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# CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

## REPORT

OF THE

## SUPERINTENDENT-GENERAL

OF

## EDUCATION

FOR THE YEAR ENDING 30TH SEPTEMBER,

1914.

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REPORT OF THE SUPERINTENDENT-GENERAL OF  
EDUCATION.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of  
Education for the Year ending 30th  
September, 1914.

Department of Public Education,  
Cape Town, 9th April, 1915.

TO THE HONOURABLE THE ADMINISTRATOR.

SIR,—I have the honour to submit to you this my Annual Report on the work of the Education Department for the year ending 30th September, 1914.

The plan and arrangement of the Report are essentially the same as in previous years. Each department of the work is dealt with in a separate section, and an effort has been made to present as accurate a record as possible of the changes which have come about in the last twelve months, use being made of statistics for earlier years where such comparisons seemed helpful.

It is desirable to have it noted that much of the material of the Report has already been published, the fortnightly appearance of the *Education Gazette* giving the Department an opportunity of furnishing information just when the public interest in it is greatest. This applies more particularly to information of a statistical character. In the present Report, however, certain changes have been made in the statistical tables, which will assist the reader in distinguishing more easily between the educational work accomplished by School Boards and other agencies, and also the division between white and coloured schools and pupils.

I.—ADMINISTRATION.

**HEAD OFFICE STAFF.**—The strain on the Office as a result of the institution of school boards and the subsequent development of the system was pointedly referred to in my Reports for 1911 and 1912. In no sense has this strain lessened during the two intervening years; and the withdrawal of officers, consequent on the outbreak of the European war, has brought matters almost to breaking point. The matter is one fraught with serious consequences, and some measure of relief should be granted at an early date.

It is with regret that the death of Mr. S. Robertson, M.A., on 24th June, 1914, has to be recorded. Mr. Robertson had for a considerable period been in responsible charge of the Statistical Branch of the Department, and by his death the Office has lost the services of a capable and devoted assistant.

**INSPECTORATE.**—The appointment of three additional Inspectors was referred to in the last annual report. This brings up the number of Circuit-Inspectors to thirty-four, giving for each area on an average 131 schools, which is still considerably above the number viewed as desirable for efficient work. The three new Inspectors are Mr. C. Hofmeyr, B.A. (George Boys' Public School), Mr. S. G. E. Rosenow, B.A. (Hopetown Public School), and Mr. C. H. Stokes (Montagu Public School). Further, as mentioned in the Report for 1913, Mr. G. Siddle, M.A., (Stellenbosch Boys' High School), entered on his duties as an Inspector at the beginning of 1914. Even with the readjustment of districts possible as a result of these new appointments, many circuits are still unwieldy both in regard to number of schools and area. The new list of circuits shows five of an area of over twenty thousand square miles, the largest being Inspector Rosenow's.

[C.P. 4—'15]



with an area of 46,623 square miles. In comparison with this striking instance it may be recalled that the area of England is 50,890 square miles. Four additional appointments have since been made, giving a total of thirty-eight inspection-areas, but these appointments do not fall within the period covered by this Report, and are merely referred to here as showing that further relief in inspection work has been given.

The plan of employing Instructors to organise and supervise instruction in vocal music, drawing, woodwork, needlework, kindergarten method, domestic science and nature study continues to be productive of much good. It falls to be recorded that Miss Catharine Drake of the Wellington Training College was appointed from 1st January, 1914, as a second Kindergarten Instructress in succession to Miss Adamson who resigned some time back; and Miss A. M. E. Exley of Lovedale Training School succeeded Miss H. F. Wood as from 1st March, 1914, as the third Instructress in Needlework. Some details in regard to the progress made in these special subjects will be found in the seventh section of the Report.

Through the retirement from the Inspectorate of Mr. William Milne, M.A., B.Sc., F.R.S.E., at 30th September, 1914, the Department has lost the services of a capable officer. Mr. Milne was appointed an Inspector of Schools on 25th February, 1893, and during his period of office he was specially successful in promoting the establishment of new schools in his areas and in spreading sound methods of instruction. Inspector Mitchell has been transferred to the circuit (Port Elizabeth and Uitenhage) thus rendered vacant.

**SCHOOL BOARDS.**—The efficiency of the daily working of school boards must necessarily depend very largely on the ability, interest and zeal of school-board secretaries. The outlook which they keep in their districts with a view to establishing schools at centres not provided with educational facilities, the attention which they give to the enforcement of school attendance, the interest they take in the selection of qualified teachers, and the methods adopted for fee-collection are all matters of far-reaching importance. The manner in which they discharge the duties here referred to forms a measure of their fitness to hold their posts. Inefficiency in such work and in dealing with schemes for the erection of buildings can and should be checked by school-board members, for unless prompt and businesslike methods can be relied upon, the whole school-system of the district must ultimately suffer. Fortunately, there are many secretaries who take a living interest in their work and whose efficiency is reflected in the educational progress made in their areas. It seems necessary, however, to remind boards that success must be looked for first in the smooth working of the system, and in this respect every area is dependent to a large extent on the board's permanent officer.

In the composition of the school boards—which now number 120—there is evidence to show that the Province has secured the services of many men who are willing to work whole-heartedly for the advance of education in their districts. The time and labour which is thus given by the individual carries with it no monetary reward; but on the other hand there must be real cause for satisfaction when a school is opened in some neglected area, when children previously uncared for are brought under instruction, or when better qualified teachers are secured for the district. The value of collective voluntary effort of this kind is not easily gauged; and in the mission schools of the Province such effort is probably seen at its best, for the work of the missionary managers does not rest on a financial basis for which the State is ultimately responsible, and yet the training of the non-European children is no less national in its character than is the work undertaken by school boards.

A School Board Congress was held in Capetown in January, when delegates from 104 boards were present. A long series of resolutions was passed, but as they have already been brought to public notice, there is no need to discuss them here.

## II.—SUPPLY OF SCHOOLS.

**SCHOOLS IN OPERATION.**—During the year there has been a satisfactory advance in the number of schools, the total having risen from 4,335 to 4,460. The development is noteworthy as following upon the record for 1913, when the

number of schools in operation remained stationary; and there is reason to think that the advance now recorded is to an extent traceable to the improvement in the supply of teachers.

Here it may be instructive to trace the growth over a twenty-year period, and, viewing the position at intervals of five years, we find that the figures are as follows:—

Schools in Operation.				
30th September, 1894	..	..	..	1,969
30th September, 1899	..	..	..	2,674
30th September, 1904	...	..	..	2,734
30th September, 1909	..	..	..	3,728
30th September, 1914	..	..	..	4,460.

It will be observed that since 1894 the supply of schools has been much more than doubled; and that in the four quinquennia the gains have been 705, 60, 994, and 732 schools respectively. The small increase in numbers in the second period was, of course, due to the war, which naturally hindered progress for a time; but the outstanding fact is that in the twenty-year period the educational system has given the Province 1,498 additional European Schools and 993 new Schools for non-European pupils. The facts may be stated in tabular form as follows:—

Year.	White Schools.	Coloured Schools.	Total.
1894 ..	1,132	837	1,969
1914 ..	2,630	1,830	4,460
Increase ..	1,498	993	2,491.

Of the net increase of 125 schools recorded for the year now under review, the European section claims 50 and the non-European section 75. Among white schools the class that has benefited most is the small rural school, in which group there is the greatest call for development. The gains and losses in the different classes show that there has been marked activity in establishing new schools in some areas, but as against this there has been much inevitable loss through the closing of small schools. In many cases the period of a rural school's usefulness comes to an abrupt end through the elder pupils completing their course or through the removal of a family from the neighbourhood, the numbers being thereby reduced below the required minimum for Government aid. Such cases call for special vigilance on the part of school boards, in order that, where possible, the schooling of the remaining pupils may be provided for.

**SCHOOL BOARDS AND THE SCHOOL SUPPLY.**—Under the provisions of the School Board Act of 1905 all public, private farm and poor schools had to come under the control of school boards within three years of the passing of the measure, and by 31st December, 1908, School Boards were responsible for 2,047 schools. Since then the Boards have used with varying success the powers conferred upon them to establish new schools, and at 30th September, 1914, 2,497 schools out of the total school establishment of 4,460 were controlled by Boards. To these may be added 37 Railway schools, managed in some cases direct by the Department and in others by local committees; and seven schools controlled by the Kakamas Labour Colony Committee on lines very similar to those followed by school boards. These additional schools give a total of 2,541, leaving 1,919 schools managed by other agencies and entirely outside the school-board system. The majority of these non-board schools are classified as Mission and Aborigines' Schools (1789), and there are 36 Church Third-Class Schools. In addition there are a certain number of Public and Private Farm Schools in areas in the Transkei where the School Board Act is not in operation, and a few special cases elsewhere. There are also 18 Training Schools and 16 Special Schools not managed by Boards.



**SCHOOLS FOR EUROPEAN PUPILS.**—The changes which have taken place during the year in the provision of schools for European pupils are reflected in the following statement, which at the same time indicates the position reached in each class:—

WHITE SCHOOLS IN OPERATION.				
	1913.	1914.	Increase.	
<i>Special Schools :</i>				
Training Schools and Colleges .. ..	6	10	4	
Art Schools .. .. .	4	3	—1	
Schools of Music .. .. .	1	1	..	
Schools for Blind, Deaf and Dumb .. ..	3	3	..	
Industrial Schools .. .. .	10	10	..	
Domestic Schools .. .. .	4	4	..	
Spinning and Weaving Schools .. .. .	1	0	—1	
<i>First-Class Schools :</i>				
High Schools .. .. .	46	48	2	
Other First-Class Schools .. .. .	47	46	—1	
<i>Second-Class Schools .. .. .</i>				
	97	98	1	
<i>Third-Class Schools :</i>				
Third-Class Undenominational Schools ..	1,374	1,647	273	
Third-Class Church Schools .. .. .	36	36	..	
<i>District Boarding Schools .. .. .</i>				
	1	1	..	
<i>Private Farm Schools .. .. .</i>				
	750	655	—95	
<i>Poor Schools .. .. .</i>				
	177	49	—128	
<i>Evening Schools :</i>				
Technical Schools .. .. .	5	6	1	
Commercial Classes .. .. .	1	2	1	
Elementary Schools .. .. .	15	11	—4	
Totals .. .. .	2,578	2,630	52	

It may be useful to explain briefly the changes here recorded. The four new institutions for training teachers are the Training Schools at Cradock, Kimberley, King William's Town and Steynsburg, all of which mark the natural development of training departments where for many years past good work has been done in preparing student-teachers for their profession. In the case of Art Schools, reorganisation has resulted in the day and evening departments of the Capetown Art School being viewed as one institution instead of two as heretofore. High Schools have risen in number from 46 to 48, Montagu and Villiersdorp having been promoted during the year. Further, as a result of the Grading Committee's recommendations, Philipstown and Willowmore have been graded as First-Class Schools; and three schools have been promoted from the Third-Class to the Second-Class grade, viz., Rhodes (Barkly East), Vosburg (Victoria West), and Cockhouse (Somerset East). The considerable advance in the number of Third-Class Schools is explained in part by development and in part by the re-grading of Private Farm and Poor Schools. Here there is evidence of the policy of establishing strong central schools where feasible, with a resulting gain in permanency and efficiency.

**SCHOOLS FOR NATIVE AND COLOURED CHILDREN.**—The subjoined table gives, duly classified according to grades, the number of State-aided schools for non-European children which were in operation at the end of the year under review; the numbers for 1913 are also given for the sake of comparison:—

NATIVE AND COLOURED SCHOOLS.				
Class of School.	1913.	1914.	Increase.	
Training Schools .. .. .	13	13	..	
First-Class Schools .. .. .	1	1	..	
Second-Class Schools .. .. .	2	2	..	
Third-Class Schools .. .. .	18	18	..	
District Boarding Schools .. .. .	1	1	..	
Evening Schools .. .. .	6	6	..	
Mission Schools .. .. .	776	818	42	
Aborigines' Schools .. .. .	940	971	31	
Totals .. .. .	1,757	1,830	73	

Of the thirteen Training Schools in operation, twelve are for native students, and coloured students are being trained at Genadendal and also at Capetown. The first-class school is at Lovedale, and Capetown and Kimberley each claim a second-class school. The growth of 73 in the number of mission and aborigines' schools only accounts in part for the great advance of over twelve thousand in the non-European enrolment. In the great majority of the mission schools instruction is not given above Standard IV. In most schools proceeding beyond this stage the pupils are prepared for admission to the junior pupil-teacher course, entrance to which requires a pass in Standard VI.

**SCHOOLS OPENED AND SCHOOLS CLOSED.**—In the increases in the number of schools which have been examined above, the *net* advance has been dealt with in each case. No true view of the educational activity of the year can be obtained, however, without inquiry into the total number of new schools opened and the number closed in each district. This information is given in one of the annexures, but here it may be well to summarise the position. In all, 591 new schools were established, but as many as 466 were closed, giving the net increase of 125 schools previously referred to. It is of importance to see how these operations are reflected in the different classes of schools, and this is shown in the following table:—

Class of School.	Schools Opened.	Schools Closed.	Increase.
Special .. .. .	4	1	3
First-Class .. .. .	0	0	..
Second-Class .. .. .	0	0	..
Third-Class .. .. .	220	140	80
District Boarding .. .. .	0	0	..
Evening .. .. .	1	4	—3
Private Farm .. .. .	241	260	—19
Poor .. .. .	5	14	—9
Mission .. .. .	64	24	40
Native Training .. .. .	0	0	..
Aborigines' .. .. .	56	23	33
Total .. .. .	591	466	125

As this table does not show transfers of schools from one grade to another, it offers an accurate view of the birth-rate and death-rate among schools. As many as 461 third-class schools and farm schools have been opened, and this gives a fair indication of the efforts of school boards to meet the ever-varying conditions in their areas. As against the establishment of these 461 new rural schools there has to be taken into account the closing of 400 schools of the same grades. While doubtless the closing of many of these small country schools was inevitable owing to pupils completing the school course and families being removed from the district, there is reason to think that each year there is necessarily considerable wastage in effort through these changes. The districts in which the largest number of new schools have been opened are given in the appended list, where there is shown also the number of schools closed:—

Division.	Schools Opened.	Schools Closed.	Net Increase.
Albert .. .. .	17	15	2
Calvinia .. .. .	14	11	3
Hay .. .. .	15	15	..
Humansdorp .. .. .	15	9	6
Namaqualand .. .. .	14	7	7
Vryburg .. .. .	15	7	8

These figures help to show how effort in providing schools is frequently neutralised by the closing of schools in the same district. Past experience has proved that the school death-rate is high where the school birth-rate is high, and that the death-rate is high where small rural schools predominate. Where coloured schools are in the majority the school death-rate is low.

This aspect of the educational system is one of great importance. The recapitulation of the figures given above directs attention to what is probably the most important function of school boards, viz., the power to establish new schools in every part of the Province where needed. In discharging this duty the boards have the opportunity to do most valuable work for the community



they serve. When through their own members, or through other sources of information, the need for a new school has been clearly proved, it is the board's duty to take the necessary steps to bring the children concerned under instruction. Herein lies the essential difference between the old system and the school-board system. Before 1905 the Department had to wait on the goodwill and enthusiasm of one or two leading inhabitants in any Division before a school could be established, and then, too, the financial burden had to be borne by those who were voluntarily giving their time and assistance for the welfare of others. Under the School Board Act this condition of difficulty and uncertainty has come to an end. The board for each district is able to step in, to ascertain the facts, and establish a school wherever required. This power is one which should never be lost sight of by any board which has at heart the progress and welfare of its district.

### III.—ENROLMENT AND ATTENDANCE.

At the end of the third quarter, 1914, the school enrolment reached the striking total of 241,136 pupils, being an increase of 18,125 for the year. This remarkable advance exceeds all previous records, and is made up approximately of six thousand European and twelve thousand coloured pupils. The development may be traced through the four quarters of the statistical year in the following table:

	Total Enrolment.	Increase for Quarter.
4th Quarter, 1913 .. ..	220,122	—2,889
1st Quarter, 1914 .. ..	228,295	8,173
2nd Quarter, 1914 .. ..	234,848	6,553
3rd Quarter, 1914 .. ..	241,136	6,288
Total Increase for the Year .. ..		18,125.

The year's increase of 18,125 pupils is equal to an advance of 8.1 per cent. in the total enrolment, as against 6.6 per cent. in the enrolment of school-board schools only. The higher rate of progress for *all* schools is due to the more marked advance which has taken place in the non-European section.

In regard to the average daily attendance for *all* schools, the rate of regularity formerly reached has been more than maintained, the percentage for the third quarter of 1914 being 87.09, as against 86.25 at the same date in 1913. In this respect there has during the last twenty years been a notable advance, which has undoubtedly been accelerated by the application of compulsion under the School Board Act. The relevant figures are as follows:—

#### AVERAGE DAILY ATTENDANCE FOR *all* SCHOOLS.

Year.	Percentage.
1894 .. ..	73.73
1899 .. ..	77.16
1904 .. ..	81.9
1909 .. ..	86.8
1914 .. ..	87.09.

When it is borne in mind that this calculation embraces a preponderating number of children in mission schools, the rate of attendance and the advance in the period must be considered as highly gratifying. In the paragraphs which follow it will be possible to direct attention to the rate of attendance in the different classes of schools.

**ENROLMENT IN SCHOOL BOARD SCHOOLS.**—The school board system has absorbed the vast majority of the European schools and pupils of the Province, and in this respect the exact position is revealed in the following two-line table:—

SCHOOL ENROLMENT.			
	White.	Coloured.	Total.
In School Board Schools .. ..	91,489	2,170	93,659
In other Schools .. ..	11,176	136,301	147,477
Total .. ..	102,665	138,471	241,136

It will be seen that of the total European enrolment in *all* aided schools, nearly ninety per cent. are attending school-board schools—no material change on the previous year, the figures being: 1913, 88.6 per cent.; 1914, 89.1. The

eleven thousand European pupils not enrolled in schools under boards are distributed among Church Third-Class Schools, Railway Schools, Labour Colony Schools, and Special Schools.

It has already been shown that the average daily attendance for *all* schools reaches the satisfactory percentage of 87.09. In schools under boards the regularity of attendance is naturally above the average, the daily attendance for the July-September Quarter, 1914, being 91.5 per cent. of the enrolment.

**RATIO OF WHITE AND COLOURED PUPILS.**—For some years past there has been a steady rise in the proportion of European pupils, and this has come about notwithstanding substantial increases in the coloured enrolment. The white pupils now form 42.57 per cent. of the total enrolment, and the change which has taken place in this respect since 1904—the year immediately preceding the passing of the School Board Act—is shown in the appended table:—

	1904.	1914.
Percentage of <i>White</i> pupils .. ..	39.47	42.57
Percentage of <i>Coloured</i> pupils .. ..	60.52	57.43
Excess of <i>Coloured</i> over <i>White</i> pupils ..	34,440	35,806

From the above figures we are able to follow the general trend of recent development, and it may now be useful to inquire more closely into the movement among the different classes of schools, making as usual the broad distinction between white and coloured pupils.

**EUROPEAN ENROLMENT.**—From the above analysis it will be seen that of every twelve pupils enrolled approximately five are white and seven are coloured. Of the total enrolment of 241,136 the number of European pupils is 102,665. As compared with the total for 1913, the substantial increase of 5,966 white pupils has to be recorded. The movement during the four quarters of the year has been as follows:—

#### ENROLMENT OF WHITE PUPILS.

	Increase for Quarter.
4th Quarter, 1913 .. ..	95,438 — 1,261
1st Quarter, 1914 .. ..	98,252 2,814
2nd Quarter, 1914 .. ..	100,598 2,346
3rd Quarter, 1914 .. ..	102,665 2,067

Increase in White pupils for Year .. .. 5,966.

The decrease recorded for the fourth quarter of 1913 is no unusual feature, as reference to previous records shows that a fall has taken place in that quarter for the last seven years. Two possible explanations may be put forward for this recurring drop in the enrolment at the close of the year. The first is that children are usually sent to school for the first time in January or July, thereby raising the enrolment in the first and third quarters, whilst the second and fourth suffer from withdrawals through one cause or another. A second reason for the shrinkage in the fourth quarter is doubtless the fact that it becomes increasingly difficult as the year advances to find teachers for rural schools, with the result that, where a teacher resigns at the end of the third quarter, it may be impossible to reopen the school in the October-December quarter. In the early part of the year this difficulty is not experienced, as many newly trained teachers are then available.

The year's advance in white pupils, distributed among the different classes of schools, is shown in the following table, where the average daily attendance is also given:—

#### WHITE ENROLMENT.

Class of School.	1913.	1914.	Increase.	Average Daily Attendance, 1914. Percentage.
Special .. ..	1,942	2,109	167	95.7
First-Class Public .. ..	22,127	23,939	1,812	93.0
Second-Class Public .. ..	17,458	18,851	1,393	91.8
Third-Class Public .. ..	42,385	49,394	7,009	90.2
District Boarding .. ..	48	40	—8	92.1
Evening .. ..	1,444	1,323	—121	74.6
Private Farm .. ..	5,817	4,737	—1,080	95.1
Poor .. ..	5,307	2,175	—3,132	90.1

This table shows at once the considerable growth which has taken place in the enrolment of the three classes of public schools. The main advance has [C.P. 4—'15]



been recorded in third-class schools, which have gained directly, as well as by the transfer of pupils from poor and private farm schools. The policy of developing fairly large central schools has been followed by many boards, with the result that private farm schools have been amalgamated in some instances with existing third-class schools, and in other cases a single central school has been established in the place of two or more private farm schools. Where such work of centralisation is carried out with care it is often followed by valuable results, not only in placing additional children under instruction, but also in adding to the efficiency and permanency of school centres. The decrease in the enrolment of poor schools is explained by the practical abandonment of that class in favour of third-class schools. For some years past this course has been recommended by the Department, and it is expected that poor schools will shortly disappear entirely from the system. In the financial conditions now prevailing under the School Board Acts there is no longer any advantage in schools being graded in this category, and the main justification for this type of school having disappeared, school boards have been advised that the change to the third-class grade should be carried out wherever such a step is still necessary.

**COMPULSORY SCHOOL ATTENDANCE.**—At the close of the inspection year in 1913 there remained only three school districts, out of a total of 120, in which the principle of compulsory attendance had not been adopted, viz., Mossel Bay (Divisional), Port Nolloth, and Port St. John. Since that date school attendance has been enforced in the Mossel Bay Divisional School District and in the Port St. John School Board Area.

Compulsion is now being applied in 112 out of the 113 school districts in the Province proper, and in six of the seven school board areas in the Transkei. The Port Nolloth and Nqamakwe school districts are the only school-board areas in which compulsory school attendance is not operative.

**AGE, AREA AND STANDARD OF COMPULSION.**—The Education Ordinance of 1913 made it possible to extend the area of compulsion beyond the three-mile radius of a school, to raise the age of exemption from school attendance above 14 as previously enacted, and to raise the Standard of exemption above Standard IV. The Ordinance provides, however, that such changes may only be considered where the regulations under the 1905 Act have been effectively carried out; and the initiative for action in this respect practically rests with the Department, which is naturally in a position to know with what success the existing regulations have been applied. In the large majority of the school districts the Boards recognise the fact that there is considerable scope for most valuable educational work under the "compulsory" provisions of the 1905 Act, and that much requires to be done before anything more is attempted. Nevertheless, advantage has been taken of the new powers conferred by the Ordinance in eleven districts, viz., Albany (Divl.), Albert (Divl.), Kimberley, Maraisburg, Oudsthoorn (Divl.), Robertson, Victoria West, Grahamstown (Mun.), Barkly East, Hopetown, and Uitenhage. These Boards applied for authority to raise the age of exemption to 15 and the Standard of exemption to V., with the exception of Uitenhage, in which case the Standard only has been raised. In each instance an agreement has been arrived at between the Department and the Board, and the necessary proclamation has been published in the *Official Gazette*.

**TRANSPORT OF SCHOOL CHILDREN.**—Use continues to be made of the section of the 1905 Act empowering school boards to convey to school children residing beyond the statutory three-mile limit. The matter is one beset with many difficulties, the cost and arrangement of the service requiring most careful treatment. The extent to which the service is made use of will be gleaned from the following statement:—

*Conveyance of Children to School from beyond the three-mile limit.*

(a) Number conveyed at Boards' charges	.. ..	221
(b) Number conveyed free of charge to Boards	.. ..	476.

Thirty schools boards are included in the first group; in the second group the districts of King William's Town, Cape, Hopetown, Uitenhage and Vryburg take a prominent position.

**AVERAGE DAILY ATTENDANCE.**—A noticeable feature in the school statistics is the improvement in the average daily attendance. In the year under review the average enrolment in schools under boards has risen by 5,821, while the average daily attendance has increased by as much as 6,191, showing clearly that school-going children are attending with greater regularity. In this movement there is evidence of the effect of compulsion, and the wise and vigilant exercise of the powers held by boards in this respect may improve the position still further. The change which has come about this year is seen in the following table:—

*Rise in Enrolment and Attendance of Schools under Boards.*

Year ending—	Increase in Enrolment.	Increase in Attendance.	Average Daily Attendance-Percentage.
30th September, 1913 .. ..	4,146	3,474	90.6
30th September, 1914 .. ..	5,821	6,191	91.5

The improvement here disclosed in the regularity of the attendance of pupils in schools under boards is altogether creditable, and there is cause for gratification, too, in the fact that the attendance now reaches 91.5 per cent. of the enrolment. The results shown reflect to a large extent the more efficient work of school boards, the fuller recognition by parents of the need for educating their children, and finally the helpful influence of teachers.

**GAINS AND LOSSES IN SCHOOL-BOARD AREAS.**—The general nature of the progress in school-board areas may be gauged from the fact that there has been an advance in enrolment in ninety-four districts and a fall in twenty-seven, but most of the losses recorded are small, whereas the average advance per district was over 68 pupils. The gross increase for the year in white pupils was 6,460, while the decrease amounted to 570, giving a net increase of 5,890. In as many as sixteen districts the enrolment has advanced by more than one hundred pupils, and in twenty-six other areas the advance ranges from fifty to ninety-eight each. Viewed as a whole, the position may be regarded as satisfactory, and it will be worth while to reproduce here a short list giving those districts in which the more important increases in European enrolment have been recorded:—

GAINS.

*European Enrolment in School Board Areas.*

(Gross Increase for year—6,460.)

Cape .. ..	1,014	Piquetberg .. ..	146
Kimberley .. ..	292	Riversdale .. ..	132
Port Elizabeth .. ..	292	George .. ..	124
Vryburg (D.) .. ..	196	Robertson .. ..	116
Clanwilliam .. ..	158	Caledon .. ..	114
East London .. ..	157	Springbokfontein .. ..	104
Barkly West .. ..	151	Britstown .. ..	100
Kakamas Labour Colony ..		100.	

As against these substantial gains there has to be taken into account the total loss of 570 pupils referred to above. This loss is spread over twenty-seven districts, but only in nine instances is the fall greater than twenty. These nine areas are given in the list following, so that those directly interested may be able to judge the position for themselves:—

LOSSES.

*European Enrolment in School Board Areas.*

(Gross Decrease for year—570.)

Kenhardt .. ..	76	Fort Beaufort .. ..	36
Middelburg .. ..	65	Beaufort West (Divl.) .. ..	36
Steynsburg .. ..	52	Albany .. ..	26
Grahamstown .. ..	52	Lady Grey .. ..	23
Calvinia .. ..	47		

The increase in the European enrolment for the year is equal to 6.6 per cent., and this may be viewed as quite satisfactory, giving as it does a rate of growth considerably beyond the ordinary increase in population. While such



development is maintained, and the whole Province is viewed as a unit, there is reason to think that the administration of the School Board Act is quietly achieving the main object of its promoters, viz., the efficient instruction of all European children of school-age in the Province. It nevertheless becomes necessary to inquire into the position of each district as has been done above, and it is then that certain weaknesses come to light which call for attention. In this respect the position is reviewed each quarter in detail in the *Education Gazette*, and to this survey those seeking fuller information would naturally turn.

**EDUCATIONAL SURVEY, 1893—1899.**—The special efforts which were made between 1893 and 1899 to direct attention to the educational destitution of certain districts took the form of a series of educational surveys by officers specially qualified to undertake such work, and, who, from experience of the system, could advise in regard to the establishment of the right type of school. The final results of this valuable work were published in a series of reports, together with illustrative maps showing exactly the position of existing and proposed schools. From a comparison of the figures of enrolment at the time of these investigations, the estimated enrolment indicated by the survey officers, and the present actual enrolment, a very fair criterion may be obtained of the progress that has been made. The facts are given in the following table, where there are also added details of the numbers of children between 5 and 14 as enumerated at the three last general censuses:—

	EDUCATIONAL SURVEY.			GENERAL CENSUS.—CHILDREN BETWEEN 5 AND 14.			No. at Aided Schools 3rd Qr., 1914.
	Year.	No. of Children between 5 and 14.	No. at Aided Schools.	1891.	1904.	1911.	
Aberdeen .. ..	1894	908	222	907	1,236	1,250	603
Barkly East.. ..	1895	1,235	303	1,262	1,181	1,080	688
Barkly West .. ..	1895	678	148	910	1,205	1,601	939
Calvinia .. ..	1895	1,332	340	1,588	1,600	1,787	867
Carnarvon .. ..	1895	674	192	1,153	790	1,204	516
Colesberg .. ..	1899	914	460	974	985	897	649
Fraserburg .. ..	1894	862	121	1,051	1,193	1,138	380
Hay .. ..	1895	1,352	122	1,101	1,468	1,383	507
Herbert .. ..	1895	665	106	703	824	762	458
Hopetown .. ..	1895	892	119	870	853	906	605
Humansdorp .. ..	1895	1,244	471	1,182	1,375	1,574	1,078
Jansenville .. ..	1893	1,320	276	1,244	1,454	1,544	868
Middelburg .. ..	1898	1,145	360	1,108	1,377	1,055	728
Piquetberg .. ..	1896	2,021	406	1,848	2,550	3,041	1,968
Prieska .. ..	1895	952	66	589	859	874	560
Riversdale .. ..	1895	2,040	616	1,901	2,139	2,359	1,731
Steynsburg .. ..	1894	725	159	751	798	619	309
Sutherland .. ..	1896	852	101	580	830	556	207
Uniondale .. ..	1896	1,273	475	1,225	1,389	1,544	1,260
Wodehouse .. ..	1895	1,656	375	1,646	1,970	1,894	1,320
Total .. ..		22,740	5,438	22,593	26,076	27,068	16,241

In each school district included in the above list the value of the figures given will be recognised as a test of progress, and it will be possible for the boards concerned to use them as a basis for further investigation. When the general results are examined it has to be taken into account that school attendance is enforced only within a three-mile limit of existing schools; consequently in rural areas there must ordinarily be a fair percentage of children who do not fall within the "compulsory" net. To provide for the education of such children by the establishment of schools at central points is one of the most important duties to be undertaken by school boards.

