



CAPE OF GOOD HOPE

DEPARTMENT OF PUBLIC EDUCATION.

SUPPLEMENTARY REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION.

1ST OCTOBER, 1914, TO 30TH JUNE, 1915.

Price 6d.

CAPE TOWN:

CAPE TIMES LIMITED, GOVERNMENT PRINTERS,

1916.

[C.P. 5—1915.]

Cost of Printing: £39-08s. 0d.

B12/11823.1.7 66.11.15.
C.T.Ltd.—B1953.

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Superintendent.

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DEPARTMENT OF PUBLIC EDUCATION.

Supplementary Report of the Superintendent-
General of Education. 1st October, 1914,
to 30th June, 1915.

Department of Public Education,
Cape Town, 31st August, 1915.

TO THE HONOURABLE THE ADMINISTRATOR.

SIR,—I have the honour to submit to you the following Report which brings the record of the work of the Department up to date. The opportunity has also been taken to review hurriedly the general development of the last twenty-three years. It has appeared to me specially desirable to draw attention in this way to certain phases of the work, so that the ends kept steadily in view throughout the period may be clear to those directly interested in education in this Province. This may be done best by dealing with the different sections of work under the same general arrangement as that followed in my last Annual Report.

When the educational position was reviewed in 1894 three predominant requirements were referred to, viz.:

- (1) Departmental Organisation;
- (2) Compulsory Institution of School Boards;
- (3) Compulsory Attendance of Pupils.

Under the first of these—Departmental Organisation—the main points kept in view were (*a*) an efficient and well-organised head office; (*b*) a zealous and thoughtful inspectorate; (*c*) a sound system for the training of teachers; (*d*) an effective system for the acquisition, erection and nationalisation of school buildings.

In proposing the second—the compulsory institution of School Boards—the great object aimed at was to replace by corporate bodies, invested with authority by the State, the haphazard system of voluntary school managers, whose sporadic success in the past rested solely on the initiative and self-sacrifice of a few individuals in different districts. Further, there was kept in view also the need for local financial responsibility by the levying of a school rate.

The need for the third—the enforcing of school attendance—was evident from the noticeably short school life of children, their irregular attendance while on the roll, the small progress made from year to year, and the low average leaving standard.

An attempt will be made in the succeeding sections to show what has been accomplished in the three directions here specifically mentioned.

I.—ADMINISTRATION.

HEAD OFFICE.—In 1892 the work of the Office was divided roughly between a general correspondence branch and an accounting branch. It immediately became necessary to develop and systematise further the organisation of the work. The policy was therefore initiated and gradually carried out of dividing the work among a number of appropriate branches, thereby giving a certain amount of direct responsibility and real interest to the clerks in

[C.P. 5—'15.]

charge, and at the same time securing greater expedition in dealing with work. This system, although in some respects not ideal, and not likely to be generally advisable, has brought about the desired efficiency, and there are to-day the following branches:—Examining, Statistical, Authorising, Building, "Gazette," School Board, Railway Schools, Registration, and General Correspondence.

In the same way it was found expedient to publish the Department's regulations in a series of pamphlets in place of the old "Manual." It was felt, for example, that to send a copy of the "Manual" to an inquirer who merely required the examination regulations was manifestly absurd; and accordingly the series as devised enabled teachers and others to procure in convenient form the regulations in which they had an immediate interest. The complete range of pamphlets ultimately published included the following:

- No. 1. Elementary School Course.
- No. 2. Training and Examination of Teachers.
- No. 3. School Buildings.
- No. 4. Attendance, Registration and Inspection.
- No. 5. High School Course.
- No. 6. Manual Training for Boys (Woodwork).
- No. 7. Examination Papers.
- No. 8. Training Institute, Cape Town.
- No. 9. Good Service Allowance and Pension.
- No. 10. Manual Training for Girls (Needlework).
- No. 11. School of Art, Cape Town.
- No. 12. School of Agriculture, Elsenburg.
- No. 13. Grants to Schools.
- No. 14. Instructions to Inspectors (for Inspectors' use only).
- No. 15. Kindergarten.
- No. 16. Pupils' Examinations.
- No. 17. Education Office Library Catalogue.
- No. 18. School Libraries.
- No. 19. Natural History Collections.
- No. 20. School Board Act and Regulations.
- No. 21. Instructions to Teachers of Drawing.

Probably those pamphlets most helpful in promoting work on right lines were the issues dealing with instruction in Needlework, Woodwork, and the erection of School Buildings, but every number of the series has proved of value in the general development of the system.

Of greater importance than the pamphlets just referred to is the "Education Gazette," first published in 1901. Although started merely as the official organ of the Department, it is now used not only for the purpose of conveying official announcements to teachers and school managers, but also for disseminating information likely to be useful in the improvement of class-instruction and school management generally. The publication of the "Gazette" fortnightly enables the Department to keep in close touch with schools, and the journal has become the recognised medium for the publication of advertisements of teaching posts. It began as a four-page sheet, and now extends on the average to about forty pages. Its circulation has also gradually increased until to-day over eight thousand copies of each issue are distributed.

In regard to the Office Staff, nothing fresh calls for notice in this Report. The strain, to which reference has been made on more than one occasion recently, has become only more aggravated with the passage of time. In present circumstances important work, such as the publication of revised syllabuses and regulations, has perforce to be neglected, and it is inevitable, too, that there should sometimes be delay in dealing with current work, thus tending to originate friction with valued correspondents.

INSPECTORATE.—In 1893-4 the Province was carefully divided into circuits for inspection purposes. These circuits were fourteen in number, and it is of interest to note that three of the Inspectors, viz., Messrs. Mitchell, Noaks and Theron, are still in the service of the Department. At that time there were 1,871 schools in operation, giving an average of 133 per Inspector. To-day with a staff of thirty-eight Circuit-Inspectors, the average number of schools per

Inspector is 121. This average number of schools is still higher than is compatible with really efficient work; for it has to be borne in mind that even now some areas are altogether unmanageable, and these are probably the very districts in which better school provision is necessary. As a good working rule it has been laid down that no Inspector should be charged with the oversight of a district in which more than one hundred schools are in operation, but even this number should be lowered in certain sparsely-populated areas of great distances. His function is a much wider one than the mere examination of pupils, and this view was specially dwelt upon in a circular issued in 1892. Referring to the same subject in 1893 I wrote as follows:—

"Every opportunity has been made use of to impress upon the Inspectors the absolute necessity of taking a wider view of the duties of their office than the name of it would imply; for the Inspector who is content to play the parts of detective and critic will be but a poor producer in the educational field. The ideal official is he who inspects because he wishes to know how to help. He inspects his district because he wishes to have schools started where the need exists; he inspects schools because he wishes to help managers and teachers toward the attainment of the best educational ends. He knows the people of his circuit who are interested in education and can work with all of them, let their opinions on debatable questions be what they may; he seeks to secure good teachers for his circuit, and he tries to further the interests of those who show exceptional skill and devotion. It has been very gratifying to me to find that the Circular Letter, in which this view was originally insisted upon, has been productive of some little enthusiasm, and that it has borne good fruit, so far, at least, as the establishment of new schools is concerned."

Since that date the "wider view" has prevailed in the Inspectorate, with the result that local effort has been stimulated and the desire for education has shown itself in every part of the Province. Had the number of Inspectors kept pace with the amount of work felt to be pressing on the Department, much more progress might have been made and made with greater smoothness in all channels of effort.

DEPARTMENTAL INSTRUCTORS.—It became evident early in 1893 that if certain special subjects which had suffered neglect were to be properly attended to in the schools, it would be necessary to supplement the efforts of the Inspectors, whose time was more than occupied in promoting the establishment of new schools and examining the work of teachers. With this end in view the plan was adopted of appointing special Instructors, whose duty it was to introduce, organise, and supervise instruction in their particular subjects. A beginning was made with vocal music and needlework, followed by woodwork and drawing, kindergarten method, cookery and nature study. From the outset much time was devoted to training teachers and student-teachers in correct methods of instruction in these special subjects, and the general results of the policy followed are reflected in the seventh section of this Report.

LEGISLATION.—To bring about the main reforms aimed at a considerable amount of legislation was necessary; but in the first instance it seemed desirable to deal with certain matters which could be set right by regulations under the 1865 Act. The amended and additional regulations of 1893 marked a most important departure in the system. First, through them the Department was enabled to separate white from coloured pupils in the Mission Schools; next, the foundation was laid for the nationalisation of school property through the loan system, and where this plan was not immediately feasible, aid was made available for hiring premises for school purposes. Certain provisions in regard to Poor and Private Farm Schools assisted materially in promoting the education of children in rural areas, particularly in the case of "poor whites." Evening schools, trade schools for Europeans, and instruction in special subjects were also provided for; and finally the keeping and auditing of school account books was arranged for. The far-reaching effect of these provisions became apparent as the years passed. The regulation in regard to the payment of interest on building loans called for extensions and amendments of the law in other directions. In the same year the transfer of lands for school purposes was exempted from transfer duty, stamp duty and fees of office; and in 1895 the question of security for loans was dealt with and also the issue of loans to cover

fencing and gravelling of school sites, etc. The payment of two-thirds of the interest in the case of building loans issued for training schools, was also arranged for in 1895; and in 1898 the Municipal Educational Grants Act was passed, under which Municipalities were empowered to make free of charge grants of land for educational purposes, and also were enabled to assist in promoting education by means of money grants.

In 1896 the financial position of teachers was improved by a change in the scale of Good Service Allowances, payable after five years' reasonably meritorious service; and in 1897 amended and additional regulations were passed by Parliament, raising the scale of grants-in-aid towards the salaries of teachers in public, mission, and private farm schools. Further regulations on the same lines were passed in 1905, when provision was also made for more systematic aid to Native Training Schools and Schools for Defectives.

In the same year (1905) the School Board Act was passed. Its main principles are well known, and, except in regard to its financial provisions, subsequent amending legislation has not materially altered this coping-stone of the system. The Act provided first for the constitution of School Boards throughout the Province, such Boards having the power to establish and maintain schools; next, it made provision for the introduction of Compulsory School Attendance; and finally it provided for the levying of a School Rate, which in 1909 was restricted to $\frac{1}{8}$ d. in the pound on the rateable value of landed property. As a result of further amending legislation in 1913 the age-limit for compulsion (7 to 14), the standard of exemption (IV.), and the distance of exemption (three miles from an existing school) can be raised where the compulsory clauses of previous Acts have been satisfactorily carried out. The introduction of these fundamental principles of educational legislation has entirely altered the outlook in the Province as regards progress in school affairs; and so satisfactory is the change that has been wrought that no one would wish to return to the days of voluntary methods. The people realise the value of the new system, and they feel themselves committed to a path of progress along which return is impossible.

Apart from legislation amending the School Board Act the only other changes which call for mention in this brief summary are the "Education (Language) Ordinance, 1912," the "Education Ordinance, 1913," and the "Religious Instruction in Schools Ordinance, 1913." The first of these is important as determining the course to be followed in extending equal facilities to both official languages; and the second deals with Training Schools, Industrial Schools, Technical Schools, Art Schools, Music Schools and Schools for Defectives, and also contains provisions fixing responsibility on School Board members for unauthorised expenditure. The latter provision had unfortunately become necessary by reason of the limitation of the school rate to one-eighth of a penny.

From this very brief sketch of educational legislation since 1892, it will be seen that out of the old voluntary system of schools and the £-for-£ principle of Government aid there has been evolved a system which, without let or hindrance, can provide efficient instruction for all children of school age in the Province, and which experience has shown is dependent on the ability of the State to provide funds to the extent of about two-thirds of the cost for its expansion and development. The remaining one-third of the cost is derived from school fees and the local education rate.

TEXT-BOOKS.—Before proceeding with a record of the advance in schools and pupils, it will be appropriate here to refer to the steps taken for providing text-books specially adapted to South African requirements. The need for such action was soon realised as essential if progress was to be made in methods of instruction. One of the first subjects to receive attention was Geography. No good South African Atlas was available for use in the schools, and as a first instalment of reform a Junior Atlas was designed. It was prepared by Mr. J. G. Bartholomew and published by Nelson and Sons. In 1903 it was followed by the well-known Advanced Atlas for South African Schools. A definite advance in Geography teaching was marked by the publication of this Atlas, which embraced many new features. The geological, meteorological, agricultural and physical maps gave the Atlas a special value in the eyes of geographers, and it has unquestionably done much to eradicate the purely formal teaching of the subject. It is gratifying, too, to note that the Atlases attracted

attention outside South Africa. The leading German review of Geography—"Petermann's Mitteilungen"—referred to the Advanced Atlas in the following terms:—

" On the physical side it is especially fine, full and accurate. The maps on this side and those dealing with commercial affairs may, even to German atlas-makers, be held up as models. The whole work, indeed, is so practical, so thoughtfully and skilfully planned that the best and most experienced German pedagogues and cartographers may learn much from it."

And in 1905 the President of Section E of the British Association drew pointed attention to both atlases, his words being:

"South Africa was very fortunate, as they had one of the best atlases in the world in their schools."

In view of the above it will be readily understood that the atlases have been effective in placing the study of Geography before teachers and pupils in a truer light. The old-time study of political divisions is yielding place to a truer conception of natural conditions and regional areas, and the subject is now approached in a more rational manner.

Encouragement was also given by the Department to the preparation and publication of science text-books adapted to the circumstances of this country. Botany was first selected for treatment, and as a result there was published in 1897 Dr. Marloth's edition of Edmonds' "Elementary Botany," a new edition of which appeared in 1903. Two volumes have also been published in Longmans' "South African Science Series" largely through the interest and support of the Department. These are Dr. Rogers' "Geology of Cape Colony," and Dr. Bertha Stoneman's "Plants and their Ways in South Africa." A book much wider in its scope, the "Rural Reader for South Africa," was prepared by Mr. A. B. Lamont (Instructor in Nature Study and Science), shortly after his appointment in 1908. This Reader offers an elementary introduction to the agricultural life of the Province, and with it the skilful teacher is enabled to develop lines of study on subjects in regard to which pupils have already some first-hand knowledge. A Dutch edition of the Reader was also published. From among a number of other text-books written with a view to the special requirements of schools in this Province, reference may be made to a "Manual of Drawing," prepared by Mr. W. W. Rawson, Departmental Instructor, and published in two parts. This publication succeeded the Departmental pamphlet dealing with Drawing.

