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# CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

## REPORT

OF THE

## Superintendent-General

OF

## EDUCATION

FOR THE TWO YEARS 1923 AND 1924.

Price 5s. 0d.

CAPE TOWN :  
CAPE TIMES LIMITED, GOVERNMENT PRINTERS,  
1925.

[C.P. 4—'25.]

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## CAPE OF GOOD HOPE.

### DEPARTMENT OF PUBLIC EDUCATION.

#### Report of the Superintendent-General of Education for the years 1923 and 1924.

Department of Public Education,  
Cape Town,  
24th April, 1925.

Sir,

I have the honour to present to you my report on the work of the Department for the years 1923 and 1924.

My last published report related to the year 1922. In the ordinary way a report would have been submitted in respect of the year 1923, but various considerations impelled me to the decision not to present such a report. For the greater part of that year I was away in Europe on official business, and any report I could have made on Cape educational conditions during the period would have been based largely on indirect information. On my return from Europe my time was very fully occupied with official work and with visits (principally in connection with the new movement in favour of agricultural education) to various parts of the Province; and it would have been very difficult to find the time for compiling even such a report. Then there was the fact that 1923 was a year of "marking time" so far as education was concerned, stagnation instead of progress being all there was to report.

In view of these and other considerations, it seemed to me the best plan to wait, and to publish one report in respect of the two years. This report, now submitted, deals comprehensively with the whole period; and, while in the body of the report the latest statistics are given, note is made for historical purposes of outstanding features in regard to 1923 no less than 1924.

Attention should be drawn to the fact that Chapters III and IV deal only with European education. Chapter VIII deals with coloured education, and Chapter IX with native education.

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

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To ensure continuity, the usual statistics appearing at the end of the volume are given for both years. Details respecting individual schools are given in a separate volume, taking the place of the former quarterly statistical number of the EDUCATION GAZETTE.

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

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

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

## I. THE IMPERIAL EDUCATION CONFERENCE AND AFTER.

The first Imperial Education Conference was held in London in 1911. That of 1923 was the second of its kind. At the first Imperial Conference it was tentatively decided that these conferences should be quadrennial. Unfortunately, the war intervened, and the hope entertained of meeting every four years had, like so many other things, to be abandoned in consequence.

The war has given a new significance to education. It was obvious from the very start that in the great process of reconstruction and regeneration that was going on, education was the most potent factor, and in education the teacher was the pivotal person.

That was the note struck at the opening of the Conference by H.R.H. the Duke of York. He referred to the influences of education not merely on the progress of civilisation, but to its significance to the future of humanity at large. It was on the schools and the teacher that the hope of the future was based. The influence which was exerted on the history of a nation by the teaching profession entitled it to be held in the highest esteem.

It does not lie within the scope and purpose of this report to review the work done by the Conference or even to give an appraisal of the success attained.

Compared with the Conference of 1911, that of 1923 undoubtedly was of much greater importance. It was attended by some 50 representatives from Government Departments in Great Britain and official delegates from all parts of the Empire. Among the latter were noted for the first time delegates from Northern Ireland, the Irish Free State and Palestine.

The subjects discussed were drawn from a very wide range. They included discussions on the courses of instruction in primary and secondary schools, in urban, rural and sparsely populated areas; the school curriculum as determined by age, sex or vocation; the various stages in a system of national education; intelligence tests, scouting and physical training; the use of the cinematograph in schools; the training, certification, qualifications and interchange of teachers; the relative functions of inspection and examination; methods of administration; the establishment of an information bureau in each of the Dominions, with a view to the ultimate establishment of a Bureau of Education for the whole of the Empire.

Some of the papers read were of permanent value, such as those on the recent development of infant education; the classification and training of backward and mentally defective children, and the history and geography of the Empire.

Apart from the preliminary statement of the transactions and conclusions of the Conference, a full report of the proceedings has since been published for official use. The report contains a good deal of interesting and important matter, and has a direct bearing upon our own conditions and difficulties. Foremost among these may be regarded the interchange of teachers; the bi-lingual problem and the problems arising out of the use as medium of instruction of a language which is not the home language of the pupils; the education of non-European races, and agricultural education in the Union of South Africa.

While the various subjects that engaged our attention cannot be dealt with or determined in the abstract, and must always be considered in relation to existing conditions, the problems of education are fundamentally the same, no matter from what standpoint they are regarded. Admittedly, each State has its own unique problems and its own way of approaching and solving them; still, it would be wrong to suppose that the various constituent members of the Empire have only a limited number of educational problems in common.

It was felt that the Conference had done much to strengthen the spiritual bonds of the great Commonwealth of Nations to which we belong, and that an opportunity had been afforded of assisting materially in laying the foundation of co-operation between the various systems of education.

A step in that direction undoubtedly is the scheme for the interchange of teachers. In this way, useful information could be disseminated and new ideals established in all parts of the great family of nations, which would lead to a heightened sense of mutual appreciation and intellectual understanding. It is hoped that the Union of South Africa will not be wanting in availing itself of the facilities extended to the teaching profession for interchangeability. We stand in need as much to-day as ever of a steady inflow of fresh and vitalising ideas; otherwise, there is danger of our becoming not merely self-complacent, but selfishly exclusive.

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It is necessary to continue to advocate an energetic, comprehensive and progressive campaign of reform, and to look for wise improvements both at home and abroad.

That is the great good of such an International Conference as that of 1923. While, on the one hand, it quickened and strengthened my conviction that, on the whole, our educational system was on sound lines, I could not help realizing that it would be possible to introduce certain improvements. Very little change would make all the difference. Our need was a change not so much in content, curriculum, syllabus or method, as in disposition and spirit.

Apart from the fact that the Conference undoubtedly engendered a true spirit of fellowship and goodwill among the participating members, it also permitted those of us from the far-flung outposts of civilisation to foregather for a time in the metropolis of the world, and to be witnesses of the far-reaching changes that had come about in English education during the past decade. For great progress has been made in England in many directions, and still greater hope is born of that progress, once the reign of the pruning-knife is superseded by that of the watering-can, and a new era of educational development can be launched on the lines already laid down.

It was while the loom of time was weaving the dark web of war that the brightest of all educational strands in England were in the making. I refer to the Education Act of 1918, which, it has been said, "slipped through while the House of Commons was asleep." This is scarcely the case and hardly fair to the English people. For the Fisher Act of 1918 is the outcome of a deep-rooted conviction shared by the English people with every other nation that passed through the great world cataclysm. Humanity is alive to the following facts,—that no country can with impunity afford to neglect its intellectual wealth; that money judiciously spent on education is the wisest investment a nation can make in its efforts to raise itself to a higher intellectual level; that the true test of a nation's moral and intellectual greatness is reflected in the service, discipline and culture of its citizens; that the more advanced and progressive a nation is, the more liberal and generous are the provision and the sacrifices it is prepared to make for the education and uplift of its coming citizens; and that, in the long run, there is real economy even in seeming extravagance in expenditure on education. Owing, however, to economic stress, much of the Fisher Act and many of the schemes it foreshadowed, had, in the meantime, to be held in abeyance. Still, the outstanding impression received by me was that the work done by central and local administrations, by all grades of teachers, by private organisations and friends of education, had formed the greatest contribution made to the educational life of England for many centuries. England has made great strides in recent years, but it was necessary, for, as compared with

Scotland, she had much leeway to make up. It is no exaggeration to say that England has undergone an educational renaissance.

The Conference concluded at the end of the first week in July, and the time remaining between that date and my return to South Africa was spent mainly on visits to certain continental countries for the purpose of studying at firsthand what provision existed in Switzerland, France, Belgium, Holland, Western Germany and the Scandinavian lands for enabling pupils to follow a school curriculum that was intended to fit them primarily for practical life as landworkers, and the extent to which vocational training, especially in agricultural and domestic pursuits, formed part of the curriculum in primary and secondary schools elsewhere.

On my return to South Africa, I found a welcome opportunity in numerous centres for giving expression to the impressions I had gained in the form of a series of lectures, dealing with important questions not merely of educational but of national interest, such as the drift of the rural population to the towns; the people's high school of Denmark and its immediate influence on the Danish system of education and co-operation; the rural education problem and a possible way of solving it; agriculture and agricultural education, with special reference to the Netherlands; the training of girls and young women in housecraft, with special reference to Belgium; a system of national education and our unsolved problems.

These addresses, given under the aegis of various societies, foremost among them the Agricultural Society, have, I humbly believe, been the means of quickening interest throughout the country in the question of rural education. They have elicited welcome criticism and have stimulated thought, initiative and enterprise. It has been suggested that the contents of these lectures should be collected and collated with a view to committing them to some more permanent form.

At the commencement of 1924 I was back at my post.

It is gratifying to render thanks here to the authorities, both Union and Provincial, through whose assistance and kindness I was enabled to represent the Union of South Africa a second time at an Imperial Education Conference, and to take advantage of the opportunities placed in my way of enriching my knowledge and experience in such matters and methods affecting education as will be of material assistance to me in my work.

I cannot conclude this chapter without expressing my gratitude to the members of my staff, both at Head Office and in the Field, who, during my long absence, carried on the work of the Department with singular regularity and efficiency. In particular do I wish to mention Mr. P. A. Millard, the Chief Clerk of the Department, who acted for

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me during a long and difficult period. I wish to record my indebtedness to him, and to all the officers of the Department, for the loyal and able manner in which they carried on during my absence.

## II. ADMINISTRATION.

Last year considerable changes in the Inspectorate were recorded consequent on the retirement of five officers. On this occasion no such retirements fall to be recorded, but there have been changes brought about by other causes.

Consequent on the death of Mr. J. G. R. Lewis, M.A., Director of Education in South-West Africa, Mr. H. H. G. Kreft, B.A., Inspector of Schools for the Aliwal North Circuit, was selected as the new Director for that territory. Mr. Kreft has thus attained well-earned promotion. His record as an Inspector of Schools under the Department has been a highly creditable one, for at all times he threw himself into the performance of his duties with energy, and displayed good judgment in carrying out the policy of the Department and in giving local bodies in his area the requisite help and guidance which are always welcomed from a competent official.

Mr. S. Boersma, Language Inspector, who had previously been seconded to the charge of the Namaqualand Circuit, was asked to take up Mr. Kreft's duties as Circuit Inspector in the Aliwal North area.

Mr. Arthur Lee, Departmental Instructor in Vocal Music, who had held this office since 1894, retired on the 31st March, 1923. Unfortunately Mr. Lee had, for some time, not been enjoying good health; and it is recorded with regret that he died on the 1st October, 1923. Mr. Lee's services in the western districts of the Province in guiding and developing instruction in vocal music in the schools have been highly appreciated by the Department. With the assistance of his colleague in the eastern districts (Mr. F. Farrington), he laid a sound foundation in vocal music, and strong efforts have been made to get this subject thoroughly attended to in the training schools. The Tonic-Solfa system, which is the basis of the instruction given, has in this manner been introduced throughout our schools, and it has proved itself to be the best medium for instruction in vocal music. As a successor to Mr. Lee, Mr. P. K. de Villiers, A.R.A.M., A.R.C.O., was appointed as from the 1st October, 1923, and to him falls the task of building up the work, of which the foundations have been well laid by his predecessor.

It is regretted that another death must be recorded among the officers responsible for instruction in special subjects, Mr. H. Christie Smith, Departmental Instructor in Drawing, having died at Grahamstown on the 26th October, 1923, after a very short illness. Mr. Christie Smith had proceeded to Europe for special treatment during the previous year, and,

on his return, although not quite recovered from his illness, he was in sufficiently good health to resume duty. He had left behind him a record of good work done, and had given much valuable assistance to teachers in his area in raising the standard of drawing in the schools in the Eastern Province.

Mr. W. H. Taylor, Inspector of Schools in the Kokstad Circuit, died in harness on the 6th May, 1924. He had had a long and distinguished record of service, holding prior to his inspectorship the principalship of the Retreat Primary School, the Willowmore High School and the Mowbray Primary School. Though his term of service in the inspectorate was short, he made a beneficial impression on the schools under his care. His place has been filled by Mr. G. Bell, M.A., a former principal of the Kokstad Secondary School.

An important step has been taken by the appointment of an Organizer of Agricultural Instruction. Formerly the work formed part of the duties of Dr. Skaife, Inspector of Science; but owing to the growing importance of agricultural instruction, the work speedily became too much for Dr. Skaife to compass in addition to his other duties. Mr. C. W. Schmolke, M.Sc., was, after advertisement, appointed permanently to the new post.

## III. SCHOOLS AND PUPILS.

### *Number of Schools.*

At the end of 1922 there were in existence 2,524 schools for European pupils; the corresponding number for 1923 was 2,443, and for 1924 it was 2,413. In each of the two years, therefore, there has been a fall in the number of schools—of 81 and 30 respectively. These decreases followed on a decrease in 1922 of 138. We have thus lost in three years some 250 schools. In previous reports it has been pointed out that in normal times, when no artificial restrictions are placed on the birth-rate of schools, a fall in the number of schools is often a cause for thanksgiving rather than lamentation, since it may mean the achievement of greater efficiency and economy through the improved organisation of educational facilities. Unfortunately this consolation is denied us. It is only too apparent from a review of the whole situation that we have retrogressed. The decrease in the number of schools is the result, not of improved organisation of educational facilities, but of the economy measures to which the Provincial Administration has had of recent times to resort owing to the insufficiency of funds. Happily, the engines have been reversed, and the Department has now full authority to approve of the establishment of new schools for European children wherever such are required. It may take some time before the ground lost is regained; but it is something that our faces are now turned in the direction of progress.

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*Types of Schools.*

The loss of 81 in the number of schools referred to above has fallen in the group of small rural public schools. This fact is brought out in the appended table, which shows the distribution of our schools among the different classes:—

	December, 1922.	December, 1923.	December, 1924.
<i>Training Institutions :</i>			
Training Colleges .. .. .	4	4	6
Training Schools .. .. .	9	9	6
<i>Secondary Schools :</i>			
High Schools .. .. .	84	104	104
Other Secondary Schools .. .. .	98	86	85
<i>Primary Schools :</i>			
Udenominational Public Schools ..	1,910	1,806	1,766
Church Schools .. .. .	36	36	36
Farm Schools .. .. .	338	355	371
<i>Special Schools</i> .. .. .	29	29	26
<i>Part-time Schools</i> .. .. .	16	14	13
	<u>2,524</u>	<u>2,443</u>	<u>2,413</u>

Two training schools (Graaff-Reinet and Kimberley) have become training colleges, their promotion being due to the increased number of students taking the Primary Teachers' Higher course. One training school (Robertson) was closed in June, 1924, local support of the institution having vanished almost entirely. The members of the Robertson staff have been transferred to fill vacancies in other training schools.

Twenty schools in the secondary group have been promoted to high school grading, thus making a total of 104 institutions providing a complete secondary course up to the matriculation standard. Before a secondary school earns such promotion under existing requirements, it must for at least one calendar year maintain an enrolment of 40 pupils in standards VII. and VIII.; and, further, the Superintendent-General must be satisfied that the educational needs of the locality call for such recognition.

The secondary schools which have now achieved high school grading are as follows:—

Barkly East.	Ladismith.
Bedford.	Hopefield.
Britstown.	Moorreesburg.
Cape Town.	Vredenburg.
Woodstock.	Murraysburg.
Clanwilliam.	Richmond.
De Aar.	Steytlerville.
Adelaide.	Sutherland.
Fraserburg.	Heidelberg.
Hopetown.	Joubertina.

These promotions from the secondary group to the high school group have in part been compensated for by the advancement of eight primary schools to secondary grading, viz.:—

New Bethesda.	Garies.
Kenhardt.	Klaasvoogds.
Ritchie.	Williston.
Riebeeck West.	Cala.

The promotion of a primary school to secondary grading depends first on the educational needs of the locality, and next on a minimum average enrolment of twenty pupils in the fifth and sixth standards being maintained for at least one complete calendar year.

From the beginning of 1924 one secondary school reverted to primary grade.

From these remarks it will be seen that the nomenclature adopted carries a clear definition of the range of a school's work. A primary school is limited to Standard VI., a secondary school to Standard VIII., and a high school to Standard X.; and before any primary school can be promoted to secondary grading, or any secondary school to high school grading, it must prove that it has in the institution the constituency out of which it can develop its higher standards. The opposite plan of allowing schools to retain pupils beyond their accredited range in the hope of building up a secondary school or high school must necessarily lead to waste of teaching power, through principals concentrating on one or two senior pupils in the upper standards to the detriment of the main work for which they are responsible; and, further, such ill-considered efforts must result in claims for additional teaching staff which could not be justified.

On the other hand the results of classification under the existing system have been criticised by the Provincial Finances Commission. After examining the numbers in the upper standards of secondary and high schools the Commission states: "These figures indicate that there has been a tendency to raise the grade of a school more rapidly than the numbers justify. The Cape Administration should, in the opinion of the Commission, endeavour to reduce expenditure by checking the increase in the number of schools providing full secondary education to small groups of pupils." Now that the Province is fairly covered with a net-work of secondary and high schools it may be possible to review and raise the numerical qualifications required for promotion of primary schools; but to have done so at an earlier stage would have been a doubtful policy. Some adequate means must be found to offer promising pupils throughout the Province the opportunity of taking a course of secondary education. To attain this natural goal secondary facilities must be available in all districts of the Province; and provided that we can reckon on ordinary development we may rely on the numbers



in the secondary departments steadily increasing, thereby consolidating the position of the existing secondary and high schools.

It is noteworthy that of the primary and farm schools, no less than 80 per cent. are single-teacher schools. This factor offers us one of our chief educational problems, for it must be recognised that the single-teacher school can never be more than a second-best. Wherever feasible, schemes of centralisation are carried out, so as to give schools of a size in which improved educational methods are practicable; but in many instances this solution is found to be impossible, and efforts are constantly being made to secure the greater efficiency of these small rural schools by well-considered suggestions to the responsible teachers. Good work has been done in this direction by Training Colleges; and for the guidance of teachers already at work a useful section has been devoted to the subject in the volume of suggestions on the operation of the Primary School Course, published during the year 1923. Inspectors Bowie and Rosenow, also, have contributed useful articles on the subject to the *Education Gazette*.

Probably the most notable institutions closed during the period were the Cape Town Domestic Science Training School and the School of Domestic Science. These institutions were housed in the same building in Roeland Street, where, since their transfer from Long Street, the work had steadily developed. It so happened that the Cape Town Technical College, to which reference was made in last report, provided specially for much of the work carried on in Roeland Street, and, further, the Principal intimated her intention of retiring at the close of 1923. In these circumstances the whole position was carefully reviewed, and it was recognised that the Department would not be justified in continuing an institution whose activities to a large extent were duplicated in the Technical College under the Union Education Department. As a consequence it was decided to close the School of Domestic Science and the Training Classes, and this decision was carried out at a considerable saving to the Administration. The Technical College has now made provision both for the adult classes formerly conducted in Roeland Street and for the training of domestic science teachers.

#### *Enrolment.*

The tale in regard to European enrolment is a disappointing one to tell. At the end of 1922 there were 137,581 European pupils on the roll; at the end of 1924 there were 135,779, a decrease of 1,802. As will be seen from the table given below, the experience of the Department from the time of Union would normally have justified an expectation of some 10,000 more pupils in the two-year period, instead of 1,802 less. However, now that restrictions on expansion have been definitely and (we may hope) permanently removed,

there is little sense grieving at this date over the losses of past years; we shall do better if we bend our energies to making up leeway.

#### EUROPEAN ENROLMENT.

Year	Pupils.	Increase over previous year
1910 .. ..	81,775	4,806
1911 .. ..	88,424	6,649
1912 .. ..	91,043	2,619
1913 .. ..	95,438	4,395
1914 .. ..	100,066	4,628
1915 .. ..	104,974	4,908
1916 .. ..	110,258	5,284
1917 .. ..	116,971	6,713
1918 .. ..	101,321	-15,650*
1919 .. ..	121,475	20,154
1920 .. ..	128,061	6,586
1921 .. ..	135,708	7,647
1922 .. ..	137,581	1,873
1923 .. ..	137,723	142
1924 .. ..	135,779	-1,944

\* The unusual fall in 1918 is due to the influenza epidemic. It is more than counterbalanced in the succeeding year.

#### *Standard Classification of Pupils.*

The length of the school life of pupils and their attainment on leaving school are points to which considerable importance is rightly attached. From the figures given in the appended table, covering an eleven-year period, the deductions which may be made are indicative in the main of steady improvement from year to year.

It should be pointed out that two systems of classification are represented in the table: (a) from 1914 to 1918, in which years the figures are derived from inspection reports showing the classification after examination; and (b) from 1919 to 1924, for which period the figures are taken from the annual statistical return of pupils on the roll of schools on a specified date, the classification in these years being based on the standards in which the pupils were being prepared. Further, absence of agreement between the totals given in the preceding table and in this table is due to the fact that some European schools are not included in this table.

Important deductions may be made from the table. It is found, for example, that the percentage of pupils completing the primary school course has risen very considerably since 1918. If the school history of the standard II. pupils of 1914 be traced through the years, it will be noticed that the standard II. total of 1914 (11,848 pupils) dwindled to 6,102 in standard VI. in 1918, giving us the approximate result that 51.5 per cent. of the pupils completed the school course. If, similarly, the school history of the standard II. pupils of 1920 be traced through the years, it will be seen that the standard II. total of 1920 (14,920 pupils) fell only to 12,247

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COMPARATIVE STATEMENT OF PUPILS IN STANDARDS AT HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS, 1914-1924.

Year.	Sub-Standards.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Ex-Standards.	Std. VIII.	Std. IX.	Std. X.	Un-classified.	Total.
1914 ..	30,004	12,009	11,848	11,406	9,081	6,572	4,779	2,535	3,214	..	..	..	174	91,622
1915 ..	30,884	12,758	13,064	11,941	10,181	7,059	4,949	2,822	3,365	..	..	..	160	97,183
1916 ..	30,482	13,569	13,213	12,797	10,980	7,528	5,291	3,091	3,543	..	..	..	154	100,648
1917 ..	30,686	13,743	14,071	12,980	12,068	8,016	5,704	3,405	3,784	..	..	..	157	104,614
1918 ..	31,099	13,891	14,778	13,893	12,796	8,908	6,102	3,608	3,999	..	..	..	214	109,288
1919 ..	24,986	13,765	14,456	15,057	14,554	12,942	9,486	5,925	..	2,938	1,320	1,113	285	116,827
1920 ..	26,688	14,633	14,920	15,424	15,088	13,575	10,467	5,735	..	3,255	1,394	1,208	116	122,503
1921 ..	28,758	15,330	15,862	16,193	15,541	14,040	11,358	6,291	..	4,024	1,523	1,289	172	130,381
1922 ..	28,194	15,573	15,919	16,809	15,667	14,075	12,079	6,565	..	4,849	1,861	1,488	24	133,103
1923 ..	27,532	15,445	16,638	16,893	15,988	14,354	12,293	6,627	..	4,989	2,173	1,767	31	134,730
1924 ..	27,196	15,183	16,475	17,198	15,898	14,446	12,247	5,868	..	4,638	2,151	1,992	12	133,304

in 1924. This figure gives a percentage of 82 per cent. completing the primary school course as against 51.5 per cent. in 1918. Even after allowing for certain qualifying factors, this percentage for 1924 cannot be viewed otherwise than as most effective evidence of the longer school life of pupils, with a definite resulting advance in the standard of education.

#### *School Leavers.*

Related to the length of the school life of pupils, discussed above, is the problem of the future of "school leavers." This question and kindred matters are dealt with by Juvenile Affairs Boards in the larger towns, and it is appropriate here to give an outline of the history and inception of these Boards.

In December, 1915, the Department was informed by the Secretary for Mines and Industries that, with a view to dealing with the large number of school-leavers who drift into "blind-alley" occupations, it had been decided to establish Advisory Boards for the vocational guidance of juveniles in the larger centres of population within the Union.

Simultaneously, the Department was requested to nominate a representative on the Board which it was proposed to establish immediately in the Cape Peninsula. Representation on this Board was also granted to various institutions, organisations and departments concerned with juveniles and with their interests.

This first Board in the Province was duly constituted, and held its first meeting on 25th February, 1916. At later dates similar Boards were established in other centres, *e.g.*, in Port Elizabeth and in Grahamstown, while a Coloured Juvenile Advisory Board was constituted in the Cape Peninsula.

Matters referred to the Boards included the following:—

(1) Methods of obtaining information with regard to the qualifications of children leaving school.

(2) Methods of obtaining information in reference to employment, including (a) the circularising and canvassing of employers, and (b) the scheduling of "blind-alley" occupations.

(3) Arrangements for assisting children in their choice of employment, including the establishment of a special section of the Labour Department for this purpose, where parents, scholars, employers and teachers might be interviewed, and the work centralised.

(4) The enrolment of voluntary helpers to assist Boards generally and to keep in touch with the children provided with work.

The establishment of these Boards may be taken to be a recognition of the principle that the State's responsibility in regard to the youth of the country does not end when they leave school.

It early became evident, however, that something more than these Advisory Boards was called for, and that they should be regarded as nothing more than a first step towards

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the goal in view. Definite statutory powers were plainly necessary if Boards were to be enabled to exercise their functions effectively. This was soon recognised by the Government, and by Act 33 of 1921 Juvenile Affairs Boards, possessing such statutory powers, were duly constituted in the Cape Peninsula, Port Elizabeth, Kimberley, Grahams-town and East London.

By section 3 of this Act, certain duties are assigned to the principal of every school for European children situated within an area for which such a Board exists. Every such principal is charged with the duty of furnishing to the Board, before the expiry of one month after the commencement of each school quarter, written information, in a form prescribed by regulation, regarding the name, address and age of every European child on the roll of the school who (a) will, before the commencement of the following term, attain an age at which attendance at a school ceases by law to be compulsory for him; or (b) is a candidate for an examination the passing of which has the like effect as the attainment of that age; or (c) having taken a course of education at a school more advanced than is required by the law as it affects him, has notified his intention of leaving the school; or (d) not falling under (a), (b) or (c), has failed to return to school.

The first Board in the Province to be constituted under the Act was that established in the Cape Peninsula, which held its first meeting on 22nd October, 1922.

The Department welcomes the establishment of these Boards, for, while their sphere of action lies mainly outside that of the Department itself, the two spheres have so much in common that Department and Boards should prove very helpful to each other.

#### *Range of Compulsion.*

During the year 1923 the Education Administration Commission issued its first report dealing (1) with the limits of compulsory school attendance and (2) with the distribution of the burden of cost in relation to such limits. This report on two vital questions affecting the educational system of the Union has naturally received careful attention, and it seems appropriate here to refer particularly to the Commission's recommendations in regard to the limits of compulsion.

It may be recalled that, under the present law in this Province, school attendance is compulsory for children of European parentage or extraction who have completed their seventh but not their sixteenth year, unless they are engaged in regular occupation and have passed standard six. In practice, however, some pupils leave school on passing standard six without actually entering employment.

The Education Administration Commission has investigated the problem very fully and presented a valuable report on the issues involved. It is desirable here to give the actual recommendations of the Commission, which are as follows:—

“School attendance shall be compulsory for all European children during the period extending from the completion of the seventh year to the completion of the fifteenth year. Provided that—

- (a) Attendance may be permissive after the completion of the sixth year.
- (b) Compulsory school attendance should commence in practice at the beginning of the school term immediately following upon the completion of the seventh birthday.
- (c) Provincial authorities may exercise discretion in fixing by regulation a limit of distance as between the child's home and the nearest school beyond which compulsion shall not be operative until a certain age higher than seven has been reached or until satisfactory arrangements have been made for the transport or boarding of the child.
- (d) Attendance may be permissive at a primary school after the completion of the fifteenth year and until the completion of the sixteenth year for pupils who have not yet completed the ordinary primary course.
- (e) Provincial authorities may extend compulsion up to the completion of the sixteenth year in the case of pupils who have lost more than one year of compulsory schooling whether from not having commenced attendance until after the eighth birthday or from any other cause.
- (f) Release from compulsion should not take effect until the end of the school term in which the pupil attains the age of 15 except that in cases where the pupil will reach the age of 15 during the first quarter of a school year he may be exempted from further attendance at the end of the preceding quarter.

In view of all the practical difficulties it may be necessary to defer the strict application of the new age limit for a period in order that the provincial authorities may make the necessary provision for giving to all pupils efficient and progressive education up to the age of 15.”

As explained by the Commission, the general effect of these recommendations will be to retain many bright young pupils for some secondary education who are now allowed to leave, and to exclude a number of old dull pupils from the primary school who are now allowed to remain.

The change, if introduced, will have far-reaching effects, especially in rural areas which are beyond the reach of secondary schools. The retention of pupils until the age of fifteen will in many instances mean the institution, at the smaller primary schools, of post-primary classes to deal with small numbers of pupils who have passed standard VI. but have not yet reached the age of fifteen. This must necessarily affect the instruction in the lower standards of the school and throw a very considerable burden on teachers who already have their

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hands full in dealing with a number of standard classes. From the point of view of educational organisation, there would be much to be said for the superior limit of compulsory school attendance being fixed by the attainment of standard VIII. in those areas where facilities for secondary education exist. As bearing on this point it may be stated that the average age for standard VI. pupils in the whole Province is a little over fourteen, and this will indicate at once that at many centres some additional provision will have to be made.

#### *Assistance to Pupils.*

The system of secondary boarding bursaries, introduced in 1921, is working satisfactorily and is very largely accomplishing the end in view, viz., bringing the remote pupil, who shows ability to profit by a course of secondary education, to the secondary school. Pupils are eligible for such bursaries where the parent lives at least six miles from a secondary school and where without such assistance he could not send his child to such an institution. For Standards VII. and VIII. (culminating in the Junior Certificate Examination) the amount of the bursary is £20 per annum; while for Standards IX. and X. (culminating in the Senior Certificate or Matriculation) it is £25. During 1923 1,127 junior and 409 senior boarding bursaries were being paid, and in addition conveyance bursaries were being paid to 59 pupils.

In its Report the Education Administration Commission discusses at some length the nature of suitable tests to decide pupils' "ability to profit" by a course of secondary education, and reaches conclusions which indicate a raising of the standard demanded, especially in respect of age. The report states: "The Commission has already stated its opinion that *willingness to pay fees, even up to the whole cost of the education, should not in itself constitute a claim for education in a Government school beyond the compulsory limits. The tests agreed upon should therefore be applied uniformly to all pupils.*"

"In the case of shorter secondary courses of the Junior type the test would ordinarily be found in capacity to complete the primary course by the age of 14.

"But in the case of a full secondary course of the minimum length of four years, whether leading to matriculation or not, something further should be demanded.

"Not only should an undertaking be given that the course will be completed; the candidate should also be required to pass a test somewhat more severe in character than that which would admit him to the shorter course. Otherwise there can be no security that the Union Government is not subsidising a type of education for certain pupils who are not properly fitted to receive it.

"The Commission considers it undesirable and unsatisfactory that the sole test should be made to consist in a single examination taken at a stated time. Some examination will

be necessary, but other tests of fitness should also be used. Thus if pupils are allowed to pass through the standards of the primary course at a pace suited to their capacity it may be assumed, fairly safely, that a pupil who can pass Standard VI. at the age of 13, or under, has *eo ipso* shown fitness for the full secondary course. Some form of oral test may also be used with advantage. In short, the Commission feels that here again there is a fruitful field for experiment."

Many of the pupils to whom boarding bursaries have been granted would not pass the age test here indicated; but it has to be borne in mind that in the remoter rural areas children come to school at a later age than in the towns. Further, it is held very strongly that any normal child is all the better for a course of secondary education. Such a course prepares him better for the competition of life, it gives him a more valuable training through a period of wholesome discipline, and it engenders in him a feeling of self-respect which might otherwise be lacking.

The total vote for secondary boarding and transport bursaries is to-day £30,000, and it is believed that the Province will in time derive full benefit from this expenditure.

In the primary standards conveyance grants are made where without such help children living beyond three miles from a school would not be able to attend; and where the distance is such that the difficulties cannot be surmounted in this manner, neglected children can be placed in indigent boarding houses and thus enabled to attend a primary school. A maintenance grant at the rate of £17 per annum is paid for each child in an indigent boarding house. By these means systematic effort has been made to solve the problem of dealing with neglected children of school age in the extensive and sparsely populated districts of the Province.

It is gratifying to find that assistance continues to be given by local authorities, mainly towards the secondary education of deserving pupils. The following is a list of some of the donations:—

<i>Local Authority.</i>	<i>Amount of Grant.</i>
Albany Divisional Council ..	Two bursaries of £10 each, tenable for two years.
Carnarvon Divisional Council ..	£20 bursary for secondary education.
Prieska Divisional Council ..	£40 to Prieska Scholarship Committee.
Wodehouse Divisional Council ..	£100 to Dordrecht High School; £50 to Indwe Secondary School.
Tarka Divisional Council ..	£30 to Local Education Fund.
Molteno Divisional Council ..	£5 to Rhodes University College; £20 to indigent scholars.
Hofmeyr Municipality ..	£15 for bursaries for local indigent scholars.
Maraisburg Divisional Council ..	£15 for indigent scholars.
Moorreesburg Municipality ..	£50 for payment of school fees of pupils attending local school.
Cradoek Divisional Council ..	£25 for clothing for indigent children at Kaalplaats School.
Ceres Divisional Council ..	£40 to Ceres High School.
Jansenville Municipality ..	£5 towards bursary at local school.
Jansenville Divisional Council ..	£15 to local School Board.
Upington Divisional Council ..	£50 to local school for bursaries.

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<i>Local Authority.</i>	<i>Amount of Grant.</i>
Barkly East Divisional Council ..	£25 to Barkly East High School.
Kuruman Divisional Council ..	£10 to Moffat Inst. (Seodin School).
Britstown Divisional Council ..	£20 to local High School.
Catheart Divisional Council ..	£20 to local School Board.
Aliwal North Divisional Council ..	£50 Aliwal North School Committee ; £25 Jamestown School Committee ; £25 Lady Grey School Committee.
Hanover Divisional Council ..	£10 to School Committee for bursary.
Van Rhynsdorp Divisional Council ..	£10 to local A.C.V.V. for indigent children —attending higher schools.
Total ..	£695

Considerable assistance has also been given by the local people at many centres where it has been found impossible to grant additional teachers. Evidence of such self-help, for example, comes from De Aar and Riebeek West. At Petrusville local effort has been organised by the committee of the Viljoen Skool Hulp Fonds, which has now made itself responsible for an additional teacher for the secondary standards and for additional equipment, as well as for assistance to certain pupils who are unable to meet the fees without help. Such self-help deserves all commendation and is calculated to develop a real sense of pride and interest in the local school.

Further evidence of local effort on behalf of pupils is given by Inspector Bain (King William's Town). He reports that:—

“The British Kaffrarian Savings Bank pays either the whole or part of the fees of twenty-seven pupils attending the high schools and gives three bursaries to students in the Training School, the total value of its voluntary contributions to education being about three hundred pounds per annum. A very generous anonymous donor gives six bursaries of the annual value of twenty pounds each to the Training School and an additional twenty pounds for prizes. The Divisional Council gives a bursary of twenty pounds to the Training School, as does also the Borough Council. To all these donors the recipients and the Department owe a debt of gratitude.”

#### IV. TEACHERS.

##### *Training of Teachers.*

Secondary teachers are not trained in the Departmental institutions, the Department having decided to rely entirely upon the Universities and University Colleges for its supply of Secondary teachers. Consequently the training colleges and schools of the Province prepare only primary school teachers; but such teachers are suitable for the large majority of the total number of teaching posts to be filled in this Province.

In 1924 the total number of students in the European Training Colleges and Schools was 1,169, including students taking the Infant School Teachers' Course and various special courses. The total in 1923 was 1,332, and in 1922 it was 1,512. The decline in general enrolment is evident. The reduction in the number of students is due in the first instance to the raising of the entrance standard for the Primary Lower Course, a very desirable and even necessary development; and the fall was further accentuated in 1923 by the Department's firm adherence to the entrance qualification agreed upon, viz., the Secondary School Junior Certificate. But there is no doubt that the reduced enrolment in 1923 and 1924 was due mainly to the unemployment among students who completed their training at the close of 1922 and 1923. No unemployment would have occurred if the new schools and teaching posts required for normal development had been provided. But in the meantime many young people have been deterred from entering on a course of training as teachers. The very serious position which may arise, in a few years' time, as the result of the present low enrolment in training schools, was pointed out in the report for 1922, and is touched upon again below, under the heading of "Supply of Teachers." If there is one department, more than any other in educational administration, where stability and continuity are essential, and where panic action and lack of foresight quickly bring their nemesis, it is that of the training of teachers.

The problem of the proper distribution of the student teachers among the Departmental Training Colleges and Schools continues to give the Department serious concern, which is not likely to be lessened if there is any further temporary fall in enrolment. In an effort to arrive at a solution, the Superintendent-General of Education met the Principals of the Training Institutions in March, 1923; and it was decided as a first step, to limit the number of courses and classes at each institution.

Apart from the difficulties regarding enrolment, and in spite of the disturbing effect of uncertain tenure of post which falling enrolment entails, the training institutions and their staffs continue their important work unobtrusively and efficiently. During the period valuable assistance has been given to the training schools through visits of instruction which have been arranged by the Department's special Instructors and Instructresses. The pressing problems of bilingual training and examination have also been more closely attacked, and it should be possible gradually to demand higher standards in this direction; but the training schools can do little unless student-teachers have been carefully taught and prepared in the ordinary schools, especially in the correct oral use of the second official language.

During the year important modifications have been introduced in the relationship and content of two main courses [C.P. 4-'25.]

of training for Primary School teachers, and the Infant School Teachers' Course has also undergone certain changes. In their broad aspects the courses remain the same as they were in the past. Any course of training for teachers, as conceived at the present day, presents three main aspects. It must give a professional training which will equip the young teachers technically for their work in the schools; it must seek to complete their general education, especially in those directions where they lack necessary knowledge for their teaching; and lastly, it must provide a suitable environment and opportunities for cultural development (social, artistic, and intellectual) and self-education. In this last form of preparation the students' private reading, long organised in our training schools on a broad and liberal basis, is a very important element. But of late such reading has, especially in the newer centres, been sadly restricted, owing to the lack of grants or other aid in building up libraries. Musical appreciation, which the perfecting of the gramophone has made so much easier, might also have advanced much further but for the necessity for strict economy. But even necessary professional apparatus and equipment are no longer supplied, and one or two centres still lack proper buildings. It is hoped that ere long the cloud of depression will have passed and that these defects and disabilities, which hamper and thwart full efficiency, will be removed.

The Inspector of Training Schools, in his annual report, has given a detailed account of the changes which have been introduced in the Primary Lower and Primary Higher courses of training and which affect mainly the professional aspect of training. The principles underlying these changes may be briefly indicated here. It had long been felt that there was need for a type of teacher specially trained for work in the small rural school, which has its own special conditions and difficulties. It has now been decided to restrict the Primary Lower course to the training of such teachers. In accordance with this central idea emphasis is laid in the revised Primary Lower course on the teaching of "grouped classes"; a syllabus in nature study has been framed with a strong agricultural bias; minor forms of handwork, of special value in small schools, have been introduced; South African history is given a larger place; and in the hygiene syllabus, which is much fuller than the old, attention is directed to "difficulties which exist in rural areas." It should be remarked here that, in addition to ordinary practising schools, one-teacher demonstration schools may rightly be regarded as desirable in all centres which train Primary Lower students.

The specialisation of the Primary Lower course, which has been indicated, led the way at once to a reform which has been long overdue, namely the complete separation of the Primary Higher course from the Primary Lower. Formerly the first year of the Primary Higher course was practically

identical with the final year of the Primary Lower course. In future the Primary Higher course will be a self-contained two-year course of training. On this basis much better work can be done, over two years, in such subjects as educational psychology and history of education; and the syllabus in physiology and hygiene has been made both wider and more practical. A way has still been left open for Primary Lower students, especially those who have obtained a first grade pass, to proceed to the Primary Higher course, in the first year of which certain modifications are allowed to meet the case of such students.

#### *Medium of Training.*

Provision is made for bilingual training in all the Department's European Training Colleges and Schools. No student is compelled to take both official languages, but there are very few students who do not. In ordinary subjects therefore the decision as to the medium to be used for instruction in a subject is arrived at by friendly agreement between the Principal and the students in each class. Occasionally suggestions are made in regard to the desirability of increasing the number of subjects to be taken through one or the other medium, but of course no pressure could or should be brought to bear. The allocation of subjects to each medium does not remain constant from year to year at any one centre. The actual allocation is investigated from time to time by the Inspector of Training Colleges.

#### *Grants to Student Teachers.*

In the Special Retrenchment Ordinance of 1923 it was enacted that after 1st January, 1924, no further grants should be made to European student teachers, and as a result those who entered the training courses at the beginning of that year are without the assistance of such aid. The effect of this action has undoubtedly reduced seriously the number of new entrants to the training courses, and has had far-reaching effects on the training institutions. Nor will the trouble stop there, as two years later, namely, at the end of the period of training now entered upon, the system as a whole will suffer through a shortage of trained teachers, especially for the rural areas. Further, the difficulty has only been aggravated by the fact that it has been quite impossible with the very limited loan funds available to grant many of the applications that have been received for loans to student teachers in training.

#### *Supply of teachers.*

The following statement, which shows the number of certificated and uncertificated European teachers under School Boards, enables us to arrive at least at an approximate figure indicative of the net gain in the number of qualified entrants each year:—

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December—	Certificated. Number.	Change on previous year.	Uncertificated. Number.	Change on previous year.	Total.	Change over previous year.
1913 ..	3,566	..	963	..	4,529	..
1914 ..	3,643	+ 77	1,146	+183	4,789	+260
1915 ..	3,958	+315	1,073	- 73	5,031	+242
1916 ..	4,146	+188	1,156	+ 83	5,302	+271
1917 ..	4,300	+154	1,218	+ 62	5,518	+216
1918 ..	4,297	- 3	1,069	-149	5,366	-152
1919 ..	4,718	+421	902	-167	5,620	+254
1920 ..	4,896	+178	849	- 53	5,745	+125
1921 ..	5,051	+155	909	+ 60	5,960	+215
1922 ..	5,087	+ 36	610	-299	5,697	-263
1923 ..	5,215	+128	404	-206	5,619	- 78

These figures show that even in 1922 and 1923, when practically no funds were available for development, there was a net gain of as many as 36 and 128 qualified teachers respectively, the large majority of whom would be primary teachers obtained from the training institutions under the Department. But these numbers do not take account of the newly trained teachers who replaced the qualified teachers that left the profession during the year. When definite information is available in regard to the number of first appointments each year it will be possible to speak with accuracy in regard to the annual supply necessary and the average length of a teacher's professional life.

In considering the question of the supply of teachers, it must not be forgotten that during the last two years only a very small number of new posts came into being, and the newly qualified teachers had to depend for employment almost entirely on filling posts which became vacant through retirement on pension or withdrawal from the service on other grounds. The figures adduced above show, too, the capacity of the service to absorb new recruits, for it may be said that there was no normal development in 1922 and 1923.

It is estimated that in order to make good ordinary wastage and to provide for normal development, the training colleges and training schools should be able to turn out annually about eight hundred teachers. On the existing organisation it is possible for these institutions to accomplish this, but they are necessarily dependent on the supply of candidates.

The withdrawal of training grants for students and the insufficient provision of funds for loans, have already materially reduced the number of new entrants. It will be unfortunate indeed if through this cause the schools are once again forced to engage unqualified teachers through a dearth of trained candidates.

From the foregoing remarks it will be seen that the position in respect of the supply of primary teachers for European schools has not offered trouble during the last twelve months.

mainly on account of the fact that for the greater part of the year funds were not available for the opening of new schools or for the creation of additional posts. In filling secondary posts the Department has on several occasions been compelled by circumstances to agree to the appointment of teachers not fully qualified for such work. This is to be regretted in any circumstances, but here it indicates a very definite weakness, for when such appointments are made in small secondary schools, the maintenance of the school's status as a secondary institution is at stake. In some instances, too, the local school authorities have not seen clearly that the Department, in agreeing to such appointments on a temporary or on a provisional basis, has merely striven to serve the best interests of the schools concerned.

Even in the case of principalships the selections made by committees frequently indicate that there is much need for a fuller recognition of the importance of some years' teaching before a teacher can successfully control an important secondary school. In several instances in recent years candidates have been selected who have had very little experience, even as assistant teachers. In such circumstances, it is hopeless to look for successful management or good results. It must be borne in mind that the salaries offered to-day warrant the public in expecting well qualified men with successful experience to come forward as applicants for these major appointments.

#### *Qualifications of Teachers.*

A further advance in the percentage of certificated teachers in European schools can be recorded. At 30th June, 1924, there were 5,971 teachers in European schools, and of these 5,623 or 94.1 per cent. held some professional qualification. In 1922 the percentage of qualified teachers was 89.4 per cent., and the advance from 89.4 to 94.1 in the two-year period may be viewed as very satisfactory.

#### *Migration of Teachers.*

The migration of teachers still gives cause for thought, but although definite statistics are not available, it is believed in the Department that, as compared with a year ago, the position of affairs shows improvement. This may be attributed to several causes,—firstly, the stabilising effect of the existing salary scales; secondly, the knowledge that the Department is empowered to take action in stopping increments under the provisions of the Consolidated Education Ordinance; thirdly, to the framing of new regulations which preclude the payment of travelling expenses or the issue of railway warrants except on first appointment. This last action of the Administration has undoubtedly proved a deterrent to teachers of unduly peripatetic propensities.

For this apparent restlessness of young women teachers there is little doubt that there are extenuating circumstances. At many rural centres the boarding conditions are not



satisfactory, and, indeed, the Teachers' Associations have at times found it desirable to make representations on the subject. Efforts have been made through the channel of the EDUCATION GAZETTE to direct attention to the need that everything possible should be done by the local people for the convenience and comfort of teachers of schools established in remote rural areas. From time to time it is found that a teacher is compelled to leave a rural school because of the unsatisfactory accommodation offered, and in such cases it is naturally impossible to take exception to the teacher's action.

In an organisation employing over six thousand European teachers it is not surprising to find that an individual teacher may, through force of circumstances, virtually become a relieving or itinerant teacher, although not so classified. Such a case has recently come under notice, where the teacher in question has performed quite useful work over a long period of years and has constantly moved from post to post in a temporary capacity, frequently filling a gap which it would have been most difficult to provide for had his services not been available. In the case referred to the Department has found no occasion to take exception to what is undoubtedly an outstanding case of frequent change of post.

The new regulations referred to affecting the travelling expenses of teachers were published under Proclamation No. 153 of the 27th June, 1923. The essential provision in the regulation reads as follows:—

“No Rail Warrants shall be issued and no transport expenses shall be paid except to teachers who:

- (a) Are proceeding to take up their first appointments under the Department; or
- (b) Are proceeding on transfer upon the initiative of the Superintendent-General of Education.”

#### *Teachers' Furlough.*

The funds available for furlough in 1923 and 1924 were, owing to the financial stringency, more restricted than ever, and it was found possible to grant leave only to very few teachers. The procedure followed in dealing with this matter was the same as in former years. Applications were called for through the medium of the EDUCATION GAZETTE in the usual manner, and the allocation of furlough was made in the main on the basis of length of service.

It has become abundantly clear to the Department that the unavoidable restriction which has been placed on furlough for a number of years has led to a definite increase in the number of applications for leave on grounds of ill-health. In many instances it is found that teachers, who in the ordinary course of affairs would have proceeded on furlough, have through pressure of work, aggravated by the inability to grant additional teaching power, broken down and been compelled to take sick leave, with no resulting economy to the State. The position of

affairs has become so acute at some centres, that school work has suffered seriously, and the conclusion has been reached that it is in the best interests of educational administration that furlough privileges as contemplated should be made available.

#### *Retirement of Teachers.*

Under the provisions of the Consolidated Education Ordinance women teachers normally retire at fifty-five years of age and men teachers at sixty, but the retirement of either men or women teachers may take place voluntarily or compulsorily five years earlier if required. Retirements on pension due to age usually take place in March each year, the teacher ceasing active teaching duty at the end of the previous year and proceeding on three months' furlough, which is provided for in the law. Pensions are granted on at least ten years' continuous service, of which the last five years' service must be under the Department; and they are based on a contributory scheme of four per cent. per annum of salary drawn. It is possible for a teacher to gain a pension equivalent to sixty-five per cent. of the average annual salary paid during the last five years of service.

Where teachers leave the service before they become eligible for pension, pension contributions are not refunded.

The pensions now granted are on a much more liberal scale than formerly. Under the original Act (No. 43 of 1887) the maximum pension that could be paid was £240, whereas under the new law (Ordinance 5 of 1921) it is possible for the highest paid Principal to earn a pension of £585. The three schemes which have operated may be stated thus:—

Act 43 of 1887, (with scale as fixed under Proclamation 292 of 1905), 80 per cent. of highest salary grant (£300), giving pension of £240;

Ordinance 23 of 1917, 40 per cent. of highest salary (£700), giving pension of £280;

Ordinance 5 of 1921, 65 per cent. of highest salary (£900), giving pension of £585.

## V. COURSES OF INSTRUCTION.

### *Single-teacher and Two-teacher Schools.*

Further experience of the Primary School Course, which was introduced in 1918, has led the Department to consider very carefully the possibility of making changes which would render the curriculum more practicable in small rural schools. The difficulties of conducting a single-teacher school with, say, twenty pupils distributed among the standards, or, indeed, the problem of coping satisfactorily with the work in a two-teacher school with a complement of forty pupils distributed similarly among the sub-standards and standards I.

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to VI., have frequently been discussed by inspectors and at conferences of teachers. The whole question is one of far-reaching importance to a Department which controls nearly two thousand such schools; and consequently it was decided to examine the curriculum with a view to giving teachers some relief, and at the same time ensuring that the pupil did not lose in the process. The outcome of the deliberations of a Departmental committee has been the publication, first in the EDUCATION GAZETTE and subsequently in pamphlet form, of a primary school course for use in single-teacher and two-teacher schools. The main line on which the work has been carried out has been by modification or elimination of subjects and by grouping of standards. The requirements in certain of the less essential subjects,—*e.g.*, singing, drawing, manual training and physical training—may be modified, or they may be treated as optional. Thus, in primary schools with only one teacher, religious instruction and moral training, language, arithmetic, history, geography and nature study with school gardening are regarded as compulsory. Where possible at least half-an-hour a week will be given to unison singing, and needlework will be regarded as compulsory for schools in which the teacher is a woman. Further, school gardening will usually be taken by the boys while the girls have sewing. The remaining subjects will be regarded as optional.

The other method suggested for teachers in such schools is the grouping of the standards for various subjects. Organisation of work on these lines is indicated, and by means of this method and by the elimination or modification of requirements in certain subjects, it is believed that good work has been made possible. In the pamphlet published, each subject of the course is dealt with separately, and useful hints are given in regard to the work to be covered by the pupils. As a general guide to teachers the following allocation of time in hours per week has been suggested, namely:—

Standard :—	I.	II.	III.	IV.	V.	VI.
Religious Instruction .. ..	2	2	2	2	2	2
Language (home and second) ..	8 $\frac{3}{4}$	8 $\frac{3}{4}$	9 $\frac{1}{4}$	9 $\frac{1}{4}$	9 $\frac{1}{4}$	9 $\frac{1}{4}$
Writing .. .. .	2	2	1 $\frac{1}{2}$	1	..	..
Arithmetic .. .. .	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$	3 $\frac{3}{4}$
History .. .. .	1	1	1	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$
Geography .. .. .	1	1	1	1	1 $\frac{1}{2}$	1 $\frac{1}{2}$
Nature Study .. .. .	1	1	1	1	1	1
Gardening or Needlework ..	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	2	2
Singing .. .. .	1	1	1	1	1	1
Drawing .. .. .	1	1	1	1	1	1
Physical Training and Hygiene..	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$
Registration .. .. .	..	..	..	..	..	..
Hours per week ..	25	25	25	25	25	25

In drawing up time-tables, teachers should find this table of some service. In single-teacher schools where the full range of subjects is not attempted, the time allocated to the subjects

not taken is distributed among the compulsory subjects according to the needs of the pupils and the circumstances of the school.

#### *Centralisation of Rural Schools.*

Efforts to centralise rural schools continue to be made by school boards and inspectors, and during the period useful work has undoubtedly been done in this direction. Such work, however, has been handicapped by the inability of the Department to assist in carrying through certain schemes owing to the lack of funds for the erection of the necessary school building at some central point. In other cases it has been found impossible to overcome the objection of parents, who are naturally opposed to any curtailment of convenience in respect of distance which has been enjoyed in the past.

It has become more than ever manifest that the successful carrying out of a centralisation scheme is dependent in the first instance on thorough discussion with the local people, so that it may be demonstrated beyond all doubt that the one object in view is the improvement of the facilities available for the education of their children. School boards must never lose sight of the fact that where as many as six standard and two sub-standard classes are being attended to by a single teacher, it is exceedingly difficult to produce satisfactory results. The division of the work among two teachers is an improvement, but this, too, is a difficult problem in organisation. For these reasons anything that can be done to obtain some reasonable grouping of standards in central schools, with three or more teachers, must be viewed as an educational gain to the community, and one for which the local people should be prepared to make some sacrifice.