The general results to be deduced from the survey and the comparison given may be stated in a few words. In the twenty districts which were surveyed between the years 1893 and 1899, 22,740 children were returned by the survey officers as between the ages of 5 and 14; of these 5,438, or 23.9 per cent.,

were then under instruction in Government-aided schools. Approximately twenty years later than most of the surveys took place (September, 1914), the enrolment in aided schools in these districts had risen to 16,241, or to about three times what it was at the time of the educational survey. These pupils form 60 per cent. of the children between 5—14 as enumerated at the 1911 census. No account is taken here of children taught at private schools or at home; and in basing the calculation on the age-period 5—14, the percentage is rather under than over-stated, as under the School Board Act the "compulsory" age period is reckoned as 7—14. On the other hand, credit is taken in the enrolment for pupils above 14, but these are likely to be more than counter-balanced by the number between 5 and 7 included in the census figures. The advance in European enrolment in the surveyed districts from 23.9 per cent. to 60 per cent. gives the assurance that steady progress is being made; and in some of the districts, notably Prieska and Barkly West, the development has been considerable.

**COLOURED ENROLMENT.**—The increase for the year in the non-European enrolment has been specially noteworthy, the numbers having risen from 126,312 to 138,471. This advance of 12,159 pupils may be traced through the four quarters of the year in the following statement:—

Enrolment of Coloured Pupils.		Increase for Quarter.
4th Quarter, 1913 .. ..	124,684	—1,628
1st Quarter, 1914 .. ..	130,043	5,359
2nd Quarter, 1914 .. ..	134,250	4,207
3rd Quarter, 1914 .. ..	138,471	4,221

Increase in Coloured pupils for Year 12,159.

Never previously has so great an increase in coloured pupils been recorded in any year; and the statistics show that the growth in the Transkei has been much more marked than in the Mission schools in the Province proper. The relevant figures are appended:—

	1913.	1914.	Increase.
Province proper .. ..	66,070	70,511	4,441
Transkei .. ..	60,242	67,960	7,718

The very considerable development recorded is the more gratifying when it is recalled that it is the result of voluntary and disinterested effort on the part of the different religious bodies. In their educational work for coloured and native children the various churches are carrying out, at a comparatively low cost to the State, work of considerable importance and value to the general community. The missionary bodies are deserving of all praise for the manner in which their schools are conducted, often in the face of considerable financial difficulty. The part taken by the different churches in providing schooling for native and coloured children is disclosed in the appended table:—

Denomination.	No. of Schools.	No. of Pupils.
Baptist .. ..	8	363
Berlin Mission .. ..	31	2,595
Dutch Reformed Church .. ..	72	6,290
English Church .. ..	415	31,667
French Evangelical .. ..	26	2,080
Independent .. ..	109	7,767
London Missionary Society .. ..	12	762
Lutheran .. ..	1	39
Moravian Mission .. ..	68	5,578
Presbyterian .. ..	151	9,223
Rhenish Mission .. ..	17	2,510
Roman Catholic .. ..	40	3,097
Salvation Army .. ..	5	330
S.A. General Mission .. ..	6	287
United Free Church of Scotland..	124	8,986
Wesleyan .. ..	672	49,443
Other .. ..	44	4,427
Totals .. ..	1,801	135,444.



**AVERAGE DAILY ATTENDANCE.**—Some idea of the general efficiency of mission schools may be gained from the average daily attendance, which for the third quarter of 1914 reached the creditable percentage of 83·8 of the enrolment. In the mission schools of the Province proper the attendance is not quite so regular as in the aborigines' schools of the Transkei, the percentages being 83·8 and 85 respectively. It is worth noting that in Native Training Schools, in which most of the students are boarders, the daily attendance recorded is 97·4 per cent. of the enrolment.

**DISTRIBUTION OF NON-EUROPEAN ENROLMENT.**—The coloured pupils under instruction are fairly equally divided between the Province proper and the Native Territories, the numbers being 70,511 and 67,960, respectively. It is noticeable that in this enrolment boys preponderate in the Transkei and girls in Province proper.

When the distribution of pupils among the different classes of schools is examined, the development of recent years becomes clear. The facts are given below:

*Non-European Enrolment arranged according to Classes of Schools.*

	1913.	1914.	% Increase.
First-Class Public Schools ..	80	78	—2
Second-Class Public Schools ..	584	620	36
Third-Class Public Schools ..	1,826	1,848	22
District Boarding Schools..	341	340	—1
Evening Schools .. ..	230	210	—20
Training Schools .. ..	1,113	1,223	110
Mission Schools .. ..	61,718	66,341	4,623
Aborigines' Schools .. ..	60,409	67,801	7,392
Other Schools .. ..	11	10	—1
<b>Totals ..</b>	<b>126,312</b>	<b>138,471</b>	<b>12,159</b>

The First-Class School included in the above table is at Lovedale, and its enrolment is in a sense a measure of the demand that exists among native pupils in that area for schooling of a type different from the training given to native student-teachers and higher than the work ordinarily covered by the aborigines' schools of the C class. The second- and third-class schools are under the control of school boards and are found chiefly at Capetown, Kimberley and Port Elizabeth, where before the introduction of the School Board Act this upward movement had found expression. The establishment of higher-grade mission schools has been carried out in one or two instances, whereby the denominations concerned have combined so as to secure the formation of classes above Standard IV., but action on these lines has not proved easy by reason of the difficulty of obtaining agreement among mission school managers. This is much to be regretted, as the presence of a handful of pupils above Standard IV. in any mission school is calculated to engage too much of the principal's time to the prejudice of the larger number of children in the lower standards. Agreement on a common line of action in order to gain the establishment of a higher mission school for the coloured children of all denominations should not be impossible in any of the larger centres. By this means greater efficiency may be secured at a lower cost to the churches concerned.

#### IV.—INSPECTION OF SCHOOLS.

**DETAILED INSPECTIONS.**—Thirty-four circuit Inspectors were at work during the year, and altogether 4,256 regular inspections were made. Of this number 48 were second inspections of schools previously examined during the year, so that the number of individual schools inspected was 4,208 out of a total of 4,459 in operation at the close of the year. It will therefore be seen that 251 schools were left unexamined. The majority of those not inspected were schools established during the year, of which there were 590. The inspections made have only been accomplished under considerable pressure, with the result that in most instances the Inspectors have not been able to devote as much time as is desirable to the work of advising Boards in regard to the establishment of new schools and to the general organisation and supervision of educational facilities in their circuits. The duties of the Inspectors in this respect

must continue to suffer until their areas are still further reduced. The relief that has been given in recent years has been necessary in order that the bare work of inspection should not fall into arrears; if, however, the Inspectors are to fulfil their true function of educational advisers and organisers their number must be still further increased. It has been pointed out more than once that a reasonable average number of schools per Inspector would be 100: in thirty-two of the thirty-four circuits this number is exceeded; indeed, in six circuits the number of schools is actually above 150, viz., in the areas of

Inspector Bond (King William's Town) ..	153
Inspector Green (Qumbu).. ..	163
Inspector Porter (Kokstad) .. ..	164
Inspector R. Rein (Umtata) .. ..	169
Inspector Scott (Knysna) .. ..	156
Inspector Tooke (Butterworth) .. ..	155.

With such numbers it is unreasonable to expect any Inspector to be able to give much time to any other work than the formal inspection of schools; and it has to be observed that this difficulty is experienced in areas which, like those mentioned, are fairly compact. Where the number of schools is smaller but the area is much wider in extent, the same difficulty exists, sometimes in a more marked degree.

In addition to the thirty-four circuit Inspectors referred to above, there are two Inspectors in charge respectively of the Training Colleges and High Schools, and there is a third special Inspector charged with the supervision of Dutch teaching. The ordinary visits of the High School Inspector and of the Inspector of Dutch are not included in the above figures.

**INFORMAL VISITS.**—Importance is rightly attached to the informal visits made by the Inspectors. In the first place such visits prove helpful to the teachers, who are enabled to obtain advice and assistance in regard to the general working of the school; secondly, the Inspector has an opportunity of viewing the classes at work under every-day conditions; and, finally, such surprise visits sometimes disclose weaknesses and abuses which might otherwise pass unnoticed. For these reasons it is satisfactory to find that during the past year the Inspectors have found it possible to pay as many as 2,420 such visits—an increase of 327 as compared with 1913.

Informal visits frequently bring to light neglect in the case of many young teachers of the most elementary laws of school management. The approach to the school is found to be neglected, the grounds are littered with papers, and no provision exists for checking this state of affairs. Such untidiness gives a most unfortunate impression of a school's efficiency. In the schoolroom, if it be the first day of term, there is not infrequently a poor attendance, giving evidence of parental apathy in regard to the schooling of children. At other times it is found that the registers have not been properly attended to, the timetable is not being faithfully observed, and similar deficiencies in the management of the school are observed. While shortcomings of this nature are not as often reported as in the past, there is undoubtedly wide scope for useful work at such informal visits. In the ordinary course of affairs it would be well if every school were visited twice annually—once for its regular inspection and once informally.

**SUPERVISION IN SPECIAL SUBJECTS.**—The supervision of the teaching of special subjects is entrusted to thirteen Departmental Instructors and Instructresses. Drawing, Vocal Music, Woodwork and Kindergarten each claim the services of two Instructors, for whose spheres of duty the Province is divided into two parts—eastern and western districts. In the case of Needlework the development has been so general that the full time of three Instructresses does not satisfy the needs of teachers requiring guidance. In this subject one Instructress is assigned to the western districts and one to the eastern districts of the Province proper, and the schools in the Transkei absorb the whole time and attention of the third Instructress. Further, one Instructress is responsible for Cookery and Domestic Science, and the interests of Nature Study and Science are also cared for by one Instructor.

The position which has been reached in the teaching of these special subjects is disclosed in the seventh section of the Report. In every respect the plan of making one or more Instructors responsible for introducing and developing



the teaching of a subject previously neglected or ill-cared for has proved most advantageous. As a result of such efforts the instruction, whether in Drawing, Needlework or Woodwork, has been placed on a sound footing; and when once this has been done there is no reason for the subject to suffer neglect again if the teachers profit by the guidance and help given. Each year, therefore, the Instructor is able to break fresh ground and bring under his immediate supervision schools in districts which he had not previously been able to visit.

During the year under review 2,642 visits were paid by these officials, as against 2,501 in 1913. These visits were distributed among the different subjects dealt with as shown in the appended table:—

Cookery .. .. .	133
Drawing .. .. .	369
Kindergarten .. .. .	441
Nature Study and Science .. .. .	147
Needlework .. .. .	823
Vocal Music .. .. .	398
Woodwork .. .. .	331
	2,642.

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

In discussing the attainments and progress of pupils a broad division will be made as in former years between European and non-European Schools. It is as well to point out, however, that such division in years previous to 1913 was not carried out completely. The inspection statistics are tabulated according to classes of schools, and certain classes (*e.g.*, A.1, A.2, A.3, D. and E.) include a small number of non-European schools. For 1913 and 1914 coloured public schools have been excluded from the table, which for these years represents European schools only. The inclusion in earlier years of this small non-European element in the Standards, however, does not seriously affect the general results shown in the classification.

**EUROPEAN PUPILS.**—This year inspection records are available for 2,561 European schools, as against 2,578 in 1913. There were present at the inspection of these schools 95,033 pupils out of a total enrolment of 97,735, the proportion present at inspection being 97·2 per cent. In regard to attendance on inspection day this indicates a slight advance on last year; and in this higher rate of attendance there is evidence to show that the system of individual examination as practised in this Province is fully appreciated. It will be convenient to give here for comparative purposes the main figures in regard to inspection for 1913 and 1914:—

#### EUROPEAN SCHOOLS.

	1913.	1914.	Increase.
No. of Schools inspected .. .. .	2,578	2,561	—17
No. of Pupils enrolled .. .. .	92,318	97,735	5,417
No. of Pupils present at inspection .. .. .	89,426	95,033	5,607
Percentage present .. .. .	97	97·2	0·2

From the above it will be seen that there are 95,033 pupils whose attainments have been reported on by the circuit Inspectors, with the resulting classification given in the appended table:—

	1914.	1913.	1912.	1911.	1910.
Sub-Standards A, B .. .. .	30,285	28,743	29,152	26,982	23,315
Standard I. .. .. .	12,117	10,984	10,731	9,962	9,053
Standard II. .. .. .	12,018	11,312	11,295	10,494	10,513
Standard III. .. .. .	11,629	10,982	10,297	10,006	10,065
Standard IV. .. .. .	9,307	8,716	9,000	9,121	9,610
Standard V. .. .. .	6,742	6,747	6,545	6,260	6,074
Standard VI. .. .. .	4,909	4,569	4,671	4,578	4,155
Standard VII. .. .. .	2,580	2,486	2,379	2,194	2,089
Ex-Standard .. .. .	3,244	3,107	3,237	2,940	2,754
Totals .. .. .	92,831	87,646	87,307	82,537	77,628.

In this table pupil-teachers and unclassified pupils\* have been omitted. As compared with 1913 the numbers in every class show an increase except in Standard V. where there is a trifling fall. This is most noticeable in the case of Standard IV., where over a series of years there has been a falling off, which it is difficult to account for. The figures for 1914 show that this movement has been checked, but even now the number classified in Standard IV. is 303 less than in 1910. The fourth Standard is the "compulsory" stage for the large majority of districts, and it is just possible that pupils are withdrawn from school shortly after entering the Standard IV. class and without waiting for the annual inspection. Such a course naturally does not meet the requirements of the School Board Act; and the point, therefore, is one to which Inspectors and teachers should direct special attention.

The table given above reflects the gradual growth of numbers in the different Standards over a four-year period. This growth is brought out more clearly in the appended statement, which once more brings to light the falling off in Standard IV.:—

#### STANDARD CLASSIFICATION.

##### Increase over four-year period, 1910—1914.

Sub-Standards A, B .. .. .	6,970
Standard I. .. .. .	3,064
Standard II. .. .. .	1,505
Standard III. .. .. .	1,564
Standard IV. .. .. .	—303
Standard V. .. .. .	668
Standard VI. .. .. .	754
Standard VII. .. .. .	491
Ex-Standard .. .. .	490
Total .. .. .	15,203.

An analysis of the classification shows that in first-class schools 46·82 per cent. of the pupils are in Standard V. and above. In second-class schools this percentage drops to 21·58, and in third-class schools only 7·73 per cent. of the enrolled pupils are above the Standard IV. stage. As compared with earlier years it will be seen that these percentages have undergone some changes. The position may be gauged from the following table:—

##### Percentage of Pupils in Standard V. and above.

Class of School.	1905.	1914.
First-Class Public .. .. .	38·7	46·82
Second-Class Public .. .. .	17·8	21·58
Third-Class Public .. .. .	8·1	7·73
Private Farm .. .. .	9·6	12·51
Poor .. .. .	3·0	3·21

Only in the case of third-class public schools has there been no advance as compared with 1905, and the explanation is probably to be found in the fact that these schools have received the large majority of neglected children brought in under the compulsory regulations and in the extension of the school system to districts previously uncared for.

The proportion of pupils proceeding with their education beyond Standard IV. was referred to at some length in the last Report. If the investigation be confined to European pupils, it will be found that the proportion of those who continue their studies beyond Standard IV. is about 73 per cent. of the total. The progress of pupils from Standard II. onwards can easily be traced by following the italicized figures in the table given above, at the same time bearing in mind that a deduction of, say, three per cent. has to be made from the Standard II. figure to cover wastage in pupils from various causes; and in taking the Standard V. figure, an addition of, say, ten per cent. has to be made for failures now included in the Standard IV. total. Proceeding on these lines we find that there is little or no change to be recorded as compared with the percentage returned last year.

\* Numbering 1,507 and 695 respectively in 1914.



Much importance is naturally attached to the passing and failing of pupils at the time of the annual inspection, and the degree to which success in this respect is secured in the different classes of schools is shown in the following statement:—

	Percentage of Passes.
First-Class Schools .. .. .	87.66
Second-Class Schools .. .. .	87.11
Third-Class Schools .. .. .	84.64
Poor Schools .. .. .	83.44
Private Farm Schools .. .. .	81.17
Evening Schools .. .. .	56.44.

As compared with the results in 1913 there is no noteworthy change to be recorded. It will be realised that these percentages refer to *all* pupils in the schools examined. A more accurate view of the progress of pupils is to be obtained, however, by considering only those pupils who reached a higher Standard than they did at the previous inspection of the same school. The following table shows this progress percentage:—

First-Class Schools .. .. .	87.49
Second-Class Schools .. .. .	87.68
Third-Class Schools .. .. .	85.65
Poor Schools .. .. .	84.32
Private Farm Schools .. .. .	83.15
Evening Schools .. .. .	53.22.

No marked change occurs in these percentages as compared with those for 1913. It may be noted that in the case of failures it is the recognised practice for Inspectors to consult with principals in all doubtful cases, and by this means full consideration is given to the class-work of pupils.

**EUROPEAN PUPILS: SECONDARY EDUCATION.**—There are forty-eight high schools with organised courses of study, taking the pupils to a stage five years beyond Standard V., the five higher Standards being designated A, B, C, D and E. Standard E corresponds to the matriculation stage, and pupils proceeding with their studies thereafter would enter one of the University Colleges. These high schools, in which over fourteen thousand pupils are enrolled, may be conveniently divided into three groups, viz.:—

Boys' High Schools (24).	Girls' High School (18)	Mixed High Schools (6).
Grahamstown.	Rondebosch.	Aliwal North.
Beaufort West.	Wynberg.	Caledon.
Rondebosch.	Cape Town (Good Hope).	Villiersdorp.
Wynberg.	Sea Point.	Montagu.
Cape Town (Normal).	Cradock.	French Hoek.
Cape Town (S.A.C.)	East London.	Tulbagh.
Sea Point.	Graaff-Reinet.	
Cradock.	Kimberley.	
East London.	King William's Town.	
Graaff-Reinet.	Oudtshoorn.	
Kimberley.	Lower Paarl.	
King William's Town.	Paarl.	
Malmesbury.	Wellington.	
Oudtshoorn.	Port Elizabeth.	
Lower Paarl.	Robertson.	
Paarl.	Stellenbosch.	
Wellington.	Uitenhage.	
Port Elizabeth.	Worcester.	
Queenstown.		
Robertson.		
Somerset East.		
Stellenbosch.		
Uitenhage.		
Worcester.		

This is the third year since the institution of a fifth Standard (E) in the High School Course; and of the forty-eight schools on the list, thirty-eight now have such a class. Under the plan originally formed the intention was to have a six-year High School Course following on Standard V. of the Elementary School Course. If development continues to proceed on right lines, this may still be realised; but it may be noted that the scheme is to an extent dependent on factors outside the control of this Department.

During the year the enrolment of high schools has risen from 12,754 to 14,132; and of the total enrolment 6,035 pupils are classified in the five upper Standards, the details being as follows:—

#### HIGH SCHOOL STANDARDS.

Year.	A.	B.	C.	D.	E.	Total.
1913 ..	1,731	1,507	1,190	669	546	5,643
1914 ..	1,742	1,694	1,245	710	644	6,035
Increase, ..	11	187	55	41	98	392.

The close connection between primary and secondary education under the Cape system has been pointed out on previous occasions, and it will be readily understood therefore that in most of the first-class schools not classified as high schools, and also in certain second-class schools, there are a number of pupils, exceeding six hundred, who are pursuing a course of study beyond the Seventh Standard stage. Many of these first-class schools are gradually qualifying to be graded as high schools.

The large majority of pupils who complete the course of study in High Schools proceed to the matriculation examination of the Cape University. In the case of girls' schools especially this goal has probably become too dominating a factor in the course of work, and it is clear that success at that examination has tended to obscure both for teachers and parents the true ends and aims of a properly conceived educational course for girls. It has constantly to be kept in mind that the number of girls who proceed with professional studies—other than the teachers' course—after leaving high schools is relatively very small, and the true purpose of a school should never be sacrificed to a minority whose interests could be otherwise safeguarded.

In the light of the prevailing practice it is of interest to know what success the Province attained in the recent matriculation examination. The total number of candidates who entered for the examination in the year 1914 was 1,410; of these 780 passed, being a percentage of 55.3. Of the total number presented 945 belonged to the Cape Province, and of these 519 were successful, the percentage being practically the same, viz., close on 55. The number of successful candidates who were placed in the first class was 79, and of these 56 belonged to the Cape Province, that is to say, about 71 per cent. In the *higher division* of the first class were placed only 22 students, and of these 17 were from the Cape, viz., 77 per cent. These percentages may be considered very satisfactory.

Coming now to the distribution of the successful students among the various types of schools in the Cape Province, we find the facts to be:—

	1914.	1913.
High Schools .. .. .	375	265
Other Aided Schools .. .. .	74	53
Private Schools .. .. .	62	63
Private Study .. .. .	8	7
Total .. .. .	519	388.

The noteworthy feature in connection with this table is that the number from private schools and private study shows no change on last year's figures, whereas in the case of both kinds of State-aided schools there is a considerable increase—in the case of High Schools from 265 to 375 and in the case of other aided schools from 53 to 74.



Last year attention was directed to the marked fall in the number of entries for the matriculation examination and also to the serious decline in the percentage of passes. This year for some reason there is a sudden trend in the opposite direction as regards the latter point. The following comparative statement of the entries and passes for the whole of South Africa for the last six years, and especially of the *percentages* of success, calls for careful consideration. The fluctuations shown are too wide to be considered satisfactory:—

Year.	Entries.	Passes.	Percentage.
1909 .. .. .	1,542	892	57.7
1910 .. .. .	1,640	650	39.6
1911 .. .. .	1,902	1,117	58.7
1912 .. .. .	1,680	923	54.9
1913 .. .. .	1,317	574	43.5
1914 .. .. .	1,410	780	55.3

It may be added that throughout these variations the distribution of the passes among the four Provinces of the Union is fairly uniform, so that fluctuation in the percentage of successes cannot be due to conditions prevailing in any particular Province.

Unfortunately on the number of passes in this examination is dependent to a great extent the number of students who enter the teaching profession at this stage; and the seriousness of sudden changes is thus far-reaching.

**COLOURED AND NATIVE PUPILS.**—The large majority of coloured and native pupils are enrolled in Mission (B) and Aborigines' (C) Schools. There are in addition a number of non-European schools to be taken into account which are graded as A.2, A.3, etc. At the inspection of these schools, numbering in all 1,628,\* there were present 112,211 pupils out of a total enrolment of 122,092, both figures showing increases of over seven thousand as compared with 1913. The attendance on inspection day was 91.9 per cent. of the enrolment,—no change as compared with the previous year.

The classification of the pupils present at inspection is shown in the following table, from which pupil-teachers (249)\* and unclassified pupils (59) have been omitted:—

	1914.	1913.
Sub-Standards .. .. .	72,248	67,888
Standard I. .. .. .	13,989	12,767
Standard II. .. .. .	11,080	10,538
Standard III. .. .. .	8,200	7,422
Standard IV. .. .. .	3,652	3,439
Standard V. .. .. .	1,828	1,833
Standard VI. .. .. .	851	743
Standard VII. .. .. .	38	18
Ex-Standard .. .. .	17	1.

As compared with last year the inspection statistics show that there has been an advance in the percentages of pupils who have passed the Standards for which they were presented. In Mission Schools the percentage of passes was 74.14, as against 72.8 in 1913; and in Aborigines' Schools 62.2 per cent. of the pupils succeeded, as against 62.0 per cent. in the previous year. In passing the inspection test the progress of those pupils who have been present at two successive inspections in the same school also shows an advance, the relevant figures being:—

	1914.	1913.
Pupils in Mission Schools .. .. .	74.80	73.29
Pupils in Aborigines' Schools .. .. .	64.79	62.99.

\* Native Training Schools are not taken into account.

**STANDARD OF INSTRUCTION.**—There has been given above a general view of the progress made by pupils in the Standards of instruction as laid down in the School Course, but the evidence given is necessarily of a statistical character. When an effort is made from personal knowledge to compare the greater fulness and vitality of the instruction given to-day with what was imparted twenty years ago, it becomes clear that the development of the system has in no sense been confined to a growth in numbers. The advance in methods of teaching can be traced in all subjects. At the date to which we refer education was harmfully affected by the now defunct School Elementary Examination—a test instituted by the University for pupils who had reached a stage approaching the sixth Standard. It is instructive to read a passage on this subject which occurs in the Annual Report for 1895:

“I regret to say that there are still schools which, especially in the June quarter, neglect important school subjects in order that their whole energy may be thrown into the subjects of the School Elementary Examination. Not only so, but some of the subjects required for such examinations cease to be taught as they should be, and are merely “ground up” for the purpose of securing a “pass.” This is most vexing in the case of modern languages, which simply cannot be taught at all if daily exercises in *reading*, *writing to dictation*, and *conversation* be not scrupulously attended to.”

More important, however, is the following passage taken from the 1894 Report, which deals with *The Three R's*:—

“It is undesirable, however, to pass over in this way the fundamental subjects, reading, writing and arithmetic. These should be taught reasonably well in the great majority of schools, and unfortunately we cannot say that it is so with us. On the contrary there is the clearest evidence that in a great number of our schools these subjects are attempted to be taught without either method or knowledge. To shut our eyes to this fact would be utter folly. The Inspectors seem to think the teaching of arithmetic worst done, but very probably this is merely because the subject requires a little more intelligence on the part of the teacher, and because when examining in arithmetic the lack of intelligence is very readily made apparent. The standard set up and conditions of examination being the same, I do not think that reading or writing is one whit more skilfully dealt with. Fortunately the cause lies quite on the surface; it simply is, that by far the greater number of the teachers have never been taught to teach. Fortunately also they are now beginning to recognise their needs, and to take advantage of the opportunities offered them for improvement; and herein is one great reason at present for hope in the future.”

These extracts will give some insight into the general condition so far as fundamental subjects of instruction are concerned. What is of special interest, however, is the general standard in other subjects, which to-day are viewed as essential and instruction in which has done so much to widen and vitalise the education of the average pupil. In 1894 needlework, woodwork, singing, drawing, drill and science teaching suffered from serious neglect. The educational value of these subjects was not fully recognised; and in every case it was necessary to systematise the lines on which instruction should be given and to organise the work in the schools. It is impossible to relate fully here what has since been accomplished. The preparation and publication in 1894 of a new course of Standard requirements was the first step, followed by the persistent efforts of Inspectors to improve methods and by the policy of appointing qualified instructors to take charge of special subjects such as needlework, woodwork, drawing, etc. The success which has attended the efforts of these specially qualified officers is well known and is indicated more fully in the seventh section of this Report.

The main effort to improve methods of instruction and the general standard of education was, however, naturally directed to raising the qualifications of the teachers. For those already at work who were not adequately trained vacation courses of training were held; while from those entering the profession a higher standard of admission was required and a thorough three-year course of training was instituted, instead of a year's preparation as was formerly



the case. For the higher teachers' certificate (T.2), the standard was also raised, the work thoroughly systematised, the course lengthened, and matriculation required as the admission standard. In recent years the courses of training for the T.3 Junior, T.3 Senior and T.2 certificates have been further advanced in standard and widened in scope. As opportunity offered, too, provision was made both in the general teachers' course and otherwise for adequate training in Kindergarten method, needlework, woodwork, drawing, vocal music, nature study and domestic science. To-day the general results of these changes in the system of training teachers are reflected not only in the larger numbers in the higher standards, but throughout the work of the schools. The teaching is on a higher plane, giving to the pupil a wider outlook and greater individual efficiency.

The last annual reports of the Inspectors naturally do not contrast effectively the general condition of instruction with the position of affairs in, say, 1895. Each annual report shows to a certain extent the state of affairs at the date of its compilation, and in dealing with subjects of instruction the Inspectors are critical rather than descriptive in their treatment. It becomes difficult therefore to gauge exactly the advance in the breadth, thoroughness and standard of education to-day as compared with twenty years ago. Notwithstanding this hindrance to a clear comparison it is of interest to give parallel passages from the annual reports of an Inspector still on the staff and who was at work in 1895. For this purpose we select at random the reports of Inspector Theron and give below relevant extracts:—

1895.

*Reading.*—Much of what I said in my last report regarding the incorrect sounding of vowels and the slurring of final consonants still holds good. Ample evidence has, however, been furnished me during the course of the year that it needs only an able and painstaking teacher to drive these faults out of a class or a small school. But in too many instances I found that the teacher's pronunciation was little better than his pupils'. Expressive and intelligent reading is still confined to a very small number of schools.