In the atlases and text-books referred to above the Department had a very close interest, where indeed the actual preparation of the works was not suggested and devised in the Office. It is unnecessary, however, to refer here to the large number of elementary reading books and other school text-books published in recent years, which have been specially written and compiled to meet the requirements of South African schools. Many are framed on sound lines, but it is not surprising that in some instances the spirit of good teaching methods has largely given way to the letter of lifeless rules and exercises. On the other hand there is abundant evidence that progress in instruction has been both guided and accelerated by the publication of many text-books prepared with a full knowledge of teaching requirements and in the true spirit of the syllabus.

II.—SUPPLY OF SCHOOLS.

The advance since 30th September last in the number of schools will be seen from the following statement:—

Schools in operation at—		Inc. on previous Quarter.
30th September, 1914	.. .. .	4,460
31st December, 1914	.. .. .	4,441
31st March, 1915	.. .. .	4,548
		20
		—19
		107

In the fourth quarter of 1914 the war conditions adversely affected the position. Since that date there has been a recovery, and as a good supply of newly-trained teachers was available at the beginning of 1915 the work of School

Boards in establishing new schools was facilitated and is likely to be continued throughout the year.

The following statement shows the distribution of the new schools among the different classes, and the total number in operation in each class is also given:—

Class of School.	No. in operation.	Increase since 1.10.14.
First-Class Public	97	2
Second-Class Public	99	—1
Third-Class Public	1,770	69
Private Farm	668	13
Poor	44	—5
District Boarding	2	..
Evening	18	—7
Special	31	1
Mission	816	—2
Aborigines	991	20
Native Training	12	..
Total	4,548	88

In the difficult circumstances which have prevailed during the six-month period ending 31st March the increase of 70 in the number of European schools and of 18 in the number of non-European schools may be viewed as surprisingly satisfactory.

To trace even in a sketchy manner the growth in the number of schools since 1892 is of considerable interest. In that year there were 1,510 schools in operation, and the increase of more than three thousand in the intervening years is distributed as follows:—

Year.	No. of Schools.	Increase.
1892	1,510	
1895	2,271	761
1900	2,613	342
1905	3,098	485
1910	3,945	847
1915	4,548	603
<i>Increase in twenty-three year period</i>	<i>3,038.</i>	

The marked advance in the period 1892-1895 may be ascribed in large measure to the regulations passed in 1893, which enabled the Department to assist in the establishment of schools in areas where previously the system of aid did not meet the peculiar circumstances. In this respect the so-called "poor" schools proved a great success, for they could be established in localities where the people could do no more than provide board and residence for the teacher. Since the introduction of the School Board Act the necessity for such schools has disappeared, as the local financial difficulty can be dealt with otherwise: the objectionable name is thus now practically obsolete.

The impetus given by the School Board Act is clearly evident in the increases recorded against the years 1910 and 1915; but in order to gauge the growth more accurately it is necessary to distinguish between European and non-European schools. The facts are as follows:—

	1892.	1915.	Increase.
European Schools	731	2,700	1,969
Non-European Schools	779	1,848	1,069
Totals	1,510	4,548	3,038

From these figures it will be seen that the percentage increase in the number of European schools has been 269.3, and in non-European schools 137.2.

III.—ENROLMENT AND ATTENDANCE.

Owing to the set-back caused by the war there has been a decrease of 8,147 in the total enrolment since 30th September last. Of this decrease the fourth quarter contributed 7,824 pupils and the first quarter of 1915, 323. It naturally affects to a certain slight extent the favourableness of the comparison with the enrolment of 1892. Nevertheless the advance in the twenty-three year period is sufficiently striking, reaching the considerable total of 149,735. This as distributed in five-year periods is as follows:—

ENROLLED PUPILS: WHITE AND COLOURED.

Year.	Total.	Increase.
1892	83,254	
1895	106,329	23,075
1900	139,773	33,444
1905	162,220	22,447
1910	174,551	12,331
1915	232,989	58,438
<i>Increase for twenty-three year period</i>	<i>149,735</i>	

Before dividing this total increase between the white and coloured sections, it may be well to point out that the comparatively small advance in the quinquennium ending 31st March, 1910, is due to a fall in the non-European enrolment brought about largely by bad seasons. The progressive increase in the European section is made clear in the following table, where the pupils are grouped in two divisions—European and non-European.

Year.	White Pupils.	Increase.	Coloured Pupils.	Increase.
1892	32,336		50,918	
1895	44,957	12,621	61,372	10,454
1900	55,244	10,287	84,529	23,157
1905	65,295	10,051	96,925	12,396
1910	77,920	12,625	96,631	—294
1915	101,588	23,668	131,401	34,770
		69,252		80,483

In the twenty-three year period the increase of European pupils has been 69,252, or 214 per cent.; and non-European pupils have advanced in number by 80,483, or 158 per cent. This remarkable development is reflected in the general Census figures for the Province. If the European population be taken for the three Census years, 1891, 1904 and 1911, and compared with the school attendance figures, it will be found that the percentage of the population enrolled in State-aided Schools was 8.09, 10.6 and 14.5 respectively. This progressive advance is shown in the following table:—

Census.	European Population.	European Enrolment. (Govt. Schs.)	Percentage of European Population.
April, 1891	376,987	30,521	8.09
April, 1904	579,741	61,448	10.6
May, 1911	582,377	84,630	14.5

If the enrolment of private schools as well as State-aided schools be taken into account the relevant figures are as follows:—

Census.	European Population.	Total European Enrolment.	Percentage of European Population.
April, 1891	376,987	48,629	12.89
April, 1904	579,741	91,769	15.8
May, 1911	582,377	107,111	18.5

In view of the fact that the total European enrolment as given in the table just quoted includes, in addition to pupils attending private schools, a proportion of children "taught at home or at Sunday school," it will be realised that

the percentages given in the previous table are more exact and reliable as they are calculated on a clearly defined basis, viz., attendance at a Government-aided school. In both tables, however, the upward movement is manifest and is most gratifying. The first table emphasises in a remarkable manner the advance which has been made since the passing of the School Board Act. No complete and reliable statistics of children not at school are available, and in place of giving such imperfect data as are at hand it is considered best to depend on the percentages of school attendance quoted above.

In the case of non-Europeans the percentage of the population at school in the three Census years quoted was as follows:—

Census Year.	Percentage of Non-Eur. Population under Instruction.
1891	4.3
1904	5.1
1911	5.4

Here again there is evidence of progress, and that in a section of the population which in the period 1904-1911 increased more rapidly than the European and for which educational facilities are not quite so readily obtained. Both these factors naturally depress the rate of advance, but the zeal of the missionary churches and the general desire for schooling on the part of the native people have nevertheless led to marked development.

COMPULSORY ATTENDANCE.—The principle of compulsory attendance was one of the main features of the School Board Act, 1905, and the large majority of the Boards had adopted regulations for its application in their areas before the end of the three-year period stipulated in the Act. In a few isolated cases Boards hesitated to adopt the principle, such inaction being mainly due to a misapprehension of the true position. There is no doubt, however, that school attendance has benefited largely, both in regard to numbers and regularity, merely through the introduction of the compulsory principle in the 1905 Act. The placing of this measure on the Statute-book has brought home to parents the fact that the real discipline of life begins at the school stage and not only when wage-earning commences. Compulsory school attendance, indeed, has awakened the national consciousness to a more lively sense of its duties and to the need for active effort in a sense not previously realised in all parts of the Province. It therefore becomes a matter of interest to show for each fiscal Division the advance which has taken place in the European enrolment since 1905. Such a comparison is carried out in one of the tables appended to this Report. Here it will be sufficient to state that in the ten-year period the white enrolment has increased from 65,295 to 101,588, or 55 per cent. It is satisfactory to know that in applying the compulsory regulations many of the larger Boards have shown commendable energy, and by the exercise of constant vigilance they have been able to conserve their gains. The number of prosecutions under the Act has been insignificant, and this is in part due to the tact and care with which the regulations have been administered. It is the practice to warn neglectful parents in the first instance, and this often has the desired effect.

The effect of compulsion has also been most beneficial on the regularity of attendance. For all schools in the Province—white and coloured—the daily attendance has risen since 1905 from 84.7 per cent. of the enrolment to 87.41 per cent. in the first quarter of 1915. If white pupils be separated from coloured, the percentages of attendance are equally striking in their evidence of greater regularity. Thus in 1905, the average daily attendance of European pupils was 90.5 per cent. of the enrolment; in 1915 it had risen to 92.44 per cent. This general advance indicates very clearly the pressure, both direct and indirect, which is the result of enforcing school attendance, and at the same time shows that there is to-day a wider recognition of the value of schooling. In certain classes of schools controlled by Boards the daily attendance reaches still higher percentages than those mentioned. Thus in first-class public schools the average daily attendance is 93.96 per cent. of the enrolment; in second-class schools it is 92.41 per cent., and in third-class schools 91.50 per cent. In private farm schools the attendance is 95.5 per cent. of the enrolment; and in “poor” schools, now being replaced by third-class schools, the rate of attendance is 88.36. Further, not only has school attendance become more regular through the application of the Act, but the average school life has been

lengthened. Attendance is compulsory from the seventh to the fourteenth year; the effect of this provision is to bring children to school earlier than formerly and to keep them under instruction longer. The thoroughness with which some Boards apply their compulsory regulations is most commendable. At the large centres—Cape Town, Port Elizabeth and Kimberley—the work of securing the attendance of children of school-age receives constant attention. In some of the country districts, too, the Boards exercise to the full the powers conferred upon them. So far it has not proved expedient to make wide use of the power to transport children from beyond the three-mile radius of an existing school. In practice there are many difficulties to be overcome, and the plan is not free from the possibility of abuse. Recent inquiries go to show that in thirty School Board areas 221 children are being conveyed to school at the expense of the Boards concerned, and in 476 additional cases the work of transporting the children is being done free of charge.

Viewed as a whole, however, there is abundant proof that through the institution of School Boards, and the introduction of “compulsion,” the school net now covers the country in a manner that was impossible under the old voluntary system. Children in the most remote parts are being brought under instruction, and School Boards are exercising more and more the power they hold for uplifting the coming generation.

IV.—INSPECTION OF SCHOOLS.

Since the close of the year covered by the last Annual Report, four additional Inspectors have been appointed, giving a total staff of thirty-eight officers, exclusive of the Inspector of High Schools, the Inspector of Training Colleges, and an Inspector of Dutch. The four new Inspectors are Mr. A. L. Charles, B.Sc (formerly Principal, First-Class Public School, Carnarvon); Mr. S. B. Hobson, M.A. (formerly Principal, High School, French Hoek); Mr. P. D. Rousseau, B.A. (formerly Principal, Boys' High School, Worcester); and Mr. K. A. H. Houghton, B.A. (formerly Principal, First-Class Native Public School, Lovedale). Of the thirty-eight inspection circuits, thirty are in the Province proper and eight are in the Native Territories. In the latter area each Inspector has on an average 141 schools under his charge, and in the Province proper the average is 110. As far back as 1892 the wider aspect of an Inspector's duties was made clear in a circular-letter* issued to all the members of the field staff.

In referring in the “Education Gazette” of 9th July, 1914, to the appointment of four additional Inspectors, it was pointed out that “if an Inspector is to be the organising and administrative force inside his circuit that he ought to be, the area of the circuit must not be too large to prevent him being in constant touch with all his schools, Committees, and Boards. The argument, too, is all the stronger when the majority of the schools happen to be in out-of-the-way places, and when therefore the teachers are of a class naturally requiring more encouragement and guidance.

“In the present distribution there are two circuits which have been notably reduced in size in order that extra attention may be given to their wants. These are the circuit including Namaqualand and Van Rhynsdorp, and the circuit including Gordonia, Kenhardt, and Kuruman, the former having only 61 schools and the latter only 64. It is earnestly hoped that the School Boards and Inspectors for these circuits will take full advantage of this special arrangement, beginning at the earliest possible date to co-operate in schemes for school extension.

“The Transkei is still very imperfectly officered, the average number of schools under one Inspector being 155, and one circuit having as many as 165.”

Some idea of the extensive nature of certain areas, even after the readjustment of districts rendered possible by the new appointments, may be gleaned from the following statement:—

Circuit in Charge of—	Area in Sq. Miles.	No. of Schools.
S. G. E. Rosenow, B.A.	45,579	64
G. Siddle, M.A.	30,130	100
J. A. Kelly, B.A.	25,924	112
H. Z. van der Merwe, B.A.	22,582	61
S. B. Hobson, M.A.	19,682	92

* Now reprinted as an appendix to the Report by reason of its historical interest.

In relation to the figures quoted above it may be recalled that the area of England is 50,890 square miles; and it will be realised that in these circuits of great distances and scattered inhabitants the call for organising work is greatest.

Through the inability of the Inspectorate to overtake the examination of all schools, the practice of employing casual examiners was in vogue in 1892 and in the years immediately following. This practice was gradually discontinued. There was not a good word to be said in favour of the method, for however competent the casual examiner (usually the headmaster of the district school) might be, the plan merely served to lessen the influence which the circuit-inspector is expected to exercise in every part of his district.

* In regard to methods of inspection, valuable conferences with the Inspectors have been held from time to time, when purely professional and administrative questions have had careful consideration. At the Conference held in 1912, the following subjects were dealt with:—

I. Inspection and Instruction.—(a) Inspection of schools; (b) Syllabuses; (c) Language; (d) Special Subjects of Instruction; (e) Training and Certification of Teachers; (f) Range of work.

II. Administration and Finance.—(a) Grading of Schools; (b) Salaries and Local Contributions; (c) Compulsion; (d) Buildings; (e) Indigent Boarder Grants; (f) General.