#### *Departmental Hand-book.*

In addition to the special guidance given to teachers in single-teacher and two-teacher schools as indicated above, there has been issued a hand-book of "Suggestions for the Consideration of Teachers." This hand-book has been prepared on the lines of the similar publication issued by the Board of Education in England. Its origin is to be found in a suggestion made by the 1917-18 Curriculum Conference, on whose recommendations was based the primary school course now being followed in our schools for European pupils. It was felt by the members of the Conference, which consisted of inspectors of schools and representatives of the Teachers' Associations, that the introduction of the new syllabus would be facilitated by the discussion of aims and methods appropriate to each of the subjects. In this suggestion the Department concurred, and steps were taken to secure the assistance of professors, teachers and Departmental officers in the preparation of the articles which now form the hand-book. The De-

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partment owes to all those who have co-operated in this task its sincere thanks. It is believed that in its final form, the book of suggestions will be of real value to the profession and to the work which is being carried on in the schools.

An idea of the scope of the hand-book may best be obtained by citing the chapter headings, namely:—

Organisation.  
 The Teaching of Language.  
 The Teaching of History.  
 The Teaching of Geography.  
 Nature Study.  
 The Teaching of Drawing.  
 Handwork for Boys.  
 The Teaching of Needlework.  
 The Teaching of Arithmetic.  
 Infant School Method.  
 The Teaching of Singing.  
 Hygiene and Health in the School.  
 The Single-Teacher School.

In the first instance the articles referred to appeared in the EDUCATION GAZETTE, and after careful revision by experts they have been produced in book form. The publication of the hand-book marks the completion of a very important piece of work, of real educational value; and a special word of praise is due to the editor of the GAZETTE (Mr. P. S. Duffett), to whose energy and enthusiastic interest in education the successful completion of the scheme is largely due.

*Agriculture, Nature Study and School Gardening.*

For some years past the Department has been devoting considerable attention to the problem of agricultural education. It had long been felt that something more than was being done was needed to fit the children of rural areas for the life that lay before them; and discussion and investigation of the subject culminated in a conference, held at the Education Offices at September, 1924, between Departmental officials and a number of teachers and others interested in the matter. The conference afforded a most valuable opportunity for the interchange of knowledge and opinions. A comprehensive scheme was outlined, which embraced not only primary and secondary education, and the training in agriculture of primary and secondary teachers, but also vocational schools in agriculture to cater for pupils who would be out of place in the schools of agriculture at Elsenburg and Grootfontein.

Since then, however, the situation has been very materially altered by the decisions come to at the conference between the Union Government and the Provincial Executive Committees held in Durban during October. As a result of the agreement then arrived at, the Union Government will assume responsibility for all purely vocational schools, including

agricultural schools. Trade and industrial schools now conducted by the Provincial Administrations will be placed at an early date under Union control; and naturally the establishment of any new vocational institutions will be a matter for the Union Government. In due course, no doubt, the Union Government will consider what additional agricultural institutions require to be established, and will take action accordingly.

Primary and secondary education still remains under the Provincial Administration; and nothing in the Durban agreement precludes the Department from conducting courses of general education with a vocational *bias*. There is no doubt that in many of our smaller rural secondary and high schools the ordinary academic course is out of place, for the majority of pupils do not intend to proceed to a university or to enter a profession. In these schools the academic course should be superseded by courses which, in addition to two languages and other indispensable elements of secondary education, include agricultural subjects and manual training for the boys and domestic subjects for the girls. The Departmental syllabus provides a wide choice of subjects; and there should be little difficulty in selecting courses that will meet the needs of the majority of the pupils. The Department will be prepared to consider proposals of this nature, and to authorise reasonable expenditure on apparatus and equipment. It must be pointed out, however, that it is not intended to create *full-time* teaching posts over and above the ordinary staff quota. In deciding the number of secondary teachers to be employed in a school, the Department is guided, not by the courses offered, but by the secondary enrolment at the school. It is for the local authorities, bearing in mind the number of secondary teachers made available by the enrolment, to select such courses and to offer such options as the staff resources at their disposal allow. It not infrequently happens that the governing body of a small secondary institution, already expensively staffed for its handful of pupils, professes enthusiasm for an agricultural course and characterizes the academic course as unsuited to the needs of the majority of the pupils; but when the proposal is examined in detail it is found that there is no intention of surrendering the offending academic course, and that what is really wanted is considerable additional expenditure on staff, although not a single additional pupil would be brought in. To agree to such a proposal would simply be to waste public money. The smaller schools must be content to restrain their ambitions: in the larger schools, of course, several alternative courses should be possible. Where, however, *part-time* teachers can be found locally, the Department will be prepared to consider their employment for a few hours' work a week in high schools; and if primary assistants in secondary or high schools are qualified to give

instruction in agriculture in the secondary standards, the Department will be prepared to consider their employment in such work and to allow them rates of pay intermediate between those allowed for primary and secondary assistants.

In applying for the institution of agricultural courses, local authorities should be chary of proposing expenditure on ground, either in purchase or in rent. Secondary education is a very expensive matter as it is, and the fees paid by pupils do not by a long way cover the cost. It ought not to be too much to expect therefore that, when the Administration is already shouldering the bulk of the expenditure, local bodies and individuals interested in the schools should do their part and relieve the Administration from expenditure on ground.

In the rural primary schools it is not feasible to do much in the way of agricultural instruction of any great vocational value; but something ought to be possible in the way of school gardening and the home project plan. Further, there is much scope for useful work in giving instruction in gardening as an out-of-school occupation to the thousands of pupils resident in indigent boarding-houses, who come from the country.

Several of our teachers' training institutions have instituted one-year courses of training with nature-study or agriculture as the main purpose. These courses will be taken after the Primary Lower or the Primary Higher course, and will raise the qualifications of the teachers who successfully complete them. Thus a teacher who holds the Primary Lower Certificate—a category (a) qualification—will, on successful completion of the one-year course referred to, be graded in category (b); and similarly, those who hold the Primary Higher Certificate and have successfully completed the one-year course will be graded in category (d).

For men whose career lies in the two-teacher and three-teacher country schools a course of agricultural training would be a very desirable addition to the ordinary course of training as teachers. The Department has been in communication with the principals of the Schools of Agriculture at Elsenburg and Grootfontein, and is glad to be able to announce that, at each of these institutions, student-teachers who have passed through either the Primary Lower or the Primary Higher course, will be welcomed as students for the full Diploma course. A teacher with the Primary Lower certificate who successfully completes the full two years' diploma course at a school of agriculture will be promoted by the Department from category (a) to category (c); and a teacher with the Primary Higher certificate who successfully completes the diploma course will be promoted from category (c) to category (e). Teachers of the latter class will prove very useful as secondary assistants in rural secondary and high schools, since in addition to agricultural

instruction they will be able to take a considerable share in the other work of standards VII and VIII.

To give an idea of the financial advantages which men teachers would reap from undergoing these courses of agricultural study, the commencing salaries for assistant teachers are appended:—

Category of qualifications.	Primary assistants.	Secondary assistants.
(a) ...	£135 p.a.	£150 p.a.
(b) ...	£180 p.a.	£195 p.a.
(c) ...	£225 p.a.	£240 p.a.
(d) ...	£225 p.a.	£285 p.a.
(e) ...	£225 p.a.	£330 p.a.

For the work in standards IX and X, a teacher with a more advanced knowledge of agriculture is required. Here the holders of the Degree of B.Sc. in Agriculture will continue to prove useful. It is much to be desired, however, that such graduates remain at the University for a further year, in order to be trained as teachers.

#### *Manual Training.*

Manual training is a definite feature of any well-conceived educational course. Such training of the hand and eye should proceed continuously from the earliest stages of school life. The influence of handwork on the mental, physical and moral development of the child has become an educational truism. In these times, however, when the value of practical subjects in the curriculum has been questioned a short review of the subject seems desirable.

Provision was made for woodwork instruction in the Elementary School Course when it was revised thirty years ago. A definite three-year course was then mapped out; and all male student teachers were required to follow the course laid down. It was in July, 1897, that the first Departmental Instructor of the subject was appointed. The work in our schools was then properly organised, and since that date there has been steady progress and a constantly growing appreciation of the value of the subject. To-day two Instructors are immediately responsible for the supervision of the instruction given, and attention may be directed to the reports furnished by them and published among the annexures to this report.

Manual training in the school course is in reality no new departure. Before the advent of steam-driven machinery every child received some form of manual training. It was not given in school, nor was it recognised as an important part of the child's life, but the boys and girls had to help with the spinning, weaving, sewing and all other forms of home-crafts practised in those days. Such conditions do not exist to-day. Early training with a view to the development of a quick, observant eye, of the skilled use of the hand, of reasoned thought in directing the hand to carry out, and the eye to

correct, some piece of work, cannot readily be obtained in the homes of to-day. The discipline to be obtained from such applied effort—the first steps in industry—is also lacking. Now either these faculties must suffer from neglect, and consequently the whole uniform development of the child be adversely affected, or else some form of training must be substituted.

Our present system of manual training for boys meets this need. It has survived the criticism of the academic student who saw nothing in it, of the indifferent teacher who considered it a waste of time, and of the tradesman who openly sneered at the technical attainments of the pupils.

What then is our present system of manual training? Commencing with the infant classes, we find that instruction is in great measure manual. Wooden blocks, beads, paper strips, raffia, etc., are extensively used. In the Sub-standards, with the introduction of specific instruction in the three R's, manual training takes up less time. It takes the form generally of paper work, requiring accurate ruling, measuring, folding and cutting out of articles made from paper, simple basket work, clay-modelling, and the various exercises in drawing.

In standards II. and III. cardboard modelling is the medium usually adopted. Commencing with exercises in thin cardboard, requiring the simplest of geometrical knowledge, the course proceeds through a series of exercises gradually increasing in difficulty, until solid intricate models, which are bound, lined and covered, are made through the child's unaided effort. With the increasing strength of the pupil a harder medium, demanding greater physical effort, is required. Woodwork is therefore introduced in standard IV. or standard V. As it is a subject which is often misunderstood, and often misrepresented, a few words of explanation are desirable.

In these primary standards (IV. and V.) the work must not be considered vocational but educational. There are three sub-divisions of the subject—practical work, drawing, and theory.

In practical work the course commences with simple tool exercises, such as planing and squaring, and gradually increases in difficulty. New tools and new exercises are introduced systematically. Different forms of construction and their application to the manufacture of useful articles are demonstrated and carried out. Great importance is attached to the arranging and carrying out of the work methodically. The connection between systematic work and successful work need not be elaborated. The habits of neatness, accuracy, methodical work, and industry, formed in the school workshop are a sure and safe foundation for the superstructure of the child's future career.

In regard to drawing it has been stated "That a clearly expressed thought in regard to form and dimension must precede the manufacture of anything that is worth while

producing." Apart from the valuable training in the skilful use of the drawing instruments and in geometrical knowledge, nothing is better suited to the development of the power of creative imagination than the reasoning out of the various plans, elevations and pictorial views of the models to be made. In the present age of industrial progress the ability to visualize and set out a diagram of a proposed object is as great and useful an accomplishment as the power to express a thought clearly in writing.

In dealing with the theory of the subject the aim is to master the underlying principles and to correlate the subject with the other school work. The simpler tools are sketched and described. Notes on materials are kept, lessons in construction are recorded, and calculations as to the quantities and dimensions of timber used are worked out.

In the secondary standards (VII., VIII., IX. and X.) the work done may be termed semi-vocational. Woodwork is adopted as the medium of instruction up to standard VIII. and metal work in standards IX. and X. In standards VII. and VIII. the practical work consists in making larger and more difficult articles of everyday use, such as simple pieces of furniture, articles for use on the farm, models of parts of buildings and so on. In the related drawing the student should have now acquired a thorough mastery over his instruments. He should have a sound knowledge of the geometrical principles underlying his work, and have some acquaintance with design both in regard to the construction and ornamentation of the articles to be made. The theoretical instruction is more technical and has a definite bearing on trade processes.

In standards IX. and X. the practical metal work may be roughly divided into four sections: (1) tin work, (2) ornamental work in brass and copper, (3) iron work, (4) simple lathe work. In tin work there is considerable scope for practice in the development of surfaces. Soldering, seaming and bending and wiring of edges are prominent features. The majority of the articles made are useful although a few model exercises are necessary. Repoussé work in copper and brass is both useful and ornamental. In executing this work the students are required to forge, file, finish and temper their own punches. In iron work there are exercises in filing, chipping, sawing, drilling, forging, brazing and welding. The use of taps and dies, and also simple turning and screw cutting, complete the course. The drawing and theoretical work will now be more technical. Simple machine construction and building construction are taught.

It is not suggested that this work in the public school should form a premature apprenticeship, but the boy who has passed through such a course of work will have a broader and more intelligent outlook on the material requirements of life than could be obtained from the study of books alone. Moreover, the young artificer, who has had this previous training, will start right away on a higher plane of skill, intelligence and efficiency than the ordinary scholar.

The actual position in regard to manual training is reflected in the following statement:—

No. of primary schools in which instruction is given .. ..	67
No. of high and secondary schools in which instruction is given ..	121
No. of pupils receiving instruction in standard IV. .. ..	3,464
"    "    "    "    "    V. .. ..	3,767
"    "    "    "    "    VI. .. ..	3,561
"    "    "    "    "    VII. .. ..	492
"    "    "    "    "    VIII. .. ..	250
"    "    "    "    "    IX. (metal work) .. ..	20
"    "    "    "    "    X. .. ..	8
Total .. ..	11,562

Woodwork instruction is at present given by approximately 150 teachers, of whom only about 20 are full-time instructors, the remaining teachers giving instruction in the subject as part of their ordinary duties as class-teachers. In the training colleges, from which of course the schools must draw their supply of teachers, the subject is receiving constant attention.

#### *Secondary Education.*

Considerable progress can be reported with regard to the secondary school examinations conducted by the Department. The examination for the Senior Certificate was held for the first time in 1923, when over 250 candidates were presented. This may be considered quite satisfactory in view of the comparatively small entry for the Junior Certificate examination in 1921. The entries for the Junior Certificate examination in 1923 totalled over 2,500. Here there is clear evidence that the schools and parents have confidence in the examination and that the syllabus has been framed on sound lines.

Since the publication of the original courses in December, 1921, certain modifications have been introduced. The Departmental Examinations Committee, constituted by the Department, is a consultative body on which the secondary schools and training institutions are strongly and ably represented. By this Committee the Department is kept constantly informed of the working of the syllabuses in the schools, and any changes made are based on the considered judgment of teachers who have to carry out the courses and of inspectors who supervise them. The Department is still feeling its way in regard to many important aspects of secondary education, and among the questions still under discussion are the following:—What is the proper use and value of a pupil's school record in a public examination? What is the value and appropriate place of commercial subjects in a secondary school course? Is it possible to introduce a syllabus in music which shall appeal to the average pupil instead of to the musically gifted few?

The great number of options allowed in the secondary course makes wide differentiation possible. The extent of the possible differentiation in a particular school is limited naturally by the available staff, and the Department, in determin-

ing staff requirements, must be guided by the actual enrolment and not by the options offered. The curriculum therefore offered by a large high school will be much wider than that of the smaller one. Differentiated curricula *within* such large schools are most desirable where they are possible; and at the same time the Department is looking for differentiation of curricula *among* smaller high schools which are situated in localities with widely differing needs, so that the course selected in any one school may best meet the requirements of the majority of its pupils.

Some schools have broken away from the bonds of tradition and have based their curricula on the ascertained needs of the great bulk of their pupils rather than on the academic future of a doubtful minority. This departure has been, however, by no means general, and the small school able to offer but one course too often clings to the academic variety. There would be no objection to this if it could be assumed that such a course formed the only or even the most satisfactory basis of a general education. Such an assumption is, however, wholly unwarranted. For the majority of our pupils the academic course is considerably overweighted on the linguistic side. It is almost wholly bookish, to the exclusion of manual training, domestic science, handicrafts and vocational subjects. False pride and blind prejudice are too often the determining factors in the choice of curricula rather than the future needs of the pupils. In the high schools of the Cape Division it has been ascertained that about 40 per cent. of the pupils who complete the four years' secondary course proceed to a university or university college. On a liberal estimate, only 15 per cent. of those who enter on a secondary course will ever become undergraduates. The greatest weakness of our secondary school system is that the bulk of its pupils are being educated in entire disregard of this fact.

Parents, teachers and the Administration must all share the blame for this state of affairs. Most parents are conservative where they have to make the decision, and teachers usually hesitate to advise a departure from the normal. On the administrative side the strongest argument for the maintenance of the academic curriculum is that it is by far the cheapest. Practical subjects are expensive. They involve a large initial outlay for equipment and heavy recurrent expenditure for apparatus and material. These facts are too often overlooked by those who make simultaneously the two incompatible demands that education must be more practical and that expenditure must be reduced.

There are not wanting signs that the Province is awakening to the value of practical subjects. At the 1923 secondary school examinations appreciable groups of candidates came forward for woodwork, metalwork, needlework, gardening, agriculture, drawing, music, and cookery with its allied subjects. Many of these subjects have been continued into the senior certificate stage, and their popularity will undoubtedly increase if the Administration is in a position to provide the

facilities. It is not necessary at this stage of educational progress to defend their educational value and no educationalist of any standing will deny to them the title of real secondary subjects.

Finally, the growing popularity of biology as a science subject deserves mention. The subject was given special importance in the Departmental secondary course, and this policy was severely criticised at the time, not because the importance of the subject was questioned, but because our teachers were not qualified to deal with it. At the 1923 junior certificate examination 1,173 candidates offered biology, and several schools are now carrying it on to the senior certificate stage. Teachers with the requisite qualifications are coming forward in larger numbers, the subject makes a special appeal to our country-bred pupils, while as a means of scientific training it is an instrument not inferior to that offered by any branch of physical science.

#### *Recognition of Departmental Senior Certificate.*

The Departmental Secondary School Senior Certificate is accepted by the Joint Matriculation Board as an equivalent qualification to matriculation for exemption purposes on condition that the candidate passes in six subjects and that the subjects taken satisfy matriculation options.

A candidate who has passed the Secondary School Senior Certificate Examination in six subjects which satisfy matriculation options, can obtain through the Department a certificate of exemption from matriculation. An exemption fee of £1 is charged.

Students desiring to enter a university by passing the matriculation examination pay £2 10s. as admission fee for the matriculation examination. Students desiring to enter a university by passing the Departmental Secondary School Senior Certificate Examination in six matriculation subjects pay £1 10s. for admission to the Secondary School Senior Certificate Examination, and £1 as exemption fee. The cost is thus the same.

Candidates who have obtained the necessary aggregate and have passed in five of the six subjects taken by them at the December examination, and who would have been entitled to exemption from matriculation if they had passed in the sixth subject, may on application take the sixth subject at the supplementary examination in February, or at a later examination.

Candidates who have passed the Secondary School Senior Certificate Examination in six subjects, of which four are matriculation subjects, may obtain conditional exemption from the matriculation examination, and would then be eligible for admission to a university and would be allowed credit for the first year course on condition that they pass the other two matriculation subjects during the year, either at matriculation or as portion of their University course.

## VI. EXAMINATION AND INSPECTION.

### *Examination Entries.*

The information given in the following table of entries will show generally the scope of the examinations conducted by the Department, and for clearness' sake the European professional examinations have been separated from the non-European examinations and the school examinations:—

	1923.	1924.	Increase
<i>I. European Professional Examinations :</i>			
Teachers' Primary Lower : Second Year	699	518	—181
Teachers' Primary Higher : First Year ..	179	Internal	—179
Teachers' Primary Higher : Second Year	164	211	47
Infant School Teachers' Course .. ..	67	51	—16
Domestic Science .. .. .	19	Discontinued	—19
Physical Culture .. .. .	7	4	—3
Special Courses :			
Drawing and Needlework and Drawing and Manual Training .. .. .	35	8	—27
Bi-lingual Certificate .. .. .	138	126	—12
Drawing Examinations :			
Freehand .. .. .	91	49	—42
Model .. .. .	264	133	—131
Geometrical .. .. .	40	33	—7
Woodwork :			
Branch I. .. .. .	29	38	9
Branch II. .. .. .	89	31	—58
Cardboard Modelling .. .. .	137	34	—103
Art Examinations (Grouped) .. .. .	149	173	24
<i>II.—Non-European Professional Examinations :</i>			
First Year Junior .. .. .	235	Discontinued	—235
Col. Primary Lower : First Year ..	—	244	244
Second Year Junior .. .. .	289	213	—76
Third Year Junior (T.3 Junior) .. ..	989	399	—590
Native Primary Lower : First Year ..	729	752	23
Native Primary Lower : Third Year ..	—	441	441
Native Primary Higher .. .. .	10	9	—1
<i>III.—School Examinations :</i>			
Secondary School Junior Certificate ..	2,677	2,728	51
Secondary School Senior Certificate ..	262	582	320
S.A.T.S. "General Botha" .. .. .	64	53	—11
Duke and Duchess Essay Competitions :			
Geography and History .. .. .	330	281	—49
Totals .. .. .	7,692	7,111	—581

### *Departmental Examinations Committee.*

In the annual report for 1921, the Department's policy of consultation with representatives of the teachers was mentioned, and the Departmental Examinations Committee was referred to as one of the standing committees appointed with this object in view.

It was there stated that the appointment of such a committee had been found necessary in anticipation of the great changes which would come about after the introduction of the new secondary school courses and the new courses for the training of teachers. It was believed that the Examinations

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Committee might be of the greatest possible assistance to the Department in advising the Superintendent-General of Education regarding the framing of the secondary courses of study, the preparation of the syllabuses of the various school and professional examinations, the prescribing of set works, and the appointment of examiners and moderators.

The hopes then expressed have been amply justified, for the assistance already rendered has proved most valuable.

The Committee, which was called together for the first time in March, 1921, meets regularly in January, March and September every year, and keeps itself in close touch with every detail of the courses of study and of the examinations. The volume of work that it has already accomplished is evidence that its labours are of importance, for it has dealt with differentiated secondary school courses, as well as with courses of training for European, for Coloured and for Native teachers, and has, in addition, exercised advisory control of the conduct of the examinations. The statistical information contained in the preceding table gives some indication of the magnitude of its labours in connection with these examinations.

A study of the figures there given proves that the Secondary School Examinations scheme satisfies a distinct need and that this sphere of the Committee's activities is likely to develop considerably in the years to come.

#### *Inspection of Schools and Pupils.*

The circuit reports and special reports of inspectors, instructors and organisers, which are printed as an annexure to the report, throw a flood of light on many special problems connected with the educational system of the Province. As will have been noticed from recent annual reports, inspectors are no longer expected to report to the Department in a stereotyped form, but are given considerable freedom in handling the topics to which they wish to direct attention, and their contributions help considerably in giving hints to school managers and teachers.

The regular practice of the Department is that every school should be inspected at least once a year; in addition the inspectors are able to make a number of informal visits to schools. By this means the teachers are able to reap the full benefit of the inspector's advice in organising the work and in improving methods of teaching. When the primary school course was introduced in 1918, greater latitude was given in regard to the individual examination of pupils. It is now definitely recognised that in those schools where, by means of a continuous record of good work and other trustworthy evidence of efficiency, the inspector is satisfied that the work is being well conducted, he may grant exemption from individual examination during any given year. Such exemption, however, does not apply to any school with a staff of only one or two teachers, nor would it apply to a

group of three or more standards under one teacher. In schools in which pupils are not examined throughout on an individual basis, the classification in the standards not individually examined is left in the hands of the principal teacher.

It is important to note that the exemption referred to above does not apply to standard VI. After careful consideration the Department has decided that all pupils at that stage should be examined individually.\* This point marks the end of a pupil's primary education, and an assessment of his attainments is of value whether he is leaving school at once or whether he is entering on a secondary course. A satisfactory standard of attainment in language and arithmetic is expected, and without this no pupil is regarded as having successfully completed the primary school course. For those pupils who are proceeding to a course of secondary education, it is essential that the foundation of primary work should be thorough, and that there should be clear evidence that the pupil is capable of profiting by a further course of instruction.

For purposes of inspection duty the Province is divided into forty-two circuits, thirty-three being in the Province proper and nine in the Native Territories. In some of these areas the inspectors are undoubtedly overburdened. In the Transkei, for example, it is found that no inspector has less than 118 schools to attend to, and the largest number is in Inspector Bell's area, where as many as 152 schools have to be supervised by him. For the whole Province the average number of schools per inspector is one hundred and six. It is considered, however, that no Inspector should be called upon to supervise more than one hundred schools, if really efficient oversight is to be exercised.

As the representatives of the Department in the field, the inspectors exercise most important functions, not only in examining pupils and advising in regard to the best methods of school organisation and instruction; for they are probably the most effective agents in seeing that expenditure on education is well bestowed and that the State is securing a proper return for the taxpayers' money. The circuit inspector can at all times be specially helpful in seeing that educational facilities at any one centre do not overlap, that the best use is made of the teaching power available, and that the maximum benefit is secured for the expenditure made by the Department.

#### *Medical Inspection.*

The report of the Medical Inspectors gives much information regarding the physical and mental well-being of the pupils in our schools, and deserves careful study. It will be recognised at once that, with a staff of only two Medical Inspectors and four school nurses, very severe limitations are imposed on the

\* *Education Gazette*, 30th March, 1922, page 697.  
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extent of their work in an educational system consisting of 4,459 schools with an enrolment of 300,681 pupils. But this immense handicap has not detracted from the value of the work which is being carried out. Many important facts are given in the report of the Medical Inspectors, and special attention may be directed to their remarks on the exclusion of "affected" children, on the value of the inspection work, on school and personal hygiene, on home-work, malnutrition and a number of other questions closely affecting the welfare of our schools.

#### VII. SCHOOL BUILDINGS AND EQUIPMENT.

In the School Building Loan Estimates for 1923-1924 (Capital Expenditure) the schedule furnished shows 150 cases involving a total outlay of £601,210. This sum covers re-votes, new works, additions, etc., but the actual commitments passed for the year total only £104,655. Very considerable arrears have to be overtaken before the actual provision of accommodation can be viewed as satisfactory and in some cases useful schemes of centralisation of school facilities are indefinitely postponed as there is no possibility of providing the necessary central school building.

The following new buildings or additions were completed during the year 1923:—

<i>Division.</i>	<i>School.</i>
Albert .. ..	Kalkfontein.
Bredasdorp .. ..	Baardscheerdersbosch (teachers' residence).
Calitzdorp .. ..	Calitzdorp (additions).
Calvinia .. ..	Karoo Central
Cape .. ..	Woodstock, Mountain Road (Girls').
Cape .. ..	Lansdowne.
Cape .. ..	Norwood.
Cape .. ..	Wynberg Boys' High (additions).
Cape .. ..	Plumstead Flats.
Cape .. ..	Stikland Siding
Colesberg .. ..	Colesberg High.
De Aar .. ..	De Aar (additions).
East London .. ..	Boys' High (Selborne).
East London .. ..	Thorn Park.
East London .. ..	Bluewater.
Fraserburg .. ..	Fraserburg (additions).
George .. ..	Central High.
Hanover .. ..	Hanover (additions).
Hay .. ..	Niekerk's Hope.
Malmesbury .. ..	Hopefield (additions).
Kenhardt .. ..	Blokzynkolk.
King William's Town .. ..	Training College.
King William's Town .. ..	Frankfort (additions).
Knysna .. ..	Wittedrift (additions)
Komgha .. ..	Komgha (additions).
Ladismith .. ..	Voorbaat.
Ladismith .. ..	Bosch Rivier

<i>Division.</i>	<i>School.</i>
Malmesbury .. ..	Malmesbury Boys' (hostel).
Middelburg .. ..	High School and Hostel.
Namaqualand .. ..	Springbok (additions).
Peddie .. ..	Newcastle.
Somerest East .. ..	Harlem.
Somerset East .. ..	Klipfontein Siding.
Sutherland .. ..	Sutherland (additions).
Swellendam .. ..	Op-de-Tradouw.
Swellendam .. ..	Swellendam High.
Uitenhage .. ..	Junior Primary.
Uniondale .. ..	Joubertina (additions).
Vryburg .. ..	Reivilo.
Williston .. ..	Williston (additions).
Maclear .. ..	Maclear (additions).
St.Mark's .. ..	Cofimvaba (re-erection).
Umzimkulu .. ..	Umzimkulu.

The following is a list of the new buildings or additions completed during the year 1924:—

<i>Division.</i>	<i>School.</i>
Albany .. ..	Grahamstown Woodwork Centre.
Aliwal North .. ..	Aliwal North High.
Barkly East .. ..	Rhodes.
Barkly West .. ..	Boetsap.
Do. .. ..	Klipdam-Holpan.
Do. .. ..	Sydney-on-Vaal.
Beaufort West .. ..	Merweville.
Caledon .. ..	Stanford.
Cape .. ..	Lansdowne (Additions).
Do. .. ..	Parow.
Do. .. ..	Three Anchor Bay.
Herbert .. ..	Bucklands (School and Residence).
Humansdorp .. ..	Jeffreys Bay.
Kenhardt .. ..	Kenhardt (Additions).
Do. .. ..	Putzonderwater.
Kuruman .. ..	Seodin.
Ladismith .. ..	Lower Ockertkrsaal.
Laingsburg .. ..	Laingsburg (Additions).
Murraysburg .. ..	Murraysburg (Additions).
Oudtshoorn .. ..	De Rust.
Paarl .. ..	La Rochelle Girls (Additions).
Do. .. ..	Kraaifontein.
Uitenhage .. ..	Kirkwood.
Victoria West .. ..	Victoria West Boarding.
Vryburg .. ..	Vryburg (Additions).

#### *Equipment.*

In my last report I wrote:—

"As regards equipment, the effect of the present cry for economy has been felt chiefly in the secondary area. Many secondary and high schools have suffered through the Department's inability to incur expenditure on sorely-needed apparatus. The curriculum has in the past been unsparingly criticised as being too theoretical and adapted more to the needs of the exception than of the rule. It is highly unfortunate, therefore, that, when reform came at last, when greater flexibility was introduced and courses undominated by university

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requirements were instituted, the money was not forthcoming to make the new courses a success from the outset. 'Bookish' education is cheap; 'practical' education is dear. It costs far less to prepare a boy for entrance to the university than it does to give him an industrial, a commercial or an agricultural training of equal length."

Some improvement has since taken place; but there is still much to be done if we are to give to our system of education that practical bias—especially in agricultural instruction—which will better fit the youth of the country for their probable and natural avocations. No syllabuses, however well designed, will be of any use unless the means for carrying them out successfully in our schools are available.

#### *Departmental Book Committee.*

It may be recalled that in order to assist the Administration in the selection of books and other equipment for schools, a Departmental Book Committee was constituted in 1919. In addition to officials of the Department representatives of the Teachers' Associations were included on the Committee.

The Committee met several times in the course of the period. Owing to the financial situation it was felt that it would be unwise to add many books to the book list and consequently, with certain exceptions where gaps had to be filled, few additions were made.

Among the questions discussed by the Committee was that of the prices charged by booksellers for school books. From the information at its disposal the Committee came to the conclusion that there was considerable ground for believing that the charges made for school books were in many instances unreasonably high. It is necessary that parents should not be mulcted in higher charges than are reasonable, and an inquiry into present prices of books will be held at an early date.

Shortly after the inception of the Departmental Book Store, the Committee had numerous complaints submitted to it with reference to delay in supplying books requisitioned by schools. These complaints have now entirely ceased and the Committee has every reason to believe that the Departmental Book Store is being managed in a capable way and that requisitions are being promptly attended to.

## VIII. COLOURED EDUCATION.

### *Introductory.*

Notwithstanding the financial stringency notable advances have been made during the period in the sphere of Coloured Education. First, mention should be made of the allocation of an advance of £12,000 made by the Union Government,

which has rendered possible the adoption of sick leave regulations and the granting of aid towards rent for additional premises for mission schools. Next, a new course of instruction for coloured primary schools has been introduced, designed specially for the needs of the coloured community; and, finally, courses of training for primary teachers have been formulated and published.

### *Schools and Pupils.*

In reviewing the position in greater detail reference may first be made to the schools in operation and the pupils enrolled.

	Schools.	Pupils.
Training Schools .. .. .	4	368
Primary Schools with secondary "tops"	2	825
Mission Primary Schools .. .. .	424	45,072
Other Primary Schools .. .. .	17	2,868
Part-time Schools .. .. .	4	163
Coloured pupils enrolled in special schools		13
Totals .. .. .	451	49,309

This represents an increase of a thousand coloured pupils in the two year period.

### *Teachers.*

In regard to the teaching personnel, it is found that 1,225 teachers were employed in coloured schools, and that 1,053 of them were professionally certificated. This gives a percentage of 85.9, which is very high indeed, when we remember that the large majority of teachers in coloured schools are themselves coloured. Little more than thirty years ago the certificated teachers of *all* races (European, coloured and natives) formed only 27.5 per cent. of the total; so that the position we have attained in regard to the qualifications of coloured teachers may be regarded as very satisfactory. The figures given above go to show that an increase in the scale of coloured teachers' emoluments would not be bestowed on the undeserving.

### *New Primary Course.*

The new curriculum for coloured primary schools, previously published in the GAZETTE for discussion and criticism, has now been issued in its final form. This definite provision for coloured schools of a distinctive curriculum with a practical bias may be viewed as an important development and should go far to meet the special requirements of the coloured people. The main features of the new course are (1) the greater emphasis laid on manual and industrial work; (2) the special attention given to nature study and school gardening; and (3) the treatment of geography and history on lines better adapted to the requirements of coloured pupils. It is hoped

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that this new curriculum, much more suited as it is to the needs of the pupils and allowing for individual initiative on the part of teachers, will provide a beneficial impetus to the work of coloured schools.

#### *Training of Teachers.*

There is serious need for concentrating the training of coloured teachers in a few centres properly equipped and staffed for the purpose. It cannot be expected that the three main aspects of a modern course of training—professional, general and cultural—could be given effect to in schools which are poorly housed and in which the staff are in some instances poorly qualified. This was realised long ago in the sphere of European training, and the pupil-teacher system has been abolished in the Cape Province as it has been in other parts of the world. Steps are now being taken to investigate the whole position as regards the training of Coloured teachers and gradually to effect a concentration of this work in a few suitable centres.

As already indicated the Coloured course of training has been reshaped. In April, 1923, a draft was published which not only included a "Primary Lower" course, to replace the old "Pupil-Teacher Junior" course, but also provided a Coloured Primary Higher course and a Coloured Infant School course. The entrance qualification for the Lower course is still standard VI; for the Higher it is standard VIII. of the Secondary School; but, under certain conditions, students who have obtained the Primary Lower certificate are allowed to proceed to the Primary Higher course. In general arrangement the Coloured Primary Lower course resembles the corresponding course for Native teachers. But in content the two courses differ considerably, and in future the Native and the Coloured Primary Lower Certificates will be regarded as distinct. For sound practical reasons, however, Native students who have a good knowledge of one official language will be allowed to take the Coloured Primary Lower course at a Coloured training school and to obtain the Native Primary Lower Certificate, under certain conditions as regards the study of a Native language. Owing to the relatively low entrance qualification, the first year of the Coloured Primary Lower course (like that in the Native course) is regarded as preparatory, and includes no professional training; at the end of that year a strict test is applied, especially as regards the students' knowledge of the official languages. In the Coloured course, as in the Native, greater emphasis is laid on Manual and Industrial Training, though in somewhat different directions. South African history receives increased attention. Other points of interest are the introduction of an oral test in the second official language, of an elementary course in science, and of a practical course in physiology and hygiene. The first year of the Coloured Primary Lower course came into operation in 1924, and in 1926 the old "pupil-teacher" course will have disappeared entirely.

#### *Advance of £12,000 for Coloured Education.*

A small Commission was appointed by the Provincial Council to advise the Administration in regard to the allocation of the advance of £12,000 which was made by the Union Government for the development of coloured education. The Commission, after investigation, recommended that expenditure be incurred as follows, the approximate effect upon the financial position of 1924 and 1925 being also shown:—

	1923-1924.	1924-1925.
1. Sick leave .. .. .	£800	£1,600
2. Rent .. .. .	700	700
3. Student-teacher grants .. .. .	583	1,572
4. Increases in salaries .. .. .	6,500	6,500
5. Additional teachers .. .. .	1,912	3,825
6. New schools .. .. .	900	1,800
7. Equipment .. .. .	600	..
Totals .. .. .	£11,995	£15,997

The outstanding features of the recommendations are the provision made for sick leave and for rent of additional premises. Importance may rightly be attached to these recommendations as embodying new principles of aid for mission school education. Expression was given to the recommendations made in a new regulation governing the payment of rent, which was published under Government Proclamation No. 227 of 1923, which reads as follows:—

"From and after the date of taking effect of these regulations, it shall be competent for the Controller to pay grants on the pound for pound principle towards the rent of any building within the limits of any Municipal or Village Management Board area hired on or after such date by the recognised manager of any mission school for school purposes in connection with the education of children of other than European or native race: provided that no such grant shall be paid unless the Superintendent-General has certified to the Controller that he is satisfied that the existing accommodation is not sufficient to meet the needs of the school, and provided, further, that the necessary funds shall have been voted by the Provincial Council."

In regard to sick leave, the essential portion of the new regulations is contained in the following extract from Government Notice No. 228 of 1923:—

"Where absence due to illness exceeds two school days, leave may be granted by the Superintendent-General on the following terms, viz.:—

- (a) During a teacher's first year of service, one calendar month's leave may be granted, during which one half of the salary to which the teacher is ordinarily entitled shall be paid if the services of a substitute are required for the whole or a portion

of the said period of one month. Full pay may be granted if, in the opinion of the Superintendent-General, the services of a substitute are not required.

- (b) During the second, third, fourth and fifth years of service, and in each cycle of five years thereafter, full pay may be granted for the first month of absence; three-quarter pay for the second month, and half-pay for the third month. Additional sick leave for a period not exceeding nine months may be granted without pay."

The Department is satisfied that development on the lines of the regulations cited was long overdue, and the new provisions should do much to meet distressful cases of illness and to assist managers in securing additional accommodation.

Of the other recommendations made, one calling for special remark is the sum set down for increases in salaries. The Commission found it possible only to recommend that an increase at a flat rate of £6 per annum be granted to all teachers in coloured schools, with the exception of those who are being remunerated under the provisions of the Salaries Ordinance of 1917, such increases dating from 1st April, 1923. Rather more than one-half of the total sum available has been expended in this manner, and the relief thus granted has been appreciated by the teachers. It was found quite impossible to deal with the large question of the revision of the salary scales at present operating for coloured schools. This matter must naturally stand over until more ample funds are available for the purpose.

In the matter of new schools, it was recommended by the Commission that twenty of the most urgent cases should be selected by the Department and dealt with from 1st October, and further that forty-five of the most clamant applications for additional teachers should similarly be dealt with. Efforts were at once made to act on these recommendations, but practical difficulties in the way of securing qualified teachers and additional accommodation have in a number of instances hindered immediate progress being made. There is little doubt, however, that the advance of £12,000 has enabled the Department to make an important step forward in promoting the interests of coloured education, although, as will be recalled, it was estimated in my previous report that a sum amounting approximately to £40,000 would be required for bringing about a reasonable measure of relief in this department of educational work.

#### IX. NATIVE EDUCATION.

Detailed information regarding the progress made in Native Education will be found in the reports of the Chief Inspector for Native Education; and those specially interested in the subject will glean interesting details also in the reports of the circuit inspectors, especially of the inspectors working in the Transkei.

#### *Schools and Pupils.*

The number of Native schools in operation during the fourth quarter of 1924 was 1,595 including 14 training schools and one secondary school.

The number of pupils enrolled for the same quarter was 115,593. This enrolment represented an increase of 3,817 over the corresponding number for 1922, in spite of the fact that the year 1924 was one of almost unparalleled drought and scarcity. This is striking evidence of the value which natives set upon the education of their children. There is good reason for believing that, had it been possible for the Department to increase the staffs of certain schools, and for the managers to provide more accommodation in the case of others, the number of pupils would have been considerably larger.

#### *Attainments of Pupils.*

The standard attained by the average child in Native schools is unfortunately low. The statistics of attainment, based on the classification of pupils at inspection, show that 43 per cent. of the pupils are in sub-standard A, that two-thirds are below standard I., that only 7 per cent. go beyond standard IV., and that only 2 per cent. pass standard VI. This position cannot be viewed as satisfactory, and results chiefly from neglect of the pupils in the sub-standards. It is hoped, however, that the strong efforts being made to remedy this will have the effect of reducing materially the time spent by Native children in the sub-standards, and so enable more to reap the benefit of a complete primary course.

#### *Teachers.*

In the Native schools which were in operation in December, 1924, 3,366 teachers were employed, of whom 58 per cent. were men, and 82 per cent. were fully certificated. Many of the uncertificated teachers had had one, two or three years' training, so that the number of wholly untrained teachers was small. The proportion of certificated teachers is considerably larger than it was in 1922. Indeed, owing to the impossibility of allowing salaries for additional teachers, certificated men on leaving the training schools find difficulty in obtaining teaching posts, and are often driven to take up some other occupation.

That Native teachers as a whole are anxious to do their work well is shown by the large numbers that attend at their own expense the various vacation courses organised by the authorities of Native institutions and by departmental officers, and also by their keen appreciation of the help given to them.

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*Salaries of Teachers.*

It is a matter of great regret that funds have not been provided during the period under review for raising the scale of teachers' salaries. The inadequacy of their present remuneration, admitted by more than one commission, and the patient loyalty with which Native teachers as a whole have waited for some amelioration of their condition, give them a strong claim for consideration. The Union Government, however, though it could not provide funds for raising the general scale, has made annual advances of £60,000 to the Provinces during the year, of which this Province has received £30,000. This amount has been devoted to removing anomalies in salaries, which had existed ever since the Administration took over the responsibility for the payment of teachers' salaries. It is possible for the first time to report that all Native teachers are now paid on the existing scales. These are below the scale recommended by the Native Affairs Commission, and much below the scale the Department had hoped to introduce. In connection with this advance made by the Union Government, conferences between the members of the Native Commission and representatives of Native Education from the four Provinces have been held during the period, at which useful discussions took place, and substantial progress was made towards securing greater uniformity in teachers' salaries, in assessing provincial certificates granted to native teachers, and in bringing teachers' courses of training in the four provinces more into line with each other.

*Training of Teachers.*

In 1923, Native student teachers took for the last time the old "pupil-teacher" third year examination. In 1924 the final examination of the Primary Lower Course, of which the first year was introduced in 1922, was taken for the first time. The new course has passed into operation smoothly and effectively. It will certainly produce teachers of better all-round intelligence than the old "pupil-teacher" course. The examination at the close of the first year has been gradually made a more severe test, so that only reasonably good material can pass on to the two professional years of training. Book-work and the more abstract subjects are now well balanced by full and varied courses of Manual Training: even in Domestic Science remarkable work is being done in certain centres, though no financial assistance for equipment in the subject is received from the Department. In Gardening remarkable progress has been made. The introduction of an oral test in Native languages is an important forward step, and in relation to language work generally it is proposed to introduce a simple but practical treatment of phonetics in the Native, as in the European and Coloured centres of training. In the professional training of the

students the series of articles which appeared in the EDUCATION GAZETTE and have been reprinted in the form of a book (*Suggestions for the Consideration of Teachers in Native Primary Schools*), should prove of great value. Very satisfactory accounts have been received of the work done in the New Native Primary Higher course, which first came into operation in 1923.

The magnitude of the Department's operations in the training of Native teachers is shown by the fact that in 1924 there were 1,501 students in the fourteen Native Training Schools, besides 98 students in other schools. The Department's examinations for Native Teachers are also taken by candidates in Basutoland; one centre alone in 1924 sent in thirty candidates.

*Books and Requisites.*

Under Ordinance No. 14 of 1923 it was provided that only 50 per cent. of books and requisites for pupils' use in Native schools should be issued free of charge. This provision has had the effect of adding considerably to the difficulties of teachers and managers, especially in those parts of the Province where the ravages of drought and locusts had impoverished the people. It is to be hoped that when times improve, it may be possible to revert to the system of free issue.

*Native Primary School Course.*

It was to be expected that the introduction of a new primary school course, so much wider than the old, and involving new subjects for which acting teachers had not been trained, would bristle with difficulties, and impose a considerable strain upon inspectors and teachers alike. There is, however, no reason for regretting the decision not to wait until a supply of suitably trained teachers was forthcoming. With the help of meetings with inspectors, vacation courses, and by means of articles in the EDUCATION GAZETTE specially prepared for their assistance, intelligent teachers have been able to adapt their teaching to the new course with a considerable measure of success. The republication in book form of the articles already referred to, has proved of great assistance, since teachers now have in handy form a fairly complete compendium of method, based on the successful experience of many competent persons, and brought into line with the Department's policy. The book has been much sought after, not only in the Province but also in other parts of South Africa, and two other departments of education have been furnished with a supply at cost price.

In addition to introducing new subjects, steps have been taken to improve the methods and standard of the language teaching in Native schools. This is a matter of great importance, since an adequate knowledge of one or other of the official languages is a necessity in the pupils' education be-

yond the lower classes, and a valuable asset to them when they leave school. The extent to which the teaching of hand-work has developed was shown at exhibitions held in Queens-town and Kimberley, at which much creditable work was displayed. In the introduction of gardening as a school subject substantial progress has been made, in spite of the fact that the whole of the cost of fencing, and implements, etc., fell upon the local community. Gardening is now a subject of regular instruction in 381 schools, and for 449 other schools the necessary land has been secured. But for drought and poverty, the subject would have been yet more widely taken up. Reports show that in many parts the result of the instruction given has been most encouraging.

#### Development.

Except for the institution of the Primary Teachers' Higher Course, already referred to, it has not been possible, through lack of necessary funds, to undertake any of the necessary measures of development outlined in the report of the Chief Inspector for Native Education for 1922, and in this respect, as well as in regard to the improvement of teachers' salaries, the years 1923 and 1924 have been further years of "hope deferred." This is sincerely to be regretted, because of the chill it is bound to give to the spirit of hope and enthusiasm which has been kindled in recent years. When so large a proportion of the Native population are seeking to improve their condition, and to fit their children better to meet the demands caused by the spread of civilisation, delay in granting them the reasonable educational developments they ask for is a serious matter.

### X. FINANCE.

#### Apportionment of Expenditure.

The expenditure on education during the financial year ended 31st March, 1924, was £3,016,693, as against £2,514,412 for the previous year. The following statement shows how these totals were made up:—

	1922-1923.	1923-1924.
1. Head Office (Administration) (including Transport) .. .. .	£24,872	£23,822
2. Inspection (including Transport) .. .. .	54,050	65,106
3. Training of Teachers .. .. .	146,639	140,971
4. Schools under School Boards .. .. .	1,600,811	2,081,191
5. Schools not under School Boards .. .. .	80,616	76,832
6. Schools under Missionary Control .. .. .	283,583	328,345
7. Industrial Schools .. .. .	31,262	31,948
8. Good Service Allowance .. .. .	14,824	16,172
9. Charges on Loans and Miscellaneous Expenses .. .. .	106,264	109,925
10. War Bonus .. .. .	47,373	57
11. Indigent Boarding Houses .. .. .	124,114	142,321
	<u>£2,514,412</u>	<u>£3,016,693</u>

Shillings and pence have been discarded.

#### School Board Finance.

The following figures show the income and expenditure for the calendar year 1922 and for the fifteen-month period extending from 1st January, 1923, to 31st March, 1924:—

	INCOME.	
	1922.	Period 1.1.23-31.3.24.
<i>Government Contributions :</i>		
(1) Grants .. .. .	£799,129	£1,011,924
(2) Deficits .. .. .	470,827	1,325,816
(3) Grants (Boarding Departments) .. .. .	18,450	23,547
Total Government Contributions .. .. .	<u>£1,288,406</u>	<u>£2,361,287</u>
<i>Local Contributions :</i>		
(1) School Fees .. .. .	153,160	£162,059
(2) Sale of Books, etc. .. .. .	5,246	7,911
(3) Other .. .. .	6,366	6,599
(4) Boarding Departments .. .. .	107,856	98,505
Total Local Contributions .. .. .	<u>£272,628</u>	<u>£275,074</u>
Grand Total Income .. .. .	<u>£1,561,034</u>	<u>£2,636,361</u>
	EXPENDITURE.	
	1922.	Period 1.1.23-31.3.24.
<i>(a) Administration :</i>		
(1) Salaries of School Board Officers .. .. .	£42,982	£54,538
(2) Other Expenses .. .. .	33,706	18,962
Total Administration .. .. .	<u>£76,688</u>	<u>£73,500</u>
<i>(b) Schools :</i>		
(1) Salaries of Teachers .. .. .	1,350,515	£1,717,403
(2) Other Expenses .. .. .	200,451	233,096
Total Schools .. .. .	<u>£1,550,966</u>	<u>£1,950,499</u>
<i>(c) Boarding Departments .. .. .</i>	<u>£123,919</u>	<u>£141,582</u>
Grand Total Expenditure .. .. .	<u>£1,751,573</u>	<u>£2,165,581</u>

#### Provincial Finances Commission.

The report of the Provincial Finances Commission has had wide-spread attention, and the belief seems to be steadily growing that it contained a thorough-going condemnation of the Cape educational system on the score of extravagance in expenditure. The belief is quite at variance with the facts of the case, and seems to have arisen through hurried or unintelligent reading of the Report. It is desirable that an attempt should be made to clear up the position a little. At the outset it may be emphasized that *expenditure* only will be dealt with; it is not proposed to touch on *revenue*, whether derived from taxes or fees.

Generally speaking, the Report of the Provincial Finances Commission may be said to convey the judgment that in its educational expenditure the Cape Province has been almost invariably economical. In regard to the training of teachers, for instance, the Commission points out that the cost of training teachers is very much lower in the Cape than in the three northern provinces, and that "the annual cost [C.P. 1—'25.]

per student in a training college is much higher *except at the Cape* than the cost per university student." Further, after referring to the measures taken in the Cape Province to eliminate overlapping in the training of teachers between university institutions on the one hand and departmental training institutions on the other, the Commission states that it "is satisfied that if the other Provinces were to adopt a similar policy to that of the Cape a considerable economy would be effected." In the matter of the training of teachers there is not one word of adverse criticism directed by the Commission against the Cape Province; indeed, the Commission was at some pains to seek an explanation of the smallness of the cost per student-teacher in the Cape Province. It was suggested, however, that bursaries to student-teachers (£31,281) should be repayable.

In regard to the education of European pupils other than student-teachers, the best way to ascertain the Commission's judgment on the question of economy in Cape education is to turn to Part V. of its Report. In that part of the Report the Commission recommends economies in school-board administration, the amendment of the salary-scales (especially with a view to the abolition of what is known as the "common maximum," etc.), the increasing of the average number of pupils per teacher, and the raising of the minimum number of pupils qualifying for a primary school and for a farm school. The savings to be effected in this way were estimated at £75,000 per annum. Against this, however, has to be put the sum of £50,000 which the Commission thinks ought to be contributed to the pension fund for European teachers. Thus, in the whole field of the primary and secondary education of European pupils, the net saving estimated by the Commission in the case of the Cape Province was only £25,000. The corresponding figure for the three northern provinces combined was £628,500, distributed as follows:—

Natal .. .. .	£105,500
Transvaal .. .. .	395,000
Orange Free State .. .. .	128,000

In regard to coloured education, the Commission thought that the Cape was spending too little, and recommended that there should be an additional expenditure of £63,147 per annum under this head.

In regard to Native education also, the Commission thought that more money should be spent. By how much it thought the Cape had been too niggardly the Commission did not state.

On the other hand, the Commission asked that it be "distinctly understood that the savings specified" in connection with the primary and secondary education of European children "do not by any means exhaust the economies which, in the opinion of the Commission, should be effected." Here again, however, the Commission offered

no estimate; but if the savings which were considerable enough to be specified amounted to a *gross* total of only £75,000, it is not likely that the smaller savings which were not specified could amount to a large sum.

To arrive at an approximate idea of the Commission's verdict on the whole matter, we may regard the excessive expenditure hinted at in the paragraph immediately preceding as cancelling in a sense the shortfall of expenditure on Native education. We may also leave out of account the expenditure on the training of teachers, where no extravagance is alleged. There thus remain suggested *savings* of £31,281 by converting student-teachers' bursaries into loans, and of £25,000 per annum on the primary and secondary education of Europeans; and a suggested *increase of expenditure* of £63,147 on coloured education.

*The Provincial Finances Commission's verdict therefore is that, so far from spending too much on education, the Cape has spent some £7,000 per annum too little.*

When a responsible Commission appointed by the Government completely exonerates the Cape educational system from the charge of extravagance in expenditure, and proposes merely a rearrangement of and an increase in expenditure, it ought not to be too much to hope that wild allegations of waste should cease.