*Arithmetic.*—As a rule there is no subject in which weak teaching is so easily detected as in this. I have noticed that wherever the pupils' knowledge did not extend beyond purely mechanical processes in the written work, the mental work had generally been neglected. In looking over my notes I find that in the case of no less than 60 per cent. of the schools inspected during the year it was necessary to report want of attention to mental arithmetic. Notation is often weak in the lower standards, but in schools where there is evidence of careful teaching children have no difficulty in reading and writing numbers as required by the new code.

*Composition.*—Grammar is being taught with increasing efficiency by teachers who are themselves proficient in the subject, and who will be persuaded of the utter uselessness of grammatical rules committed to memory. But I regret to say this class of teacher is seldom met with in lower grade schools, where the text book, unaccompanied by intelligent teaching, still reigns supreme.

*Geography.*—Weakness in Geography of the locality in which the school is situated is generally put down to the want of a map of the Division. This excuse does not appear to be valid, as I have in some instances found classes intelligently prepared in the work prescribed for Standard III. without a map. In regard to the work of the higher standards, I cannot report more satisfactory results than I did last year. Excepting in a few of the more efficient schools in my circuit descriptive Geography still fails to interest pupils, while physical Geography is very imperfectly understood.

1914.

The teaching of Reading is slowly improving. . . . As regards Recitation, increased care is being exercised in the choice of passages—prose as well as verse—for repetition, and the fact that spirited recitation reacts beneficially on the reading of pupils is more generally realised by teachers.

In Spelling and Arithmetic more gratifying results in regard to accuracy are shown than in any other subject of the curriculum. Neatness and method, however, frequently admit of improvement.

The teaching of Composition, oral as well as written, though not always attaining a high level of efficiency, is invariably receiving serious attention, and has distinctly improved during recent years. Under the teacher's guidance the pupils' use of the school library books is recognised as a valuable aid in gaining vocabulary.

In the teaching of Geography mere topography is becoming less conspicuous; the use of models, generally made by the teachers themselves, is more frequently met with; the immediate neighbourhood of the school is often carefully investigated in connection with the work in Standards II. and III., while in higher classes more careful note is taken of the general build of regions and of the physical conditions which influence vegetation and the occupations of the people.

In the same way the following passages from Inspector Mitchell's reports may be profitably compared, it being borne in mind again that the reports are critical rather than descriptive in character:—

1895.

*Recitation* has received very successful attention in not a few schools. Too often, however, this has been regarded as a mere memory test, the extent of the teaching having been that the pupil has been told to commit certain pieces to memory, and to con over the meanings of words as given in the list at the end or beginning of the lesson. The absence of care in the choice of pieces suited to the age and intelligence of children is often noticeable.

*Composition.*—The proper means to be employed in teaching Composition are apparently little known.

*Drawing.*—In a few First- and Second-Class Schools elementary freehand is taught with creditable results. I found a greater number of schools than at last inspection engaged in the teaching of this subject.

*Singing.*—The introduction of Singing (Tonic Sol-fa) into schools is becoming more general. Very frequently songs previously prepared are well sung, but the practice of attending to such exercises as will enable pupils to become expert at singing *at sight* is, unfortunately, except in the case of a very few schools, left severely alone.

1914.

Pieces for Recitation are, as a rule, carefully memorized and, in the best schools delivered with good elocutionary effect. Greater care in the selection of pieces for recitation is being increasingly exercised.

There is little to report in regard to *Composition*. While it can be said that, on the whole, this difficult subject shows some improvement, it has to be admitted that it is still distinctly backward. In the best schools the practice of oral expression and the careful noting, collecting and correction of errors of speech and faulty idiom are being attended to systematically and with appreciable result: in those schools whose teachers are persistent and intelligent in their treatment of these weaknesses, and in which the reading habit is zealously encouraged *Composition* has made manifest advance.

Results of the teaching of *Drawing* throughout the Circuit are generally encouraging.

*Singing* from notes shows much variety in the way of results but continues to improve: in schools of all grades there is Singing of really good quality.

Evidence in regard to the greater thoroughness of the instruction given is to be found in all of the Inspectors' Annual Reports, and it may be well to add here a few notes on the teaching of certain subjects culled from the last reports of Inspectors Scott and Spurway. Inspector Scott states:

The number of teachers in the Circuit to-day who aim at nothing higher in *Reading* than mechanical utterance, more or less exact, of words in the Reader is becoming smaller and smaller. There are few schools in which pupils are not able to show by paraphrase or free translation into their own language, that their reading is intelligent. Enunciation and expression are improving and will continue to improve as the proportion of well-trained teachers increases. . . . *Composition* is admittedly the most difficult subject in the curriculum to teach properly, and the schools where really creditable results are obtained are not numerous. Still there is cause for satisfaction in the fact that, as a result of persistent drill, violations of the most elementary laws of syntax are becoming less and less common, while, following the increased interest in reading, more material is available for pupils to draw upon. In one or two schools permission has been given to principals to give their pupils in Standards VI. and VII. practice in writing compositions on a dozen or more subjects during the year, the understanding being that one of these shall be selected at inspection. If the pupils are compelled to do their share towards the lessons the result of the experiment ought to be quite satisfactory. . . . *Written Arithmetic* is accurate in most schools, and methods, generally speaking, are good.

Inspector Spurway's remarks are also of interest. He reports as follows:—

*Recitation* receives more attention than it used to have, and few teachers are now found whose pupils do no more than the minimum number of lines required by the syllabus. Where something more than mere repetition is insisted on, as should always be the case, the pupils really enjoy this branch of the work. *Writing* is usually well taught in the [C.P. 4-'15]



lower classes. Not a few teachers, however, fail to recognise the importance of having all written work neatly done and well arranged. *Spelling* is usually satisfactory. Probably as much accuracy as now obtains would be secured by means of a wider course of reading than by the intensive study of a single book. *Arithmetic* is improving as regards method. . . . *Mental Arithmetic* is systematically taught in most schools. . . . *Geography* is gradually improving. The best work is done where teachers prepare their own maps, which arouse the interest of the pupils, and fix their attention on the essentials. . . . Provision for the teaching of *Science* is made in all First-Class schools. . . . *Nature Study* is receiving more attention, but lack of water precludes much progress in school gardening. A tolerably good collection of natural objects will now be found even in many of the country schools. In this subject enthusiasm on the part of the teacher is all important. The teachers that have been trained during the last two or three years know how to set to work, and the future of this subject depends largely on their efforts.

These brief extracts necessarily give a very imperfect idea of the advance made in the nature of the education given to-day as compared with 1895, but to those who have been closely associated with the development of the work the progress is manifest; and it may without doubt be ascribed to four chief causes:—

- (1) The publication in 1894 of a thoroughly revised syllabus of school work, in the compilation of which the following objects were kept in view: (a) that certain neglected subjects, such as recitation, mental arithmetic, sewing should be explicitly included in the curriculum; (b) that there should be a careful gradation of the work from year to year, in accordance with the results of sound educational experience; (c) that the work of each Standard should be as nearly as possible represent what could be undertaken in one year by a child of average ability; (d) that the subjects should be looked at from a South African as well as from a cosmopolitan standpoint.
- (2) The guidance and help given to teachers throughout the Province by Inspectors, and by Instructors in special subjects.
- (3) The improvement and expansion of the course of training for teachers, and the institution of such courses for special subjects (*e.g.*, needlework, woodwork, drawing, kindergarten, and cookery). And finally,
- (4) The introduction of the School Board Act in 1905, as a result of which children are brought to school at an earlier age than hitherto, in greater numbers, and remain longer under instruction.

The progress brought about by these four main causes continues, but it is fully realised that in many directions there is need for still greater effort, so that the advance in educational standards may be further promoted throughout the Province.

#### VII.—SPECIAL SUBJECTS OF INSTRUCTION.

Special attention is given through the agency of Departmental Instructors to certain subjects which in the past suffered from neglect through one cause or another, and in the teaching of which many teachers lacked training. These subjects are Drawing, Vocal Music, Needlework, Woodwork, Cookery, and Nature Study. One point to which attention may be specially directed is in regard to the extension of such work by the Instructors. The bringing of new areas under the immediate supervision of the Departmental officers necessarily means that schools in districts formerly attended to by them must then depend entirely on the zeal and ability of their own teachers. It becomes important for principals, therefore, to see that there is no falling away from the practice and standard reached when under guidance, for when once the subject has been placed on a sound footing it remains for the responsible teachers to see that the instruction given is as efficiently carried out as the teaching of any other subject. Some indication of the present position of the instruction in these so-called special subjects is given in the succeeding paragraphs.

**DRAWING.**—Since the appointment in July, 1904, of Mr. Rawson, as Departmental Instructor in this subject, considerable progress has been made on well-defined lines. Early in 1905 the syllabus now in operation was laid down, and a second Instructor (Mr. Christie Smith), was also

appointed in that year, his sphere of duty being the eastern districts. Steady advance has been made since then, both in the training of teachers in good methods and in supervising and guiding the instruction in the schools. The subject is now taught in 2,446 schools to 101,497 pupils, this being an advance for the year of 8,911 pupils under instruction.

Concurrently with the advance made in the elementary and high schools, there has been noteworthy development in the three Art Schools—Cape Town, Port Elizabeth and Grahamstown—which have benefited largely as a result of the new methods followed in the day schools. Each of the Art Schools is fortunate in having on its staff the services of a fully qualified art teacher, trained at the Royal College of Art, London.

**VOCAL MUSIC.**—Departmental Instructors in this subject were first appointed in 1893, and since then there has been a steady extension of the teaching of singing from notes. This has added much to the general effectiveness of school work. Many teachers now appreciate the value of the subject as a means of developing the power of corporate or collective effort of their pupils, quite apart from the advantage derived individually. The progress made in reading the sol-fa notation from sight has been remarkable. In this respect evidence is continually forthcoming at the choir competitions held annually. The general position of the subject in the schools will be gleaned from the following figures:—

	1913.	1914.	Increase.
No. of Schools in which Singing is taught .. ..	3,391	3,469	78
No. of pupils under instruction .. ..	150,043	166,679	16,636

It will be seen that during the year there has been a great advance in the number receiving instruction in Vocal Music; and the time devoted to the subject has also increased, being about one hour per week, as compared with three-quarters of an hour previously recorded.

**WOODWORK.**—The number of schools in which woodwork instruction is given has risen during the year from 215 to 238; and the number of pupils participating in such manual training has increased in the same period from 8,970 to 9,904. This advance for the year is very gratifying, and fully confirms the evidence otherwise obtained that the educational value of woodwork is much more fully recognised than was the case even a few years ago. Principals realise that through such instruction the boys show more initiative, increased interest and intelligence in their ordinary work. Further, parents and employers both find that those boys who have passed through a three-year course in woodwork are at an advantage as compared with those who have not received any training in manual work. This position has been reached only after years of persevering work on the part of Instructors Young and Morrison, who began work in 1897 and 1901 respectively. Their efforts naturally have been directed as much to the training of teachers to give instruction in the subject as to the extension of the work in the schools. In both respects the system has developed on sound and thorough lines; but it will be realised that in Woodwork instruction, which requires a properly equipped room and a specially qualified teacher, the progress cannot be so rapid as in subjects such as needlework or vocal music.

As a form of manual training woodwork in Standards V., VI., and VII. does not stand unrelated to a continuous course of handwork. Every encouragement has been given by the Department to the continuation in Standards II., III. and IV. of the elementary forms of manual work introduced in the kindergarten departments. For this purpose a syllabus of cardboard modelling has been laid down, and wherever the conditions permit this course is followed until woodwork is begun in Standard V. Where woodwork instruction is not given school gardening is recommended as a subject of manual instruction.

**NEEDLEWORK.**—The inspection statistics show that needlework is now taught to 80,706 pupils, as against 75,034 in 1913. The total enrolment of girls is 119,887, so that it will be seen that there are about 39,000 girls, who through one cause or another are not receiving instruction in the subject. The number of schools in which instruction is given shows a slight falling off, being 2,879 as against 2,910 in 1913. While the diminution in numbers is so small as not to call for special remark, it is desirable here to point out, as



in the case of other subjects, that when once instruction in needlework is placed on a proper basis in any school, it becomes the duty of the principal and assistant teachers to see that the subject is not in any way neglected. It is satisfactory to find that needlework is now more fully recognised than ever as an essential subject in the education of every girl, although there is still evidence here and there that as the pupils advance to the higher standards the claims of certain examination subjects are regarded as being more urgent. This, of course, is a view which finds no support from the Department.

During the year a revised and simplified syllabus of needlework instruction for Standard VII. (or B) was published.\* This should help to overcome any difficulty in the matter which may have been experienced by teachers in the past.

**COOKERY.**—By reason of the special requirements which must be met before this subject is introduced, viz., the provision of a specially equipped class-room and the engagement of a qualified cookery teacher, progress must inevitably be slow. A revised syllabus, covering a three-year course (usually Standards IV., V. and VI.), was published in 1913,† and instruction is now given on the lines there laid down. With the exception of work done at the Rhenish Girls' Public School, Stellenbosch, and the Erica Girls' Public School, Port Elizabeth, it cannot be said that systematic instruction in Cookery was given in public schools for girls until 1904. In July of that year Miss MacIver was appointed as the Departmental Instructress responsible for the introduction, organisation and supervision of the subject on the same lines as those so successfully followed in the case of other special subjects. The result of the work so far accomplished is seen in the following statement:—

	1913.	1914.
No. of Schools in which instruction in Cookery is given ..	72	70
No. of Pupils participating in such instruction .. ..	2,810	2,863

The subject is now receiving much wider recognition, and it is gradually coming to be recognised that a girls' high school which does not include cookery instruction as part of the regular course of instruction for its pupils stands at a disadvantage. In this respect, however, a certain amount of prejudice has still to be overcome,—a prejudice as much due to ignorance of what a girl's education should embrace as of what it should not. Whilst on one side it is possible to point to a girls' high school in which every pupil from Standard IV. to Standard E receives systematic instruction in Cookery, there are on the other hand girls' high schools in which the introduction of the subject has scarcely received serious consideration. What, however, has done more than anything else to direct attention to the subject has been the establishment at 91, Long Street, Capetown, of a Training Centre for Cookery Teachers, and this has enabled the Department to provide locally-trained teachers for the subject. The work at the Training Centre is now in its fourth year.

**PHYSICAL TRAINING.**—The Elementary School Course requires that in the case of every school a simple course in physical drill should be followed, the intention being that the pupils should receive daily exercise in simple movements. As a guide for the teachers the English syllabus of "Physical Exercises for Public Elementary Schools" has been recommended. Teachers recognise that the value of such instruction is not merely the gain in physical development accruing to the individual pupil; in the hands of a skilful teacher collective school exercises of this nature are capable of developing the corporate character of school life, and the pupils through such means come to realise what can be done when acting together under disciplinary aid. The orderly assembly and dismissal of pupils offer a daily opportunity for testing the effectiveness of this side of the instruction.

During the year under review there has been an advance of over twenty thousand in the number of pupils returned as receiving instruction in Drill. The figures for 1913 and 1914 are as follows:—

	1913.	1914.
No. of Schools in which instruction is given in Drill ..	3,618	3,634
No. of Pupils under instruction .. ..	158,096	178,978

\* Education Gazette, 8th January, 1914, p. 755.

† Education Gazette, Vol. XIII., No. 3, 31st July, 1913.

**NATURE STUDY.**—Systematic instruction in Nature Study is now being carried on at almost all of our large schools and in many of our smaller schools, the work of teachers being carefully supervised by Mr. A. B. Lamont, the Departmental Instructor responsible for the subject. By means of personal visits to schools and lectures to teachers, suitable schemes of work—varying with the grades of schools and with the differing natural regions of the Province—have now been clearly laid down. Free distribution of the *Rural Reader* to poorer schools has done much to stimulate thought and observation in regard to farming methods in country districts. Further, by developing the nature study side of such subjects as geography, drawing and general reading, the work of pupils has been more closely related to their outdoor life. The advantages of such methods are to be seen in greater interest and intelligence on the part of the pupils, due largely to the awakening of their observation in the common things of nature around them. While this is being directly encouraged in the schools by the systematic courses of nature study referred to above, it is also being developed in favourable localities by means of school gardens.

#### VIII.—TEACHERS.

**STAFF.**—At the close of the year under review the teaching staff of the aided schools of the Province numbered 8,982, being an increase of 463 as compared with 1913. Of the total number of teachers employed, schools under Boards claim 4,719, and other schools 4,263. In recent years it is noteworthy that the average number of pupils per teacher has shown a marked decline. In 1904 each teacher was responsible on an average for 30 pupils; in 1909, for 26.2; and in 1914 the average remained unchanged. If only those schools under the control of school boards be taken into account it will be found that each teacher is on an average charged with the instruction of 19.8 pupils. It has to be borne in mind, however, that these calculations include private farm schools, and the average number of pupils per teacher is thereby lowered. Thus, if farm schools are left out of account, the average number of pupils per teacher in schools under boards is found to be 21.8; and even this average is somewhat affected by the inclusion of many small third-class schools in rural areas, in which the enrolment would be from 12 to 15 pupils. It may be noted, however, that there have been frequent cases lately in which a tendency to over-staff schools has had to be checked. This tendency has been observed chiefly in High Schools, where a wide curriculum and comparatively small classes sometimes cause difficulty in organisation.

**QUALIFICATIONS.**—During the June quarter, 1914, 8,919 teachers were employed in Government-aided schools, 5,689 being returned as certificated and 3,230 as uncertificated, the proportion of qualified teachers having fallen in the twelve-month period from 64.93 to 63.79 per cent. The explanation of this fall is to be found in the fact that the supply of newly-trained teachers does not as yet equal the demand. Provision has to be made for the opening of new schools, for additional teachers in growing schools, for making good the wastage caused through marriage of women teachers and through members leaving the profession for other reasons, and for losses caused by death. This aspect of the matter is referred to below. As compared with 1913 the number of teachers whose qualifications are reported on is this year 473 greater, the number of those certificated showing an increase of 205 and the number of those uncertificated 268. The comparative figures for the two years are given below in tabular form:—

	1913.	1914.	Increase.
Total number of teachers at 30th June .. ..	8,446	8,919	473
Of these, number professionally qualified .. ..	5,484	5,689	205
Percentage professionally qualified .. ..	64.93	63.79	—1.14

More light is thrown on the general position when a division is made between the Province proper and the Native Territories. In the districts included in [C.P. 4—15]



the former area the percentage of qualified teachers is as high as 72.03, whereas in the schools in the Transkei, chiefly Native Mission schools, the percentage reaches only 35.83. Another broad division which may be usefully made here is that between schools under the control of School Boards and other schools. In schools under Boards the percentage of qualified teachers was 77.07 in 1914, as against 78.3 in 1913; while the percentage for other schools in 1914 was 47.2. Such a difference is only to be expected, and with the passage of time and the further development of European training centres it may become even more marked.

The distribution of trained teachers among the different classes of schools is of importance in itself and also offers a valuable criterion of the care exercised in the selection of teachers. In Special Schools, First-Class Schools and Poor Schools there has been some improvement during the year in this respect as will be seen from the table appended:—

PERCENTAGE OF CERTIFICATED TEACHERS.

	1913.	1914.	Increase.
Special .. .. .	79.59	88.03	8.44
First-Class Public .. .. .	93.18	93.83	.65
Second-Class Public .. .. .	97.02	96.60	— .42
Third-Class Public .. .. .	79.86	76.69	— 3.17
District Boarding .. .. .	66.67	83.33	16.66
Evening .. .. .	85.57	92.47	6.90
Private Farm .. .. .	52.43	44.90	— 7.53
Poor .. .. .	70.92	75.55	4.63
Mission .. .. .	51.67	50.98	— .69
Native Training .. .. .	92.73	87.27	— 5.46
Aborigines' .. .. .	34.12	33.66	— .46

In Special Schools, District Boarding Schools and Evening Schools the number of teachers concerned is not large. The position in First- and Second-Class Public Schools shows little change as compared with 1913. The proportion of certificated teachers in this group is fairly satisfactory, the lower percentage for First-Class Schools being explained by the need for appointing teachers of special subjects who in some instances have not gone through a recognised course of professional training. The fall in the percentage of certificated teachers in Third-Class Schools is to be ascribed mainly to the shortness of supply at a time of development. Not only was there a large increase of Third-Class schools during the year, but in addition the annual wastage had to be made good. In Private Farm Schools there has also been a fall in the percentage of certificated teachers; and here again the supply of newly-trained Third-Class Teachers has not been sufficient to meet the demand through wastage, although the number of such schools fell during the year. In view of the growth that has taken place in the number of Mission and Aborigines' Schools, it is satisfactory to find that the decrease in the percentage of certificated teachers in these schools is so small.

It has been reported above that the total number of teachers employed at 30th June was 8,919, and that of these 5,689 were certificated and 3,230 uncertificated. The general classification of the certificates held by the 5,689 qualified teachers is of interest, especially when contrasted with the figures for 1913. They may be grouped as follows for purposes of comparison:—

Professional Certificate.	Number.		Percentage.	
	1913.	1914.	1913.	1914.
Cape First-Class .. .. .	24	22	.23	.25
Cape Second-Class .. .. .	592	726	6.60	8.14
Cape Third-Class .. .. .	4,228	4,275	51.50	47.93
European Government .. .. .	316	314	3.76	3.52
Miscellaneous .. .. .	324	352	2.99	3.95
Total Certificated Teachers .. .. .	5,484	5,689	65.08	63.79
Teachers without professional Certs. .. .. .	2,962	3,230	34.92	36.21
Total .. .. .	8,446	8,919	..	..

The encouraging feature in this table is the rise in the percentage of those teachers holding the Second-Class certificate. This and other features in the table are brought out more clearly when a comparison is made with 1904. In this ten-year period the improvement in the position has been very marked.

CERTIFICATED TEACHERS.

Professional Certificate.	Number.			Percentage.		
	1904.	1914.	Inc.	1904.	1914.	Inc.
Cape First-Class (T.1) .. .. .	..	22	22	..	.25	.25
Cape Second-Class (T.2) .. .. .	246	726	480	4.97	8.14	3.17
Cape Third-Class (T.3) .. .. .	1,917	4,275	2,358	38.69	47.93	9.24
European Government .. .. .	262	314	52	5.29	3.52	— 1.77
Miscellaneous .. .. .	53	352	299	1.07	3.95	2.88
Total Certificated Teachers .. .. .	2,478	5,689	3,211	50.02	63.79	13.77

The increase in the ten-year period of over thirteen per cent. in the proportion of certificated teachers is very gratifying, especially when the growth in the teaching staff is borne in mind and account is taken of the advance in standard of the T. 2 and T. 3 certificates. The table shows, too, that those entering the profession are beginning to recognise the desirability of qualifying for the Second-Class Certificate. The number of teachers holding the Third-Class Certificate is to-day about six times the number possessing the Second-Class Certificate. In 1904 it was about eight times the number, and at that time the position was viewed as not a little disappointing. It was pointed out that those who enter the profession as a serious calling should aim at something higher than the Third-Class Certificate, and to a certain extent this advice is being followed. The large increase in the number of miscellaneous certificates is due to the appointment in recent years of properly qualified teachers of cookery, physical culture, drawing, music, etc.

Reviewing the professional qualifications of the teaching staff in relation to academic certificates, we find that 1,273 hold some academic qualification—ranging from Matriculation to a Degree—in addition to a teachers' certificate; 4,416 hold a professional certificate only; 117 hold some academic qualification but no teachers' certificate; and 3,113 teachers—chiefly non-European—are without any recognised teachers' qualification or academic certificate. It may be explained that a number of these 3,113 teachers hold pupil-teacher certificates of the first- or second-year; but the Department does not recognise any qualification below the Third-Class Certificate which is ordinarily granted at the close of a three years' course of training.

The attention and care which are bestowed on the selection of qualified teachers is reflected in the different inspection-circuits. It is realised that on their side qualified teachers are naturally selective in regard to the districts in which they wish to teach; but there is clear evidence that in some areas, and those not the most attractive, the managers are very successful in securing certificated teachers. When it is borne in mind that the percentage for the whole Province is 63.79, it is very creditable to find that in four inspection-circuits over eighty per cent. of the teachers are trained for their work. The following are the circuits referred to:—

Circuit in charge of—	Percentage of Certificated Teachers.
Inspector Noaks (Cape) .. .. .	88.79
Inspector Satchel (Kimberley, etc.) .. .. .	85.33
Inspector Robertson (Worcester, etc.) .. .. .	83.20
Inspector Spurway (Steynsburg, etc.) .. .. .	81.50.

In one circuit in the Transkei the percentage of certificated teachers falls as low as 29.08, and in none of the Transkeian circuits is the percentage higher than 47.93. Even this, however, is a great advance on former years.

**SEX OF TEACHERS.**—The position in regard to the proportion of men and women teachers remains practically unchanged as compared with 1913. Of every eight teachers employed in schools under the Department it may be said [C.P. 4-15]



with reasonable accuracy that five are women and three are men. During the year the teaching staff has increased in number by 167 male and 296 female teachers, the totals at 30th September, 1914, being:—

	Number.	Percentage.
Men teachers .. ..	3,222	35·8
Women teachers .. ..	5,760	64·2
Total .. ..	8,982	

For purposes of comparison the figures for 1894 are appended:—

	Number.	Percentage.
Men teachers .. ..	1,362	39·76
Women teachers .. ..	2,063	60·24
Total .. ..	3,425	

In this twenty-year comparison the diminution in the proportion of male teachers—four per cent.—is well brought out.

In these calculations no distinction is made between European and non-European teachers. From the details published in the annexure it will be found that in Mission and Aborigines' Schools, in which the large majority of the teachers are coloured, the proportion of males is much greater. In Inspector Robert Rein's area in the Transkei the proportion of males reaches 60·5 per cent. of the total teaching staff.

**DEMAND.**—In dealing with the question of the demand for teachers, it will best serve the purpose to state the facts in regard to appointments during the calendar year 1914. In that twelve-month period 5,197 appointments were made to schools under the Department, as against 5,031 and 4,584 in the two preceding years respectively. These figures include temporary and permanent appointments, white and coloured teachers. Of the 5,197 appointments referred to, 2,662, or 51·2 per cent., were those of certificated teachers, this percentage being slightly lower than that for the year 1913. Further investigation shows that of the total number, 2,309 were teachers who had not taught during 1913, 1,352 of the latter being Europeans. Among the 2,309 teachers who entered upon teaching work for the first time or who had not taught during the previous year, there were 960 with professional certificates. Now in regard to the source of origin of these 960 certificated teachers, it may be pointed out that 762 students (white and coloured) successfully completed their courses of training in 1913, 575 of whom undertook teaching in State-aided schools in 1914. If, therefore, these 575 new entrants be deducted from the 960 teachers already referred to, there remain 385 certificated teachers still to be accounted for. The majority of these 385 teachers would be candidates who rejoined the profession after a rest of a year or more; and a certain number would be young teachers who, after completing their training in 1912 or earlier, had delayed entering on teaching work. Only 27 were recruited from oversea—a very small number when the circumstances are taken into account.

During the year the appointment of 1,900 teachers who took up work for the first time, or who had not taught since December, 1910, was recorded. Approximately 790 of these 1,900 teachers were certificated. From these facts it will be seen that in 1914 at least 1,900 qualified teachers were required, as against a total supply of 762 trained in the Province. The reason for this considerable demand is to be found in several contributory causes, a special factor being the establishment of many farm schools. These schools, with small numbers, undoubtedly form a drain on the supply, and in themselves create a demand not ordinarily experienced in other countries. Consequently it may be said that in the Cape Province the demand for teachers is relatively greater than elsewhere. It will be well now to ascertain how the requirements of the system in respect to teachers are met by the Training Colleges.

**SUPPLY.**—As we have seen above approximately 1,900 teachers are required annually, and of these about 1,100 would be European teachers. To supply this demand the Province has to depend mainly on the following training institutions, viz.:—

*European Training Schools.*

Cape Town, Normal College.  
 „ Training College (Central Classes).  
 Cradock Training School.  
 Grahamstown Training College.  
 Kimberley Training School.  
 King William's Town Training School.  
 Paarl Training School.  
 Robertson Training School.  
 Stellenbosch, Victoria College (Training Department).  
 Steynsburg Training School.  
 Wellington Training College.

As compared with 1913 this list includes four additional training schools, viz., Cradock, Kimberley, King William's Town and Steynsburg. At the end of the third quarter there were under training in these institutions 1,035 students distributed among the different years of the teachers' courses; and in addition there have to be taken into account as important agencies for the supply of teachers a number of training departments attached to public schools. In 1914 departments of this nature with twenty or more students under training were found in connection with the following schools: Graaff-Reinet (Girls), 58; Stellenbosch (Bloemhof), 52; Oudtshoorn (Girls), 31; Piquetberg, 28; Uitenhage (Girls), 28; Wittedrift, 28; Worcester (Girls), 25; Porterville, 25; Beaufort West (Girls), 24; Aliwal North, 24; Kakamas, 22; Riversdale, 21; Clanwilliam, 20. In all there were in 1914 about seventeen hundred European student-teachers under training in the three-year course which closes with the Third-year Senior Examination. In addition there were 141 students in the course preparing for the Second-Class Teachers' Certificate Examination, and 86 in the Kindergarten Course.