As bearing upon the question of individual examination, it emerged in the course of discussion that the practice of the majority of the Inspectors was to consult with Principals in regard to pupils who failed to pass the Standard examination for which they were presented, but whose cases seemed in the Principal's judgment to deserve reconsideration. For years past this practice had had the approval of the Department, and it was decided that it should now become general. From the high rate of attendance on inspection-day and the percentages of passes recorded in the different Standards it is clear that the system of individual inspection as carried out inflicts no hardship on the pupils, but on the contrary offers parents a guarantee in regard to the work done, and protects teachers from possible interference by parents in the classification of their pupils. At the inspections in 1914, 97·2 per cent. of the pupils enrolled in European schools were present, the corresponding average daily attendance being 91·5 per cent. In the public schools the percentage of those who passed the standard for which they were presented was:—

First-Class Schools	87·66 per cent.
Second-Class Schools	87·11 per cent.
Third-Class Schools [.. .. .	84·64 per cent.

Valuable work is done by Inspectors at the time of their informal visits to schools. Such visits afford an opportunity for discussing difficulties with teachers and for seeing schools at their routine work. In some cases, too, evils are checked which would not come to light at the annual inspection. For these reasons alone it is very desirable that most schools should have an informal visit in addition to the formal inspection. In recent years the number of such visits has not been maintained, the facts being as follows:—

1909	2,498
1910	2,232
1911	2,207
1912	2,119
1913	2,093
1914	2,420

The diminution in the number of these visits from 1909 to 1913 is to be regretted, but it is hoped that with an enlarged inspectorate, such as has been constantly advocated, it will be possible to give adequate attention to this side of inspection work.

V. AND VI.—ATTAINMENTS AND PROGRESS OF PUPILS.

A reasonable test to apply in regard to the attainments of pupils is to ascertain the percentage of those classified in Standard V. and above. This percentage

can be given for all schools in 1893 and 1914, when the figures were 4·76 and 9·69 respectively, and if pupil teachers be included, the percentage of pupils in and above Standard V. for the latter year is 11·15. The advance shown here has come about in a period of accelerated growth, especially in more recent years. Such growth, occurring as it naturally does at the earlier stages, serves to depress rather than to raise the proportion which those pupils in Standard V. and above form of the whole, and this is especially the case in regard to the increase in the non-European enrolment.

What is much more instructive, however, is to compare the percentage of pupils in and above Standard V. in the different classes of schools. The necessary statistics are not available for a year earlier than 1895, but the twenty-year comparison which can be made offers many points of interest. The facts are as follows:—

PERCENTAGE OF PUPILS IN AND ABOVE STANDARD V.

Class of School.	1895.	1914.	Advance.
Special	27·25	48·60	21·35
First-Class Public	26·66	46·82	20·16
Second-Class Public	14·54	21·58	7·04
Third-Class Public	2·71	7·73	5·02
District Boarding	12·50	23·56	11·06
Evening	·25	34·44	34·19
Private Farm	5·17	12·51	7·34
Poor	·44	3·21	2·77
Mission	·30	2·40	2·10
Native Training	13·11	100	86·89
Aborigines	·27	2·61	2·34
All Schools	4·88	11·15	6·27

These percentages show in a very striking manner the general advance in the standard of education. From the remarks made earlier in this Report, it has been made clear that compulsion has lengthened the school life of pupils and acted most beneficially on the rate of the average daily attendance. This table gives further proof of lengthened school life and of a marked advance in the average leaving standard.

If the percentages quoted above be passed in review, some noteworthy advances come to light. The schools grouped in the "Special" category include European Training Colleges, the pupils in which are all above the seventh standard stage. This entry, therefore, so far as it reflects progress, affects chiefly the pupils in industrial schools and is evidence of satisfactory progress. The advance in the first-class public school group from 26·66 to 46·82 per cent. in the number of pupils in and above Standard V. is probably the outstanding feature of the table. It affords convincing proof that in all the towns in the Province parents have come to recognise the need for keeping their children longer at school. Similarly the advances in second- and third-class schools are of great importance, as in these groups are included the great bulk of children in rural areas. The same remark applies to Farm Schools, and in this respect the position is most reassuring. On account of their small numbers, District Boarding Schools are negligible. In the case of Evening Schools there is evidence of a complete change, showing indirectly that day school education has progressed considerably in the period under review. The advance in Poor Schools, although not so great, is significant as it affects the most difficult and most backward section of the European population.

In the non-European schools it is worth noting that in the Transkei the progress has been a little more marked than in the Mission Schools of the Province proper. The position in the Native Training Schools has completely altered for the better. Every student to-day must have passed the sixth standard, and consequently these schools return 100 per cent. in and above Standard V.

The material improvement shown for all schools speaks for itself. Further progress on these lines must undoubtedly react beneficially on the whole Province, and in this work school boards and teachers have before them a sphere of unlimited activity.

HIGH SCHOOLS.—Closely connected with the marked advance in the leaving Standard for First-Class Schools is the emergence of High Schools from that [C.P. 5—'15.]

group in 1899. This was only possible after the Colleges had entirely abandoned all work up to the matriculation standard, a change brought about through steady pressure and accelerated by the development of the First-Class Schools. This matter was reported on in 1899 in the following terms:—

The most important administrative change of the year has been the re-classification of the Public Schools of the First Class, and the setting apart the best of them as *High Schools* with a fully detailed curriculum leading up to Matriculation. This step had become imperative by reason of the withdrawal of matriculation classes from the more important Colleges, and the consequent devolution of the whole of this work upon the schools. The test imposed on schools claiming to be ranked as High Schools was the appearance of the permanent existence of a two years' course beyond Standard VII. Of the 35 schools which seemed fairly to satisfy this test, some may possibly drop out on further trial, as in several cases the number of pupils beyond Standard VII. was at the time too small, unless accompanied by a distinct prospect of increase, to warrant the requisite change in the curriculum of the other parts of the school. On the other hand, schools at present excluded may by increased prosperity, especially in the ex-Standard classes, work their way into the list. On account of the difference in the two curricula, however, every such change will have to be most seriously considered. As another step towards the organisation of Secondary Education, a special Inspector, it is hoped, will be set apart to visit all the High Schools of each Province. This has already been rendered possible in the Eastern Province, and good results in the way of uniform introduction of better methods of teaching may fairly be expected to follow.

During the period 1899-1906, progress was made on these lines, the High School work in the Eastern Province being supervised by Inspector Milne, and that in the Western Province by Inspector David Craib. This work, it may be noted, was undertaken by the officers mentioned in addition to their regular duties as circuit Inspectors. One of the immediate results of definite effort thus made to organise secondary school work was to bring to light the want of adequate provision for science teaching. The early reports of the Inspectors speak clearly of the shortcomings in this respect. Few of the schools had laboratories or lecture rooms; and in most the equipment was very defective. Carefully directed effort has removed these defects, and the provision of a properly equipped science room has long since become a *sine qua non* in the case of all High Schools. Indeed, the movement has spread further, and many other first-class schools are now well-fitted for science teaching. The erection of the necessary laboratories and lecture rooms caused not a little difficulty when the work was begun in earnest, and at the outset development was gradual. In the same way it was not easy to secure the services of well-qualified teachers of science, and even now this is a difficulty which is not readily overcome in all cases. A further step forward was taken in 1906, when Mr. W. A. Russell, M.A., was appointed Inspector of High Schools, his duties requiring that he should devote his whole time to the organisation and supervision of the work. As indicated above, the range of instruction in High Schools embraced in the first instance a two-year course beyond Standard VII. In 1912 an additional year was added to the course, and there is now a graded curriculum covering five years' work after the pupil has passed Standard V. of the Elementary School Course, the upper standards in the High Schools being designated A, B, C, D, and E. The original intention was to have a six-year course, and this will doubtless be arranged when the time comes for further advance. The instruction is now organised on departmental lines, the ordinary division of the main subjects and masters being (a) English, (b) Dutch, (c) Latin, (d) Mathematics, (e) Science. The advantages of this specialisation rapidly became manifest, and a much higher degree of efficiency has, as a consequence, been attained. In reporting on the High Schools, the points which engage special attention are (1) Classification of Pupils, (2) Organisation of Instruction, (3) Time Table, (4) Homework, (5) General Supervision and Discipline, (6) Physical Culture, etc., (7) Class-room Accommodation, Equipment, etc., (8) Accommodation and Equipment for Science Teaching, (9) Finance.

There are now in operation forty-nine High Schools, 24 being for boys, 18 for girls, and 7 being mixed schools. There are in all 707 teachers attached to these schools; the total enrolment is 13,846, and of these 1,862 are boarders. Of

the total enrolment, 6,038 pupils (43 per cent.) are in the five upper Standards, viz., A, 1,748; B, 1,635; C, 1,286; D, 695; E, 674.

As bearing upon the development of the High Schools, reference may be made here to the fact that in the European schools of the Province at least 73 per cent. of the pupils proceed beyond Standard IV., and this, too, may be viewed as evidence of a fuller appreciation of education on the part of parents and a desire to prolong the school life of their children.

VII.—SPECIAL SUBJECTS OF INSTRUCTION.

Since the publication of the Report for 1914 there has been no special development in the teaching of special subjects; we have only therefore to recall briefly the state of affairs in this respect in 1893. At that time vocal music, drawing, needlework and woodwork were either quite neglected in the schools or insufficiently provided for in the curriculum. Efforts were at once made to effect some improvement. It was easy to attend to the question of the curriculum, but in the absence of teachers trained in these subjects little real progress could be achieved. This aspect of the matter largely determined the policy then initiated of appointing fully-trained specialists to organise and develop instruction in the subjects mentioned, and a fair start was made in 1895, at the beginning of which year a new syllabus of instruction came into operation. By that time several Instructors in special subjects were already at work. Singing and Needlework were first provided for in this way; and Instructors in Woodwork and Drawing were appointed in 1897 and 1898 respectively. Subsequently the need for special attention to Kindergarten methods in infant schools made itself clear, and a Kindergarten Instructress was appointed in 1900. At a later date (1904) Cookery and Domestic Science claimed attention; and in 1908 an Instructor in Nature Study and Science was appointed.

Much has been accomplished through the persistent efforts of the Instructors to organise, supervise and develop the instruction given in their respective subjects. Some indication of that advance is obtained from the following figures:

Subject.	1895.		1914.		Increase.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Singing	627	36,110	3,469	166,679	2,842	130,569
Needlework	1,290	33,357	2,879	80,706	1,589	47,349
Woodwork	34	1,063	238	9,904	204	8,841
Drawing	343	14,166	2,446	101,497	2,103	87,331
Cookery	1	13	70	2,863	69	2,850

Progress in Nature Study and Kindergarten, these being methods rather than subjects, cannot be gauged so readily, but the change which has been brought about in the infant schools, and the greater intelligence perceptible in the work of the Standards, afford evidence that the guidance and stimulus given by the Instructors concerned have effected a great improvement in the general nature of the instruction.

In regard to the subjects given in the table the measure of progress is fairly evident; those who are acquainted with the prejudice and ignorance which had to be overcome before a firm foot-hold was won will appreciate fully the advance shown. This progress, too, is not limited to numbers; in every subject the standard of work has been steadily raised, and a degree of efficiency has been attained which could not have been thought of in 1894.

The general plan followed in using specially qualified Instructors to attend to neglected subjects in the curriculum has been to divide the Province into two areas, western districts being assigned to one Instructor and eastern to another. In the case of Needlework the development was so general, and the need for guidance and supervision was so great, that a third Instructress was appointed in 1906 specially for the Native Territories. In visiting the schools in their areas the Instructors are able to extend instruction in the subject for which they

are responsible by giving teachers the necessary guidance for introducing the work; but probably their most valuable work is in the oversight of the training given to student-teachers, thereby ensuring that instruction in future will be begun on right lines. The efforts of the Instructors in training schools and in other schools have been supplemented by special courses of training given during vacations, and this has assisted materially in spreading sound methods. It has not been possible to follow this plan in the case of Cookery. Progress in this subject has necessarily been much slower than in subjects such as Drawing and Needlework. Instruction in Cookery requires a specially qualified teacher and a class-room and equipment designed for the purpose. In order to overcome the first difficulty the training of Cookery teachers was begun in Cape Town in 1911, and so far twenty-four students have successfully passed through a year's course and gained the Teachers' Elementary Cookery Certificate.

The work already accomplished by the Instructor in Nature Study and Science is most encouraging. School gardens have been started at a number of suitable centres; but possibly the best work has been done in the class-room by cultivating powers of observation and the aesthetic and economic sides of Nature Study, and by developing the relationship between book instruction and the ordinary conditions of life. Geography and Drawing, and in a smaller degree, Composition and Arithmetic, have lent themselves to this treatment, with the result that in all respects the teaching is becoming more intelligent and the pupils more responsive. In science teaching the advice and guidance given by the Instructor have led to the use of greatly improved methods, while there has at the same time been a great advance in the design and equipment of science laboratories. It may not be without interest to refresh our memory in regard to the conditions of Science teaching as they were in 1892. The short section dealing with Science in the Report for that year reads as follows:—

Science.—In regard to Science teaching there is perfect unanimity. Mr. Noaks says: "No schools yet possess even the humblest set of scientific apparatus. Only in one is there the nucleus of a museum; and yet, in two schools, the senior pupils were studying the Elements of Natural Philosophy and the Chemistry of Common Things,—subjects which demand experimental treatment." Mr. Fraser says: "Our schools are badly equipped for the teaching of Science, which forms part of the course for Standard VI. and Matriculation." Mr. Ely says: "Science teaching is very elementary. This can hardly be otherwise, as in most cases we have not the necessary apparatus to teach Science experimentally. The subjects usually taken up are Chemistry and Physiology."

I saw little or no evidence of Science teaching in any school which I visited. Physical and Chemical laboratories seem not to exist. At Graham's Town Public School a beginning has been made with a demonstration table and appliances for the teaching of Chemistry, and the school is fortunate in having a capable and enthusiastic teacher.

Since the date at which it was possible to write that "Physical and Chemical laboratories seem not to exist," there have been great developments in this branch of school work. Every Boys' High School has its science laboratory and almost without exception every Girls' High School has its properly equipped botanical laboratory, with the result that Science instruction is now given under proper conditions. In each case there is a properly defined course, usually extending over four years, and some indication of the general advance may be obtained from the following comparative statistics:—

Subject.	Pupils under Instruction.			
	1895.		1914.	
	Schools.	Pupils.	Schools.	Pupils.
Botany	8	131	34	1,974
Chemistry	5	128	17	1,009
Physics	10	225	47	1,833
Physical Science .. .. .	..	..	25	799

One of these subjects is now taught in every first-class school and in certain second-class schools as well. While there is considerable room for improvement in method and in the organisation of work, teachers of science realise that the Department is willing to afford all assistance in securing efficiency in the instruction given.