#### *Educational Expenditure in other Dominions.*

In Appendix B to its Report the Provincial Finances Commission gives some interesting statistics comparing the cost of education in the Cape Province with that in states or provinces of other British dominions. Such comparisons have their dangers as well as their attractions for the lay reader. It is quite easy to take the cost per pupil in an Australian state, or a Canadian province, in which the cost happens to be low, and to compare it with the cost per pupil in the Cape Province, much to the disadvantage of the latter Province. But the figures given by the Provincial Finances Commission refer to the cost per *European* pupil in the Cape Province. Quite a reasonable method of comparison would be to take the average cost per pupil (whether European, coloured or native) in the Cape Province and to compare it with the Australian or Canadian figure. As a test of economical administration, this would certainly be as reliable as any other basis of comparison. If it be argued that such a figure for the Cape would be unfair, since the salaries paid in native and coloured schools are small, and need only be comparatively small because of the lower cost of living in the case of native and coloured teachers, the answer simply is that it is quite unfair to compare any Australian or Canadian figures with any Cape figures at all unless matters such as cost of living, density of population, distribution of population between town and country, etc., are borne in mind.

In Australia, for example, the bulk of the white population is concentrated in a few large cities; and when population is [C.P. 4—'25.]

concentrated in this way, the cost of education naturally becomes lower. Further, in parts of Australia the scattered portions of the rural population receive what would be regarded in the Cape as very cavalier treatment, travelling schoolmasters being often resorted to. This mode of solving the educational problem in sparsely-populated areas was tried in the Cape nearly half-a-century ago and was discontinued, being considered entirely unsatisfactory for this country.

New Zealand is a country with a European population nearly double that of the Cape Province, but with an area little more than one-third of that of the Cape Province; education should, therefore, be comparatively cheap.

In the case of Canada, the Provincial Finances Commission itself draws attention (page 19) to a caution by the Dominion Statistician for Canada: "It must be remembered that these figures are not strictly comparable for the different provinces." If the figures for one province are not strictly comparable with those for another province in the same dominion, how much greater must be the caution shown in comparing such figures with those for a province of the Union of South Africa, with its own peculiar conditions and problems? It is noted from Appendix B to the Provincial Finances Commission's Report that the population of British Columbia is approximately the same as that of Nova Scotia; yet the cost per pupil in British Columbia is 83 dollars per annum as compared with 31 dollars in Nova Scotia.

The question whether the Cape educational system is extravagant is not to be settled by rough-and-ready comparisons with other dominions. Such comparisons are bound to be misleading. What is wanted is special investigation of the Cape's own position. This was elsewhere made by the Provincial Finances Commission, which, as indicated above, recommended a trifling decrease in expenditure on European education, and an increase of larger extent in expenditure on native and coloured education; and this although large savings, varying from over £100,000 to nearly £400,000, were recommended in the case of the other Provinces of the Union.

## XI. SUMMARY AND CONCLUSION.

In reviewing the work of the two-year period, great disappointment must be expressed at the absence of normal development, especially in the department of European education, particularly at a time when everything was ready for a definite forward move. The Cape Province, although old from a historical point of view, still calls urgently for a fuller development of its school system, and the first test that should be applied to ascertain whether progress is being made must necessarily be an examination of the school enrolment. Here we find that stagnation marks the position of the European community, for the period closed with an enrolment of 135,779 pupils, there being actually a

decrease of 1,802 pupils instead of an addition of between nine and ten thousand pupils, which may be viewed as the normal advance in school enrolment during two years. It is surely an alarming state of affairs that primary education is being withheld from some thousands of our European children through lack of adequate provision for this service.

In the department of Coloured education the position is somewhat better, for at the close of the period the enrolment stood at 49,509, an increase of a thousand on 1922.

The Native figures are a little better, there being an increase of nearly four thousand pupils, for the two years. The elasticity of the Native school is a factor which has been noted in the past, and a rise or fall in enrolment on a comparatively large scale is frequently caused by harvest conditions. Credit must, however, be given to the forward policy of the Bunga, and to the keenness of the Native for education.

Now that there is every prospect of the educational finance of the Province being placed permanently on a sound basis, we may hope that some, if not all, of the ground lost in recent years will be regained.

In the sphere of education proper, unhampered by financial considerations, I am glad to be able to report that the year now closed is one of great promise, for in the three great departments of educational work—European, Coloured and Native—there has been a signal advance in those methods which vitally affect the value which the taxpayer obtains for his contribution towards the educational system. In the department of European education the efforts made to deal with the problem of the small rural school have culminated in the publication of a primary school course specially adapted to single-teacher and two-teacher schools. The publication containing "Suggestions for the Consideration of Teachers" may also be looked upon as an important contribution towards the improvement of teaching methods throughout our schools. Here again the problem of the teachers' work is examined and dealt with from the standpoint of the actual circumstances of our country.

So far as the syllabuses of instruction are concerned, the Department is satisfied that everything is in a state of preparation for advance on sound practical lines; but it will be recognised by those who have studied the problem that practical education, whether for boys or girls, means special equipment and specially qualified instructors. It is unquestionably the case that in this Province the chief opportunity for our youth is in agricultural industry. Provision is therefore made in Departmental syllabuses for nature study in the earlier stages of the school course, leading naturally to school gardening and the development of home project schemes, and later to definite secondary courses in agricultural instruction. But this work, to be carried out successfully, implies special expenditure at every stage, and this problem must be squarely faced.

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In Coloured education the preparation and publication of a primary course, specially adapted to the educational needs of the Coloured community, marks a most important step forward. In addition, new teachers' courses have been brought into operation, so that to-day we have for Coloured student teachers a teachers' primary lower course, consisting of three years' training after passing standard VI.; a teachers' primary higher course, consisting of two years' training after passing standard VIII.; and an infant school course, consisting of one year of training after the completion of the primary lower course. The recognition thus given to the special circumstances and requirements of Coloured student-teachers should do much to promote efficient work in Coloured schools.

In Native education similar courses of training for teachers are now available; and reference may also be made to the valuable work which has been carried out by the Chief Inspector for Native Education in publishing in the EDUCATION GAZETTE a series of articles containing suggestions for Native teachers on lines similar to those drawn up for European teachers. These articles too have now been published in book form.

Whilst from this record it becomes manifest that the two years have been years of stagnation so far as the placing of additional European children under instruction is concerned, it will be observed that noteworthy progress has been accomplished by the Department in its efforts to provide suitable syllabuses of instruction for pupils and courses of training for teachers. In this respect there is evidence of vigorous thought and life, which, it is hoped, will prompt those who are responsible to keep the path open for future progress; and this, in the last resort, depends on the provision of funds for educational development.

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REPORT OF THE INSPECTOR OF TRAINING COLLEGES  
AND SCHOOLS.

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

I.—ADMINISTRATION.

*Revision of European Teachers' Courses of Training.*—The revision of the European primary teachers' courses was consequent on a resolution come to by the Departmental Examinations Committee early in 1923, which affirmed, *inter alia*, the need to bring the primary lower course of training into more definite relation to the requirements of the small rural school. Two Departmental committees dealt with the revision of courses, one meeting in April, the other in July, 1923. It should be remembered that on both committees the training schools, as well as the Education Department, were represented. Draft courses were drawn up, on the basis of the conclusions come to by the committees; and these drafts were submitted to principals of training schools, Departmental Instructors, and others, for their remarks. The suggestions and criticisms received were analysed and submitted to the Departmental Examinations Committee in October, together with the draft courses themselves. The courses were fully discussed by the Committee. Certain changes and modifications were introduced, and the courses were then finally recommended for adoption; and, after being approved by the Acting Superintendent-General of Education, they were published in the Education Gazette of October 25th, 1923. It is hoped that these revised courses will, in all essentials, remain in operation for a considerable number of years; of late years there have been frequent changes of syllabus, which necessarily have a disturbing effect on the work of the training schools.

It was also thought desirable that the European infant school course should be reconsidered and revised in such points as called for modification. The revised draft which was arrived at, after consultation with the Departmental Instructresses, was in December provisionally approved by the Acting Chairman of the Examinations Committee; this sanction was necessary, as the revised course had to come into operation in the first quarter of 1924.

*Courses of Training for Coloured Teachers.*—Draft courses of training for Coloured teachers were published for discussion in the Education Gazette of April 12th, 1923. Various criticisms were received and the courses were referred for consideration to the Examinations Committee in October. All three courses, primary lower, primary higher, and infant school are now in final form. The new primary lower course came definitely into operation in 1924. The primary higher and infant school courses are being published and will be brought into operation at approved centres if a sufficient number of students comes forward and, on condition that the introduction of the courses does not involve the Department in any additional expenditure for staffing or equipment.

*Inspection of Dutch (Afrikaans).*—I would take this opportunity of expressing my appreciation of the valuable aid rendered by Inspector H. Z. Van der Merwe, B.A., who at short notice was seconded from his circuit to undertake the examination of Dutch

in the European training schools. My colleague and I discussed together very fully the standards and criteria of language inspection and the best procedure to follow in actual examining; and I consider that the examination of candidates taking the lower tests—which are of special importance in the case of Afrikaans—has, through Mr. van der Merwe's conscientious efforts, been placed on a sound and satisfactory basis. I might also be allowed here to record my view that, in the interests of uniformity and stability in oral language standards, it is most desirable that the inspection of Dutch in the training schools should be kept for a period of years in the hands of one and the same officer of the Department.

II.—EUROPEAN TRAINING COLLEGES AND SCHOOLS.

*Student Enrolment.*—The total enrolment in these institutions fell from 1,512 in 1922, to 1,332 in 1923, and in 1924 it declined further to 1,169. The distribution of these totals among the different courses of training was as follows:—

	Primary Lower.		Primary Higher.		Infant School Course.	Physical Culture	Special Courses
	First Year.	Second Year.	First Year.	Second Year.			
1922 ...	434	796	119	92	47	12	12
1923 ...	355	537	176	140	64	12	48
1924 ...	305	440	156	194	50	8	16

The recent decrease in the total enrolment has no doubt been partly due to the raising of the standard of entrance for the primary lower course, in 1922. The effect of this change was further intensified in 1923, when the Department refused all concessions and insisted on a definite pass in the Junior Certificate Examination before any student could be admitted to the course. The apparent over-supply of teachers at the close of 1922 must also be taken into account; for, owing to the financial position, necessary new schools (especially in remote rural districts) could not be opened, and in consequence a large number of newly trained primary lower teachers could not obtain posts. The disappointment caused by this temporary disturbance of normal development has no doubt acted as a deterrent to many young people who may have intended taking the primary lower course of training.

*Demand for European Primary School Teachers.*—The disturbance and uncertainty above referred to compel the conclusion that the time is more than ripe for a close inquiry into the *normal demand* for primary school teachers in our schools. The investigation would have to be based on all available statistical information, and account should be taken also of the regular incremental demand due to normal development. Once the normal demand has, on the basis of statistics, been assessed at a definite figure, it is essential that—from whatever source—the necessary supply of teachers should be forthcoming regularly year by year. It has, I understand, been agreed upon, that the training of primary school teachers is the special function of the Departmental training colleges and schools, the general training of secondary school teachers forming the natural province of the Universities and University Colleges. This being so, no temporary difficulties, financial or other, should be allowed to interfere with the regular

necessary supply of primary teachers from the Department's training colleges and schools. The supply of trained teachers affects not the present only, but the future. Ground lost in this direction is hard to make up, and it is the children in our schools who will be the sufferers.

*Distribution of Students in the Training Colleges and Schools.*— This matter bears a close relation to that discussed in the preceding section, and an effort was made to arrive at some satisfactory solution early in 1923, when the Superintendent-General of Education in person met all the principals of European training schools to discuss the question. The discussion was most valuable, and certain definite conclusions were come to, especially as regards the courses and the number of classes to be taken at each centre, with corresponding limits of staffing. But the results then arrived at may be affected by later developments.

It is the opinion of many people concerned in the training of teachers, that the best results are not obtained in very large centres where large numbers of student-teachers are crowded together. On the side merely of professional training and general education, there is often need for careful individual attention, almost for private tuition, in certain directions, if all the students attending a training school are to go out without serious defects in knowledge or professional equipment. Such special treatment is often required, for instance, in bringing a student's knowledge and control of the second official language up to the necessary standard. For this reason it is urged that training school classes should, normally speaking, be small (about 25 students in each); and, if a limit of staffing is fixed, this means a relatively lower total enrolment. Then apart from professional training, great importance must be attached to the various formative influences—moral, social, aesthetic—which a training college and hostels, well equipped and staffed, should exercise on the students. These influences are materially diminished when the enrolment becomes excessive in relation to the staff and to the general facilities for social intercourse and personal contact and influence. The general conclusion come to on these various grounds, is that, as a rule, a student-enrolment of more than 150 (six classes of 25 each), is undesirable. If such a maximum had been adhered to in 1923, approximately 120 students would have been available for the smaller centres, certain of which are excellently provided with buildings, are highly efficient on the professional side and exert an exceptional formative and refining influence on the students in residence.

*Revised Courses of Training for Primary School Teachers.*— In the past a certain amount of overlapping between the primary lower (or pupil-teacher) course and the primary higher (or second-class teachers') course has been customary, the first year of the higher course being practically the same as the last year of the lower. This was natural and reasonable enough so long as the training of the primary lower type of teacher was permitted in a great variety of schools (especially secondary and high schools) in addition to the special training colleges and schools. The Department in the past was anxious to have as many students (*i.e.*, matriculated students) as possible take the T.2. course, which corresponds to the second year in the new primary higher course; and consequently it allowed this type of student to take a first

year of training ("P.T.3.") in any secondary school which might be convenient for the purpose. This system had obvious disadvantages, more especially the lack of continuity and coherency which it caused in the training given to the primary higher type of student; and, as the result of discussions, held early in 1923, in the Departmental Examination Committee, the special committee which met in April, to deal with the revision of the primary teachers' courses, was asked to proceed on the principle that the two courses should for the future be entirely distinct and separate from each other. The new courses have accordingly been drawn up on this basis, and each consists of two years of professional training and general education, the latter element occupying a larger place in the lower course than in the higher. But an avenue is still left open (see paragraph 27 and paragraph 6 of the courses as printed) for students who pass the primary lower examination in the first grade or are specially recommended by an Inspector, to go on to the two-year course of training for the primary higher certificate. Such students are allowed to omit in the first year of the higher course certain subjects, mainly professional, which they have already taken in the lower course, and to substitute for them the study of subjects calculated to raise their standard of general education, as well as further study and practice in special subjects (*e.g.*, drawing) which have a place in the primary school course. Taking for granted the complete separation of the lower and higher courses, the committee arrived at certain main conclusions, which are of interest in view of the final form assumed by these courses:—

- (1) The primary teachers' lower course should be directed mainly to the preparation of teachers for small rural schools, the higher course concerning itself with the training of teachers for other primary schools.
- (2) In the first year both of the lower and of the higher course students should be tested by means of an 'internal' examination (*i.e.*, an examination conducted by the training college authorities); but the final examination, at the close of the second year of training, should be conducted by the Education Department.
- (3) The needs of the primary school course, as now simplified for single-teacher schools, should, in the main, determine the character of the training to be given to the primary teachers' lower course. (See Education Gazette of August 3rd, 1922).
- (4) It should be the duty of the training colleges and schools, with the approval of the Superintendent-General of Education, to exclude or remove from a course of training any students who in their judgment are unfit or unsuitable for the teaching profession. Such exclusion or removal should, as a rule, take place as early as possible and not later than the end of the first year of training."

The primary school course referred to in (3) has, in the meantime, been revised, and is now styled the "Primary School Course for use in European Single-Teacher and Two-Teacher Schools." A reference to this simplified course, which was published in the Education Gazette of November 22nd, 1923, will show that definite suggestions are made for the grouping of classes (or "Stan-  
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dards") in certain subjects. Consequently in the teachers' lower course (paragraph 11), it is laid down that "special attention should be directed to the teaching of grouped classes." The primary lower course has indeed throughout been framed and oriented afresh to meet the specific needs of the small country schools. In nature study (paragraph 20), for example, one of the two alternative courses has been drawn up on a definitely agricultural basis; and manual training (paragraph 21) embraces minor forms of handwork which would be of great value to the teacher in a small school. But in all subjects of the lower course it is understood that the training school staffs will, in the style and content of the instruction given, keep constantly in mind the requirements and conditions of our small rural schools. The committee's general conclusion (4), which has been incorporated—in an amplified form—in the syllabus (paragraph 2) is an important innovation. Other changes or new elements of value in the new primary lower course are the increased importance attached to practical subjects (paragraph 4 c.) determining a first-grade pass, the fuller and more practical course in hygiene (paragraph 15), the introduction of a simple but practical treatment of phonetics so as to ensure better pronunciation of the official languages, and the more definitely South African character which has been given to the syllabus in history. In the syllabus for hygiene it is stated that "special consideration should be given throughout to difficulties which exist in rural areas."

In the primary higher course, which is more advanced in type than the lower and will be taken by students who are intellectually more mature, provision has been made for the possible introduction of experiments in "supervised study," and, in any case, much freedom is contemplated in the allocation of periods, according to the students' needs, among the various subjects of study. The re-shaping of this course on a two-year basis will enable the principals and staffs of training colleges to attempt a much fuller and more homogeneous treatment of such important subjects as educational psychology, history of education, and the principles and methods of teaching. In the first year of the higher course provision has been made for studies in history and geography; the examination in these subjects would (in accordance with general conclusion (2)) be internal, *i.e.*, conducted by the training school authorities, who are practically free to frame their own courses, provided the needs of the primary school are kept in view. The introduction of a course in geography was specially necessary, as most secondary school pupils take history, but not geography, for their Junior and Senior Certificate examinations. The syllabus in hygiene in the new primary higher course is fuller, more systematic and more practical than the old. In nature study much freedom is allowed; students may take either of the alternative courses prescribed for the primary lower "or any other approved course"; and it is stated that "stress should be laid throughout on the *method* of teaching nature study in the primary school." Students taking the higher course are, like those taking the lower, to have instruction in practical phonetics, in which vocal exercises and drill are to be regarded as of central importance. In both courses stress is laid on the importance of music as a cultural subject and as a source of recreation. Choir-singing,

as well as occasional concerts, lectures and recitals are recommended as means of developing the students' general musical appreciation.

*Special Courses of Training.*—In 1923 there was a welcome increase in the number of students taking the infant school teachers' course. In the revision of that course the syllabuses in music and drawing have been improved, and minor changes have been introduced in other directions. The number of students taking the physical culture teachers' course remained the same as in 1922. Special courses which combined drawing and one other subject—needlework or woodwork (with some metalwork) or nature study—were held at Cape Town as well as at the Paarl Training College. There were 17 special course students at Cape Town, and 16 at Paarl; the courses were highly successful, and at both centres interesting exhibitions of work were held. Two students of the Cape Town Training College took a special course in elocution and speech training, in connection with the South African College of Music. The disappearance of the Departmental centre for the training of domestic science teachers is regretted. It is understood, however, that arrangements have been made for the training of such teachers at the Cape Town Technical Institute and also at the Huguenot University College, Wellington.

#### GENERAL PROGRESS.

*Methods of Teaching.*—The difficulty continues of obtaining teachers of method who have had successful experience as primary school teachers. This matter was fully discussed in the report for 1922. Considerable help has, however, been rendered by the publication of the Department's handbook "The Primary School: Suggestions for the Consideration of Teachers." While it cannot be regarded as a detailed text-book, the handbook does represent a systematic and concerted effort to relate school methods to our special conditions in South Africa, and it will be a valuable and suggestive guide both to staffs and students. Revision of the articles included will no doubt be arranged for from time to time. The chapter on the single-teacher school in particular would not be regarded as definitive, least of all by its authors. It is interesting to record that a number of training schools this year carried out experiments in the teaching of grouped classes, thus preparing the way for the new primary lower requirements in this respect. A great difficulty at some centres is to provide a single-teacher school for practice, either in a permanent form or by detaching small groups of children from a larger school, so as to make up a temporary single-teacher school for demonstration purposes.

*Special Subjects.*—There is evidence that the arrangements made, early in 1923, for visits of instruction (of some length) to training schools by the Departmental Instructors and Instructresses, have proved of much value to the students in training, especially in those centres where a special subject (*e.g.*, drawing) happens not to be in the hands of a highly qualified teacher. The visit of each instructor has been devoted partly to giving such instruction as appeared necessary, and particularly to supervision of the practice teaching of the students in the special subject. It must be pointed out, however, that such visits neces-

sarily interfere to a certain extent with the normal activities and programmes of the training schools, and the need for them will no doubt be less in later years, except in centres where a new and inexperienced teacher takes charge of a special subject. I think that at the present time expert guidance and instruction are specially needed and would be welcomed in subjects which either have been newly introduced or have assumed a place of increased importance in the courses of training, for example, nature study and supplementary forms of handwork (*cf.*, primary lower course, paragraphs 20 and 21b). The proposal that the Medical Inspectors should give a few lectures on the general scope and purpose of the courses in hygiene and physiology is warmly welcomed.

*Official Languages.*—Up to the present time a quite disproportionate amount of time and energy has had to be devoted by training school staffs to instruction and training in language as such. This is to some extent inevitable in a bilingual country. But the burden of the training schools would be greatly reduced if a higher general standard could be secured in secondary schools in the oral use of language. As regards English, which I examine personally in the training schools, I have long observed among the students in training a very serious diversity of attainment in the oral use of the language, even in such elementary qualities as clearness and reasonable correctness of pronunciation. The present is a critical juncture for language in South Africa. Afrikaans has taken its place definitely in our system of education, and a strong effort is needed to establish a clear standard pronunciation of that language as well as of English. Fortunately a form of oral test has just been introduced into the Department's Secondary School examinations; and I think that an excellent opportunity lies ready to hand for improving the standard of speech, in both official languages, throughout the country. It is most essential that all who are concerned in the oral testing of language should have a common standard, and definite ideas of what it is reasonable to expect and aim at and of the means by which the results desired may be achieved. As a starting point, I feel sure that some study and knowledge of phonetics would be of great value, provided that it is not merely theoretical and is used by the teacher simply as a basis for practical exercises which will improve the pupils' speech. Any improvement which may be effected in the speech habits of in-coming students will be warmly welcomed by training school staffs, who will in consequence feel themselves more free to devote their full energy to the students' professional training and also to aspects of language work (*e.g.*, literature), which have a high cultural value.

*Oral Examination in Language.*—During the past year close attention has been given both by my colleague, who was responsible for the examining of Afrikaans, and by myself to the requirements for a pass in language and to the mode of procedure to be followed in applying tests. Clear correct pronunciation being taken for granted, the two central aspects which, in doubtful cases, have to be subjected to close testing are:—

- (1) The student's grasp and ready command of the fundamental "sentence-moulds" and grammatical forms of the language.

- (2) His range of ordinary current vocabulary, such as would be required in simple conversation or intercourse and in the work of the school.

The test in "Reading," in the case of weak students, becomes therefore really a test in *oral composition*, as is indeed provided for in the syllabus (paragraph 16).

*Private Reading and other Cultural Elements.*—The Department has never aimed at making its courses of training for teachers strictly and exclusively professional. The students who enter the training schools are often very young and undeveloped, especially those who take the primary lower course, and are in need of formative influences as well as further development in general education. Even in its revised form the primary lower course contains elements which serve the purpose of general as well as professional education, for instance the courses in history and geography. A more definitely cultural element is the study of literature and literary history, which has been a feature of the primary lower (or "P.T. Sen.") course since its inception in 1912. Every effort has also been made to secure the greatest amount possible of aesthetic and generally "cultural" value from such subjects as music, drawing and physical exercises. But probably the most important instrument of general education, and of self-education, in the training schools (Native and Coloured, as well as European), has been the system of private reading, which has been organised on a broad and liberal basis since about 1910. Steps are now being taken to re-organize the students' private reading on a two-year basis, corresponding to the general arrangement of the teachers' courses; and in the new syllabus it is suggested that "in regard to their private reading, students should receive guidance in methods of approach and study suited to the various types of book read." It is recognised that the students' private reading should serve in the first instance for stimulus and refreshment, and the control of such reading should be in no sense rigid or inquisitorial. On the other hand, an effort is made to keep the private reading from becoming too limited in range, the aim of such reading being to raise and broaden the students' general intelligence. Consequently suitable types of book have been drawn up, after consultation with the principals of training schools; and students are recommended to read in the two-years' course at least one book of each type specified. It is regretted that, during the last few years, the Department has been unable to assist training schools in adding to their libraries and so obtaining a large variety of books, under each type for the students' private reading. Among the types suggested for private reading in the primary lower course are: Famous Tales, Biography, History (South African and General), Tales of Adventure, Animal Stories, Standard Fiction (General and Historical), Short Classics (Prose and Verse), Popular Science and Nature Study, Description and Travel, Education (*e.g.*, Petalozzi's Leonard and Gertrude), Humour, Art, "General" (Current Events, etc.).

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

#### A.—COLOURED TRAINING SCHOOLS.

*Student Enrolment.*—In 1924 there were 371 student-teachers in the four coloured training schools, as against 367 in 1923 and 323 in 1922. But training of coloured teachers was carried on in [C.P. 4—'25.]

21 other schools, of which the most important were Paarl (Higher Mission School), Wynberg (Battswood), Genadendal, Worcester, and Riversdale (Berlin Mission, and English Church Mission). The total number of students in centres other than training schools was 233, as against 230 in 1923 and 179 in 1922.

*Need for the Concentration of Coloured Teachers' Training.*—The need to concentrate the training of coloured teachers in a few well equipped institutions was referred to in my report for 1922. As far as European training is concerned, the process of concentration extended over a great many years and is now complete; the training of native teachers in the Province has always been carried out, with missionary assistance, at centres with suitable buildings, staffing and equipment; at present there are only two centres, Mariazell and Lamplough (Butterworth), which train native teachers and have not been raised to the status of training schools. There remains, therefore, only the field of coloured teachers' training, to which the principle of concentration has still to be applied. In course of concentration, it may become necessary to establish one or two new coloured training schools, in addition to those at present recognized. Any such development should be decided upon only after a thorough statistical inquiry has been made into the normal annual demand for coloured teachers.

*Courses of Training for Coloured Teachers.*—As already indicated, the first year of the new primary lower course came into operation in 1924. That year is, like the corresponding year of the native course, preparatory and non-professional in character. Coloured students are still admitted to the lower course after passing Standard VI, a low qualification and of less uniform standard and value than a pass in, say, the Junior Certificate of the European Secondary School. A sifting process is therefore desirable at the close of the first year of training, which is intended—to use the terms of the new primary lower syllabus—“to ensure a firm basis of knowledge in essential primary school subjects, and such a control of language, oral and written, as is indispensable for the successful pursuit of the course of study in the remaining (professional) years of the course.” It will also “lay the foundation in certain directions (*e.g.*, elementary science), of a broader general education, which will be continued, as far as time permits, during the two years of professional training.” Interesting features of the first year of training, apart from the introduction of elementary science, are the definite place given to the second official language (in which there will be an oral as well as a written test), the introduction of elementary phonetics (as in the European courses), and the increased importance given to manual and industrial training (including forms of handwork other than woodwork or needlework). These same features appear in the second and third years of training; and attention may also be drawn to the class teaching requirements, which take account of both official languages, of the “direct method,” and of the needs of the small single-teacher and two-teacher schools; to the introduction of a full and practical course in physiology and hygiene; and to the definitely South African bent of the new course in history. As in the European and native primary lower courses, the testing of the students' work in

the second year (*i.e.*, the first *professional* year) is entrusted to the principal and staff of such training centre.

For the present the requirements for the first year of the coloured primary higher course are being kept the same as for the third year of the primary lower course; but a complete separation of the two courses may be effected later, if a sufficient number of students come forward who have successfully completed Standard VIII of the secondary school course. It should be noted that students or acting teachers are admitted to the final year of the higher course if they have obtained the primary lower certificate (or “third year junior”) in the first grade, or if, while holding that certificate in a lower grade, they have had two years' teaching experience and are specially recommended for the higher course by their circuit inspector. The introduction of a special coloured infant school course, which is long overdue, should prove of great value in the field of coloured education.

*Native Students in Coloured Training Schools.*—The admission of native students to coloured training schools has been customary in the past and is still contemplated in the new coloured primary lower course (paragraphs 6 and 22, Note). Such students may take a native language instead of the second official language, and will, in that case, if successful in their examination as a whole, receive a native primary teachers' certificate. There seems to be no serious objection to the admission of such students, provided they have a good knowledge of the official language which is the main medium of instruction at the coloured training school they attend. Native teachers so trained would probably give valuable service in coloured schools (distant from the native territories), which have a considerable number of native children on the roll. In the past the mistake has been made of admitting to coloured training schools natives who came from definitely native areas, and whose grasp of an official language is wholly inadequate; such students, becoming discouraged, make little progress themselves, and seriously retard the progress of other students in their class.

#### B.—NATIVE TRAINING SCHOOLS:

*Student Enrolment.*—In 1924 there were 1,501 student-teachers in the native training schools, as against 1,646 in 1923 and 1,719 in 1922. Outside the training schools there were 98 native students in training, at Mariazell and Lamplough (Butterworth) Mission Schools, as against 127 in 1923.

*Courses of Training.*—The second year of the new primary lower course for native teachers came into operation in 1923, and in 1924 the old “pupil-teacher Junior” course, as far as the native training schools are concerned, was completely displaced. The new course has so far passed into operation very smoothly, though it is felt by some centres to be fairly heavy and may have to be lightened, at least temporarily, in some directions. The examination at the close of the preparatory year is serving its purpose of excluding from the two professional years students who are evidently unfit to proceed. The percentage of failures in the first year examination is high; but it is important that reasonably good material, better it is hoped than in the past, should be passed on to complete the full course of training. The incidence of failure would be much less severe if a higher and

more uniform level of attainment for a pass in Standard VI, especially as regards the official language, could be secured. This is a matter which is receiving the close attention of the Chief Inspector for Native Education.

*General Progress.*—In the preparatory year of the lower course the main stress was laid, during 1923, on language work, especially the study of the official language, and on the new elements in the course—elementary science, hygiene, and manual training. In all these directions it seemed to me that very successful work had been done. The work in the official language, which I examine orally, is being conducted on sound modern lines, and indeed has been for years. The method work in the second year is being re-organized in most centres very effectively; the native language is being given its proper place in the general instruction of the junior standards, and the students are learning how to introduce the child's second language (*i.e.*, the official language) by scientific modern methods. Valuable guidance has been afforded to teachers in native training schools by the series of memoranda ("Native Education: Suggestions to Teachers"), which are appearing in the Education Gazette, on the subjects of the native primary school course. It is hoped that these memoranda will soon be re-issued in the form of a handbook.

The native primary higher course, which was taken in 1923 for the first time, at Healdtown and Lovedale, proved to be a most interesting and promising experiment. The students acquitted themselves most creditably in the practical subjects which it fell to me to examine: the class teaching was very good in both centres, and the elocution and speech training at Lovedale were of outstanding merit. The students showed, besides, great keenness in regard to their studies, and displayed much general intelligence under oral examination. They also appear to have done excellent work in the papers of the written examination. It is hoped that the course will become a popular one, and that it will in future be taken by many students of like calibre to those of 1923.

#### RETIREMENT OF TEACHERS:

I gladly take this opportunity of testifying to the great service which has been rendered to the cause of education by two principals who retired on pension at the close of 1923. Mr. G. V. Teychenné has for many years been principal of the "Perseverance" Coloured Training School, Kimberley. His great force of character and originality of mind have left a strong impress on all the students who have passed through his hands; and his genial nature and warm sympathy won him the affection and confidence both of the coloured community and of native students drawn from every part of South Africa.

Miss Florence J. Davies, B.A., principal of the "Augusta" Training School, All Saints (Engcobo), had a shorter period of service in this country; but it was exceptionally efficient and fruitful of fine results in the sphere of native education. Moved by the missionary spirit, she came late to South Africa, after a distinguished scholastic and professional career in England. But, though she entered late on a new field of work, her highly trained mind enabled her to grapple rapidly and effectively with the pro-

blems of native life and education. Even the structure of the Xosa language she quickly mastered, and she was able in a few months to give more effective instruction in the grammar of that language than many teachers who have spoken it from childhood.

In view of the present financial position and the difficulties and embarrassments which it has caused in educational administration, I have refrained from commenting in detail on obvious defects which exist in the training schools in regard to buildings, apparatus and equipment. Certain of these disabilities were referred to in my report for 1921.

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

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

#### GENERAL.

The beginning of 1922 saw the introduction of the Primary School Course for Native Schools and the Native Primary Lower Teachers' Course, and the two years now under review were chiefly spent in developing the work of the schools on the lines of these two courses. Owing to the inclusion of various new subjects such as native handwork, gardening and domestic science, for which it was not easy to provide when there were no funds for the purchase of material or equipment, this development involved considerable effort on the part of the Department's officers, school managers and teachers. Nevertheless substantial progress was made during the period in adapting the work of the schools to the new curricula.

The task set by the Native Education Commission of 1919, of broadening the curriculum of Native Schools and adapting it to the life and needs of the Native child, heavy as the work was bound to be in any case, was made immensely more difficult by the fact, that it had to be done without incurring additional expenditure. From year to year, in the hope that means would be provided in the near future for meeting at least the most urgent needs of education, appeals have been made to managers, people and teachers, as far as possible, to make up by local effort what could not be provided for out of Government funds. In most instances a hearty response to the appeal has been made; but this cannot go on indefinitely. I would, therefore, press once more the urgent need of provision for meeting at least some of the most pressing claims during the financial year, 1925-26. It is understood that a Native Development Fund is to be created, out of revenue to be raised by special taxation of the Natives. Two annual advances have already been made by the Union Government against this fund, specifically for the purpose of improving Native teachers' salaries. This was much appreciated; but during the new financial year, an additional advance, for purposes of development, should be treated as a matter of urgent need.

By reducing the number of classes for the Lower Course at Healdtown and Lovedale, it was arranged that, at the beginning of 1923, classes for the Native Primary Higher Course should be opened at these schools in January. This course aims at qualifying teachers for the principalships of large schools, and especially for the teaching of standards V. and VI. Unfortunately it was

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not possible to take up the Native Infant School Course, a course which is the more necessary because the teaching of the sub-standards in native schools is frequently so unsatisfactory.

The final examination of the Native Primary Lower Course was held for the first time in December, 1924. In view of representations from several quarters that the course was overburdened, and that the inclusion of additional manual and industrial training would seriously prejudice the instruction and training given on the scholastic side, it is interesting to note that the results of the examination fully justified the content of the course, showing, as they did, that this was quite within the powers of the average Native student. So far from prejudicing the scholastic subjects, the extension of the practical side had evidently given a new life and interest even to these subjects.

In 1923 and 1924, the Government advanced £60,000 for the improvement of native teachers' salaries, of which half was allocated to the Cape Province. As it had been estimated that over £100,000 would be required to finance a satisfactory scale of teachers' salaries, it will readily be understood that the amount provided could not go far in this direction. It sufficed, however, to put up to the present unsatisfactory scales those salaries which were below scale.

In connection with the allocation of the advance referred to, conferences of the Native Affairs Commission and representatives of native education in the four Provinces were held in Cape Town and Pretoria. The opportunity was taken at these meetings to discuss the questions of uniformity of native teachers' salaries in the four Provinces, and the equivalence of the native teachers' certificates granted in the Cape, Natal and the Transvaal. In consultation with the provincial representatives, the Native Affairs Commission prepared a scale of salaries towards which the Provinces might work. This scale is somewhat higher than our present scale, but by no means as high as the scale this Department would like to see adopted. As already indicated, however, it was not possible to put native teachers' salaries even up to the Commission's scale.

Once again missionary bodies came to the assistance of the Department in the matter of helping teachers to qualify themselves for the work of the new primary course. In January, 1923 and 1924, summer schools, well attended by acting teachers, were held at Lourdes in East Griqualand. In July, 1923, a large winter school, organized by the authorities of the Fort Hare Native College and the Lovedale Institution, was held at Lovedale and attended by 287 students. This course was almost immediately followed by a winter school arranged for by the principal of the Tiger Kloof Institution. This course, the first of its kind in the north of the Province, was especially appreciated by the students, and gave a considerable impetus to education in that part. Then under the auspices of the Transkei General Council, a course in agriculture for teachers was provided at the Council's farm at Tsolo. The organization of these courses of instruction involved for the institution authorities and their staffs much additional work, a good deal of responsibility, and probably some expense. The Department greatly appreciates the assistance thus given. In addition to these courses, the Department's officers organised courses of instruction at Baziya, Corana, Mafeking, All Saints',

Bensonvale, and King William's Town. At the Mafeking and King William's Town courses the whole time was given to forms of native handwork.

The large numbers of teachers who came to attend these courses, without any financial assistance towards their travelling expenses or their board, and often from great distances, are convincing proof of the earnestness of the teachers as a whole, and of their desire to fit themselves adequately for their work.

In view of the requirements of the primary course in native handwork, interest attaches to the exhibitions of school handwork held in Queenstown and Kimberley. The Queenstown exhibition was suggested by Sister Bessie, C.R., of the St. Andrew's Mission in Queenstown, and was organised principally by Sister Bessie and Inspector Spurway, with the assistance of other officers of the Department and of native teachers. The exhibits numbered about 2,500 and came from many parts of the Province. Demonstrations of various kinds of handwork were also provided. The Kimberley exhibition was on a smaller scale, but was also completely successful. These exhibitions were of great educational value, and the many teachers who visited them derived considerable assistance towards organising the teaching of native handwork in their schools.

#### SUPPLY OF SCHOOLS.

The following table shows the number of native schools which were in operation during the fourth quarter of 1924, as compared with the total numbers for December, 1922:—

	Number of Schools.							
	Train- ing.	Second- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mis- sion.	Total. 1924.	Total 1922.
Province Proper.	6	1	1	4	4	517	533	546
Transkei ..	8	—	—	—	4	1,050	1,062	1,056
Total, 1924 ..	14	1	1	4	8	1,567	1,595	—
Total, 1922 ..	14	1	1	3	9	1,574	—	1,602
Increase ..	—	—	—	1	—1	—7	—7	—

While some parts of the Province are well supplied with schools for native children, there are many others in which additional schools are much needed. The Transkeian and Western Pondoland General Councils and the Eastern Pondoland Trust Fund maintain a considerable number of native schools, which the Department is unable to take over for lack of funds; and there are in addition many cases in which the people out of their poverty pay a teacher to give instruction to their children. These efforts show the natives' appreciation of the advantages of education, and do them great credit; unfortunately, owing to the small salaries paid, the teachers are frequently not sufficiently qualified to do the work well. With the assurance that the amount to be raised would be spent on providing additional educational facilities for their children, there is good reason for believing

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that the great weight of intelligent opinion among the natives would willingly agree to an equitable form of additional taxation for education.

The delay in providing funds for native development made it impossible to do anything to provide additional schools at which native pupils could carry their education beyond standard VI. As there is only one secondary school for natives in the Province, the great majority of those who pass standard VI. have no other means of carrying their education further, than by attendance at a training school. As many of them have neither desire nor aptitude for the teaching profession, the present system involves waste of effort. Were additional secondary schools provided, it would be possible to limit attendance at the training schools to those who were likely to be efficient teachers, others being advised to attend a secondary school. In some of the larger towns like Port Elizabeth and Kimberley, where children pass standard VI. at an age when they should not be taken from school, and are on the other hand too young for professional training, this demand for a measure of secondary education is very strong, and means should be provided for meeting it.

#### NUMBER OF PUPILS.

*Enrolment.*—The number of pupils enrolled in the several classes of schools during the fourth quarter of 1924, as compared with the corresponding totals for 1922, were as follows:—

	Number of Pupils.							Total 1922.
	Train- ing.	Se- cond- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mis- sion.	Total	
Province Proper.	773	126	264	190	178	40,145	41,676	40,893
Transkei ..	725	—	—	—	83	73,109	73,917	70,883
Total, 1924..	1,498	126	264	190	261	113,254	115,593	—
Total, 1922..	1,722	116	294	142	252	109,250	—	111,776
Increase ..	—224	10	—30	48	9	4,004	3,817	—

The year 1924 was one of almost unparalleled drought in the Eastern Province. It is a tribute to the eagerness of the natives for education and to the enthusiasm of school managers, that in a time of distress, amounting in some areas to famine, and without incurring additional expenditure, it was possible to bring 3,817 additional children into school during the period. In 1923 the increase amounted to nearly 8,000, but the distress of 1924 reduced this to the number given. Had it been possible to provide assistant teachers wherever they were required, the increase would have been larger, for new pupils have sometimes had to be refused because the staff could not deal with a larger number than they already had. This question of understaffing is a serious one, and will have to be one of the first to be dealt with when additional funds become available.

*Average Attendance.*—The average attendance of pupils during the fourth quarter of 1924 was as follows:—

Province Proper	..	33,291 or 79.9 per cent.	} of the enrolment.
Transkei	..	59,985 or 81.2 "	
Total	..	93,276 or 80.7 per cent.	

The percentages of attendance to enrolment for 1922 were 78.7 in the Province proper, 80.1 in the Transkei, and 79.6 in the Province as a whole. In the period under consideration the average attendance was therefore slightly higher than in the previous year, and considerably higher than in 1921, when the percentage of attendance to enrolment was 78.8.

At the meeting of the Transkei General Council in 1924, it was suggested that some form of compulsory attendance should be enforced. In certain advanced areas it might be possible to do something in this direction. Such areas, however, are few and small. For the present it does not appear that the time is ripe for the application of compulsion. The people are seldom in a position to employ servants, and therefore must make use of their children for herding and field work. Further, when the available school buildings do not satisfactorily accommodate the present numbers, it would be fruitless to seek to compel larger numbers to attend.

#### ATTAINMENTS OF PUPILS.

The pupils in the schools inspected during the year 1924 were classified as follows, student-teachers being excluded from the table:—

Class.	Second- ary.	Prim- ary.	Even- ing.	Indus- trial.	Mis- sion.	Total.	Per- cent- age. 1924.	Per- cent- age. 1922.
Sub. Std. A	—	57	74	—	43,726	43,837	43.2	43.0
„ B	—	26	25	—	16,062	16,113	15.4	15.3
Stds. I.	—	30	17	—	13,003	13,050	12.8	13.1
II.	—	26	18	—	9,853	9,897	9.8	10.0
III.	—	31	5	4	7,955	7,995	7.9	7.7
IV.	—	19	6	17	5,360	5,402	8.3	5.6
V.	—	54	6	54	2,891	3,005	3.0	3.1
VI.	30	39	2	68	1,845	1,984	1.9	1.9
VII.	59	—	—	17	24	100	.1	.09
VIII.	45	—	—	—	—	45	.03	.05
Unclassified	—	—	—	73	—	73	.06	.05
Total ..	134	262	153	233	100,719	101,501	—	—

These figures should dispel the fears of those who consider that native education is being overdone. Nearly 60 per cent. of the pupils were in the sub-standards; 5 per cent. went beyond standard IV.; and only 13 in 10,000 were carrying their general education beyond standard VI. Moreover, it must be borne in mind that this refers only to school-going children, and takes no account of large numbers of children who are not at school.

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The disproportionate numbers in the sub-standards have been the subject of much attention. It has been a common practice of principals to put their least efficient assistant in charge of the sub-standard classes, and the work of the infant department has commonly been so poorly organised and so inefficiently carried out, that pupils have sometimes remained in these classes for three or four years. No opportunity has been lost, on the occasion of teachers' meetings and through the medium of the EDUCATION GAZETTE, of insisting that a change must be effected in this matter; that the infant classes are to be entrusted to the best qualified female assistant; that they are to be efficiently taught; and that the pupils are to be pushed forward into standard I. as soon as they are fit to undertake the work.

There are various other reasons for the large proportion of the pupils in the lower classes. One of the most serious is the faulty organisation of schools as a whole: (a) in respect of the division of work among the staff, and (b) in respect of the grouping of classes. Formerly a large proportion of school reports showed that the teachers of the lower classes had assigned to them more pupils than they could deal with effectively, while principals and first assistants contented themselves with a few pupils in the upper standards. Moreover, where several classes were under one teacher—which is the general rule and not the exception—classes were frequently assigned to a teacher, which could be taken together for any one subject; whereas the primary course was so framed as to make grouping easy where a teacher taught consecutive classes. The matter has, however, been seriously taken up during the last two years, and the result is a decided improvement in school organization.

#### TEACHERS.

At the end of 1924, 3,366 teachers were employed in native schools. Of this number, male teachers numbered 1,952, or 58 per cent., a proportion almost identical with the previous year's. Certificated teachers numbered 2,764, or 82.1 per cent. This percentage compares very favourably with the percentage for 1922, when the proportion of certificated teachers was only 74.6 per cent. in the Province proper and 72.7 per cent. in the Transkei. The proportion is highest in the case of male teachers, of whom 89 per cent. are certificated. Of the female teachers 72 per cent. are certificated. Many teachers returned as uncertificated have undergone partial training, and have obtained a first- or second-year certificate. The proportion of wholly untrained teachers is therefore small.

A considerable number of uncertificated teachers are allowed to retain their posts on the grounds of long and successful service. Other uncertificated teachers, appointed after December, 1921, are approved temporarily, and managers are expected to spare no efforts to replace them by fully qualified teachers. This is the more necessary by reason of the fact that, owing to the restriction of new appointments, numbers of certificated native men are unable to obtain posts in schools.

As in all large public services, the staff of native teachers employed in schools under the Department embraces a number who take their duties lightly, and fail to realise the great responsibility lying upon them as teachers and trainers of the young.

As a whole, however, the teachers are anxious to do their work well, and do it often amid discouraging influences and difficult circumstances. Many a teacher is the only representative of civilisation in an entirely heathen community; and anyone who knows heathen life cannot fail to realise the cost, to such a young man or woman, of maintaining the habits and ideals he acquired in the training school. In this connection, mention should be made of two teachers who retired during the year, Miss Jessie Mabandla, of Tsolo, and Mrs. Emma Nkonyakazi, of King William's Town, who for thirty years not only taught their pupils successfully, but exercised a wide and enduring influence for good in the community at large. The value of such teachers is incalculable.

On the other hand there are others who are more concerned with the rights than with the duties of their office. Among a certain section there is a growing tendency to call in question the lawful control exercised by managers. Ordinance No. 5 of 1921 has carefully safeguarded the interests of the teacher, but it leaves the manager still the employer; and it does not excuse an attitude of opposition to the missionary authorities that control the school. In cases which the Department is called upon to deal, every consideration is shown for the teachers' rights, but as guardian of the children's interests the Department is compelled to see that the training of the young is not left in the hands of those who show themselves unfit for the responsibility.

The removal of anomalies in salaries, which was made possible by the advance received from the Union Government, has been much appreciated by the teachers concerned, an appreciation which they have not been slow to express. It can, however, be looked upon only as an instalment of what has long been overdue to the native teachers of this Province. The inadequacy of their salaries has become a byword. Letters are frequently received from teachers in which they reiterate, with pathetic trust in the goodwill and power of the Department, that they cannot live and bring up their families respectably on their pay. The goodwill is there, but until the Government arranges for the necessary funds the Department is helpless. The teachers have greatly strengthened their claims to relief by the loyalty and patience with which they have borne the meagreness of their pay. It is time that these claims were satisfied.

#### TRAINING OF TEACHERS

The year 1924, was the third year of the Native Primary Lower Course, and the second year of the Native Primary Higher Course in native training schools. For the second year of the Lower Course there is no external examination, promotion to the final year being left to the discretion of the principal of the training school.

The number of candidates for the two external examinations of the Lower Course and the final examination of the Higher Course were as follows:—

	N.P.L. 1.	N.P.L. 3.	N.P.H.
Total number of candidates .. ..	710	420	9
Number who passed .. ..	433	295	7

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The fact that 70 per cent. successfully completed the course for the Primary Lower Certificate may be taken as satisfactory evidence that the course is not beyond the powers of the average native students. With better material coming in from the practising schools, it should be increasingly easy to do justice to the requirements, and become possible to exact a higher standard of attainment at the examination. So much depends on the quality of the teachers, that any improvement thus attained will naturally react strongly on the work of the primary schools.

It was somewhat disappointing that the number taking the Primary Higher Course was not larger. The requirements for admission to this course are fairly high for the natives, with their present educational facilities. When additional secondary schools are opened, however, there is reason to believe that the number will go up rapidly.

Before closing this section, acknowledgment should be made of the enthusiasm, energy and skill shown by the staffs of the training schools. It was known that the working out of the new courses of training would not be easy, and for success the Department had to depend upon the training school teachers. By means of their loyal assistance, however, it is possible to report a gratifying measure of success. Acknowledgment should be made also of the readiness with which the principals of training schools have carried out, without financial assistance from the Department, various suggestions for the effective carrying out of the new training course.

#### INSTRUCTION IN THE PRIMARY SCHOOLS.

In 1923 and 1924 the task before inspectors and teachers was to develop in native primary schools the working of the Native Primary School Course, introduced in the previous year. This involved more particularly, (a) the introduction of new subjects, for some of which the teachers had had no special training, and (b) the application to all subjects of the principles underlying the course, viz., (1) the linking up of school instruction with the knowledge already possessed by the pupil, (2) the close connection to be maintained between the instruction given and the children's daily life, and (3) the adaptation of the teaching to the children's future needs. The task proved a heavy one to inspectors and teachers alike, and it was sometimes necessary to remind critics that it is the first step that counts, and that the task would become easier each year, and much easier when schools were staffed with teachers trained on the lines of the new requirements.

*Suggestions for Teachers.*—In order to help the teachers in their work, the articles in the EDUCATION GAZETTE, begun in 1922 and dealing with the teaching of the subjects of the primary school course, were continued during 1923 and 1924, and republished in book form, under the title *Suggestions for the Consideration of Teachers in Native Primary Schools*. The articles were the work of many experienced inspectors and teachers. In each case one who had made a special study of the subject, and had successfully dealt with it in practice, was asked to write the original article. This was revised and, where necessary, brought into line with the considered policy of the Department. The revised draft was then submitted to a number of other experienced persons for criticism and suggestions, and these were carefully considered be-

fore the article was finally edited for the press. As the aim of the series was to give practical help to teachers, the articles were made as simple as possible. It is gratifying to learn that they have proved of real help. Every teacher in a Native school and every Native student in training is entitled to a copy of the book, and already a large number of copies have been distributed in this province. By special request the book has been supplied at cost price to two other departments of education in South Africa.

*Official Language.*—The efforts previously made to improve the teaching of the official language, and to raise the standard of attainment in this subject, were continued unrelaxed, the aim being to secure a real working knowledge of the language, which can only be gained by thorough oral instruction from the sub-standards upwards by means of the direct method. With a view to this, inspectors were again asked to pay special attention to the oral instruction given in the lower standards, and to insist on a good standard for a pass in standard VI. With the valuable assistance of Inspector Chisholm, test exercises in composition, done by pupils in standard VI., were circulated among the inspectors having native schools, to be marked with a view to collation and the standardizing of tests. As the language teaching in schools cannot be reformed in a few months, the results of these efforts will take time to make themselves fully apparent, but distinct improvement is already seen in the candidates coming for admission to training schools. A serious difficulty in attaining the desired end is the inadequacy of the supply of teachers who can successfully teach English composition up to the stage of standard VI.

*Native Language.*—Reports continue to come in to the effect that the native language does not receive the attention it is expected to receive. It is unfortunate that so many native teachers do not realise the worth of their own language, and the importance of maintaining it in its purity.

*Native Handwork.*—The teaching of native handwork has been substantially extended during the year, and for this the chief credit must be given to the enthusiasm and unflagging efforts of Miss Exley and Miss Buyskes, Departmental Instructresses of Needlework, who exercise the oversight of such work as grass- and rush-weaving, etc. The handwork exhibitions also created an interest where it had hitherto been lacking, and provided help where help was needed. The subject is compulsory in the primary school, but many difficulties present themselves, arising chiefly out of lack of suitable material in the locality and ignorance of the work on the part of many teachers. Provision for the subject, it must be borne in mind, has had to be made without financial assistance; and teachers have had not only to give instruction, but in the first instance to secure the material by their own efforts. This demand for initiative on the part of the teachers is not altogether an ill, but it has delayed development. Returns received from inspectors show that during 1924 work in grass, rush or palm-leaf was taught in 1,307 schools, work in aloe fibre in 263, in wool or mohair in 26, and in clay in 857.

While many of the articles made are still crude, there is a steady improvement in the quality of the work. In towns, where supplies of natural material are difficult to get, other forms of

handwork are being taken up. One of the most successful is tin-work, in which empty petrol tins are worked up by means of very simple tools into saleable articles for household use. The development of this is largely due to the efforts of Rev. K. O. E. Muller, of the Newton St. Paul's School of the Berlin Mission in Kimberley, who has also done much to place the fruits of his experience at the disposal of other teachers in Native schools. Other directions in which more experiment seems desirable are work in leather and wool and mohair.

*Gardening.*—The difficulties attending the introduction of gardening are yet greater than those involved in native handwork, since suitable land must be secured. This must be fenced, and a supply of tools and seeds must be bought—all by local effort, and without any assistance from the Administration. Steady progress has nevertheless been made in the inclusion of gardening as a school subject. It has now been established in about 384 schools. In addition, the necessary ground has been secured for about 450 schools, and instruction may be expected to begin in these as soon as this ground can be fenced. When it is considered that the year 1924 was a year of almost unprecedented drought and much distress, the progress made does credit to the inspectors, managers, headmen and teachers by whose efforts this has been attained. The progress made in school gardening in the Umtata circuit, under Inspector Houghton, deserves special mention: out of 133 schools in this area, gardening is taught in 128, and land has been secured for the remaining five.