**\*THE YEAR'S OUTPUT.**—From an examination of the results of the three courses just referred to we may arrive at the year's output of trained European teachers. The position may be conveniently stated thus:—

T.3 Senior passes .. ..	397
Deduct those proceeding to T.2 Course (70), and acting teachers (14) .. ..	84
T.2 passes .. ..	313
Deduct acting teachers .. ..	128
Kindergarten passes .. ..	118
Deduct acting teachers (23) and those proceeding to higher course (21) .. ..	98
	54
Total available supply of newly-trained European Teachers at beginning of 1915 .. ..	485

To this output of 485 newly-trained teachers must be added those teachers returning to the profession after a break of a year or more and those teachers coming from outside the Province. It will be clear, however, that the number trained in the Province is still far short of the requirements. A fuller view of the position may be obtained from the remarks which follow in regard to the different courses of training.

\* Throughout this section account is taken of the examinations held at the end of 1914, although they were held after 30th September. This arrangement is the most convenient, since the years of training are calendar years.



**THIRD-CLASS TEACHERS' COURSE.**—The majority of the teachers required for our schools are those holding the elementary teachers' certificate, which has since 1912 been graded as the Third-Class Teachers' Certificate (Senior) (T.3 Senior); and consequently it is to this course of training that we have chiefly to look for candidates to fill vacancies. Since the institution of a junior course for non-European candidates the number of successful candidates at the senior examination has been as follows:—

**THIRD-CLASS TEACHERS' CERTIFICATE (SENIOR).**

Year.	Number of Passes.
1912 .. .. .	169
1913 .. .. .	313
1914 .. .. .	397

It was pointed out in the last Report that previous to 1910, in which year the admission standard to the course was raised, the output of European certificated teachers had been steadily increasing. In 1910 the output was more than 700; then followed a transition period during which 344 passed under the old regulations in 1911, followed by the numbers reported above for later years. Of the 397 students who passed the examination in 1914, however, 70 are matriculated, students who are proceeding to the Second-Class Teachers' examination, thereby at once reducing this source of supply. As bearing upon the future it is of importance to know the number of candidates who passed the examinations in the two earlier years of the course. In the first year (P.T.1 Senior) 582 passed at the December examination and in the second year (P.T.2 Senior) the number of passes was 513. These figures give reason for the belief that the number of students completing this course of training will steadily rise.

There is increasing evidence that the revised course for elementary teachers, and in particular the Third-Year Senior Course introduced in 1912, has brought about a marked improvement in the quality of these teachers. On the professional side the schemes of method instruction are more systematic, the work being distributed carefully between the three years of the course; specially close attention has been given, as was necessary, to methods of teaching composition, history and geography. The cultivation of clear and correct speech among the students themselves has been made the object of unremitting effort in the training schools, and on the whole with very encouraging results.

At least equally important has been the effect on the students' general intelligence. Reference was made in last year's report to the third-year courses in literature, history and geography; in the hands of intelligent teachers these courses are undoubtedly having a strong influence in widening the students' ideas and in creating new interests which it is hoped will last beyond the period of training.

The habit of private reading is fostered among the students from the outset of the course, and, as far as may be, their reading is guided on lines which supplement and support the work done in class. Increased attention is also being given in the training schools to the promoting of games and the general physical development of the students in training.

**SECOND-CLASS TEACHERS' CERTIFICATE.**—For the last ten years there has been a steady advance in the number of students who have qualified for the Second-Class Certificate, the numbers having risen from 16 in 1904 to 174 in 1913. In the year ending December, 1914, there is a decline of 46, the total passes being 128. The course for the Second-Class Certificate covers a period of two years, the standard of admission being matriculation; and the fall referred to would seem attributable in great measure to the drop of nearly two hundred in matriculation passes in 1912. The effect of the same cause is seen in the smaller numbers under training in 1915. In the 1913 matriculation examination there was, as compared with the previous year, a decrease of 349 passes; and this is clearly reflected in the 1915 T.2 Course for which only 78 students are enrolled.

It may be recalled that under the new regulations, which came into force for the first time in 1914, the issue of the Second-Class Teachers' Certificate is to depend on a favourable report from an Inspector with regard to the candidate's school work.

**INFANT SCHOOL TEACHERS.**—For infant school work a special course of Kindergarten training is provided. It embraces an elementary and a higher certificate, and teachers who possess the Elementary certificate are allowed and encouraged to study privately for the Higher if they are unable to take the course at a Training College. This year there has been an advance in the number of passes in both examinations, the relevant facts being:—

Year.	Elementary K.G. Cert.	Higher K.G. Cert.
1911 .. .. .	78	36
1912 .. .. .	41	35
1913 .. .. .	49	22
1914 .. .. .	57	41

From these 98 passes two deductions have to be made: (1) there must be taken into account those who were acting teachers; and (2) from the elementary group we must subtract the number who are this year proceeding to the higher course. As a result there remain fifty-four available for appointment.

**SUPPLY OF TEACHERS OF SPECIAL SUBJECTS.**—It was reported last year that the arrangements in regard to the obtaining of qualifications in special subjects remain as formerly. There are five "courses" of *needlework* (plain sewing, mending, cutting-out, knitting and dress-cutting), two "branches" of *woodwork* (practice and theory), four of *drawing* (freehand, model, geometrical and blackboard, the last being really an all-round examination on the drawing course for the standards and on the methods of teaching it). Each examination may be taken separately, and many teachers take up one or more subjects and qualify at the end of the year. The great majority of the candidates, however, are student-teachers, and the increased emphasis now laid on drawing during the course of training for teachers' certificates has resulted, as will be seen from the figures given below, in the appearance of a much larger number of candidates for the Drawing Examinations. The Department does not conduct a special examination in connection with the teaching of *vocal music*, but encourages the taking of the School Teacher's Music Certificate of the Tonic Solfa College—a certificate whose practical value is everywhere recognised. Along with these special qualifications may be mentioned the *cookery* course to which reference is made below.

The following table affords information in regard to the numbers of passes in the three first-named subjects:—

	1911.	1912.	1913.	1914.
Needlework ..	157	168	180	169
Woodwork ..	124	124	131	122
Drawing .. ..	460	592	892	822.

**COOKERY TEACHERS.**—The training of teachers of Cookery was first undertaken by the Department in 1911. At the beginning of that year a training centre was established at 91, Long Street, Cape Town, and candidates were asked to undergo a year's training for a Teachers' Elementary Cookery Certificate. As a preliminary qualification the possession of the Third-Class Teachers' Certificate was demanded, so that students might be expected to have a knowledge of the elementary principles and practice of class-teaching and could devote their full time to the theory and practice of Cookery. The demand for Cookery teachers is naturally small, and consequently the numbers admitted to the course of training have been strictly limited each year. In 1911 six students secured the elementary Cookery Certificate, in 1912 seven, in 1913 four, and in 1914 seven. The majority of these twenty-four locally trained Cookery teachers are now at work in the schools of the Province.

**TRAINING OF NON-EUROPEAN TEACHERS.**—For the training of non-European teachers there are in operation thirteen recognised Training Schools, twelve being for native students and one (Genadendal) for coloured candidates. In the third quarter of 1914 there were under training in these institutions 1,228 student-teachers, being an increase of 124 on the previous year. These students are distributed among the three years of training at the close of which



successful candidates gain the Third-Class Teachers' Certificate (Junior). The details of the distribution for 1913 and 1914 are as follows:—

	1913.	1914.	Increase.
First-Year Junior .. ..	555	601	46
Second-Year Junior .. ..	360	360	..
Third-Year Junior .. ..	189	267	78
	<hr/>	<hr/>	<hr/>
	1,104	1,228	124.

In addition there are important training centres for coloured and native teachers at Zonnebloem (Capetown), Tigerkloof (Vryburg), and Hankey (Humansdorp).

**THIRD-CLASS TEACHERS' CERTIFICATE (JUNIOR).**—At the examination for the Third-Class Certificate (Junior) at the close of the year 430 coloured and native candidates presented themselves, the recognised training schools being responsible for 267, ordinary mission and native schools contributing 53 candidates, and 110 being acting teachers who had made a praiseworthy effort to improve their qualifications. As a result of the examination 229 candidates satisfied the examiners, viz.:—

182 candidates from native training schools;  
31 candidates from mission and native schools;  
16 acting teachers.

In all more than 200 coloured and native candidates gained the full certificate, as against a demand for the year of approximately eight hundred non-European teachers. The shortage in supply which these figures indicate denotes clearly the need for developing the numbers under training. On this point the Inspector of Training Colleges observes that: "The fact that six of the Training Schools have each an enrolment of less than 90 would seem to indicate that for the present there is no need to increase the number of Training Schools. It may be noted also that four of the Training Schools had fewer than ten student-teachers in the final year of the course." While, therefore, the provision of at least one additional training school for coloured teachers in the western districts may be viewed as an urgent necessity, in the Native Territories there is scope for considerable development in existing institutions.

#### IX.—LIBRARIES.

The growth of the school library system during the last twenty years has been one of the most satisfactory features in the educational activity of the Province. In 1894 the number of schools possessing a library was 62; to-day it is 2,236. In this interval of time pupils' ideas in regard to books have undergone a complete change. The old conception, that a book used in or obtained from a school must necessarily be something in the nature of an examination manual, has given place in most schools to the knowledge that the library contains books which offer both pleasure and profit to their readers. This wider recognition of the importance and value of the reading habit has resulted in much well-directed effort on the part of many teachers to raise funds by means of school entertainments for library purposes. As a consequence of such effort, and through valuable help given by private individuals, many thousand volumes have been added to the school libraries; and concurrently the pupils have come to appreciate reading for pleasure to an extent that did not seem likely when the movement was first seriously set on foot.

The increase for the year in the number of schools furnished with libraries has been 74, the total now being 2,236. For some years past it has been possible to report that libraries are attached to all Training Schools, First-Class Schools and Second-Class Schools. The position in the other classes of European schools is as follows:—

Class of School.	Total No. of Schools.	No. with Libraries.
Third-Class .. ..	1,701	1,471
Private Farm .. ..	655	364
Poor .. ..	49	44

As will be seen about six hundred additional libraries are required in order to equip all European schools in this respect. In the non-European section a good beginning has been made in Mission Schools, in which class 102 are furnished with a library out of a total of 818.

During the year there has been considerable activity among schools in adding to their libraries, and although decreases in the number of volumes are recorded for some Divisions, the general advance amounted to the large total of 43,329 volumes. This increase includes new libraries as well as volumes added to existing collections. The number of volumes in the 2,236 libraries now in operation reaches 333,221.

The further development of school libraries must rest largely on the initiative of teachers, whose influence is of first importance. Valuable help, however, has also been rendered by the Inspectors, and a glance at the position in the inspection-areas shows that during the year marked progress has been made in the circuits of Inspectors J. Anders, Golightly, Satchel, and Watermeyer, each being credited with a growth of ten or more libraries.

#### X.—SCHOOL BUILDINGS.

**BUILDING PROGRAMME.**—Notwithstanding the outbreak of the European war on 4th August, and the consequent stoppage at that date of all fresh commitments for the erection of school buildings, the work put in hand or carried out has not fallen much short of the estimate for the year. This has come about entirely owing to the expeditious manner in which School Boards proceeded with the preliminary stages of their schemes. Immediately after the passing of the Loan Estimates by the Provincial Council, School Boards were notified of the position, and in many cases it was possible to call for tenders within a very short time, the result being that when war was declared only a small portion of the year's building programme was not entered upon.

The Loan Estimates included schemes amounting in all to £390,174, and in addition a sum of £13,000 was provided for the erection of Industrial Schools under Act No. 8 of 1909. The estimated expenditure for the year was fixed at £200,000 for public school buildings and £13,000 for Industrial Schools; and schemes totalling approximately £190,000 in value had been entered upon before new works were stopped. It will thus be seen that there has been very little curtailment in the building programme as originally contemplated for the year. Provision amounting to £30,000 was made for new Training Schools, but unfortunately it was not possible to make a beginning with more than one, viz., Cradoek, the building at which centre was completed a short time ago.

**NEW SCHOOL BUILDINGS.**—From the above it will be seen that during the year there has been considerable activity, both in beginning the erection of new premises and in the completion of buildings which were put in hand in 1913. Among the more important new buildings which were formally opened in the period under review the following may be mentioned:—

##### *First-Class Public Schools.*

Kimberley Boys' High School.  
Willowmore Public School.  
Hopetown Public School.  
Richmond Public School.

##### *Second-Class Public Schools.*

Venterstad Public School.  
East London, College Street Public School.  
Laingsburg Public School.  
Bredasdorp Public School.

##### *Third-Class Public Schools.*

Maclear Public School.  
Diep River Public School, Cape.  
Camps Bay Public School, Cape.

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Extensions were made to a large number of existing buildings. In several cases additional class-rooms were erected, and in many instances the new accommodation provided for the teaching of science or woodwork or cookery, in this way raising the standard of efficiency and extending the scope of usefulness of a school. Among the schools to which additions were made the following were included: Fraserburg Public School, Sea Point Girls' High School, Rondebosch Boys' High School (Boarding Department), Wittedrift Public School, Rondebosch Girls' High School, and Riversdale Boys' School.

**ESTIMATED AND ACTUAL COST.**—Difficulty is still experienced in obtaining accurate estimates of the cost of building schemes, with the result that loan applications to cover excess expenditure become a source of trouble to all concerned and interfere especially with the loan allocations for the succeeding year. The original estimate is frequently wide of the mark, even when based on a calculation framed by an architect. Apart from uncertainty in regard to the actual cost of erection it not infrequently happens that such matters as fencing, levelling, water-supply, fittings and fixtures for science teaching, etc., are overlooked, and as a consequence there is much vexation and heartburning when it is found at the last moment that funds are not available for such services. In some cases the estimate for the necessary accommodation is absurdly understated, with the result that only a portion of the scheme can be carried out. This want of forethought and proper business capacity not only causes delay, but it involves the Department in much laborious and wholly fruitless correspondence. Many school board secretaries, too, have still much to learn in their part of the work, the tendency being to leave the Department to disentangle any serious difficulty that may arise.

**DESIGNING OF SCHOOL BUILDINGS.**—In regard to the designing of school premises it is found that much greater attention is now given to the Department's requirements as laid down in the official pamphlet dealing with School Buildings. Architects are to-day much better able to plan buildings suitable for schools than was the case even ten years ago. Proper attention is now given to lighting, ventilation, floor-space, to the provision of wall blackboards, map rails, etc.; and in designing rooms for the teaching of science, woodwork or cookery, due regard is paid to the special requirements of these subjects.

This advance in the housing of pupils is the more noteworthy when a general view is taken of school buildings erected during the last twenty years. Much of the accommodation in use in the early 'nineties fell far short of ordinary educational standards. Cramped, ill-lighted, and ill-ventilated rooms were common features in many schools; and the absence of proper out-offices, adequate playground space, etc., showed that there was much indifference to the general amenities of school life. In recent years the position has changed materially. In the three essentials—lighting, ventilation and floorspace—most of the new school buildings compare favourably with those erected in any part of the world; and while for the majority a high standard in architectural style is not claimed, in many instances the treatment of the elevation has been effective. Well-designed Flemish gables frequently lend a touch of grace and softness to the building. In a large number of cases, too, the adoption of the central quadrangle system as the basis of the plan has helped to produce well ventilated schools, affording special protection against dust, rain and extreme heat.

**THE SCHOOL'S TRUE POSITION.**—With the improvement in the school building and its immediate surroundings there has also come about, partly as a consequence, a change of attitude in regard to the importance of the school's sphere in the life of the community. From being assigned to almost any building or site that might be available, the school has now emerged and claims in most towns of the Province its rightful place. As a result the schooling of the country's children is given at least the consideration that a shopkeeper gives to the sale of his wares, for the school is now housed in a properly constructed building on an adequate site. And, equally important from the State's point of view, this emergence from comparative obscurity gives the school and the schoolmaster the opportunity of holding that position in the eyes of the community to which they are rightly entitled. The effort of twenty years has thus done much to raise the school from a position of neglect and seeming disrepute to a foremost place in the life of the people, and in carrying out this policy the Department has at many centres been given the whole-hearted and practical help of the Municipalities and at others of the Dutch Reformed Church and private individuals

and corporations. The most generous assistance has been given in providing suitable sites, and at most centres there has been a genuine desire to bestow the best available. It is rarely that progress is impeded by an ungenerous community.

In rural schools earthen floors and the absence of all conveniences were common characteristics less than two decades ago. As a consequence the scholars suffered, and not infrequently the teacher also. It is therefore satisfactory to know that such miserable conditions, even in remote centres, are rapidly passing away. Every effort is now made, especially in distant areas, to provide reasonably satisfactory accommodation, and school boards are beginning to realise that the higher the standard of comfort in respect of accommodation, the more certain is it that the services of a well qualified teacher can be secured and retained. Even in small farm schools the provision of a satisfactory schoolroom, and a bedroom for the exclusive use of the teacher, is now generally coming to be recognised as essential. In examining carefully into such matters before supporting applications for the establishment of farm schools, boards are able to exert considerable influence in improving the general nature of the school accommodation in their district. This fuller recognition by local communities of the claims and importance of education has proved an immense stimulus in the development of school work in all directions.

**TRANSPORTABLE BUILDINGS.**—The problem of the prompt provision of buildings for schools in outlying areas still offers difficulty in some instances, but there is nevertheless reason to believe that the plan of supplying so-called portable buildings has helped materially in the solution of the question. As a board's operations are extended in its district the need for housing a number of children not previously cared for frequently comes to light, and without some ready means for supplying a building, it would in many instances mean the refusal of all educational facilities to such children. A supply of portable buildings has, however, enabled the Department to place a certain number at the immediate disposal of Boards. These have been bestowed in carefully selected cases, where reasonable permanency could be assured and a fair complement of pupils could be relied upon. Assistance has been looked for locally in the provision of a satisfactory school site, in the work of transport, and in the erection of the building. In most cases there has been little difficulty in getting the use of a satisfactory site, either an outright grant being made for educational purposes, or otherwise the site has been made available for as long a period as may be necessary for a school at the selected centre. Efforts to obtain assistance from the local people in transporting the material from the nearest railway station to the school centre have not always met with success, nor has much help been given in the work of erection. Indeed, one is borne to the conclusion that under the school-board system there is no longer that readiness to do personal service which was the key-note of the voluntary system.

Experience has shown that these wood-and-iron structures are not easily transportable, but the great advantage is that they afford a means of meeting expeditiously an urgent demand for accommodation. Unfortunately owing to the outbreak of the war, the year's programme was curtailed, and as a result full advantage could not be taken of the provision made on the Estimates for such buildings. In 1912, eighteen buildings were allotted, in 1913, fifty-three, and in the year under review, forty-one. Much more might have been done this year if operations had not been interfered with by outside circumstances. This is much to be regretted, as the establishment of schools at new centres has thereby been hindered, and children who might have been placed under instruction are now without schooling.

**SCHOOL SITES.**—What has been said above regarding the awakening of the community to a different conception of the importance of education is happily confirmed by a review of the gifts and grants of land for educational purposes recorded during the year. They give evidence of a public-spirited desire to help the cause, and in this respect the gifts made by private individuals are specially deserving of notice. The Act\* enabling municipalities to make land grants for educational purposes was passed so long ago as 1898, and under its provisions such bodies were not only given the power to grant sites, but they were also enabled to realise property vested in them in order to devote the proceeds towards education in their areas. Full advantage has been taken of this law in many centres, but still more extensive use might be made of it,

\* The Municipal Educational Grants Act, 1898.



especially in large centres where suitable school sites are not at the disposal of the municipality, but where nevertheless material assistance could be afforded in other ways.

As an indication of the extent to which land grants for educational purposes are made, there is appended a list of those recorded in the *Education Gazette* during the twelve-month period under review:—

Centre.	Area.	Donor.
Loxton .. .. .	320 ft. square .. ..	Municipality.
George .. .. .	300 sq. roods .. ..	Municipality.
Mafeking .. .. .	4 m. 471 sq. rds. 103 sq. ft.	Municipality.
Adendorp .. .. .	1 m. 66 rds. 96 ft. ...	F. K. te Water.
Wolseley .. .. .	1 m. 511 sq. rds. .. ..	V.M.B., Wolseley.
Witwater, Namaqualand ..	1 morgen .. .. .	J. A. Engelbrecht.
Klipplaat .. .. .	1 morgen .. .. .	Mrs. A. E. Lee.
Kimberley, Warren Street	124 sq. rds. 135 sq. ft. ..	De Beers Ltd.
Moorreesburg .. .. .	167 rds. 102 ft. .. ..	Dutch Reformed Church.
Barrydale .. .. .	1 m. 463 sq. rds 142 sq. ft.	Robert Cooke.
Cradock .. .. .	9 m. 216 sq. rds. 8 sq. ft. ..	Municipality (for Training School).
Ritchie, Kimberley .. ..	585 sq. rds. 103 sq. ft. ..	V.M.B. (for playground purposes).
Garics .. .. .	400 sq. rds. .. ..	Dutch Reformed Church.
Murraysburg .. .. .	4 morgen .. .. .	Dutch Reformed Church.
Willem Burger's River ..	4 morgen .. .. .	W. J. Vorster.
Oudtshoorn, North End		
Public School .. .. .	366 sq. rds. 96 ft. .. ..	Municipality.
Oudtshoorn, West Bank ..	2 morgen .. .. .	Municipality.
Pearston .. .. .	3 morgen .. .. .	Municipality.
Kafferskop, Knysna .. ..	300 sq. rds. .. ..	D. J. F. v. Huyssteen.

In the nineteen grants of land here listed a total area of over thirty-eight morgen has been made available for educational purposes.

#### XI.—FINANCE.

**APPORTIONMENT OF GOVERNMENT EXPENDITURE.**—The following table shows under the main headings the apportionment of the public expenditure on education for the financial year ending 31st March, 1914, a comparison being instituted at the same time with the figures for the previous year:—

	1912-13.	1913-14.	Increase.
Office (Administration) .. ..	£10,451	£11,229	£778
Inspection (including Transport) ..	30,937	33,523	2,586
Training of Teachers .. .. .	47,589	52,662	5,073
Schools .. .. .	652,315	707,713	55,398
Good Service Allowance .. .. .	39,420	42,819	3,399
Pension Fund .. .. .	4,000	5,500	1,500
<b>Totals .. .. .</b>	<b>£784,714</b>	<b>£853,448</b>	<b>£68,734.</b>

A more accurate view of the division of the education vote among the main channels of expenditure is obtained when the items are expressed as percentages of the total. In the following table such a division is shown, and for purposes of comparison the percentages for 1912-13 are also given:—

Expenditure on—	Percentage.	
	1912-13.	1913-14
Schools .. .. .	88·66	88·58
Training of Teachers .. .. .	6·06	6·17
Inspection .. .. .	3·94	3·92
Office (Administration) .. .. .	1·33	1·31.

From an examination of these percentages it will be seen that no service shows a disproportionate change. The outstanding features of the division are the large proportion of expenditure devoted to schools, and the comparatively small percentages represented by inspection and administration. On the training of teachers, too, the outlay shows a proportionate falling off as compared with 1908, when it was 8·68 per cent. of the total expenditure as compared with 6·17 per cent. in the last financial year.

**AVERAGE COST PER PUPIL TO GOVERNMENT.**—In the financial year with which we are here dealing there has been a total increase of nearly eighteen thousand pupils; and it is found therefore that the gain of these additional school children has on an average cost the State £3 16s. 7d. each. In the previous financial year the expenditure advanced by an amount of £121,052, as against a gain of only 5,831 pupils. As a consequence there was then a considerable advance in the average cost per pupil to the State. This year there is a very trifling advance in the average cost, as will be seen from the following statement:—

#### WHITE AND COLOURED PUPILS.

Financial Year.	Total Government		Cost per Pupil.
	Expenditure.	School Enrolment.	
1912-13 .. .. .	£784,714	210,342	£3 14s. 7½d.
1913-14 .. .. .	£853,448	228,295	£3 14s. 9½d.

**TOTAL COST PER PUPIL.**—It is possible to give the *total* cost per pupil in schools under the control of school boards, and as this calculation includes the large majority of European pupils under instruction, it affords a real insight into the rate of expenditure on education in the Province. This information is given in the following statement, where the figures for the previous four years are added for the purpose of comparison. All expenditure is included, except that incurred on school-board elections and on boarding departments.

Year ending—	Enrolment.	Expenditure.	Cost per Pupil.
30th June, 1910 .. .. .	70,659	£540,624	£7 13s. 0d.
30th June, 1911 .. .. .	77,379	£604,613	£7 16s. 3d.
30th June, 1912 .. .. .	81,857	£689,889	£8 8s. 6d.
30th June, 1913 .. .. .	86,164	£761,144	£8 16s. 8d.
30th June, 1914 .. .. .	91,590	£810,180	£8 16s. 10½d.

From this statement it will be seen that during the year under review there has been no appreciable advance in the total cost per pupil. The increase in the cost (2½d. per pupil) is about the same as is shown in the average cost to Government already referred to.

**SCHOOL BOARD FINANCE.**—At the close of the June quarter, 1914, School Boards had under their control 2,490 schools, with a total teaching staff of 4,657 teachers, 1,303 pupil-teachers, and an enrolment of 91,590 pupils, of whom 4,765 were boarders. The total expenditure on the maintenance of these schools was £900,073, being an increase of £109,983 on the previous year when the enrolment was 86,164. The following is a summary of the income and expenditure statement:—

#### I.—INCOME.

	1912-13.	1913-14.	Increase.
<i>Government Contributions:</i>			
Grants .. .. .	353,311	394,813	41,502
Deficit .. .. .	114,613	150,253	35,640
<i>Local:</i>			
School fees, etc. .. .. .	208,062	214,305	6,243
Receipts from other sources .. ..	7,910	8,906	996
Rates (Deficit) .. .. .	37,864	53,525	15,661
Boarding Departments .. .. .	68,330	78,270	9,940
<b>Totals .. .. .</b>	<b>£790,090</b>	<b>£900,072</b>	<b>£109,982</b>

#### II.—EXPENDITURE.

	1912-13.	1913-14.	Increase.
<i>Administration:</i>			
Elections .. .. .	2,751	233	—2,518
Salaries of School Board Officers ..	24,957	25,846	889
Other expenses .. .. .	14,154	15,153	999
<i>Schools:</i>			
Salaries of Teachers .. .. .	539,930	592,656	52,726
Other expenses .. .. .	182,101	176,525	—5,576
Boarding Departments .. .. .	71,713	83,576	11,863
<b>Totals .. .. .</b>	<b>£835,606</b>	<b>£893,989</b>	<b>£58,383</b>

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From this statement we arrive at the following result for the year 1913-1914:—

	£	s.	d.	£	s.	d.
Total expenditure .. .. .				893,989	2	6
Total Revenue .. .. .	900,072	4	2			
Less Deficit payments:						
Government .. .. .	150,252	13	9			
Local .. .. .	53,525	0	3			
Net Working Revenue .. .. .				696,294	10	2
Gross Deficit .. .. .				197,694	12	4
Proceeds of local $\frac{1}{8}$ d. rate (approximately)				47,000	0	0
Payable by Government .. .. .				£150,694	12	4

Calculated in the same way the deficit for 1912-13 worked out at £150,992 15s. 7d., so that the shortfall for the year under review shows a nominal decrease of £298 3s. 3d.

One or two features in the above summary call for special remark. The increase of £6,243 in fees collected falls short by nearly £4,000 of the increase recorded last year in this item. Boarding departments show an increased income of £9,939; but on the other hand expenditure under this head was £11,863 more than in 1913. Altogether there is a direct loss of £5,306 on boarding departments, and while in many cases the boarding department is a real support to its school, it is difficult to assess the indirect profit which they bring to the schools to which they are attached. A significant increase on the expenditure side will be seen under teachers' salaries, which now account for 66.3 per cent. of the total expenditure. The fall of £5,576 in expenditure on items other than teachers' salaries is an indication of the control exercised in a period before the war.

The sources from which school boards draw their income are shown in the above statement, but it may be noted that in recent years there has been a very considerable departure from the pound-for-pound principle of Government aid which formerly obtained. After deducting the income from boarding departments, which does not strictly fall under the heading of revenue, the relative percentages of the amounts drawn from different sources are as follows for the two past financial years:—

Percentage of Income derived from—	1912-13.	1913-14.
Central Government .. .. .	64.83	66.33
Local Rates .. .. .	5.24	6.51
Parents (Fees) .. .. .	28.83	26.08
Other sources .. .. .	1.10	1.08
	35.17	33.67

From this analysis it will be seen that for every pound contributed locally the Government is paying two pounds towards the cost of education. This important fact only serves to emphasise the need for control, and also the need for constant vigilance by school boards in dealing with all expenditure.

**SCHOOL FEES.**—Returns are obtained each quarter from all school boards in regard to fees due and fees collected. These returns show that fees (including boarding charges) amounting to £245,188 were collected during the year, as against £234,866 in the previous twelve-month period. From the statement given below it will be seen that the return for the last quarter under review brought to light a serious falling off in the sum collected:—

Quarter ending—	School Fees due.		Total.	Total Fees		Balance
	Arrears.	Current.		Received.	Written Off.	
31st December, 1913 ..	£28,016	£61,975	£89,991	£61,595	£1,241	£27,155
31st March, 1914 ..	27,231	63,685	90,917	59,263	1,414	30,239
30th June, 1914 ..	30,227	66,214	96,492	67,514	2,700	26,277
30th September, 1914 ..	26,006	64,086	90,093	56,816	907	32,369

An examination of this table will bring to view some distinctly disquieting facts. It will be seen, for example, that the arrear fees at the close of the year form more than fifty per cent. of the current quarter's fees; further, it will be found that during the year fees amounting to £6,262 were written off as irrecoverable; and, finally, in the last quarter of the year the fees actually

paid were less by over ten thousand pounds than in the previous quarter. Altogether these features in the statement do not help to reassure one as to the business methods of boards. Fortunately there are a number of cases where school board secretaries are doing most successful work in this matter, but much more remains to be done throughout the Province in improving methods of collection. Promptness in submitting accounts, regularity in sending reminders, and definite action in all cases where fees are not paid by the close of a quarter would assist materially in reducing outstandings. The monthly review of the position by each Board would also help in keeping the work of collection under proper control.