In view of the fairly full survey of the ordinary subjects of instruction which was given in the 1914 Report, it is unnecessary here to do more than refer to the publication in 1895 of a completely revised syllabus for the Standards of the Elementary School Course, and the publication in 1899, for the use of High Schools, of a fully detailed curriculum leading up to Matriculation. Since their first appearance these syllabuses have undergone certain modifications, but in the main the lines laid down have determined the course of school work. In 1912 a fifth year was added to the High School Course, which begins after Standard V. and includes Standards A, B, C, D, and E. In the case of Girls' High Schools there is still very noticeable a tendency to pursue a Matriculation course more suitable for boys, little advantage having been taken of the alternative scheme for girls as outlined by the Department. The result has been an inclination to neglect in the higher Standards subjects such as needlework, drawing and cookery, which may be viewed as essential in any course of education specially designed for girls. A similar difficulty was experienced when instruction in some of these so-called special subjects was first seriously taken in hand. On many sides there was evidence of deep-seated prejudice; especially was this the case in regard to needlework, woodwork and cookery. It was apparently impossible for those who opposed such instruction to realise that each of these subjects has its educational value as distinguished from its purely practical value, and the fear that the country was to be flooded with seamstresses and carpenters was ever present in the minds of obstructionists. Further, it was maintained that the eyesight of the children would be ruined by needlework. These and similar objections are recalled to-day when solid progress can be reported and early difficulties are almost forgotten. This condition of affairs could not have been reached without the help of a faithful band of Instructors and the co-operation of willing teachers.

VIII.—TEACHERS.

The position in regard to Teachers has not altered materially since the close of 1914. In the Report for 1913 a general review was given of the advance made in the system of training during the past twenty years, and on this occasion it will suffice therefore to refer only to the more important changes. Before the year 1894 there were only two examinations for teachers—the Third-Class Teachers' Certificate Examination and the Second or Middle-Class Teachers' Examination. For the Middle-Class Certificate a previous or simultaneous pass in Matriculation was required; but the Third-Class or Elementary Teachers' Certificate was obtainable by anyone who had reached the age of seventeen, and was frequently taken as a school-leaving certificate by girls who had no intention of teaching. For some years, however, those who had that examination in view had been regarded as "pupil-teachers" in whose progress the Department had some interest; and in 1894 a definite three-year course was introduced. It was not considered safe to venture on a higher admission standard than Standard IV. Since that date the course of training has been lengthened and developed, and the standard of the examinations has been raised in every respect. In carrying out these changes it was found necessary to provide a junior course specially for non-European teachers, and to lay down the requirements for the training of Kindergarten teachers and also for teachers of special subjects. The following statement discloses the present position, which may be contrasted with the state of affairs in 1894 as briefly described above:—

Teachers' Certificates.	Length of Course.	Admission Standard.
Second-Class (T. 2)	2 years	Matriculation.
Third-Class Senior (T. 3 Senior)	3 years	Standard VII.
Third-Class Junior (T. 3 Junior)	3 years	Standard VI.
Elementary Kindergarten (E.K.G.)	1 year	T.3 or P.T.2 Snr.
Higher Kindergarten (H.K.G.)	1 year	E.K.G.
Cookery	1 year	T. 3.
Drawing (D.)
Needlework (N.)
Woodwork (W.W.)

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The course in Drawing embraces four subjects; the full Needlework certificate includes five courses; and the Teachers' Woodwork certificate is divided into a theoretical and a practical examination. The examinations for these special teaching certificates may therefore be taken by instalments. In Vocal Music the Department has adopted the School Teacher's Music Certificate Examination of the Tonic Sol-fa College, London. In addition to the provision thus made for the training of teachers in these so-called special subjects, it may be noted that drawing, needlework, woodwork and vocal music form an integral part of the course for the regular teachers' certificates (T.2 and T.3), and in this way there is some guarantee that these subjects will continue to claim their rightful place as essentials in the school course.

TRAINING INSTITUTIONS FOR EUROPEAN TEACHERS.

In 1892 training work was being carried on in one or two institutions, notably at the Normal College, Cape Town, and at Wellington. From other centres, chiefly girls' public schools, candidates with very little training were also being presented for the Third-Class Teachers' Examination. It was perfectly evident that the system required reorganisation and that throughout the Province a more serious view should prevail in regard to study and preparation necessary for the teaching profession. Reference to the reports of the period will show, too, that there was a very poor return for the expenditure incurred on training, the leakage of newly-trained teachers to the neighbouring States being considerable. These weaknesses led at an early date to the institution of a definite three-year course of training for the Third-Class Certificate, with a higher admission standard; and in order that the Province might secure a proper return for its outlay on training teachers, a resolution was come to that all future students on entering the course should sign an agreement to teach for two years in schools under the Department after completing their course of training.

In establishing new training schools the policy followed has been to consider from an educational and geographical standpoint the requirements of the Province as a whole, and in doing this special attention has been given to existing pupil-teacher departments attached to public schools. The development on these lines which has taken place in recent years has resulted in a considerable addition to the list of Training Schools for European Teachers. There are now twelve such Training Schools, and the present position of affairs will be best understood by giving the names of the institutions, accompanied by the total number of students in training in each during the first quarter of the current year. The list is as follows:—

Cape Town Normal College	33
Cape Town Training College	231
Grahamstown Training College	175
Wellington Training College	198
Stellenbosch Victoria College (Training Dept.)	34
Cradock Training School	60
Kimberley Training School	82
Kingwilliamstown Training School	56
Oudtshoorn Training School	58
Paarl Training School	94
Robertson Training School	65
Steynsburg Training School	34
Total	1,120

In addition to the work being carried on in these institutions, a considerable number of student-teachers are under instruction in training departments attached to public schools. At the close of the first quarter of 1915 the *total* number of student-teachers in European training schools and training departments was as follows:—

T. 2 Course	94
T. 3 Senior Course	1,948
Kindergarten Course	76
Cookery Course	5
Total	2,123

TRAINING SCHOOLS FOR NON-EUROPEAN TEACHERS.—In reviewing the position of affairs in 1894 it was pointed out that among the aborigines there was no dearth of young persons who wished to become teachers, but that the arrangements made for their training were so defective that scores of them came up for examinations which they failed to pass and which indeed they had no chance of passing. The remedy was at the same time indicated as follows: "Suitable young people ought to be selected; certain of the Institutions must be pressed to take up in earnest the proper training of teachers, and certain others where proper teaching staffs do not exist ought to devote their attention to other things; and, further, less book instruction should be exacted (say only the requirements of the Second Year's Pupil Teachers' Examination), and more skill in manual work." At the same time the conditions laid down for the re-organisation of existing institutions were (1) that fair-sized classes of pupils ready to prepare for the Pupil Teacher's Examinations be forthcoming; (2) that for each class a certificated European teacher be appointed; (3) that a practising school be close at hand; (4) that some form of handiwork be taught to every pupil; and (5) that every pupil be presented at the December Examinations.

The reforms carried out on these lines have had far-reaching effects, and there are to-day in operation fourteen training schools for non-European teachers where work is proceeding on thoroughly systematic lines. The following list of these training schools, with the numbers of students under training in each, will best indicate the present position of affairs:—

Name of Training School (Coloured).	No. of Students, 1st Qr., 1915.
Bensonvale (Wes.)	90
Blythswood (U.F.C.)	146
Buntingville (Wes.)	60
Cape Town, Zonnebloem (Eng. Ch.)	54
Clarkebury (Wes.)	69
Emgwali (U.F.C.)	38
Engcobo, All Saints' (Eng. Ch.)	55
Genadendal (Mor.)	19
Healdtown (Wes.)	210
Lovedale (U.F.C.)	156
Mvenyane (Mor.)	90
Salt River (Wes.)	34
St. Matthew's (Eng. Ch.)	154
Shawbury, Girls' (Wes.)	112
Umtata (Eng. Ch.)	64
Total	1,351

Included in this list is the new Training School for coloured teachers, opened at Salt River at the beginning of the year by the Wesleyan Church. This training school, the institution at Genadendal, and the training department at Zonnebloem, also included in the above list, provide specially for coloured students as distinct from native students, and there is evidence to show that the coloured community is beginning to realise the need for development in this direction. As in the case of the European section there are a certain number of students attached to schools other than Training Schools, the total number of non-European students under training at 31st March, 1915, being 1,617.

SUPPLY OF TEACHERS.—The position in regard to supply and demand was fully analysed in the Report for 1914. It is desirable, however, to restate briefly the main facts. An examination of the appointments made in 1914 showed that 1,900 teachers took up work for the first time or had not taught since 1910. Of these, approximately 1,100 were European and 800 non-European. To meet this demand there were available 762 students (white and coloured) who successfully completed their courses of training in 1913, 575 of whom undertook teaching in State-Aided schools in 1914. The majority of the remaining 187 would have proceeded to a higher course of training; a certain number of unaided students would not have taken up teaching, and a few would have taken up appointments in the adjoining Provinces. The experience of 1914 in general is confirmed by the figures for 1913, and while a certain number

of teachers will each year be returning to duty after a prolonged rest, the annual requirements will not ordinarily fall far short of 1,100 European and 800 non-European teachers. To meet this demand in 1915 there were available for appointment after the examinations in December, 1914, 491 European teachers and 213 non-European teachers. These are reduced totals, and do not include acting teachers or students proceeding to a higher course of training. It will be clear, therefore, that notwithstanding all that has already been done to provide for the training of teachers, there is still need for extending the Training School system both for European and non-European teachers. In existing circumstances it is inevitable that a number of uncertificated candidates must be accepted temporarily by the Department.

PERSONNEL.—In 1893 only 26½ per cent. of the teachers employed in State-Aided schools had received any professional training, and the position generally was so unsatisfactory that it was necessary to remark in the Annual Report for that year that "Any man who can put pen to paper and looks as if he had been unaccustomed to manual labour is in some parts considered fit to be a teacher; and, so great is the dearth of capable teachers, that a man of this stamp is sure of employment, if he can only be got to rate his services at a sufficiently low figure." At that time there were three main difficulties which affected the position: (1) The remuneration was in many cases miserably small and in not a few aggravatingly uncertain. Instances were not unknown in which teachers in Private Farm schools received an amount smaller than the grant earned by the school. (2) The unsatisfactory nature of the accommodation offered to the teacher was a second cause of difficulty. (3) The teacher's tenure of office was uncertain. There was little inducement for good candidates to enter the teaching profession or to stay in it after they had secured appointments. As a result of steady and carefully directed effort, however, the position has been materially improved since 1893. The scales of salary grants have been raised more than once. In the establishment of new schools special attention has been given to the question of accommodation for the teacher; and under the School Board Act the teacher's tenure of office has been carefully safeguarded. Constant attention has also been given during the past twenty-three years to the training of teachers, as will have been gathered from the preceding sections, with the result that the percentage of trained teachers (white and coloured) has risen from 26.5 in 1892 to 64.82 in 1914. In the three main classes of public schools the percentages of qualified teachers now reach 93.83, 96.60 and 76.69 respectively,—figures which speak eloquently of the advance that has been made.

At 31st March, 1915, the total teaching staff numbered 9,207, of whom 5,968 were certificated and 3,239 were uncertificated, the percentage of trained teachers for all schools being, as stated above, 64.82.

The outbreak of the War in August last has naturally affected to an extent the teaching staff of the Province. A number of teachers have been engaged on active service, either under the Defence Act or as volunteers. A certain number of senior students in our schools have also been called out on active service; but in no case has the work of any school been seriously disorganised by the absence on active service of masters or students.

Reference must be made in this section, however briefly, to the retirement at 31st March, 1915, of Mr. J. R. Whitton, Rector of the Normal College, Cape Town. His work as a teacher and as a trainer of teachers, extending over a period of thirty-seven years, has exerted a noteworthy influence in the school life of the Province, and no headmaster could wish for a better memorial of his labours. As one of the ablest and most successful of our teachers, Mr. Whitton's retirement is a serious loss to the Department.

IX.—SCHOOL LIBRARIES.

From the outset great importance has been attached to the formation of school libraries. The natural conditions of the country do not tend to the development of the reading habit, and this makes it the more necessary that teachers, Inspectors and school managers should do everything in their power to provide adequate facilities for recreative reading on the part of the pupils. This view has been kept constantly before those immediately concerned, and, on the whole, there has been a very good response. In 1892 there were only 22 schools with libraries, while today the number is 2,257. For some years past all Training Schools and Colleges and all First and Second-Class Public Schools have been provided for in this re-

spect, and the majority of Third-Class Schools and Private Farm Schools have libraries for their pupils. There remain about six hundred schools for European pupils without libraries, but when the rapid birth-rate and death-rate of small rural schools are taken into account this number cannot be regarded as altogether surprising.

A passage in the report for 1893 tells of the first steps taken to improve the position, and of the grounds on which such action was taken:—

"Scarcely anything more valuable can be acquired at school than a taste for reading, and unfortunately the tendency to make all school work subservient to examination prevents in some degree the fostering of the taste. It is not too much to say that the unformulated definition of a *book* in many children's minds is *a something used in school for the purpose of preparing for an examination*. The manifest duty, therefore, of everyone interested in real education is to do all that in him lies to counteract this evil tendency: and nothing is more likely to do so, especially in this country, than the establishment and proper use of good school libraries. In this belief I caused a pamphlet on school libraries, with a long list of carefully selected books, to be distributed during the year among a considerable number of the public schools. The interest excited by this, I am glad to say, resulted in the formation of about thirty new libraries, the requisite local funds being secured in various ways through the zeal of the teachers."