Unfortunately there are other areas where little has been done to develop this instruction. Sometimes this is due to conservative managers, who fail to recognise the educational and economic value of the subject, and treat it as a fad of the Department. In other districts—and these, often districts that pride themselves on being more civilised than their neighbours—it is the headman and people who are the stumbling-block. It would appear that before long some measure of compulsion will have to be resorted to in such cases.

Unsolicited but none the less welcome testimony to the value of the instruction given in school gardening was received from a highly placed official of the Transkei General Council. After three years, this gentleman found himself compelled to state that a scheme that he had originally expected to prove futile had turned out to be of extreme value, and that not only were the pupils deriving benefit, but parents were following the lead of their children, and taking up the cultivation of trees and vegetables, where they had never done so before. Reports are also received of gardens so successfully conducted as to provide not only instruction for the pupils, but a steady income for the benefit of the school, enabling teachers to secure various articles that could not be obtained from the Administration, and to assist in maintaining the school building in good repair.

*Domestic Subjects.*—Corresponding to gardening for the boys elementary instruction in domestic subjects should be provided for the girls. Unfortunately it has not been possible to provide special teachers of this subject in the training schools, and consequently very few teachers in the primary schools are qualified to give such instruction. This is the more regrettable because of the

great importance to be attached to a knowledge of food values, of the best means of preparing food, and of general home-craft, among a people whose mode of living has undergone a radical change, as a result of contact with civilisation. One of the first objects to be undertaken by means of any funds for Native development should be the appointment of teachers in domestic science in all training schools attended by girls, and the extension of the subject to the larger mission schools.

#### INDUSTRIAL SCHOOLS.

There is little change to report in connection with the industrial schools aided by the Department. Any extension of industrial education would require a considerable sum of money. As this has not been forthcoming the several industrial schools have had to carry on their work on existing lines, save that in one school—Tiger Kloof—the Principal, bearing in mind that the aim underlying all industrial training of natives was not to turn out journeymen for work under European contractors, but to train tradesmen capable of carrying on their trade among their own people, arranged for a considerable widening of the course of instruction given to the apprentices of the institution. This course now embraces all that it is necessary for the apprentice to know, in order that he may establish himself in a native area as a tradesman to the people of his own race. Such a course of training involves more cost to the institution, but turns out a much more useful agent in the development of the native race.

Excellent work in spinning and weaving has for long been done at St. Cuthbert's Mission, near Tsolo. In the past, several of the girls on leaving have bought spinning wheels to take home, and have spun yarn, which they sold to the Weaving School. During 1923, some of the girls went to the length of purchasing looms, at a cost of £25 each, in order to carry on in their own homes the much more exacting work of weaving. At Idutywa two of these girls have established a school of their own, without Government assistance, for instructing the girls of the neighbourhood in the working of wool. This instance of self-help is typical of much that is going on among the natives, in the direction of working out their own development. Such a spirit is surely deserving of all possible encouragement and practical support.

#### BUILDINGS, FURNITURE AND REQUISITES.

*Buildings.*—The maintenance of school buildings becomes no easier a burden to managers. It would almost appear as though the Administration's assumption of responsibility for teachers' salaries has led the people to look upon schools more as government institutions than their own, and therefore to be less willing to keep the buildings in repair. Moreover, as the buildings are generally used for church as well as school purposes, the parents who send their children to a particular school, but belong to a different church, consider that they should not be called upon to maintain the building, even although it be used mainly for school purposes. It is evident that some assistance will have to be given, when it becomes possible, towards the upkeep of buildings used for school purposes.

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*Furniture.*—The supply of furniture and its quality, in a large number of schools, are unsatisfactory. Owing to the financial state of the country, the Administration has not been able to meet the demands made upon it. As a result the work of the many schools is done under unsatisfactory conditions. The need of more cupboards, for example, in which to store supplies of books, handwork material, and finished articles, is clamant.

*Books, etc.*—The provision of Ordinance No. 14 of 1923, which required that missionary managers should remit to the Administration half the cost of books and other requisites supplied to pupils, pressed hardly upon many, particularly in those areas where drought and locusts had impoverished the population. The work of teachers is often handicapped by the lack of sufficient books for the pupils' use. Managers usually raise the necessary 50 per cent. of the cost by selling the books at half price, but to secure even this amount often proves difficult, especially in the circumstances referred to. The manager cannot be expected continually to supply books to a school if the people do not pay for them. The fact that books were once supplied free has made the situation much more difficult, for the average native parent does not readily grasp a change of policy. It would greatly relieve the burden on the managers and assist the teachers in their efforts, if a reversion to the free supply of books were arranged for.

#### JOINT CONTROL OF SCHOOLS.

This subject was kept to the fore throughout the years embraced in this report. In February, 1923, the necessary arrangements were made for the joint missionary control of the schools at Cookhouse, Somerset East and New Brighton; and from time to time additional schemes came up for approval. In most cases joint control was followed by amalgamation, which made it possible so to divide the work that the teachers were relieved of the burden of teaching three and four classes together. The change may confidently be expected to result in much great efficiency.

The importance of this matter of missionary co-operation lies not only in the increased efficiency to be gained from it, but also in its effect upon the relations of missionaries to each other, and to the people as a whole. There can be no doubt that, if the mission bodies which have control of schools united their forces in the interests of education, they would immensely increase their hold upon the people, many of the most intelligent of whom are growing impatient of denominational divisions in matters of education.

#### CONCLUSION.

It will be seen from this report that the years under review have been years of strenuous effort, directed towards the carrying out of the new courses efficiently. No one acquainted with the progress of native education during the period would maintain that the desired efficiency had been attained; and those who are most interested would be the first to admit how much strenuous effort remains to be put forth, before the system can be said to be in complete working order. It has been a steady aim to render the education of native children a real and not a bookish thing, and to adapt it to their future needs; and a distinct advance in this direction has

been made. In so large a field as the Cape Province, embracing 115,000 school children, progress necessarily could not be rapid, but it is hoped that it has been substantial.

The most regrettable feature of the period reported on has been that the needs specified at the conclusion of my last report remain unsatisfied for lack of funds. Commission after commission had reported on the inadequacy of the provision for native education, and it was confidently hoped that 1923 or 1924 would bring forth means for the adequate remuneration of native teachers, and for the initiation of urgently needed developments in native education. That these means were not forthcoming was a sore disappointment to the Department's officers, the native teachers, and the large body of natives who desire greater facilities for the education of their children and are prepared to bear their fair share of the cost.

I cannot close this report without referring to the loss which native education sustained by the death of Inspector W. H. Taylor, who, although he came new to it, quickly grasped the work and threw himself into it with such eagerness as probably to shorten his life. In his short period of service in the Kokstad circuit Mr. Taylor had won the confidence and the regard of all.

In conclusion grateful acknowledgment must be made of invaluable help afforded by missionary managers, many of whom have given of their best unsparingly; also of the ready assistance given by officers of the Native Affairs Department, the Chief Magistrate and his staff, Magistrates, officers of the Transkei General Council and others. The whole-hearted co-operation between the Native Affairs Department and the Provincial Department of Education has done much to make possible such development in the education of the natives as has taken place.

INSPECTOR: MR. R. BOWIE, M.A., RELIEVING  
INSPECTOR.

During the period under review, I was occupied in visiting and inspecting schools in the Cape Peninsula, in two other Western Province circuits, and in the Transkei.

As a newcomer to the Transkeian territories, I was impressed with the keenness of the native for the education of his children, and also with the many schemes adopted and recently put into practice for making the instruction more practical. In most schools visited, handwork instruction is given regularly and the finished articles in mat and basket weaving, clay-modelling, needlework, etc., were very creditable. There appears to be difficulty in getting land suitable for school gardening, and where land has been obtained, in getting implements and material for abse fencing.

The teachers in these schools require a great deal of guidance and supervision, and I would suggest that there should be periodical meetings for instruction of the teachers, conducted by the inspector. These should take the form of short courses to be held at convenient centres throughout the district for groups of teachers, when methods of class-management and teaching would be demonstrated, and the teachers would be instructed in proper methods of keeping registers and official documents. It would even be useful to read over and explain at these meetings the articles on teaching which have been recently issued in the

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GAZETTE, as my experience has been that these are frequently stored away without being studied.

It would also be helpful if managers of the schools accompanied the inspector on his visits as often as possible.

I had frequently to complain of the long time pupils are kept at sub-standard work, and I found that this department was generally neglected.

More advantage should be taken of the system of grouping the classes for the various subjects.

In the other circuits visited, much is done towards making the schools more efficient by the issue of circulars from the inspectors, and by meetings with the teachers shortly after they have taken up duties. Recent articles in the GAZETTE on method have also proved of great assistance, and, as these are being adopted, greater efficiency and more rapid progress are the result.

In my last report I remarked on the poor quality of the writing, and I have again to report adversely on this subject. It is very perfunctorily taught, and, as the examination of the written work of the pupils during the year is an important part of the annual inspection of the school, the poor writing is liable to be taken as a reflex of careless teaching in the other subjects.

In country schools, and in the smaller villages, English is very weak, and the teachers themselves appear to be diffident about expressing themselves in this language. As the pupils seldom or never hear this language spoken outside school, the time devoted to this subject should be increased, if the pupils are to have a working knowledge of English by the time they leave school.

In the district of Ladismith, the system of centralisation is being adopted with good results, and excellent school buildings have been erected at Adamskraal, Ockertskraal and Boschrivier.

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

This, my first year of office, it was a great privilege to visit the many schools and training colleges in the Western Province. For the past twelve years I have been in a Province where no inspection of music (either vocal or instrumental) was held. During the first term of my new work, it soon became clear to me, how advantageous such an inspection was, both to teachers and pupils alike.

Speaking generally, I found the standard of singing lower than what could be reasonably attained. Of course it is impossible to expect an ordinary teacher to be an expert in all the different subjects—they need help and advice, and it is very gratifying to see the eagerness displayed to further their knowledge in this subject.

Most of my time this year has been devoted to demonstration work, to give the full benefit of my experience gained the year previous, both in England and on the Continent. The ground I covered in my demonstrations consisted of:—

- (a) Musical appreciation.
- (b) Great composers and their works.
- (c) Breathing.
- (d) Aural culture.
- (e) Voice exercises.
- (f) Interpretation.

Finally, of showing in a simplified way how to make use of their tonic sol fa knowledge, to sing from the staff notation. The neglect of this (practically in all the schools and even in some Training Colleges) is regrettable.

Musical appreciation was greatly stimulated in most of the places I visited by my having given organ recitals, both in the Dutch and English Churches in order to give the children an opportunity of hearing good music. After school hours I have often taught the children to sing the new hymns and psalms which they afterwards sang at the organ recitals. This was such a great success at Robertson that the Moderator of the Dutch Reformed Church (Dr. van der Merwe) remarked that he would rather the school children sang on Sundays than a choir.

More time should be devoted to music in Training Colleges and schools, such as is done in Europe. For instance, Germany possesses a Ministry of Culture, and that body has issued an instruction that singing should occupy about four hours each week in the elementary school curriculum.

If only all concerned felt as much for the teaching of music as our worthy Superintendent of Education (Dr. Viljoen) music will ultimately receive its proper place in all our schools.

“Music is the birth right of each child.” These are precious words uttered by President Eliot of Harvard (America), and men like Dr. Viljoen and Sir John Adams (Professor of Education in the London University), fully endorse this statement.

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

When the history of education of the Cape Province is written, the year 1924 will stand out as a red letter year—the year when agricultural education came into special prominence.

An occurrence of the utmost significance to the future economic, social and moral welfare of South Africa was the important tour made by the Superintendent-General of Education to investigate the various systems of agricultural education in vogue in European countries, and the subsequent campaign launched by him during 1924 on behalf of agricultural education in our primary, secondary and high schools.

The series of lectures delivered by Dr. Viljoen on rural education, and his visits to different parts of the Province during the past year with a view to improving our educational system have aroused much interest, not only among the teaching profession, but among all other sections of the community in South Africa.

Several incidents which took place during the last year may be cited as evidence of the new spirit animating the South African people. Firstly, the question of agricultural education received more attention in the Provincial Council during 1924 than on previous occasions; secondly, the Superintendent-General of Education was most cordially received by the Congress of the Cape Province Agricultural Union at Middelburg during October last, and his pronouncement with regard to agricultural education was heartily endorsed; thirdly, newspapers have more freely discussed agricultural education than in the past; fourthly, more interest was shown in this subject at the Conference of the S.A.O.U. than at previous conferences; fifthly, numerous appli-

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cations have been received during the last three months for authority to establish courses in agriculture at various centres; sixthly, the Department has received numerous valuable free gifts of land and money from private individuals and communities for purposes of agricultural instruction, and finally a considerable percentage of teachers in rural schools has grappled with the question of agricultural education in a very enthusiastic and energetic manner.

If cases like Kaalplaats Primary School, Villiersdorp High School, Kakamas High School, Calvinia High School are specially mentioned as successful beginnings, it is not because there is any desire to single them out specially, but these are cases which in the short period of three months since my appointment have come under my personal notice. There are other centres where brave efforts are being made both by the school staffs and the local communities to introduce agriculture into the schools as a subject. Upington, Alexandria and several others could be named as such instances.

In every one of the above cases the teaching of agriculture was undertaken by teachers who had never studied the subject at a school of agriculture, and who, therefore, strictly speaking, did not possess any academic qualifications for teaching agriculture, but with a zeal and a vision which others may well emulate, they have done work in the cause of agricultural education which is most commendable.

Elsenburg School of Agriculture and Grootfontein have now made provision to give a two-year course in agriculture to prospective teachers, but it will be a considerable time before any such teachers will be available. In the meantime the most must be made of the services of those teachers who, although not fully qualified, at any rate have the vision and the enthusiasm to teach agriculture.

After my appointment on 1st October, I commenced on a general survey in order to investigate the possibilities of introducing agricultural education into schools at various centres under one or more of the following main heads as laid down by the Department, viz.:—

- (1) Nature study, with a strong agricultural bias and school gardening, in rural primary schools.
- (2) Rural continuation schools where retarded pupils after reaching the age of 15, who are not likely to stay in school later than the age of 16 years, and who in any case will return to the land, can be given vocational training for one year in one or more branches of agricultural pursuits, including some work in the three R's.
- (3) Secondary courses of instruction with a strong agricultural bias in secondary and high schools offering suitable facilities, and the "home project" scheme.
- (4) The practical training in gardening and perhaps poultry farming, after regular school hours, of the large numbers of country pupils housed in indigent boarding houses.
- (5) The training of teachers for the above classes of work.

For the present it has been considered inadvisable that any expenditure should be incurred by the Administration in either

purchasing or renting ground or buildings for purposes of agricultural instruction; nor has extra expenditure been incurred on teachers' salaries because of agricultural education.

It cannot, however, be denied that if agricultural education is to become more than a mere sham, considerable extra expenditure will have to be incurred in the near future.

As a result of the survey which it has been possible to make in the short period since my appointment, it has been found that in 21 secondary and high schools, suitable facilities exist for making a start with agricultural education, and in some of these a secondary course is already under way, while others will make a start as soon as the necessary equipment is supplied.

In every one of the 21 schools mentioned there is either a teacher fully qualified to teach agriculture or one who through an inherent interest in the subject, or because of practical experience, is able to make a start with the syllabus. Sooner or later more highly qualified teachers will have to take the place of these teachers.

Owing to the agreement arrived at during the Durban conference last October, some of the plans in connection with the establishment of special agricultural schools for pupils who have either passed the Sixth Standard or have reached the age of 15, have had to be abandoned. It is hoped this will be temporary only, as the greatest need exists for schools where practical agriculture can be taught to boys and girls of the above class.

INSPECTOR: DR. S. H. SKAIFE, M.A., M.Sc., PH.D.  
INSPECTOR OF SCIENCE.

In accordance with the instructions of the Superintendent-General of Education, the whole of the year 1923 was given up to work in the Training Schools, as a preliminary step to getting nature study established on a sound basis in our schools. Until the teachers are better qualified to deal with the subject, we cannot hope for any improvement; hence more time and attention are now being given to nature study in training institutions. The courses followed by the student-teachers in training are, however, very full, and only a limited amount of time is available for the nature study—at most two hours per week. A period of about three weeks was spent at each institution in turn, and courses of lectures in nature study, with a strong agricultural bias, were given to the student-teachers.

For three months, from August 1st to October 31st, 1924, the Inspector of Science was away on special leave. The remainder of the year was spent at the various training centres in giving courses of lessons in nature study and in organising the teaching of the subject. As opportunities offered, visits were paid to secondary and high schools in order to give assistance with the science. Very few of the teachers responsible for nature study in the training institutions have been specially trained for the subject, consequently progress is slow and much assistance is needed. There is a steady and marked improvement, however, as is shown by the examination papers in the Primary Lower examination.

The teaching of nature study continues to be severely handicapped owing to the lack of equipment. In carrying out experi-  
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ments, makeshift apparatus has to be used, such as empty chalk boxes, bottles and tins. This is not entirely a disadvantage, for the student teacher must learn to make the most of such materials as they are likely to find to hand in poorly equipped rural schools. Nevertheless, a certain amount of scientific apparatus is absolutely essential if the subject is to be taught as it should be to our future teachers.

A specially-trained teacher of nature study is stationed permanently at the National Botanic Gardens, Kirstenbosch, and every day of the school week a class from one or other of the Peninsula schools visits the gardens and is conducted by this teacher on a nature study ramble. It is refreshing to note the keenness and enthusiasm of the pupils on these excursions, and there is not the slightest doubt but that the children derive great benefit from their day in the open air, studying the plants, birds and insects at first hand. Owing to the number of classes to be accommodated, each class can only visit Kirstenbosch at long intervals, but as the teachers accompany their classes, they will, in time, be able to conduct the rambles themselves, and then the visits to the National Botanic Gardens may be made more frequently.

In order to meet the requirements of those teachers who wish to specialize in nature study, a special one year's course in nature study and drawing has been established at the Cape Town Training College. The students taking this course devote half their time to drawing and half to nature study, the latter subject being studied mainly at the Kirstenbosch National Botanic Gardens, under the guidance of a special teacher. The Department is greatly indebted to Mrs. L. Bolus for the enthusiasm and zeal with which she has laboured to make this course a success. The students who complete this course will be well equipped to deal efficiently with the nature study in urban schools.

For the teachers responsible for nature study in rural schools it is felt that a somewhat different type of training is desirable. If we are to carry out the recommendations of the Committee on Agricultural Education, we shall require teachers in our rural schools who can teach the elements of agriculture through the medium of the nature study lessons.

To meet this requirement special one-year courses in nature study, with a strong agricultural bias, have been arranged, and will be held at the Paarl Training College and at the Stellenbosch Training School from the beginning of 1925. At Paarl the course is to be combined with drawing, but the course held at Stellenbosch will include elementary agriculture only, treated from the nature study view-point. The courses are open to teachers who have already secured the Primary Lower or Primary Higher qualification. These special courses should prove of great value, for the teachers who take them will be able to deal effectively with nature study (including elementary agriculture) and school gardening in our rural primary schools.

At first sight it might appear that the establishment of these courses entails needless overlapping, that the work of training these teachers could be done equally well at the University of Stellenbosch or at the Schools of Agriculture, but such is not the case. Most of the teachers who enter for the courses are of the Primary Lower grade, which means that they have not taken

the matriculation examination and are therefore not qualified for admission to a university course. The great majority of them are women students, and there is no accommodation for them available at present at the Schools of Agriculture. Furthermore, a student may be able to afford the time and money needed for a one year's course, but not for the two years' course offered at the schools. It is obvious, then, that the establishment of these one-year courses meets a want in our system that is not met by the University or by the Schools of Agriculture.

Teachers who can afford it are encouraged to take the longer and more advanced courses offered at the University of Stellenbosch, or at the Schools of Agriculture. They are placed in higher grades, and receive appreciably higher salaries than teachers who do not take an extra course.

In the meantime, and despite many difficulties, some measure of progress can be reported in connection with agricultural education in primary schools. Competitions have been started in certain primary schools more or less on the lines of the "Home Project Plan" that has proved so successful in the United States of America, and on the lines of the Maize Growing Competitions for boys that have been held for the past eight or nine years in the Transvaal. The Port Elizabeth Agricultural Society is fostering a cotton-growing competition for boys at Hankey, and a produce-growing competition open to the boys of the Krakeel, Misgund and Joubertina schools. The Society undertakes to supply seeds and advice, and to stage and judge the boys' exhibits at their annual show. The King William's Town School Board has appointed a special committee to introduce instruction in cotton culture into the schools of the King William's Town district. A poultry-keeping competition has been started at Malmesbury under the aegis of the local Poultry Society. Such competitions as the above are undoubtedly of considerable value, and deserve every support and encouragement.

The agricultural course, as laid down in the *Education Gazette*, Vol. XXI., No. 14, 17th December, 1921, is already in operation in the following schools: George, Kakamas, Robertson and Upington. At Kakamas the course is carried on to the matriculation standard and very good work is being done.

Caledon, Calitzdorp, Graaff-Reinet, Kirkwood and Worcester have all made application for facilities for starting the agricultural course. In most cases an additional teacher, specially trained in agriculture, would be needed, as well as the necessary equipment. Several other secondary and high schools are desirous of starting the course.

Meanwhile, it is gratifying to note that considerable progress has been made in the introduction of biology into our secondary and high schools. At the Junior Certificate and Matriculation examinations held in December, 1920, just over one hundred candidates wrote the biology paper in the Departmental Junior Certificate examination, and one candidate in the Matriculation examinations held in December, 1920, just over one hundred either of these examinations. In December, 1923, there were 1,173 candidates who took biology for their Junior Certificate and 32 who took it in the Senior Certificate and Matriculation examinations. In an agricultural country such as South Africa biology should find an important place in every school, but in



the past it has been strangely neglected. At last its educational and utilitarian value is being recognised, and the subject seems to be coming to its own.

### REPORTS OF CIRCUIT INSPECTORS, EXCLUDING TRANSKEI.

INSPECTOR: MR. J. ANDERS.

CIRCUIT: CALITZDORP, OUDTSHOORN.

Despite the overshadowing financial stringency the period under review has in many respects been one of progress. The number of schools presenting creditable work is steadily growing. There are, however, schools where the task of instructing overworked, ill-clad, and malnourished children makes almost superhuman claims on the teachers. Add indifference on the part of some parents, and monotonous surroundings to the above-mentioned disabilities, and it is not difficult to picture to oneself the lot of some teachers, missionaries, indeed, "not slothful in business." Such teachers are worthy of double honour. While, on the other hand the devotion and success of many teachers are deservedly commented upon, there are teachers whose work leaves much to be desired, and will continue to be deficient until they realise that the teacher exists for the school, and not the school for the teacher.

As a result of the shortage of funds urgently needed additional appointments have had to stand over. Wherever this has been the case the task devolving on the individual teacher has in some instances been unduly severe. *E.g.*, in a coloured school one teacher was for some months in charge of standards II. and III., with an aggregate of 90 pupils. In two other cases 89 and 117 pupils respectively constituted one-teacher schools.

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

	1923.				1922.				1921.			
	vii	viii	ix	x	vii	viii	ix	x	vii	viii	ix	x
Oudtshoorn	3.5	4.1	1.8	1.3	3.8	3.3	1.8	1	3.4	3.4	1	.9
Calitzdorp	1.9	2.3	.7	.4	2.1	2.1	.3	.4	2.1	1.2	.5	.5

Various schemes for centralisation of schools have been under consideration. Very little, however, has been accomplished in this direction.

Reference has been made to the steady, though slow, growth in the secondary standards. To some extent the growth is due to the financial assistance afforded to parents who would otherwise be unable to meet the cost of secondary education. One feels, however, that many boys would derive an infinitely greater advantage from courses calculated to equip them for the struggle of existence. This aspect of the question has had serious attention at Calitzdorp. It is therefore most gratifying to be able to report that local effort has made it possible to acquire six morgen of arable ground under the irrigation scheme, and in the immediate vicinity of the school. It is hoped that before long it will be found possible to inaugurate courses of instruction in agriculture,

horticulture, etc. Expansion in this direction is most desirable in the Oudtshoorn district. Teachers trained to this work are urgently needed.

Afrikaans has superseded Nederlands in all schools, and generally both English and Dutch speaking pupils make rapid progress in the study of the language. There are, however, some teachers who are content to treat the language regardless of the changes and developments that have taken place in recent years. The subjects that are often most neglected are English, geography and history. The reason for this is often to be traced to the incompetency of the teacher; his own attainments in English are of a low order, while geography and history are bookish and colourless in the extreme. On the contrary where the reverse conditions obtain a creditable level of efficiency in both languages, and in the study of history and geography is in evidence. The competent teacher who makes it his business to go to his work fully prepared is able to give a lead, and that makes all the difference.

The problem of the feeble-minded and physically defective children commented upon in the report on the preceding year, has increasingly presented itself to my notice. In a few instances suitable action has been taken. What is wanted is a comprehensive scheme to meet the cases in their various aspects. One wishes it were possible for the medical inspectors of schools to extend their useful activities to the country schools.

Non-European schools: In the Oudtshoorn Division the percentage of pupils in standards V. and VI. is respectively 1.5, and .6; in Calitzdorp nil. On the whole the standard of efficiency is improving, but development has been in many directions retarded owing to lack of funds. Hundreds of coloured children in both districts grow up without any education.

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

CIRCUIT: BARKLY WEST, KIMBERLEY.

In several points mentioned in my predecessor's last report there is no improvement to record. No new school buildings have been begun, but probably some of the most urgently required extensions will be commenced next year. The frequent changes of teachers in schools along the River Diggings and the difficulty of finding male teachers for primary posts in Kimberley must still be noted. Teachers find great difficulty in getting satisfactory accommodation at reasonable rates on the River Diggings, and transport expenses for holidays are very high. The reintroduction of local allowance, especially for these teachers, requires serious consideration. Male teachers, especially if married, are not likely to seek posts as primary assistants in such an expensive city as Kimberley when they can earn the same salary as principals in small rural primary schools or in the larger primary schools in the small country towns. The present salary scale seems to penalise cities, especially those that are inland.

Afrikaans has replaced Nederlands in practically all schools except in the secondary area of the two high schools in Kimberley, where, however, the change from Nederlands is being introduced gradually.

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The secondary syllabus of the Department has been adopted in all the secondary schools but one, and it has been introduced into the Girls' High School for pupils who are not going to a University.

In very many of the rural schools the teaching of the second language suffers from excessive devotion to spelling and dictation while oral practice is neglected. Nature study also in these schools is, unfortunately, treated in a dull, lifeless and bookish fashion. Practical work by the pupils is rarely undertaken, and no effort is made to connect the subject with the numerous interests which occupy the mind of the pupil outside school.

In many of the native schools difficulties still exist with regard to the teaching of the home language. For various reasons gardening and the usual forms of handwork associated with native schools are practically impossible in this circuit. In any case they did not appear particularly desirable, as they have no connection with the present interests or the future needs of native people dwelling in the native locations adjoining a city such as Kimberley. A very promising experiment, however, has been begun at the St. Paul's (Berlin) Native Mission School, at Newton, where the principal has enthusiastically taken up and developed work in tin. Nature study is still shunned in many native schools and, in those which attempt it, the work is done in a lifeless and uninteresting manner. Boxes and tins, large and small, could certainly be used by all native schools to grow sufficient specimens to illustrate seed germination and such simple ideas as the structure and properties of roots, stems and leaves.

It is obvious that very much more importance will have to be placed on nature study, gardening and handwork in the native training schools if there is to be any supply of teachers able to deal efficiently with the teaching of these subjects.

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

CIRCUIT: KINGWILLIAMSTOWN.

*European Education.*—It is hoped that the financial recovery of the Province will make it possible to proceed ere long with the building schemes now in abeyance.

The Church of England has enlarged and improved greatly its hostel for boys attending the High School, and the Presbyterian Church has commenced to raise funds for a hostel for boys of its own denomination, so that although unfortunately the building of an annexe to the High School boarding-house has not been possible, it will not be necessary to reject so many applications for admission as formerly.

There are no indigent boarding-houses in the circuit. In the latter part of the year only eleven indigent boarding grants were allowed by the Department—too few even in a district like this where the "poor white" element is less in evidence than in other parts of the Province. Greater liberality is needed to ensure that no European child shall grow up without education or be made to walk excessive distances to and from school daily.

Vacancies for teachers in primary schools and departments are easily filled, but it is otherwise in the secondary departments of the secondary schools, qualified graduates being unobtainable for

them, and some of the work done in these schools is consequently decidedly inferior to that of the high schools where the difficulty mentioned is not experienced.

The supply of schools is fairly adequate. As however, comparatively few of the many pupils who pass the sixth standard in the Central Primary School proceed to a high school, an evening continuation school in which instruction would be given in commercial and other subjects of the same standard as in the secondary classes of the high schools would be of immense benefit to the town. The existing continuation school provides only for youths who left school before completing the primary school course, and attempts nothing higher than sixth standard work.

The British Kaffrarian Savings Bank pays either the whole or part of the fees of twenty-seven pupils attending the high schools and gives three bursaries to students in the Training School, the total value of its voluntary contributions to education being about three hundred pounds per annum. A very generous anonymous donor gives six bursaries of the annual value of twenty pounds each to the Training School and an additional twenty pounds for prizes. The Divisional Council gives a bursary of twenty pounds to the Training School, as does also the Borough Council. To all these donors the recipients and the Department owe a debt of gratitude.

Though the fees in the high schools are almost the highest in the Province, there are only thirty-one secondary pupils out of nearly three hundred for whom full fees are not charged. As regards payment of school fees the record of this district would be hard to beat.

The number of students in training for the teaching profession remains somewhat low, but this is not surprising for there are other avenues of employment open to girls in town, and the high cost locally of the secondary course which must precede training is an insuperable barrier to many girls who might become teachers.

*Native Education.*—The position generally as regards school buildings remains unchanged. Little is done to improve them or even to keep them in a moderately satisfactory state of repair. Poverty and indifference are the chief causes of this, but denominational jealousy is another, for in some locations many religious denominations are represented, and though all the parents send their children to the location school only those of the denomination which owns it contribute anything towards the cost of repairs.

The enrolment of most schools can be increased enormously when an increase seems desirable. Thus, in a certain school the enrolment fell to forty-one in June, and the school lost its assistant teacher in consequence; in the following quarter the enrolment leaped up to one hundred and forty-one. The attendance continues to be very irregular throughout the circuit.

The withdrawal of the privilege of getting books supplied free of charge had a disastrous effect on the work of many schools. Xosa reading seemed to suffer more than any other subject. Encouraging results have been got where school gardening has been attempted, but the number of schools giving attention to the subject remains small. The making of baskets, mats, etc., of materials suitable for the purpose is attempted in practically every

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school, and the best results obtained are very good, but most teachers would benefit greatly by attending a vacation course devoted entirely to manual training. They have shown their appreciation of the valuable work done by the Departmental Instructress (Miss Buyskes) by flocking to her demonstrations.

INSPECTOR: MR. S. BOERSMA.

CIRCUIT: ALBERT, ALIWAL NORTH, HERSCHEL.

*European Schools and Teachers.*—The two high schools and the two secondary schools are adequately staffed on the whole, although some teachers have rather large classes. Frequent changes of teachers and the unsuitability of hired buildings are two factors which have had a disadvantageous influence on the work. Three of these schools followed the University Secondary Courses in 1923.

The advantages of centralisation of country schools were evident from the inspection results and the quality of the work in the two-teacher schools as compared with those in the one-teacher schools in this area. At the same time some teachers solely responsible for from six to eight classes had done very good work, which testified to earnest devotion to duty. There were other cases, however, where the teachers had evidently failed to make a careful study of the syllabus for one-teacher schools and of the "Suggestions for the Consideration of Teachers."

*Coloured Schools.*—The work produced by the pupils in coloured schools was not of a very high standard. Now that the syllabus for these schools has been published in its final form improvement may be looked for provided the teachers carefully peruse its contents and do not delay in arranging their work in conformity with the new syllabus.

*Native Schools.*—In the larger schools, those with two or more teachers, some very good work had been done during the year. In the one-teacher schools the results were very often disappointing.

Whenever possible the new syllabus for native schools has been explained to teachers. Their attention has been drawn to the numerous articles on the teaching of various subjects and to the sound advice in connection with problems peculiar to this kind of school continually appearing in the Education Gazette.

Some of the most conspicuous shortcomings in these schools are the neglect of the teaching of the native language in the higher classes, far too little oral work in English, and inadequate attention given to handwork. There is not a single school garden, worthy of the name, in the whole circuit. Although a few excellent specimens of handwork are met with from time to time, these are few and far between. It also strikes one that so few saleable articles are made. The objection of the parents to instruction in various forms of handwork being given to their children will be best overcome by teaching the pupil to make something that is really useful.

*Meritorious Service.*—Aliwal North High School has lost the services of Miss Yeld, teacher of Standard I., whose retirement on pension was unfortunately hastened by a serious breakdown in health. For many years Miss Yeld had taken the greatest interest

in her pupils, who were mainly drawn from the more indigent classes, both in and out of school, and it is a pleasure to place on record the Department's appreciation of her services.

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

CIRCUIT: ALBANY, ALEXANDRIA, BATHURST.

Towards the end of the year 1923 Mr. Neilson, for so long the principal of the Grahamstown Boys' High School, and Mr. Christie Smith, Instructor in Drawing, died. Each in his own sphere contributed greatly to the cause of education; both will be sadly missed by pupils, friends and colleagues.

*Buildings.*—More might be attempted by teachers and pupils in European schools to relieve the drab monotony of the classrooms by means of drawings, original sketches, designs, and nature study or other charts. The School Board of Alexandria condemned two hired schoolrooms, and the owners were asked to provide better ones. In a few country schools cobwebs still rule the roost, and are the sole æsthetic ornament permitted to long-suffering pupils.

*Staffing.*—Since 1920 every single-teacher school, except one, in the circuit has had one or many changes of teachers, a modern illustration of the "All-Run" theory of Heraclitus. But signs of permanence are noticeable, possibly because the supply of teachers has overtaken the demand. It is still difficult, however, to find men teachers for the smaller secondary posts in the country, or even for special ones in Grahamstown.

*Subjects of Instruction.*—Modern educational methods and the possibility of applying them were discussed at a meeting with Grahamstown primary teachers. Devotees of formal grammar are still to be found, and a heavy crop of English and Afrikaans manuals defies the drought of criticism and chokes language teaching. In one quite good school half the time allotted to Afrikaans was wasted on dictation and grammar. Needless to say, the pupils could neither speak nor write Afrikaans. In many cases the direct method is still not used. A much higher level of attainment is required in the second official language. A suitable library of books should be found in every classroom. Books of literary merit should be offered by all pupils in standards IV, V and VI. Gardening is more popular than it was, but yet in an area definitely rural no secondary school takes agricultural science as a subject; Alexandria and Riebeek East are good centres for the experiment; at the latter school German is offered, and at Port Alfred, Latin by pupils most of whom must earn their own living after passing standard VIII. One would like to see practical gardening a feature of every country school.

*General.*—The Kerkraad of Alexandria has generously given a large piece of ground to the secondary school; the Grahamstown City Council has been good enough to promise an adjacent plot of ground to the elementary school for playground purposes. Valuable additions have been made to the library at the Boys' High School, and several other schools have increased their collection of books. The Girls' School has started a special improvement fund to provide the amenities of life.

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The Training College has bought and is laying out ground for games, to which more attention is now given.

*Native and Coloured Schools.*—An additional room has been provided at the Grahamstown Wesleyan Mission School. At Port Alfred an amalgamation of the two native schools would be beneficial; the present buildings are unsatisfactory. Neither at Grahamstown nor Port Alfred has gardening or weaving been seriously pursued; the two one-teacher schools at Alexandria are shining examples of what gardening can be made when teachers are honestly interested. Much more will be expected in the towns where land is at hand and conditions are favourable. The usual subjects of the curriculum, except history, are satisfactorily taught. The Native Evening School should be conducted on more practical lines so as to fit the men and women pupils for their daily work.

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

CIRCUIT: CAPE DIVISION NO. 1.

One new mission school was established, but the accommodation for coloured pupils remains seriously inadequate. The school life of coloured pupils is steadily lengthening, and this fact, combined with the stationary accommodation, compels most schools to keep a long waiting list of pupils seeking admission. The unfortunate children are thus driven into private schools housed under wretched conditions. Two such schools visited had between them nearly 500 pupils. One great obstacle to progress is the divided authority and the confessed inability of the churches to cope with the growing need. It would clear the air, if, as a first step, there was some definite delimitation of function between the board coloured schools and the mission schools. It would be a workable arrangement in this area to make the mission schools responsible for education up to and including standard III; the board schools would then take standards IV, V and VI, and the Trafalgar School would be confined to purely secondary work. We are approximating to this position in many of the mission schools, but some of the older ones are naturally unwilling to surrender their upper classes so long as the present uncertainty exists. I have reason to believe, however, that many of the managers would welcome a settlement on the above lines. This arrangement would have the further advantage of restricting the immediate responsibilities of the State within reasonable limits.

Three of the five high schools had satisfactory accommodation and equipment. Satisfactory features were the very small leakage between standards VII and VIII and the steadily growing standards IX and X classes. In all schools these classes were large enough to warrant complete separation.

The great majority of the secondary pupils follow an academic course involving the study of three languages and leading to the matriculation examination. Even when other and more practical courses are provided they are not popular, because custom has made them the dumping-ground for the less gifted pupils and because parents demand the academic course. In one high school there was not a single girl taking domestic subjects, although

facilities were available. This demand for an academic education might be understood if all the secondary pupils proceeded to the end of the course and then to a university. It is, of course, well known that more than fifty per cent. leave after standard VIII, and even of the group which completes the four years' course, less than 50 per cent. go to a university. Taking the three-year period ending 1922, we find that 720 pupils completed the four-year secondary course in all the high schools of the Cape Division. Of these, only 310 entered on a university course. It is a melancholy fact that the curricula in all our high schools were determined by the requirements of this small minority.

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

CIRCUIT: GLEN GREY, WODEHOUSE.

There is an excellent situation for an agricultural school in Wodehouse about twelve miles from Dordrecht.

In the Wodehouse Division there are still many children who are not attending school; and to bring such children into the schools the services of an efficient attendance officer are necessary. There is a fairly large floating population, composed mostly of bywoners who flit from place to place like gypsies and whose children should be placed under closer educational supervision. In several of the single-teacher schools attendance was very irregular and in my reports the attention of the board concerned was directed to the failure on the part of the parents to comply with the terms of the Act enforcing attendance.

In Native schools irregularity of attendance continues to be the rule with consequent lack of progress. There is a growing desire among the native people for a modified form of compulsory attendance.

In European single-teacher schools, of 268 pupils examined below standard IV., 176 were placed in a higher standard, and of 170 examined above standard III., 81 were placed in a higher standard. In nearly every school arithmetic was of a low standard; calculations were inaccurate, working was not neatly or logically set down, and in some instances there was an almost entire lack of knowledge of the rules. Composition did not reach a satisfactory level. The home language of most of the pupils examined was Afrikaans and even in that language pupils were often unable to set down their thoughts intelligibly, whilst many pupils had a very inadequate colloquial acquaintance with the second language. Teachers must recognise the necessity of giving their pupils, by means of oral lessons, a thorough course of training in the second language. Handwriting generally lacked uniformity and beauty, and the impression gained was that teachers thought that this subject required no teaching; and accordingly, during the writing lesson, pupils were often left to their own devices. History and geography were taught in a vague sort of way, though in some schools very good work was done in these subjects. Nature-study, in the form of notes dictated to the pupils and drawings copied from the teacher's blackboard copy, was taught in most schools. This unpractical method defeated the object of this branch of education and teachers were advised to adopt a more practical

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method of teaching the subject and developing the pupils' powers of observation, even at the risk of imparting a lesser degree of knowledge.

Native schools showed a lamentable inferiority in every direction. Scholastic instruction was at a very low level, as shown by the fact that of 89 pupils presented above standard IV. only 10 were placed in a higher standard; whilst manual training had made little or no progress. Gardening was of a very ineffective type and in no single instance had anything been done in systematic tree-planting.

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

CIRCUIT: CALEDON, STELLENBOSCH.

A general survey of the state of the circuit educationally shows that the bases of classification and organisation are sound throughout, and that it enjoys a teaching staff which, for earnest endeavour and effective work, deserves the appreciation of the communities in the area. The Training Centres and University Centres within the circuit or in its neighbourhood have provided well-qualified teachers, and the large numbers of Secondary and High Schools—large, when compared with the area of the circuit,—have afforded competition and stimulus for solid work. It is not out of place here to record the retirement of several teachers after long and meritorious service, namely, Messrs. Page and Naude of Stellenbosch High School, Miss Auret of Caledon High School, Misses Du Biel and LeCamp of rural Primary Schools, and of Mr. Simon of Greyton Coloured Mission School.

*Curricula, Subjects, etc.*—All schools in the circuit are as far as possible organised on the parallel class system with instruction in the first language as medium up to and including Standard IV. A few centres continue this up to Standard VI, and the two large girls' schools in Stellenbosch are practically unilingual up to matriculation. In the other Secondary and High Schools and in most of the Primary Schools both official languages are utilised as media of instruction above Standard IV; certain subjects of the syllabus being taught in the first medium and the remainder in the other.

Language teaching in all its branches occupies a prominent place in all schools, and the other subjects of the curriculum receive appropriate attention and show increasing improvement. The attainment in both languages—based chiefly on the direct method of teaching from the Infant School upwards—is on the whole distinctly good, and in those schools where the second language is taught only as a subject and has no place as a medium, the progress is creditable. In Reading, Oral and Written Composition much is being done to foster good pronunciation, purity of diction, vocabulary, and style in both languages. Arithmetic, Geography, and History are being taught with success, and the attention given to Drawing, Needlework, Nature Study, and Gardening, Singing, Hygiene, Woodwork, Physical exercises and Cadet Drill, Physical culture and Games, has been well reported on.

*General.*—School Boards and School Committees have been engaged with centralisation, compulsory school attendance, and accommodation. In this latter connection it may be stated that many of the Secondary Schools are crowded, and that practically all of the larger coloured schools are overcrowded beyond their limits. The Indigent Boarding houses and other boarding houses in the circuit are well patronised. The Government Bursars in the secondary departments throughout the circuit are mostly justifying the expenditure, though it might be well to point out the danger of "cramming" in the cases of very many who have to pass their examinations within the time-limit of the bursary.

The provision of school libraries in both languages is not so good as it ought to be in many of the larger schools of the circuit, and it is gratifying to report that committees, Staffs, and pupils are making opportunities to remedy this defect. Praiseworthy efforts have also been made at several of the larger schools to provide clothing and especially food to those daily pupils who suffer from lack of such necessities.

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

CIRCUIT: PORT ELIZABETH.

*European Schools.*—During the period under review no additional accommodation has become available, and the steady growth in enrolment has enhanced the difficulties under which schools are working.

At the Boys' High School the conversion of a cellar into a workshop and smithy has enabled a group of boys who intend to farm after leaving school to take an advanced technical course in addition to agricultural science, and in preparation for the Departmental Senior School Leaving Certificate.

Of the standard VI pupils examined at the end of the year, 75 per cent. were successful, and about half of those who passed expected to carry their education further. School-leavers at this stage, particularly boys, have great difficulty in obtaining satisfactory employment.

Mention should be made of the retirement on pension of Miss M. Buchanan, who has rendered over 25 years' devoted service in the sub-standard classes of the Erica Girls' Primary School.

*Coloured Schools.*—An educational survey, taken immediately after the annual inspection of all the coloured schools, gave significant results. Of the 2,000 non-European school children attending 10 schools (760 in Board and 1,240 in Mission schools), 990 or 49.5 per cent. were in the sub-standards, as against 100 or 5 per cent. in standards V and VI. Only 13 pupils in all passed standard VI during the inspection, yet 8 out of 10 schools had attempted work above standard IV. This dissipation of energy largely accounted for the overcrowding of the sub-standards and the serious retardation of pupils throughout the schools.

With the co-operation of the School Board and the managers of the various mission schools, the teaching of pupils above standard IV has now been concentrated in certain schools, thus enabling a better use of the staffs of the smaller schools. The institu-

tion of a Higher Primary Course for Coloured Teachers, with standard VIII as the entrance examination, implies the provision at larger centres of the facilities for post-primary education so eagerly desired by the more advanced section of the coloured community.

Miss J. Thumler, who retired on pension in December, 1923, has completed 34 years' faithful service under the Department, and 19 years in various coloured schools under the control of the Port Elizabeth School Board.

*Native Schools.*—The difficulties of the native schools closely approximate to those of the coloured, and both at Korsten and New Brighton, the parents of the 1,300 native school children attending the schools are keenly desirous of post-primary facilities. The scanty staffing, on an average 50 pupils to a teacher, makes it imperative that the organisation of the schools should be effective.

The outstanding event in this circuit has been the amalgamation of the four mission schools at New Brighton under a committee of control consisting of the original missionary managers and lay representatives of the churches concerned. Instead of four smaller schools, each attempting the full range of standards with an inadequate staff, there are now two schools, one taking all the children in the sub-standards and Standard I, and the other standards II to VI inclusive. For religious instruction the children are grouped according to their denomination; for secular instruction according to their stage of advancement. The managers deserve all credit for their courage in taking the plunge and making this experiment in the hope of advancing educational efficiency in their schools.

At Korsten various schemes have been under discussion from time to time, but so far no decision has been arrived at. Of the four mission schools, two work up to and including standard VI, and two are limited to standard IV.

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

CIRCUIT: EAST LONDON, KOMGHA, STUTTERHEIM.

During the period under review there have been no changes in the boundaries of the circuit, and there have also been few changes in any other particular, such as number of schools or enrolment or personnel.

The secondary classes in the East London High Schools show an increased enrolment, but in the other secondary schools the numbers have not changed much. Evidently most of the pupils in country schools are taken out after passing standard VI. There are still a few complaints to be heard from parents concerning the hardship of not having a standard VII in every school, but they are not as frequent as they were three years ago. The hospital authorities seem still to require candidates for the nursing profession to produce a standard VII. certificate.

More and cheaper provision for boarding country children appears to be necessary, and there is a decided lack of boarding accommodation in this circuit; there is none for girls except a private school kept by the nuns of the East London Convent. Consequently all girl boarders go to other centres. A popular

seaside resort like East London should have made better provision in the past. In Komgha and Stutterheim pupils from the country have to find accommodation in private houses. When the East London Boys' High School gets a hostel for its own boarders the existing boys' boarding-house might well be handed over to the Girls' High School. This would add very much to the usefulness of the latter and would probably raise the number of girls in secondary classes to something nearer an equality with the number of boys. At the present the disparity is about a hundred.

Some measures will have to be taken by the East London Board before very long to distribute pupils more evenly among the schools. At present parents have a free choice and the more popular schools are overcrowded while several others have empty or partially filled classrooms. Owing to the situation of the school the area system is an impossibility; an alternative would be to fix the maximum enrolment at every school. Another solution of the problem would be to charge fees at the more popular schools:

In the native schools the enrolment remains at a fairly constant figure and the numbers in the higher standards do not seem to increase very much, though the sub-standard classes are always crowded. The same state of affairs prevails in the Coloured Primary School. The small numbers in standards V. and VI. seem to indicate that the school is not really appreciated by the people for whom it was established.

The teaching of handwork in native schools is making progress, though the older teachers as a rule are not very enthusiastic on the subject. The newer generation from the training schools will probably be more successful in this branch of the curriculum. The same condition prevails with regard to letting pupils begin their reading lessons in their native language. New methods make their way slowly.

It seems necessary to repeat remarks that have been made in former reports as to the doubtful usefulness of small native schools in remote places which are difficult of access and where the teacher is practically free from all supervision. From the results of the inspections of some of them it might be thought that about three months' work had been done instead of twelve since the previous inspection. Another remark that must be repeated is that native teachers do not take sufficient trouble to teach their pupils English as a spoken and written language; some of the specimens of composition that are submitted at inspection can only be described as lamentable.

A similar state of affairs is noticeable with regard to the teaching of Afrikaans, more especially in town schools. Some of the teachers do not seem to realise the difficulties of the child to whom Afrikaans is entirely a foreign language and the need of definite teaching to children of that class. The fact that there are always some children who know something about Afrikaans in every class and that they give comparatively ready answers tends to make the almost complete ignorance of the other pupils less noticeable.

Both geography and history are being taught in a more successful way now than when the present syllabus was first introduced. In single-teacher schools the need of not attempting to cover an impossible amount of the syllabus is having good results.

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INSPECTOR: MR. S. B. HOBSON, M.A.  
CIRCUIT: MAFEKING, VRYBURG.

A very serious feature is the steady decrease in the number of country schools accompanied by a steady increase in the number of middle-class farmers who are unable to provide schooling for their children.

The re-organisation of country schools is one of the most crying needs of the day, the more so, when we consider that more than 80 per cent. of our schools are country schools. Recent publications by the Department on the one-teacher school and the drafting of a special syllabus for country schools are very welcome and a real help. It will, however, take generations to accustom parents to regard the country school as anything but a poor imitation of the town school, preparing odd brighter pupils for the town school. The idea of a country school's existing for its own sake as a centre of culture instructing country children in country life and pursuits is quite new to the South African farmer.

There are such things as good country schools, some very good ones. The prevailing impression, that all country schools are bad, is wrong. Many are bad, but that is only because they are so small and the consequent small salary means a poorly-qualified teacher. Could not more be done towards centralising in the more densely populated districts? Here the bad roads and long distances make the transport, so essential to centralisation, all but impossible.

There are such things as clever country children, some very clever ones too, even among the so-called poor whites. The idea that all poor whites are lazy is wrong. Most of these people have been reduced to what they are by a hopeless fight against odds in drought-stricken or disease-stricken areas.

As far as native education is concerned, it has been a period of progress for Bechuanaland. A most successful winter vacation course at Tigerkloof; a smaller course later at Mafeking; the visits of the Chief Inspector for Native Education; the pushing of the new syllabus—all have helped to give a real impetus to the work.

INSPECTOR: MR. C. HOFMEYR, B.A.  
CIRCUIT: MALMESBURY, PAARL.

The abolition of the post of Inspector of High Schools has brought the Circuit Inspector into closer touch with the secondary departments of high schools, and the fact that there are 1,300 pupils above standard VI. in the ten high schools in my area is my excuse for referring at some length to a problem which has an equally important bearing on primary and on secondary education and to which special reference has been made by the Education Commission recently appointed by the Union Government. I refer to the problem of the admission of pupils to standard VII., which problem seems to me to lie at the root of much of the trouble that teachers of the secondary standards are experiencing, and the solution of which will, to my mind, go far to remove the unfavourable impression which examiners and the public have of the condition of secondary education in our schools.

To assist in the solution of this problem I have inaugurated a scheme of examination of all standard VI. pupils in my circuit.

Its initial success, due largely to the whole-hearted co-operation of the principals and teachers concerned, seems to justify fully all the extra labour and sacrifice involved. Two-hour written tests in English, Afrikaans and arithmetic are specially prepared and printed, and all candidates write the examination on the same two days in September, the teachers acting as commissioners. The scripts are corrected and marked, according to detailed instructions, by the standard VI. teachers and kept by the principals. At the subsequent annual inspection the papers are carefully moderated by the inspector and the mark-sheets are compared with the class-records, so that no pupil's position is made to depend entirely on the results of just one single test. Then follows an oral examination of the class with special attention to doubtful candidates. And the final decision is not arrived at until after a personal joint consultation between principal, teacher and inspector. A total aggregate of 50 per cent. and, in addition, a minimum of 40 per cent. in each of three essential subjects have been accepted as the required minimum for a pass into standard VII., a limited number of border cases being considered on their special merits or demerits.

The outcome of the 1923 examination was, that out of 514 pupils examined 346 (*i.e.*, 67 per cent.) were considered likely to profit by a course of secondary education, 55 (*i.e.*, 10 per cent. of the total examined) showing exceptional merit and 57 being hopeless failures, who are not likely ever to pass Standard VI.

The excellence of the work done in the best schools should convince any unbiassed critic that there is little amiss with our primary syllabus. The inferior work seen in some weak classes only shows that the best syllabus becomes ineffective when inefficiently handled or wrongly interpreted.

This searching examination and joint consultation have also shed fresh light on four important facts:

1. Many teachers do not sufficiently realise that standard VI. (together with standard V.) should constitute a distinct and definite stage in the primary curriculum, as it marks the point at which the average child is brought face to face with the first great crisis in his young life, for it is either the final stage of his school-life or the transition stage between primary and secondary education, according to the choice that is then to be made by or for him, and that in either case methods of teaching should differ from the methods employed in the lower standards by giving the child much more scope for independent thinking, self-help and individual effort.

2. The inadequacy of provision for the needs of those pupils, who are more or less deserving and entitled to a standard VI. certificate, but not likely to profit by any of the available secondary courses of education, was keenly felt by most principals. For none of the schools in this circuit can offer anything else except the ordinary academic course with German or bookkeeping or woodwork or needlework or music thrown in as additional or alternative subjects.

3. Our educational system fails to provide the special treatment needed by sub-normals—the 57 hopeless failures referred to above.

4. The establishment of some system, by which the school can for the first few years remain in touch with those pupils who leave school for good, can be made to serve some very useful purposes,

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besides being a constant reminder that the main object of the teacher's work should be the *future* well-being of the pupil.