## XII.—SUMMARY AND CONCLUSION.

The outstanding feature of the year's work is the increase of 18,125 pupils, the enrolment at 30th September, 1914, having reached 241,136. In no previous year has there been such an advance, and it is well here to recapitulate the main facts. The number of schools in operation is now 4,460, being an increase of 125 for the year; a net increase of 463 teachers brings the total teaching staff to 8,982; and there are altogether 3,433 student-teachers under training, being an increase of 447 for the year. The total enrolment includes 102,665 white pupils and 138,471 coloured pupils; and the average daily attendance for all schools reaches the satisfactory rate of 87.09 per cent. of the enrolment.

These facts, thus baldly stated, give some idea of the magnitude of the task of management; and the important question may rightly be asked: *Has organisation kept pace with growth?* In referring to this question in 1892 I wrote as follows:—

“The lesson for the future which is to be learned from a perusal of a review of the educational system of the Colony, is that *organisation ought to keep pace with growth*. To decree general compulsory education before one has in operation better machinery for producing school buildings, school teachers, etc., would be worse than confusing; to institute school boards throughout the country before the departmental machinery has been arranged for carefully supervising their labours would be less fatal but still objectionable. This amounts to saying that there are three predominant requirements, viz.:—

- A. Departmental Organisation,
- B. Compulsory Institution of School Boards,
- C. Compulsory Attendance of Pupils;

that all three might be attempted at one time; or that A might be attempted first, and B and C together at a later date; or that A, B and C might be taken in hand separately and in order. The last of these proposals, more especially if accompanied by certain possible improvements on the existing regulations, is in my opinion the wisest course to follow.”

In accordance with the aims then stated Departmental Organisation was first attended to, and in 1905, after many years of effort, the School Board system and compulsory attendance of pupils were introduced. The momentum gained by the system through the application of the School Board Act has so accelerated development that in two important respects it is recognised that organisation has not kept pace with growth. Reference is made here to the Inspectorate and to the Head Office Staff, in both of which departments additional assistance is needed if effective guidance is to be given and proper control exercised. These points have been referred to repeatedly; and it is felt strongly that to increase the Office and the field staff would do more than anything to keep development on right lines, to control expenditure, and to check any possible abuse that may be liable to creep into so large an organisation.

In other respects the Report tells its own story. Honest and painstaking work on the part of the great body of teachers has brought its reward of progress in the *attainments of pupils*. An attempt to gauge such advance is made in the relevant section of the Report, but it is recognised that personal knowledge of the schools is required for any accurate estimate of the work being done to-day as compared with twenty years ago. It becomes instructive to note that the proportion of pupils who continue their studies beyond Standard IV. is about 73 per cent. of the total. Instruction in so-called *special subjects* continues to be developed on sound lines, and it is reassuring to find that subjects which at one time suffered from serious neglect are to-day receiving proper attention. Drawing is systematically taught to 101,497 pupils in 2,446



schools. Singing is taught in 3,469 schools to 166,679 pupils, and Needlework has been introduced into 2,879 schools in which 80,706 girls participate in the instruction given. Woodwork is now a subject of instruction in 238 schools, and the number of boys receiving such manual training is 9,904. Cookery is taught in 70 schools to 2,863 pupils; and in Nature Study good progress has been made. Drill receives attention in 3,634 schools. The introduction of instruction in these subjects on systematic lines and the general advance recorded would have been impossible without the continuous help of specially qualified Instructors and Instructresses. The "missionary" effort and organising work of these officers has been of the greatest value in promoting the policy of the Department to broaden the education given and to raise the level of efficiency in all classes of schools.

In regard to the proportion of certificated *teachers* the position is not improving as it has hitherto uniformly done, the percentage of those qualified having fallen in the twelve-month period from 64.93 to 63.79. The absence of advance is, of course, due to the fact that the annual supply of trained teachers does not at present satisfy the great and growing demand brought about by the expansion of the system. The facts are fully dealt with in the relevant section of the Report; and whilst there is evidence that the number of students under training is increasing, and that the type of teacher produced is higher than was formerly the case, there is still pressing need for developing this work throughout the Province. There is evidence, too, in the eager effort of many of the younger teachers, of the widening and deepening influence of the work of the Training Schools and the improved courses of training. It is satisfactory to find that further growth can be reported in regard to the number of schools to which *libraries* are attached, the total now being 2,236. Teachers now realise more than ever before the help to be derived from a good school library, quite apart from its direct value to the pupils. In many districts funds are raised locally for library purposes, and such effort deserves all encouragement.

Notwithstanding the outbreak of the European War before the close of the year under review, the greater part of the *building programme* outlined was overtaken. Altogether £182,967 was expended in the erection of school buildings, and nearly all of the districts of the Province have benefited by this expenditure. Much requires to be done, however, before the numerous demands for additional school accommodation are satisfied. The problem, especially as affecting rural areas, is being solved in part by the erection of transportable buildings, forty-one of which were allotted to Boards during the year. Altogether 112 buildings of this type have now been placed in the Province. In connection with the erection of school buildings attention must be specially directed to one very pleasing feature, viz., the granting of school sites free of all cost by municipalities, churches, corporations and individuals. The grants and gifts made in this way mark in a very practical manner the genuine interest now taken in education generally and especially in the proper housing of schools. To such an extent has this free provision of sites become the recognised practice that the Department is now able in almost every case to insist on the local community doing their duty in this respect, so that all funds available may be devoted to the erection of a modern and well-equipped school building.

Reference to the section of the Report dealing with *finance* will show that the average cost per pupil to the Government is £3 14s. 9½d., a very trifling change as compared with the previous year when the cost was £3 14s. 7½d. In the expenditure of the total vote on education it will be noted that only 1.31 per cent. is spent on Office Administration and 3.94 per cent. on Inspection. The collection of fees in schools under Boards still claims constant attention. Notwithstanding imperfections in the system of collection in many districts the fees received during the year amounted to £245,188.

It is impossible in the compass of this brief survey to do more than direct attention to important aspects of the work; but it will be clear to those who study the Report that the system is to-day in a vigorous condition, and that with careful direction and control it may continue to yield abundant and fruitful results.

I have the honour to be,

Sir,

Your obedient Servant,

THOS. MUIR,  
Superintendent-General of Education.

## ANNEXURE I.—SCHOOL STATISTICS.

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### ABBREVIATIONS.

Sp. ...	Special School or Institution.	D ...	District Boarding School.
A 1 ...	First Class Undenominational Public School.	E ...	Evening School.
A 2 ...	Second Class Undenominational Public School.	P.F. ...	Private Farm School.
A 3 ...	Third Class Undenominational Public School.	B ...	Mission School.
		C 1 ...	Aborigines' Training School.
		C ...	Aborigines' School.
		D.C. ...	District Council Area.

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A. DIVISIONS INCLUDED IN INSPECTORS' CIRCUITS.

† INSPECTOR H. ANDERS, B.A., Ph.D. Ngamakwe St. Mark's Tsomo	° INSPECTOR J. A. KELLY, B.A. Barkly West Kuruman Mafeking Vryburg.	° INSPECTOR O. J. S. SATCHEL, M.A. Herbert Hopetown Kimberley Philipstown
† INSPECTOR J. ANDERS. Aberdeen Graaff-Reinet Jansenville Steytlerville	† INSPECTOR T. LOGIE, M.A., Ph.D. Maraisburg Molteno Queenstown Tarka	° INSPECTOR A. SCOTT, B.A. George Humansdorp Knysna
† INSPECTOR A. BAIN, M.A. Elliot Engcobo Maclear Xalanga	† INSPECTOR W. MILNE, M.A., B.Sc. Port Elizabeth Uitenhage	° INSPECTOR A. SINTON, M.A. Britstown Carnarvon Fraserburg Murraysburg Richmond Victoria West
† INSPECTOR W. G. BENNIE, B.A. Albany Alexandria Fort Beaufort	° INSPECTOR J. MITCHELL. Calitzdorp Mossel Bay Oudtshoorn	† INSPECTOR E. J. SPURWAY, B.A. Albert Colesberg Hanover Middelburg Steynsburg
† INSPECTOR W. P. BOND, M.A. Kingwilliamstown	° INSPECTOR E. NOAKS, M.A., and G. SIDDLE, M.A. Cape Suburbs and District	† INSPECTOR C. H. STOKES. Glen Grey Wodehouse
† INSPECTOR J. CRAIB, M.A. Bedford Cradock Pearston Somerset East	† INSPECTOR N. PORTER, M.A. Matatiele Mount Ayliff Mount Currie Umzimkulu	° INSPECTOR G. P. THERON, B.A. Bredasdorp Caledon Stellenbosch
° INSPECTOR W. FREEMAN, B.A. Beaufort West Prince Albert Uniondale Willowmore	† INSPECTOR J. S. PRESSLY, M.A. Aliwal North Barkly East Herschel	† INSPECTOR J. G. TOOKE, B.A. Butterworth Idutywa Kentani Willowvale
° INSPECTOR T. S. GOLIGHTLY, B.A. Malmesbury Piquetberg	† INSPECTOR R. REIN. Elliotdale Libode Mqanduli Ngqeleni Port St. John Umtata	° INSPECTOR H. Z. VAN DER MERWE, B.A. Clanwilliam Namaqualand Van Rhynsdorp
† INSPECTOR W. H. H. GREEN, B.A. Mount Fletcher Qumbu Tsolo	† INSPECTOR T. W. REIN, M.A., Ph.D. Bathurst Peddie Stockenstrom Victoria East	° INSPECTOR C. E. Z. WATER- MEYER, B.A., LL.B. Ladismith Riversdale
† INSPECTOR A. E. HILL. Bizana Flagstaff Lusikisiki Mount Frere Ntabankulu	° INSPECTOR J. ROBERTSON. Paarl Tulbagh Worcester	† INSPECTOR J. YOUNG, M.A. B.Sc. Cathcart East London Komgha Stutterheim
° INSPECTOR C. HOFMEYR, B.A. Laingsburg Montagu Robertson Swellendam	° INSPECTOR S. G. ROSENOW, B.A. Gordonia Hay Kenhardt Prieska	
° INSPECTOR J. H. HOFMEYR, M.A. Calvinia Ceres Sutherland		

† Indicates an Eastern Circuit.

° Indicates a Western Circuit.

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

B. DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES.

<i>Domestic Economy :</i>	<i>Needlework :</i>
Miss M. C. MACIVER.	Miss A. M. COGAN, Eastern Districts. Miss H. D. FUECHSEL, Western Districts. Miss A. M. EXLEY, Native Territories.
<i>Drawing :</i>	<i>Vocal Music :</i>
Mr. W. W. RAWSON, A.R.C.A., Western Districts. Mr. H. CHRISTIE SMITH, A.R.C.A., Eastern Districts.	Mr. F. FARRINGTON, Eastern Districts. Mr. A. LEE, Western Districts.
<i>Kindergarten :</i>	<i>Woodwork :</i>
Miss E. M. SWAIN, Eastern Districts.	Mr. F. T. MORRISON, M.I.Mech.E., Eastern Districts. Mr. C. S. YOUNG, Western Districts.
<i>Nature Study and Science :</i>	
Mr. A. B. LAMONT, M.A., B.Sc.	

A.—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1914.

SUMMARY.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor	B.	Cl.	C.	Total 1914.	Total 1913.	In-crease.
<i>European :</i>														
Schools under School Boards ...	9	90	92	1599	...	16	636	41	...	...	...	2483	2432	51
Labour Colony Schools ...	...	...	1	3	...	...	...	3	...	...	...	7	7	...
Railway Schools ...	...	...	4	25	...	1	...	...	...	...	...	30	30	...
Church A 3 ...	...	...	...	36	...	...	...	...	...	...	...	36	36	...
Other European ...	22	4	1	20	1	2	19	5	...	...	...	71	73	1
<b>Total European Schools, 1914 ...</b>	<b>31</b>	<b>94</b>	<b>98</b>	<b>1683</b>	<b>1</b>	<b>19</b>	<b>655</b>	<b>49</b>	...	...	...	<b>2630</b>	...	...
<b>Total European Schools, 1913 ...</b>	<b>29</b>	<b>93</b>	<b>97</b>	<b>1410</b>	<b>1</b>	<b>21</b>	<b>750</b>	<b>177</b>	...	...	...	...	<b>2578</b>	...
<b>Increase ...</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>273</b>	...	<b>-2</b>	<b>-95</b>	<b>-128</b>	...	...	...	...	...	<b>52</b>
<i>Non-European :</i>														
Schools under School Boards...	...	...	2	11	...	1	...	...	...	...	...	14	13	1
Railway Schools...	...	...	...	7	...	...	...	...	...	...	...	7	7	...
Other Non-European ...	1	1	...	...	1	5	...	...	818	12	971	1809	1737	72
<b>Total Non-European Schools, 1914 ...</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>1</b>	<b>6</b>	...	...	<b>818</b>	<b>12</b>	<b>971</b>	<b>1830</b>	...	...
<b>Total Non-European Schools, 1913 ...</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>18</b>	<b>1</b>	<b>6</b>	...	...	<b>776</b>	<b>12</b>	<b>940</b>	...	<b>1757</b>	...
<b>Increase ...</b>	...	...	...	...	...	...	...	...	<b>42</b>	...	<b>31</b>	...	...	<b>73</b>
<b>Total Schools, 1914</b>	<b>32</b>	<b>95</b>	<b>100</b>	<b>1701</b>	<b>2</b>	<b>25</b>	<b>655</b>	<b>49</b>	<b>818</b>	<b>12</b>	<b>971</b>	<b>4460</b>	...	<b>125</b>
<b>Total Schools, 1913</b>	<b>30</b>	<b>94</b>	<b>99</b>	<b>1428</b>	<b>2</b>	<b>27</b>	<b>750</b>	<b>177</b>	<b>776</b>	<b>12</b>	<b>910</b>	...	<b>4335</b>	...
<b>DIVISION.</b>														
Aberdeen ... ..	...	...	1	9	...	...	6	1	2	...	...	19	17	2
Albany ... ..	3	2	3	18	...	2	14	...	11	...	1	54	60	-6
Albert ... ..	...	1	1	31	...	...	8	1	5	...	...	47	45	2
Alexandria ... ..	...	...	1	17	...	...	6	...	5	...	...	29	29	...
Aliwal North ... ..	...	2	1	22	...	...	14	1	7	...	...	47	47	...
Barkly East... ..	...	1	1	24	...	...	9	2	4	...	...	41	38	3
Barkly West ... ..	...	...	...	21	...	...	2	2	16	...	...	41	35	6
Bathurst ... ..	...	...	2	11	...	...	2	...	7	...	...	22	21	1
Beaufort West ... ..	...	2	...	4	...	...	13	1	4	...	...	24	32	-8
Bedford ... ..	...	1	...	4	...	...	12	...	4	...	...	21	22	-1
Bredasdorp ... ..	...	...	2	26	...	...	10	1	5	...	...	44	42	2
Britstown ... ..	...	1	1	2	...	...	10	...	4	...	...	18	15	3
Caledon ... ..	1	2	...	42	...	...	14	...	12	...	...	71	65	6
Calitzdorp ... ..	...	...	1	18	...	...	...	...	1	...	...	20	19	1
Calvinia ... ..	...	1	...	37	...	...	8	...	3	...	...	49	46	3
Cape Suburbs and District ... ..	...	5	12	40	...	4	1	...	59	...	...	121	121	...
Cape Town, Green and Sea Point ... ..	9	6	5	17	1	7	...	...	13	...	...	58	59	-1
Carnarvon ... ..	...	1	...	11	...	...	13	...	1	...	...	26	21	5
Cathcart ... ..	...	1	...	6	...	...	13	...	2	...	...	22	24	-2
Ceres ... ..	...	1	1	10	...	...	18	...	3	...	...	33	34	-1
Clanwilliam ... ..	...	...	1	30	...	...	11	...	4	...	...	46	43	3
Colesberg ... ..	...	1	1	7	...	...	6	...	2	...	...	17	19	-2
Cradock ... ..	1	2	...	22	...	1	12	...	3	...	...	41	41	...
East London ... ..	...	2	3	25	...	2	2	1	14	...	...	49	48	1
Elliot ... ..	...	...	1	23	...	...	5	4	3	...	...	36	33	3
Fort Beaufort ... ..	1	2	...	14	...	...	8	...	14	1	...	40	38	2
Fraserburg ... ..	...	...	1	4	...	...	23	...	2	...	...	30	28	2
George ... ..	...	2	1	33	...	...	1	...	5	...	...	42	42	...
Glen Grey ... ..	...	...	...	1	...	...	2	1	55	...	1	60	60	...
Gordonia ... ..	...	...	1	5	...	...	3	2	2	...	...	13	16	-3
Graaff-Reinet ... ..	1	2	1	17	...	...	11	1	7	...	...	40	41	-1
Hanover ... ..	...	...	1	2	...	...	3	...	2	...	...	8	9	-1
Hay ... ..	...	...	...	16	...	...	13	...	3	...	...	32	32	...
Herbert ... ..	...	...	1	12	...	...	8	...	5	...	...	26	21	5
Herschel ... ..	...	...	...	1	...	...	...	...	42	1	...	44	45	-1
Hopetown ... ..	...	1	...	11	...	...	14	...	3	...	...	29	26	3
Humansdorp ... ..	...	...	1	50	...	...	8	...	13	...	...	72	66	6
Jansenville ... ..	...	...	1	37	...	...	8	...	3	...	...	49	48	1
Kenhardt ... ..	...	...	1	12	...	...	3	1	1	...	...	18	22	-4
Kimberley ... ..	1	2	5	23	...	3	3	...	8	...	...	45	42	3
King William's Town	1	2	...	31	...	...	4	...	114	1	...	153	141	12
Knysna ... ..	...	...	2	29	...	...	2	...	9	...	...	42	42	...
Komgha ... ..	...	...	1	6	...	...	5	...	4	...	...	16	15	1
Kuruman ... ..	...	...	...	21	...	...	6	...	2	...	...	29	27	2



A.—(continued)—EUROPEAN AND NON-EUROPEAN SCHOOLS IN OPERATION  
AT 30TH SEPTEMBER, 1914.

DIVISION.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total 1914.	Total 1913.	In- crease.	
Ladismith ...	...	1	...	36	...	...	...	...	5	...	...	42	41	1	
Laingsburg ...	...	1	...	5	...	...	...	...	4	...	...	17	20	-3	
Malear ...	...	...	...	13	...	...	11	...	1	...	...	25	24	1	
Mafeking ...	...	1	...	7	...	...	...	...	10	...	...	18	13	5	
Malmesbury ...	...	2	6	47	...	...	4	...	15	...	...	74	72	2	
Maraisburg ...	...	1	...	11	...	...	3	...	1	...	...	16	14	2	
Middleburg ...	...	1	...	16	...	...	9	...	4	...	...	30	34	-4	
Molteno ...	...	1	...	16	...	...	6	...	1	...	...	24	16	8	
Montagu ...	...	1	...	12	...	...	4	3	2	...	...	22	20	2	
Mossel Bay ...	...	2	...	28	...	...	1	1	6	...	...	38	36	2	
Murraysburg ...	...	1	...	...	...	...	7	...	1	...	...	9	13	-4	
Namaqualand ...	...	...	...	17	1	1	9	2	18	...	...	48	41	7	
Oudtshoorn ...	1	2	1	53	...	...	5	...	11	...	...	73	66	7	
Paarl... ..	4	7	4	17	...	...	3	2	22	...	...	59	58	1	
Pearston ...	...	...	1	7	...	...	9	...	1	...	...	18	17	1	
Peddie ...	...	...	1	11	...	...	4	...	26	...	...	42	43	-1	
Phillipstown ...	1	1	...	...	...	...	8	...	2	...	...	12	11	1	
Piquetberg ...	1	1	...	63	...	...	4	...	6	...	...	75	68	7	
Port Elizabeth ...	1	2	5	15	...	3	...	1	18	...	...	45	44	1	
Prieska ...	...	1	...	8	...	...	15	...	2	...	...	26	29	-3	
Prince Albert ...	...	1	...	8	...	...	6	1	3	...	...	19	21	-2	
Queenstown... ..	2	1	...	20	...	...	15	...	35	...	...	73	74	-1	
Richmond ...	...	1	...	...	...	...	11	...	1	...	...	13	12	1	
Riversdale ...	2	1	...	65	...	...	7	1	7	...	...	83	79	4	
Robertson ...	1	2	2	17	...	...	5	...	3	...	...	30	30	...	
Somerset East ...	...	2	1	26	...	...	16	...	8	...	...	53	59	-6	
Stellenbosch ...	1	4	...	13	...	1	...	...	12	...	...	33	32	1	
Steynsburg ...	1	...	1	3	...	...	9	...	1	...	...	15	16	-1	
Steytlerville ...	...	...	1	22	...	...	8	...	1	...	...	32	33	-1	
Stockenström ...	...	...	1	14	...	...	...	1	9	...	...	25	24	1	
Stutterheim ...	...	...	1	10	...	...	8	...	18	1	...	38	34	4	
Sutherland ...	...	...	1	2	...	...	13	...	1	...	...	17	16	1	
Swellendam... ..	...	1	1	37	...	...	9	...	9	...	...	57	56	1	
Tarka ...	1	...	...	5	...	...	10	1	4	...	...	21	23	-2	
Tulbagh ...	1	1	...	9	...	...	3	...	7	...	...	21	21	...	
Uitenhage ...	1	2	1	46	...	1	14	...	14	...	...	79	78	1	
Uniondale ...	...	1	...	48	...	...	...	...	3	...	...	52	50	2	
Van Rhyndorp ...	...	1	...	5	...	...	1	4	2	...	...	13	13	...	
Victoria East ...	1	1	4	...	...	...	9	...	18	1	2	36	36	...	
Victoria West ...	1	2	3	...	...	...	14	...	...	...	...	20	22	-2	
Vryburg ...	...	1	...	33	...	...	14	...	8	...	1	57	49	8	
Willowmore ...	1	...	...	22	...	...	6	3	2	...	...	34	35	-1	
Wodehouse ...	1	1	...	54	...	...	8	...	7	...	...	71	73	-2	
Worcester ...	3	2	1	25	...	...	5	...	4	...	...	40	40	...	
MAGISTRACY.															
Bizana ...	...	...	...	1	...	...	...	...	...	...	13	14	12	2	
Butterworth ...	...	1	...	...	...	...	1	...	...	...	26	28	28	...	
Elliotdale ...	...	...	...	...	...	...	...	...	...	...	8	8	7	1	
Engcobo ...	...	...	2	...	...	...	1	...	...	2	56	61	61	...	
Flagstaff ...	...	...	...	...	...	...	...	...	...	...	21	21	19	2	
Idutywa ...	...	1	...	...	...	...	1	...	...	...	28	30	29	1	
Kentani ...	...	...	1	...	...	...	...	...	...	...	43	44	43	1	
Libode ...	...	...	1	...	...	...	...	...	...	...	18	19	18	1	
Lusikisiki ...	...	...	1	...	...	...	1	...	...	...	19	21	20	1	
Ma'atiele ...	...	1	2	...	...	...	1	...	1	53	58	52	6	6	
Mount Ayliff ...	...	...	1	...	...	...	1	...	...	...	26	28	26	2	
Mount Currie ...	1	...	3	...	...	...	4	...	...	...	16	24	24	...	
Mount Fletcher ...	...	...	1	...	...	...	...	...	...	...	44	45	46	-1	
Mount Frere ...	...	...	1	...	...	...	1	...	...	...	64	66	67	-1	
Mqanduli ...	...	...	1	...	...	...	2	...	...	...	34	37	36	1	
Ngqeleni ...	...	...	1	...	...	...	...	...	1	29	31	27	4	4	
Nqamakwe ...	...	...	1	...	...	...	1	...	...	51	54	53	1	1	
Ntabankulu... ..	...	...	...	...	...	...	2	...	...	...	24	26	26	...	
Port St. John ...	...	...	1	...	...	...	...	...	...	...	13	14	9	5	5
Qumbu ...	...	...	1	...	...	...	...	...	1	61	63	58	5	5	
St. Mark's ...	...	...	2	...	...	...	1	...	...	41	44	43	1	1	
Tsolo... ..	...	...	1	...	...	...	1	...	...	53	55	53	2	2	
Tsomo ...	...	...	1	...	...	...	1	...	...	44	46	46	...	...	
Umtata ...	1	...	...	...	...	...	2	3	...	53	60	57	3	3	
Umzimkulu... ..	...	...	1	...	...	...	...	...	...	53	54	55	-1	-1	
Willowvale ...	...	...	1	...	...	...	2	...	...	50	53	51	2	2	
Xalanga ...	...	...	1	...	...	...	...	...	...	25	27	26	1	1	
Province, excluding Territories ...	12	92	98	1675	2	25	634	43	818	5	5	3429	3343	86	
Territories ...	3	2	26	...	...	...	21	6	...	7	966	1031	922	39	
Total ...	32	95	100	1701	2	25	655	49	818	12	971	4460	4335	125	

B.—SCHOOLS UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1914.

SCHOOL BOARD.	European Schools.											Non-European.		
	Sp.	A 1.	A 2.	A 3.	E.	P.F.	Poor.	Total 1914.	Total 1913.	In- crease	1914.	1913.		
SUMMARY.														
School Board Schools:														
Province, excluding Territories	9	87	91	1592	16	632	39	2466	...	...	14	13		
Territories	...	3	1	7	...	4	2	17	...	...	...	...		
TOTAL, 1914	9	90	92	1599	16	636	41	2483	...	51	14	...		
TOTAL, 1913	6	89	92	1325	18	732	170	...	2432	...	...	13		
Aberdeen ...	...	...	1	9	...	6	1	17	15	2	...	...		
Albany (Mun.) ...	...	2	...	1	1	...	...	4	4	...	...	...		
(Div.) ...	...	2	11	...	14	...	...	27	32	-5	...	...		
Burghersdorp (Mun.) ...	...	1	...	...	...	...	1	2	2	...	...	...		
Albert (Div.) ...	...	...	...	26	...	8	...	34	33	1	...	...		
Venterstad (Mag) ...	...	...	1	4	...	...	...	5	4	1	...	...		
Alexandria ...	...	...	1	17	...	6	...	24	25	-1	...	...		
Aliwal North (Div.) ...	...	1	1	16	...	7	...	25	25	...	...	...		
Lady Grey (Div.) ...	...	1	...	6	...	7	1	15	17	-2	...	...		
Barkly East ...	...	1	1	24	...	9	2	37	34	3	...	...		
Barkly West ...	...	...	...	21	...	2	2	25	20	5	...	...		
Bathurst (Div.) ...	...	...	1	11	...	2	...	14	15	-1	...	...		
Port Alfred (Mun.) ...	...	...	1	...	...	...	...	1	1	...	...	...		
Beaufort West (Mun.) ...	...	2	...	...	...	...	1	3	3	...	1	1		
(Div.) ...	...	...	...	3	...	13	...	16	24	-8	...	...		
Bedford ...	...	1	...	3	...	12	...	16	16	...	...	...		
Bredasdorp ...	...	...	2	26	...	10	1	39	38	1	...	...		
Britstown ...	...	1	...	2	...	10	...	13	11	2	...	...		
Caledon ...	...	2	...	42	...	14	...	58	53	5	...	...		
Calitzdorp ...	...	...	1	18	...	...	...	19	...	19	...	...		
Calvinia (Div.) ...	...	1	...	25	...	2	...	28	28	...	...	...		
Nieuwoudtville (Div.) ...	...	...	...	12	...	6	...	18	15	3	...	...		
Cape ...	2	8	16	41	7	1	...	75	75	...	5	4		
Carnarvon ...	...	1	...	11	...	13	...	25	20	5	...	...		
Cathcart ...	...	1	...	5	...	13	...	19	21	-2	...	...		
Ceres... ..	...	1	1	10	...	18	...	30	30	...	...	...		
Clanwilliam ...	...	...	1	30	...	11	...	42	39	3	...	...		
Colesberg (Mun.) ...	...	1	...	...	...	...	...	1	2	-1	...	...		
(Div.) ...	...	...	...	4	...	6	...	10	11	-1	...	...		
Cradock ...	1	2	...	21	1	12	...	37	37	...	...	...		
East London ...	...	2	3	22	2	2	1	32	32	...	...	...		
Elliot... ..	...	...	1	23	...	5	4	33	31	2	...	...		
Fort Beaufort ...	...	2	...	14	...	8	...	24	23	1	...	...		
Fraserburg (Div.) ...	...	...	1	...	...	18	...	19	19	...	...	...		
Williston (Div.) ...	...	...	...	4	...	5	...	9	7	2	...	...		
George ...	...	2	1	32	...	1	...	36	35	1	...	...		
Lady Frere (Mun.) ...	...	...	...	1	...	...	...	1	1	...	...	...		
Gordonia ...	...	1	5	...	3	...	...	9	11	-2	...	...		
Graaff-Reinet ...	...	2	1	16	...	11	1	31	32	-1	...	...		
Hanover ...	...	...	1	1	...	3	...	5	6	-1	...	...		
Hay ...	...	...	...	16	...	13	...	29	30	-1	...	...		
Herbert ...	...	...	1	12	...	8	...	21	18	3	...	...		
Herschel ...	...	...	...	1	...	...	...	1	2	-1	...	...		
Hopetown (Div.) ...	...	1	...	3	...	10	...	14	14	...	...	...		
Strydenburg (Div.) ...	...	...	...	7	...	4	...	11	8	3	...	...		
Humansdorp ...	...	...	1	50	...	8	...	59	55	4	...	...		
Jansenville ...	...	...	1	36	...	8	...	45	44	1	...	...		
Kenhardt ...	...	...												