Since that date there has been a rapid growth in the number of school libraries, and the progress made from year to year is shown in the following table:—

Year.	No. of Libraries.	Year.	No. of Libraries.
1892	22	1904	446
1893	50	1905	496
1894	62	1906	563
1895	73	1907	733
1896	91	1908	1,777
1897	123	1909	1,819
1898	157	1910	1,927
1899	205	1911	1,936
1900	236	1912	1,889
1901	234	1913	2,162
1902	247	1914	2,235
1903	330	1915	2,257

This noteworthy advance in the provision of libraries could not have been made without the practical assistance of friends anxious to help forward education in the Province. Funds derived in this manner have been put to the best possible use; and such efforts have been heartily seconded by teachers, who have done much by organising school entertainments to raise money locally for the acquisition of suitable books. Indeed, the success of the school library system must ultimately depend on the interest and good judgment of the teacher, and it is satisfactory to know that there is evidence on all sides that newly-trained teachers are not content to conduct a school in which no provision has been made for the pupils' reading. Indeed, it may be said with confidence that the school library, from being a little known adjunct, is to-day regarded as an essential part of the equipment of every school.

In extending the school library system the needs of the teacher were not lost sight of. Efforts have been made to interest the members of the teaching staff in the formation of professional libraries, and several are now in existence. The successful formation and management of such libraries are dependent on some individual teacher or association of teachers taking up the idea and carrying it to a successful issue in some Division or large town. In this work there seems no reason why school-board secretaries should not co-operate if there be no association which can deal with the matter.

X. SCHOOL BUILDINGS.

NEW BUILDING SCHEMES.—It is satisfactory to be able to report that progress in the erection of new school buildings has not been altogether hindered by [C.P. 5—'15.]

the war. In 1914 practically the whole of the building programme originally laid down was put in hand before war conditions made it necessary to restrict all expenditure of this nature, and the erection of new buildings therefore proceeded on normal lines. For the current financial year (1st April, 1915—31st March, 1916), the loan provision for new buildings amounts to £124,272 which will enable School Boards to proceed with a number of clamant cases.

Since the closing date of the last Report new buildings have been opened at a number of centres, the more noteworthy being those of Piquetberg Public School, De Doorns Public School, and Gladstone Public School (Kimberley). Necessary extensions have been completed at the Stanford Public School, at Villiersdorp High School, and at Uniondale Public School. In the latter two cases accommodation has been provided for the teaching of woodwork and science. New and commodious premises have also been erected for the "Spes Bona Residence for Lady Students," in Cape Town, an institution which has deservedly gained the support of the public: in this case Government assistance is given in the form of rent, not of capital.

THE LOAN SYSTEM.—The loan system for the erection of school buildings has now been in operation for twenty-two years, and through it school property has become nationalised. This important change was not brought about without the exercise of much care and patience, especially in the earlier years, when the object in view was not clearly understood by all school managers. The loan system was preceded by the plan of making building grants on the £ for £ principle, a method which failed to encourage development. It frequently happened that in the localities which most required new school premises, the community was unable to raise the local equivalent of the Parliamentary grant. The regulation of 1893, enabling the Department to pay one-half the annual interest and redemption charges on loans issued for the erection of schools, offered a practical solution of a real difficulty in the way of progress. The condition laid down in regard to the vesting of the school property in three trustees for educational purposes caused some school managers to hesitate at the outset, but the inherent advantages of the new system soon became clear to all. Under the scheme all school properties are vested in the Superintendent-General of Education, the Chairman of the School Board for the district, and the Civil Commissioner of the Division. The loans were issued on the sinking-fund principle, extending over twenty-five years, but in 1905, as a result of representations, the period was extended to forty years. This change reduced the annual charge to be borne locally to £2 10s. 4d. per cent., as against £3 3s. 8d. per cent. under the twenty-five year system.

SCHOOL PLANNING.—The impetus which the loan system gave to the movement for the erection of modern school premises brought into prominence the question of school planning. This was not surprising in view of the state of affairs in 1893, when it was reported that:—

The most noteworthy point about the buildings of the past is the absence of design for school purposes. Inspector Milne says: "In the matter of schoolrooms, where the health and comfort of the pupils and teachers are concerned, one would expect committees to show some enterprise in providing suitable buildings. This is not generally the case. I have found only one school which had been built for the purpose of a school from a carefully thought-out design. Many schools are an agglomeration of rooms added at various times—good singly perhaps—but rendering the management and organisation difficult."

Further, in order to assist school committees a series of model plans was published in 1898, and in 1900 a pamphlet of instructions in regard to the erection of school buildings was issued, the fifth edition of which appeared in 1907. School managers profited by the guidance thus given, and progress in the work was much accelerated. The general design of school premises, lighting, ventilation, and the provision of science laboratories, woodwork and cookery classrooms and adequate mural blackboards all received careful attention. Every facility was offered in the work of planning, so that new buildings might in all essential respects be adapted to modern ideas and modern requirements. This aspect of the work was fully dealt with in the Report for 1914, where it was mentioned also that the type of building which seems best suited to the requirements of the Province is that erected on what is known as the quadrangle system.

FREE BUILDING GRANTS.—In order to meet the needs of small centres a number of free grants, not exceeding £400 each, were offered in 1896 at the

special desire of Parliament, the intention being to provide school accommodation as expeditiously as possible in localities where the local community was not able to take advantage of the loan system. This scheme did not altogether prove a success as will be gleaned from the following passage taken from the Report for 1897:—

In 1897 almost as many more similar offers were made, the sites fixed upon having been carefully selected after due consultation with the circuit-inspectors. In all 77 such free grants were made available, all that was required locally being a committee or an individual having a real interest in the work and willing to see that it was duly executed. The outcome of the scheme has up to the present been most disappointing. Only 17 out of the 77 buildings have been completed and paid for, and only 6 others have progressed so far as to make it possible for the Department to pay an instalment of the cost. The lack of public spirit, which these numbers indicate, is much to be deplored, and we have thus another proof that progress is not barred through the niggardliness of Parliament, but through the indifference and procrastination of the people. It is true that unforeseen difficulties cropped up in some cases—mainly connected with the transfer of land—but the number of cases where impossibilities had to be faced were very few indeed.

Subsequent experience did not lead to any material change in this respect, although as a result of persistent effort many poor children had education brought to their doors through the erection of schools by means of free grants. In later years the plan followed to meet the same want has been to provide transportable buildings, and a considerable measure of success has attended the carrying out of this scheme. Under this plan the local board merely finds the appropriate school centre and secures the site, either on a fixed lease or as a free grant. The building is then supplied from headquarters, the transport and erection being arranged for locally. In this way 112 centres have already been provided with neatly constructed schools, each capable of accommodating thirty children.

EXPENDITURE AND PROGRESS.—In taking a general view of the work accomplished during recent years we find that in nearly every town and important village in the Province new school buildings have been erected. An effort has been made in every case to house the school in a building designed for and worthy of its purpose, and thereby to promote a different conception of a school from that which formerly obtained. Reference to the Annual Report for 1914 will show how far this policy has been successful. The response of the local communities, especially in the matter of providing the best available school sites, has been most encouraging, and in this respect a complete change has come over the country in its attitude towards education. To institute a loan system on a sound basis was essential; and some indication of the total expenditure on building may be derived from the fact that under the Financial Relations Act of 1913 outstanding loan balances amounting to £1,122,374 were written off at 31st March, 1913. In the two succeeding financial years loans amounting to £205,711 and £189,114 respectively, were issued. The total expenditure on school buildings since Union has been as follows:—

	From Revenue.	From Loans.	Total.
	£	£	£
1910-1911	.. ..	27,189	27,189
1911-1912	.. ..	75,972	75,972
1912-1913	.. 4,459	175,829	180,288
1913-1914	.. 14,555	205,711	220,266
1914-1915	.. 9,044	189,114	198,158
Totals]	.. £28,058	£673,815	£701,873

The erection of adequate accommodation in one district town has usually led to the discovery by people of neighbouring villages of serious shortcomings in their schools; and in many cases buildings which five years ago were more than ample to accommodate the pupils enrolled now require extension by reason of the growth of the school. The effort to keep pace with the development of existing schools and to provide suitable premises in outlying centres makes a continuous demand on the loan funds, but this is inevitable and is merely the experience of countries

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with educational systems established long before ours. To any student of the subject it must be obvious, indeed, that the policy of erecting on a sound national basis the school buildings of the country is a right one, and to carry such a policy out on well-laid lines must necessarily cost a large sum annually unless progress is to be hampered by the want of proper accommodation for children of school-age.

SCHOOL SITES.—Reference has been made above to the grants of land made by local communities for school purposes. Recent cases which may be mentioned are the grants made by the Elliot Municipality, the Kei Road (Gleeson's Town) Village Management Board, by the Oudtshoorn Municipality for the new Training School at that centre; and a gift of a school site at Spitzkop, Willowmore, made by Mr. O. P. J. Olivier. Such free grants of land have become a feature of educational work in recent years. The first communities to assist in this way did so merely on persuasion: their good example was then used to influence others: and now the practice has come to have the efficiency of statute.

XI. FINANCE.

In the absence of the statement of expenditure on Education for the year ending 31st March, 1915, it may be well to give here under the main headings the estimates for that year and for the succeeding twelve-month period. The details are as follows:—

ESTIMATED EXPENDITURE.		1914-15.	1915-16.
		£	£
Administration and Inspection .. .. .	.. .. .	53,169	52,376
Training of Teachers .. .. .	.. .. .	78,425	79,875
Schools .. .. .	.. .. .	807,925	766,225
Good Service Allowance and Pension Fund .. .. .	.. .. .	54,200	52,200
Totals .. .. .	.. .. .	£993,719	£950,676

There is noticeable here an increase of £1,450 in the provision made for training teachers; and a fall in the estimate for schools, but until final figures of actual expenditure are available it would be unwise to make any deductions from the data furnished. In contrast with the totals for previous years the figures quoted merely serve to emphasise in a very real manner the fact that development of the school system means continuous growth in the expenditure, and as the expenditure on some services was in the past and is now being kept down through force of outside circumstances, the demands of the future will be relatively greater than the present rate of expenditure.

A comparison between 1894 and 1914 in regard to the apportionment of Government expenditure on education brings to light some striking facts. The following table supplies the necessary figures:—

	1893-94.	1913-14.	Increase.
	£	£	£
Office (Administration)	3,979	11,229	7,250
Inspection (including transport)	10,726	33,523	22,797
Training of Teachers	2,336	52,662	50,326
Schools	144,278	707,713	563,435
Good Service Allowance and Pension	5,906	48,319	42,413
Higher Education	8,964	..	—8,964
Totals	£176,189	£853,446	£677,257
Enrolment	97,479	234,848	137,369

Since the date of Union (1910) the control of Higher Education has been removed from the Province, so that in calculating the average cost per pupil this item must be left out of account. Both white and coloured pupils are included in the totals given above, and it is found that the average cost per pupil to the Government in 1893-94 was £1 14s. 3³/₄d., as against £3 12s. 8d. in 1913-13. This advance of £2 per pupil is to a great extent explained by the general amelioration of school conditions with a resulting advance in the standard of efficiency. The

improvement in the housing and equipment of schools and in the salaries paid to teachers are primary causes for the increased cost. The sum expended on the training of teachers is to-day almost twenty-four times greater than the outlay on this service twenty years ago. How necessary this increased expenditure is may be gauged from the ever-present difficulty of obtaining teachers for new schools; and when referring in 1894 to the distribution of expenditure it was remarked, "From this statement it is perfectly clear that there is one branch which is starved, viz., the training of teachers, and it is, as we have seen, the one branch of work which it is absolutely necessary to push forward."

No distinction is made above between the average cost of white and coloured pupils, nor does the figure given (£3 14s. 9¹/₄d. per pupil), represent the *total* cost per pupil. This information for European pupils is to be obtained from the financial statements of School Boards, which for the year ending 30th June, 1914, show an average total cost per pupil of £8 16s. 10³/₄d.

A better conception of the apportionment of the Education Vote can be obtained by reducing the amounts to percentages. This is done in the following table:—

Expenditure on—	Percentage.	
	1893-94.	1913-14.
Schools	89·81	88·58
Training of Teachers	1·4 ¹ / ₄	6·17
Inspection	6·41	3·92
Office (Administration)	2·38	1·31

The change in the proportion of aid granted to schools (including salaries, rent, interest, and equipment), is insignificant, but it will be seen that the work of training teachers now secures a fairer share of the total expenditure. Before the supply of trained teachers becomes adequate to the demand, however, a further advance may be looked for. Both in inspection and in the headquarters' administration there is a decline, which serves to reinforce remarks made in recent years on the inadequacy of the field and office staff. Here, indeed, there is evidence that the means of organisation and control have scarcely kept pace with growth.

Since 1892 there have been noteworthy changes in the principle of aid. The introduction of School Boards with a system of finance under which any excess in the expenditure, after taking school fees and the local ¹/₄d. rate into account, falls on the central Government, has in the final result completely altered the old £ for £ principle, although in issuing salary grants for teachers in public schools that system of aid is still followed. The School Board accounts for the year ending 30th June, 1914, show that the Government bears 66·33 per cent. of the cost, the local rate represents 6·51 per cent., fees 26·08 per cent., and other sources 1·08. In the case of Mission Schools in the Province proper the Government now contributes £2 for every £1 raised locally for teachers' salaries; and in the Transkei in all districts under the Transkeian General Council, a contribution of 15s. is made for every £1 of Government aid in the case of principal teachers, and 10s. in the case of assistant teachers.

These changes help to explain, too, the large increase in the total expenditure on education, the whole tendency of the School Board system and the amending legislation having been to throw the burden of cost more and more on to the central Government. For this reason, if for no other, the need for maintaining the fee system must be evident, especially as the local rate does not now exceed ¹/₈d. in the pound on the rateable valuation of landed property. Since 1907-08 a record has been kept of the fees collected by School Boards, the total amount for seven years being £1,421,443 7s. 10d. The details are as follows:—

Year.	Fees Received.		
	£	s.	d.
1907-08	165,322	4	4
1908-09	177,627	9	4
1909-10	187,903	2	6
1910-11	198,919	2	1
1911-12	214,078	1	11
1912-13	230,754	0	4
1913-14	246,839	7	4
Total	£1,421,443	7	10

Persistent effort has been necessary to keep Boards alive to the importance of this branch of their work, and in reviewing the position over this period it will be clear to all that the work is deserving of the constant attention of School Board members.