Features deserving special mention are the noticeable increased attention given to the training of hand and eye, the increased importance attached to the school-libraries, and the willingness on the part of the public to respond to appeals for funds to assist promising pupils in need of pecuniary support. Every centre in this area has its education fund, the prime movers invariably being the principals of the larger schools.

*Buildings.*—At Hopefield several class-rooms have been added; at Paarl (La Rochelle Girls' High) an additional wing is nearing completion; at Malmesbury a beautifully situated hostel has been built for the Boys' High School. Moorreesburg is the only important centre that is seriously affected by lack of suitable accommodation.

*Farm Schools.*—At an important congress recently the farm school was described as a curse to education. This circuit counts 54 of these schools. To call them a curse would be an unwarranted insult to 54 teachers, 15 of whom at least are doing exceptionally good work; and at least 32 others are exerting a wholesome influence on their respective rural communities. And this year's standard VI. examination results have proved that the child from the good farm school can hold his own in competition with the town product. Fourteen candidates from one of the best high schools had come up from farm schools in the course of the year. Of these, 6 failed and 4 were among the best in a class of 40.

*Schools for Coloured.*—Lack of accommodation and understaffing are still seriously retarding progress. At Paarl, a very important centre of education for coloured, possible schemes of amalgamation are being considered with a view to securing, by means of inter-denominational co-operation, better facilities for education above standard IV.

*Poor-Settlement Schools.*—In connection with the Government Plantation at La Motte near French Hoek there are now two primary schools with a combined enrolment of 150 pupils. But very little use has been made so far of the very favourable conditions existing here for building up an institution that could be of real and practical benefit to the class of pupil attending these schools. Thus Mr. P. E. Roux, late principal at Hopefield, who was in temporary charge at La Motte: "The pupils should have more chance of turning their hands to some useful trade or industry. A part of the farm might be set apart for the boys to cultivate and take care of, fruit might be packed and sent to market, etc. I made the experiment, while the girls were taking needlework, to take the boys to the vineyard and give them lessons in the pruning of vines, and I found them very keen."

In the course of the year 1923 three principals, Messrs. P. E. Roux (Hopefield), B. A. L. Dykman (Moorreesburg) and A. W. Schumann (Klein Drakenstein), who had done much for education in their respective areas, and Miss M. E. de Greeff of the Boys' High School Malmesbury, one of the best primary teachers in the circuit, retired on pension; also Mr. W. G. Kleinschmidt, latterly German master at the Boys' High School Paarl, after a long and honourable career of 42 years. And a very promising career was cut short by the death of Pieter M. Visser, after less than two years' teaching in the Moorreesburg district.

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

CIRCUIT: ABERDEEN, GRAAFF-REINET, HANOVER,  
MURRAYSBURG, PEARSTON AND RICHMOND.

*Buildings.*—The extension schemes in connection with the Graaff-Reinet Hoëre Volksskool and the Murraysburg High School, for which Departmental authority has been obtained, will, when completed, provide sufficient accommodation at these centres.

*Staffing.*—The schools are on the whole well staffed.

The teachers in the town schools are nearly all certificated. There is a distinct increase in the proportion of certificated teachers in country schools.

*Attendance.*—The average attendance in European schools is generally satisfactory. In some town schools there is a regrettable falling off in the attendance at the end of the school term. In coloured and native schools the attendance is often very irregular.

*Curriculum.*—Much time and attention are given in the town schools to the study of the two official languages. It is being more and more realised that, where one of the official languages is the sole medium of instruction, the time given to the other official language must be increased proportionately.

In all town schools a very good beginning is made with the second language in sub-standard B. The progress made by these little ones in one year in a language, which is practically foreign to the most of them, is very marked. This is especially the case where the teacher by a little variety in her method is able to arouse and to keep the interest of her pupils.

In country schools one very often finds that the teacher has no spare copies of the class-reading book for her own use; she consequently comes unprepared to class. Is it then surprising to find the reading lesson dull, uninteresting and devoid of any good results as a language lesson?

The use of the direct method in *all* classes, a short *daily* conversational drill in the second language, the grouping of the classes into (say) two sections for oral composition and a thorough preparation of the day's reading lesson with a view to its being used as a basis for conversational practice will no doubt bring about a great improvement, in spite of the many difficulties with which country teachers very often have to contend.

In one or two country schools, where the teacher had followed the line of least resistance and had displayed no interest in the teaching of the second language, the pupils were practically unilingual.

It is highly desirable that provision for the teaching of agricultural science should be made in connection with at least one of the large schools in the Midlands, since a very large proportion of the pupils who attend the schools in this area belong to the farming community and are hence directly interested in agriculture.

The other subjects of the curriculum receive the necessary attention. Nature Study and in particular writing should be taught with more practical results.

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

CIRCUIT: BARKLY EAST, ELLIOT, MACLEAR,  
XALANGA.

*Language.*—Afrikaans has now superseded Nederlands in practically all the schools in the circuit and the wisdom of the change becomes daily more apparent. A word of warning is, however, necessary. It is noticed in many of the country schools, the teachers of which are Afrikaans speaking, that, although there is no apparent hostility towards English, yet retrogression in English is noticeable. The reason is that these teachers consistently follow the line of least resistance by always using the language best understood by their pupils. The bad effect of this line of action is obvious.

More use should be made of the second language as subsidiary medium in these schools, and daily oral practice is also urged.

*Native Schools.*—Progress in these schools continues to be hampered by various factors, chief among which are unpunctual and irregular attendance, lack of enthusiasm for education among parents, and the general inadequacy of the equipment.

During the past year a determined effort has been made, and with some success, to introduce some form of handwork into the schools. Also, the teaching of Oral Composition is becoming more general, with consequent improvement in the written composition.

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

CIRCUIT: JANSENVILLE, PRINCE ALBERT,  
WILLOWMORE.

The financial position not having become any easier during the period under review, no improvement in the matter of accommodation or equipment can be reported. Under such circumstances it is perhaps all the more creditable that the progress previously reported has been so well maintained. The work in general has been distinctly encouraging; only in seven schools was disappointment provoked.

During the year 1923 the amalgamation of two coloured mission schools reached finality. Would that this were possible at every centre where mission schools of different denominations exist. Not only is greater efficiency thus made possible, but—and this is perhaps of even greater importance—the barriers separating different denominations are thus removed and the effect of unity in the minds of the coloured and native people, in matters religious, becomes established.

There seems to be an idea abroad that because of the existing stringency in finance the Compulsory Attendance Act is consequently in abeyance. Cases of laxity in this regard have been brought to the notice of local authorities during the course of the year. The chief offenders have been found to be certain parents who remove their children from school because of their intention to trek, weeks intervening between such date of withdrawal and the carrying out of the intention. Such children should of course remain in attendance at school until the actual time of trekking.

Although the number of uncertificated teachers in the circuit has been further reduced, there is no reason why—with the supply of certificated teachers now available—this number should not disappear entirely.

It is perhaps a unique coincidence that all the principals of the high schools in the circuit reached the pension age during the year 1923. One unfortunately was not spared to enjoy his retirement. An appreciation of his work in the cause of education appeared in the EDUCATION GAZETTE of the 2nd August. It is hoped that their successors in office will worthily uphold and extend the good work done by those who have now passed out of active service.

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

CIRCUIT: FORT BEAUFORT, PEDDIE, VICTORIA EAST.

Little development of any kind has been possible owing to the prevailing financial depression. Still, there are a few indications that make one hopeful for the future.

*Inspections.*—In addition to the ordinary inspection routine informal visits were paid to 73 schools. Irregularities were this year less common than usual. In the case of native schools most of the time at such visits was devoted to giving advice and instruction on such matters as the drawing up of schemes and the keeping of records. In the case of rural schools, which in this circuit are almost exclusively one-teacher schools, special attention was directed to time tables and the grouping of classes in essential as well as in additional subjects. In schools of this type changes of teachers are, I regret to say, still far too frequent; and where such changes have occurred, it is not an uncommon experience to find at the annual inspection that no records of the work done have been left, and that the results generally are unsatisfactory. Where, on the other hand, the teaching has been continuous, satisfactory progress can as a rule be recorded.

*Bursaries.*—The system of granting bursaries to enable promising pupils who have passed standard VI. at country schools to continue their education at secondary schools has proved a great boon to the public in general. Unfortunately all pupils do not show an equal aptitude for the new subjects placed before them, e.g., algebra, geometry, Latin, science; and it would therefore be as well if a thorough scrutiny were made at the end of the first year, based largely upon the principal's report, as to the ability of the pupil concerned fully to benefit by a course of secondary education, before the bursary is continued for a further year. Certificates furnished by teachers of country schools as to the ability of their pupils have at times proved misleading. Unless a standard VI. pupil can reasonably be expected to pass the Departmental Junior Certificate Examination held at the standard VIII. stage within two years, the time and money spent upon him is largely wasted.

*Subjects of Instruction: (a) European Schools.*—Except in a few small schools, where Nederlands has been retained at the special wish of the parents or the Committee, Afrikaans has now wholly superseded Nederlands in the schools of the circuit. Un-

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fortunately the books in use, besides containing numerous misprints or errors in spelling, are as a rule most uninteresting in content. In many schools too much time is still spent on formal grammar, and far too little attention is given to conversational practice and oral composition. The same, only in a more marked degree, applies to English in country schools, where Afrikaans is the medium of instruction up to and including standard VI. The result is that pupils from such schools are greatly handicapped, through their lack of knowledge of spoken and written English, when they are drafted on to the secondary schools, where English is the sole medium of instruction above standard VI.

Since the introduction of the new syllabus it would almost appear that *South African History* was receiving a less thorough and systematic treatment than it did formerly, many teachers being under the impression that under the new code they have the privilege of selecting or omitting whatever they please. *General History* in the primary standards is rarely well taught in any of the larger schools, the instruction in most cases being based upon the information (at times wholly untrustworthy) contained in historical readers. Such instruction must necessarily be scrappy, disconnected, and uninteresting. The obvious remedy lies in wider reading on the part of the class teachers and in careful scrutiny on the part of the principal of the schemes prepared. In country schools this subject is practically ruled out owing to the multiplicity of classes and other more important demands upon the teachers' time.

(b) *Native Schools*.—All schools were inspected in accordance with the new syllabus. It was disappointing to find that in some cases teachers had not made themselves thoroughly acquainted with the present requirements, and that in a still larger number of cases teachers had not taken the trouble to read, still less to make a careful study of, some of the excellent and most helpful articles on Native Education that have appeared in the columns of the *Education Gazette*.

Handwork, principally clay-modelling and grass-weaving, is being taught in all schools with the exception of one or two where there was difficulty in obtaining suitable material. The clay-modelling, except in a few of the better schools, was of little educative value, but in the weaving of grass, rushes and amakasi some excellent work has been produced. The visit of the Departmental Instructress and her meetings with the teachers at various centres should prove a stimulus to still greater effort and skill in the near future. In school gardening, I regret to say, practically nothing has been done; and except in a few centres there is little prospect of this subject ever being taken up with success in this circuit, owing principally to the want of water, the difficulty of securing suitable plots within a reasonable distance of the school, and the cost of erecting a goat- and cattle-proof fence.

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

CIRCUIT: BREDASDORP, MONTAGU, SWELLENDAM.

*School buildings*.—At Swellendam the building recently erected has been occupied for some time by the secondary classes and the

old buildings now provide ample accommodation for the primary classes, while the school boarding-house is available now for boarders.

Except in the case of the Heidelberg High School, where hired rooms are used, and in the case of mission schools, where, generally, insufficient space is available, school buildings in all towns now provide satisfactory accommodation for present requirements.

A few of the hired rooms used for rural schools leave much to be desired, but generally there is a tendency towards improvement. With some exceptions, government buildings are quite satisfactory.

*New Schools*.—Fortunately, owing to some funds being once again available for such purposes, a limited number of new schools, primary and mission, have been opened. This has had the effect of reducing the number of pupils not attending school to a very small number, and of diminishing the number of private schools, which already, for other reasons, showed a tendency to decrease.

*Centralization*.—School boards and managers of schools are growing in their convictions of the advantages and necessity of centralization. Their best efforts hitherto, however, chiefly owing to local opposition, have had little or no practical results, and even the amalgamation schemes of the mission schools at Swellendam and Heidelberg will take time to become accomplished facts.

*Enrolment*.—In the districts of Barrydale and Montagu, general depression in farming has caused a very considerable decrease in the enrolment of most schools. In the primary classes of secondary and high schools a further decrease has been brought about by new restrictions imposed on indigent boarding-houses. In the other districts of this circuit, enrolment is more satisfactory.

The increase of school fees and reduction of other facilities in the post primary divisions of secondary and high schools, have been followed by a considerable fall in the enrolment, particularly in those areas, where depression has been most keenly felt.

*Staffing*.—Funds having become available, it has been possible to afford relief in cases where schools were much understaffed, and, with a few exceptions, there is now little room for complaints in this direction.

*School courses*.—Much has been gained in rural schools by judicious grouping of classes for almost all subjects. Except for the fact that some secondary and high schools have not been able to arrange for woodwork and drill, very suitable courses have been followed by the primary classes. In some rural schools interesting work has been done in basket making, and in school gardening.

Many more candidates have been entered for the Departmental Secondary School Examinations, which promise to find general favour. The academic course still appears to be the most convenient for schools away from the greater educational centres.

*Boarding Bursaries*.—In cases where schools have been over anxious to lose no time in increasing the enrolment in their secondary classes by hurrying pupils from rural schools to the town schools, the results given by boarding bursary holders have been rather disappointing. With some exceptions, however, other bursary holders have given moderately good results.

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

CIRCUIT: CLANWILLIAM, PIQUETBERG.

*Administration.*—With regard to the question of the curriculum in the single-teacher school, I consider that at present the only solution to the problem lies in the limitation of the course in such schools to the fourth standard. As matters stand now, the classes have to be grouped in the various subjects, which is—at the best—an unsatisfactory state of affairs. A good deal of the pupil's valuable time is wasted in this manner. Even with four standards and two sub-standards it would be necessary to resort to grouping occasionally; thus the more reason for the limitation suggested above.

*School Supply.*—Ever since I took over the circuit in April, 1919, I have striven to centralise wherever practicable. As a result no fewer than eleven of the smaller country schools have been absorbed, the pupils being provided for otherwise. Notwithstanding this fact, there has been an increase in the total enrolment of 749 pupils. Almost in every case the closing down of the school was accompanied by protests from the parents, who would advance the most futile excuses possible for the retention of the school. A few such cases are now under consideration.

*Subjects.*—Speaking generally, the work is gradually improving, in cases where the teachers have been at the same posts for three or four years, but there is still much that could be improved. A fault that somehow refuses to be eradicated is the slurring of the final consonants of words in the reading and recitation lessons. A greater trouble still is the mistaken idea, under which pupils generally labour, that speed is a necessary element in a good recitation. It is indeed a comfort, when one very occasionally meets with a recitation worthy of the name amidst a desert of dull and dreary monotonous.

Most of the teachers in my area are gradually waking up to the fact that clear articulation and good pronunciation can not be obtained as long as the pupils continue to speak with their mouths shut. There are, alas, still those who will probably never reach this point of development.

It is pleasing to note the general improvement in the teaching of geography. Both teachers and pupils take a keen interest in the practical part of the subject, and what was formerly a dry-as-dust repetition of lists of names has now become an absorbing revelation. In this connection it should be mentioned that several teachers have taken their pupils on visits to Cape Town and other places of interest. Such outings are of immense value to the scholars, and those teachers who have not yet done so should undertake such an excursion at the first opportunity that offers. A word of thanks is due to Mr. Adv. J. H. H. de Waal, M.L.A., for the hospitality shown to each and every party that visited the mother city during the year.

Handwriting is still too frequently untidy, especially in the daily exercises. The pupils seem to imagine that writing need be neat only in their copy books, but that their current hand may be as illegible as they wish to make it.

Special attention has been paid to composition. In most cases the matter was discussed with each teacher separately, and the

work in this subject at the next inspection is being eagerly anticipated.

*Buildings.*—A substantial building is being erected at Pools by local effort, and a new building was opened by me at Graafwater on 31st July. The latter is also the result of local enterprise.

The School Board of Clanwilliam has decided to transfer the portable building at Uitspankraal to Betjesfontein, and it has also made application for the transfer of the building at Middelkraal (Hopefield) to Lambert's Bay.

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

CIRCUIT: ROBERTSON, TULBAGH, WELLINGTON,  
WORCESTER.

The financial stringency which became very marked during the period under review and stopped all educational development, was not so seriously felt in this area, as it is already well developed educationally. In three High Schools standard VI has become almost unmanageable, there are from 46 to 50 pupils in one classroom. More money was provided for school repairs in 1923 than in 1922. The painting and oiling of woodwork has, however, been postponed indefinitely. The wood is deteriorating and must receive attention fairly soon. This area is also very well provided with up-to-date school-buildings. The allocation of building loans in the past may even be considered extravagant; in at least four cases the buildings erected have not justified the expenditure incurred; the enrolment is gradually falling and the number of prospective pupils is very small. There is need for one new building, however, namely at Wellington, where the Boys' High School requires new premises. One additional room each is required at Touws River Primary, De Doorns Primary and McGregor Secondary. In a few district areas, buildings are needed very urgently. Experience has shown, however, that it is unwise to spend public money on district school-buildings. The life of such schools is very uncertain.

I must again press for centralization in a few instances. The Drostij Primary and the Tulbagh Road Primary should be centralized on the Tulbagh High School. The Wellington Station Primary is within a mile of the Boys' High School and somewhat further from the Girls' High. There is no great need for this school. At the last inspection it was found that five children who live in Bain Street pass the Boys' High and the Girls' High to attend this school. The Central Primary is dwindling away and its passing should be hurried by closing the school as soon as possible. It is of little use as a practising school; during the year the school was drawn on only for criticism lessons. Owing to the decrease in the enrolment of the Training College, enough practice is provided by the other local schools.

Greater economy is possible in sub-standard departments of High Schools. The teachers are constantly urged not to keep the pupils more than one year in this department. The teachers state that a one-year course is possible if beginners are admitted to this department once a year only, in January. Individual teachers have again and again proved that a one-year course is

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possible. A departmental regulation which would confine the admission of beginners to the beginning of the year would meet the difficulty of the teachers and relieve the congestion in the junior classes.

The position of coloured schools is generally unsatisfactory. The coloured community is too poor to provide suitable and additional accommodation for its children and the State makes no provision for such accommodation. At Tulbagh the Rhenish church built a three-roomed school according to a plan provided by the P.W.D. The building was built of first-class material and cost less than £1,000. The coloured teachers produced by the large training schools are practically unilingual; they know very little Nederlands or Afrikaans and try to teach through the medium of English. As the pupils are all Afrikaans-speaking and know no English, progress is very slow until the teachers are persuaded to adopt Afrikaans as medium and devote more time to English as a language. They are so badly equipped for this, however, that they find it difficult to adapt themselves. It is gratifying to notice that many of the coloured teachers are ambitious, and are now trying to improve themselves by study and general reading. Manual training of any description, except needlework, is not found in this area.

In European schools class-inspection is now taken in all High and Secondary Schools. In 1923 the principle was also extended to the larger Primary schools. Progress is gauged by periodically examining the quarterly test-papers, by working through the record-books and by examining the pupils individually in reading, recitation and oral composition. The idea that only one book in each language should be read annually by a class dies very slowly. This is because spelling is considered as an inseparable part of the reading lesson. Correct spelling is a question of eye-training rather than of memory-training. A record of words generally misspelt should be kept, in order to eliminate errors. It is possible for a class to read four or five books in each language; this is already done in several schools. Much of the reading might be silent; in later life most of our reading is silent. In the majority of schools recitation is represented by a few pieces said over and over till the pupils are sick of them. The progressive teacher prepares a wide range of recitation. A few pieces are prepared as models by the whole class and every pupil has his own recitations, chosen under supervision. The pupils then hear a large number of recitations, acquire a taste for poetry and, above all, there is no monotony. The short story is still used for composition, even in the best schools. It has very little value except as a memory test. A more useful exercise is the setting down of a long narrative or description in brief. The chief aim of composition is to develop the constructive and imaginative faculties of the pupils, and to teach expression in correct language. Oral composition in the second language does not yet receive the attention it should. The home-language of the great majority of pupils in this area is Afrikaans. English is not spoken so universally as formerly; practice in speaking the language must therefore be provided by the school in the form of oral composition. The debate-method proves the best.

In all primary and secondary schools in this circuit the home language is now the chief medium where not yet the sole medium

of instruction in all classes. In all High Schools, except the Tulbagh High School, English is the chief where not the sole medium above standard VI. In the majority English is also the chief medium of instruction in standards V. and VI. Attention must be drawn once more to the handicap this places on hundreds of pupils. This does not refer to the best pupils who can express themselves almost as freely in English as in Afrikaans. This has long been evident in the work of the primary classes. This year large numbers of papers in standards VII., VIII., IX. and X. were examined. About two-thirds of the pupils in standard VII. are handicapped by the use of English as medium; they express themselves with great difficulty. The proportion of these pupils becomes less and less as one proceeds to the higher classes because those who are weak in English have passed out of the school. Where Afrikaans is used as medium much more time is devoted to English as a language than to Afrikaans as a language and in such schools English is not necessarily weaker.

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

CIRCUIT: HUMANSDORP, UNIONDALE.

During the period under review 125 schools were inspected and 122 informal visits were paid.

At the beginning of 1923 the Trade School at Karreedouw and the new Secondary School Building at Hankey were formally opened. Extensions to the Joubertina School, which has now been promoted to a High School, and new buildings for six existing Primary Schools, were completed. New school buildings were also erected at Otterford by the Forest Department and a Primary School was opened there in October.

Of the 160 European teachers whose work was inspected, only twelve were not fully qualified, while of the 24 non-European teachers, only four were unqualified. This shows a further improvement on last year's record.

Four schools were closed in this circuit during the year but the pupils have been satisfactorily provided for elsewhere.

Afrikaans has now superseded Nederlands in all the schools of this circuit, with satisfactory results. A keener interest is now also being taken in Nature Study and the number of school gardens is increasing annually.

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

CIRCUIT: GEORGE, KNYSNA, MOSSEL BAY.

What gives me the greatest satisfaction is the fuller recognition by teachers and others of the claims of the second language. For many years past, one of my chief aims has been to promote among teachers in my area a sense of their responsibility to their pupils in this important matter. In the case of Dutch-speaking schools, the very proper and sound provision of the Ordinance that instruction should be through the medium of the home language, has had a tendency to lead teachers of short vision to neglect oral English. Against this tendency, while always emphasizing the duty of regarding the home language as of first importance, I have fought strenuously.

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The adoption of the class inspection system—which, in a modified form, not in conflict with the spirit of the regulations, is employed even in single-teacher schools that have proved their worth—has meant the saving of much time previously devoted to unprofitable labour at inspection, and made it possible to discuss more fully methods for increasing the efficiency of language teaching. At teachers' meetings, too, which are called at various country centres—some twelve in all—at least once a year, the question of second language teaching occupies a prominent place in the discussions.

I am now convinced that, given enthusiastic teachers and a good scheme, greater proficiency in the use of the second language will be obtained in the Primary School than in the days when English was the sole medium of instruction. In proof of this, I could instance several schools in my circuit where the English of the pupils is far better than it was before the introduction of the Ordinance.

What many teachers in Dutch-speaking schools are prone to overlook is the need for extending the Afrikaans vocabulary of their pupils, usually a very restricted one. To this matter special attention has been given at inspections and teachers' meetings.

If the replacement of Hollands by Afrikaans has been a gain to Dutch-speaking children, it has proved a still greater boon to English-speaking pupils. The comparative ease with which, owing to the small number of inflexions, Afrikaans can be acquired, and the knowledge that it is, unlike Hollands, the living language of the country, has stimulated interest in the study of the language, and the subject is now as popular as any in the syllabus.

The value of concise methods in arithmetic—here again deliverance from the thralldom of individual inspection has set the inspector free to give more guidance—is becoming more generally realised. In other subjects, too, notably geography and nature study, more effective work is being done. History, owing to the wide range of choice, is the subject which presents most difficulty.

I should not like what has been said in the foregoing paragraphs to give the impression that I regard the universal application of the class-inspection system as desirable. Even in some of the larger schools there are teachers who are lacking either in judgment or in moral courage, and it has been found necessary to suggest means whereby faulty classification can be avoided.

In conclusion, I desire to place on record the excellent services rendered by Miss Sarah E. Dudley, of the Blanco Primary School, who has retired on pension after 30 years of efficient service. Both for her devotion to duty, and for the fine influence she has exercised, Miss Dudley is held in high esteem by all with whom she has been associated.

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

CIRCUIT: STEYTLERVILLE, UITENHAGE.

The opening of the Junior Primary School afforded much needed relief to the two high schools in the town of Uitenhage, whilst the housing difficulties in connection with the Innes Primary School were partially solved by the abolition of the commercial class instituted for pupils who had passed in

Standard VI. It was unfortunate that adequate provision could not be made for these pupils on their transfer to the high schools owing to limitations of staffing. The appointment of additional teachers, however, which was authorised in October last, now makes it possible to offer alternative secondary courses in the coming year.

As regards both the secondary and the primary curricula in schools throughout the circuit, the standard of attainment in language work—the basis of all instruction—still falls below that in other subjects, and with a view to the encouragement of home reading it is recommended that in all the larger schools sectional libraries be instituted, so that suitably graded reading-matter may be available in every classroom throughout the school. In the majority of the rural schools the characteristic feature of the library is the paucity of the volumes, and the doctrine of self-help should be practised, until financial assistance from the Department is again forthcoming. Gardening, nature study, and elementary agriculture are now given greater prominence in the time-table. Excellent opportunities are afforded to pupils at schools in the Sunday's River Valley to gain practical insight into the various farming operations and activities with which their environment brings them into touch. In this connection it may be mentioned that during the last quarter of the year the pupils of the Settlers' Primary School were privileged to attend several of a course of lectures given by members of the staff of the Agricultural College at Grootfontein, dealing with poultry, bee-keeping, etc.

In the single and two-teacher schools a gratifying measure of success has followed on the adoption of the modified syllabus framed for this type of school, whilst economic pressure by convincing teachers of the extreme desirability of retaining their posts, has ensured a continuity of teaching methods that has been all to the good.

In regard to the native and coloured schools of the circuit the inevitable corollary of the prevailing financial stringency has been inadequate staffing and unwieldy classes. Handwork has at last established a footing for itself in the town schools of Uitenhage, and the course of demonstration lessons organised in the latter half of the year for the benefit of the teachers concerned will be continued in the coming quarter.

This report would be incomplete without a reference to the invaluable services rendered to the cause of education by Miss Kupferburger during the lengthy period of her teaching career at the Girls' High School, Uitenhage. This was her first and only post, and in occupying it for 36 years she has established a record which is likely to remain unbeaten for a considerable time. Miss Kupferburger carries with her into her well-earned retirement the knowledge that the excellent influence she has exercised over the generations of girls that have passed through her hands has been appreciated to the fullest extent both by them and by grateful parents.

In conclusion, I desire to express my thanks to the members and the secretaries of the school boards in my circuit for their ungrudging support and co-operation during the period under review.

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

CIRCUIT: CAPE DIVISION, NO. 2.

A new school building was opened at Lansdowne Road by His Honour the Administrator. Already it is crowded, and arrangements have been made for its extension. A school for girls was opened at Mountain Road, Woodstock. This has enabled the hall in Oxford Street attached to Regent Street Primary School and the hall in Aberdeen Street used by Victoria Walk Primary School to be given up, while it has also been found possible to make better provision for the observation class for particularly backward children, who now attend at Balfour Street.

Although some of the accommodation for European pupils is by no means up-to-date, yet it is something to be able to say that every European pupil in the circuit can be accommodated, either in school buildings built for the purpose and suitably equipped, or in halls which are frankly a makeshift.

If the same could be said with reference to accommodation for coloured pupils, the position would be fairly satisfactory. Unfortunately, it has not been found possible to increase the number of school places, and many children have been denied enrolment. A gentleman, who is in a position to judge, estimates the number of coloured children in the Salt River-Woodstock area of school age and not attending any school at 1,000. Much of the existing accommodation, too, is of a very poor description, deficient in ventilation and light, and neither educative nor uplifting in its effects on the children. The Churches have without doubt done their best to provide accommodation, but the position will not be put right until an extensive building programme is carried out by the State.

The success of the pupils from the high schools of the circuit in public examinations is noteworthy and shows that a good standard of education is being maintained, and that excellent work has been achieved by the staffs concerned.

In the primary schools, too, the year has been one of educational activity and progress. The facilities offered by the National Botanic Gardens at Kirstenbosch for the study of nature have proved a great boon to the schools, which in increasing numbers have availed themselves thereof.

The "speeding up" of the progress of the brighter pupils through the various standards has been going on in this circuit for a number of years. The ordinary pupils usually manage one standard in a year, but it is not uncommon for the brighter children to accomplish two standards in a year. Except where there are special circumstances it is usual to find that the youngest pupils in a class are also the smartest. In one of the schools an age graph constructed by the principal showed that up to Standard III the average was higher than that of the Province, while above Standard III it was lower. This was due to the speeding up which has taken place for three or four years, the promotion of the younger pupils to higher classes having raised the average age of the class they left.

The Dalton plan had a good trial in Standards V and VI in one of the large primary schools where the natural aptitude of the pupils is not high. The results obtained were such as to encourage

the belief that even in the case of rather dull children the use of the Dalton plan is not unsuccessful.

It is not an uncommon thing for public men to utter platitudes about the failure of the education system, and to criticise the teaching profession adversely. If they would only visit the schools and see the efforts being made by teachers to inculcate habits of bodily cleanliness; if they were aware of the excursions conducted by teachers to factories, to the seaside and up the mountain; if they saw teachers coaching pupils in cricket, football, tennis and basketball outside of school hours; if they could be present at tedious and frequent rehearsals for school concerts, they would cease to blame teachers for apathy and would bear testimony to their self-denying labours.

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

CIRCUIT: NAMAQUALAND, VAN RHYNSDORP.

The publication of a simplified primary school syllabus for single-teacher schools has been warmly welcomed. Teachers have been assisted in grouping the class-subjects and in framing schemes of work in the more important subjects.

During most of my informal visits demonstration lessons were given in subjects specially asked for by teachers.

Most of the European schools have fully qualified teachers; but this cannot be said of the Coloured schools, which in almost all cases are wholly understaffed and overcrowded. There, too, the children are underfed and poorly clothed: no wonder therefore that the standard of general attainment is not too high.

More school and class-room accommodation are needed; and in the case of schools with gardening facilities proper provision for water supply should be made. What is greatly needed, too, is a fully-qualified nurse for the boarding-establishments for indigents. It is found that in some of these districts a marked ignorance of the laws of health and sanitation is shown. Far more attention should be paid to this aspect of education.

It is appalling to find such a great number of pupils suffering from some physical defect which makes them unfit to profit to an appreciable extent from the ordinary school instruction. Where there is a sufficient number of pupils to enable a separate class to be formed—as is the case at Van Rhynsdorp—this should be done, and the services of a highly-qualified teacher should be obtained in instructing them on an individual basis. The necessity of dealing more effectively with these backward children is very urgent.

The financial depression, which is sweeping over certain areas of this circuit, is a cause of great anxiety, as it is unfortunately affecting most adversely not only the rural community but also the schools. Unless a change for the better sets in very soon there is a real danger that the majority of the pupils will in time to come be all of the indigent type for whom there would be no secondary education without financial support.

The more the condition of the rural population is studied, the more apparent it becomes what the nature of the instruction and education should be which is to give the necessary guidance and

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assistance to that portion of the rural community which is on the downward grade. Many of the teachers dealing with this class of pupil apparently fail to realise that the real cause of the poor results, in spite of diligent labour, lies mostly beyond the school activities. It is next to hopeless attempting to inspire with courage the children of such disheartened parents, unless the parents participate in such inspiration.

This, then, manifestly indicates what is required: teachers who with their strong personality can inspire the child and the parent in such a way that both really exert themselves to live good and useful lives, and also assist the teachers in improving the social environment. All this would then of necessity demand of teachers a much closer study not only of the unemployed question, but also of the problems and needs of rural life—its agricultural and industrial aspects; about all of which they should have intimate knowledge.

Many of the teachers are painstaking and are accomplishing great good on the farms; but there are others who do nothing in the line of private study and self-development. They do neither wide reading nor deep thinking on matters of vital importance to their teaching profession. By neglecting this they have very little hope of ever inspiring their pupils to extend their search for knowledge beyond the four walls of the class-room. Some never even try to peruse the articles on the teaching of school-subjects appearing in the GAZETTE from time to time. A most regrettable state of affairs.

A movement has been put on foot for the Van Rhynsdorp area to start a circulating school-library. Teachers preparing pupils for standard VI. have been notified that in future all standard VI. pupils will be expected to have read privately at home a reasonable number of books in both Afrikaans and English.

Although in the majority of schools nature-study is included in the course, the instruction given—probably due to faulty training and inadequate knowledge of the teachers themselves—is neither of such a nature that a real love is being fostered for farm-life, nor does the instruction serve as a link for those who wish to enter for a secondary school course with agriculture as a subject.

The provision of board and lodging for teachers is steadily improving. It is fully realised by the Boards that boarding accommodation provided for the teachers should be reasonably comfortable. Suitable housing will lead to greater permanency, and will enable the teachers to help to solve the problems of farm-life and become to the farming community advisers and co-operators in the true sense.

The question which is perturbing the minds of parents and others interested in the welfare of pupils is: What is to become of the indigent pupils after the sixth standard? Their six or seven years' schooling does not enable them to take to a calling. For them there are no prospects, as they have learnt nothing about manual labour or agriculture which can be of direct use to them. They seem to know what is awaiting them even before they pass out of school. Their whole bearing is one of despair.

Now it is the task of the ideal and true teacher to find a way to help these indigent pupils in the best possible manner; and to help to realise this ideal special meetings were arranged with parents and teachers where the broader aspect of education was

fully discussed, and at the Garies Conference—where there were present representatives from the various school boards and church committees—it was unanimously decided that in order to realise this ideal more rapidly the education given should be planned more on an industrial and agricultural basis,—the soil and the farm to be the centre of all teaching.

INSPECTOR: MR. E. J. SPURWAY, B.A.  
CIRCUIT: CATHCART, QUEENSTOWN, STOCKEN-  
STROM, TARKA.

This circuit was taken over by me at the beginning of 1923. Of the existing schools, about half are graded native or coloured, chiefly the former, while the rest are European schools.

There are very good school buildings at Cathcart, Seymour and Tarkastad. Queenstown Boys' High School is also well provided for. Queenstown Girls' High School is carried on in two widely separated buildings, a serious drawback, even though the buildings are suitable. Balfour is also accommodated in two buildings. One of these is not entirely suitable, but fortunately it is at no great distance from the main school. The remaining urban school, viz., Queenstown, Queen's Drive Primary, is carried on under well-nigh impossible conditions, for it is housed in four widely separated buildings, none of which is of a good type, and at one of which there is no sanitary accommodation. The need for additional buildings for this school becomes every year more clamant.

The native schools are of the usual type and the accommodation is in several cases not adequate to the requirements. A more serious feature in the case of these schools is the sad lack of equipment. Seating accommodation is usually available, though frequently the children are closely packed together, but the supply of desks is quite inadequate. It is not too much to expect that there should be desks for all the pupils in the standards. Even the urban native schools are badly provided with desks.

The native schools have needed a great deal of attention. The requirements of the new syllabus had to be explained. This was done at my inspections and by means of meetings held with the teachers. All the schools have now adopted the new syllabus, but it will take some time to familiarise the teachers with its requirements, especially those referring to manual training. To show the teachers what is being done in other parts of the Province, an exhibition of native handwork was held at Queenstown in October. A large number of native teachers attended and took great interest in the exhibits and in the practical demonstrations that were important features of the exhibition. It is hoped that an inspiration has been given to the teachers of this circuit and that good results will follow.

The attendance in the native schools is deplorably irregular. The pupils and the parents have been warned that drastic steps will be taken in all cases where the irregularity is persistent and avoidable. The necessary action will be taken during the coming year.

The European schools are staffed almost entirely with certificated teachers, but in the native schools the position is not so satisfactory.

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In all the secondary schools bursaries are granted, and generally are made good use of. There have been cases where pupils have not been presented for examination at the end of the second year, and it is felt that their unfitness to cover the prescribed course should be discovered much earlier, certainly not later than the end of the first year.

In conclusion, I should like to express my thanks to the secretaries of the school boards and to the managers of the native schools for the ready help they have afforded me at all times.

INSPECTOR: MR. A. H. STANDER, B.A.  
CIRCUIT: HAY, HERBERT, KURUMAN.

In all 115 schools, including 13 in the Barkly West division, were inspected. It is regretted that owing to the size of the circuit and the exceptionally heavy nature of the roads it was not found possible to visit informally more than 35 schools. The need for frequent visits in an area drawing its supply of teachers chiefly from the ranks of the young and inexperienced is rendered more urgent by a constant migration of teachers. Of 134 European teachers no less than 61 assumed duty since the previous inspection.

A new building has been completed at Niekerkshope, and buildings are in the course of completion at Bucklands and Seodin.

The attendance in native schools continues to be most unsatisfactory. In a few schools, such as those along the Kuruman River, improvement might possibly be effected by a change of vacation dates so as to suit local conditions, but in the majority of cases this evil is due either to poverty or to indifference, or to both. Handwork is still in its infancy, while gardening in this arid region is possible for only a limited number of schools. Interdenominational co-operation, as a means of eliminating many existing defects, has been persistently urged, but thus far without any tangible results. Extreme reluctance on the part of managers to enter upon schemes of amalgamation is apparently due to the fear that religious instruction might be endangered. It is hoped that this difficulty will not prove to be insurmountable.

An encouraging number of the more experienced principals of single-teacher schools have displayed commendable skill in conducting their schools. The number of teachers, however, who have either successfully adopted the principle of grouping classes or who have shown marked proficiency in adapting the requirements of the syllabus to the needs of their pupils remains distressingly small. Despite adverse criticism so often levelled at this type of school it is bound to remain for years to come the only means of bringing education to these remote and sparsely populated parts. No scheme of centralisation, however extensive and costly, can ever entirely replace it. A point which it seems necessary to emphasise is that the consolidation and improvement of the small rural school is a most important aspect of the problem of evolving an efficient system of rural education. As among the first essentials for further development appear to be: (1) Restoration of local allowance; (2) effective measures for checking migration of teachers; (3) greater stress on the practical side of the curriculum ensuring closer touch with the daily activities of farm

life; (4) centralisation of standard VI. (possibly also of standard V.), preferably at Indigent Boarding House centres, either as bursars or as paying boarders. The position of standard VI. at these schools may be gauged from the following figures: Of 53 pupils presented, 38 passed, and of these only 16 were considered fit to enter upon a secondary course. The cost of centralising these pupils would probably not have exceeded £500.

INSPECTOR: MR. C. H. STOKES.

CIRCUIT: BEDFORD, CRADOCK, SOMERSET EAST.

*Buildings and Equipment.*—New buildings have been completed at Harlen and Klipfontein Siding. Good new schoolrooms have been erected privately at Tarka Irrigation Works, Smoordrift and Austrey. Steps have been taken to increase the accommodation for native pupils at Somerset East and Cookhouse. Unfortunately, similar efforts to improve conditions at the Somerset East United Coloured School have proved unsuccessful. A dozen rural schoolrooms (mostly in Somerset East) are unsatisfactory. In numerous country schools furniture and apparatus are insufficient. A cupboard, a table, more (or better) desks are the commonest needs. The desks in these schools are, as a rule, cumbrous, antiquated and unhygienic.

*Teachers.*—The increasing frequency with which rural teachers have changed their posts is indicated by the following table:

Division.	Rural Schools comparable.	Different Teachers at annual inspections in		Same Teacher at all three inspections.
		1921 & 1922.	1922 & 1923.	
Somerset East ...	33	14	20	5
Cradock ...	21	7	10	9
Bedford ...	9	5	6	3
Total ...	63	26	36	17

Obviously, progress is seriously retarded, and inspection criticisms and suggestions are largely nullified. Greater stringency in granting increments of salary may impose an effective check.

*Schools.*—The amalgamation of the three native mission schools at Somerset East, and of the two at Cookhouse, has been accomplished. Details appeared in the *Education Gazette* and in the local newspapers. The clerical managers concerned gave much valuable assistance, whilst the Municipality of Somerset East kindly granted to the local amalgamated school the use of a large piece of ground for school gardening.

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*Subjects of Instruction.*—As a rule, in the primary standards, the level of attainment in the second language is too much below that of the first. Composition, probably the least satisfactory school-subject, is usually characterized by badly-constructed sentences, lack of originality, repetitions of words (due to limited vocabulary), and absence of attempts at combination or expansion of ideas. English composition in Dutch-speaking centres could easily be improved by frequent oral exercises in the past tense forms of the commoner irregular verbs and the tense-sequence rule. Punctuation, in most schools, is haphazard and scanty, whilst a surprising amount of indifferent handwriting is tolerated. Again, many teachers have, for various reasons, practically dropped the teaching of formal grammar, notwithstanding the admirable, pre-fatory note in the Primary Course. Yet judicious exercises in synthesis, the use of phrases, the correction of faulty sentences, etc., undoubtedly improve composition. The poor average results in "unseen" dictation suggest that spelling is seldom taught. Regarding recitation, teachers often display better taste than judgment, and make selections (especially in English) quite beyond their pupils' comprehension.

*Secondary Education.*—This is, as a whole, well organized, and the teaching is efficient. I am, however, in complete agreement with the conclusion expressed by my predecessor "that it seems to be increasingly evident that a large percentage of the pupils in Standards VII and VIII cannot overtake the requirements in less than three years."

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

CIRCUIT: CALVINIA, CERES, SUTHERLAND.

This circuit may be described as the land of enormous distances. It comprises an area of approximately 100,000 square miles, and as the three principal towns are separated by the "Karoo," which constitutes a natural barrier, there is no connecting link between any two of them. In addition to these difficulties the circuit was a newly-created one and considerable alterations in the dates of annual inspections were inevitable. On the other hand, these drawbacks were amply compensated for by the tremendous variety of conditions which prevail in different parts and which made the work extremely interesting; thus, the fertile Ceres basin differs in every respect from the vast pastoral areas of the Bushmanland, while the Sutherland and Nieuwoudtville districts have almost diametrically opposite educational needs.

*Indigence.*—The most striking feature of the circuit is the unduly large number of indigents—real and alleged—who inhabit the most fertile portions of these districts, who apparently have no love for their natural environment and whose one ambition appears to be a life of ease in the towns. Thanks to the establishment of town indigent boarding houses, bursaries and other charities, a small percentage of these children may ultimately become teachers, unskilled motor mechanics, shop assistants, etc., whilst the large majority who will be called upon to do the most important work in the country—tilling the soil—will remain untrained and unfit for their life's work.

The real solution of the problem, in my opinion, obviously lies in the establishment of small industrial schools with a strong agricultural bias at such eminently suitable spots as Elandsvlei, Katkop and Doornrivier.

*Attendance.*—The compulsory attendance ordinance remains a dead letter in those districts where attendance officers have not been appointed. Much of this is undoubtedly due to the lack of funds and consequently of educational facilities, but a great deal could be done to improve matters if school boards would exercise the legal rights vested in them and prosecute the worst culprits. Parental responsibility and initiative are fast disappearing and one is struck by the calm way in which parents are prepared to shift the onus of educating their children on the State entirely and even to expect remuneration for thus shirking their duties.

*Schools and Buildings.*—Additional buildings are urgently needed at Calvinia, Brandvlei and at the Ceres High School. At Nieuwoudtville the position has been eased considerably, and at Sutherland the present accommodation ought to be sufficient for many years to come. The number of schools has not increased during the year and little has been done in the direction of centralisation.

*Subjects of Instruction.*—The chief weaknesses of the rural school are the lack of *objective* in teaching, the lack of intelligent grouping of classes and the inability of the teachers to adapt the subjects taught to suit the practical needs of the locality. Afrikaans is now used as medium of instruction in about 99 per cent. of the schools, but in many schools under the Calvinia and Nieuwoudtville Boards, a curious mixture of Nederlands and Afrikaans has come into being, owing to the use of the former as *written* language and of the latter as *spoken* language. English as a second language is of such a low standard in many rural schools that unless great improvement takes place in the near future, the majority of these pupils must inevitably grow up unilingual. Subjects like geography, history and nature study have in many schools, degenerated into a deadly mechanical grind which has no educational value.

*Teachers.*—An ample supply of certificated teachers is now forthcoming, and School Boards experience little difficulty in filling up vacant posts with fully qualified teachers. The keenness of the competition for vacant posts will ultimately solve the problem of "Migration of Teachers."

At the close of 1923 Miss Jooste, of the Sutherland High School, retired on pension. I should like to place on record the thanks of both the Department and the public for the splendid service rendered by her and for her exemplary devotion to duty during a period of over a quarter of a century.

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

CIRCUIT: BEAUFORT WEST, FRASERBURG, LAINGSBURG, WILLISTON.

With not many exceptions, the teachers in this circuit continue to work with exemplary devotion. Unfortunately application has on occasion been so closely sustained, and the consequent strain so great, that several of them have practically succumbed and been [C.P. 4-'25.]

forced to go on sick leave. The opportunities for furlough are being curtailed at the expense of the vitality of some of the State's worthiest and most indispensable servants in the field.

By re-grouping, Fraserburg and Williston were tacked on to what was remaining after Ceres and Sutherland had been cut off from my original circuit. This change has brought me in contact with a number of European children on the veld without schooling, and thus still marking time, while numbers of coloured children elsewhere are on the march. In the case of most of these (European) children the great need would seem to be more indigent boarding accommodation. Notwithstanding what has been said to the contrary, I maintain that the indigent boarding institutions are on the whole serving their purpose well. Drafting the children back to the country again, as has been suggested, would prove but a partial remedy of attendant defects. No other arrangement can, in my opinion, serve effectively as substitute for post-primary vocational training.

*Curriculum.*—Recitation is rather often still regarded and treated as merely a memory exercise. Generally, too, the rendering is so strongly dominated by the rhythm that it becomes painfully mechanical. To be of any considerable value, recitation should be natural, animated, and should display keen appreciation. These qualities are, however, not attainable as long as the selections, especially in the second language, are of too advanced a standard to allow of their being easily comprehended by the learner. Good recitation of this nature is accordingly also not possible in the second language at too early a stage. Generally then it is advisable to supersede recitation by frequent and systematic conversational practice until the pupil is able to understand and speak the second language fairly well. The primary object in the teaching of recitation in the standards should be to cultivate the pupil's taste for poetry. For this reason recitation should not, especially in the lower standards be set as a home lesson.

Singing is taught generally, and occasionally with marked success. In the majority of cases, however, the tone of the singing is of greatly reduced value. One cause of the deficiency is the characteristic Afrikander habit of pitching sounds as far forward in the mouth as possible. This tendency produces a tone more dental than nasal in character, and consequently shrilly, piercing and jarring on the ear. A full, round and sweet tone should be attained, at no matter what cost, if singing is to be regarded as of any value at all. Moreover, the attitude of the pupil, while singing, should be such as to allow the lungs full play. If correctly treated, singing becomes a source, not only of delight and satisfaction to the singer, but also of healthy and invigorating recreation. On erratic lines, it is a tiring and tasteless exercise.

Physical exercises are seldom correctly interpreted. The reason is partly because the necessity and value of physical culture is not always duly recognised. The result is that the pupil is generally hopelessly indifferent in regard to this particular branch of his school work, and welcomes, as well he might, the termination of the drill period. A long period of indifferent physical drill, such as is unfortunately only too common, must be looked upon, not only as so much time wasted, but furthermore as harmful in its effects both physically and morally. To answer

their purpose, physical exercises should be short, animated and inspiring. The pupil, moreover, should be fully conscious throughout any given exercise of his personal benefit thereby, and so work with a definite aim in view. In such conditions his interest is likely to remain sustained, his gain ensured; and the teacher will have the satisfaction of knowing that the time has been profitably spent.

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

CIRCUIT: LADISMITH, RIVERSDALE.

In respect of educational development the year 1923 ran an uneventful course. Financial stringency restricted the extension of educational facilities to a minimum; the opening of a rural coloured school at Buffelsvlei in the Division of Ladismith was authorised and sanction was given for the appointment of two additional teachers to the understaffed High School at Ladismith, while the completion of a new building at Ockertskraal (Ladismith) will enable the Board to bring a long overdue scheme of centralisation to fruition. These items represent the sum-total of the development for the period under review.

Three small single-teacher schools—Brakkloof (Riversdale), Kransrivier (Riversdale) and Mistkraal (Ladismith)—were closed down during the year owing to the average attendance falling below the minimum required for this type of school.

Generally speaking, good progress continues to be made in European schools. The great majority of teachers are animated by a high sense of duty and are deserving of much commendation for what they succeed in accomplishing from year to year. In a few cases only was it found necessary to recommend the withholding of the annual increment to salary on grounds of inefficiency.

At the Riversdale (Berlin) and the Riversdale (English Church) Coloured schools excellent work continues to be done in the primary area, and both institutions are singularly successful in the training of pupil teachers. The average rate of progress in other coloured schools cannot be considered quite satisfactory. Irregular attendance and the multiplicity of classes are the chief factors militating against success. It is anticipated that the introduction of a system of grouping of classes will effect some improvement.

The deplorable economic position in which so large a proportion of families find themselves has greatly intensified the desire of parents to secure for their more promising children the benefits of a course of secondary education, as a means to employment in the professions. Under the Department bursary scheme the majority of deserving and necessitous pupils from rural centres are enabled to attend a secondary school. To render assistance in such cases as do not fall within the scope of the Departmental scheme, and where the parents are not in a position to contribute anything towards the cost of the education of their children, the Principals of the Albertinia High School, the Riversdale Boys' High School and the Riversdale Girls' High School have initiated schemes for raising funds for school bursaries. The success which attended the efforts of the Riversdale Boys' School has already enabled that institution to prevent the withdrawal of a number of promising

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pupils, who, but for the assistance thus given, would have been compelled to leave school to follow some "blind-alley" occupation. It is hoped that the splendid example set by these schools will be followed at other centres in this circuit.

Miss Mary Orr, B.A., who was appointed to the Principalship of the Riversdale Girls' High School in 1915, retired on pension at the end of 1923. Her period of office was a distinct success from every point of view and she fully deserved the generous compliments paid to her on her retirement. Miss Orr, who was a fine organiser and an excellent teacher, exerted a profound influence on her pupils. She lived and worked with singlehearted devotion for her school and she spared no pains to secure the success and happiness of her pupils. It is hoped that she may long continue to enjoy her well-earned retirement.

As the services of a Language Inspector were not available I was deputed to visit the European Training Schools for the purpose of examining candidates for the Bilingual Certificate in the practical part of the examination in Afrikaans. The standard of attainment in those centres where the great majority of students are Afrikaans-speaking is generally excellent. At those institutions where Afrikaans is taught as the second language a most praiseworthy effort at mastering the language is being made; the progress made in some cases is truly astounding, and reflects the greatest credit on the ability of the teachers and the diligence of the students. Student teachers who make their first acquaintance with Afrikaans when they enter upon their period of training will always find themselves severely handicapped and will not as a general rule have acquired sufficient knowledge of the language to obtain a Bilingual Certificate when they complete their course of training.

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

CIRCUIT: COLESBERG, MARAISBURG, MIDDELBURG, MOLTENO, STEYNSBURG, STERKSTROOM, VENTERSTAD.

The fine school buildings recently completed at Middelburg and Colesberg have settled the problem of inadequate accommodation at those places for some time. At Stormberg Junction the present premises are totally unsuitable, and it is hoped that a more satisfactory building will be erected in the coming year.

A few new rural schools have been established. The pressure in town schools has also to some extent been relieved by the appointment of additional teachers, where urgently required. Several applications for new schools by farmers of moderate means remain to be dealt with. The position of this type of farmer in these sparsely populated parts to obtain even elementary education for his children is becoming daily more embarrassing. While the indigent parent gets his children educated by the State (to standard VI. or to the age of 16) and the well-to-do people can pay their own way, the landed proprietor of average means cannot proceed in either way. Besides, it has almost become a matter of impossibility to get six children together at a central spot to start a school, owing to the

fact that the indigent pupils of the neighbourhood have all been placed in the boarding houses in the towns. The question arises, whether this class of parent is not deserving of aid in the form of a grant to enable him to establish a private school under proper supervision. Otherwise a system of district boarding schools will have to be considered, where all rural pupils can obtain elementary instruction. Such a course will have the beneficial result of intensifying the love of country life in these pupils and might remove from the way of many farmers the temptation of settling in towns for the sake of the education of their children.

The work of the schools has, on the whole, proceeded in a satisfactory manner. The teachers have carried out their duties with commendable zeal. The teaching of English as second language still needs serious attention, especially in regard to improved methods of instruction. It is not sufficiently recognised that the oral language work must be planned in a *systematic* way. The lessons in nature study are generally too formal and not on observational or practical lines, so that they arouse very little interest in nature.