## B.—(continued)—SCHOOLS UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1914.

SCHOOL BOARD.	European Schools.										Non-European.	
	Sp.	A1.	A2.	A3.	E.	P.F.	Poor.	Total 1914.	Total 1913.	In-crease	1914.	1913.
Laingsburg ...	...	...	1	5	...	6	4	16	19	-3	...	...
Maclear ...	...	...	...	13	...	11	...	24	21	3	...	...
Mafeking ...	...	...	1	7	...	...	...	8	7	1	...	...
Malmesbury (Div.) ...	...	...	2	3	21	...	3	29	31	-2	...	...
Hopefield (Div.) ...	...	...	3	25	...	1	...	29	26	3	...	...
Maraisburg ...	...	...	1	11	...	3	...	15	13	2	...	...
Middelburg ...	...	...	1	14	...	9	...	24	28	-4	...	...
Molteno ...	...	...	1	14	...	6	...	21	13	8	...	...
Montagu ...	...	...	1	12	...	4	3	20	17	3	...	...
Mossel Bay (Mun.) ...	...	...	2	...	...	...	1	3	3	...	...	...
" (Div.) ...	...	...	...	28	...	1	...	29	27	2	...	...
Murraysburg ...	...	...	1	...	...	7	...	8	11	-3	...	...
Namaqualand:	...	...	...	...	...	...	...	...	...	...	...	...
Garies (Div.) ...	...	...	...	3	...	8	1	12	8	4	...	...
Port Nolloth (Div.) ...	...	...	...	1	...	...	...	1	1	...	...	...
Springbokfontein (Div.) ...	...	...	...	13	...	1	1	15	13	2	...	...
Oudtshoorn (Mun.) ...	...	...	2	4	...	...	...	6	6	...	...	...
" (Div.) ...	...	...	1	47	...	5	...	53	67	-14	...	...
Paarl (Div.) ...	...	2	4	4	8	...	3	21	21	...	...	...
Wellington (Div.) ...	...	...	2	7	...	...	2	11	11	...	...	...
French Hoek (Div.) ...	...	...	1	1	...	...	...	2	2	...	...	...
Pearston ...	...	...	1	7	...	9	...	17	17	...	...	...
Peddie ...	...	...	1	11	...	4	...	16	18	-2	...	...
Philipstown (Div.) ...	...	...	1	...	...	3	...	4	5	-1	...	...
Petrusville (Div.) ...	...	...	1	...	...	5	...	6	5	1	...	...
Piquetberg ...	...	...	1	63	...	4	...	69	62	7	...	...
Port Elizabeth ...	1	2	5	8	2	...	1	19	18	1	3	3
Prieska ...	...	1	...	8	...	15	...	24	27	-3	...	...
Prince Albert ...	...	1	...	6	...	6	1	14	16	-2	...	...
Queenstown ...	...	2	1	18	...	15	...	36	39	-3	...	...
Richmond ...	...	1	...	...	...	11	...	12	11	1	...	...
Riversdale ...	...	2	1	65	...	7	1	76	72	4	...	...
Robertson ...	1	2	2	17	...	5	...	27	27	...	...	...
Somerset East... ..	...	2	...	24	...	16	...	42	48	-6	...	...
Stellenbosch ...	...	3	1	13	1	1	...	19	18	1	...	...
Steynsburg ...	...	1	2	...	...	9	...	12	14	-2	...	...
Steytlerville ...	...	1	22	...	...	8	...	31	32	-1	...	...
Stockenstrom ...	...	...	1	14	...	...	1	16	15	1	...	...
Stutterheim (Mun.) ...	...	...	1	2	...	1	...	4	4	...	...	...
" (Div.) ...	...	...	...	8	...	7	...	15	12	3	...	...
Sutherland ...	...	...	1	2	...	13	...	16	15	1	...	...
Swellendam (Mun.) ...	...	1	...	1	...	...	...	2	2	...	...	...
" (Div.) ...	...	...	...	35	...	9	...	44	43	1	...	...
Heidelberg (Mun.) ...	...	...	1	...	...	...	...	1	1	...	...	...
Barrydale (V.M. Board)	...	...	...	1	...	...	...	1	1	...	...	...
Tarka ...	...	1	...	5	...	10	1	17	18	-1	...	...
Tulbagh ...	...	1	...	9	...	3	...	13	13	...	...	...
Uitenhage ...	...	2	1	43	...	14	...	60	61	-1	...	...
Uniondale ...	...	1	...	48	...	...	...	49	47	2	...	...
Van Rhynsdorp ...	...	...	1	5	...	1	4	11	11	...	...	...
Victoria East ...	...	...	1	4	...	9	...	14	13	1	...	...
Victoria West... ..	...	1	2	1	...	14	...	18	19	-1	1	1
Vryburg (Mun.) ...	...	...	1	...	...	...	...	1	1	...	...	...
" (Div.) ...	...	...	...	31	...	14	...	45	38	7	...	...
Willowmore ...	...	1	...	22	...	6	3	32	33	-1	...	...
Wodehouse (Div.) ...	...	1	...	53	...	8	...	62	64	-2	...	...
Indwe (Mun.) ...	...	...	1	1	...	...	...	2	2	...	...	...
Worcester (Mun.) ...	...	2	...	1	...	...	...	3	4	-1	...	...
" (Div.) ...	...	...	1	21	...	5	...	27	26	1	...	...
TERRITORIES.	...	...	...	...	...	...	...	...	...	...	...	...
Butterworth (Mun.) ...	...	1	...	...	...	...	...	1	1	...	...	...
Matatiele ...	...	...	1	2	...	...	1	4	4	...	...	...
Mount Currie ...	...	1	...	2	...	4	...	7	8	-1	...	...
Nqamakwe ...	...	...	...	1	...	...	...	1	...	1	...	...
Port St. John ...	...	...	...	1	...	...	...	1	1	...	...	...
Umtata (Mun.) ...	...	1	...	...	...	...	...	1	1	...	...	...
Cala (Mun.) ...	...	...	...	1	...	...	1	2	2	...	...	...

## C.—EUROPEAN SCHOOLS NOT UNDER SCHOOL BOARDS AT 30TH SEPTEMBER, 1914.

SCHOOL BOARD AREA.	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	Total 1914	Total 1913
<i>SUMMARY.</i>										
Province excluding Territories	22	4	5	65	1	3	2	4	106	108
Territories ...	...	...	1	19	...	...	17	4	41	38
Total, 1914 ...	22	4	6	84	1	3	19	8	147	...
Do., 1913 ...	23	4	5	85	1	3	18	7	...	146
Grahamstown (Municipal) ...	3	...	...	6	...	...	...	...	9	9
Albany (Divisional) ...	...	...	1	...	...	...	...	...	1	1
Burghersdorp (Municipal) ...	...	...	...	1	...	...	...	...	1	1
Bedford ...	...	...	...	1	...	...	...	...	1	1
Britstown ...	...	...	1	...	...	...	...	...	1	1
Cape ...	7	3	...	13	...	...	...	...	23	25
Cathcart ...	...	...	...	1	...	...	...	...	1	1
Colesberg (Divisional) ...	...	...	1	...	...	...	...	...	2	2
Cradock ...	...	...	...	1	...	...	...	...	1	1
East London ...	...	...	...	3	...	...	...	...	3	3
Fort Beaufort ...	1	...	...	...	...	...	...	...	1	1
George ...	...	...	...	1	...	...	...	...	1	1
Glen Grey Division ...	...	...	...	...	...	2	...	1	3	4
Gordonia ...	...	...	...	...	...	...	...	2	2	2
Graaff-Reinet ...	1	...	...	1	...	...	...	...	2	2
Hanover ...	...	...	...	1	...	...	...	...	1	1
Hope Town (Divisional) ...	...	...	...	1	...	...	...	...	1	1
Jansenville ...	...	...	...	1	...	...	...	...	1	1
Kenhardt ...	...	...	1	3	...	...	...	1	5	5
Kimberley ...	...	...	...	1	...	1	...	...	2	2
King William's Town ...	...	...	...	5	...	...	...	...	5	5
Malmesbury (Divisional) ...	...	...	...	1	...	...	...	...	1	1
Middelburg ...	...	...	...	2	...	...	...	...	2	2
Molteno ...	...	...	...	1	...	...	...	...	1	1
Springbokfontein (Divisional) ...	...	...	...	...	1	...	...	...	1	1
Oudtshoorn (Municipal) ...	1	...	...	2	...	...	...	...	3	3
Paarl (Divisional)... ..	...	...	...	1	...	...	...	...	1	1
Wellington (Divisional) ...	2	...	...	...	...	...	...	...	2	2
Port Elizabeth ...	...	...	...	4	...	1	...	...	5	5
Prince Albert ...	...	...	...	1	...	...	...	...	1	1
Queenstown ...	...	...	...	2	...	...	...	...	2	2
Somerset East ...	...	...	1	2	...	...	...	...	3	3
Stellenbosch ...	1	1	...	...	...	...	...	...	2	2
Steynsburg ...	1	...	...	1	...	...	...	...	2	1
Tulbagh ...	1	...	...	...	...	...	...	...	1	1
Uitenhage ...	1	...	...	3	...	1	...	...	5	5
Victoria West ...	...	...	...	1	...	...	...	...	1	1
Vryburg (Divisional) ...	...	...	...	1	...	...	...	...	1	1
Worcester (Municipal) ...	3	...	...	1	...	...	...	...	4	4
Worcester (Divisional) ...	...	...	...	1	...	...	...	...	1	1
TERRITORIES.	...	...	...	...	...	...	...	...	...	...
<i>Magistracy.</i>										
Bizana ...	...	...	...	1	...	...	...	...	1	1
Butterworth ...	...	...	...	...	...	1	...	...	1	1
Engcobo ...	...	...	...	2	...	...	1	...	3	3
Flagstaff ...	...	...	...	...	...	...	...	...	...	1
Idutywa ...	...	...	1	...	...	...	1	...	2	2
Kentani ...	...	...	...	1	...	...	...	...	1	2
Libode ...	...	...	...	1	...	...	...	...	1	1
Lusikisiki ...	...	...	...	1	...	...	1	...	2	1
Mount Ayliff ...	...	...	...	1	...	...	1	...	2	2
Mount Currie ...	...	...	...	1	...	...	...	...	1	1
Mount Fletcher ...	...	...	...	1	...	...	...	...	1	1
Mount Frere ...	...	...	...	1	...	...	1	...	2	2
Mqanduli ...	...	...	...	1	...	...	2	...	3	2
Ngqeleni ...	...	...	...	1	...	...	...	...	1	1
Nqamakwe ...	...	...	...	...	...	...	1	...	1	1
Ntabankulu ...	...	...	...	...	...	...	2	...	2	1
Qumbu ...	...	...	...	1	...	...	...	...	1	1
St. Mark's ...	...	...	...	2	...	...	1	...	3	3
Tsolo ...	...	...	...	1	...	...	...	1	2	2
Tsomo ...	...	...	...	1	...	...	1	...	2	2
Umtata ...	...	...	...	...	...	...	2	3	5	4
Umzimzulu ...	...	...	...	1	...	...	...	...	1	1
Willowvale ...	...	...	...	1	...	...	2	...	3	2















G.—SUMMARY OF SCHOOLS OPENED, SCHOOLS CLOSED AND SCHOOLS IN OPERATION DURING THE YEAR ENDING 30TH SEPTEMBER, 1914.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Circuit in Charge of Inspector.	Schools in operation at 30th Sept., 1913.	Schools Opened.	Schools Closed.	Schools in operation at 30th Sept., 1914.	Increase.
Anders, H. ...	142	4	2	144	2
Anders, J. ...	139	25	24	140	1
Bain ...	144	23	18	149	5
Bennie ...	127	16	20	123	-4
Bond ...	141	13	1	153	12
Craib, J. ...	139	20	26	133	-6
Freeman ...	138	18	27	129	-9
Golightly ...	140	13	4	149	9
Green ...	157	11	5	163	6
Hill ...	144	9	5	148	4
Hofmeyr, C. ...	126	14	14	126	...
Hofmeyr, J. ...	96	24	21	99	3
Kelly ...	124	38	17	145	21
Logie ...	127	28	21	134	7
Milne ...	122	13	11	124	2
Mitchell ...	121	13	3	131	10
Noaks (and Siddle) ...	180	4	5	179	-1
Porter ...	157	15	8	164	7
Pressly ...	130	21	19	132	2
Rein, R. ...	154	19	4	169	15
Rein, T. W. ...	124	9	8	125	1
Robertson ...	119	8	7	120	1
Rosenow ...	99	29	39	89	-10
Satchel ...	100	27	15	112	12
Scott ...	150	19	13	156	6
Sinton ...	111	33	28	116	5
Spurway ...	123	35	41	117	-6
Stokes ...	133	13	15	131	-2
Theron (and Siddle) ...	139	19	10	148	9
Tooke ...	151	5	1	155	4
Van der Merwe ...	97	27	17	107	10
Watermeyer ...	120	13	8	125	5
Young ...	121	13	9	125	4
<b>Total ...</b>	<b>4335</b>	<b>591</b>	<b>466</b>	<b>4460</b>	<b>125</b>
<b>Total, 1913 ...</b>	<b>4334</b>	<b>654</b>	<b>653</b>	<b>4335</b>	<b>1</b>

H.—CLASSIFICATION OF SCHOOLS IN OPERATION AT 30th SEPTEMBER, 1914.

ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

Inspector.	Sp.	A 1	A 2	A 3	D	E	P. F.	Poor.	B	C 1	C	Total 1914.	Total 1913.	Increase.
Anders, H. ...	...	...	...	4	...	...	3	...	...	1	136	144	142	2
Anders, J. ...	1	2	4	85	...	...	33	2	13	...	...	140	139	1
Bain ...	...	...	...	39	...	...	17	5	4	2	81	149	144	5
Bennie ...	4	4	4	49	...	2	28	...	30	1	1	123	127	-4
Bond ...	1	2	...	31	...	...	4	...	114	1	...	153	141	12
Craib, J. ...	1	5	2	59	...	1	49	...	16	...	...	133	139	-6
Freeman ...	...	...	...	82	...	...	25	5	12	...	...	129	138	-9
Golightly ...	3	7	110	...	...	...	8	...	21	...	...	149	140	9
Green ...	...	...	...	3	...	...	...	1	...	1	158	163	157	6
Hill ...	...	...	...	3	...	...	...	...	...	...	141	148	144	4
Hofmeyr, C. ...	1	4	4	71	...	...	24	7	15	...	...	126	126	...
Hofmeyr, J. H. ...	...	...	...	49	...	...	39	...	7	...	...	99	96	3
Kelly ...	...	...	...	82	...	...	22	2	36	...	1	145	124	21
Logie ...	4	2	52	...	...	...	34	1	41	...	...	134	127	7
Milne ...	2	4	6	61	...	4	14	1	32	...	...	124	122	2
Mitchell ...	1	4	2	99	...	...	6	1	18	...	...	131	121	10
Noaks (and Siddle) ...	9	11	17	57	1	11	1	...	72	...	...	179	180	-1
Porter ...	...	...	...	7	...	...	5	1	...	1	148	164	157	7
Pressly ...	3	2	47	...	...	...	23	3	53	1	...	132	130	2
Rein, R. ...	1	...	...	4	...	...	4	3	...	2	155	169	154	15
Rein, T. W. ...	1	5	40	...	...	...	15	1	60	1	2	125	124	1
Robertson ...	8	10	5	51	...	...	11	2	33	...	...	120	119	1
Rosenow ...	1	2	41	...	...	...	34	3	8	...	...	89	99	-10
Satchel ...	1	4	7	46	...	3	33	...	18	...	...	112	100	12
Scott ...	2	4	112	...	...	...	11	...	27	...	...	156	150	6
Sinton ...	5	4	20	...	...	...	78	...	9	...	...	116	111	5
Spurway ...	1	3	4	59	...	...	35	1	14	...	...	117	123	-6
Stokes ...	...	...	...	55	...	...	10	1	62	...	1	131	133	-2
Theron (and Siddle) ...	2	6	3	81	...	1	25	1	29	...	...	118	139	9
Tooke ...	1	1	2	...	...	...	4	...	...	...	147	155	151	4
Van der Merwe ...	...	...	...	52	1	1	21	6	24	...	...	107	97	10
Watermeyer ...	3	1	101	...	...	...	7	1	12	...	...	125	120	5
Young ...	3	5	47	...	2	28	1	31	1	...	...	125	121	4
<b>Totaal ...</b>	<b>32</b>	<b>95</b>	<b>100</b>	<b>1701</b>	<b>2</b>	<b>25</b>	<b>655</b>	<b>49</b>	<b>818</b>	<b>12</b>	<b>971</b>	<b>4460</b>	<b>4335</b>	<b>125</b>

I. INDUSTRIAL SCHOOLS AND DEPARTMENTS.

NUMBER OF PUPILS UNDER INSTRUCTION IN THE DIFFERENT BRANCHES AT 30th SEPTEMBER, 1914.

(a) BOYS.

SCHOOL.	Class.	Blacksmiths.	Bookbinders.	Carpenters.	Farmers.	Gardeners.	Housework.	Masons.	Printers.	Shoemakers.	Tailors.	Wagonmakers.	Miscellaneous.	No. of Individual Pupils. 3rd Quarter.	
														1914.	1913.
<i>European:</i>															
Adelaide ...	Sp.	11	...	18	...	49	...	...	...	...	...	20	...	49	43
Cape Town, Salesian Institute ...	Sp.	...	15	28	...	...	...	...	32	18	18	...	...	111	100
Oudtshoorn ...	Sp.	13	...	24	...	50	...	...	...	...	...	...	...	50	40
Stellenbosch ...	Sp.	...	...	36	36	...	...	...	...	3	...	...	...	39	45
Uitenhage ...	Sp.	8	...	23	...	72	...	...	...	14	11	15	...	72	74
Worcester ...	Sp.	6	...	24	...	...	...	...	...	19	13	...	...	62	63
<i>Coloured:</i>															
Blythswood ... (U.F.C.)	C	...	...	29	...	...	...	...	...	...	...	...	...	29	29
Clarkebury ... (Wes.)	C	...	...	16	...	16	...	...	...	11	...	...	...	27	25
Lovedale ... (U.F.C.)	C	4	4	29	...	...	...	...	15	8	...	15	27	102	99
Mount Arthur, Tembu (Wes.)	C	...	...	11	...	...	...	...	...	...	...	...	...	11	14
Osborn ... (Wes.)	C	...	...	19	...	...	...	...	...	...	...	...	...	19	22
Umtata ... (Eng. Ch.)	C	...	...	16	...	...	...	...	...	...	...	...	...	16	13
Vryburg, Tigerkloof (L.M.S.)	C	...	...	35	9	17	23	...	...	11	...	1	...	96	96
Industrial departments attached to 5 Coloured Schools	...	...	...	9	34	236	3	...	...	...	...	...	30	306	317
<b>Total, 3rd Quarter, 1914</b>	...	42	19	317	79	459	20	23	47	73	53	63	58	989	...
<b>Do. do. 1913</b>	...	37	17	316	336	503	20	29	45	71	49	61	28	...	980
<b>Increase</b>	...	5	2	1	-257	-44	...	-6	2	2	4	2	30	9	...

(b) GIRLS.

SCHOOL.	Class.	Cookery.	Dressmaking.	Housework.	Laundrywork.	Spinning.	Weaving.	Miscellaneous.	No. of Individual Pupils. 3rd Quarter.	
									1914.	1913.
<i>European:</i>										
Grahamstown Housekeeping ...	Sp.	44	...	44	44	...	...	...	44	49
Graaff-Reinet ...	Sp.	21	73	...	40	...	...	...	73	69
Tulbagh ...	Sp.	4	26	5	6	...	...	...	41	40
Wellington ...	Sp.	29	44	...	34	...	...	...	44	41
Classes attached to 55 Public Schools, all of which teach Cookery	...	2469	6	...	9	...	...	...	2469	2402
<i>Coloured:</i>										
Blythswood ... (U.F.C.)	C	11	...	11	11	...	...	...	11	13
Grahamstown ... (Eng. Ch.)	C	50	...	50	50	...	...	...	50	62
Lovedale ... (U.F.C.)	C	52	2	52	52	...	...	6	58	61
Industrial departments attached to 8 Coloured Schools, of which 6 teach Cookery	...	173	...	163	51	...	...	...	275	400
<b>Total, 3rd Quarter, 1914</b>	...	2853	151	325	297	...	...	6	3065	...
<b>Do. do. 1913</b>	...	2810	4	398	368	21	21	102	...	3137
<b>Increase</b>	...	43	147	-73	-71	-21	-21	-96	-72	...



3—ENROLMENT AND ATTENDANCE.

A.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS AT 30TH SEPTEMBER, 1914.

	European Pupils.											Non-European.				
	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor	B	C 1	C	Total 1914	Total 1913	Increase	1914	1913
<i>European :</i>																
School Board Schools	475	22449	17916	43182	...	1076	4611	1780	...	...	...	91489	85751	5738	...	...
Railway Schools	...	...	665	904	...	21	...	...	...	...	...	1590	1536	54	...	...
Labour Colony Schools	...	...	197	161	...	...	...	292	...	...	...	650	550	100	...	...
Church A 3 Schools	...	...	...	4388	...	...	...	...	...	...	...	4388	4402	-14	...	...
Others	1634	1490	73	759	40	226	126	103	65	3	29	4548	4460	88	...	...
Total, 1914	2109	23939	18851	49394	40	1323	4737	2175	65	3	29	102665	...	...	...	...
Total, 1913	1942	22127	17458	42385	48	1444	5817	5307	127	2	42	...	96699	...	...	...
Increase	167	1812	1393	7009	-8	-121	-1080	-3132	-62	1	-13	5966	...	...	...	...
<i>Non-European :</i>																
School Board Schools	...	...	620	1525	...	25	...	...	...	...	...	2170	2087	...	...	...
Railway Schools	...	...	...	321	...	...	...	...	...	...	...	321	317	...	...	...
Others	28	78	...	2340	185	...	...	66341	1205	67801	135980	123908	...	...	...	...
Total, 1914	28	78	620	1848	340	210	...	66341	1205	67801	138471	...	...	...	...	...
Total, 1913	34	80	584	1826	341	230	...	261718	1088	60409	...	126312	...	...	...	...
Increase	-6	-2	36	22	-1	-20	...	-2	4623	117	7392	12159	...	...	...	...

B.—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS, 1914.

SCHOOL BOARD.	European Pupils.											Non-European.	
	Sp.	A 1	A 2	A 3	E	P.F.	Poor	Total 1914	Total 1913	Increase	1914	1913	
<i>SUMMARY.</i>													
Province, excluding Territories	475	22036	17826	42982	1076	4582	1741	90718	84988	...	2170	2087	
Territories	...	413	90	200	...	29	39	771	763	...	...	...	
Enrolment, 3rd Qr., 1914	475	22449	17916	43182	1076	4611	1780	91489	...	...	2170	...	
Do. do. 1913	274	20738	16694	36145	1236	5668	4996	85751	...	...	2087	...	
Increase	201	1711	1222	7037	-160	-1057	-3216	...	...	5738	83	...	
Aberdeen	...	...	258	170	...	52	123	603	514	89	...	...	
Grahamstown (Mun.)	...	424	...	119	30	...	...	573	625	-52	...	...	
Albany (Div.)	...	...	105	169	...	100	...	374	400	-26	...	...	
Burghersdorp (Mun.)	...	273	...	...	...	...	96	369	360	69	...	...	
Albert (Div.)	...	...	...	454	...	61	...	515	447	68	...	...	
Venterstad (Mag.)	...	...	157	45	...	...	...	202	168	34	...	...	
Alexandria	...	...	124	301	...	44	...	461	417	52	...	...	
Aliwal North (Div.)	...	291	138	410	...	42	...	881	873	8	...	...	
Lady Grey (Div.)	...	166	...	85	...	45	96	392	415	-23	...	...	
Barkly East	...	156	72	313	...	65	82	688	629	59	...	...	
Barkly West	...	...	...	874	...	12	53	939	788	151	...	...	
Bathurst (Div.)	...	...	46	175	...	19	...	240	229	11	...	...	
Port Alfred (Mun.)	...	...	108	...	...	...	108	98	10	...	...	...	
Beaufort West (Mun.)	...	389	...	...	...	...	142	531	535	-4	48	38	
Do. (Div.)	...	...	...	112	...	81	...	193	229	-36	...	...	
Bedford	...	157	...	91	...	76	...	324	281	43	...	...	
Bredasdorp	...	...	385	390	...	67	15	857	805	52	...	...	
Britstown	...	...	263	...	24	101	...	388	288	100	...	...	
Caledon	...	577	...	1087	...	100	...	1764	1648	116	...	2	
Calitzdorp	...	...	276	653	...	...	...	929	...	929	...	...	

B.—(contd.)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS.

SCHOOL BOARD.	European Pupils.											Non-European.	
	Sp.	A 1	A 2	A 3	E	P.F.	Poor	Total 1914	Total 1913	Increase	1914	1913	
Calvinia (Div.)	...	156	...	408	...	13	...	577	624	-47	...	...	
Nieuwoudtville (Div.)	...	...	...	250	...	40	...	290	244	46	...	...	
Cape	106	2406	5019	5367	800	11	...	13709	12695	1014	722	675	
Carnarvon	...	251	...	171	...	94	...	516	421	95	...	...	
Cathcart	...	203	...	59	...	92	...	354	347	7	...	...	
Ceres	...	228	89	120	...	114	...	551	538	13	...	...	
Clanwilliam	...	...	146	624	...	78	...	848	690	158	...	...	
Colesberg (Mun.)	...	229	...	...	...	...	...	229	215	14	...	...	
Do. (Div.)	...	...	...	51	...	37	...	88	75	13	...	...	
Craddock	34	444	...	430	25	86	...	1019	956	63	...	...	
East London	...	732	828	1060	71	15	80	2786	2629	157	...	...	
Elliot	...	...	181	457	...	30	92	760	686	74	...	...	
Fort Beaufort	...	312	...	320	...	62	...	694	730	-36	...	...	
Fraserburg (Div.)	...	...	138	...	...	119	...	257	263	-6	...	...	
Williston (Div.)	...	...	...	89	...	34	...	123	88	35	...	...	
George	...	248	124	1012	...	8	...	1392	1268	124	...	...	
Lady Frere (Mun.)	...	...	...	66	...	...	...	66	58	8	...	...	
Gordonia	...	...	160	185	...	23	...	368	371	-3	...	...	
Graaff-Reinet	...	496	95	599	...	70	20	1280	1182	98	...	...	
Hanover	...	...	178	33	...	30	...	241	226	15	...	...	
Hay	...	...	...	396	...	111	...	507	432	75	...	...	
Herbert	...	...	119	280	...	59	...	458	387	71	...	...	
Herschel	...	...	...	9	...	...	...	9	17	-8	...	...	
Hopetown (Div.)	...	251	...	39	...	68	...	358	329	29	...	...	
Strydenburg (Div.)	...	...	...	179	...	45	...	224	183	41	...	...	
Humansdorp	...	...	148	864	...	66	...	1078	1040	38	...	...	
Jansenville	...	...	148	627	...	58	...	833	798	35	...	...	
Kenhardt	...	...	...	175	...	33	...	208	284	-76	...	...	
Kimberley	47	735	1232	1679	76	22	...	3791	3499	292	927	889	
King William's Town	54	490	...	1012	...	34	...	1590	1506	84	...	...	
Knysna (Mun.)	...	...	130	136	...	...	...	266	246	20	70	80	
Do. (Div.)	...	...	100	795	...	13	...	908	860	48	...	...	
Komgha	...	...	138	114	...	34	...	286	250	36	...	...	
Kuruman	...	...	...	369	...	51	...	420	397	23	...	...	
Ladismith	...	194	...	880	...	...	...	1074	1038	36	...	...	
Laingsburg	...	...	210	84	...	49	74	417	378	39	...	...	
Maclear	...	...	...	269	...	79	...	348	311	37	...	...	
Mafeking	...	...	224	114	...	...	...	338	291	47	...	...	
Malmesbury (Div.)	...	610	580	470	...	21	...	1681	1674	7	...	...	
Hopefield (Div.)	...	...	464	472	...	6	...	942	915	27	...	...	
Maraisburg	...	...	145	145	...	20	...	310	250	60	...	...	
Middelburg	...	...	263	...	323	...	...	643	708	-65	...	...	
Molteno	...	...	204	...	246	...	...	491	408	83	...	...	
Montagu	...	...	330	...	315	...	...	800	736	64	...	...	
Mossel Bay (Mun.)	...	...	286	...	...	...	143	429	334	95	...	...	
Do. (Div.)	...	...	...	758	...	5	...	763	675	88	...	...	
Murraysburg	...	181	...	...	...	43	...	224	233	-9	...	...	
Garies (Div.)	...	...	...	87	...	56	12	155	115	40	...	...	
Port Nolloth (Div.)	...	...	...	45	...	...	...	45	52	-7	...	...	
Springbokfontein (Div.)	...	...	...	412	...	11	20	443	339	104	...	...	
Oudtshoorn (Mun.)	...	701	...	367	...	...	...	1068	1046	22	...	...	
Do. (Div.)	...	...	148	1220	...	53	...	1421	2256	-835	...	...	
Paarl (Div.)	87	1184	338	169	...	23	...	1801	1738	63	...	...	
Wellington (Div.)	...	539	...	208	...	...	119	866	876	-10	...	...	
French Hoek (Div.)	...	265	...	20	...	...	...	285	269	16	...	...	
Pearston	...	...	154	116	...	58	...	328	342	-14	...	...	
Peddie	...	...	110	138	...	24	...	272	284	-12	...	...	
Philipstown (Div.)	...	251	...	...	...	21	...	272	249	23	...	...	
Petrusville (Div.)	...	...	147	...	...	36	...	183	157	26	...	...	
Piquetberg	...	370	232	1325	...	34	...	1961	1815	146	...	...	
Port Elizabeth	78	654	1664	724	46	...	47	3213	2921	292	332	338	
Prieska	...	289	...	162	...	109	...	560	532	28	...	...	
Prince Albert	...	293	...	109	...	47	12	461	470	-9	...	...	
Queenstown	...	486											



B.—(contd.)—ENROLMENT IN SCHOOLS UNDER SCHOOL BOARDS.