XII.—SUMMARY AND CONCLUSION.

To those who have followed, even at a distance, the course of educational development in this Province during the past twenty-three years very little need be said by way of explaining the chief object which has been kept steadily in view in the face of all vicissitudes and changes. The constant aim of the Department has been to create as a strong and organic growth a national system of education, rooted in the social fabric which it is both to serve and to mould. How far that aim has been realised it will be for others to judge; let it suffice here to remark that the weaknesses and shortcomings of the system are nowhere better realised than at headquarters.

If the work of organisation has been strenuous it has without doubt been of absorbing interest, and this was bound to be the case in the development of what is practically a new school system with all its related activities. The period of twenty-three years has seen a threefold increase in the number of schools, the number having risen from 1,510 in 1892 to 4,548 in March, 1915. In pupils the growth in the same period has been from 83,254 to 232,989, the number of European pupils enrolled now being 101,588, and non-European 131,401. Incidentally, but as part of a deliberate policy initiated in 1893, white pupils have been separated from coloured. In 1892, and the years immediately following, this admixture of white and coloured pupils in the schools was a very serious difficulty, and the question was by no means solved by the passing of a regulation in 1893. This separation of the races has had far-reaching effects, and has given to the poor European child that opportunity for development which was his natural right. At the same time there has been a marked development of school facilities for the coloured pupils. In addition to mission schools there have come into existence in the chief towns a number of important public schools for non-European pupils, and these have met a demand which can scarcely be said to have existed before 1893.

In the earlier sections of this Report an attempt has been made to indicate the general lines of the development of the school system, especially as it affects European pupils. Two outstanding features may here be mentioned, the first being the withdrawal from Colleges of all work up to the Matriculation standard, the second the establishment of a High School system. The former change was only effected gradually, but it had the double effect of giving a truer conception both of college and school work. The other feature—the emergence of the High School system—is a development the importance of which is generally recognised. There are now forty-nine schools of this type, doing work up to the Matriculation standard, and their enrolment numbers 13,846 pupils. The range of instruction embraces a specially planned five-year course after the pupil has passed Standard V. of the Elementary School Course.

The passing of the School Board Act in 1905 marked the realisation of the chief aim in the policy outlined in my Report for 1894. So far as legislation can provide for educational advancement, the Act of 1905 gave the three essentials of a national system, viz., compulsory institution of School Boards, compulsory school attendance, and local rating for educational purposes. The voluntary and haphazard methods of the past had almost broken down, owing largely to financial responsibility falling on the very individuals who had disinterestedly come forward to establish and maintain schools. Further, the old system was ineffective just at the very point where an educational system should be of assistance, viz., in establishing and maintaining schools in those outlying areas where it frequently happens that the people are unable to do such work for themselves. Under the old "guarantee" system good results had been achieved in some districts, but even in the most progressive areas the financial burden was becoming too great for the individual school manager. As soon as School Boards in their corporate capacity shouldered the burden, progress was made easily possible in remote centres, and that progress is only limited by the zeal and foresight of School Board members and secretaries. Under the new system there is no reason why every child of school age in the Province should not be under instruction.

In the development of the school system under these more favourable circumstances progress has naturally been rapid, and the difficulty of an adequate supply of teachers was soon felt. What has been done to improve the system of training

and to provide facilities for student-teachers has been fully dealt with in recent reports. The whole system of training has been completely revised and extended, and the standards of the certificates issued have been raised. Apart altogether from training departments attached to public schools there are now in operation twelve European Training Schools with a complement of 1,120 student-teachers, and fifteen non-European Training Schools with an enrolment of 1,351 students. The total teaching staff now numbers 9,207, and as a result of persistent effort the proportion of trained and certificated teachers has been raised from 26.5 per cent. in 1892 to 64.82 per cent. in 1915,—white and coloured teachers being reckoned in the calculation.

Reference to the section dealing with School Libraries will show at a glance how the number of schools so equipped has risen from 22 in 1892 to 2,257 in 1915. It was not long before teachers saw the advantage of a library for their pupils, and such provision is now regarded as essential by all newly-trained teachers. The details of the growth of the movement form one of the most pleasing chapters in the history of the system, and it has brought to light a strong desire on the part of the teachers to second the efforts of the Department in every way possible.

Another and probably more obvious feature in recent progress is the remarkable number of school buildings which have been erected under the loan system initiated in 1893. In the inception of this policy the two points kept in view were (1) the nationalisation of school property; and (2) the placing of the school as an institution in its true position in the eyes of the community. It is felt that these aims have, to a great extent, been realised, for the vesting of school property on a national basis has now been firmly established; and, in regard to the second point, it is very certain that in no village to-day would the community permit a new school to be built on a site and in a manner not fully worthy of the purpose which it is to serve.

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

After reviewing thus briefly some of the special and more important phases of development during the past twenty-three years, it will be clear that much definite work still remains unaccomplished; but in education, as in some other departments of State work, progress along one line only makes more manifest the need for effort in another direction. Such progress as can be recorded, however, could never have been achieved without the whole-hearted co-operation of the large majority of the teachers and the disinterested zeal and energy of school managers in all parts of the Province.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. MUIR,

Superintendent-General of Education.

SUPPLEMENTARY EDUCATION REPORT,
1915.

ANNEXURES.

- I.—INSPECTORATE
II.—SCHOOL STATISTICS.

I.—INSPECTORATE.

CIRCULAR LETTER OF INSTRUCTIONS ADDRESSED TO DEPUTY INSPECTORS OF SCHOOLS,
2ND AUGUST, 1892,*

(See Section IV. of Report).

Department of Public Education,

Cape Town, 2nd August, 1892.

SIR,—I have to inform you that, consequent upon the appointment of additional Deputy Inspectors, a redistribution of circuits is being made, and will be completed at an early date. By this means the circuits will be diminished in extent, and it will, therefore, be possible for the Inspectors to take a more comprehensive view than at present of the sphere and duties of their office.

In explanation of this view, and for your general guidance, under the altered circumstances, the following additional instructions are issued.

(1) Each Inspector is in future to consider himself as, in a sense, the director and stimulator of State-aided Education for his circuit. He is, therefore, to acquaint himself with every part of it, and to obtain as full and accurate a knowledge as may be practicable of its needs and possibilities. He will doubtless be dependent mainly on his own exertions in this matter, but certain portions of the recently issued report of the Director of the Census will be found of value, and should be carefully noted.

(2) If in any locality the provision for education be found inadequate, he should endeavour by means of personal interviews to persuade the School Managers,—or, failing them, the principal inhabitants,—to do their part towards remedying the defect. In view of this he should not omit to make himself thoroughly familiar with the conditions on which Government aid is given, and with the amount of such aid available for salaries in the various classes of schools, and for other purposes.

(3) Each Inspector is to look upon himself as also in a sense instructor in school method for his circuit. After the inspection of a school time should be devoted, where necessary, to pointing out to the teacher faults in classification or in the style of teaching, defects in registers and time-tables, and the means whereby competent knowledge on these subjects may be obtained. Uncertificated teachers should be urged and encouraged to prepare themselves for the Teachers' Examinations, and advice given as to the necessary course of study.

(In order that Inspectors may be able to take an increasing interest in their respective circuits, and in order that the development of education in the circuits may suffer no check, I hope that for some time to come there may be no need for any important changes in the circuit of any Inspector).

(4) Each Inspector will henceforth be required to take under his charge and to examine all private farm schools, and schools conducted by circuit teachers. In case, however, he should find it impossible or extremely inconvenient for the first year or so to visit any of these schools, special Inspectors will be sent to them as heretofore.

(5) At the end of December in each year, each Inspector will be required to write a short summary of his reports for the preceding twelve months, embodying therein such statements and criticisms as are likely to be of interest to teachers in general, or to the public. This annual report should be so planned as to furnish: (a) evidence of the educational progress of the different divisions of his circuit, (b) the percentage of enrolment to population (especially European), (c) the average duration of school life, (d) the leaving standards among the various classes of the community, and any other particulars of a statistical nature calculated to give an idea of the amount and quality of school work in the various districts of the Colony.

(6) In their visits to schools the Inspectors are to be particular in noting whether the Government expenditure is fully justified, viz., whether the existing school is of the class suited to the wants of the locality, the teacher efficient, the pupil teacher promising, and in receipt of due instruction, the trade class systematically managed and well attended, the boarding department properly conducted

* Published as Government Notice No. 805, 1892.

and supplying a real need, the capitation grant justly bestowed, and any other matters of the like kind.

(7) In examining for Standards, particularly below Standard V., the main requisites are to be Reading, Handwriting, Dictation, and Arithmetic (written and mental), superior results in these subjects and a high level of general intelligence being allowed to compensate for weakness in the technicalities of grammar, or for scantiness of minute knowledge in purely topographical geography.

(8) The amount and quality of the Dutch teaching are to be carefully reported on. In cases where the pupils are presented for the standards in English, but are also taught Dutch, a failure in English reading or dictation is to be condoned if the candidate pass an equivalent test in Dutch.

(9) In reference to Good Service Allowance, the attention of the Inspectors is particularly drawn to Section 18 of former Instructions. The Allowance is to be a recognition of real merit, not of mere length of service, and not to be dependent on circumstances over which the teacher has no control. Inspectors are, therefore, not to lay undue stress on a failure to obtain a certain percentage of passes in higher standards, if the work is good and the teacher deserving; and on the other hand, not to make a recommendation on the mere ground of success in obtaining such a percentage, when the work has been either unsound or not of the grade required in the particular class of school. In short, the list of teachers drawing Good Service Allowance in a circuit should represent the persons of proved ability in teaching and of skill in school management, and these persons alone.

(10) When recommendations have been made at one inspection, particular notice is to be taken at next inspection whether they have been carried out, failure to attend to them being markedly referred to in the report.

In issuing these instructions I desire to say, in conclusion, that I shall always be glad to receive from you private suggestions or information, on even the smallest departmental detail, which you may consider likely to be useful towards developing and improving the education of the country.

I am, Sir,

Your obedient Servant,

THOS. MUIR,

Superintendent-General of Education.

II. SCHOOL STATISTICS.

(A.)—SCHOOLS.

(a) TABLE SHOWING TOTAL NUMBER OF SCHOOLS IN OPERATION DECEMBER, 1892 AND MARCH, 1915.

(Arranged according to Fiscal Divisions and Magistracies.)

FISCAL DIVISION.	Dec., 1892.	March, 1915.	Increase.	FISCAL DIVISION.	Dec., 1892.	March, 1915.	Increase.
<i>Province Proper.</i>				Port Elizabeth ..	20	46	26
Aberdeen ..	8	19	11	Prieska ..	2	19	17
Albany ..	30	57	27	Prince Albert ..	14	38	24
Albert ..	17	81	64	Queenstown ..	39	72	33
Alexandria ..	9	31	22	Richmond ..	5	13	8
Aliwal North ..	12	47	35	Riversdale ..	15	85	70
Barkly East ..	3	44	41	Robertson ..	25	52	27
Barkly West ..	7	41	34	Somerset East ..	29	71	42
Bathurst ..	10	24	14	Stellenbosch ..	19	32	13
Beaufort West ..	15	29	14	Steynsburg ..	3	15	12
Bedford ..	18	21	3	*Steytlerville ..	—	—	—
Bredasdorp ..	12	43	31	Stockenstrom ..	14	24	10
Britstown ..	4	17	13	Stutterheim ..	15	37	22
Caledon ..	39	69	30	Sutherland ..	3	15	12
Calitzdorp ..	—	—	—	Swellendam ..	27	62	35
Calvinia ..	9	45	36	Tarka ..	10	26	16
Cape ..	91	181	90	Tulbagh ..	12	22	10
Carnarvon ..	2	23	21	*Uitenhage ..	—	—	—
Cathcart ..	15	22	7	Uniondale ..	18	51	33
Ceres ..	9	32	23	Van Rhynsdorp ..	3	18	15
Clanwilliam ..	15	48	33	Victoria East ..	21	38	17
Colesberg ..	5	17	12	Victoria West ..	9	21	12
Cradock ..	13	61	48	Vryburg ..	—	49	49
East London ..	18	53	35	*Willowmore ..	—	—	—
Elliot ..	—	38	38	Wodehouse ..	4	76	72
Fort Beaufort ..	15	40	25	Worcester ..	24	41	17
Fraserburg ..	3	25	22	Steytlerville ..	—	—	—
George ..	22	43	21	Uitenhage ..	40	161	121
Glen Grey ..	20	62	42	Willowmore ..	—	—	—
Gordonia ..	—	10	10	<i>Native Territories.</i>			
Graaff-Reinet ..	18	40	22	MAGISTRACY.			
Hanover ..	5	12	7	Bizana ..	—	14	14
Hay ..	2	34	32	Butterworth ..	18	28	10
Herbert ..	1	25	24	Elliotdale ..	2	10	8
Herschel ..	20	43	23	Engcobo ..	22	62	40
Hope Town ..	6	22	16	Flagstaff ..	—	22	22
Humansdorp ..	21	76	55	Idutywa ..	12	30	18
Jansenville ..	8	52	44	Kentani ..	12	42	30
Kenhardt ..	1	20	19	Libode ..	—	21	21
Kimberley ..	22	47	25	Lusikisiki ..	—	22	22
King William's Town	91	149	58	Matatiele ..	19	59	40
Knysna ..	23	43	20	Mount Ayliff ..	3	29	26
Komgha ..	4	16	12	Mount Currie ..	6	23	17
Kuruman ..	—	33	33	Mount Fletcher ..	13	52	39
Ladismith ..	9	44	35	Mount Frere ..	15	67	52
Laingsburg ..	—	—	—	Mqanduli ..	2	39	37
Maclear ..	6	27	21	Ngqeleni ..	—	34	34
Mafeking ..	—	20	20	Nqamakwe ..	32	54	22
Malmesbury ..	36	76	40	Ntabankulu ..	—	26	26
Maraisburg ..	—	—	—	Port St. John ..	1	15	14
Middelburg ..	12	29	17	Qumbu ..	17	63	46
Molteno ..	—	—	—	St. Mark's ..	12	45	33
Montagu ..	—	—	—	Tsolo ..	14	56	42
Mossel Bay ..	13	40	27	Tsomo ..	23	45	22
Murraysburg ..	6	11	5	Umtata ..	7	59	52
Namaqualand ..	19	48	29	Umzimkulu ..	11	53	42
Oudtshoorn ..	26	93	67	Walfish Bay ..	2	—	—2
Paarl ..	38	60	22	Willowvale ..	15	55	40
Pearston ..	—	—	—	Xalanga ..	25	26	1
Peddie ..	23	43	20	Total ..	1510	4548	3038
Philipstown ..	10	13	3	*See final entry for Province Proper.			
Piquetberg ..	15	74	59				

*See final entry for Province Proper.