The Departmental Secondary School course is now in operation in all the schools in this area. The transition did not create any insurmountable difficulties. The argument is, however, still occasionally advanced that the Departmental Course does not do justice to those pupils who wish to qualify for a University career. At one high school several parents have intimated that they are removing their children to other schools, where the old Matriculation Course is still taught. An authoritative statement as to the actual position might be of some advantage, also in persuading the schools, which have not yet come in, to adopt the Departmental Secondary Course.

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

CIRCUIT: CAPE DIVISION, NO. 3.

*Buildings.*—In consequence of the strained financial conditions still prevailing, it has not been found possible to keep pace with the growing demands for additional accommodation.

With few exceptions the accommodation in mission schools is very inadequate, the result being that serious overcrowding is prevalent.

Buildings are generally in a very unsatisfactory condition so far as repairs and upkeep are concerned. Neglect during a series of years has resulted in a state of affairs which calls for immediate action. Roofs and woodwork are steadily deteriorating for want of paint; walls and ceilings are being seriously damaged by unstopped leaks and by cracked plastering.

*Equipment.*—It has been possible to procure no more than the most urgently needed portions of equipment, and many schools are but poorly provided for in this respect. To provide seating accommodation, resort has at times been had to chairs or even boxes, in lieu of proper school benches; while the ready way in which teachers have risen to the occasion, and devised their own forms of home-made teaching appliances to take the place of others more orthodox, which were not forthcoming, is most commendable and deserves a special word of recognition.

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*Staffing.*—This is still often inadequate. In several of the schools for European children the average number of pupils per teacher exceeds the usual quota, the worst case being that of a school where the average per teacher approximates to 46. In mission schools the position is still more acute; indeed, in many cases it is serious.

*Instruction.*—I have spent more time than usual in actual teaching in schools. Teachers appear to appreciate work done in this direction. The impression formed is that there continues to be steady improvement in methods of teaching. Especially is this so in the case of nature study, where the pupils' powers of observation and interest in nature are being steadily developed. The work in one-and-two-teacher schools has been much benefited by the special course provided, and by the useful suggestions offered in that course. Intelligent grouping of classes has enabled teachers to do more thorough work than was previously possible.

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

CIRCUIT: GORDONIA, KENHARDT, PRIESKA.

At the beginning of 1923 the division of Kuruman was detached from my circuit and the Prieska division was added. As the result of the formation of the new school board area of Vosburg, three schools in the Prieska Division were included in this new school board area.

*The Teaching Staff.*—Education in these North-western districts suffers very much indeed, on account of the frequent change of teachers, and the single-teacher schools are hardest hit of all. The following figures will shew what has actually taken place in this circuit in this respect. Of the sixty-five teachers employed in the single-teacher schools on the occasion of the last annual inspection, there were no less than forty-seven, who were not at the same school at the previous inspection, although ten of these had a post elsewhere in this circuit. In the remaining seventeen primary schools thirteen of the forty-nine teachers were new, and even in the five secondary and high schools there were twenty-four new teachers out of a total of fifty-two.

The above remarks refer to schools for Europeans only, and the following table summarises the change of the teaching staff, who were present on the occasion of the annual inspection:—

	No. of Schools.	No. of Teachers.	No. of Teachers new at Inspection 1923.	No. of Teachers also present at Inspection 1922.
Single-teacher Schools	65	65	47	18
Other Primary ..	17	49	13	36
Secondary and High Schools ...	5	52	24	28
Totals ...	87	166	84	82

From the above figures it will be seen that only eighty-two teachers, that is less than the half of the total staff for the circuit, were present at the annual inspection of 1922, while these figures do not include those teachers who took up duties in this circuit after the 1922 inspection and who left before the 1923 inspection.

Under these circumstances the pupils are naturally the sufferers. Moreover, most of the teachers who come to these parts are direct from the training college and inexperienced—several of those who took up duties here at the beginning of 1923 were unsuccessful at the Primary Lower Examination, held in December, 1922. Many of these new teachers, it is true, did satisfactory work, but they still lacked tact and knowledge of human nature, which are indispensable to the teacher in his dealings with his pupils and their parents. But the change of teacher may interfere with the progress of the pupil in other ways: it takes some time before the new teacher and his pupils are sufficiently well acquainted with each other; the work of the new teacher is often made difficult, because his predecessor had left no record of work (or a very incomplete one), and time is lost in doing work which had already been covered, with the result that at the inspection the pupils are not fully prepared for promotion, or they proceed to the next standard with weak work; it has also happened that, during the last term of a teacher's stay at a school, less thorough work was done, if the inspection did not take place during that term.

It is only too true that the pupils in these parts, especially those in the single-teacher schools in the country, suffer tremendously on account of these frequent changes of teachers.

There is a great deal that may justify these changes: life on these farms is often unattractive, especially for a young person of some social ambitions; the board and residence are often unsatisfactory, the distance from the nearest town or railway station is often more than a hundred miles and unfortunately very little is done for the comfort and pleasure of the teacher. But, notwithstanding all these hardships, which the teacher has to endure, it is not too much to expect that the teacher for the sake of the progress of the children of his own people will willingly continue at one and the same school for at least a few years.

The single-teacher school in the country has been before the public eye by means of conferences, and articles in the EDUCATION GAZETTE and other educational periodicals, but until such time as the teacher will be prepared to put up with hardships referred to above, even the best and most practical curriculum for the country school, will be doomed to failure.

*The Curriculum.*—There is a great need for the instruction of subjects which will prepare the pupil for the kind of farming which is carried on in these parts. The inhabitants of this circuit consist chiefly of (1) stock-farmers, and (2) agriculturists along the Orange River. The struggle for a livelihood is great and both stock-farmer and agriculturist need a thorough training to be able to exist here in the future. The stock-farmer has to do with diseases among cattle and small stock, the destructive locust, droughts and scarcity of water, while the agriculturist on the banks of the Orange River has to invest a great deal to

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prepare his soil for irrigation purposes and to take the water out of the river. The property of the man without capital is soon bonded, and only the most productive methods will save him from bankruptcy.

Over 2,600 pupils or 63 per cent. of the total European enrolment in this circuit attend the schools along the Orange River and the teaching of agriculture should therefore be a special feature in these schools. As yet only a very little is being done, namely in the secondary standards of the Kakamas High School, where experimental work is done on a small plot of ground with an inadequate supply of implements.

The teaching of agriculture is highly necessary in the schools along the Orange River. Kakamas, Keimoes and Upington are all suitable places for such instruction and the inhabitants will cordially welcome anything that is done in this direction.

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

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

At the beginning of 1923 the school board areas of Hoptown and Strydenburg were substituted for the Prieska division and later on two more boards were constituted in this circuit, namely for Loxton and Vosburg. This entailed the addition of parts of the Beaufort West, Fraserburg and Prieska districts, and the circuit now comprises ten school board areas, to wit, Britstown, Carnarvon, De Aar, Hopetown, Loxton, Petrusville, Philipstown, Strydenburg, Victoria West and Vosburg. When I was officially informed that I had to examine the work of the two Beaufort West rural schools affixed to my area, I was too far off and could not find the time to go and inspect them. Otherwise, in spite of the extensiveness of the circuit, it was possible to inspect every school. The amount of inspection work, however, would not allow me to pay more than 37 informal visits.

At the end of the third quarter Mr. C. H. Heese retired on pension. About 1909 he assumed the principalship at Britstown where he started with 136 pupils. Under his capable management the roll, year by year, showed an appreciable increase until it reached 365, and, at the commencement of the year, the school gained the well deserved distinction of being promoted to the high school grade. Not only this, but also the successful state in which he left the school testifies to his self-sacrificing and exertive efforts on behalf of local education. May he, after so many years of faithful service, enjoy his well-deserved rest for a long while.

Owing to the prevailing financial stringency it was not possible to open all the new schools that were needed; and consequently many farmers who were too far from aided schools and could not see their way clear to send their children to the village schools, had to engage teachers at their own cost. Wherever possible these private schools, the majority of which are intended to serve temporarily only, were inspected and in a very few cases was it found necessary to report adversely on their continuation. The

scarcity of funds also made it impossible to appoint all the additional teachers that were urgently needed in some schools, and at De Aar and Hopetown, where the secondary departments were seriously understaffed, the school boards appointed the required assistants at their own financial responsibility. Later on in the year, however, it was fortunately possible for the Department to sanction these appointments.

The generous way in which public spirited bodies and members of the community at some of the places locally raised funds for salaries, bursaries, school libraries and other educational matters, is appreciated. It displays an encouraging and a healthy policy of self-help and serves as an example to places still prepared to look to the Department for everything. In this connection special mention should be made of the comparatively small community of Petrusville where, during the period under review, over £300 was raised privately for purposes mentioned above, and in addition the "Danie Smal Fonds" has actually reached £5,000, the interest on which is used annually as bursaries for promising pupils.

REPORTS OF CIRCUIT INSPECTORS: TRANSKEI.  
INSPECTOR: DR. H. ANDERS, B.A., Ph.D.

CIRCUIT: LIBODE, QUMBU, TSOLO.

The period under review was marked by two outstanding events: the visit of the Right Honourable F. S. Malan, Acting Prime Minister, accompanied by the Chief Magistrate, to Shawbury and St. Cuthbert's, which will be remembered as red letter days; and the conference of inspectors of the Eastern Districts and the Territories, convened by the Superintendent-General of Education.

It may be noted that the inspection, especially of the larger schools with standards V. and VI., in accordance with the revised syllabus makes greater demands on the time and energy of the officers of the Department. In one or two schools I had to resort to class inspection in order to complete the work within a given time. Six schools, which I could not inspect, were examined by the Rev. D. Semple, whose assistance I gratefully record.

The new syllabus is now in operation throughout the circuit. The number of pupils in standard VI. has decreased; and of those presented for this standard only 33 per cent. passed. It is probable, therefore, that the numbers will decrease still further.

A circular was addressed to all the principals, who were asked to supply information with regard to the manual work carried on in their schools. The replies, though not uniformly satisfactory, showed that in many cases a real effort was being put forth towards meeting the demands of the new course. Some 400 trees have been planted on school grounds. The form of handwork most generally taught is grass or rush work. Clay modelling remains primitive in character; while pottery is being abandoned owing to the difficulty of baking the clay vessels. Excellent ropes are made out of aloe fibre, and in a few schools near the Basutoland border mohair work is done. School gardening is still in its infancy, and comparatively few

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schools have as yet taken it up. In some cases the efforts made have been attended with a fair measure of success. In other cases land is being secured and will be fenced in due course of time. The school ground of Rainy Mission is already fenced, and at Esidwadweni funds have been raised for fencing the school garden near the river. It is understood that other schools will follow. The encouragement and active support in this direction given by the Chief Magistrate, the Resident Magistrates of the districts, the managers and progressive headmen are gratefully recognised. As time goes on the importance of school-gardening will doubtless become increasingly apparent.

It is gratifying to note that at the Queenstown Exhibition prizes were awarded to St. Cuthbert's, Elunyaweni, Somerville, Mqokolweni, and the weaving school at St. Cuthbert's, while a special prize for "Best Exhibit" was given to Lower Nxaxa School, Qumbu.

With regard to the Weaving School it may be of interest to note that some old pupils have acquired looms with a view to carrying on weaving in their own homes. This is a step in the right direction. A weaving outfit, I am given to understand, is obtainable for £25. Besides, some 26 girls are using spinning wheels in their homes.

The time appears to have arrived when singing competitions might be conducted on different lines. For one thing, the fourth quarter during which they were usually held is an unfavourable time, and some choirs have had to travel great distances. I would suggest that schools not too far apart be encouraged to give combined concerts once a year, if possible, the arrangements being left in the hands of the manager or a local committee. Such concerts prove popular and the proceeds, if any, derived from them might be devoted to scholastic funds.

The continued lack of accommodation in the European school of Tsolo has been acutely felt, so much so that several children of school-going age could not be admitted. It is satisfactory to state, however, that the erection of a new building has been sanctioned by the Administration. A word of praise is surely due to the teachers who have so long endured discomfort.

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

CIRCUIT: MOUNT FLETCHER, MOUNT FRERE.

The new syllabus for native schools has been in use for over two years now and the majority of teachers in this circuit have made conscientious efforts to carry out its provisions; but there are some who have been content to let things slide and to continue in the rut they have, through long years, worn out for themselves. They put off the "evil day" and only under compulsion will they make a forward step.

Hygiene, handwork and gardening are the subjects in which the change has been most radical, and it is quite clear that years must pass before these can be placed on a satisfactory basis as an integral part of the school course. The teaching of hygiene has been handicapped by lack of suitable text-books, but two books are now procurable which ought to make this work easier

for the progressive teacher. In handwork a few schools in Mount Fletcher have introduced the making of pottery; but the designs are very faulty and the methods of mixing clay and of burning are far from satisfactory. Much more success has been won in making articles of grass, straw, reeds, maize husk, mohair and aloe fibre; but even here faulty design is all too evident and expert guidance is required. Yet in a few schools teachers have taken up this side of handwork with enthusiasm and success—the Presbyterian school at Mahlake being easily first of these. Gardening has made least progress. This failure is due to a variety of causes—lack of suitable tools, of ground protected by stock-proof fences, of sites suitable for gardens and, above all, lack of knowledge and of enthusiasm on the part of those concerned. Much patience and perseverance will be necessary before this essential subject can be placed on a really satisfactory footing in this circuit.

In regard to tree-planting, very little can be done until the school grounds are adequately fenced. The experiment begun of establishing four tree nurseries from which young trees might be distributed to the schools around has, so far, failed owing mainly to ignorance and apathy on the part of the teachers responsible. At one school only, were any seedlings shown, and these were pale, lanky, weakly plants grown in seed pans in semi-darkness; but the teacher had tried and deserves praise on that account. A new start has been made with this work. As for the remaining subjects, oral composition is, in most schools, gradually coming into its own as one of the most important subjects in the curriculum. More inventiveness on the part of the teachers in varying their exercises and so rousing and maintaining the pupils' interest is needed. In very many schools part of the time given to inspection was spent in demonstrating how this might be done. Apparently it has been the usual practice to repeat almost daily throughout the year a rigid series of question and answer unvarying in form and sequence. Geography is still too often the mere teaching of names and technical terms unconnected in any way with facts of interest, or directed observation on the part of the pupils themselves. History is taught in a few schools only, the absence of suitable text-books covering the course being chiefly responsible for this. In some schools, the native language has been carefully taught, in others it has been regarded as a subject which the pupils can very well teach themselves; and here the results obtained have been poor. Now that at least four poems are to be learned during the year, the pieces chosen for recitation have been remarkable more for their brevity than for any other quality they possess. In all subjects the simultaneous answer is much abused, the least variation introduced by the inspector tending to confuse the pupils.

To those teachers who still maintain a real live interest in their work, the articles recently published in the EDUCATION GAZETTE have proved very helpful indeed; but to others, and the number unfortunately is far from negligible, no benefit has accrued.

There has been much that is disappointing, but there has also, fortunately, been much more that is encouraging in the quality of the work inspected; and when all the conditions under which  
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that work has been done are taken into consideration it can be said with truth that real progress in education is being made among the native people.

In the two European primary schools in this circuit the three teachers employed are certificated and the work done has been very satisfactory.

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

CIRCUIT: BUTTERWORTH, NQAMAKWE, TSOMO.

*European Schools.*—In the Butterworth Secondary School a modified form of class inspection was adopted; but standards VI. and VII. were inspected individually, the work in both cases being satisfactorily sound. In this way it was hoped to purge the secondary classes of the weaker pupils and to control more directly the granting of Departmental assistance in standards VII. and VIII. Also, a modified form of the Dalton Plan was in force in the sub-standards, the pupils being divided into small divisions according to their ability. While the Plan commended itself by the excellent results produced, there is a danger that the physical endurance and the self-sacrifice of the teacher may be stretched almost to the breaking-point, unless it is skilfully applied.

As the pupils of the circuit are mostly English-speaking, Afrikaans must be acquired in school. Fortunately, owing to the increase in the number of bilingual teachers, the teaching of the language is now based less on the weary "grind" of spelling and grammar, and more on oral and conversational practice. Constant use of this direct method, however, is necessary to make the presentation of the language efficient.

*Native Schools.*—The outstanding feature was the awakening of the teachers in and around the Butterworth district to the possibility of teaching the English language by the direct method. The interest aroused spread like an epidemic from school to school, so that during the last four months of the year it was possible to hear frequently lessons in oral composition in which not a word was spoken in the native language, and quite a number of delightful lessons were listened to, in which the teachers were silent and the pupils carried on certain actions with the accompanying conversation in simple, correct English. The interest aroused was very real, and in a few cases the whole school was in a state of subdued excitement while the lessons were being given.

After persistent efforts it is now possible to report a great improvement in the position of sub-standard A., especially under the more intelligent principals. The aim was to have two sections, the higher to consist of the great majority of the pupils of sub-standard A., all ready to be promoted to sub-standard B. after the inspection, and the lower to consist only of pupils who had been three to six months in school. Pupils would thus pass out of sub-standard A. in about a year and a half. This was the actual position in the best schools, and several approximated this. In every school during the third quarter a group of boys is to be found who attend school only in August and September, because they are then not required for herding; these make little or no progress in school, and are the heart-break of the teachers.

Handwork in some form was taught in every school, especially grass-weaving, and to a less satisfactory extent clay-modelling and woodwork with a pen-knife. School-gardening is at a disappointing stage. Four garden-plots were in actual use; but only that of Blythwood Practising School was at the time of the annual inspection creditable. Plots have been selected at almost every school; but delay has occurred in getting them transferred.

The arrangement made, whereby the apprentices of the Boys' and Girls' Industrial Schools of Blythwood received their cultural training regularly from the teachers of the Practising School, worked successfully and will be continued. To ensure easy discipline, greater care should be exercised in the selection of the apprentices. It is a pleasure to add that, in future, it will be possible for a limited number of apprentices to learn dairying and printing in the well-equipped dairy and printing-press just established. Undoubtedly these industries will prove valuable adjuncts to the institution.

The following table shows:—

				Standard VI.	Increase.
Number of schools	..	..	..	29	0
Enrolment	..	..	..	342	10
Number present at Inspection	..	..	..	320	1
Number passed	..	..	..	165	-38
Percentage of passes	..	..	..	51.5	-11.1

INSPECTOR: MR. W. H. HALL-GREEN.

CIRCUIT: IDUTYWA, KENTANI, WILLOWVALE.

1. *Buildings.*—There is little to report in the matter of new buildings or extensions and improvements. In all the three village Primary Schools for Europeans, the accommodation is unsatisfactory. A fine new building has recently been opened at Luvundu, in the district of Willowvale.

2. *Opening and Closing of Schools.*—One Farm school has been closed in the Kentani district, and another has been opened in the same district. There are still several applications for aid to new schools for natives, which have had to be held over indefinitely. In one or two instances also it has been found impossible to adequately staff existing schools.

3. *Curriculum.*—The teaching of Afrikaans, always in the past a stumbling-block, in this essentially English-speaking area, has in the period under review made great advances. The demand on the part of parents for adequate instruction in the second official language is largely responsible for this. At one time, it was regarded by many parents in the Transkei as a waste of time for their children to learn Afrikaans.

In the native schools, the new syllabus, which came into use at the beginning of 1922, is now in full swing; and on the whole the manner in which its provisions have been mastered may be regarded as distinctly encouraging. The great majority of teachers evince a keen and intelligent interest, and a desire to profit by the introduction of a syllabus better adapted to the needs of the native races. There are still a few who have attempted

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to introduce their old "rote" methods into the work of the new syllabus—as for instance in the teaching of English, where these teachers, instead of familiarizing their pupils with the *structure* of sentences, and so enabling them to construct sentences for themselves, have taught them *by rote* a considerable number of questions and answers, without any attempt to satisfy themselves that the pupils understood what they were talking about. These "black sheep," however, are rather the exception now than, as formerly, the rule; and there is every hope that in time such methods will be entirely eliminated. The teaching of history and geography has in many instances received scant attention, though in others these subjects have been well taught, and great interest evinced by pupils as well as teachers. The teaching of Xosa has suffered in many instances from a lack of books. Very few teachers have done much in the way of Xosa grammar and composition. Attention has had to be drawn in many schools to the advice given through the EDUCATION GAZETTE regarding the grouping of standards. It is a serious omission on the part of teachers to neglect the reading of the GAZETTE. The best results cannot be obtained when each teacher on the staff has charge of one class at the top and one at the bottom of the school.

4. *Handwork*.—This important branch of native education has been taken up with zest. The most common form of handwork is grass-weaving, and a certain amount of pottery is attempted. Three schools deserve special mention on account of the originality and excellence of their work. At Qakazana, slate pencils of a good quality are produced in large numbers. Ewing displays a surprising amount of enterprise in devising new outlets for its energy, and has produced really first rate hats, baskets, rope, twine and mats. Esinqumeni is a small single-teacher school, but its pupils in the sub-standard classes have produced some of the best basket-work yet seen. Woodwork is not at present taught in any of the schools in this circuit, but it is hoped soon to make a start at Colosa. The difficulties of fencing and provision of tools have so far prevented much being done in the way of school gardening; but mention must be made of Tutura, where a strip has been fenced off, and planted with flowers and vegetables. This garden is well cared for, and presents a very attractive appearance.

5. *Conclusion*.—I cannot conclude without my usual tribute to the cordial assistance received from missionaries, magistrates and traders, and without which it would be impossible to carry on effectively the work of the Department in a native area.

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

CIRCUIT: ELLIOTDALE, MQANDULI, NGQELENI,  
UMTATA.

During this period one hundred and fifty schools were formally inspected; of these ten were European schools, two coloured and the remainder native. Fifty-three informal visits were paid and many local conferences with missionaries and teachers were held.

*European Schools*.—Of the ten European schools the Umtata High School, with an enrolment of nearly 300, is the largest and, being the only High School in the Transkeian Territories, holds a

position of considerable importance. The classroom congestion to which reference was made in last year's report has been temporarily relieved by the occupation of hired premises in which the four lowest classes have been accommodated, but this is a makeshift and unsatisfactory arrangement and it is hoped that the School Board will lose no time in planning for the erection of the Boys' Hostel for which money has already been voted, and thus set free the present school house for classroom purposes.

The High School has suffered a great loss through the death early in the year of Mr. E. Binckes, Mathematical Master. Mr. Binckes was not only a real scholar and an efficient teacher but a Christian gentleman whose sterling character and unassuming manner won for him the respect and affection of all who knew him.

Attention was drawn in a former report to the handicap with which so many English-speaking pupils in these parts start life through lack of a working knowledge of both official languages. It is satisfactory to be able to report that in the High School and in one of the unaided town schools provision for the teaching of Afrikaans is now more adequate. The appointment to the Elliotdale Primary School of a fully bilingual teacher is also to the good. But it cannot be too often or too strongly emphasised that it is the duty of parents and school authorities to see that all pupils have the opportunity in school of learning to speak Afrikaans with ease and fluency. As the great majority of Europeans in the Territories speak English only and their children have few, if any, opportunities of acquiring a conversational knowledge of Dutch by means of social intercourse, it is all the more important that the schools should supply the deficiency. On Union Day the four Umtata town schools united in giving an inter-school musical fête which was held in the Queen's Park under ideal conditions. There was a very large gathering of parents and others interested who expressed their warm appreciation of the choruses, country dances and a little play that formed the programme. It is hoped to make this an annual event.

*Coloured Schools*.—Of the two coloured schools one is a day school connected with the English Church mission in Umtata. The other is the large boarding school conducted on admirable lines by the Roman Catholic Sisters at Bedford Farm where the pupils, about 120 in number, receive an excellent training for life. In addition to the usual classroom subjects the girls learn domestic economy, spinning and weaving, the boys are taught cobbling and other handwork, while both boys and girls work for several hours a day on the farm.

*Native Schools*.—*Teachers*: Practically all the teachers in this circuit are either qualified or, if uncertificated, have proved their worth by years of successful service. The great majority, I record with pleasure, are doing excellent work. The older men especially fill one with admiration by the way in which they seek to improve their teaching efficiency and keep in touch with modern developments. It is necessary, however, to remind some of the younger men and girls that the possession of a certificate is not the sole requirement for successful work; and it has been necessary during the year to dispense with the services of some of these who, relying too much upon the fact of their being qualified, had been neglecting their schools. Now that the number of teachers trained annually exceeds the number of available vacancies it is possible to apply a

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higher standard of efficiency and conduct to those in the service. One hundred and thirty-three teachers attended a vacation course which was held at Corana (Pondoland), when lectures were given in handwork, gardening, singing, hygiene, moral instruction and oral English composition. A number also attended the Winter School held at Lovedale.

The subjects upon which special stress has been laid during the year are oral English composition, handwork and gardening. A small teachers' handbook on the teaching of oral English composition, outlining lessons to be given regularly during the first four years of a pupil's school life would be invaluable. In the absence of such as much help as possible has been given at the vacation course and at conferences. Handwork has been taught in all the schools many of which sent articles to the Queenstown Native Industrial Exhibition in October, securing a very fair number of prizes. I have again to express my appreciation of the work of Miss Ida Nqoloba who visits schools in need of her help as instructress in grass and rush weaving.

Gardening has been carried on in the majority of schools. Gardens have been fenced and made stock-proof at ninety-two schools; at thirty-four others fences were being erected at the time of inspection; twelve schools were without gardens. At some centres a beginning has also been made with tree raising, the seeds having been kindly supplied by the Forests Department; and it is hoped from these centres to supply out-station schools with young trees.

*Singing Competitions.*—The usual singing competitions were held this year, three in the various districts and the final one at Umtata. The interest in Education that these gatherings arouse is increasing and they also provide much needed opportunities for social intercourse among teachers. At the Umtata district competition held at Kambi the Chief Inspector was present and gave a helpful and much appreciated address to the teachers.

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

CIRCUIT: ENGCOCO, ST. MARK'S.

Most of the school buildings are made of sods, loopholed with tiny windows, and roofed with corrugated iron. As very few of these roofs are lined, the heat inside the schools in warm weather is stifling. In many schools broken panes are replaced with boards, canvas, or old petrol tins. Work in such schools is carried on in semi-darkness, and in an atmosphere which is highly dangerous to the health of the pupils.

Speaking generally the equipment is very meagre, and is often of poor quality. Broken desks are seldom replaced or repaired, and it is often difficult to use chalk on the blackboards owing to the gloss on the surface. The male teachers have usually had a course of woodwork during their training, and it might be expected that they would put their knowledge of woodwork to practical use, when they see the school furniture falling to pieces; but it does not seem to occur to them, that they could add to the comfort of their pupils and to the efficiency of their schools if they mended broken furniture and apparatus. It is no uncommon experience to

find five or six children sitting on a form which possesses but one leg. Most of their time seems to be spent in trying to overcome the force of gravity which pulls them down the slope towards the floor.

The financial stringency which has prevented the appointment of teachers to schools whose numbers justified additions to the staff, has provoked much grumbling from principals. A judicious use of the available staff of which the principal himself is also a part, would do much to lighten the burdens of some of the teachers. The female assistant in a two-teacher school has usually three or four times as many pupils as the principal. As a result of this unfair division of work, unwieldy sub-standard A. classes are the general rule. These reservoirs from which a fresh and vigorous stream of pupils should flow into the standards, are almost stagnant, and send forward but a feeble trickle of school-weary pupils who suffer through the whole school course from the inefficient and intermittent instruction which has been their lot.

It is disappointing to find that many young teachers fresh from training, instead of employing the methods they have learned in the training schools, use methods which have long been considered faulty. Principals of the old regime have been accused of preventing their assistants from adopting newer methods, and there may be some truth in the accusation; but many examples of the use of discredited methods in single-teacher schools where young teachers are in charge, could be instanced. It is to be feared that many young teachers do not realise, that the training they receive, has a direct connection with, and is a definite preparation for the work they take up, when the course of training is over.

It is often found that time tables have no connection with the work of the school; they are never referred to during the day, and they have subjects in their neat rectangles which are not taught.

The difficulties in connection with the fencing of school gardens are very great, and it is realised that the poverty of the people makes it hard to raise funds for the purchase of fencing; but the enthusiasm of some managers overcomes all obstacles. One manager has obtained fencing for the gardens of all the schools under his charge by summoning meetings of the people, explaining matters to them, and collecting pennies. With the pennies, wattle poles were bought from the nearest plantation, nails from the nearest trader's shop, and the fences erected at a cost of about six shillings each. The erection of the fences gave valuable opportunities for a little rustic carpentry.

At three of the schools in the circuit trees have been planted. It is hoped that the nursery established at All Saints' Mission, from which young trees may be obtained, will encourage principals to surround their schools with trees.

INSPECTOR: MR. W. H. TAYLOR.

CIRCUIT: MATATIELE, MT. CURRIE, UMZIMKULU.

To carry out a programme of 159 annual inspections and 30 informal visits, together with the necessary travelling during the course of a single school year, is a task which has called for considerable physical strain. From the point of view of [C.P. 4—'25.]

efficiency the question of granting some relief is one worthy of serious consideration. If the number of schools to be dealt with could only be lessened it would be possible to pay more informal visits and thus give greater assistance to the teachers.

In so far as the European schools are concerned, it is satisfactory to note that the new primary school building at Umzimkulu is now in use, and that the estimates provide for a new secondary school building at Kokstad and suitable extensions to the existing accommodation at the Matatiele Secondary School. There are, however, grounds for thinking that the European population is not yet catered for in a satisfactory manner. Amongst the foothills of the Drakensbergen are many farms which are miles away from the beaten track and where only a teacher with a strong missionary spirit would be able to exist. A careful survey of these farms from the educational point of view is necessary so that the extent of the problem may be known definitely and suitable provision made for the collection of the children at a convenient centre. Visits paid to two of the farms lead one to believe that this portion of East Griqualand is possibly building up a serious problem for future solution which could probably be checked, almost at its birth, by a thorough investigation. The matter is worth the serious attention of all concerned.

It has been pleasing to note that during the past year the courses of work in the European schools have been modified so as to bring the schools more closely into touch with the environment. Much more reading has been done and spelling, composition and arithmetic have been taught on more intelligent lines. A very noticeable feature has been the increase in efficiency in the use of oral Dutch. The Matatiele Secondary School still continues its good work of growing trees from seeds and supplying the local municipality and residents. A sum approaching £40 has been made from this source during the year. The same school held a mealie-growing competition which caused considerable interest amongst the community. New varieties of seeds were provided by the Agricultural Department for experimental purposes, and after the harvesting of an extremely successful crop, the seeds were distributed amongst the local farmers. This year the farmers are turning their thoughts towards cotton culture. But cotton is not a proved crop at this altitude, so the school is preparing for the cultivation of a large experimental plot as an object lesson. And yet a school which is capable of carrying out experiments of such proved value is organised for the academic course. Truly has it been said that prejudice dies hard!

Amongst the native schools the completion of a large assembly hall at Lourdes Roman Catholic Mission has to be chronicled, as has also the beginning of building operations for the training department at Maria Zell. Mention must be made of the Summer School held at the former place in January last. About 170 teachers attended and received practical instruction in the various branches of handwork. The course has had considerable influence on the teaching of this subject in the schools of the circuit; and thanks are due to the Rector and all who assisted him in the organisation and carrying out of the work. Within the schools the teaching of the oral subjects is still a weak point; and simultaneous answering, together with the memorising which it involves, will have to be fought incessantly. If teachers could be

induced to use the methods taught to them in the training schools there would be more hope for the future. Recitation is a very weak subject in most cases. Many of the teachers were not keeping record books up to the date of the last inspection; and, speaking generally, the work prescribed in Arithmetic has been greatly exceeded, particularly in the sub-standards. This means large sub-standards and is a hardship on the pupils who are not promoted when they have covered the course. Some improvement has been noted however in the schools which have been visited for the second time. Composition in particular is receiving increased attention. Practically all the schools are doing useful handwork; and gardening, brickmaking, hat and mat weaving, carpentry, tree planting, basket weaving (osiers, rushes and grasses), spinning, knitting, rope making and cookery have all been noted.

INSPECTOR: MR. G. H. WELSH, B.A.

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

The large area of the circuit, and the rough nature of the country to be covered render it a task of great difficulty to complete the annual inspections; and, unfortunately, little or no time can be spared for any other than purely routine work.

The number of schools in operation, the number of teachers employed, and the average enrolment remain practically the same as last year. But for unfavourable financial circumstances, however, a considerable increase in all these directions would be shown, for, of the 32 schools at present supported by the Eastern Pondoland Trust Fund, at least 20, in normal circumstances, would have obtained Government assistance. Steady improvement is shown in the qualifications of teachers, the percentage certificated showing an increase of 6 per cent. from 71 per cent in 1922 to 77 per cent. in 1923. In 1920 the percentage was only 47.

The buildings provided for native schools suffer generally from many defects, the chief of which are poor lighting and ventilation. As a consequence a very large proportion of native pupils suffer from extreme short-sightedness. Missionary managers experience serious difficulty in keeping buildings in repair, and when one remembers that they have to rely solely on moral suasion of the people, and are helpless in the face of any persistent apathy, this difficulty is not surprising. Some system of a small rent payment for each school, either from Native Councils or from Government, would go far to relieve a trying situation, and to make possible substantial improvements in the accommodation provided.

In the native schools inspected the following figures indicate the distribution of pupils in the various classes:

63 per cent. of enrolment were in the sub-standards, 86 per cent. of enrolment were below standard III., 93 per cent. of enrolment were below standard IV. For the Province as a whole recent statistics show about 90 per cent. of enrolment below standard IV.

It is thus evident that the overwhelming majority of native children leave school before they reach standard IV. It is depres-

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sing, though scarcely surprising, to find that the average native child leaves school with no serious command of the official language on which so much of his own and his teacher's energy has been expended. Almost inevitably, also, the attention devoted to English is at the expense of the native language, in which the children's attainments are generally equally slight.

The practical branches of the new curriculum are receiving increasing attention, and at almost all the schools instruction is now given in some form of handwork. School gardens, unfortunately, are few and far between, the practical and financial difficulties in the way being considerable. Some development is expected, however, in the coming year, and an attempt will also be made to commence systematic tree-planting at a few of the schools.

## REPORTS OF DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

### INFANT SCHOOL METHOD.

MISS C. DRAKE.

The improvement in method noted in my last report, on the lines of individual and group work, has been on the whole steadily maintained during the year. We have been proving every day that children will teach themselves if only we supply them with the right kind of apparatus, and the right kind of exercise. They delight in carrying through work "on their own," and practise, experiment, and originate with more zeal and thoroughness than when continually urged and supervised by a teacher.

For this kind of work we need an ample supply of suitable apparatus including pictures, puzzles, and story-book readers. Many teachers cannot be too highly praised for the considerable sums of money they have spent, and the many hours they have devoted to collecting and making such apparatus. Their reward is in the greater happiness, and the surer, more speedy progress of their pupils.

*Language.*—Freer discipline is resulting in a marked improvement in spoken language. The teaching of reading is beginning to make real headway, due largely to the advent of good collections of story-book readers in our schools. Numbers of sub-standard children now read for the joy of reading.

The result of giving less dictation and more composition is producing most satisfactory results, developing instead of numbing the children's intelligence, and helping the spelling. There is still room for much improvement in the teaching of recitation. In the hands of only a few teachers does it resolve itself into a growing and intensifying appreciation of the beauty of poetry. Generally, too much stress is laid on learning by heart, and too little on reading and illustration.

*Number.*—At last the majority of infant school teachers are convinced that arithmetic needs to be taught as a practical affair, if it is to be of any real value to the children; figures, statements, and sums being merely the translation into signs of calculations made with real things, pictures, or diagrams. A good deal of

very useful apparatus has been originated and made by teachers this year, which proves that the teaching of this subject is advancing on right lines.

*Games.*—In only a few schools are games conducted really well. So often they are treated by teachers as providing relaxation and amusement only, instead of as being the best means of sharpening the wits, and setting up that quick response and interaction between mind and body which is needed for the carrying out of all efficient work.

*Singing.*—A marked improvement has been made in the teaching of singing. In many schools singing periods are sheer joy both to children and teacher, and are looked forward to eagerly. Several schools are developing rhythmic work and dancing satisfactorily, but far more can be done in this branch of the work.

*General.*—Our chief need besides apparatus is space—cupboard space, floor space, table space; and in very few schools have we got it. The work therefore is being seriously handicapped, and the teachers are working at far too great a nerve strain.

### INFANT SCHOOL METHOD.

MISS E. TISMEER.

The greater part of my time during the year 1923 was spent in training colleges, therefore only a small number of schools could be visited. I have come to the conclusion that the majority of children spend too long a time in the sub-standards. Every normal child can easily complete the sub-standard work in one year.

The cause of the children being kept back is that throughout the year the numbers increase to such an extent that work becomes too complicated.

Children, who enter the class after it has been started for some time, are handicapped, as the work of the sub-standards cannot be completed in *less* than a year, and so they are compelled to spend another year in the sub-standards, for it is not desirable that they should be admitted to standard I in the middle of the year.

Only a few exceptionally bright children are sometimes passed on to standard I in a year's time, very often at the cost of their less fortunate classmates.

On enquiring at different *large* schools I found that from January, 1923—December, 1923, the numbers admitted varied from 30-40. If this number were admitted only *once* a year, say after the annual inspection, the work would be facilitated in every respect.

1. The numbers would be small and remain the same throughout the year.

2. All the children could be passed on to standard I in a year's time.

3. Proper attention could be given to each individual child.

4. Instead of spending the whole time on the three R's, as is now being done, time could be found for the various occupations, which are of so much importance to the young child, and which would render school life so much happier.

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5. It would mean *economy*, in that only one teacher would be necessary for the sub-standards, where in many schools two are now employed.

I find that in nearly all schools the children of the infant department are allowed to take their reading books home with them to do so-called *homework*.

In this way the contents are soon known and so interest ceases.

By the practice of carrying the books backwards and forwards they soon become in a dilapidated condition, and thus the children do not learn to appreciate the value of the books.

If reading is taken on right lines there is no need whatsoever to take the books home.

Experience has taught me that by keeping the books in the schools they can be kept neat and tidy, and can be used for many years. This would not only be a matter of economy, as the money available yearly could be spent in purchasing additional sets of books, but would also assist the child educationally.

#### DOMESTIC SCIENCE.

MISS W. M. CURREY.

During the second quarter of 1923 I was seconded to the School of Domestic Science in Cape Town, to instruct students in training as domestic science teachers. Consequently, I was not able to visit all the schools in my area.

*Secondary Schools.*—In 1923 far more pupils entered for the Departmental Junior Certificate in Domestic Science; and it is gratifying to find so much more interest taken in the subject by principals, parents and pupils. This being the first year of the Senior Certificate examination, not many candidates entered; but, judging from the numbers in standard IX, a fair number should present themselves for this examination in future.

Teachers are heavily handicapped by not having the bare necessities for teaching the subject properly,—after all one cannot iron a man's collar without the proper irons, nor sweep a room without a broom.

*Industrial Training School, Adelaide.*—A fortnight was spent at this school giving instruction and organising where necessary. Steady progress has been made and this school is now established.

*Native Training Schools.*—I accompanied the Chief Inspector of Native Education on a prolonged tour to the native training schools in the Native Territories. I was thus able to arrange that some instruction in one or more branches of domestic science should be given in all training schools; this is merely a temporary measure and it is urgently hoped that when funds are available these institutions will be given a room, equipment and a teacher.

The Ladies' Committee of the Emgwali Training School are building and equipping a room in the hope of getting a teacher as soon as possible.

*Native Industrial Schools.*—These are all doing satisfactory work.

I beg to thank all missionary superintendents for hospitality, kindly help and consideration, circuit inspectors and principals of schools for consideration, help and courtesy at all times.

#### DOMESTIC SCIENCE.

MISS R. FOUCHÉ.

*Primary Schools.*—Good progress has been made, both teachers and pupils showing a keen interest in the work.

*Secondary Schools.*—It is gratifying to be able to report that the number of girls taking domestic science for the Departmental examinations is increasing. Many girls who would otherwise have left school after passing standard VI, now remain on to take the secondary course.

The lack of proper equipment has been a great drawback. Teachers have learnt to improvise or do without. Several have turned their knowledge to good account and with their pupils have organised bazaars, teas or sweet sales to raise funds for urgently needed equipment or repairs.

Several schools desiring to commence domestic science have not been able to do so owing to the lack of funds.

*The Domestic Science Training School.*—Seven students qualified in cookery, and five completed the laundrywork and housewifery course. The school was closed down after having been in existence for twelve years.

Much of my time was devoted to giving instruction in practical dietetics, because the subject has not been receiving sufficient attention. The teachers have shown great interest and are eager to help to raise the standard of the work.

At the request of Dr. Chubb, Medical Inspector of Schools, I conducted a series of meetings with parents at Kakamas and the neighbouring settlements at the time of my visit to that centre. Lectures and demonstrations were given on the care and feeding of the school child. The attendance was excellent and I have every reason to believe that it was a useful bit of "follow-up" work.

#### NEEDLEWORK AND NATIVE HANDWORK: EASTERN DISTRICTS.

MISS H. BUYSKES.

In compliance with the wishes of the Superintendent-General of Education, that more time should be spent in giving instruction in training schools, I visited, during the first three quarters of 1923, all the training schools in my circuit, and gave instruction, generally during the hours ordinarily devoted to the subject.

This was of value to the teachers mainly as a means of elucidating the requirements and standardising the work, for the teachers in the training schools are well qualified.

It seems extraordinary to have to say that excess of zeal on the part of the teachers, or a spirit of rivalry, has led to an exaggerated idea of the requirements of the needlework syllabus, and that a check has had to be placed on the demands made on the students. Needlework is, and should remain, largely a recreative subject. When it is associated with a spirit of "driving" it ceases to give the pleasure it should. It would be disastrous if a distaste for the subject were engendered during the years of training.

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In the secondary schools very good work is being done in many of the centres where needlework is a subject for the Junior and Senior Certificate Examinations; and a word of appreciation is due to those teachers who have worked with energy and interest to make this subject a success, though often handicapped by lack of training.

Upwards of 250 candidates were entered for the Junior Certificate Examination (21 entered in 1921), and 11 for the Senior Certificate Examination; and judging from the preliminary work, as well as from the examination results, the pupils thoroughly enjoy this branch of their studies.

In primary schools visited it was found that the work was always good where it had been taught faithfully throughout the year and by well qualified teachers.

Though the visit of the instructress may give a zest to work and a fillip to energy, it is impossible for her to visit every school in her circuit even in the course of more than one year; and so teachers must learn to develop a keener sense of responsibility and rely more on their own resources.

No separate record was kept of the class of school visited, but the work of 430 was examined and 400 were reported on.

This was made possible by the assembling, at certain centres, of large groups of native teachers with the work of their schools.

The procedure followed was to combine instruction with examination. The needlework syllabus of the Native Primary School Course, new to the majority of the teachers, was dissected and explained, in the presence of all the teachers who had been called in. Whilst the work of each school was being examined, further explanations were given of new stitches and processes, model garments were shown, and patterns distributed.

As the male principals, as well as the female, were present for the sake of the instruction in handwork, a good opportunity was afforded of discussing the grouping of classes for needlework or handwork, and other difficulties of organisation.

I should like here to say that, for the development of needlework in outlying native districts we are largely indebted to the energy of the lady-supervisors who are responsible for the distribution of materials to outstation schools, and who often spend much time in helping the teachers of the schools in their charge.

Native handwork is as yet too new a subject of the primary school curriculum for any definite statement to be made as to its utilitarian value; but that it is of immense value for hand-and-eye training, for the development of taste and for the awakening and quickening of the creative spirit there can be no doubt in the mind of anyone who has watched a large class at work on some form of native handwork, be it clay-modelling or basket-weaving, or even the more mechanical plaiting of "amakasi."

Many native teachers are already aware of this, and are making every effort to learn some form of handwork that they may, in turn, impart it.

At the demonstrations given at several centres, principals and assistants sat side by side mastering the difficulties of simple plaits or absorbed in first steps in basket-making.

There was evident at all these meetings a kindly spirit of helpfulness which expressed itself in the interchange of ideas on methods of obtaining material, of using material available, and

of disposing of the articles made. As often the work done at from ten to twenty schools was shown and commented upon, many useful hints could be gathered. One teacher called such a meeting "a little vacation course."

For their kind co-operation and courtesy, especially in making arrangements for their teachers to attend these demonstrations, I wish to acknowledge my indebtedness to all the circuit inspectors with whom I am associated.

An exhibition of native handwork, organised by Sister Bessie C. R., and Inspector Spurway, with the help of a local committee, was held at Queenstown. Its success lay not only in the variety, quality and number of the exhibits, but in the stimulating influence it had on the numbers of teachers from all parts of the country who were present.

The value of the exhibition as a medium of instruction was greatly enhanced by the series of organised demonstrations that were given in spinning, basket-making, mat-weaving and the preparation of aloe-fibre. Enthusiastic little crowds gathered round the demonstrators who were provided with specimens at every stage, and had come prepared to teach every step of the process involved.

It was encouraging, too, to see how eagerly the teachers bought specimens of work to carry back to their schools as patterns.

#### NEEDLEWORK: WESTERN DISTRICTS.

##### MISS A. CAIRNCROSS.

The earlier half of 1923 was devoted mainly to Training Schools where instruction was given during hours set apart for this subject in order to avoid disorganisation of the time table. In the final examination in needlework, written in December, 1923, it was gratifying to note that in most centres the candidates had made good use of instruction given. On the other hand, it was not always possible to follow the teacher's scheme of work planned for the year, so that lost lessons had to be hurried over if time permitted or they had to be omitted altogether.

Coloured training schools have suffered very seriously through changes of teachers. Those who have acted as substitutes have not, in all cases, proved competent teachers. Work was ruined at one training college by a substitute. Those who have taken up new appointments, although qualified, have been handicapped through lack of experience, and they have needed advice to enable them to cope successfully with new conditions and new work.

At one school the time allocated to this subject has been cut down to such an extent that training in needlework has become somewhat inadequate, although the teachers there are competent.

Junior Certificate Needlework in the secondary school course has shown most satisfactory advance in the amount of work done and improvement in the quality of all work. Most teachers have shown keen interest in this course, and a word of appreciation is due to those who, with little or no experience, or the inducement of any extra remuneration, have boldly attacked the difficulties to be faced in outlying districts and who have also taken steps to acquire further knowledge of this work.

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The full value of this subject has yet to be realised and a higher standard of work must be attained by candidates taking needlework in the Senior Certificate Course.

Attention to primary schools was rendered practically impossible when the Department laid down definite instructions regarding the time to be spent at training schools. As primary work forms the foundation in all subjects it is obvious that visits to these schools are necessary. In the two years spent at training schools, students with no previous knowledge of the subject, cannot acquire all that is necessary for those left to their own resources in distant places. Even those who have had years of experience in such places seek advice and personal assistance.

Coloured schools have suffered unavoidable neglect for more than two years. Conditions in these schools make the teaching of needlework well-nigh impossible; but arrangements can be made for older pupils to be taught if such teaching can be supervised. At present such supervision is impossible. The only alternative possible will be to devote less time to European training schools where teachers are qualified to train students.

Since the Domestic Science Training School has been abolished the means of obtaining teachers to prepare candidates for the Junior and Senior Certificate Courses have been seriously curtailed; and unless steps are taken to maintain the supply of teachers for this branch of needlework, that of the secondary school course will have to be discontinued eventually. Primary assistants are used for this work in most cases. It is obvious that opportunities afforded in the special course at the Cape Town Training College should be extended in order to maintain the supply of teachers required in the rapidly increasing number of schools in which needlework forms a part of the secondary school course.

#### NEEDLEWORK AND NATIVE HANDWORK IN THE TRANSKEI.

MISS A. M. E. EXLEY.

In the European schools instruction in needlework is still confined to the primary classes, and, though consequently of an elementary nature, in many places the results are most satisfactory, while everywhere interest and zeal have been shown. For the third time an informal exhibition of work has been held at Engcobo, to which 14 schools sent exhibits of knitting and sewing; and the general excellence of the work reflected great credit on both teachers and scholars.

Needlework in the native schools does not show any great improvement; indeed, in some respects, it is less satisfactory than it was a few years ago. This is due to many causes, one being the trying irregularity in the attendance of the children. Another is the inefficiency of many of the young teachers, who, during their years of training, can devote so little time to this particular subject, that they acquire practically no knowledge of teaching it, or of shaping garments and economically handling materials. With so full an academic curriculum this seems inevitable, but it is none the less regrettable, as sewing is so important a branch of education to every native girl, and there is such need of its practical application to the requirements of daily life.

In native handicrafts decided progress is being made in schools where the teachers show enthusiasm and intelligence, but there are still whole districts in which practically nothing has been done. The constant cry that material is not available is a mere excuse for laziness.

The uses of the mealie-husk and insingizane grass, which grow everywhere, are numberless, and in many places the useful rushes have been planted and reared most successfully.

The demand for well-made articles at present far exceeds the supply, and the main difficulties seem to be those of getting definite orders executed and of obtaining a steady supply of goods uniform in quality. Excellent productions are often found in isolated schools, and the establishment of a few central receiving stations to which saleable articles might be sent seems to be a pressing necessity.

In spinning and weaving an encouraging feature is the work that is being done by girls in their own homes. One, who left school a year ago, has been constantly employed in executing orders for both cotton and woollen goods. The wool used has been taken from her father's sheep, which, for this special purpose, are shorn once a year only. Two more girls are starting with their own looms this year, and the list of applications for admission to the weaving school is still a long one.

The ultimate success of the various handicrafts depends largely on the industry and energy of the native people themselves; and much can be done in the schools to lay the foundations of habits of resource and steady application.

#### VOCAL MUSIC: EASTERN DISTRICTS AND TRANSKEI. MR. F. FARRINGTON.

A departure from the course followed for many years was made during the year 1923. The training centres were distributed among the four quarters of the year, and the instructor's time was mainly spent in actual teaching at these places. This was quite delightful, as far as it went, but the lack of continuity throughout the year robbed the course of some of its pleasures. The drawback of the course became apparent at the end of the year when it became necessary to moderate the marks awarded by the ordinary staff. It was impossible to re-visit the schools concerned, and only general impressions could be relied upon in assessing marks. One impression gathered was that a fairly large proportion of students enter the course of training quite unfit to take advantage of any course in music which may be provided. Attention to this fact has been drawn in several previous reports. The question of marks for music is a somewhat vexed one. Principals of training schools feel that the paltry two *per cent.* allotted out of the aggregate is not a fair allowance, considering the immense value of the subject. On the other hand, it is argued that a higher mark might have too great a determining effect upon the student's place on the certificate list, since the non-musical students would score practically nothing, in spite of hard work. A strong plea is put forward for a more liberal allowance of time for the practice of class singing. No subject is more healthful or recreative, and there-

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fore it should be taken "a little and often." The time spent would never be missed, as long as the recreative side of the subject was kept in view. Music fills the heart, and there is no alternative study, such as drill or nature study, which can take its place. This is especially true of native students in residence. In the kraals the young natives spend much time in singing and dancing and rhythm is widely cultivated. Should the song be withheld the student is apt to become dull and unhappy.

The principal of one training college had exceeded the allowance of time prescribed. In addition to the usual lessons on practice and theory the students enjoyed a short programme of songs each day for a quarter of an hour. Where it is not altogether impossible this course is strongly recommended to other centres. One long practice of an hour or an hour and a half is not nearly as good as five short lessons.

In secondary schools a little more attention was given to music than in some past years. A few really good lessons on musical history or appreciation were noticed. Care should be taken that the pupil who is expected to understand the construction of a symphony should at least be able to appreciate the common chord. Otherwise, the talk on musical appreciation may mean only so much "eye wash." A basis of vocal music should be expected in every school. No other subject can so fill the heart, and no other subject is so popular with parents and the general public. In boys' schools, the objection raised that a few folk songs sung by the classes are likely to do the pupils' voices permanent injury is not well founded.

The use of departmental tests is again recommended. In singing from notes an easy standard would be:

Standard III. a single chant.

Standard VI. a simple hymn tune.

Standards VIII. and X. similar tests from the staff notation. The most unmusical circuit inspector could apply these tests. As many songs as possible of a suitable character should be taught, and the sol-fa names of the notes might with advantage be committed to memory.

It is surprising that in a country with such a climate as South Africa there is so little open air singing among Europeans. Given a fine day what could be more enjoyable than a recital of school songs by hundreds of children before thousands of sympathetic friends under the grand old oak trees of the Cape Peninsula?

#### DRAWING: WESTERN DISTRICTS.

MR. W. W. RAWSON, A.R.C.A.

As officially instructed, I spent most of my working time during the year 1923 within training colleges and training schools. I thus am not in a position to report upon the state of drawing in the primary schools. Few secondary schools were visited, and very little work of secondary grade was to be found.

The flexibility designed to be introduced by the alternative school courses has not operated in the direction of drawing. Schools that formerly professed a full matriculation course used to find time for drawing of secondary grade. It is now found that schools professing the new academic course, limit themselves

solely to the subjects of this course; and drawing is not taken in the secondary classes at all. In a few schools a general course is also taken, and then drawing is included. These schools are, however, very few; and it may be fairly said that from a state of drawing in secondary schools of which we had cause to be hopeful if not proud, we have steadily gone backwards.