SCHOOL BOARD.	European Pupils.										Non-European.	
	Sp.	A 1	A 2	A 3	E	P.F.	Poor	Total 1914.	Total 1913	In-crease	1914	1913
Stockenstrom ...	...	...	55	306	...	...	55	416	392	24	...	...
Stutterheim (Mun.) ...	...	...	126	48	...	8	...	182	166	16	...	...
Do. (Div.) ...	...	...	...	158	...	51	...	209	193	16	...	...
Sutherland... ..	...	...	101	30	...	76	...	207	168	39	...	...
Swellendam (Mun.) ...	...	323	...	16	...	...	...	339	285	54	...	...
Do. (Div.) ...	...	...	...	818	...	59	...	877	868	9	...	...
Heidelberg (Mun.) ...	...	...	185	...	...	...	...	185	169	16	...	...
Barrydale (V.M. Board) ...	...	...	...	107	...	...	...	107	106	1	...	...
Tarka ...	...	217	...	59	...	67	92	435	409	26	...	...
Tulbagh ...	...	235	...	257	...	23	...	515	458	57	...	...
Uitenhage ...	...	512	291	1217	...	119	...	2139	2093	46	...	...
Uniondale ...	...	176	...	1084	...	...	...	1260	1193	67	...	...
Van Rhynsdorp ...	...	...	127	87	...	5	79	298	306	-8	...	...
Victoria East ...	...	...	144	70	...	57	...	271	259	12	...	...
Victoria West ...	...	249	241	18	...	83	...	591	534	57	71	65
Vryburg (Mun.) ...	...	...	261	...	...	...	...	261	222	39	...	...
Do. (Div.) ...	...	...	...	557	...	110	...	667	471	196	...	...
Willowmore ...	...	233	...	428	...	51	111	823	801	22	...	...
Wodehouse (Div.) ...	...	154	...	834	...	55	...	1043	1056	-13	...	...
Indwe (Mun.) ...	...	...	127	150	...	...	...	277	220	57	...	...
Worcester (Mun.)... ..	...	525	...	229	...	...	...	754	747	7	...	...
Do. (Div.)... ..	...	...	101	483	...	30	...	614	608	6	...	...
<i>Magistracy.</i>												
Butterworth (Mun.) ...	...	117	...	...	...	...	...	117	122	-5	...	...
Matatiele ...	...	...	90	81	...	...	10	181	191	-10	...	...
Mount Currie ...	...	117	...	23	...	29	...	169	188	-19	...	...
Nqamakwe ...	...	...	...	29	...	...	...	29	...	29	...	...
Port St. John ...	...	...	...	27	...	...	...	27	21	6	...	...
Umtata (Mun.) ...	...	179	...	...	...	...	...	179	165	14	...	...
Cala (Mun.) ...	...	...	...	40	...	...	29	69	76	-7	...	...

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

SCHOOL BOARD AREA.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor	B.	Cl.	C.	Total 1914.	Total 1913.
<i>SUMMARY.</i>													
Province excluding Territories	1634	1490	862	5802	40	247	17	304	65	2	1	10464	10236
Territories ... ..	...	...	73	410	...	...	109	91	...	1	28	712	712
Total, 3rd Qr. 1914 ...	1634	1490	935	6212	40	247	126	395	65	3	29	11176	...
Total, 3rd Qr. 1913 ...	1668	1389	764	6240	48	208	149	311	127	2	42	...	10948
Increase ... ..	-34	101	171	-28	-8	39	-23	84	-62	1	-13	228	...
Grahamstown (Municipal) ...	268	...	...	503	...	...	...	...	...	...	...	771	787
Albany (Divisional) ...	...	...	121	...	...	...	...	...	...	...	...	121	120
Burghersdorp (Municipal) ...	...	...	...	54	...	...	...	...	...	...	...	54	65
Bedford ... ..	...	...	...	85	...	...	...	...	...	...	...	85	70
Britstown ... ..	...	...	...	154	...	...	...	...	...	...	...	154	148
Cape ... ..	626	1138	...	2198	7	...	...	...	10	...	...	3979	3776
Cathcart ... ..	...	...	...	14	...	...	...	...	...	...	...	14	17
Colesberg (Divisional) ...	...	...	281	51	...	...	...	...	...	...	...	332	283
Cradock ... ..	...	...	...	71	...	...	...	...	...	...	...	71	73
East London ... ..	...	...	...	458	...	...	...	...	...	...	...	458	469
Fort Beaufort ... ..	50	...	...	...	...	...	...	...	...	...	...	50	46
George ... ..	...	...	...	118	...	...	...	...	3	...	...	121	123
Glen Grey Division ... ..	...	...	...	...	...	17	12	4	...	...	...	33	50
Gordonia ... ..	...	...	...	...	...	...	95	...	...	...	...	95	81
Graaff-Reinet ... ..	73	...	...	76	...	...	...	...	...	...	...	149	152
Hanover ... ..	...	...	...	34	...	...	...	...	...	...	...	34	32
Hope Town (Divisional) ...	...	...	...	23	...	...	...	...	...	...	...	23	22
Jansenville ... ..	...	...	...	35	...	...	...	...	...	...	...	35	38
Kenhardt ... ..	...	...	197	161	...	...	197	...	...	...	...	555	469
Kimberley ... ..	...	...	...	18	51	...	...	...	...	...	...	69	163
King William's Town ...	...	...	...	423	...	...	...	12	...	...	...	435	445
Malmesbury (Divisional) ...	...	...	...	37	...	...	...	...	...	...	...	37	27
Middelburg ... ..	...	...	...	85	...	...	...	...	...	...	...	85	68
Molteno ... ..	...	...	...	28	...	...	...	...	...	...	...	28	33
Springbokfontein (Divisional)	...	...	...	33	4	...	...	3	...	...	...	40	40
Oudtshoorn (Municipal) ...	50	...	...	216	...	...	...	...	...	...	...	266	265
Paarl (Divisional) ... ..	...	...	...	43	...	...	...	...	...	...	...	43	45
Wellington (Divisional) ...	249	...	...	...	...	...	...	...	...	...	...	249	227
Piquetberg ... ..	...	...	...	...	...	...	...	7	...	...	...	7	...
Port Elizabeth ... ..	...	...	...	490	171	...	...	1	...	...	...	662	653
Prince Albert ... ..	...	...	...	25	...	...	...	...	...	...	...	25	26
Queenstown ... ..	...	...	...	101	...	...	...	...	...	...	...	101	117
Somerset East ... ..	...	...	109	43	...	...	...	...	...	...	...	152	140
Stellenbosch ... ..	40	346	...	...	...	...	...	...	...	...	...	386	366
Steynsburg ... ..	35	...	...	18	...	...	...	...	...	...	...	53	18
Stutterheim (Divisional) ...	...	...	...	...	...	...	...	9	...	...	...	9	11
Tulbagh ... ..	41	...	...	...	...	...	...	...	...	...	...	41	40
Uitenhage ... ..	...	...	...	156	21	...	...	...	...	...	...	177	252
Victoria East ... ..	6	...	...	...	...	...	...	13	2	...	...	21	20
Victoria West ... ..	...	...	...	16	...	...	...	...	...	...	...	16	14
Vryburg (Divisional) ...	...	...	...	32	...	...	...	...	...	1	...	33	31
Worcester (Municipal) ...	202	...	...	80	...	...	...	...	...	...	...	282	303
Worcester (Divisional) ...	...	...	...	110	...	...	...	...	...	...	...	110	104
<i>Magistracy.</i>													
Bizana ... ..	...	...	...	15	...	...	...	...	...	...	...	15	16
Butterworth ... ..	...	...	...	...	...	9	...	...	...	...	...	9	12
Engcobo ... ..	...	...	...	37	...	6	...	...	...	...	...	43	47
Flagstaff ... ..	...	...	...	...	...	...	...	...	...	...	...	...	29
Idutywa ... ..	...	...	73	...	...	17	...	...	...	...	...	90	84
Kentani ... ..	...	...	...	17	...	...	...	...	...	...	...	17	18
Libode ... ..	...	...	...	22	...	...	...	...	...	1	...	23	15
Lusikisiki ... ..	...	...	...	15	...	6	...	...	...	4	...	25	29
Matatiele ... ..	...	...	...	...	...	...	...	...	...	2	...	2	...
Mount Ayliff ... ..	...	...	...	16	...	4	...	...	...	...	...	20	26
Mount Currie ... ..	...	...	...	96	...	...	...	...	...	...	...	96	79
Mount Fletcher... ..	...	...	...	12	...	...	...	...	...	10	...	22	26
Mount Frere ... ..	...	...	...	26	...	5	...	...	...	...	...	31	26
Mqanduli ... ..	...	...	...	18	...	13	...	...	...	3	...	34	32
Ngqeleni... ..	...	...	...	11	...	...	...	...	...	...	...	11	11
Nqamakwe ... ..	...	...	...	...	...	5	...	...	...	...	...	5	27
Ntabankulu ... ..	...	...	...	...	...	14	...	...	...	...	...	14	15
Qumbu ... ..	...	...	...	32	...	...	...	...	1	6	...	39	38
St. Mark's ... ..	...	...	...	27	...	5	...	...	...	...	...	32	34
Tsolo ... ..	...	...	...	21	...	16	...	...	...	...	...	37	32
Tsomo ... ..	...	...	...	12	...	5	...	...	...	...	...	17	22
Umtata ... ..	...	...	...	...	...	10	75	...	...	...	...	85	66
Umzimkulu ... ..	...	...	...	17	...	...	...	...	...	...	...	17	5
Willowvale ... ..	...	...	...	16	...	10	...	...	...	2	...	28	21
Xalanga ... ..	...	...	...	...	...	...	...	...	...	...	...	...	2



## D.—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30TH SEPTEMBER, 1914.

SCHOOL BOARD AREA.	School Board Schools.	Other Schools.	TOTAL 1914.	TOTAL 1913.	Increase.
<i>SUMMARY.</i>					
Province excluding Territories ... ..	90718	10464	101182	95224	5958
Territories ... ..	771	712	1483	1475	8
Total ... ..	91489	11176	102665	96699	5966
Aberdeen ... ..	603	...	603	514	89
Grahamstown (Municipal)... ..	573	771	1344	1412	-68
Albany (Divisional) ... ..	374	121	495	520	-25
Burghersdorp (Municipal) ... ..	369	54	423	365	58
Albert (Divisional) ... ..	515	...	515	447	68
Venterstad (Magisterial) ... ..	202	...	202	168	34
Alexandria ... ..	469	...	469	417	52
Aliwal North (Divisional)... ..	881	...	881	873	8
Lady Grey (Divisional) ... ..	392	...	392	415	-23
Barkly East ... ..	688	...	688	629	59
Barkly West ... ..	939	...	939	788	151
Bathurst (Divisional) ... ..	240	...	240	229	11
Port Alfred (Municipal) ... ..	108	...	108	98	10
Beaufort West (Municipal) ... ..	531	...	531	535	-4
Beaufort West (Divisional) ... ..	193	...	193	229	-36
Bedford ... ..	324	85	409	351	58
Bredasdorp ... ..	857	...	857	805	52
Britstown ... ..	388	154	542	436	106
Caledon ... ..	1764	...	1764	1648	116
Calitzdorp ... ..	929	...	929	...	929
Calvinia (Divisional) ... ..	577	...	577	624	-47
Nieuwoudtville (Divisional) ... ..	290	...	290	244	46
Cape ... ..	13709	3979	17688	16471	1217
Carnarvon ... ..	516	...	516	421	95
Cathcart ... ..	354	14	368	364	4
Ceres ... ..	551	...	551	538	13
Clanwilliam ... ..	848	...	848	690	158
Colesberg (Municipal) ... ..	229	...	229	215	14
Colesberg (Divisional) ... ..	88	332	420	358	62
Craddock ... ..	1019	71	1090	1029	61
East London... ..	2786	458	3244	3098	146
Elliot ... ..	760	...	760	686	74
Fort Beaufort ... ..	694	50	744	776	-32
Fraserburg (Divisional) ... ..	257	...	257	263	-6
Williston (Divisional) ... ..	123	...	123	88	35
George ... ..	1392	121	1513	1391	122
Glen Grey Division... ..	66	33	99	108	-9
Gordonia ... ..	368	95	463	452	11
Graaff-Reinet ... ..	1280	149	1429	1334	95
Hanover ... ..	241	34	275	258	17
Hay ... ..	507	...	507	432	75
Herbert ... ..	458	...	458	387	71
Herschel ... ..	9	...	9	17	-8
Hope Town (Divisional) ... ..	358	23	381	351	30
Strydenburg (Divisional) ... ..	224	...	224	183	41
Humansdorp... ..	1078	...	1078	1040	38
Jansenville ... ..	833	35	868	836	32
Kenhardt ... ..	208	555	763	753	10
Kimberley ... ..	3791	69	3860	3662	198
King William's Town ... ..	1590	435	2025	1951	74
Knysna (Municipal) ... ..	266	3	269	246	23
Knysna (Divisional) ... ..	908	...	908	860	48
Komgha ... ..	286	...	286	250	36
Kuruman ... ..	420	...	420	397	23
Ladismith ... ..	1074	...	1074	1038	36
Laingsburg ... ..	417	...	417	378	39
Maclear ... ..	348	...	348	311	37
Mafeking ... ..	338	...	338	291	47
Malmesbury (Divisional) ... ..	1681	38	1718	1701	17
Hopefield (Divisional) ... ..	942	...	942	915	27
Maraisburg ... ..	310	...	310	250	60
Middelburg ... ..	643	85	728	776	-48
Molteno ... ..	491	28	519	441	78
Montagu ... ..	800	...	800	736	64
Mossel Bay (Municipal) ... ..	429	...	429	334	95
Mossel Bay (Divisional) ... ..	763	...	763	675	88
Murraysburg... ..	224	...	224	233	-9

## D.—contd.—TOTAL ENROLMENT OF EUROPEAN PUPILS AT 30TH SEPTEMBER, 1914.

SCHOOL BOARD AREA.	School Board Schools.	Other Schools.	TOTAL 1914.	TOTAL 1913.	Increase.
Garies (Divisional) ... ..	155	...	155	115	40
Port Nolloth (Divisional) ... ..	45	...	45	52	-7
Springbokfontein (Divisional) ... ..	443	40	483	379	104
Oudtshoorn (Municipal) ... ..	1068	266	1334	1311	23
Oudtshoorn (Divisional) ... ..	1421	...	1421	2256	-835
Paarl (Divisional) ... ..	1801	43	1844	1783	61
Wellington (Divisional) ... ..	866	249	1115	1103	12
French Hoek (Divisional) ... ..	285	...	285	269	16
Pearston ... ..	328	...	328	342	-14
Peddie ... ..	272	...	272	284	-12
Philipstown (Divisional) ... ..	272	...	272	249	23
Petrusville (Divisional) ... ..	183	...	183	157	26
Piquetberg ... ..	1961	7	1968	1822	146
Port Elizabeth ... ..	3213	662	3875	3574	301
Prieska ... ..	560	...	560	532	28
Prince Albert ... ..	461	25	486	496	-10
Queenstown ... ..	1223	101	1324	1304	20
Richmond ... ..	309	...	309	284	25
Riversdale ... ..	1731	...	1731	1599	132
Robertson ... ..	1460	...	1460	1344	116
Somerset East ... ..	958	152	1110	1103	7
Stellenbosch ... ..	1528	386	1914	1736	178
Steynsburg ... ..	256	53	309	326	-17
Steytlerville ... ..	566	...	566	574	-8
Stockenstrom ... ..	416	...	416	392	24
Stutterheim (Municipal) ... ..	182	...	182	166	16
Stutterheim (Divisional) ... ..	209	9	218	204	14
Sutherland ... ..	207	...	207	168	39
Swellendam (Municipal) ... ..	339	...	339	285	54
Swellendam (Divisional) ... ..	877	...	877	868	9
Heidelberg (Municipal) ... ..	185	...	185	169	16
Barrydale (V.M. Board) ... ..	107	...	107	106	1
Tarka... ..	435	...	435	409	26
Tulbagh ... ..	515	41	556	498	58
Uitenhage ... ..	2139	177	2316	2345	-29
Uniondale ... ..	1260	...	1260	1193	67
Van Rhynsdorp ... ..	298	...	298	306	-8
Victoria East ... ..	271	21	292	279	13
Victoria West ... ..	591	16	607	548	59
Vryburg (Municipal) ... ..	261	...	261	222	39
Vryburg (Divisional) ... ..	667	33	700	502	198
Willowmore ... ..	823	...	823	801	22
Wodehouse (Divisional) ... ..	1043	...	1043	1056	-13
Indwe (Municipal) ... ..	277	...	277	220	57
Worcester (Municipal) ... ..	754	282	1036	1050	-14
Worcester (Divisional) ... ..	614	110	724	712	12
<i>Magistracy.</i>					
Bizana ... ..	...	15	15	16	-1
Butterworth... ..	117	9	126	134	-8
Elliotdale ... ..	...	...	...	...	...
Engcobo ... ..	...	43	43	47	-4
Flagstaff ... ..	...	...	...	29	-29
Idutywa ... ..	...	90	90	84	6
Kentani ... ..	...	17	17	18	-1
Libode ... ..	...	23	23	15	8
Lusikisiki ... ..	...	25	25	29	-4
Matatiele ... ..	181	2	183	191	-8
Mount Ayliff ... ..	...	20	20	26	-6
Mount Currie ... ..	169	96	265	267	-2
Mount Fletcher ... ..	...	22	22	26	-4
Mount Frere... ..	...	31	31	26	5
Mqanduli ... ..	...	34	34	32	2
Ngqeleni ... ..	...	11	11	11	...
Nqamakwe ... ..	29	5	34	27	7
Ntabankulu ... ..	...	14	14	15	-1
Port St. John ... ..	27	...	27	21	6
Qumbu ... ..	...	39	39	38	1
St. Mark's ... ..	...	32	32	34	-2
Tsolo ... ..	...	37	37	32	5
Tsomo ... ..	...	17	17	22	-5
Umtata ... ..	179	85	264	231	33
Umzimkulu ... ..	...	17	17	5	12
Willowvale ... ..	...	28	28	21	7
Xalanga ... ..	69	...	69	78	-9



## E.—TOTAL ENROLMENT OF NON-EUROPEAN PUPILS.

DIVISION.	Under School Boards				Railway A3.	Others.							Total 1914.	Total 1913.	
	A2.	A3.	E.	Poor.		Sp.	A1.	A3.	D.	E.	B.	Cl.			C.
<i>SUMMARY.</i>															
Province excluding Territories	620	1525	25	...	321	28	78	...	340	185	66341	660	388	70511	66070
Territories	...	...	...	...	...	...	2	...	...	...	...	545	67413	67960	60242
TOTAL, 3rd Qr., 1914	620	1525	25	...	321	28	78	2	340	185	66341	1205	67801	138471	...
TOTAL, 3rd Qr., 1913	584	1481	20	2	317	34	80	28	341	210	61718	1088	60409	126312	...
INCREASE	36	44	5	-2	4	-6	-2	-26	-1	-25	4623	117	7392	12159	...
Aberdeen	...	...	...	...	...	...	...	...	...	111	...	...	...	111	88
Albany	...	...	...	...	...	...	...	...	40	896	...	48	...	984	971
Albert	...	...	...	...	...	...	...	...	...	336	...	...	...	336	330
Alexandria	...	...	...	...	...	...	...	...	...	221	...	...	...	221	204
Aliwal North	...	...	...	...	...	...	...	...	...	420	...	...	...	420	322
Barkly East	...	...	...	...	...	...	...	...	...	139	...	...	...	139	130
Barkly West	...	...	...	...	...	...	...	...	...	1058	...	...	...	1058	1142
Bathurst	...	...	...	...	...	...	...	...	...	398	...	...	...	398	250
Beaufort West	...	48	...	...	...	...	...	...	...	250	...	...	...	298	278
Bedford	...	...	...	...	...	...	...	...	...	262	...	...	...	262	229
Bredasdorp	...	...	...	...	...	...	...	...	...	486	...	...	...	486	429
Britstown	...	...	...	...	...	...	...	...	...	343	...	...	...	343	254
Caledon	...	...	...	...	...	18	...	...	...	908	...	...	...	926	891
Calitzdorp	...	...	...	...	...	...	...	...	...	68	...	...	...	68	103
Calvinia	...	...	...	...	...	...	...	...	...	154	...	...	...	154	133
Cape Suburbs	...	32	...	...	...	...	...	...	30	7534	...	...	...	7596	6983
Cape Town	130	535	25	...	...	10	...	...	296	96	3906	...	...	4998	4640
Carnarvon	...	...	...	...	...	...	...	...	...	166	...	...	...	166	150
Cathcart	...	...	...	...	...	...	...	...	...	151	...	...	...	151	173
Ceres	...	...	...	...	...	...	...	...	...	333	...	...	...	333	307
Clanwilliam	...	...	...	...	...	...	...	...	...	309	...	...	...	309	326
Colesberg	...	...	...	...	92	...	...	...	...	114	...	...	...	206	186
Craddock	...	...	...	...	...	...	...	...	...	425	...	...	...	425	404
East London	...	...	...	...	...	...	...	...	...	1082	...	...	...	1082	1011
Elliot	...	...	...	...	...	...	...	...	...	112	...	...	...	112	85
Fort Beaufort	...	...	...	...	...	...	...	...	...	1316	164	...	...	1480	1374
Fraserburg	...	...	...	...	...	...	...	...	...	73	...	...	...	73	66
George	...	...	...	...	...	...	...	...	...	511	...	...	...	511	494
Glen Grey	...	...	...	...	...	...	...	...	...	3397	...	11	...	3418	3198
Gordonia	...	...	...	...	...	...	...	...	...	72	...	...	...	72	192
Graaff-Reinet	...	...	...	...	...	...	...	...	...	641	...	...	...	641	612
Hanover	...	...	...	...	...	...	...	...	...	61	...	...	...	61	58
Hay	...	...	...	...	...	...	...	...	...	96	...	...	...	96	49
Herbert	...	...	...	...	...	...	...	...	...	237	...	...	...	237	104
Herschel	...	...	...	...	...	...	...	...	...	3085	103	...	...	3188	3184
Hopetown	...	...	...	...	...	...	...	...	...	97	...	...	...	97	94
Humansdorp	...	...	...	...	...	...	...	...	...	929	...	...	...	929	828
Jansenville	...	...	...	...	...	...	...	...	...	158	...	...	...	158	166
Kenhardt	...	...	...	...	...	...	...	...	...	116	...	...	...	116	...
Kimberley	490	437	...	...	28	...	...	...	...	1386	...	...	...	2341	2179
Kingwilliamstown	...	...	...	...	...	...	...	...	...	8023	151	...	...	8174	7551
Knysna	...	70	...	...	...	...	...	...	...	372	...	...	...	442	447
Komgha	...	...	...	...	...	...	...	...	...	208	...	...	...	208	191
Kuruman	...	...	...	...	...	...	...	...	...	172	...	...	...	172	169
Ladismith	...	...	...	...	...	...	...	...	...	365	...	...	...	365	359
Laingsburg	...	...	...	...	...	...	...	...	...	99	...	...	...	99	107
Maclear	...	...	...	...	...	...	...	...	...	34	...	...	...	34	94
Mafeking	...	...	...	...	...	...	...	...	...	505	...	...	...	505	304
Malmesbury	...	...	...	...	...	...	...	...	...	1260	...	...	...	1260	1195
Maraisburg	...	...	...	...	...	...	...	...	...	22	...	...	...	22	22
Middelburg	...	...	...	...	...	...	...	...	...	305	...	...	...	305	245
Molteno	...	...	...	...	28	...	...	...	...	76	...	...	...	104	89
Montagu	...	...	...	...	...	...	...	...	...	101	...	...	...	101	115
Mossel Bay	...	...	...	...	...	...	...	...	...	533	...	...	...	533	535
Murraysburg	...	...	...	...	...	...	...	...	...	62	...	...	...	62	89
Namaqualand	...	...	...	...	...	...	...	44	19	1210	...	...	...	1273	1333
Oudtshoorn	...	...	...	...	...	...	...	...	...	846	...	...	...	846	644
Paarl	...	...	...	...	...	...	...	...	...	2198	...	...	...	2198	2033
Pearston	...	...	...	...	...	...	...	...	...	38	...	...	...	38	...
Peddie	...	...	...	...	...	...	...	...	...	1525	...	...	...	1525	1507
Philipstown	...	...	...	...	...	...	...	...	...	87	...	...	...	87	53
Piquetberg	...	...	...	...	...	...	...	...	...	560	...	...	...	560	543
Port Elizabeth	...	332	...	...	...	...	...	...	...	1985	...	...	...	2317	2269

## E.—(contd.)—TOTAL ENROLMENT OF NON-EUROPEAN PUPILS.

DIVISION.	Under School Boards.				Railway A3.	Others.							Total 1914.	Total 1913.		
	A2.	A3.	E.	Poor.		Sp.	A1.	A3.	D.	E.	B.	Cl.			C.	
Prieska	...	...	...	...	...	...	...	...	...	...	...	...	...	78	87	
Prince Albert	...	...	...	...	44	...	...	...	...	...	...	...	...	137	168	
Queenstown	...	...	...	...	...	...	...	...	...	...	...	...	2430	2430	2141	
Richmond	...	...	...	...	...	...	...	...	...	...	...	...	...	70	60	
Riversdale	...	...	...	...	...	...	...	...	...	...	...	...	...	490	498	
Robertson	...	...	...	...	...	...	...	...	...	...	...	...	...	346	298	
Somerset East	...	...	...	...	...	...	...	...	...	...	...	...	...	599	573	
Stellenbosch	...	...	...	...	...	...	...	...	...	...	...	...	...	1355	1284	
Steynsburg	...	...	...	...	...	...	...	...	...	...	...	...	...	32	36	
Steytlerville	...	...	...	...	...	...	...	...	...	...	...	...	...	59	51	
Stockenstrom	...	...	...	...	...	...	...	...	...	...	...	...	...	363	363	
Stutterheim	...	...	...	...	...	...	...	...	...	...	...	...	1071	1131	1046	
Sutherland	...	...	...	...	...	...	...	...	...	...	...	...	...	19	19	
Swellendam	...	...	...	...	...	...	...	...	...	...	...	...	...	688	641	
Tarka	...	...	...	...	...	...	...	...	...	...	...	...	...	262	241	
Tulbagh	...	...	...	...	...	...	...	...	...	...	...	...	...	686	665	
Uitenhage	...	...	...	...	...	...	...	...	...	...	...	...	...	1042	895	
Uniondale	...	...	...	...	...	...	...	...	...	...	...	...	...	232	218	
Van Rhynsdorp	...	...	...	...	...	...	...	...	...	...	...	...	...	69	117	
Victoria East	...	...	...	...	...	...	...	...	78	...	...	...	1460	182	137	1857
Victoria West	...	...	...	...	...	...	...	...	...	...	...	...	...	...	71	89
Vryburg	...	...	...	...	...	...	...	...	...	...	...	...	...	...	192	650
Willowmore	...	...	...	...	...	...	...	...	...	...	...	...	...	192	192	
Wodehouse	...	...	...	...	...	...	...	...	...	...	...	...	...	483	483	
Worcester	...	...	...	...	...	...	...	...	...	...	...	...	...	790	906	
<i>TERRITORIES.</i>																
<i>Magistracy.</i>																
Bizana	...	...	...	...	...	...	...	...	...	...	...	...	...	730	730	600
Butterworth	...	...	...	...	...	...	...	...	...	...	...	...	...	2860	2860	2407
Elliotdale	...	...	...	...	...	...	...	...	...	...	...	...	...	355	355	308
Engcobo	...	...	...	...	...	...	...	...	...	...	...	...	...	3934	4077	3733
Flagstaff	...	...	...	...	...	...	...	...	...	...	...	...	...	1192	1192	1040
Idutywa	...	...	...	...	...	...	...	...	...	...	...	...	...	2125	2125	1813
Kentani	...	...	...	...	...	...	...	...	...	...	...	...	...	2262	2262	2218
Libode	...	...														