(b) TABLE SHOWING EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION, 1894 AND 1915.

(Arranged according to Fiscal Divisions and Magistracies.)

FISCAL DIVISION.	European.			Non-European.		
	1894.	1915.	Increase.	1894.	1915.	Increase.
<i>Province Proper.</i>						
Aberdeen ..	6	17	11	2	2	—
Albany ..	30	44	14	9	13	4
Albert and Molteno ..	17	75	58	3	6	3
Alexandria ..	12	25	13	1	6	5
Aliwal North ..	11	41	30	4	6	2
Barkly East ..	14	40	26	1	4	3
Barkly West ..	6	27	21	3	14	11
Bathurst ..	9	17	8	3	7	4
Beaufort West ..	22	24	2	1	5	4
Bedford ..	26	17	—9	3	4	1
Bredasdorp ..	19	38	19	5	5	—
Britstown ..	10	13	3	1	4	3
Caledon ..	32	56	24	13	13	—
Calitzdorp ..	—	19	19	—	1	1
Calvinia ..	12	42	30	1	3	2
Cape ..	35	98	63	69	83	14
Carnarvon ..	5	22	17	1	1	—
Cathcart ..	26	20	—6	2	2	—
Ceres ..	9	29	20	3	3	—
Clanwilliam ..	13	44	31	5	4	—1
Colesberg ..	6	13	7	3	4	1
Cradock and Maraisburg	22	57	35	2	4	2
East London ..	16	37	21	5	14	9
Elliot ..	—	35	35	—	3	3
Fort Beaufort ..	13	25	12	9	15	6
Fraserburg ..	8	23	15	—	2	2
George ..	19	38	19	6	5	—1
Glen Grey ..	19	5	—14	—	57	57
Gordonia ..	—	8	8	—	2	2
Graaff-Reinet ..	18	32	14	7	8	1
Hanover ..	13	10	—3	1	2	1
Hay ..	6	32	26	—	2	2
Herbert ..	3	20	17	—	5	5
Herschel ..	—	—	—	24	43	19
Hope Town ..	5	20	15	1	2	1
Humansdorp ..	19	63	44	9	13	4
Jansenville ..	27	49	22	1	3	2
Kenhardt ..	1	19	18	—	1	1
Kimberley ..	13	32	19	12	15	3
King William's Town	25	35	10	72	114	42
Knysna ..	20	33	13	7	10	3
Komgha ..	6	12	6	1	4	3
Kuruman ..	—	31	31	—	2	2
Ladismith ..	9	39	30	3	5	2
Laingsburg (see Prince Albert)	—	—	—	—	—	—
Maclear ..	8	26	18	3	1	—2
Mafeking ..	—	10	10	—	10	10
Malmesbury ..	25	61	36	15	15	—
Maraisburg (see Cradock)	—	—	—	—	—	—
Middelburg ..	21	26	5	2	3	1
Molteno (see Albert)	—	—	—	—	—	—
Montagu (see Robertson)	—	—	—	—	—	—
Mossel Bay ..	15	36	21	5	6	1
Murraysburg ..	6	10	4	1	1	—
Namaqualand ..	10	31	21	12	17	5
Oudtshoorn ..	34	64	30	5	9	4
Paarl ..	28	38	10	12	22	10
Pearston (see Somerset East)	—	—	—	—	—	—
Peddie ..	11	16	5	18	27	9
Philipstown ..	13	11	—2	2	2	—
Piquetberg ..	12	68	56	5	6	1
Port Elizabeth ..	13	24	11	10	22	12
Prieska ..	5	17	12	—	2	2
Prince Albert and Laingsburg	14	34	20	3	4	1
Queenstown ..	28	37	9	15	35	20

(b) Table showing European and Non-European Schools in operation, 1894 and 1915—cont.

FISCAL DIVISION.	European.			Non-European.		
	1894.	1915.	Increase.	1894.	1915.	Increase.
<i>Province Proper.</i>						
Richmond	8	12	4	1	1	—
Riversdale	27	78	51	4	7	3
Robertson and Montagu ..	29	47	18	3	5	2
Somerset East and Pearston..	36	62	26	4	9	5
Stellenbosch	12	19	7	10	13	3
Steynsburg	6	14	8	1	1	—
*Steytlerville	—	—	—	—	—	—
Stockenstrom	14	15	1	2	9	7
Stutterheim	16	19	3	7	18	11
Sutherland	7	14	7	—	1	1
Swellendam	21	53	32	10	9	—1
Tarka	11	22	11	2	4	2
Tulbagh	8	15	7	3	7	4
*Uitenhage	—	—	—	—	—	—
Uniondale	12	48	36	2	3	1
Van Rhynsdorp	6	15	9	1	3	2
Victoria East	7	16	9	17	22	5
Victoria West	19	20	1	1	1	—
Vryburg	—	39	39	—	10	10
Walfish Bay	—	—	—	2	—	—2
*Willowmore	—	—	—	—	—	—
Wodehouse	11	70	59	2	6	4
Worcester	21	36	15	1	5	4
Steytlerville	—	—	—	—	—	—
Uitenhage	50	143	93	11	18	7
Willowmore	—	—	—	—	—	—
<i>Native Territories.</i>						
MAGISTRACY.						
Bizana	—	1	1	—	13	13
Butterworth	1	2	1	16	26	10
Elliotdale	—	1	1	2	9	7
Engcobo	1	3	2	24	59	35
Flagstaff	—	1	1	—	21	21
Idutywa	1	2	1	11	28	17
Kentani	1	1	—	11	41	30
Libode	—	1	1	—	20	20
Lusikisiki	—	2	2	—	20	20
Matatiele	4	4	—	19	55	36
Mount Ayliff	—	2	2	6	27	21
Mount Currie	8	8	—	10	15	5
Mount Fletcher	—	2	2	12	50	38
Mount Frere	—	2	2	18	65	47
Mqanduli	—	3	3	3	36	33
Ngqeleni	—	2	2	—	32	32
Nqamakwe	1	2	1	33	52	19
Ntabankulu	—	1	1	—	25	25
Port St. John	1	1	—	—	14	14
Qumbu	1	1	—	19	62	43
St. Mark's	2	2	—	12	43	31
Tsolo	—	2	2	15	54	39
Tsomo	1	2	1	25	43	18
Umtata	—	5	5	8	54	46
Umzimkulu	5	1	—4	13	52	39
Willowvale	—	3	3	17	52	35
Xalanga	13	1	—12	20	25	5
Total	1186	2700	1514	779	1848	1069

*See final entry for Province Proper.

(c) CLASSIFICATION OF SCHOOLS. TABLE SHOWING THE DISTRIBUTION OF SCHOOLS AMONG THE DIFFERENT CLASSES, 1892 AND 1915.

Year.	Sp.	A. 1	A. 2	A. 3	D.	E.	P.F.	Poor.	B.	C. 1.	C.	Total.
1892	5	61	83	310	11	—	220	41	483	—	296	1510
1915	31	97	99	1770	2	18	668	44	816	12	991	4548
Increase	26	36	16	1460	—9	18	448	3	333	12	695	3038

(a) TABLE SHOWING TOTAL ENROLMENT, 1892 AND 1915.
(Arranged according to Fiscal Divisions and Magistracies.)

FISCAL DIVISION.	Dec., 1892.	March, 1915.	Increase.	FISCAL DIVISION.	Dec., 1892.	March, 1915.	Increase.
<i>Province Proper.</i>				<i>Province Proper.</i>			
Aberdeen	269	666	397	Port Elizabeth	2724	6207	3483
Albany	1874	2802	928	Prieska	123	533	410
Albert	628	2164	1536	Prince Albert	483	1182	699
Alexandria	133	700	567	Queenstown	1631	3826	2195
Aliwal North	400	1635	1235	Richmond	320	378	58
Barkly East	99	848	749	Riversdale	648	2267	1619
Barkly West	302	1743	1441	Robertson	1010	2622	1612
Bathurst	383	782	399	Somerset East	775	1928	1153
Beaufort West	326	1015	689	Stellenbosch	1811	3111	1300
Bedford	359	681	322	Steynsburg	154	318	164
Bredasdorp	690	1344	654	†Steytlerville	—	—	—
*Britstown	—	887	887	Stockenstrom	450	711	261
Caledon	1655	2598	943	Stutterheim	573	1447	874
Calitzdorp	—	—	—	Sutherland	68	212	144
Calvinia	248	883	635	Swellendam	946	2248	1302
Cape	11838	31251	19413	Tarka	244	706	462
Carnarvon	175	610	435	Tulbagh	748	1258	510
Cathcart	358	560	202	†Uitenhage	—	—	—
Ceres	461	901	440	Uniondale	541	1479	938
Clanwilliam	652	1108	456	*Van Rhynsdorp	—	593	593
Colesberg	237	833	596	Victoria East	1668	1951	283
Craddock	560	1791	1231	Victoria West	222	653	431
East London	1328	4448	3120	Vryburg	—	1343	1343
Elliot	—	825	825	†Willowmore	—	—	—
Fort Beaufort	1135	2125	990	Wodehouse	1228	1744	516
Fraserburg	74	445	371	Worcester	1392	2655	1263
George	986	2034	1048	Steytlerville	—	—	—
*Glen Grey	—	3434	3434	Uitenhage	1726	5081	3355
Gordonia	—	395	395	Willowmore	—	—	—
Graaff-Reinet	987	2116	1129	<i>Native Territories.</i>			
Hanover	158	337	179	MAGISTRACY.			
Hay	35	568	533	Bizana	—	622	622
Herbert	25	620	595	Butterworth	1084	2633	1549
Herschel	1161	2873	1712	Elliotdale	98	350	252
Hope Town	186	617	431	Engcobo	1394	3850	2456
Humansdorp	711	2074	1363	Flagstaff	—	1054	1054
Jansenville	189	1043	854	Idutywa	543	1946	1403
*Kenhardt	—	797	797	Kentani	518	2134	1616
Kimberley	2013	6151	4138	Libode	—	832	832
King William's Town ..	375	9184	3809	Lusikisiki	—	932	932
Knysna	354	1622	968	Matatiele	962	4510	3548
Komgha	96	506	410	Mount Ayliff	275	1658	1383
Kuruman	—	601	601	Mount Currie	313	990	677
Ladismith	579	1396	817	Mount Fletcher	626	2793	2167
Laingsburg	—	—	—	Mount Frere	1023	4511	3488
Maclear	201	379	178	Mqanduli	199	2089	1890
Mafeking	—	868	868	Ngqeleni	—	1424	1424
Malmesbury	1959	3824	1865	Nqamakwe	1864	4109	2245
Maraisburg	—	—	—	Ntabankulu	—	1220	1220
Middelburg	412	1006	594	Port St. John	6	556	550
Molteno	—	—	—	Qumbu	932	3888	2956
Montagu	—	—	—	St. Mark's	631	3040	2409
Mossel Bay	750	1745	995	Tsolo	788	3471	2683
Murraysburg	244	302	58	Tsomo	1232	3169	1937
Namaqualand	940	2239	1299	Umtata	429	3519	3090
Oudtshoorn	1161	4405	3244	Umzimkulu	634	3324	2690
Paarl	3151	5262	2111	*Walfish Bay	—	—	—
Pearston	—	—	—	Willowvale	962	3493	2531
Peddie	1058	1642	584	Xalanga	1136	1669	533
Philipstown	278	525	247	Total	83254	232989	149735
Piquetberg	627	2540	1913				

*No figures given.

†See final entry for Province Proper.

[C.P. 5—15.]

(b) TABLE SHOWING EUROPEAN AND NON-EUROPEAN ENROLMENT,
MARCH, 1894 AND 1915.

(Arranged according to Fiscal Divisions and Magistracies.)

FISCAL DIVISION.	European.			Non-European.		
	1894.	1915.	Increase.	1894.	1915.	Increase.
<i>Province Proper.</i>						
Aberdeen	213	564	351	68	102	34
Albany	1220	1792	572	733	1010	277
Albert and Molteno	688	1724	1036	171	440	269
Alexandria	184	482	298	46	218	172
Aliwal North	287	1233	946	207	402	195
Barkly East	248	710	462	38	138	100
Barkly West	206	940	734	227	803	576
Bathurst	230	392	162	128	390	262
Beaufort West	337	734	397	95	281	186
Bedford	271	420	149	123	261	138
Bredasdorp	394	853	459	537	491	-46
Britstown	124	554	430	36	333	297
Caledon	837	1717	880	1075	881	-194
Calitzdorp (see Oudtshoorn) ..	—	—	—	—	—	—
Calvinia	213	741	528	62	142	80
Cape	7395	17872	10477	6820	13379	6559
Carnarvon	79	430	351	140	180	40
Cathcart	297	388	91	157	172	15
Ceres	163	550	387	308	351	43
Clanwilliam	206	782	576	361	326	-35
Colesberg	226	649	423	184	184	—
Cradock and Maraisburg	478	1358	880	242	433	191
East London	1186	3444	2258	343	1004	661
Elliot	—	715	715	—	110	110
Fort Beaufort	294	725	431	862	1400	538
Fraserburg	131	316	185	41	129	88
George	692	1535	843	465	499	34
Glen Grey	117	111	-6	965	3323	2358
Gordonia	—	309	309	—	86	86
Graaff-Reinet	842	1410	568	517	706	189
Hanover	221	279	58	68	58	-10
Hay	126	502	376	1	66	65
Herbert	68	421	353	—	199	199
Herschel	4	—	-4	1431	2873	1442
Hope Town	155	533	378	33	84	51
Humansdorp	387	1203	816	497	871	374
Jansenville	312	900	588	88	143	55
Kenhardt	15	715	700	—	82	82
Kimberley	1136	3599	2463	1203	2552	1349
King William's Town	1441	1931	490	4134	7253	3119
Knysna	618	1188	570	230	434	204
Komgha	108	307	199	27	199	172
Kuruman	—	431	431	—	170	170
Ladismith	289	1054	765	406	342	-64
Laingsburg (see Prince Albert)	—	—	—	—	—	—
Maclear	105	352	247	155	27	-128
Mafeking	—	389	389	—	479	479
Malmesbury	1075	2658	1583	1376	1166	-210
Maraisburg (see Cradock)	—	—	—	—	—	—
Middelburg	358	733	375	181	273	92
Molteno (see Albert)	—	—	—	—	—	—
Montagu (see Robertson)	—	—	—	—	—	—
Mossel Bay	430	1260	830	421	485	64
Murraysburg	133	225	92	62	77	15
Namaqualand	248	656	408	1023	1583	560
Oudtshoorn and Calitzdorp	1268	3723	2455	428	682	254
Paarl	1827	3045	1218	1492	2217	725
Pearston (see Somerset East)	—	—	—	—	—	—
Peddie	195	271	76	1057	1371	314

(b) Table showing European and Non-European Enrolment, March, 1894 and 1915—cont.