The first two years of a secondary school course being so vital in the preparation of pupils destined to become teachers, the evil effects of this present neglect of drawing in secondary classes may be readily understood. In their course of training as teachers, drawing most naturally takes a prominent place. Instead of the pupils, however, going to their training with a ready power of illustration to assist them in the study of other subjects, leaving their lessons in drawing to relate chiefly to the study of teaching and the acquirement of reserves of knowledge ahead of the mere requirements they have in time to teach, they have to be taught drawing. If they happen to have been through standard VI. at a school where drawing is well taught, it is fortunate so far.

The poverty of present times will surely not last much longer. as far as matters have now gone, there has been great waste of progress won hardly in bygone years.

Despite the imperfect preliminaries to a training course, the training colleges and schools do excellent work. In the case of each centre that I visit the work is in really competent hands, and is done in the spirit of the true teacher. The schools for coloured teachers are in no wise inferior to the others.

The special courses in drawing and another subject, taken at Paarl and Cape Town, gave a sound training to those taking the courses, and made available a fair number of teachers fit to take drawing of secondary grade in standards VII. and VIII.

At the Schools of Art good work was done in connection with the training of candidates for the Art Teachers' Certificate. As a course of cultural training and in its results to and through those who have undergone it, this course is thoroughly justified. As these teachers are trained to take secondary grade work, it is difficult to find proper employment for them, and they go to other Provinces to show us the way, or drift into other professions in which they can use their training adequately.

#### HANDWORK: WESTERN DISTRICTS.

MR. A. BURNS.

*Manual Training in the Primary Standards.*—The position as regards manual training in the primary standards is much the same as it was at the end of 1922. Woodwork has been restarted in two schools and one new centre has been established. During 1923 five schools have suspended the teaching of woodwork. From two others, where the subject was being neglected, the tools and quipment have been removed. The general standard of work done during the year was fair.

*Secondary Work.*—In the secondary standards considerable progress is to be reported. A draft syllabus was sent to all the centres taking woodwork as a Junior Certificate Examination subject. Some centres did excellent work, demonstrating that the

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course was reasonable and within the capabilities of the boys. Others failed to carry out many of the essential requirements. Owing to lack of equipment and the scarcity of qualified instructors no development was possible in standards IX. and X. Arrangements are now being made to provide facilities for metal work for these standards in certain of the larger centres.

*Training Colleges.*—During the year 1923 the entire scheme of manual training for "Primary Lower" and "Primary Higher" students has been reorganised. With the exception of two centres the instruction in cardboard modelling was not thoroughly carried out. Woodwork was on the whole of a fairly good standard. The work done by the students of the special course at Paarl Training College was considerably better than that executed last year. All branches of the subject required for the Junior Certificate Course had been dealt with, and a much closer correlation between the workshop practice and the artistic designing and ornamentation of the models had been established. The results both in the finished articles and in the students' interest and knowledge of the work clearly indicated the benefit of such co-operation.

To sum up, although no progress can be reported in the primary area the existing standard has been maintained. In the secondary area there is considerable development while in the training colleges the scheme of instruction has been modified to bring it into line with present day requirements.

#### HANDWORK: EASTERN DISTRICTS AND TRANSKEIAN TERRITORIES.

MR. J. M. DOVEY.

Development has been of a very healthy type. It has received scant assistance as far as extra facilities are concerned, and has been, to a great extent, irrepressible. The number of pupils receiving instruction has increased roughly by 300; but there are about 3,000 pupils needing facilities for woodwork. These are either receiving instruction through a less practical medium or else are receiving no instruction at all. The earlier part of 1923 was spent in conducting courses of instruction in woodwork and cardboard modelling for female and male students in European and coloured training schools in this area. The woodwork courses conducted at the four centres where male students are in training were fairly successful. The rooms and equipment are, however, in most cases, far from suitable. Where students attend for instruction these should be of the ideal rather than the irreducible minimum type. Cardboard modelling taken with both female and male students does not suffer in this way. The equipment is easily portable and the work can be conducted in the ordinary classroom which is usually a bright well-furnished one.

The latter part of the year was spent in conducting examinations of European and native student teachers and apprentices, and in conducting the Departmental Senior and Junior Certificate Manual Training Examinations.

Very little time has thus been available for the main work of the area. Most of the schools in the country districts have, of necessity, been neglected and unsupervised. This is not satisfactory. New teachers, with little or no experience, come and take up the work, and in most cases need assistance in dealing with the local problems which face them.

Means for the removal of equipment from schools which make little effort to use it, should be made more effective, as there are many schools in which equipment would be made good use of if it became available. Amongst these are—Beach and Clifton, East London, Petrusville, Umtata Primary and at Kirkwood, Bayville and Selborne or Cleveland in the Sundays River Valley, where a dense population is fast increasing.

Tiger Kloof Native Institution has been transferred to my area, for uniformity's sake, this being the only Native Training and Industrial School in the Western area.

At this institution the enthusiasm and ability of the Governor and his principal and assistant teachers are combining to solve in an intelligent fashion the great problem of the industrial education of the South African native. Here, the idea that an apprentice must not only know the mechanical requirements of a craft, but the business and commercial side as well, is being elaborated.

There is an old saying that "Wise men nor fools can't work without tools". The native apprentice must have tools as well as a bench and a workshop if he is to practise his trade successfully after he leaves the institution.

It may not be out of place here to reply to a criticism which is too often levelled at manual training, which many people still regard as a subject instead of a system. People ask "What use is it?" The answer to this question seems to be a short statement of the case and another question.

The average amount of time spent weekly by a pupil in the Manual Training class is rather less than 2 hours. This is, of course, for Drawing, Theory and Practical Work, which all have to be done in that short space of time. It is obviously impossible to do more than teach a boy *how* to use all the tools properly in such a short time, and there is no spare time for perfecting practice. It has occurred to me that parents might help their boys a great deal if they would buy them a set of good tools. Such a set would cost about £3. The usual weekly bioscope contribution might be diverted to this purpose and I am sure the boys would get more fun out of it. Such a set of tools would include—Handsaw, tenonsaw, jackplane, three chisels, screwdriver, pinchers, brace and six bits, hammer, try-square, ruler and oilstone. A table in the shed at the back of the house, or, better still, a bench made by the boy himself and fitted with a vice, would afford the boy an opportunity of practising the principles which he is taught at school. It would not then be surprising to me to hear the people who ask "What use is it?" saying, after a few of their household jobs had been satisfactorily settled, "What use it is".



## REPORT OF MEDICAL INSPECTORS.

H. MAUGHAN BROWN, M.D., CH.B., D.P.H., AND ELSIE  
M. CHUBB, B.A., M.D., B.S., D.P.H.

*Schools and Pupils Inspected.*—During the past two years we have continued our work on the lines previously laid down. In 1923 we examined as far as possible all children born in the years 1908 and 1915. In 1924 those born in the years 1909 and 1916 were taken. These constitute what we call the routine examinations. In addition other children are specially selected by the teacher for review on account of suspected defect or are examined at the request of the parent or child. These are grouped together as special examinations. Besides, many children seen the previous year and found to be suffering from some defect requiring treatment are examined once more to ascertain if there has been any improvement. These are known as re-examinations. From the statistical table it will be noticed that of this last group 1,774 were recommended to seek medical advice as urgently requiring treatment for their defects. Of this number 1,004 or 56.6 per cent. saw their own doctor or dentist or obtained advice and treatment at a hospital or private clinic. This figure shows an improvement on the previous years. In 1921 it was 46 per cent. and in 1922 45 per cent. During 1924 60 per cent. of the re-examinations were found to have received treatment. Thus the improvement in these figures noticed in 1923 continues to be maintained.

Considering the difficulties involved in a country with a scattered population and the fact that there is no state aid for carrying out treatment in this Province, we consider the above figures very satisfactory. It means that much has been done in many areas by people interested in child welfare who have made special efforts and in some cases sacrifices in order to secure expert treatment for the suffering child. We refer in greater detail later on to some aspects of this work.

*General Total: Medical Inspectors' Work.*

	1923.		1924.	
	White.	Coloured.	White.	Coloured.
Number of schools visited ..	183	6	178	4
Number of training colleges ..	7	—	8	—
Number of indigent boarding houses .. .. .	40	—	32	—
Number of addresses to teachers, students and parents ..	65	—	30	—
Total number of children examined .. .. .	12,801	405	12,924	194
Total number of parents present	3,170	109	3,066	80

*General Total: School Nurses' Work.*

	1923.	1924.
Number of medical inspections attended	302	286
Number of other schools visited ..	407	451
Number of children examined apart from medical inspections .. .. .	17,581	18,450
Number of homes visited .. .. .	898	909
Lectures given .. .. .	159	143
Indigent boarding houses and homes visited .. .. .	56	50

Detailed statistics will be found at the end.

*Exclusion of Pupils.*—During 1923 two hundred and twenty children were excluded from school as the result of medical inspection. Of this number one hundred and thirty-six were excluded in order to prevent spread of communicable disease. This was chiefly owing to scabies. Sixty-nine children were sent home because of marked infestation with lice; seven were excluded owing to mental defect so grave as to render education in ordinary schools impossible. Eight were kept out of school temporarily owing to physical defects, continued attendance being likely to make them worse.

During 1924 two hundred and fifty-one children were excluded from school for the following reasons: Infectious and contagious diseases 185 cases, gross infestation with lice 55 cases, mental deficiency 5 cases, physical defects, temporarily disabling the child from satisfactory attendance at school 6 cases. Scabies still prevails in many areas. In one country school fifteen children were sent home on account of this disease. Six children were excluded on account of syphilis. All these cases were found in one small country school and came from two families living in close touch with each other. There was no evidence that these children had conveyed the disease to others while they had remained in school.

We are glad to see that the Provincial Finances Commission recognised the totally inadequate provision for medical inspection of schools in a Province with the vast area which we have to cover and a child population of the size which we serve. We have endeavoured to cover as much ground as possible and have visited as many of the larger schools in the country districts as was possible, and during the year have been in almost every district in the Province.

We have commented, in previous reports, on the difficulty of dealing with the medical inspection of the rural schools under present circumstances. In a Department which controls more than 4,500 schools, mostly scattered in remote rural areas, it is impossible for two inspectors to visit the more distant country schools and at the same time carry out the work properly elsewhere. However, recently as an experiment we endeavoured to meet the needs in one rural area. In this district the Secretary of the School Board made arrangements for visits to several of the small country schools. With the generous and kind assistance of several members of the Committee, who in turn conveyed us by motor car from school to school, we were able to visit 9 schools in this area and examine 120 children in three days. Such a tour entails considerable rush to enable the work to be done and such pressure could not be maintained for long. It is only feasible in the more populous rural districts where the schools are comparatively near each other. If adequate value is to be obtained from these visits to rural schools, they must be continued at intervals of two or three years. Occasional visits at infrequent intervals are of comparatively little use.

Requests are coming from various School Boards for medical inspection of the children in the country schools. It is impossible to accede to all these requests and will continue to be so unless and until it is possible to provide further medical officers.

The alterations in the Hygiene Syllabus for students at the Training Colleges has made it desirable for us to visit them in order to give a series of lectures on the more medical parts of

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that course. Every Training College is to be visited once in two years so that all the students may hear these lectures. The following subjects are dealt with:—The aims and methods of medical inspection of school children; the commoner physical defects met with in school children; malnutrition; the mentally abnormal child; infectious disease; how the school environment affects the health of the child.

Our staff of nurses is the same as previously—one lady has resigned during the year and her place has been filled, but this does not permit of us extending our work as it should be developed. There is urgent need for much following-up work in the schools, and scope for the services of several more nurses. There ought to be an assistant nurse in all the large cities. We have one stationed at Cape Town, one at East London, and one at Kimberley, but much of their time is occupied in assisting at medical inspections, so that there is not as much following-up and home visiting done as is desirable. Port Elizabeth is a large centre for which an additional nurse is urgently needed, for there is abundant work for one in that populous area. We strongly recommend that one be appointed as soon as it is found possible to do so.

Little permanent good results from the visits of the nurse to schools with a view to a cleansing campaign. These visits at present can only be few and far between and much more intensive work is required to secure permanent results. Part of the duties of the school nurse consists in giving talks to children on hygiene. Mrs. Davies, the Chief School Nurse, has given several series of such talks on the health of the body to girls and boys, separately, in both secondary and primary schools. These courses have been much appreciated by both teachers and pupils. In many cases in addition Mrs. Davies has set and corrected examination papers. In some cases a few classes in elementary home nursing have been carried out. Miss Ackermann has also been doing similar work through the Afrikaans medium.

We cannot too strongly emphasise the importance of hygiene teaching in its bearing on the life and work of the school child. We are very glad to note the increasing attention paid to this subject in the schools. We welcome the introduction of the new syllabus for physiology and hygiene in the training course for teachers. If this is satisfactorily carried out the teachers who pass out to the schools in the future should have a much better knowledge of the physical condition of the pupils whom they teach, and a clearer understanding of the many defects which interfere with their work in school and their general well-being. The same remarks apply to the training courses for coloured and native teachers. We note, too, with pleasure the extension of the optional course in hygiene at present available for pupils in standards VII. and VIII. to standards IX. and X. There are many conditions in school life which needlessly hamper the child's activities and interfere with his health. A knowledge of hygiene among both pupils and teacher will in course of time get rid of these restrictions. The general public will be gradually educated and truly there is much need for the enlightenment of the parent on matters of health.

In many places where it is desired to alter conditions in school to make them more suitable for the health of the child, it is so often the parent who objects to the change and prevents any pro-

gress to a better ideal. Many parents fail to realise the importance to the child of a sufficient amount of rest. In the country areas, more particularly among the very poor, the children have to be up very early, often before sunrise, to light the fire, or make the early morning coffee and work before coming to school and after returning home. In the towns children are allowed to stay up till late, with the result that they get insufficient sleep and their health suffers and likewise their school work. There seems to be a progressive increase in the number of highly strung children. Late hours, the evening bioscope, dances and parties at night, all help to increase the proportion of this type of child. We came across many cases of nerve strain, more particularly in the secondary school, and especially towards the end of the year, when the examination pressure begins to tell. Many children work till the early hours of the morning and sometimes rise again after a few hours of troubled sleep to pursue their studies. This tendency is greatly to be deplored. It is damaging to the child's future career from the point of view of both his health and his capacity for good work.

There is still in many schools a failure properly to supervise the homework given. There is no co-ordination and it is still common to find an excessive amount of work set for children even of tender years. If only the rules of the Department in this respect were carried out there would be nothing to cavil at. We quote them once again.

In the primary school: The time assigned to home lessons should not exceed:—

Half an hour in standards I. and II.

One hour in standards III. and IV.

One and a half hours in standards V. and VI.

Home lessons should not be set in more than three subjects for any one day. In carrying out these arrangements the personal supervision of the principal is, of course, indispensable.

In the case of post primary work:

(1) It shall be the duty of every principal of a secondary or high school, of a training school or training college,

(a) to draw up, or cause to be drawn up, at the beginning of each school year, a time table, showing clearly what homework is expected daily from each class; and

(b) to satisfy himself from time to time by personal inquiry that this time table is being duly observed by members of the staff, and that the homework set is reasonable in amount and not excessive in difficulty.

(2) In allocating the preparation periods, the principal shall not allow homework to be set in more than three subjects for any one school day, making in all not more than 15 periods weekly of from 30 to 45 minutes each.

(3) The principal shall submit a copy of the homework time table for each class to the circuit inspector for his information on the occasion of the annual inspection.

NOTE.—Owing to the widely differing ability of pupils, it will be found impracticable to determine accurately the time to be spent on homework; generally speaking, from two to two and half hours a day should be regarded as the maximum. Delicate pupils should receive special consideration.

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During the past year the Department has insisted on 25 hours per week being given to school work irrespective of play time. In the past this has been interpreted somewhat liberally, especially as far as the younger children are concerned, and rightly so. Now, in many areas, the carrying out of this rule is being insisted on, even in the sub-standards, and in consequence in some cases young children have to attend school for a five-hour session with only a short break. We believe this is undesirable for all children, but it is certainly too much for the youngsters in the junior classes.

It was not intended that the rule referred to should affect the pupils in standard I. and below, where for children of kindergarten age, a shorter school day may be fixed by the local authorities acting in consultation with the Circuit Inspector.

In some of the training schools, too, there is far too intense an application to study, and very little time for rest or recreation is possible. The inevitable result follows that serious breakdowns in health occur and even if these do not arise before the student completes her course, it frequently happens that soon after her appointment to a school, the teacher suffers from a nervous breakdown and applies for sick leave. This is most uneconomical. The teacher's health is impaired and the Department has to pay for sick leave.

We would urge the importance of greater attention to physical exercise and rest in the curriculum of the student as of the pupil. Better results with less wear and tear would eventuate. Some training schools do recognise this. We hope that the fuller course of hygiene for students in training may help to make this more fully understood.

*Cleanliness.*—We have felt it necessary in the past to draw attention to the unsatisfactory state of cleanliness of the heads of many children in the schools. This condition is still one that demands unremitting attention. We are glad to report an improvement on previous years. At the routine medical inspections about 12 per cent. of children had vermin or nits on their heads as compared with 18 per cent. in 1922 and 16 per cent. in 1921. A summary of the school nurses' work in connection with this subject shows that 7 per cent. of all examined had only a few nits on their heads, about 10 per cent. had a large number of nits and 2.5 per cent. had live vermin on their heads. One-twelfth of the schools showed the deplorable condition of more than 50 per cent. of the girls with unsatisfactory heads, as compared with one-fifth last year. However, eight of these schools are the same as have previously shown this high percentage. Naturally, the children attending these particular schools are of the poorest, but we feel that more could be done—if not to eradicate the pest entirely—at least to bring it within reasonable proportions. It is done in other schools drawing children of the same class. It involves much unpleasantness for the teachers concerned. If only our staff of nurses were larger we could cope still more successfully with this perennial problem.

We are glad to record that 32 of the schools visited showed a freedom from vermin. Of these 21 were schools containing girls. Last year 7, and in 1921 only 2, reached this satisfactory position.

We would again take this opportunity of drawing the attention of all principals to their duties under Government Notice

No. 471 of 1923 in connection with the exclusion from school of children who are verminous until they are clean. If these were rigorously carried out it would have a salutary effect on public opinion.

*Malnutrition and Fatigue.*—In many of the country areas these two factors are responsible for much lack of progress and dullness among school children. We have visited several areas where the children come long distances on foot to school, and after one session with a short break, return home from seven to eight hours after they left it. During this time their food has been a sweet potato or a piece of dry bread. They then go to work on the lands till dark, and have their first meal when too tired to eat. One of the Domestic Science Instructresses visited one such area shortly after a medical inspection, and meetings for mothers were arranged at several centres. At these meetings simple talks were given on suitable diet and on the preparation of cheap but nourishing dishes. It would be very valuable if more of these meetings for mothers could be arranged. When they follow a medical inspection at which the question has been discussed with the teachers and the scholars, they repeat and emphasize the points raised, and give practical advice to mothers as to how to care for the health of their children.

The single session system is undoubtedly responsible for considerable fatigue. In scattered areas the usual reason given for it is the distance the children must come to school, and the impossibility of their returning home to a meal.

During the last year an increasing number of schools have made arrangements for milk or soup to be available at the interval for children who come from a distance, and this has been of great help. But when schools of similar type and under similar conditions are compared, it is found that the children show less fatigue where there are two sessions with a good break between; and in summer the best results are obtained when one session is held in the cool hours before breakfast. It is noticeable that as a rule the boys' school will have two sessions, even when the girls' school in the same town has one, and the reason usually given is that the girls have extra classes and music to fit in out of school hours. The result is that signs of fatigue and overstrain are common among girls at the end of a long term.

*Treatment of Defects.*—As was stated before, the percentage of children who obtained the treatment recommended is 56.6. The actual percentage treated in individual schools varies from 0 to 100 per cent. Certain areas consistently return high percentages, and this means usually that there is an active body of voluntary workers, and a school staff with a personal interest in the children. So far all the treatment given has either been obtained by the parents themselves, or through the work of voluntary social workers and hospitals.

Where one of the school nurses has been able to devote time to home visits to parents, and to visiting schools between the medical inspections, the number of children treated has risen considerably. Following up is one of the most valuable parts of the nurses' work, and gives a splendid opportunity for getting in touch with

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the homes. Unfortunately, with our small staff not much can be done on these lines, though experience has shown their value.

The most unsatisfactory areas are some of the larger towns where the problem is too big to be solved by voluntary help alone, and the very scattered country districts, where the expense of treatment is prohibitive. The smaller towns and villages, however, have in many cases made great advances and there are one or two where it can be said that the only untreated children are those whose parents have refused the help offered.

Clinics are being held in various centres and free advice and treatment is being given to the indigent child. In some of the country districts the local doctor gives free treatment to the children in the indigent boarding houses. In ten towns dental treatment is being provided either by individual dentists or by groups of dentists working in a clinic. The latest clinic established is a dental clinic at Cape Town, run in connection with the Child Life Protection Society, where several of the local dentists provide free treatment on two afternoons a week for European children who cannot afford to pay for the necessary treatment. Owing to serious dental neglect in the past, most of this work consists of extractions, but in some places, notably at the Cape Town clinic, conservative treatment is also given, and it is hoped that the children who pass through that clinic will come up periodically for review and further treatment if and when necessary.

We are much indebted to these social workers and to the teachers for the work that has been done in educating public opinion and in helping children to obtain treatment, but the problem is really too large to be solved by unofficial work alone. The hospitals and local benevolent societies find an increasing number of children referred as the work goes on, and they are already overwhelmed with other types of case which need help. The need for clinics in certain centres and for help for treatment is as urgent as ever.

But we must again emphasize the fact that the treatment of the defective child is a second-best. Our real aim should be to provide conditions which will ensure that the child is healthy, so far as our present knowledge goes. Health must not be neglected, nor on the other hand pursued as an end in itself, but regarded as a condition of being in which all faculties can be exerted to the full capacity. As long as we are content with conditions at home and at school which lower vitality and injure health, so long will avoidable defects bulk largely among the cases which are found to need treatment.

*Indigent Boarding Houses.*—Our remarks on Indigent Boarding Houses have for convenience sake been appended to the report of the Commissioner for those institutions.

MEDICAL INSPECTION STATISTICS.  
EUROPEAN SCHOOLS, 1923.

No. of European Schools visited : 183.	Routine Examinations.			Special Examinations.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number examined ..	4,009	4,314	8,323	1,572	1,747	3,319
Number defective ..	1,494	1,579	3,073	836	884	1,720
Percentage defective	37.3	36.6	36.9	53.2	50.6	51.8
Number of defective children recommended for treatment ..	884	1,012	1,896	495	586	1,081
Number of directions to teachers ..	969	1,430	2,399	639	770	1,409
Number of parents (or guardians) present	923	1,202	2,125	487	558	1,045
Number of objections	—	—	123	—	—	—
Number of verminous children.	162	858	1,020	56	379	435

  

Analysis of Defects:	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Malnutrition ..	298	224	3	1	198	194	2	3
Teeth ..	577	650	496	572	192	206	157	185
Nose and Throat	181	182	121	123	125	136	99	101
Eye ..	81	93	27	34	59	54	23	25
Vision ..	263	427	163	253	211	277	148	205
Ear ..	47	56	26	21	42	36	14	15
Hearing ..	85	85	34	34	71	59	28	25
Speech ..	43	3	—	—	12	4	—	—
Skin ..	109	71	56	32	80	64	57	43
Heart : Organic	49	29	3	—	18	32	1	—
Functional	4	13	—	—	6	2	—	—
Anaemia ..	47	75	24	46	39	50	26	37
Lung ..	40	23	19	7	16	17	8	10
Nervous System	32	21	5	3	18	19	3	4
Intelligence ..	15	8	—	—	25	21	2	—
Deformities ..	41	40	5	6	35	26	9	3
Other defects..	105	120	33	52	98	96	37	50

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
No. of Re-examinations..	540		619		1,159	
No. of children recommended for treatment	818		956		1,774	
No. of children who obtained treatment ..	444		560		1,004	
Defects :	178		187		365	
Dental disease ..	75	99	58	98	133	197
Nose and Throat disease	80		77		157	
Eye disease and defective vision ..	34	15	16	12	50	27
Ear disease and deafness	106		62		168	
Other diseases ..	106		62		168	

## NON-EUROPEAN SCHOOLS, 1923.

No. of Non-European Schools visited: 6.	Routine Examinations.			Special Examinations.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number examined ..	140	101	241	66	55	121
Number defective ..	52	40	92	30	32	62
Percentage defective	37.1	39.6	38.2	45.5	58.2	51.2
Number of defective children recommended for treatment ..	35	27	62	19	27	46
Number of directions to teachers ..	47	23	70	26	13	39
Number of parents (or guardians) present	45	42	87	12	10	22
Number of objections	—	—	—	—	—	—
Number of verminous children ..	20	33	53	1	15	16

Analysis of defects:	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	Malnutrition ..	13	10	—	—	9	12	—
Teeth ..	28	27	27	20	2	8	2	7
Nose and Throat	2	2	2	2	1	3	1	3
Eye ..	1	1	1	—	4	3	2	—
Vision ..	4	6	3	6	12	11	8	11
Ear ..	1	1	1	—	1	1	1	—
Hearing ..	2	1	1	—	1	2	—	—
Speech ..	—	—	—	—	—	—	—	—
Skin ..	2	3	1	1	1	2	1	2
Heart: Organic	2	2	—	—	1	1	—	—
Functional	—	—	—	—	1	—	—	—
Anaemia ..	1	—	1	—	3	5	2	5
Lung ..	1	2	1	2	2	1	2	1
Nervous System	—	—	—	—	—	3	—	1
Intelligence ..	1	—	—	—	1	—	—	—
Deformities ..	1	—	—	—	—	—	—	—
Other defects..	3	5	2	3	8	8	6	5

## RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No. treat-ment ob-tained.	Treat-ment ob-tained.	No. treat-ment ob-tained.	Treat-ment ob-tained.	No. treat-ment ob-tained.
No. of Re-examinations ..	19		24		43	
No. of children recommended for treatment ..	36		49		85	
No. of children who obtained treatment ..	8		12		20	
Defects:						
Dental disease ..	6	12	5	15	11	27
Nose and Throat disease	2	7	—	6	2	13
Eye disease and defective vision ..	1	3	4	11	5	14
Ear disease and deafness	2	2	1	1	3	3
Other diseases ..	1	7	3	9	4	16

## EUROPEAN SCHOOLS, 1924.

No. of European Schools visited: 178.	Routine Examinations.			Special Examinations.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number examined ..	4,296	4,302	8,598	1,641	1,607	3,248
Number defective ..	1,513	1,558	3,071	844	854	1,698
Percentage defective	35.2	36.2	35.7	51.4	53.1	52.3
Number of defective children recommended for treatment ..	934	1,038	1,972	505	560	1,065
Number of directions to teachers ..	956	1,257	2,213	526	684	1,210
Number of parents or guardians present	980	1,100	2,080	448	498	946
Number of objections	—	—	—	—	—	—
Number of verminous children ..	245	917	1,162	112	430	425

Analysis of Defects:	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
	Malnutrition ..	251	158	3	—	193	163	1
Teeth ..	781	784	654	687	243	254	212	227
Nose and Throat	115	110	58	65	78	92	51	65
Eye ..	73	58	15	18	64	52	27	23
Vision ..	182	356	85	196	188	258	120	173
Ear ..	52	39	16	17	45	22	14	10
Hearing ..	95	67	32	22	69	44	29	20
Speech ..	33	12	1	—	19	6	—	—
Skin ..	115	94	72	57	75	67	58	43
Heart: Organic	17	12	—	—	14	19	—	—
Functional ..	14	14	—	—	6	5	—	—
Anaemia ..	46	66	23	27	41	50	24	33
Lung ..	19	12	7	6	8	10	2	3
Nervous System	28	12	1	—	21	17	4	4
Intelligence ..	12	10	—	—	33	14	—	—
Deformities ..	32	24	4	2	25	12	2	3
Other defects ..	131	127	23	28	116	112	40	26

## RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment ob-tained.	No. treat-ment ob-tained.	Treat-ment ob-tained.	No. treat-ment ob-tained.	Treat-ment ob-tained.	No. treat-ment ob-tained.
No. of re-examinations ..	523		555		1,078	
No. of children recommended for treatment ..	803		1,037		1,840	
No. of children who obtained treatment ..	466		635		1,101	
Defects:						
Dental disease ..	254	181	304	215	558	396
Nose and Throat disease	55	79	76	76	131	155
Eye disease and defective vision ..	109	66	178	97	287	163
Ear disease and deafness	30	18	20	15	50	33
Other diseases ..	59	35	93	42	152	77

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## NON-EUROPEAN SCHOOLS, 1924.

No. of Non-European Schools visited : 4.	Routine Examinations.			Special Examinations.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Number examined ..	48	47	95	46	33	79
Number defective ..	23	23	46	22	10	32
Percentage defective	47·9	48·9	48·4	47·8	30	40·5
Number of defective children recommended for treatment ..	13	16	29	10	5	15
Number of directions to teachers ..	22	18	40	17	9	26
Number of parents or guardians present ..	20	23	43	16	21	37
Number of objections	—	—	—	—	—	—
Number of verminous children ..	4	11	15	6	14	20

  

	No. defects present.		No. defects recommended for treatment.		No. defects present.		No. defects recommended for treatment.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Analysis of Defects:								
Malnutrition ..	3	6	—	—	8	—	—	—
Teeth ..	13	13	10	12	9	5	8	4
Nose and Throat	2	1	1	1	1	2	1	2
Eye ..	—	1	—	—	1	1	—	1
Vision ..	1	1	1	1	2	1	1	—
Ear ..	2	1	—	1	—	—	—	—
Hearing ..	3	1	1	—	—	—	—	—
Speech ..	—	—	—	—	—	—	—	—
Skin ..	3	1	—	1	2	—	1	—
Heart : Organic	—	—	—	—	—	—	—	—
Functional ..	—	—	—	—	—	—	—	—
Anaemia ..	2	—	1	—	—	1	—	1
Lung ..	1	—	—	—	—	—	—	—
Nervous System	—	—	—	—	—	—	—	—
Intelligence ..	—	1	—	—	1	1	—	—
Deformities ..	—	—	—	—	—	—	—	—
Other defects ..	5	1	1	—	—	—	—	—

## RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.	Girls.	Total.
No. of re-examinations ..	8	12	20
No. of children recommended for treatment	11	15	26
No. of children who obtained treatment ..	8	12	20

  

Defects :	Treatment obtained.		No treatment obtained.		Treatment obtained.		No treatment obtained.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
Dental disease ..	4	2	3	4	7	6		
Nose and Throat disease	1	—	2	—	3	—		
Eye disease and defective vision ..	1	1	1	—	2	1		
Ear disease and deafness	1	1	—	2	1	3		
Other diseases ..	1	1	4	—	5	1		

## REPORT OF COMMISSIONER FOR INDIGENT BOARDING HOUSES AND INDUSTRIAL INSTITUTIONS.

REV. J. H. VAN WYK.

*Statistical.*—At the close of the year 1923 there were in operation 170 indigent boarding houses, 8 industrial schools, 5 single-teacher industrial departments, 3 housewifery schools and 2 agricultural industrial institutions. The total number of indigents housed and trained in these 188 institutions then stood at 7,500.

For the benefit of the ill-informed and to meet the objections and charged so glibly and often so thoughtlessly brought against these institutions, the following statistics and comparisons may prove both instructive and convincing. The cost per pupil to the Provincial Administration in the several institutions is as follows:

## I. Institutions established by churches and aided by the Provincial Administration :

(a) Indigent boarding houses .. .. .	£21
(b) Industrial schools .. .. .	£35 to £43
(c) Housewifery schools .. .. .	£24
(d) Agricultural-industrial schools .. .. .	£28½

## II. Institutions established and maintained by the Provincial Administration :

(a) Industrial schools .. .. .	£45
(b) Industrial departments .. .. .	£66
Average cost per unit .. .. .	£41 16s. 3d

Against that it was found that the cost per unit in industrial schools established and maintained by the Union Government was from £60 to £120, and in similar schools for fee-paying students from £69 to £104.

In connection herewith it may be pointed out that, because of the reduction of the capitation grant to indigent boarding houses from £18 to £17, and the fixing of a maximum number of pupils to each institution, both the total annual expenditure and the average cost per pupil will be considerably lower in future.

*Financial.*—With few exceptions the prescribed financial books are now being kept in all indigent boarding houses.

Because of irregularities brought to light in reports the Department of the Controller of Educational Finance was obliged to insist on the better administration of the capitation grants given on behalf of the indigent pupils. And wherever, in connection herewith it was deemed necessary, more time was given to the inspection of the financial books, and all committees have been requested in future to send up regularly to the Administrative Department an annual statement of income and expenditure on the prescribed form. From the financial books referred to it appeared that a considerable number of committees had a large surplus of accumulated savings from the capitation grants at their disposal, while others were either in debt or only able to show a very small credit balance. It was also found that as a rule the debit balances were caused by (a) too large an expenditure on the staff; (b) inordinately large salaries to unnecessary officials; (c) the want of an energetic visiting committee as recommended by the Administration; (d) the appointment of house-

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fathers with families of from two to three and more children; (e) the lack of wise organization of the labour supply present in the institution.

On the other hand it is a matter for rejoicing that it may confidently be said of an ever increasing number that they have attained the model standard. Because of the very satisfactory reports on these institutions letters of appreciation have been addressed to the committees concerned by the Administration.

*Progress.*—While it must be acknowledged that great changes and improvements have resulted from the inspections and the efforts of committees imbued with the right spirit, the measure of progress attained during 1923 was not wholly satisfactory. Among the contributory causes may be mentioned: (a) Failure on the part of managers and superintendents to carry out the instructions and recommendations contained in the inspection reports; (b) The impossibility for one inspector to visit at regular intervals and to control 188 institutions scattered over the whole of the Cape Province. Both from an educational and economic point of view, it is imperative that the inspecting staff should be increased. (c) The appointment of unqualified and inexperienced superintendents. In view of past experience, the Administration should refuse to sanction the appointment of married couples with families of from four to seven children, and insist upon preference being given to educated and experienced women—even in mixed boarding houses. The type of housefather appointed in the past has in too many cases proved an expensive failure. On the other hand, some of the best institutions, both from an educational and economic point of view, are those in charge of lady-superintendents. (d) The non-observance by committees and superintendents of the published rules and regulations. In many cases they were not even read, while in others they were treated with callous indifference.

Speaking generally, with regard to the year 1924, there is little that is new to be reported except for the fact that, because of the progress already reported and the more stringent application of the published regulations, there are now more boarding houses in a satisfactory state and conducted on more economic lines. Consequently less time was required in the past year for the usual inspections and meetings with the local committees than in previous years. The time thus saved has been appropriated for surprise visits to the less satisfactory institutions with the result that some were compelled either to comply immediately with the requirements of the Administration or have their grants-in-aid suspended. It is pleasing to be able to state that in the majority of cases the more stringent application of the regulations has not resulted in the closing but rather in the betterment of the institutions concerned. At the end of the year only five had been closed down, either because of the want of local interest, or because the required number of pupils was not procurable. Very few have received a last warning.

*General.*—The question is still being asked: "Is the Poor White Question being solved by these indigent boarding houses and industrial institutions?" The answer is still: No! Undoubtedly much good has been accomplished by these institutions, and many have thereby been assisted to a happier existence, but, though they have in a great measure justified their establishment, they

cannot and will not solve the Poor White Question in all its branches. Still is required: (1) New legislation based on past experience with regard to industrial and agricultural schools which, though established by the State, could be so economically conducted that the cost per pupil might be considered reasonably low, and the children so well trained that in the struggle for existence they might successfully compete with others coming into the country. (2) New legislation for compulsory education entrenching the poorest families and embracing, if so desired, special syllabuses as required by special circumstances. (3) New legislation for settlements in suitable localities with due regard to the potentialities, the climate and the local requirements of the different districts.

*Medical Inspection.*—More frequent simultaneous inspections of indigent boarding houses with members of the medical staff were found impossible. This is much to be regretted. On the other hand it is a pleasure to be able to report improvement with regard to medical attendance provided for the children by committees and the A.C.V.V. at the instance of the medical inspectors, the better observance of hygienic principles and the equipment of suitable hospital rooms. In this general report will be incorporated as a postscript that portion of the report of the medical inspectors referring to their visits to indigent boarding houses.

*Industrial Institutions.*—It is well-known that both the Church and the State have attempted to solve the problem of the neglected and indigent European child. The church, more especially the Dutch Reformed Church, established the first industrial schools, and even undertook the establishment of a Poor White Colony at Kakamas. These were supplemented by indigent boarding-houses and a few agricultural-industrial schools. On the same lines industrial schools and departments were established both by the Union Government and the Provincial Administration. Is the question being solved by means of these institutions? Is it approaching solution? Has the number of poor whites decreased? Has the money contributed by the church and the State been well and wisely spent? It is to be feared that the answer is not in the affirmative. Indeed, it cannot be boldly asserted that the results obtained in the past have been commensurate with the outlay. How could it be, when one body of promoters was allowed to trespass on the legitimate sphere and domain of the other, creating duplication of the work, a clashing of interests and even a waste of good money? Again, if the church and State had been working on the right lines, why are the schools of the church so heavily encumbered with debt, and why are those established by the State so unnecessarily expensive? *As for the church, she courted failure by undertaking duties and schemes outside her province, apparently unconscious of the fact that it is not her calling to provide secular or vocational education by means of institutions needing permanent sources of income. She also failed because the constantly changing circumstances were not kept in view, and her schools were allowed to remain at the experimental stage without any attempt being made to adapt them to newer conditions and requirements, due partly to the want of funds. And yet again she failed because her aim and object was not clearly visualised, the operations of her schools too limited, the prescribed course of training unsuitable, and chiefly*

because the staffs were not composed of men suitably trained and qualified and the different departments were not properly equipped.

Generally, the same remarks apply to the schools established by the Administration.

It must not be concluded from what has been stated above that the existing schools are being recklessly condemned. On the contrary, their well-intentioned and noble efforts are highly appreciated. And it must be admitted that many a youth saved from ignorance and poverty, will to his dying day have reason to call his mother-church blessed. No, at the time of their inception nothing better could have been designed to relieve indigency and solve this problem, but since then circumstances have altered, and the church must now learn to profit both by her achievements and failures in the past, admit that she has with a noble purpose and pardonable ambition trespassed on the province of the State.

In the existing schools the good work, considered from an educational point of view and for which they are known, is still being continued with energy and devotion. The raising of the admission standard was undoubtedly a step in the right direction. The pupils of standard VI. speedily proved intellectually better equipped both for the academic and technical training than those admitted under the now obsolete regulations. With the general public these institutions are still very popular, and judging by the large number of orders placed they are giving general satisfaction.

On the other hand it must again be reported with regret that the majority of schools established by the churches are involved in financial trouble. Undoubtedly this has been caused by the limit placed upon the number of pupils required by every institution, and the lack of local support in the form of voluntary cash contributions. But the greatest contributory cause is apparently the establishment of the many indigent boarding houses in the congregations of the Dutch Churches. This was, of course, foreseen, and for more than one reason the result is no cause for regret. Indeed, if, according to information obtained, all industrial schools are taken over by the Union Government, the State will eventually undertake its legitimate burden, and the Church will find its efforts to save limited to its legitimate sphere of charitable institutions.

By those who have worked and lived for the schools established by the Church the parting will be long felt, but the taking over thereof by the Union Department of Education will enable them to hope and expect with assurance that their institutions will in future not only be free from financial burdens, but will also be so well equipped and conducted with so great success that they will see in the well trained sons and daughters of the country the realisation of their highest ideals.

*Medical Inspection.*—A number of the indigent boarding houses were visited by the Medical Inspectors, and for convenience of reference their remarks on these institutions are appended to this report.

Dr. H. Maughan Brown and Dr. Elsie Chubb report as follows:

During the year 1923 we visited forty of the indigent boarding houses subsidised by the Provincial Administration. Some of these

were in towns or small dorps, but many of them were in very out-of-the-way places, a hundred miles or more from the nearest railway station or village. The outlying boarding houses were visited in company with the organising Inspector of Indigent Boarding Houses, so that a medical report on the condition of the children could be made after the medical inspection at the school. In the towns we usually visited the indigent boarding houses after the ordinary medical inspection at the school, to discuss matters with the housemother, and if conditions were unsatisfactory a report was sent to the organising inspector.

There has certainly been a considerable improvement in the conditions in the boarding houses, but there are still many points which need emphasis. It is important that the persons in charge should be able to maintain discipline, and have sufficient education to appreciate the importance of cleanliness, hygienic conditions and proper diet.

The food provided is usually sufficient in amount, but it does not always contain all the elements needed for rapidly growing children. The principal difficulty is in the provision of fat and fresh food such as vegetables and fruit. In areas such as Namaqualand and Bechuanaland this difficulty is very great, and the children's health is affected by the restricted diet. But even in areas in the Province where vegetables and milk are obtainable, there is a tendency to regard them as unnecessary luxuries, and the diet consists principally of bread, potatoes, rice and meat. In one instance an outbreak of sores due to scabies was attributed (wrongly, of course) to fat, and all milk and fat was removed from the diet. Simple pamphlets on food and food values published by the Health Department have been supplied to the boarding houses, and suggestions made to meet the difficulties due to drought and expense. Where water is obtainable a vegetable garden should always be planted.

In most of the boarding houses the main work of the house is done by the children. This is an excellent plan when it is well organised and distributed, but in some cases we have found children getting up before five to make bread, and not going to sleep till ten or later, which makes too long a day.

A point which should be considered is the recreation available for the children. They usually work hard with their school and household tasks, but they need time for fresh air and recreation. Too often at a visit to a boarding house during a free interval the boys will be found aimlessly hanging about the yard, while the girls are sitting and sewing. Attempts to arrange for walks or organised games with other children at the school usually fail, either because there is no money available for the small subscription to the school club, or because it is considered that time for exercise and recreation is wasted time. Some boarding houses have no garden or playing field at all, and the children must be indoors or on the street. Wherever possible the housefather or housemother, a teacher or a committee member, should try to arrange for outside interests and occupations for free times,—books, toys and games. In some boarding houses where the children take part in the activities of the other scholars out of school there is no falling off in school work nor the work done in the house, while the physical condition and the moral tone of the boarding houses are much

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improved. There is still considerable difficulty in many cases in getting medical treatment for those children who require it. If the parents cannot pay for it, the committee often does not feel responsible, and the defective child remains handicapped. In the outlying boarding houses the expense of medical treatment is a serious factor. In the towns we found that in many instances a doctor was giving his services free to those children unable to pay for medical attention.

The work of the housefather or housemother in an isolated spot is responsible and difficult, and we have found some very fine work being done under discouraging conditions. These well-run boarding houses are a proof of what can be done, and should encourage us to demand a higher standard from the unsatisfactory areas, which do not attempt to carry out the Provincial Regulations.

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ABBREVIATIONS.	
Sp. ..	Special School or Institution.
Sec. ..	Secondary School.
Prim. ..	Primary School.

## INSPECTORS AND INSTRUCTORS.

### CIRCUIT INSPECTORS :

- H. Anders, B.A., Ph.D. : *Libode, Qumbu, Tsolo.*  
 J. Anders : *Calitzdorp, Oudtshoorn.*  
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 A. Bain, M.A. : *King William's Town.*  
 W. J. Barker, B.A. : *Mount Fletcher, Mount Frere.*  
 S. Boersma : *Albert (excluding Venterstad), Aliwal North, Herschel.*  
 W. P. Bond, M.A. : *Albany, Alexandria, Bathurst.*  
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 J. Craib, M.A. : *Caledon, Stellenbosch.*  
 Miss L. C. Elton, B.A. : *Port Elizabeth.*  
 A. M. Ferguson, M.A. : *Butterworth, Ngamakwe, Tsomo.*  
 W. Freeman, B.A. : *East London, Komgha, Stutterheim.*  
 W. H. H. Green, B.A. : *Idutywa, Kentani, Willowvale.*  
 S. B. Hobson, M.A. : *Mafeking, Vryburg.*  
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 S. G. E. Rosenow, B.A. : *Clanwilliam, Piquetberg.*  
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 P. D. Rousseau, B.A. : *Robertson, Tulbagh, Wellington, Worcester.*  
 J. Roux, B.A. : *Humansdorp, Uniondale.*  
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 C. H. Stokes : *Bedford, Cradock, Somerset East.*  
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 \*W. H. Taylor, *Matatiele, Mount Currie, Umzimkulu.*  
 C. J. van der Merwe, B.A. : *Beaufort West, Fraserburg, Laingsburg, Williston.*  
 H. Z. van der Merwe, B.A. : *Ladismith, Riversdale.*  
 H. J. J. van der Walt, B.A. : *Colesburg, Maraisburg, Middelburg, Molteno, Sterkstroom, Steynsburg, Venterstad.*  
 C. E. Z. Watermeyer, B.A., LL.B. : *Cape Division No. 3.*  
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 J. C. Zuidmeer, B.A. : *Britstown, Carnarvon, De Aar, Hopetown, Loxton, Philipstown, Victoria West, Vosburg.*

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 CHIEF INSPECTOR OF NATIVE EDUCATION : W. G. Bennie, B.A.  
 RELIEVING INSPECTOR : R. Bowie, M.A.  
 INSPECTOR OF INDIGENT BOARDING HOUSES : Rev. J. H. van Wijk.  
 MEDICAL INSPECTORS OF SCHOOLS : H. Maughan Brown, M.B., Ch.B., D.P.H. ; Elsie M. Chubb, B.A., M.D., B.S., D.P.H.

\* Deceased, May, 1924 ; Prof. E. Garnett, B.A., F.C.P., acting until December, 1924 ; Mr. G. Bell, M.A., appointed January, 1925.

### DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

- Agriculture :*  
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 Miss R. Fouché.  
*Drawing :*  
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 \*Mr. H. Christie Smith, *Eastern Districts.*  
*Handwork :*  
 Mr. J. M. Dovey : *Eastern Districts.*  
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*Infant School Method :*  
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 Mr. P. K. de Villiers, A.R.A.M., A.R.C.O. : *Western Districts.*  
*School Nurses :*  
 Mrs. G. E. Davies : *Chief School Nurse.*  
 Miss D. Ackermann : *Assistant School Nurse.*  
 Miss R. de Waal : *Assistant School Nurse.*  
 Miss G. L. Graham : *Assistant School Nurse.*

\* Deceased, October, 1923.

STATISTICS, 1923.

SCHOOLS.

EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 31ST DECEMBER, 1923.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Dec. 1923.	Total, Dec. 1922.	Increase.
<i>European :</i>														
Schools under School Boards .. .. .	8	3	101	85	1,775	13	345	..	..	..	..	2,330	2,410	-80
Labour Colony Schools .. .. .	..	..	1	..	9	..	..	..	..	..	..	10	10	..
Church Schools .. .. .	..	..	..	..	35	..	..	..	..	..	..	35	36	-1
Other European Schools .. .. .	5	26	2	1	23	1	10	..	..	..	..	68	68	..
<i>European Schools, Dec., 1923</i> .. .. .	13	29	104	86	1,842	14	355	..	..	..	..	2,443	..	..
<i>European Schools, Dec., 1922</i> .. .. .	13	29	84	98	1,946	16	338	..	..	..	..	..	2,524	..
Increase .. .. .	..	..	20	-12	-104	-2	17	..	..	..	..	..	..	-81
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	..	2	13	2	..	..	..	..	..	17	16	1
Other Coloured Schools .. .. .	..	..	..	..	5	2	..	4	402	..	..	413	410	3
<i>Coloured Schools, Dec., 1923</i> .. .. .	..	..	..	2	18	4	..	4	402	..	..	430	..	..
<i>Coloured Schools, Dec., 1922</i> .. .. .	..	..	..	2	18	3	..	4	399	..	..	..	426	..
Increase .. .. .	..	..	..	..	..	1	..	..	3	..	..	..	..	4
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	1	..	..	..	..	..	..	1	1	..
Other Native Schools .. .. .	..	..	..	1	..	3	..	..	..	14	1,583	1,601	1,601	..
<i>Native Schools, Dec., 1923</i> .. .. .	..	..	..	1	1	3	..	..	..	14	1,583	1,602	..	..
<i>Native Schools, Dec., 1922</i> .. .. .	..	..	..	1	1	3	..	..	..	14	1,583	..	1,602	..
Increase .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<b>Total Schools, 1923</b> .. .. .	13	29	104	89	1,861	21	355	4	402	14	1,583	4,475	..	-77
<b>Total Schools, 1922</b> .. .. .	13	29	84	101	1,965	22	338	4	299	14	1,583	..	4,552	..
												Dec., 1923.	Dec., 1922.	Increase.
European Schools .. .. .												2,443	2,524	-81
Coloured Schools .. .. .												430	426	4
Native Schools .. .. .												1,602	1,602	..
<b>Total Number of Schools</b> .. .. .												<b>4,475</b>	<b>4,552</b>	<b>-77</b>

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ENROLMENT.

EUROPEAN, COLOURED AND NATIVE PUPILS AT 31ST DECEMBER, 1923.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Dec., 1923.	Total, Dec., 1922.	Increase.
<i>European :</i>														
Schools under School Boards .. .. .	775	165	38,348	16,021	68,313	752	2,727	..	..	..	..	127,101	126,47	629
Labour Colony Schools .. .. .	..	..	312	..	607	..	..	..	..	..	..	919	93	-19
Church Schools .. .. .	..	..	..	..	4,654	..	..	..	..	..	..	4,654	5,04	-393
Other European Schools .. .. .	559	1,460	1,105	363	1,319	159	75	..	..	..	9	5,049	5,12	-75
<i>European Pupils, Dec., 1923</i> .. .. .	1,334	1,625	39,765	16,384	74,893	911	2,802	..	..	..	9	137,723	..	..
<i>European Pupils, Dec., 1922</i> .. .. .	1,512	2,103	34,600	20,542	75,416	975	2,420	..	..	..	13	..	137,581	..
Increase .. .. .	-178	-478	5,165	-4158	-538	-64	371	..	..	..	-4	..	..	142
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	..	803	2,412	126	..	..	..	..	..	3,341	3,381	-40
Other Coloured Schools .. .. .	..	12	..	..	392	83	..	367	43,950	..	..	44,804	44,928	-124
<i>Coloured Pupils, Dec., 1923</i> .. .. .	..	12	..	803	2,804	209	..	367	43,950	..	..	48,145	..	..
<i>Coloured Pupils, Dec., 1922</i> .. .. .	..	9	..	878	2,781	189	..	323	44,129	..	..	..	48,309	..
Increase .. .. .	..	3	..	-75	23	20	..	44	-179	..	..	..	..	-164
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	275	..	..	..	..	..	..	275	294	-19
Other Native Schools .. .. .	..	..	..	101	..	251	..	..	..	1,648	117,441	119,441	111,482	7,959
<i>Native Pupils, Dec., 1923</i> .. .. .	..	..	..	101	275	251	..	..	..	1,648	117,441	119,716	..	..
<i>Native Pupils, Dec., 1922</i> .. .. .	..	..	..	116	294	142	..	..	..	1,722	109,502	..	111,776	..
Increase .. .. .	..	..	..	-15	-19	109	..	..	..	-74	7,939	..	..	7,940
<b>Total Enrolment, European, Coloured and Native, Dec., 1923</b> .. .. .	1,334	1,637	39,765	17,288	77,972	1,371	2,802	367	43,950	1,648	117,450	305,584	..	7,918
<b>Total Enrolment, Dec., 1922</b> .. .. .	1,512	2,112	34,600	21,536	78,491	1,306	2,420	323	44,129	1,722	109,515	..	297,666	..
												Dec., 1923.	Dec., 1922.	Increase.
European Pupils .. .. .												137,723	137,581	142
Coloured Pupils .. .. .												48,145	48,309	-164
Native Pupils .. .. .												119,716	111,776	7,940
<b>Total Number of Pupils</b> .. .. .												<b>305,584</b>	<b>297,666</b>	<b>7,918</b>

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[C.P. 4-25.]

## EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1923

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools .. ..	8	5	13
Industrial Schools .. ..	—	17	17
Other Special Schools .. ..	3	9	12
High Schools .. ..	101	3	104
Secondary Schools .. ..	85	1	86
Primary Schools .. ..	1,775	67	1,842
Part-time Schools .. ..	13	1	14
Farm Schools .. ..	345	10	355
<b>Total 1923 .. ..</b>	<b>2,330</b>	<b>113</b>	<b>2,443</b>
„ 1922 .. ..	2,410	114	2,524
<i>European Enrolment :</i>			
Training Schools .. ..	775	559	1,334
Industrial Schools .. ..	—	675	675
Other Special Schools .. ..	165	785	950
High Schools .. ..	38,348	1,417	39,765
Secondary Schools .. ..	16,021	363	16,384
Primary Schools .. ..	68,313	6,580	74,893
Part-time Schools .. ..	752	159	911
Farm Schools .. ..	2,727	75	2,802
Native Schools .. ..	—	9	9
<b>Total 1923 .. ..</b>	<b>127,101</b>	<b>10,622</b>	<b>137,723</b>
„ 1922 .. ..	126,472	11,109	137,581

## NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER 1923.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools .. ..	4	367	14	1,648
Secondary Schools .. ..	2	803	1	101
Primary Schools .. ..	18	2,804	1	275
Part-time Schools .. ..	4	209	3	251
Mission Schools .. ..	402	43,950	1,583	117,441
<b>Total 1923 .. ..</b>	<b>430</b>	<b>48,145*</b>	<b>1,602</b>	<b>119,716</b>
„ 1922 .. ..	426	48,309†	1,602	111,776

\*Twelve Coloured pupils were on the roll at Special Schools.

