
McGaffin, ...	193 8 9	1 October, 1919.
McKay, (Miss) A. ...	132 6 0	1 July, 1919.
McKay, (Miss) M. M. H. ...	52 11 2	1 September, 1919.
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.
Mkumla, S. J. ...	19 12 0	1 July, 1918.
Morrison, Sarah Annie ...	37 16 0	1 July, 1913.
Morton, E. (Miss) ...	113 8 0	1 January, 1916.
Moyle, M. P. J. ...	52 0 0	1 January, 1910.
Mtotywa, L. (Miss) ...	12 12 0	1 April, 1910.
Murray, Helen ...	90 0 0	1 January, 1917.
Myburg, (Miss) M. M. E. ...	28 7 3	1 January, 1920.
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.
Nel, L. F. ...	164 18 0	1 January, 1920.
Nel, (Miss) A. J. ...	42 0 0	1 September, 1918.
Nicol, Matthew ...	70 0 0	1 July, 1898.
Nichols, (Mrs) L. ...	47 19 5	1 October, 1919.
Njokweni, Alexander Mata ...	21 0 0	1 January, 1912.
N'tanta, Luke ...	17 10 8	1 July, 1918.
Oates, Annie May ...	45 0 0	1 October, 1914.
Ogston, L. (Miss) ...	33 15 0	1 January, 1916.
Olver, A. (Rev.) ...	100 17 6	5 June, 1917.
Pamla, Matilda A. ...	24 0 0	1 January, 1915.
Pauw, A. S. C. ...	21 0 0	1 January, 1918.
Parkinson, Ellen ...	42 0 0	1 October, 1916.
Pearson, David ...	33 0 0	1 July, 1913.
Perry, (Miss) E. M. ...	30 15 4	1 July, 1919.
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.
Robinson, E. Forbes ...	105 0 0	1 January, 1920.
Rosenow, Carl F. W. ...	120 0 0	1 April, 1904.
Rossiter, M. B. (Miss) ...	27 11 3	1 October, 1909.
Ross, (Miss) J. K. ...	47 13 3	1 January, 1918.
Ross, J. N. (Miss) ...	21 0 0	1 January, 1916.
Roussouw, Elizabeth H. ...	52 10 0	1 July, 1904.
Roux, David G. ...	60 0 0	1 January, 1902.
Roux, Gerhardus J. ...	96 5 0	1 October, 1913.
Ruiter, A. J. ...	24 0 0	1 January, 1917.
Sagar, W. (Mrs.) ...	43 11 2	1 July, 1914.
Salome, Sarah ...	14 8 0	1 July, 1918.
Sarguant, (Miss) F. M. ...	50 8 0	1 October, 1919.
Scheuble, Frederica C. K. ...	60 0 0	1 July, 1908.

3. TEACHERS' PENSIONS—*continued.*

	Amount.	Date.
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. (Mrs) ...	60 0 0	1 January, 1909.
Smith, George (Rev.) ...	42 0 0	1 January, 1902.
Smith, Peter ...	199 12 0	1 January, 1918.
Smith, (Miss) A. T. ...	118 6 0	1 January, 1920.
Smuts, J. E. (Miss) ...	49 0 0	1 April, 1910.
Solilo, Alfred ...	21 0 0	1 October, 1915.
Soyiswapi, T. A. ...	22 18 6	1 January, 1918.
Starkey, E. J. ...	151 1 7	1 October, 1918.
Stocks, Alfred R. ...	45 0 0	1 July, 1906.
Stucki, Marinus J. ...	100 0 0	1 January, 1903.
Sutton, Joseph George ...	175 0 0	1 January, 1913.
Swemmer, John Wm. ...	64 15 0	12 November, 1911.
Theunissen, P. H. ...	127 14 3	1 April, 1919.
Thompson, Agnes ...	43 15 0	1 January, 1914.
Thwaites, F. A. (Miss) ...	69 0 0	1 January, 1911.
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.
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.
Van Oordt, (Miss) H. O. ...	97 19 0	1 January, 1919.
Van Stettler, (Miss) W. ...	74 3 5	1 January, 1919.
Varnfield, George ...	34 6 0	1 April, 1907.
Venn, Catherine ...	18 0 0	1 May, 1901.
Venter, H. B. ...	25 15 8	1 April, 1917.
Vipan, G. W. ...	150 0 0	1 January, 1916.
Visser, J. H. ...	26 18 1	1 January, 1918.
Vorster, (Miss) A.S.E. ...	59 12 11	1 October, 1918.
Waitt, 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.
Weller, S. F. ...	111 12 2	1 July, 1918.
Welsh, (Miss) E. A. ...	83 7 4	1 August, 1919.
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.

[C.P. 4—'20.]

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