FISCAL DIVISION.	European.			Non-European.		
	1894.	1915.	Increase.	1894.	1915.	Increase.
<i>Province Proper.</i>						
Philipstown	247	447	200	68	78	10
Piquetberg	362	1985	1623	372	555	183
Port Elizabeth	1998	3737	1739	1297	2470	1173
Prieska	91	462	371	36	71	35
Prince Albert and Laingsburg	374	947	573	154	235	81
Queenstown	661	1308	647	1107	2518	1411
Richmond	200	318	118	70	60	-10
Riversdale	577	1780	1203	309	487	178
Robertson and Montagu	903	2157	1254	336	465	129
Somerset East and Pearston	663	1346	683	326	582	256
Stellenbosch	703	1722	1019	1198	1389	191
Steynsburg	104	289	185	53	29	-24
*Steytlerville	—	—	—	—	—	—
Stockenstrom	261	396	135	229	315	86
Stutterheim	228	417	189	520	1030	510
Sutherland	115	195	80	—	17	17
Swellendam	558	1592	1034	695	656	-39
Tarka	247	430	183	95	276	181
Tulbagh	266	562	296	497	696	199
*Uitenhage	—	—	—	—	—	—
Uniondale	318	1269	951	226	210	-16
Van Rhynsdorp	108	393	285	80	200	120
Victoria East	151	281	130	1477	1670	193
Victoria West	287	576	289	94	77	-17
Vryburg	—	789	789	—	554	554
*Willowmore	—	—	—	—	—	—
Wodehouse	267	1305	1038	109	439	330
Worcester	830	1715	885	608	940	332
Steytlerville	1423	3901	2478	794	1180	386
Uitenhage						
Willowmore						
<i>Native Territories.</i>						
MAGISTRACY.						
Bizana	—	18	18	—	604	604
Butterworth	75	119	44	1003	2514	1511
Elliotdale	—	7	7	89	343	254
Engcobo	29	40	11	1283	3810	2527
Flagstaff	—	17	17	—	1037	1037
Idutywa	41	82	41	516	1864	1348
Kentani	12	18	6	546	2116	1570
Libode	—	22	22	—	810	810
Lusikisiki	—	20	20	—	912	912
Matatiele	65	169	104	774	4341	3567
Mount Ayiff	—	22	22	349	1636	1287
Mount Currie	131	252	121	514	738	224
Mount Fletcher	—	25	25	566	2768	2202
Mount Frere	50	33	-17	931	4478	3547
Mqanduli	—	40	40	280	2049	1769
Ngqeleni	—	15	15	—	1409	1409
Nqamakwe	18	32	14	2119	4077	1958
Ntabankulu	—	14	14	—	1206	1206
Port St. John	4	38	34	8	518	510
Qumbu	24	37	13	1052	3851	2799
St. Mark's	18	29	11	600	3011	2411
Tsolo	3	36	33	802	3435	2633
Tsomo	14	13	-1	1087	3156	2069
Um'ata	9	249	240	402	3270	2868
Umzimkulu	54	23	-31	799	3301	2502
Walfi h Bay	—	—	—	69	—	-69
Willowvale	2	25	23	1041	3468	2427
Xalanga	331	49	-282	1134	1620	486
Total	40899	101588	60689	55978	131401	75423

*See final entry for Province Proper.

(c) TABLE SHOWING EUROPEAN ENROLMENT AT DATE OF INTRODUCTION OF SCHOOL BOARD ACT, 1905, AND IN FIRST QUARTER, 1915.

(Arranged according to Fiscal Divisions and Magistracies.)

FISCAL DIVISION.	2nd Qr. 1905.	1st Qr. 1915.	Increase.	FISCAL DIVISION.	2nd Qr. 1905.	1st Qr. 1915.	Increase.
<i>Province Proper.</i>				Port Elizabeth ..	2555	3737	1182
Abe deen ..	369	564	195	Prieska ..	266	462	196
Albany ..	1722	1792	70	Prince Albert and			
Albert ..	567	1151	584	Laingsburg ..	639	947	308
Alexandria ..	260	482	222	Queenstown ..	852	1308	456
Aliwal North ..	851	1233	382	Richmond ..	179	318	139
Barkly East ..	614	710	96	Riversdale ..	1011	1780	769
Barkly West ..	417	940	523	Robertson and			
Bathurst ..	264	392	128	Montagu ..	1392	2157	765
Beaufort West ..	495	734	239	Somerset East and			
Bedford ..	271	420	149	Pear-ton ..	946	1346	400
Bredasdorp ..	442	853	411	Stellenbosch ..	1576	1722	146
Britstown ..	317	554	237	Steynsburg ..	232	289	57
Caledon ..	1135	1717	582	*Steytlerville ..			
Calitzdorp (see O'h'm.)				Stockenstrom ..	314	396	82
Calvinia ..	459	741	282	Stutterheim ..	308	417	109
Cape ..	11362	17872	6510	Sutherland ..	117	195	78
Carnarvon ..	196	430	234	Swellendam ..	899	1592	693
Cathcart ..	377	388	11	Tarka ..	370	430	60
Ceres ..	356	550	194	Tulbagh ..	311	562	251
Clanwilliam ..	346	782	436	*Uitenhage ..			
Colesberg ..	434	649	215	Uniondale ..	750	1269	519
Cradock & Maraisb'g.	894	1358	464	Van Rhynsdorp ..	184	393	209
East London ..	1936	3444	1508	Victoria East ..	246	281	35
Elliot ..	295	715	420	Victoria West ..	501	576	75
Fort Beaufort ..	443	725	282	Vryburg ..	353	789	436
Fraserburg ..	145	316	171	*Willowmore ..			
George ..	1037	1535	498	Wodehouse ..	836	1305	469
Glen Grey ..	79	111	32	Worcester ..	1398	1715	317
Gordonia ..	115	309	194	Steytlerville ..			
Graaff-Reinet ..	1414	1410	-4	Uitenhage ..	2448	3901	1453
Hanover ..	199	279	80	Willowmore ..			
Hay ..	175	502	327	<i>Native Territories.</i>			
Herbert ..	148	421	273	<i>MAGISTRACY.</i>			
Herschel ..	25	0	-25	Bizana ..	14	18	4
Hope Town ..	230	533	303	Butterworth ..	137	119	-18
Humansdorp ..	658	1203	545	Elliotdale ..	27	7	-20
Jansenville ..	481	900	419	Engcobo ..	27	40	13
Kenhardt ..	257	715	458	Flagstaff ..	15	17	2
Kimberley ..	2398	3599	1201	Idutywa ..	70	82	12
King William's Town	1632	1931	299	Kentani ..	14	18	4
Knysna ..	888	1188	300	Libode ..		22	22
Komgha ..	172	307	135	Lusikisiki ..	17	20	3
Kuruman ..		431	431	Matatiele ..	135	169	34
Ladismith ..	625	1054	429	Mount Ayliff ..	18	22	4
Laingsburg (see P. A.)				Mount Currie ..	184	252	68
Maclear ..	177	352	175	Mount Fletcher ..	30	25	-5
Mafeking ..	340	389	49	Mount Frere ..	17	33	16
Malmesbury ..	1833	2658	825	Mqanduli ..	18	40	22
Maraisburg (see C'd'k.)				Ngqeleni ..	11	15	4
Middelburg ..	578	733	155	Nqamakwe ..	36	32	-4
Molteno ..	437	573	136	Ntabankulu ..	10	14	4
Montagu (see Ro'son)				Port St. John ..	23	38	15
Mossel Bay ..	825	1260	435	Qumbu ..	28	37	9
Murraysburg ..	260	225	-35	St. Marks ..	69	29	-40
Namaqualand ..	226	656	430	Tsolo ..	61	36	-25
Oudtshoorn and				Tsomo ..	27	13	-14
Calitzdorp ..	2190	3723	1533	Umtata ..	177	249	72
Paarl ..	2888	3045	157	Umzimkulu ..	6	23	17
Pearston (see S. E.)				Willowvale ..	20	25	5
Peddie ..	237	271	34	Xalanga ..	72	49	-23
Philipstown ..	303	447	144				
P.quetberg ..	945	1985	1040	Total ..	66685	101588	34903

*See final entry for Province Proper.

(d) AVERAGE DAILY ATTENDANCE 1892-1915. (Percentage of Enrolment.)

Year.	All Schools.	Schools other than Mission and Aborigines'.	Mission and Aborigines' Schools.
1892 ..	74.4	81.9	70.0
1895 ..	74.6	82.7	68.4
1905 ..	84.7	90.5	80.7
1915 ..	87.4	92.4	83.4

	Price. s. d.		Price s. d.
Education Commission, Report of, 1911 (Dutch) ..	4 0	Mines Works and Machinery Act with Regulations, 1911 ..	3 6
Education Commission, Minutes of Evidence, Vol. 1-4, 1911 (English only) ..	5 0	Municipalities, Acts of Parliament relating to ..	3 6
Explosive Act with Regulations, 1911 ..	1 0	Municipalities, Ordinance relating (No. 10-1912) (English and Dutch) ..	1 0
Geodetic Survey of South Africa, Vol. I., 1894 ..	7 6	Native Locations Commission, Report on, 1901 ..	1 6
Do. Do. Vol. II., 1899 ..	10 6	Native Territories, Statutes, Proclamations and Government Notices in force on the 30th June, 1907 ..	12 6
<i>Geslacht Register der Oude Kaapse Familien:</i>			
Vol. 1, A-J, 1/2 Cloth ..	nett 7 6	Do. Do. Bound, non-interleaved ..	16 6
Do. 1/2 Calf ..	14 0	Ordinances, Cape Provincial 1911 ..	1 0
Vol. 2, A-O, 1/2 Cloth ..	nett 7 6	Do. do. do. 1912 ..	2 0
Do. Cloth ..	11 6	Do. Natal do. 1911 ..	3 0
Do. 1/2 Calf ..	17 0	Do. do. do. 1912 ..	2 6
Vol. 3, P-Z, 1/2 Cloth ..	nett 7 6	Do. Orange Free State Provincial, 1911 ..	3 6
Do. Cloth ..	13 9	Do. do. do. 1912 ..	2 6
Do. 1/2 Calf ..	20 0	Do. Transvaal Provincial, 1911-12 ..	2 6
1 Set Vols. 1, 2 and 3, 1/2 Cloth nett	21 0	Patents: Acts to provide for the granting, in this Colony for Inventions ..	0 6
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1803-1881 ..</i>	6 6	Postal Route Map, mounted on Rollers ..	6 6
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1881-1891 ..</i>	4 0	Do. do. Unmounted ..	1 0
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1891-1901 ..</i>	6 6	Practical Orchard Work at the Cape (Mac Owan & Pillans), 1896 ..	0 6
<i>Gazette, Cape Govt. Index to, to June, 1906 (1/2 yearly) ..</i>	1 6	Precious Minerals Act, No. 31, 1898 ..	1 4
<i>Gazette, Cape Govt. Index to, July, 1906, to December, 1909 (1/2 yearly) ..</i>	2 6	Do. do. Amendment, No. 16, 1907 ..	0 4
<i>Gazette, Cape Govt. Index to, January, 1910, to 30th May, 1910 ..</i>	2 6	Do. do. (Selections) ..	1 0
<i>Gazette, Union Govt. Index to, June to September, 1910 ..</i>	5 0	Precious Stones Act, No. 11, 1899 ..	1 4
<i>Gazette, Union Govt. Index to, January, 1911 to December, 1912 (1/2 yearly) ..</i>	5 0	Do. do. Amendment No. 27, 1907 ..	0 5
<i>Gazette, Cape Official, Index to, June to December, 1910 ..</i>	1 6	Public Health Act, 1902 ..	2 6
<i>Gazette, Cape Official, Index to, January to June, 1911 ..</i>	1 0	Records of Cape Colony (Theal), Vols. 3-35 (1799-1831), per Vol. ..	17 6
<i>Gazette, Cape Official, Index to, July, 1911, to December, 1912 ..</i>	1 6	Records of Cape Colony (Theal), Register of Contents, Vols. 1-35 ..	17 6
Griqualand West, Laws of, 1871-1880 ..	6 6	Records of South-East Africa (Theal), Vols. 2-9 per Vol. ..	17 6
Historical Documents (Theal) Dutch, 1896, Vols. 1 and 2 ..	1 6	Report by Mr. J. Conacher upon the distribution of Oversea Traffic between the South African Railways and upon certain other matters relating thereto ..	2 0
Historical Documents (Theal) Dutch, 1911, Vol. 3 ..	12 6	Rural Council, Rules and Regulations for the Guidance of the ..	0 4
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Do. Do. Vol. V. ..	10 6	Trade and Industries Commission, Report of, 1911, English or Dutch ..	each 2 6
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Marriage Law Amendment Act No. 11 of 1906 ..	0 4	Transkeian Territories Penal Code, 1886, Index to ..	0 4
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