†Nine Coloured pupils were on the roll at Special Schools.

## AVERAGE ATTENDANCE OF PUPILS AT 31st DECEMBER, 1923.

	1923	1922	Increase.
European Schools .. ..	126,346	126,190	156
Coloured Schools .. ..	41,336	41,294	42
Native Schools .. ..	97,202	88,914	8,388
<b>Total .. ..</b>	<b>264,984</b>	<b>256,398</b>	<b>8,586</b>

## SEX AND RACE OF PUPILS AT 31st DECEMBER, 1923.

	European Pupils.			Coloured Pupils.			Native Pupils.			Total en-rolment, 1923.	Total en-rolment, 1922.	Increase.
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
1923	71,142	66,581	137,723	23,541	24,604	48,145	53,846	65,870	119,716	305,584	..	..
1922	70,743	66,838	137,581	23,721	24,588	48,309	49,221	62,555	111,776	..	297,666	..
Increase	399	-257	142	-180	16	-164	4,625	3,315	7,940	..	..	7918

## AGES OF PUPILS.

## NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 2ND NOVEMBER, 1923.†

Ages in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1923.	1922.
Under 7 yrs.	507	538	347	302	2,072	1,966	96	84	5,912	5,827
7 ..	919	977	547	533	3,737	3,526	136	121	10,496	10,458
8 ..	1,184	1,188	700	681	4,467	4,169	167	136	12,672	13,149
9 ..	1,374	1,407	769	841	4,790	4,447	215	164	14,007	13,642
10 ..	1,479	1,483	812	844	4,653	4,498	177	130	14,076	13,806
11 ..	1,516	1,624	783	871	4,455	4,379	165	165	13,958	13,428
12 ..	1,772	1,654	765	857	4,421	4,052	169	140	13,830	13,422
13 ..	1,885	1,756	787	876	4,112	3,717	140	132	13,405	12,934
14 ..	2,166	2,001	758	867	3,086	2,935	123	87	12,023	12,267
15 ..	2,420	2,108	765	785	2,147	1,932	73	61	10,291	10,609
16 ..	2,188	1,819	519	516	781	671	48	39	6,581	6,676
17 ..	1,726	1,308	283	274	206	129	20	12	3,958	3,795
18 ..	1,022	686	138	117	54	46	6	5	2,074	1,898
Over 18 ..	979	287	96	41	28	12	3	1	1,447	1,192
<b>Total ..</b>	<b>21,117</b>	<b>18,836</b>	<b>8,069</b>	<b>8,405</b>	<b>39,009</b>	<b>36,479</b>	<b>1,538</b>	<b>1,777</b>	<b>134,730</b>	<b>133,103</b>

## AVERAGE AGE, IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 2ND NOVEMBER, 1923.†

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High ..	7.5	9.1	10.1	11.2	12.5	13.4	14.4	15.2	16.3	17	17.9	14.7
Sec. ..	7.7	9.1	10.4	11.7	12.7	13.6	14.6	15.5	16.5	17.7	17.1	..
Prim. ..	7.5	9.1	10.2	11.4	12.4	13.2	14.3	14.8	16.6	16.3	17	..
Farm. ..	7.5	8.8	10	11.1	12.4	13.3	14.1	15.5	..	..	..	..

## CLASSIFICATION OF PUPILS IN STANDARDS.

## TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 2ND NOVEMBER, 1923.†

Standards.	High.	Second-ary.	Primary.	Farm.	Total.	
					1923.	1922.
Sub-standards ..	4,857	3,313	18,764	598	27,532	28,194
Standard I. ..	2,918	1,813	10,329	385	15,445	15,573
„ II. ..	3,251	1,897	11,110	380	16,638	15,919
„ III. ..	3,707	2,052	10,680	454	16,893	16,809
„ IV. ..	3,823	1,865	9,905	395	15,988	15,667
„ V. ..	3,956	1,741	8,303	354	14,354	14,075
„ VI. ..	4,206	1,545	6,295	247	12,293	12,079
„ VII. ..	5,231	1,302	92	2	6,627	6,565
„ VIII. ..	4,105	879	5	..	4,989	4,849
„ IX. ..	2,120	50	3	..	2,173	1,861
„ X. ..	1,748	17	2	..	1,767	1,488
Unclassified ..	31	..	..	..	31	24
<b>Total ..</b>	<b>39,953</b>	<b>16,474</b>	<b>75,488</b>	<b>2,815</b>	<b>134,730</b>	<b>133,103</b>

† The corresponding figures for 1922 which have not hitherto been published are printed on page 177.

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION DURING THE YEAR 1923.

Standards.	Secondary.	Primary.	Part-time.	Mission.	Total.
Sub-Standard A ..	187	736	107	15,630	16,660
.. B ..	46	271	69	6,373	6,759
Standard I ..	55	295	139	6,201	6,690
.. II ..	125	238	111	5,195	5,669
.. III ..	112	259	76	3,693	4,140
.. IV ..	78	188	37	2,082	2,385
.. V ..	76	89	26	1,047	1,238
.. VI ..	68	59	7	490	624
.. VII ..	40	..	..	11	51
.. VIII ..	17	..	..	5	22
.. IX ..	16	..	..	29	45
.. X ..	2	..	..	..	2
Unclassified ..	..	..	..	11	11
Total 1923 ..	822	2,135	572	40,767	44,296
Total 1922 ..	925	2,563	439	40,478	44,405

Student teachers are not included. Of the students present at two successive inspections, 76·6 per cent. were placed in a higher standard.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION DURING THE YEAR 1923.

Standards.	Secondary.	Primary.	Part-time.	Mission.	Total.
Sub-Standard A ..	..	70	83	42,576	42,729
.. B ..	..	30	20	14,901	14,951
Standard I ..	..	36	32	12,918	12,986
.. II ..	..	20	8	9,762	9,790
.. III ..	..	29	10	7,410	7,449
.. IV ..	..	16	4	5,408	5,428
.. V ..	..	51	2	2,906	2,959
.. VI ..	21	29	1	1,976	2,027
.. VII ..	50	..	..	42	92
.. VIII ..	34	..	..	..	34
Unclassified ..	..	..	..	59	59
Total 1923 ..	105	281	160	97,958	98,504
Total 1922 ..	120	239	131	97,044	97,534

Student teachers are not included. Of the pupils present at two successive inspections, 62·5 per cent. were placed in a higher standard.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 3RD NOVEMBER, 1922.\*

Ages in Years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1922.	1921.
Under 7 years..	458	452	399	397	2,083	1,916	56	66	5,827	6,159
7 ..	807	758	706	658	3,805	3,501	119	104	10,458	11,263
8 ..	1,036	1,024	889	929	4,614	4,388	145	124	13,149	13,034
9 ..	1,169	1,156	983	974	4,577	4,517	139	127	13,642	13,482
10 ..	1,218	1,243	1,017	1,049	4,501	4,492	152	134	13,806	13,374
11 ..	1,338	1,173	956	1,076	4,397	4,199	151	138	13,428	13,161
12 ..	1,434	1,258	1,003	1,081	4,235	4,123	159	129	13,422	12,847
13 ..	1,703	1,457	1,023	1,146	3,734	3,643	131	97	12,934	13,091
14 ..	1,934	1,639	1,132	1,129	3,140	3,125	83	85	12,267	12,288
15 ..	2,066	1,834	1,079	1,131	2,250	2,122	74	53	10,609	9,896
16 ..	1,878	1,578	827	699	901	728	41	24	6,676	6,098
17 ..	1,377	1,127	451	372	274	173	14	7	3,795	3,290
18 ..	801	531	254	157	90	53	8	4	1,898	1,455
Over 18 ..	682	193	181	62	46	18	7	3	1,192	943
Total ..	17,901	15,423	10,900	10,860	38,647	36,998	1,279	1,095	133,103	130,381

AVERAGE AGE, IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 3RD NOVEMBER, 1922.\*

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Unclassified.
High ..	7·6	9·1	10·1	11·2	12·3	13·4	14·4	15·2	16·3	16·9	17·8	17·3
Secondary ..	7·7	9·3	10·4	11·5	12·6	13·6	14·6	15·3	16·2	17·2	18·0	..
Primary ..	7·6	9·2	10·3	11·5	12·5	13·5	14·4	15·4	16·5	16·0	..	..
Farm ..	7·5	8·8	10·9	11·2	12·4	13·3	14·3	15·4	..	..	..	..

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 3RD NOVEMBER, 1922.\*

		High.	Second-ary.	Prim-ary.	Farm.	Total.	
						1922.	1921.
Sub-Standards ..	..	4,219	4,032	19,486	457	28,194	28,758
Standard I ..	..	2,345	2,251	10,663	314	15,573	15,330
.. II ..	..	2,702	2,332	10,518	367	15,919	15,862
.. III ..	..	3,023	2,609	10,782	395	16,809	16,193
.. IV ..	..	3,037	2,310	9,941	379	15,667	15,541
.. V ..	..	3,315	2,342	8,139	279	14,075	14,040
.. VI ..	..	3,841	2,100	5,963	175	12,079	11,358
.. VII ..	..	4,433	1,994	130	8	6,565	6,291
.. VIII ..	..	3,285	1,543	21	..	4,849	4,024
.. IX ..	..	1,721	138	2	..	1,861	1,523
.. X ..	..	1,379	109	..	..	1,488	1,289
Unclassified ..	..	24	..	..	..	24	172
Total ..	..	33,324	21,760	75,645	2,374	133,103	130,381

\*For 1923 figures see page 175.

## TEACHERS.

*European Teachers in European Schools at 30th June, 1923.*

European Training Schools .. .. .	89
Special Schools .. .. .	132
High Schools .. .. .	1,621
Secondary Schools .. .. .	606
Primary Schools .. .. .	3,254
Part-time Schools .. .. .	22
Farm Schools .. .. .	337
Total 1923 .. .. .	6,061
Total 1922 .. .. .	6,269

*European Teachers in Coloured Schools.*

Coloured Training Schools .. .. .	15
Intermediate Schools .. .. .	4
Primary Schools .. .. .	18
Part-time Schools .. .. .	3
Coloured Mission Schools .. .. .	176
Total .. .. .	216

*European Teachers in Native Schools.*

Native Training Schools .. .. .	73
Secondary School .. .. .	4
Primary School .. .. .	1
Native Mission Schools .. .. .	43
Total .. .. .	121

Total European Teachers in Non-European Schools	1923 ..	337
" " " "	1922 ..	295

*Coloured Teachers.*

Coloured Training Schools .. .. .	2
Intermediate Schools .. .. .	24
Primary Schools .. .. .	53
Part-time Schools .. .. .	2
Coloured Mission Schools .. .. .	780
Native Mission Schools .. .. .	16
Total 1923 .. .. .	877
Total 1922 .. .. .	861

*Native Teachers.*

Native Training Schools .. .. .	1
Primary Schools .. .. .	8
Part-time Schools .. .. .	5
Coloured Mission Schools .. .. .	57
Native Mission Schools .. .. .	3,207
Total 1923 .. .. .	3,278
Total 1922 .. .. .	3,349

Total number of European teachers .. .. .	1923.	6,398	1922.	6,564
Total number of Coloured teachers .. .. .		877		861
Total number of Native teachers .. .. .		3,278		3,349
Total .. .. .		10,553		10,774



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

	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Certificated, 1923 ..	100	73.5	85.1	96.2	93.1	78.1	65.3	94.1	81.4	93.2	77.4	86.5
Certificated, 1922 ..	93.9	85.5	94.6	97.8	89.3	87.5	52.5	92.9	78.5	88.6	73.1	83.5

SEX OF TEACHERS AS AT 31st DECEMBER, 1923, ARRANGED  
ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Male .. .. .	24	69	597	207	771	60	34	8	441	43	1,877	4,131
Female .. .. .	62	37	1,023	443	2,558	4	321	9	600	35	1,395	6,487
Total 1923 ..	86	106	1,620	650	3,329	64	355	17	1,041	78	3,272	10,618
Total 1922 ..	96	115	1,434	819	3,423	69	337	16	1,010	80	3,252	10,651
Percentage of male teachers, 4th qr., 1923	27.9	65.1	36.9	31.8	23.2	93.8	9.6	47.1	42.4	55.1	57.4	38.0
Percentage, 4th qr. 1922	27.1	53.9	34.2	30.8	22.6	89.9	10.4	43.8	42.6	55	58.1	38.2

RACE OF TEACHERS AS AT 30th JUNE, 1923, ARRANGED ACCORD-  
ING TO CLASSES OF SCHOOLS.

	European Schools.							Coloured Schools.					Native Schools.				Total No. of Schools.				
	European Training Colleges & Schools.	Special Schools.	High Schools.	Secondary Schools.	Primary Schools.	Part-time Schools.	Farm Schools.	Total.	Coloured Training Schools.	Secondary Schools.	Primary Schools.	Part-time Schools.	Coloured Mission Schools.	Total.	Native Training Schools.	Secondary Schools.		Primary Schools.	Part-time Schools.	Native Mission Schools.	Total.
European Teachers	89	132	1621	606	3254	22	337	6061	15	4	18	3	176	216	73	4	1	..	43	121	6398
Coloured Teachers	..	..	..	..	..	..	..	..	2	24	53	2	780	861	..	..	..	..	16	16	877
Native Teachers ..	..	..	..	..	..	..	..	..	..	..	..	..	57	57	1	..	6	5	3207	3221	3278
Total ..	89	132	1621	606	3254	22	337	6061	17	28	71	5	1013	1134	74	4	9	5	3266	3358	10553



SCHOOL BUILDING LOANS ISSUED FOR YEAR ENDED  
31st MARCH, 1924.

Division.	School.	Amount.
		£
Albany .. ..	Grahamstown Girls' High .. ..	5,000
Do. .. ..	Grahamstown Boys' Boarding House and Woodwork Centre .. ..	1,500
Do. .. ..	Riebeeck East .. ..	1,010
Albert .. ..	Rietpoort .. ..	1,200
Aliwal North ..	Lady Grey .. ..	5,000
Barkly West ..	Boetsap .. ..	1,050
Do. .. ..	Sydney-on-Vaal .. ..	1,025
Caledon .. ..	Caledon High .. ..	5,250
Do. .. ..	Stanford .. ..	2,000
Calitzdorp ..	Calitzdorp .. ..	3,400
Cape .. ..	Mountain Road, Woodstock .. ..	800
Do. .. ..	Suburban Schools Drainage .. ..	3,000
Do. .. ..	Three Anchor Bay .. ..	4,000
Do. .. ..	Parow .. ..	3,000
Do. .. ..	Lansdowne .. ..	800
East London ..	Boys' High (Selborne) .. ..	950
Gordonia .. ..	Upington .. ..	5,200
Graaff-Reinet ..	Volkschool .. ..	2,500
Humansdorp ..	Karreedouw Primary .. ..	1,200
Kenhardt .. ..	Kakamas Central .. ..	1,700
Ladismith .. ..	Voorbaat .. ..	2,100
Maclear .. ..	Ugie .. ..	3,500
Malmesbury ..	Langebaan .. ..	1,050
Do. .. ..	Holvlei .. ..	1,050
Matatiele .. ..	Matatiele .. ..	1,500
Molteno .. ..	Stormberg Junction .. ..	1,500
Mount Currie ..	Kokstad .. ..	5,000
Namaqualand ..	Kamieskroon .. ..	1,200
Oudtshoorn ..	Armoed South .. ..	1,050
Paarl .. ..	Wellington Boys' .. ..	5,000
Philipstown ..	Petrusville .. ..	2,000
Port Elizabeth ..	Girls' High—Junior Department .. ..	5,000
Queenstown ..	Boys' High (Site) .. ..	1,050
Stutterheim ..	Stutterheim Secondary .. ..	1,500
Williston .. ..	Williston .. ..	1,250
Wodehouse .. ..	Roussouwdsorp .. ..	1,500
Worcester .. ..	Rawsonville .. ..	1,050
		£85,885
	BOARDING HOUSES.	
Namaqualand ..	Kamieskroon .. ..	1,500
Umtata .. ..	Umtata .. ..	3,500
		£5,000
	TECHNICAL, TRAINING AND INDUSTRIAL SCHOOLS.	
Oudtshoorn ..	Oudtshoorn Training School .. ..	£3,950

UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY  
PROVIDED FOR, YEAR ENDED 31st MARCH, 1924.

Division.	School.	Amount.
		£
Caledon .. ..	Caledon High .. ..	425
Cape .. ..	Broad Road, Wynberg .. ..	5,400
Cape .. ..	Mountain Road, Woodstock .. ..	426
Garies .. ..	Garies Boarding .. ..	604
Garies .. ..	Wallekraal Boarding .. ..	487
Piquetberg ..	Velddrift .. ..	1,010
Queenstown ..	Queenstown Boys' High .. ..	1,050
Springbok ..	Kamieskroon Boarding .. ..	311
		£9,713

FREE BUILDING GRANTS, YEAR ENDED 31st MARCH, 1924.  
BUILDINGS UNDER £500. VOTE 2 F. 2.

Division.	School.	Amount.
		£
Herbert .. ..	Campbell .. ..	480

## FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.  
STATEMENT FOR YEAR ENDED 31ST MARCH, 1923.

	£	s.	d.	£	s.	d.
<i>Salaries and Allowances :</i>						
Head Office Staff .. .. .	24,745	11	4			
Inspectors .. .. .	37,856	7	2			
War Bonus (Teachers and School Board Officials) .. .. .	47,373	12	4			
				109,975	10	10
<i>Travelling Expenses :</i>						
Head Office Staff .. .. .	127	5	9			
Inspectors .. .. .	16,193	19	4			
				16,321	5	1
Incidental Expenses (including 4s. 4d. Interest and Redemption Charges on Loans) .. .. .				106,264	0	7
Salaries of Instructors, Instructresses and Departmental Examiners .. .. .	9,105	8	5			
Travelling Expenses of Officers and Others on Duty .. .. .	3,920	5	6			
Grants to Student Teachers Loan Fund (including Irrecoverable Loan of £25) Examination for Certificate, Science, Art and Manual Training and Arts Scholarships and Expenses of Competitions and Exhibitions .. .. .	1,300	0	0			
Institutions for Training: Teachers' Salaries .. £64,345 9 0						
Rent, Furniture, Requisites, Fittings, etc. .. .. .	14,179	14	5			
Deficits under Section 67 of Ordinance No. 5 of 1921 .. .. .	10,295	14	7			
	88,820	18	0			
Student Teachers .. .. .	31,834	8	7			
Maintenance Grants to Indigent Students	4,049	10	8			
Bursary Grants to Intending Teachers ..	3,226	18	4			
Pupil Teachers' Monthly Train and Tram Fares .. .. .	1,044	9	5			
				146,639	0	8

## INDUSTRIAL SCHOOLS.

Salaries .. .. .	14,729	10	7			
Maintenance Grants for Apprentices and Indigent Boarders .. .. .	10,568	4	10			
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc. .. .. .	5,964	11	4			
				379,199	17	2

## SCHOOLS : GRANTS-IN-AID.

Salaries and Allowances (including Furlough, £2,500) .. .. .	675,369	4	10			
School Buildings or Extensions (not exceeding £1,000) .. .. .	235	5	0			
Maintenance Grants for Indigent Children	4,954	6	7			
School Fees of children of persons killed or permanently disabled on active service .. .. .	982	18	0			
Interest on Local Loans for School Buildings .. .. .	4,570	17	6			

## EXPENDITURE FOR PUBLIC EDUCATION—continued.

Rent of Land and Buildings for School purposes .. .. .	21,094	2	5			
School Board Deficits and Miscellaneous Expenditure connected with School Boards .. .. .	732,777	15	4			
Administration, General Maintenance and Requisites, etc. .. .. .	140,165	6	7			
General Maintenance of Schools, extraordinary Repairs .. .. .	1,001	13	11			
Boarding and Transport Bursaries for Secondary Education .. .. .	19,660	6	2			

## SCHOOLS NOT UNDER SCHOOL BOARDS.

Salaries and Allowances (including Stellenbosch Boys' High) .. .. .	64,796	1	0			
Maintenance Grants for Indigent Children	2,005	11	10			
Special Assistance to Education in Poor Districts .. .. .	1,103	2	0			
Rent of Land and Buildings for School Purposes .. .. .	1,086	14	5			
General Maintenance of Schools .. .. .	7,229	6	7			
School Fees of Children of Persons killed or permanently disabled on active service .. .. .	193	5	9			
School Requisites, Furniture, etc. .. .. .	4,202	5	11			
Boarding Houses for Indigent Children ..	124,114	6	10			

## MISSION SCHOOLS.

Salaries .. .. .	250,916	7	2			
School Requisites, Furniture, etc. .. .. .	20,885	18	6			
Bonus to certain Teachers .. .. .	11,780	19	0			

## GENERAL.

Good Service Allowances to Teachers ..	14,824	5	7			
				2,135,212	7	8
				£2,514,412	4	10

## STUDENT TEACHERS' FUND.—INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

## ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1923.

1922.		£	s.	d.	By Allowance to Student Teachers .. .. .		£	s.	d.		
To Balance .. .. .	247	18	8		By Balance at 31st March, 1923.. .. .	336	0	0			
„ Interest received from Master of Supreme Court .. .. .	336	4	2			248	2	10			
				£584	2	10			£584	2	10

[C.P. 4—'25.]

STATISTICS, 1924.  
SCHOOLS.  
EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 31st DECEMBER, 1924.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Coloured Training Schools.	Coloured	Native Training Schools.	Native	Total, Dec., 1924.	Total, Dec., 1923.	Increase.
<i>European :</i>														
Schools under School Boards .. ..	7	2	102	83	1,733	12	362	..	..	..	..	2,301	2,330	-29
Labour Colony Schools .. ..	..	..	1	..	9	..	..	..	..	..	..	10	10	..
Church Schools .. ..	..	..	..	..	35	..	..	..	..	..	..	35	35	..
Other European Schools .. ..	5	24	2	1	25	1	9	..	..	..	..	67	68	-1
<i>European Schools, Dec., 1924</i> .. ..	12	26	105	84	1,802	13	371	..	..	..	..	2,413	..	..
<i>European Schools, Dec., 1923</i> .. ..	13	29	104	86	1,842	14	355	..	..	..	..	..	2,443	..
Increase .. ..	-1	-3	1	-2	-40	-1	16	..	..	..	..	..	..	-30
<i>Coloured :</i>														
Schools under School Boards .. ..	..	..	..	2	13	2	..	..	..	..	..	17	17	..
Other Coloured Schools .. ..	..	..	..	..	4	2	..	4	424	..	..	434	413	..
<i>Coloured Schools, Dec., 1924</i> .. ..	..	..	..	2	17	4	..	4	424	..	..	451	..	..
<i>Coloured Schools, Dec., 1923</i> .. ..	..	..	..	2	18	4	..	4	402	..	..	..	430	..
Increase .. ..	..	..	..	..	-1	..	..	..	22	..	..	..	..	21
<i>Native :</i>														
Schools under School Boards .. ..	..	..	..	..	1	..	..	..	..	..	..	1	1	..
Other Native Schools .. ..	..	..	..	1	..	4	..	..	..	14	1,575	1,594	1,601	-7
<i>Native Schools, Dec., 1924</i> .. ..	..	..	..	1	1	4	..	..	..	14	1,575	1,595	..	..
<i>Native Schools, Dec., 1923</i> .. ..	..	..	..	1	1	3	..	..	..	14	1,583	..	1,602	..
Increase .. ..	..	..	..	..	..	1	..	..	..	..	-8	..	..	-7
Total Schools, 1924 .. ..	12	26	105	87	1,820	21	371	4	424	14	1,575	4,459	..	-16
Total Schools, 1923 .. ..	13	29	104	89	1,861	21	355	4	402	14	1,583	..	4,475	..

	Dec., 1924.	Dec., 1923.	Increase.
European Schools .. ..	2,413	2,443	- 30
Coloured Schools .. ..	451	430	21
Native Schools .. ..	1,595	1,602	- 7
<b>Total Number of Schools</b> .. ..	<b>4,459</b>	<b>4,475</b>	<b>- 16</b>

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ENROLMENT.  
ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 31st DECEMBER, 1924.

	European Training Colleges & Schools.	Sp.	High.	Sec.	Prim.	Part Time.	Farm.	Coloured Training Schools.	Coloured.	Native Training Schools.	Native.	Total, Dec., 1924.	Total, Dec., 1923.	Increase.
<i>European :</i>														
Schools under School Boards .. ..	680	179	35,949	15,118	69,894	747	2,882	..	..	..	..	125,449	127,101	-1,652
Labour Colony Schools .. ..	..	..	281	..	608	..	..	..	..	..	..	889	919	-30
Church Schools .. ..	..	..	..	..	4,669	..	..	..	..	..	..	4,669	4,654	15
Other European Schools .. ..	489	1,285	1,132	345	1,299	154	57	..	..	..	11	4,772	5,049	-277
<i>European Pupils, Dec., 1924</i> .. ..	1,169	1,464	37,362	15,463	76,470	901	2,939	..	..	..	11	135,779	..	..
<i>European Pupils, Dec., 1923</i> .. ..	1,334	1,625	39,765	16,384	74,893	911	2,802	..	..	..	9	..	137,723	..
Increase .. ..	-165	-161	-2403	-921	1,577	-10	137	..	..	..	2	..	..	-1,944
<i>Coloured :</i>														
Schools under School Boards .. ..	..	..	..	825	2,499	82	..	..	..	..	..	3,406	3,341	65
Other Coloured Schools .. ..	..	13	..	..	368	81	..	368	45,072	..	..	45,903	44,804	1,099
<i>Coloured Pupils, Dec., 1924</i> .. ..	..	13	..	825	2,868	163	..	368	45,072	..	..	49,309	..	..
<i>Coloured Pupils, Dec., 1923</i> .. ..	..	12	..	803	2,804	209	..	367	43,950	..	..	..	48,145	..
Increase .. ..	..	1	..	22	64	-46	..	1	1,122	..	..	..	..	1,164
<i>Native :</i>														
Schools under School Boards .. ..	..	..	..	..	264	..	..	..	..	..	..	264	275	-11
Other Native Schools .. ..	..	..	..	126	..	190	..	..	..	1,498	113,515	115,329	119,441	-412
<i>Native Pupils, Dec., 1924</i> .. ..	..	..	..	126	264	190	..	..	..	1,498	113,515	115,593	..	..
<i>Native Pupils, Dec., 1923</i> .. ..	..	..	..	101	275	251	..	..	..	1,648	117,441	..	119,716	..
Increase .. ..	..	..	..	25	-11	-61	..	..	..	-150	-3926	..	..	-4,123
Total Enrolment, <i>European, Coloured and Native, Dec., 1924</i> .. ..	1,169	1,477	37,362	16,414	79,602	1,254	2,939	368	45,072	1,498	113,526	300,681	..	-4,903
Total Enrolment, <i>Dec., 1923</i> .. ..	1,334	1,637	39,765	17,288	77,972	1,371	2,802	367	43,950	1,648	117,450	..	305,584	..

	Dec., 1924.	Dec., 1923.	Increase.
European Pupils .. ..	135,779	137,723	- 1,944
Coloured Pupils .. ..	49,309	48,145	1,174
Native Pupils .. ..	115,593	119,716	- 4,123
<b>Total Number of Pupils</b> .. ..	<b>300,681</b>	<b>305,584</b>	<b>- 4,903</b>

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[C.P. 4-23.]

## EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1924.

	Schools under School Boards.		Total.
	Schools under School Boards.	Schools not under School Boards.	
<i>European Schools :</i>			
Training Schools .. ..	7	5	12
Industrial Schools .. ..	—	17	17
Other Special Schools .. ..	2	7	9
High Schools .. ..	102	3	105
Secondary Schools .. ..	83	1	84
Primary Schools .. ..	1,733	69	1,802
Part-time Schools .. ..	12	1	13
Farm Schools .. ..	362	9	371
<b>Total 1924 .. ..</b>	<b>2,301</b>	<b>112</b>	<b>2,413</b>
„ 1923 .. ..	2,330	113	2,443
<i>European Enrolment :</i>			
Training Schools .. ..	680	489	1,169
Industrial Schools .. ..	—	716	716
Other Special Schools .. ..	179	569	748
High Schools .. ..	35,949	1,413	37,362
Secondary Schools .. ..	15,118	345	15,463
Primary Schools .. ..	69,894	6,576	76,470
Part-time Schools .. ..	747	154	901
Farm Schools .. ..	2,882	57	2,939
Native Schools .. ..	—	11	11
<b>Total 1924 .. ..</b>	<b>125,449</b>	<b>10,330</b>	<b>135,779</b>
„ 1923 .. ..	127,101	10,622	137,723

## NON-EUROPEAN SCHOOLS AND ENROLMENT AT 31st DECEMBER, 1924.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools .. ..	4	368	14	1,498
Secondary Schools .. ..	2	825	1	126
Primary Schools .. ..	17	2,868	1	264
Part-time Schools .. ..	4	163	4	190
Mission Schools .. ..	424	45,072	1,575	113,515
<b>Total 1924 .. ..</b>	<b>451</b>	<b>49,309*</b>	<b>1,595</b>	<b>115,593</b>
„ 1923 .. ..	430	48,145†	1,602	119,716

\*Thirteen coloured pupils were on the roll at Special Schools.

†Twelve coloured pupils were on the roll at Special Schools.

## AVERAGE ATTENDANCE OF PUPILS AT 31st DECEMBER, 1924.

	1924.		Increase.
	1924.	1923.	
European Schools .. ..	123,261	126,346	—3,085
Coloured Schools .. ..	42,229	41,336	893
Native Schools .. ..	93,276	97,302	—4,026
<b>Total .. ..</b>	<b>258,766</b>	<b>264,984</b>	<b>—6,218</b>

## SEX AND RACE OF PUPILS AT 31st DECEMBER, 1924.

	European Pupils.			Coloured Pupils.			Native Pupils.			Total enrolment, 1924.	Total enrolment, 1923.	Increase.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
1924	70,641	65,138	135,779	24,054	25,265	49,319	50,458	65,135	115,593	300,691	..	..
1923	71,142	66,581	137,723	23,541	24,604	48,145	53,846	65,870	119,716	..	305,584	..
Increase	—501	—1,443	—1,944	513	661	1,174	—3,388	—735	—4,123	..	..	—4893

## AGES OF PUPILS.

## NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 31st OCTOBER, 1924.

Age in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1924.	1923.
	Under 7 years	468	478	289	296	2,254	2,147	123	94	6,149
7	894	878	548	522	3,932	3,538	162	159	10,633	10,496
8	1,116	1,174	668	682	4,526	4,162	211	186	12,725	12,672
9	1,202	1,262	717	715	4,691	4,387	209	167	13,350	14,007
10	1,440	1,365	752	817	4,886	4,602	205	164	14,231	14,076
11	1,469	1,472	790	877	4,548	4,468	175	142	13,941	13,958
12	1,654	1,650	779	844	4,469	4,399	205	151	14,151	13,830
13	1,888	1,769	773	892	4,185	3,744	166	125	13,542	13,405
14	2,039	1,917	747	834	3,359	2,981	143	98	12,118	12,023
15	2,251	1,952	650	713	2,073	1,863	93	57	9,652	10,291
16	2,008	1,633	459	479	796	586	31	35	6,027	6,581
17	1,552	1,162	248	213	209	146	22	8	3,560	3,958
18	1,040	624	101	70	47	35	6	6	1,929	2,074
Over 18	891	290	58	33	13	7	3	1	1,296	1,447
<b>Total .. ..</b>	<b>19,912</b>	<b>17,626</b>	<b>7,579</b>	<b>7,987</b>	<b>39,988</b>	<b>37,065</b>	<b>1,754</b>	<b>1,393</b>	<b>133,304</b>	<b>134,730</b>

## AVERAGE AGE, IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 31st OCTOBER, 1924.

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-Classified.
	High ..	7.5	8.9	10.1	11.2	12.2	13.2	14.2	15.2	16.1	17	17.9
Secondary	7.6	9.3	10.5	11.6	12.7	13.5	14.3	15.3	16.4	17	17.8	..
Primary	7.5	9.1	10.3	11.4	12.4	13.3	14.2	15	16.4	16.7	17.5	..
Farm ..	7.4	9	10	11.2	12.2	13.4	14.1	14.3	..	..	..	..

## CLASSIFICATION OF PUPILS IN STANDARDS.

## TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 31st OCTOBER, 1924.

Standards.	High.	Secondary	Primary.	Farm.	Total.	
					1924.	1923.
Sub-standards .. ..	4,223	3,007	19,190	776	27,196	27,532
Standard I. .. ..	2,753	1,771	10,229	430	15,183	15,445
„ II. .. ..	3,198	1,775	11,047	455	16,475	16,638
„ III. .. ..	3,360	2,023	11,392	423	17,198	16,893
„ IV. .. ..	3,595	1,845	10,020	438	15,898	15,988
„ V. .. ..	3,810	1,708	8,586	342	14,446	14,354
„ VI. .. ..	4,079	1,454	6,434	280	12,247	12,293
„ VII. .. ..	4,635	1,090	140	3	5,868	6,627
„ VIII. .. ..	3,810	818	10	..	4,638	4,989
„ IX. .. ..	2,094	54	3	..	2,151	2,173
„ X. .. ..	1,969	21	2	..	1,992	1,767
Unclassified .. ..	12	..	..	..	12	31
<b>Total .. ..</b>	<b>37,538</b>	<b>15,566</b>	<b>77,053</b>	<b>3,147</b>	<b>133,304</b>	<b>134,730</b>

[C.P. 4—'25.]

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION DURING 1924.

Standards.	Secondary.	Primary.	Part-time.	Mission.	Total.
Sub-Standard A	119	739	24	16,106	16,988
" B	94	392	13	6,838	7,337
Standard I.	57	467	20	6,258	6,802
" II.	80	374	15	5,477	5,946
" III.	95	308	18	3,991	4,412
" IV.	86	260	7	2,421	2,774
" V.	65	107	5	1,046	1,223
" VI.	67	56	3	545	671
" VII.	30	..	..	9	39
" VIII.	30	..	..	1	31
" IX.	8	..	..	..	8
" X.	10	..	..	..	10
Unclassified ..	..	2	..	10	12
Total ..	741	2,705	105	42,702	46,253

Student-teachers are not included. Of the pupils present at two successive inspections 76.5 per cent. were placed in a higher standard.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION DURING 1924.

Standards.	Secondary.	Primary.	Part-time.	Mission.	Total.
Sub-Standard A	..	37	74	43,726	43,837
" B	..	26	25	16,062	16,113
Standard I.	..	30	17	13,003	13,050
" II.	..	26	18	9,853	9,897
" III.	..	31	5	7,959	7,995
" IV.	..	19	6	5,377	5,402
" V.	..	54	6	2,945	3,005
" VI.	30	39	2	1,913	1,984
" VII.	59	..	..	41	100
" VIII.	45	..	..	..	45
" IX.	..	..	..	..	..
" X.	..	..	..	..	..
Unclassified ..	..	..	..	73	73
Total ..	134	262	153	100,952	101,501

Student-teachers are not included. Of the pupils present at two successive inspections 65.2 per cent. were placed in a higher standard.

## TEACHERS.

<i>European Teachers in European Schools at</i>				30th June, 1924.	30th June, 1923.
European Training Schools	..	..	..	80	89
Special Schools	..	..	..	126	132
High Schools	..	..	..	1,618	1,621
Secondary Schools	..	..	..	614	606
Primary Schools	..	..	..	3,189	3,254
Part-time Schools	..	..	..	8	22
Farm Schools	..	..	..	336	337
Total	..	..	..	5,971	6,061

*European Teachers in Coloured Schools :*

Coloured Training Schools	..	..	..	15	15
Intermediate School	..	..	..	5	4
Primary Schools	..	..	..	18	18
Part-time Schools	..	..	..	..	3
Coloured Mission Schools	..	..	..	162	176
Total	..	..	..	200	216

*European Teachers in Native Schools :*

Native Training Schools	..	..	..	76	73
Secondary School	..	..	..	5	4
Primary School	..	..	..	1	1
Native Mission Schools	..	..	..	37	43
Total	..	..	..	119	121

Total European Teachers in Non-European Schools	1924	319	..	—
" " "	1923	..	..	337

*Coloured Teachers :*

Coloured Training Schools	..	..	..	2	2
Intermediate School	..	..	..	22	24
Primary Schools	..	..	..	52	53
Part-time Schools	..	..	..	..	2
Coloured Mission Schools	..	..	..	862	780
Native Mission Schools	..	..	..	10	16
Total	..	..	..	948	877

*Native Teachers :*

Native Training Schools	..	..	..	..	1
Native Secondary School	..	..	..	2	—
Primary Schools	..	..	..	8	8
Part-time Schools	..	..	..	2	5
Coloured Mission Schools	..	..	..	58	57
Native Mission Schools	..	..	..	3,238	3,207
Total	..	..	..	3,308	3,278

Total Number of European Teachers	..	..	..	6,290	6,398
Total Number of Coloured Teachers	..	..	..	948	877
Total Number of Native Teachers	..	..	..	3,308	3,278

Total	..	..	..	10,546	10,553
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PERCENTAGE OF PROFESSIONALLY QUALIFIED TEACHERS IN  
THE VARIOUS CLASSES OF SCHOOLS, 30TH JUNE, 1924.

	European Training Colleges & Schools.	Special.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Certificated, 1924 ..	100	81	95.4	96	95.1	80	80.7	94.1	83.4	96.1	81.2	89
Certificated, 1923 ..	100	73.5	95.1	96.2	93.1	78.1	65.3	94.1	81.4	93.2	77.4	86.5

SEX OF TEACHERS AS AT 31st DECEMBER, 1924, ARRANGED  
ACCORDING TO CLASSES OF SCHOOLS.

	European Training Colleges & Schools.	Special.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Male .. .. .	25	49	591	210	789	58	34	7	491	44	1,893	4,191
Female .. .. .	56	26	952	437	2,581	2	337	6	618	33	1,374	6,422
Total 1924 ..	81	75	1,543	647	3,370	60	371	13	1,109	77	3,267	10,613
Total 1923 ..	86	106	1,020	650	3,329	64	355	17	1,041	78	3,272	10,618
Percentage of male teachers, 4th qr., 1924	30.9	65.3	38.3	32.5	23.4	96.7	9.2	53.8	44.7	57.1	58	39.5
Percentage, 4th qr. 1923	27.9	65.1	36.9	31.8	23.2	93.8	9.6	47.1	42.4	55.1	57.4	38.9

RACE OF TEACHERS AS AT 30TH JUNE, 1924, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.							Coloured Schools.					Native Schools.					Total No. of Schools.				
	European Training Colleges & Schools.	Special Schools.	High Schools.	Secondary Schools.	Primary Schools.	Part-time Schools.	Farm Schools.	Total.	Coloured Training Schools.	Secondary Schools.	Primary Schools.	Part-time Schools.	Coloured Mission Schools.	Total.	Native Training Schools.	Secondary Schools.	Primary Schools.		Part-time Schools.	Native Mission Schools.	Total.	
European Teachers	80	126	1618	614	3189	8	336	5971	15	5	18	..	162	200	76	5	1	..	37	119	6290	
Coloured Teachers	..	..	..	..	..	..	..	..	2	22	52	..	862	938	..	..	..	..	10	10	948	
Native Teachers	..	..	..	..	..	..	..	..	..	..	..	..	58	58	..	12	8	..	2	3238	3250	
Total 1924 ..	80	126	1618	614	3189	8	336	5971	17	27	70	..	1082	1196	76	7	9	..	2	3285	3379	10546
Total 1923 ..	89	132	1621	606	3254	22	337	6061	17	28	71	5	1013	1134	74	4	9	5	3266	3358	10553	

## SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31st MARCH, 1925.

Division.	School.	Remarks.	Amount.	Amount expended during year.
SCHOOLS.				
			£	£
Aberdeen ..	Aberdeen High	Including Fencing	4,000	—
Barkly East ..	Barkly East Sec.	(£8,000). To commence.	4,000	—
Barkly West	Windsorton ..	..	1,900	—
Bizana ..	Bizana .. ..	..	600	—
Calvinia ..	Ounap .. ..	..	1,300	—
Do. ..	Calvinia High	Additions (£5,000). To commence.	2,500	—
Do. ..	Brandvlei ..	Additions ..	900	—
Cape ..	Hope Lodge ..	To complete ..	1,000	—
Do. ..	Broad Road ..	..	4,000	3,450
Do. ..	Goodwood ..	Extensions ..	2,400	—
Ceres ..	Ceres High ..	Additions ..	800	—
East London ..	Cambridge High	Do. ..	2,500	—
Fraserburg ..	Fraserburg Sec.	Do. ..	1,250	—
Gordonia ..	Keimoes .. ..	Do. ..	1,650	—
Graaff-Reinet	Adendorp ..	..	3,000	—
Humansdorp	Jeffreys Bay ..	..	150	150
Kenhardt ..	Kakamas .. ..	To complete ..	2,300	—
Do. ..	Karos .. ..	..	1,050	—
Kentani ..	Kentani .. ..	Additions ..	550	—
King Wms. Tn.	Berlin .. ..	..	500	—
Knysna ..	Knysna Primary	Purchase ..	3,000	2,000
Kuruman ..	Deben .. ..	..	700	—
Ladismith ..	Ladismith Sec. ..	..	3,000	—
Mafeking ..	Mafeking .. ..	Additions (£4,000). To commence.	2,000	—
Malmesbury ..	Moorreesburg ..	(£4,000). To commence.	2,000	—
Middelburg ..	High School and Hostel.	To complete, including fencing and water.	2,900	—
Montagu ..	Ashton .. ..	..	600	—
Do. ..	Montagu (Excelsior).	..	1,080	1,025
Mossel Bay ..	Bland Street ..	(£5,000). To commence.	2,000	—
Namaqualand	Wallekraal ..	..	1,750	900
Do. ..	Garies .. ..	..	2,400	1,400
Oudtshoorn ..	Matjes Rivier : Voorbedag.	..	2,100	—
Do. ..	Dysseldorp ..	..	650	—
Do. ..	Oudtshoorn Boys' High.	Woodwork Room	1,300	—
Do. ..	Oudemurasie Wes.	..	700	—
Do. ..	Le Roux .. ..	..	1,000	—
Paarl ..	La Rochelle Girls'	Additions ..	1,500	50
Do. ..	Kraaifontein ..	Do. ..	550	—
Peddie ..	Peddie .. ..	..	3,000	—
Port Elizabeth	Erica Girls' ..	Drainage ..	650	650
Prince Albert	Prince Albert ..	Additions ..	3,000	—
Queenstown ..	Queen's Drive ..	(£9,500). To commence.	3,000	425

## SCHOOL BUILDING LOANS ARRANGED FOR YEAR ENDED 31st MARCH, 1925—continued.

Division.	School.	Remarks.	Amount.	Amount expended during year.
SCHOOLS—continued.				
Stellenbosch	Gordons Bay	..	2,000	—
Steynsburg ..	Steynsburg ..	(£7,500). To commence.	3,000	—
Stutterheim ..	Bolo .. ..	Principal's Residence.	1,100	—
Tsolo .. ..	Tsolo .. ..	..	1,200	—
Tsomo .. ..	Tsomo .. ..	Additions ..	1,000	—
Uitenhage	Addo .. ..	..	1,500	—
Do. ..	Boys' High ..	Additions ..	1,000	—
Do. ..	Girls' High ..	Do. ..	2,000	—
Do. ..	Innes .. ..	..	800	—
Do. ..	Uitenhage Junior Primary.	To complete Classroom.	130	—
Uniondale ..	Avontuur ..	..	1,050	—
Van Rhynsdorp	Elandsfontein	..	1,500	—
Do. ..	Klaver .. ..	..	1,500	—
Victoria West	Loxton .. ..	(£5,000). To commence.	2,000	—
Wodehouse ..	Dordrecht Prim.	(£6,000). To commence.	3,000	—
Do. ..	Grey's Pan ..	..	2,250	—
Worcester ..	De Doorns ..	..	650	—
Do. ..	Kweekkraal Prim.	..	1,000	475
BOARDING HOUSES.				
Carnarvon ..	Van Wijks Vlei ..	..	1,500	—
East London ..	Boys' High ; Hostel.	(£12,000). To commence.	5,000	200
Do. ..	Boys' High ; Principal's residence.	..	2,000	75
Do. ..	Boys' High ; Janitor's House.	..	1,000	—
King Wms. Tn.	Girls' Brdg. Dept.	Improvements ..	400	325
Tulbagh ..	Tulbagh .. ..	Purchase ..	1,300	—
TRAINING AND INDUSTRIAL SCHOOLS.				
Kimberley ..	Practising School.	Improvements ..	700	700
Knysna ..	Knysna Industrial, Machinery Room and Teachers' Residence.	..	1,800	—
Paarl ..	Paarl Training ..	Out Offices ..	600	—
Total .. ..			£116,210	£11,825



## UNFORESEEN EXCESSES AND URGENT CASES NOT SPECIALLY PROVIDED FOR, YEAR ENDED 31st MARCH, 1925.

Division.	School.	Amount.
		£
Cape .. ..	Rondebosch Boys' High .. ..	1,175
Do. .. ..	Wynberg Flats .. ..	800
Do. .. ..	Plumstead Flats .. ..	500
Do. .. ..	Anderdale .. ..	625
Do. .. ..	Retreat .. ..	1,150
Do. .. ..	Lansdowne .. ..	300
Do. .. ..	Cape Town Central .. ..	2,450
Do. .. ..	Mountain Road, Woodstock .. ..	400
Do. .. ..	King's Road, Sea Point .. ..	3,000
Barkly West ..	Boetsap .. ..	20
Cradock .. ..	Kaalplaats .. ..	125
Humansdorp ..	Jeffreys Bay .. ..	15
Port Elizabeth ..	Erica Girls', Drainage .. ..	40
Victoria West ..	Victoria West, Boarding .. ..	60
		£10,660

FREE BUILDING GRANTS, YEAR ENDED 31st MARCH, 1925.  
BUILDINGS UNDER £500. VOTE 2 F. 16.

Division.	School.	Amount.
		£
Uniondale ..	Twee Rivieren .. ..	250

## GRANTS OF LAND FOR SCHOOL PURPOSES, 1924.

Division.	School.	Area.		Donor.
		Mgn. Rds.	Sq. ft.	
Alexandria ..	Alexandria .. ..	1	349 123	D.R.C., Alexandria.
Cape .. ..	Observatory Girls' .. ..		138 81	Miss Alexander.
Cape .. ..	Noordhoek .. ..		392 73	D.R.C., Simonstown.
Colesberg ..	Naauwpoort .. ..	1	341 51	C. P. T. Hitchcock.
George .. ..	George Industrial .. ..	20	— 88	George Municipality.
Hanover .. ..	Hanover .. ..	1	103 30	Hanover Municipality.
Kenhardt ..	Putzonderwater .. ..		122 103	J. G. Connan.
Malmesbury ..	Darling .. ..		355 80	Dr. G. Nieuwoudt.
Mossel Bay ..	Park Primary .. ..		162 34	Mossel Bay Municip.
Namaqualand ..	Springbok Girls' .. ..		53 68	Springbok D.R.
	Boarding .. ..			Church.
Stellenbosch ..	Gordons Bay .. ..		552 12	Gordons Bay V.M.B.

## Parliamentary Grants.

Bathurst ..	Port Alfred .. ..	10	319 25
Calvinia ..	Achter-Hantam .. ..	2	— —
Cape .. ..	Rondebosch (Erinville).	4	37 130
East London ..	Lilyfontein .. ..	2	221 48
Riversdale ..	Riversdale Industrial .. ..	9	391 —

## Grants under Section 320 of Ordinance 5 of 1921.

Cape .. ..	Elsie's River Halt .. ..	—	569 64
Cape .. ..	Southfield Estate .. ..	—	566 138
Colesberg ..	Helena Township .. ..	1	25 —
East London ..	Chalumna River .. ..	1	25 —
	(Kayser's Beach).		
George .. ..	Wilderness .. ..	—	566 140

## FINANCE.

## EXPENDITURE FOR PUBLIC EDUCATION.

## STATEMENT FOR YEAR ENDED 31st MARCH, 1924.

	£	s.	d.	£	s.	d.
<i>Salaries and Allowances :</i>						
Head Office Staff .. ..	23,626	8	4			
Inspectors .. ..	36,258	8	10			
War Bonus (Teachers and School Board Officials), Arrears .. ..	57	6	11			
				59,942	4	1
<i>Travelling Expenses :</i>						
Head Office Staff .. ..	195	14	3			
Inspectors .. ..	16,371	8	5			
				16,567	2	8
<i>Incidental Expenses (including £90,210 10s. 3d. Interest and Redemption Charges on Loans) .. ..</i>				109,925	15	7
Salaries of Instructors, Instructresses and Departmental Examiners .. ..	8,369	18	2			
Travelling Expenses of Officers and Others on Duty .. ..	4,106	10	2			
Grants to Student Teachers' Loan Fund .. ..	1,300	0	0			
Vacation Courses and Teachers' Classes .. ..	25	10	0			
Examination for Certificate Science Art and Manual Training and Arts Scholarships and Expenses of Competitions and Exhibitions, etc. .. ..	6,675	2	0			
Institutions for Training Teachers' Salaries .. ..	60,362	5	9			
Rent, Furniture, Requisites, Fittings, etc. .. ..	11,202	18	1			
Deficits under Section 67 of Ordinance No. 5 of 1921 .. ..	15,394	15	8			
				86,959	19	6
Student Teachers .. ..	30,779	1	11			
Maintenance Grants to Indigent Students .. ..	3,721	0	8			
Maintenance Grants to Students at Native Training Schools .. ..	5,319	5	8			
Bursary Grants to Intending Teachers .. ..	5,067	18	6			
Pupil Teachers' Monthly Train and Tram Fares .. ..	1,123	2	2			
				153,447	8	9
<i>AGRICULTURAL AND INDUSTRIAL SCHOOLS.</i>						
Salaries .. ..	15,218	5	9			
Maintenance Grants for Apprentices and Indigent Boarders .. ..	9,694	3	11			
Rent of Buildings, Interest and Redemption Charges on Building Loans, Requisites, Furniture, etc. .. ..	7,035	14	10			
				31,948	4	6
<i>SCHOOLS : GRANTS-IN-AID.</i>						
Salaries and Allowances (including Furlough, £2,500) .. ..	677,592	6	3			
School Buildings or Extensions not exceeding £1,000 .. ..	1,007	2	6			
Maintenance Grants for Indigent Children .. ..	3,634	1	3			
School Fees of Children of persons killed or permanently disabled on active service .. ..	1,357	4	5			
Interest on Local Loans for School Buildings .. ..	4,734	13	1			
Rent of Land and Buildings for School purposes .. ..	19,673	6	0			
School Board Deficits and Miscellaneous Expenditure connected with School Boards .. ..	1,217,962	14	10			

[C.P. 4—'25.]

FINANCE—*continued.*

Administration, General Maintenance and Requisites, etc. . . . .	115,698	11	11		
General Maintenance of Schools, extraordinary Repairs . . . . .	9,517	11	9		
Boarding and Transport Bursaries for Secondary Education . . . . .	30,013	15	6		
SCHOOLS NOT UNDER SCHOOL BOARDS.					
Salaries and Allowances . . . . .	63,448	16	0		
Maintenance Grants for Indigent Children	1,847	15	0		
Special Assistance to Education in Poor Districts . . . . .	464	7	7		
Rent of Land and Buildings for School purposes . . . . .	613	4	3		
General Maintenance of Schools, including Deficits and Miscellaneous Expenditure, School Committees . . . . .	5,947	13	8		
School Fees of Children of persons killed or permanently disabled on active service . . . . .	201	10	0		
School Requisites, Furniture, etc. . . . .	4,308	15	0		
Boarding Houses for Indigent Children . . . . .	142,321	13	1		
MISSION SCHOOLS.					
Salaries . . . . .	261,087	14	3		
School Fees of children of persons killed or permanently disabled on active service . . . . .	49	13	2		
School Requisites, Furniture, etc. . . . .	28,222	19	2		
Bonus to certain Teachers . . . . .	12,152	19	3		
Special Grant from Union Government for Native Education . . . . .	26,831	16	1	2,628,690	4 0
GENERAL.					
Good Service Allowances to Teachers . . . . .				16,172	0 8
				<u>£3,016,693</u>	<u>0 3</u>

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STUDENT TEACHERS' FUND—INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

ACCOUNT FOR THE YEAR ENDED 31st MARCH, 1924.

	£	s.	d.	£	s.	d.
To Balance 1st April, 1923 . . . . .	248	2	10	By Allowance to Student Teachers . . . . .	336	0 0
„ Balance 31st March, 1924 . . . . .	87	17	2*			
	<u>£336</u>	<u>0</u>	<u>0</u>		<u>£336</u>	<u>0 0</u>

\* Debit balance due to £336 4s. 2d. Interest, Master Supreme Court, being received too late for inclusion in the financial year 1923-24.

4314  
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THE  
GOLDEN  
EDITION  
1921

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