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

DIVISION.	Enrolment.					Average Attendance.		
	Euro-pean	Non-Eur.	Total 1914.	Total 1913.	In-crease.	1914.	1913.	In-crease.
<i>SUMMARY.</i>								
Provinces excluding Territories ...	101182	70511	171693	161294	10399	150824	140873	9951
Territories ...	1483	67960	69443	61717	7726	59185	51481	7704
TOTAL, ...	102665	138471	241136	223011	18125	210009	192354	17655
Aberdeen ...	603	111	714	602	112	648	507	141
Albany ...	1839	984	2823	2903	-80	2503	2519	-16
Albert ...	1140	336	1476	1310	166	1361	1209	152
Alexandria ...	469	221	690	621	69	632	535	97
Aliwal North ...	1273	420	1693	1610	83	1565	1470	95
Barkly East ...	688	139	827	759	68	741	671	70
Barkly West ...	939	1058	1997	1930	67	1674	1600	74
Bathurst ...	348	398	746	577	169	600	422	178
Beaufort West ...	724	298	1022	1042	-20	917	914	3
Bedford ...	409	262	671	580	91	598	478	120
Bredasdorp ...	857	486	1343	1234	109	1270	1152	118
Britstown ...	542	343	885	690	195	825	630	195
Caledon ...	1764	926	2690	2539	151	2418	2250	168
Calitzdorp ...	929	68	997	998	-1	927	913	14
Calvinia ...	867	154	1021	1001	20	913	910	3
Cape Suburbs ...	10420	7596	18016	16699	1317	14876	14139	737
Capetown ...	7268	4998	12266	11395	871	10817	10151	666
Carnarvon ...	516	166	682	571	111	644	533	111
Cathcart ...	368	151	519	537	-18	479	484	-5
Ceres ...	551	333	884	845	39	786	775	11
Clanwilliam ...	848	309	1157	1016	141	1053	937	116
Colesberg ...	649	206	855	759	96	770	675	95
Cradock ...	1090	425	1515	1433	82	1388	1324	64
East London ...	3244	1082	4326	4109	217	3879	3562	317
Elliot ...	760	112	872	771	101	777	672	105
Fort Beaufort ...	744	1480	2224	2150	74	1916	1804	112
Fraserburg ...	380	73	453	417	36	437	396	41
George ...	1513	511	2024	1885	139	1806	1607	199
Glen Grey ...	99	3408	3507	3306	201	2814	2620	194
Gordonia ...	463	72	535	644	-109	481	590	-109
Graaff-Reinet ...	1429	641	2070	1946	124	1920	1753	167
Hanover ...	275	61	336	316	20	314	305	9
Hay ...	507	96	603	481	122	583	462	121
Herbert ...	458	237	695	491	204	623	420	203
Herschel ...	9	3188	3197	3201	-4	2793	2850	-57
Hopetown ...	605	97	702	628	74	666	584	82
Humansdorp ...	1078	929	2007	1868	139	1775	1601	174
Jansenville ...	868	158	1026	1002	24	918	900	18
Kenhardt ...	763	116	879	753	126	790	689	101
Kimberley ...	3860	2341	6201	5841	360	5445	5128	317
King William's Town ...	2025	8174	10199	9502	697	8439	7683	756
Knysna ...	1177	442	1619	1553	66	1384	1285	99
Komgha ...	286	208	494	441	53	448	377	71
Kuruman ...	420	172	592	566	26	546	504	42
Ladismith ...	1074	365	1439	1397	42	1284	1253	49
Laingsburg ...	417	99	516	485	31	476	418	58
Maclear ...	348	34	382	405	-23	346	352	-6
Mafeking ...	338	305	643	595	248	761	535	226
Malmesbury ...	2660	1260	3920	3811	109	3549	3526	23
Maraisburg ...	310	22	332	272	60	321	247	74
Middelburg ...	728	505	1033	1021	12	690	941	19
Molteno ...	519	104	623	530	93	566	472	94
Montagu ...	800	101	901	851	50	822	773	49
Mossel Bay ...	1192	533	1725	1544	181	1526	1340	186
Murraysburg ...	224	62	286	322	-36	262	290	-28
Namaqualand ...	683	1273	1956	1879	77	1668	1598	70

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

FISCAL DIVISION.	Enrolment.					Average Attendance.		
	Euro-pean.	Non-Eur.	Total 1914.	Total 1913.	In-crease.	1914.	1913.	In-crease.
Oudtshoorn ...	2755	846	3601	3316	285	3263	2961	292
Paarl ...	3244	2198	5442	5188	254	4760	4648	112
Pearston ...	328	38	366	342	24	338	312	26
Peddie ...	272	1525	1797	1791	6	1394	1364	30
Philipstown ...	455	87	542	459	83	513	429	84
Piquetberg ...	1968	560	2528	2365	163	2304	2193	111
Port Elizabeth ...	3875	2317	6192	5843	349	5378	5023	355
Prieska ...	560	78	638	619	19	583	575	8
Prince Albert ...	486	181	667	664	3	593	582	11
Queenstown ...	1324	2430	3754	3445	309	3291	2946	345
Richmond ...	309	70	379	344	35	359	330	29
Riversdale ...	1731	490	2221	2097	124	2086	1920	166
Robertson ...	1460	346	1806	1642	164	1592	1447	145
Somerset East ...	1110	599	1709	1676	33	1518	1481	37
Stellenbosch ...	1914	1355	3269	3020	249	2844	2643	201
Steynsburg ...	309	32	341	362	-21	321	342	-21
Steytlerville ...	566	59	625	625	...	556	570	-14
Stockenstrom ...	416	363	779	755	24	679	612	67
Stutterheim ...	400	1131	1531	1416	115	1285	1184	101
Sutherland ...	207	19	226	187	39	199	174	25
Swellendam ...	1508	688	2196	2069	27	2007	1866	141
Tarka ...	435	262	697	650	47	633	604	29
Tulbagh ...	556	686	1242	1163	79	1101	1050	51
Uitenhage ...	2316	1042	3358	3240	118	2997	2773	224
Uniondale ...	1260	232	1492	1411	81	1362	1261	101
Van Rhynsdorp ...	298	69	367	423	-56	311	382	-71
Victoria East ...	292	1857	2149	2250	-1	1864	1913	-49
Victoria West ...	607	71	678	637	41	640	593	47
Vryburg ...	961	650	1611	1361	250	1457	1233	224
Willowmore ...	823	192	1015	936	79	931	828	103
Wodehouse ...	1320	483	1803	1739	64	1596	1538	58
Worcester ...	1760	906	2666	2625	41	2369	2369	...
<i>Magistracy.</i>								
Bizana ...	15	730	745	616	129	645	530	115
Butterworth ...	126	2860	2986	2541	445	2515	1976	539
Elliotdale ...	0	355	355	308	47	280	246	34
Engcobo ...	43	4077	4120	3780	340	3575	3206	369
Flagstaff ...	0	1192	1192	1069	123	1009	917	92
Idutywa ...	90	2125	2215	1897	318	1910	1549	361
Kentani ...	17	2262	2279	2236	43	1862	1698	164
Libode ...	23	870	893	819	74	753	705	48
Lusikisiki ...	25	1113	1138	1057	81	931	877	54
Matatiele ...	183	4530	4713	4177	536	4105	3645	460
Mount Ayliff ...	20	1693	1713	1543	170	1522	1318	204
Mount Currie ...	265	793	1058	1008	50	940	892	48
Mount Fletcher ...	22	2664	2686	2468	218	2343	2171	172
Mount Frere ...	31	5189	5220	4557	663	4537	3904	633
Mqanduli ...	34	2155	2189	1952	237	1831	1622	209
Ngqeleni ...	11	1518	1529	1327	202	1283	1100	183
Nqamakwe ...	34	4608	4642	3906	736	3950	3175	775
Ntabankulu ...	14	1358	1372	1194	178	1142	990	152
Port St. John ...	27	523	550	285	265	475	237	238
Qumbu ...	39	4348	4387	3502	885	3741	2895	846
St. Mark's ...	32	2967	2999	2762	237	2366	2102	264
Tsolo ...	37	3548	3585	3127	458	3051	2598	453
Tsomo ...	17	3849	3866	3472	394	3167	2806	361
Umtata ...	264	3563	3827	3424	403	3334	2892	442
Umzimkulu ...	17	3639	3656	3572	84	3327	3269	58
Willowvale ...	26	3698	3724	3501	223	3175	2907	268
Xalanga ...	71	1733	1804	1617	187	1416	1254	162



G.—ENROLMENT OF EUROPEAN AND NON-EUROPEAN PUPILS.  
ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.

CIRCUIT IN CHARGE OF INSPECTOR.	European.			Non-European.			TOTAL.		
	3rd Qr. 1914.	3rd Qr. 1913.	Increase.	3rd Qr. 1914.	3rd Qr. 1913.	Increase	3rd Qr. 1914.	3rd Qr. 1913.	Increase
	Anders, H.	83	83	...	11424	10057	1367	11507	10140
Anders, J.	3466	3258	208	969	917	52	4435	4175	260
Bain ...	1222	1122	100	5956	5451	505	7178	6573	605
Bennie ...	3052	3125	-73	2685	2549	136	5737	5674	63
Bond ...	2025	1951	74	8174	7551	623	10199	9502	697
Craib ...	2937	2852	112	1324	1206	118	4261	4031	230
Freeman ...	3293	3254	39	903	799	104	4196	4053	143
Golightly ...	4628	4438	190	1820	1738	82	6448	6176	272
Green ...	98	96	2	10560	9001	1559	10658	9097	1561
Hill ...	85	115	-30	9582	8378	1204	9667	8493	1174
Hofmeyr, C.	4185	3886	299	1234	1161	73	5419	5047	372
Hofmeyr, J.	1625	1574	51	506	459	47	2131	2033	98
Kelly ...	2658	2200	458	2385	2252	133	5043	4452	591
Logie ...	2588	2404	184	2818	2493	325	5406	4897	509
Milne ...	6191	5919	272	3359	3164	195	9550	9083	467
Mitchell ...	4876	4589	287	1447	1282	165	6323	5871	452
Noaks and Siddle ...	17688	16471	1217	12594	11623	971	30282	28094	2188
Porter ...	485	489	-4	10655	9811	844	11140	10300	840
Pressly ...	1970	1934	36	3747	3636	111	5717	5570	147
Rein, R. ...	359	310	49	8984	7805	1179	9343	8115	1228
Rein, T. W.	1328	1282	46	4143	4091	52	5471	5373	98
Robertson...	5560	5415	145	3790	3561	229	9350	8976	374
Rosenow ...	2293	2169	124	362	328	34	2655	2497	158
Satchel ...	5378	4989	389	2762	2430	332	8140	7419	721
Scott ...	3768	3537	231	1882	1769	113	5650	5306	344
Sinton ...	2578	2273	305	785	708	77	3363	2981	382
Spurway ...	3101	2913	188	940	855	85	4041	3768	273
Stokes ...	1419	1384	35	3891	3661	230	5310	5045	265
Theron and Siddle ...	4535	4189	346	2767	2604	163	7302	6793	509
Tooke ...	259	257	2	10945	9918	1027	11204	10175	1029
Van der Merwe	1829	1542	287	1651	1776	-125	3480	3318	162
Watermeyer	2805	2624	181	855	857	-2	3660	3481	179
Young ...	4298	4082	216	2572	2421	151	6870	6503	367
Total ...	102665	96699	5966	138471	126312	12159	241136	223011	18125

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

CLASS OF SCHOOL.	No. of Pupils on Roll.			Average Attendance.			Percentage of Attendance.		Percentage of Pupils on Roll at the various Classes of Schools.	
	1914.	1913.	Increase	1914.	1913.	Increase	1914.	1913.	1914.	1913.
	Sp. ...	2137	1976	161	2046	1830	216	95.7	92.6	0.9
A 1 ...	24017	22207	1810	22528	20617	1911	93.8	92.8	10.0	9.9
A 2 ...	19471	18042	1429	17686	16544	1142	90.8	91.7	8.1	8.1
A 3 ...	51242	44211	7031	46235	39616	6619	90.2	89.6	21.3	19.8
D. ...	380	389	-9	350	363	-13	92.1	93.3	0.2	0.2
E. ...	1533	1674	-141	1142	1256	-114	74.6	75.0	0.6	0.8
P.F. ...	4737	5817	-1080	4499	5387	-888	95.0	92.6	1.9	2.6
Poor ...	2175	5309	-3134	1960	4621	-2621	90.1	87.0	0.9	2.4
B. ...	66406	61845	4561	54679	50766	3913	82.3	80.5	27.5	27.7
C 1 ...	1208	1090	118	1177	1051	126	97.4	96.4	0.5	0.4
C ...	67830	60451	7379	57707	50303	7404	85.1	83.2	28.1	27.1
Total ...	241136	223011	18125	210009	192354	17655	87.1	86.3	...	...

I.—SEX AND RACE OF PUPILS.

Year.	European Pupils.			Non-European Pupils.			Total Enrolment.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
	3rd Qr., 1914 ...	52308	50357	102665	68941	69530	
Percentage ...	21.7	20.9	42.6	28.6	28.8	57.4	...
3rd Qr., 1913 ...	49613	47086	96699	62726	63586	126312	223011
Percentage ...	22.3	21.1	43.4	28.1	28.5	56.6	...

4.—INSPECTION OF SCHOOLS.

A.—SCHOOLS INSPECTED AND INFORMALLY VISITED DURING THE YEAR ENDING 30th SEPTEMBER, 1914.

INSPECTOR.	Inspections made by each Inspector.	SCHOOLS INSPECTED IN EACH CIRCUIT.		Informal visits made by Inspectors.
		1914.	1913.	
Anders H. ...	145	144	97	76
Anders J. ...	127	144	149	55
Bain ...	148	148	141	78
Bennie ...	129	130	131	85
Bond ...	111	130	141	18
Craib, ...	128	129	151	102
Freeman ...	139	139	138	76
Golightly ...	125	128	139	27
Green ...	162	162	159	68
Hill ...	164	150	140	57
Hofmeyr, C. ...	126	117	129	21
Hofmeyr J. H. ...	111	105	84	30
Kelly ...	130	128	109	21
Logie ...	138	138	131	130
Milne ...	122	122	114	68
Mitchell ...	123	126	116	46
Noaks (and Siddle) ...	131	173	163	169
Porter ...	161	161	159	35
Pressly ...	138	138	135	101
Rein, R. ...	126	124	105	60
Rein, T. W. ...	6	76	121	56
Robertson ...	107	114	117	47
Rosenow ...	72	72	98	22
Satchel ...	118	114	107	68
Scott ...	144	154	143	122
Siddle ...	58	...	...	79
Sinton ...	115	115	110	55
Spurway ...	133	133	141	87
Stokes ...	103	128	134	77
Theron (and Siddle) ...	123	147	119	74
Tooke ...	97	95	133	77
Van der Merwe ...	81	81	86	55
Watermeyer ...	116	116	124	34
Young ...	120	120	124	75
Other Inspectors ...	179*	...	...	169†
Total 1914 ...	4,256	4,201	...	2,420
Do. 1913 ...	4,252	...	4,118	2,093

Mr. W. A. Russell, M.A., Inspector of High Schools, visited 42 schools, inspecting the work in the upper Standards, and giving attention generally to the organisation of the schools and of the methods of instruction followed.

Mr. H. J. Anderson, M.A., Inspector of Training Colleges, visited the Training Schools and Departments in conjunction with the Circuit Inspector, inspecting the students in training; in addition he made 38 informal visits.

Forty-eight Schools were inspected twice during the year. Private schools are not reckoned in the total of 4201.

\*Mr. H. J. Anderson, 5; Mr. W. Fraser, 141; Dr. B. J. Haarhoff 3; Mr. J. McLaren, 30.

†Mr. W. Fraser, 11; Dr. B. J. Haarhoff, 116; Mr. J. McLaren, 4.

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

	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total 1914.	Total 1913.
No. of Schools Inspected ...	24	90	94	1557	2	19	713	89	736	12	865	4201	4188
No. of Schools in operation at 30th September ...	32	95	100	1701	2	25	655	49	818	12	971	4460	4335

[C.P. 4-'15.]



C.—NUMBER OF VISITS MADE BY DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES DURING THE YEARS ENDING 30TH SEPTEMBER, 1914 and 1913.

SUBJECT.	NAME OF OFFICER.	NUMBER OF VISITS.	
		1914.	1913.
Domestic Economy ... ..	Miss MacIver ... ..	133	151
Drawing ... ..	{ Mr. W. W. Rawson (W) ... ..	155	170
	{ Mr. H. Christie Smith (E) ... ..	214	234
Kindergarten ... ..	{ Miss E. M. Swain (E)... ..	247	126
	{ Miss C. Drake (W) ... ..	194	...
Nature Study and Science... ..	Mr. A. B. Lamont ... ..	147	174
	{ Miss A. Cogan (E) ... ..	358	321
Needlework ... ..	{ Miss A. M. E. Exley (Territories) ... ..	153	...
	{ Miss H. D. Fuechsel (W) ... ..	251	255
	{ Miss H. Wood (Territories)... ..	61	255 <sup>o</sup>
	{ Mr. F. Farrington (E) ... ..	236	266
Vocal Music... ..	{ Mr. A. Lee (W) ... ..	162	291
	{ Mr. F. T. Morrison (E) ... ..	189	167
Woodwork ... ..	{ Mr. C. S. Young (W)... ..	142	121
	Total ... ..	<sup>o</sup> 2642	<sup>o</sup> 2501

The letters E. and W. indicates Eastern and Western Districts.

<sup>o</sup>Not including those schools in Territories whose teachers bring work done to the instructress for examination.

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

FOR THE STATISTICAL YEAR ENDING 30TH SEPTEMBER, 1914.

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

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

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



A.—CLASSIFICATION OF PUPILS IN STANDARDS, ARRANGED ACCORDING TO DIVISIONS AND CLASSES OF SCHOOLS.

(When a School has been inspected twice during the year the figures of the later Inspection only are included.)

DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	Yr. Jr.	II Yr. Sr.	III Yr. Sr.	III Yr. Sr.							
ABERDEEN	J. Anders ...	A 2	240	238	38	21	18	26	23	38	37	18	11	8	...	...	...	...	...	...	102	30	...	180	129
		A 3	117	110	33	19	16	20	13	2	4	2	1	...	...	...	...	...	...	...	36	9	...	61	49
		P.F.	80	78	32	11	5	9	5	5	10	1	...	...	...	...	...	...	...	...	14	12	...	39	20
		Poor	142	138	40	30	18	22	24	4	...	...	...	...	...	...	...	...	...	...	46	3	...	72	63
		B.	124	113	69	13	13	13	3	2	...	...	...	...	...	...	...	...	...	...	18	11	...	33	21
Total ...	...	1914	703	677	212	94	70	90	68	51	51	21	12	8	...	...	...	...	...	216	65	...	385	282	
" ...	...	1913	656	644	180	74	88	89	50	63	47	24	9	17	...	...	3	...	...	263	28	...	380	336	
ALBANY	Bennie ...	Sp.	273	266	...	...	2	5	15	17	5	...	...	...	...	34	34	49	105	10	4	1	40	28	
		A 1	444	379	34	24	15	49	27	50	51	40	27	60	...	1	...	1	...	197	15	...	320	300	
		A 2	245	240	47	25	34	32	25	31	22	17	7	...	...	...	...	...	...	114	17	...	172	143	
		A 3	830	797	208	99	110	103	101	79	40	38	19	...	...	...	...	...	...	304	74	1	504	400	
		E.	103	59	11	6	10	6	1	4	...	...	...	...	...	...	...	...	21	4	6	...	22	10	
		P.F.	132	132	19	20	8	26	22	13	12	9	3	...	...	...	...	...	...	...	60	13	...	93	67
		Poor	876	826	350	104	117	109	79	28	19	20	...	...	...	...	...	...	...	...	200	122	...	393	251
		B.	876	826	350	104	117	109	79	28	19	20	...	...	...	...	...	...	...	...	200	122	...	393	251
		C.	63	63	...	2	3	8	13	16	21	...	...	...	...	...	...	...	...	...	18	8	...	43	32
		Total ...	...	1914	2966	2762	669	280	299	338	283	238	170	124	56	60	...	35	34	50	126	907	259	2	1587
" ...	...	1913	2991	2779	649	296	307	350	291	212	189	113	55	69	...	29	45	37	137	980	244	...	1610	1297	
ALBERT	Spurway ...	A 1	227	225	15	31	30	21	32	23	23	24	11	10	...	5	...	...	...	97	7	...	164	150	
		A 2	150	140	15	21	14	20	15	14	21	8	3	8	...	...	...	...	1	49	16	...	99	75	
		A 3	514	503	167	76	89	62	52	34	21	1	...	...	...	...	...	...	...	140	30	...	277	226	
		P.F.	100	100	19	16	9	13	16	7	14	6	...	...	...	...	...	...	...	...	51	13	...	69	55
		Poor	123	120	41	27	21	16	9	4	1	1	...	...	...	...	...	...	...	...	27	8	...	55	40
B.	340	331	196	45	37	24	21	8	...	...	...	...	...	...	...	...	...	...	65	13	...	93	76		
Total ...	...	1914	1454	1419	453	216	200	156	145	90	80	40	14	18	...	5	...	...	2	429	87	...	757	622	
" ...	...	1913	1351	1309	433	215	148	138	130	103	65	37	19	14	...	4	2	...	1	350	83	...	677	524	

CLASSIFICATION OF PUPILS AFTER INSPECTION.

ALEXAN- DRIA	Bennie ...	A 2	126	121	30	11	10	12	18	9	9	8	6	4	...	4	...	...	...	45	7	...	72	65	
		A 3	305	300	45	33	41	43	56	36	24	17	5	...	...	...	...	...	...	147	14	...	225	195	
		P.F.	42	42	6	4	2	2	5	12	2	8	1	...	...	...	...	...	...	...	21	3	...	34	28
		B	224	204	100	37	36	20	6	4	1	...	...	...	...	...	...	...	...	...	48	3	...	70	65
		Total ...	...	1914	697	667	181	85	89	77	85	61	36	33	12	4	...	4	...	...	261	27	...	401	353
" ...	...	1913	587	568	145	85	60	82	59	56	40	22	12	7	...	...	...	...	234	31	1	342	299		
ALIWAL NORTH	Pressly ...	A 1	471	465	63	28	44	45	41	57	52	43	31	37	...	14	9	1	...	187	51	...	339	293	
		A 2	153	151	35	9	19	16	8	18	11	8	9	...	...	3	4	...	...	66	7	...	92	84	
		A 3	514	503	148	76	66	68	57	40	30	17	1	...	...	...	...	...	...	203	22	...	289	259	
		P.F.	123	123	30	13	16	18	18	16	7	5	...	...	...	...	...	...	...	...	42	7	...	81	68
		Poor	92	90	28	9	16	13	15	9	...	...	...	...	...	...	...	...	...	...	44	4	...	53	53
		B.	400	376	235	43	47	25	17	9	...	...	...	...	...	...	...	...	...	...	53	5	...	100	92
Total ...	...	1914	1753	1708	539	178	208	185	156	149	100	76	40	46	...	17	13	1	...	595	96	...	954	849	
" ...	...	1913	1575	1527	485	170	155	166	168	124	97	64	39	41	...	14	2	2	...	559	81	...	850	734	
BARKLY EAST	Pressly ...	A 1	160	160	29	10	8	14	14	22	20	20	4	18	...	1	...	...	...	54	17	...	104	79	
		A 2	67	66	11	3	8	12	14	6	4	7	1	...	...	...	...	...	...	41	2	...	52	49	
		A 3	308	305	71	31	36	50	34	44	18	15	6	...	...	...	...	...	...	106	32	...	219	156	
		P.F.	98	98	26	17	10	13	12	13	3	3	1	...	...	...	...	...	...	35	5	...	56	46	
		Poor	75	72	20	9	11	10	10	5	2	2	3	...	...	...	...	...	...	...	26	7	...	44	36
B.	142	130	93	10	7	14	2	4	...	...	...	...	...	...	...	...	...	...	16	11	...	31	18		
Total ...	...	1914	850	831	250	80	80	113	86	94	47	47	15	18	...	1	...	...	...	278	74	...	506	384	
" ...	...	1913	819	807	198	83	86	118	102	79	75	26	20	17	...	1	2	...	...	314	68	...	533	397	
BARKLY WEST	Kelly ...	A 3	863	828	254	116	132	113	100	68	30	15	...	...	...	...	...	...	...	308	38	...	469	410	
		P.F.	37	35	11	4	5	5	5	5	...	...	...	...	...	...	...	...	...	14	1	...	20	19	
		Poor	68	64	23	8	5	11	12	5	...	...	...	...	...	...	...	...	...	22	4	...	33	27	
		B.	1202	1107	605	183	106	80	67	35	13	4	...	...	...	...	5	7	2	...	226	41	...	322	269
Total ...	...	1914	2170	2034	893	311	248	209	184	113	43	19	...	...	5	7	2	...	...	570	84	...	844	725	
" ...	...	1913	1708	1629	646	256	224	204	145	88	31	19	3	1	6	4	2	...	...	521	106	...	748	603	
BATHURST	T.W. Rein...	A 2	159	151	30	26	17	12	21	18	8	11	7	...	...	...	...	...	...	56	32	...	104	61	
		A 3	195	185	12	25	35	28	20	28	20	12	4	...	...	...	...	...	...	107	28	...	150	119	
		P.F.	17	17	2	1	4	1	4	...	...	...	...	...	...	...	...	...	...	...	10	1	...	15	14
		Poor	339	292	147	34	33	42	22	10	4	...	...	...	...	...	...	...	...	...	78	37	...	128	84
		B.	339	292	147	34	33	42	22	10	4	...	...	...	...	...	...	...	...	...	78	37	...	128	84
Total ...	...	1914	710	645	191	86	89	83	67	56	36	24	11	...	...	1	...	1	...	251	98	...	397	278	
" ...	...	1913	677	630	198	87	74	68	85	51	26	32	8	...	...	1	...	...	...	233	67	...	353	263	

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CLASSIFICATION OF PUPILS AFTER INSPECTION.



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	Yr. 1	Yr. 2	Yr. 3	Yr. 4						
BEAUFORT WEST	Freeman	A 1	375	347	27	8	32	25	33	51	39	40	36	33	...	8	7	8	...	189	17	...	282	261
		A 3	156	153	40	25	19	15	22	18	6	5	3	...	...	...	...	...	68	6	...	95	81	
		P.F.	115	114	20	11	18	10	26	13	13	3	...	...	...	...	...	...	49	10	...	83	61	
		Poor	140	136	38	25	18	22	19	14	...	...	...	...	...	...	...	...	56	...	...	73	73	
		B.	240	227	139	34	30	6	16	2	...	...	...	...	...	...	...	...	39	19	...	63	42	
Total	...	1914	1026	977	264	103	117	78	116	98	58	48	39	33	...	8	7	8	...	401	52	...	596	518
"	...	1913	1020	955	263	101	81	103	120	74	59	74	25	33	...	8	9	5	...	363	69	...	564	472
BEDFORD	Craib	A 1	130	126	13	8	15	9	15	21	12	7	9	15	...	1	1	...	64	8	...	89	78	
		A 3	170	162	38	12	23	22	24	19	13	3	...	...	...	7	1	...	72	9	...	106	92	
		P.F.	91	91	10	18	9	14	13	11	8	4	4	...	...	...	...	...	44	1	...	63	58	
		Poor	296	275	126	60	36	29	16	8	...	...	...	...	...	...	...	...	57	23	2	97	68	
		B.	296	275	126	60	36	29	16	8	...	...	...	...	...	...	...	...	57	23	2	97	68	
Total	...	1914	687	654	187	98	83	74	68	59	33	14	13	15	...	8	2	...	237	41	2	355	296	
"	...	1913	642	603	168	77	83	83	66	41	29	23	12	16	...	3	2	...	202	58	...	341	262	
BREDAS-DORP	Theron	A 2	371	365	102	30	37	49	33	25	27	24	19	9	...	4	6	...	158	27	...	219	189	
		A 3	347	344	96	46	48	58	52	36	7	1	...	...	...	...	...	...	139	38	1	213	168	
		P.F.	103	103	10	18	15	16	9	21	8	6	...	...	...	...	...	...	61	7	...	76	67	
		Poor	26	26	3	3	7	8	5	...	...	...	...	...	...	...	...	...	14	6	...	21	15	
		B.	479	474	161	84	58	74	65	22	10	...	...	...	...	...	...	...	184	38	...	234	200	
Total	...	1914	1326	1312	372	181	165	205	164	104	52	31	19	19	...	4	6	...	556	116	1	763	639	
"	...	1913	1281	1254	328	167	202	184	160	110	53	27	11	4	...	5	3	...	581	95	2	755	643	
BRITSTOWN	Sinton	A 1	270	265	48	33	34	30	26	36	23	18	7	7	...	2	1	...	114	16	...	174	152	
		A 2	158	157	43	18	17	13	20	23	9	7	6	1	...	...	...	...	56	12	...	97	79	
		A 3	17	17	2	...	3	3	2	7	...	...	...	...	...	...	...	...	10	3	...	15	12	
		P.F.	67	66	11	5	13	19	4	8	6	...	...	...	...	...	...	...	29	16	...	53	36	
		B.	354	338	209	41	46	27	11	4	...	...	...	...	...	...	...	...	56	19	...	96	71	
Total	...	1914	866	843	313	97	113	92	63	78	38	25	13	8	...	2	1	...	265	66	...	435	350	
"	...	1913	710	685	210	92	81	89	76	55	36	24	12	5	...	2	1	2	...	243	62	...	388	299
CALEDON	Theron	Sp.	25	25	...	...	...	...	...	2	4	6	...	...	6	5	2	...	...	...	...	12	8	
		A 1	569	553	101	37	38	42	58	53	42	47	30	90	...	7	8	...	288	42	...	401	347	
		A 3	880	869	226	98	118	108	145	63	55	31	18	3	...	3	1	...	387	97	...	552	447	
		P.F.	124	123	29	18	16	14	18	19	8	1	...	...	...	...	...	...	43	16	...	82	56	
		B.	839	796	329	155	105	109	72	22	1	3	...	...	...	...	...	...	80	30	...	132	95	
Total	...	1914	2649	2577	738	337	301	305	337	180	115	91	48	93	6	15	11	...	1034	243	...	1516	1219	
"	...	1913	2531	2451	661	296	319	327	291	178	135	81	64	86	...	12	1	...	1061	195	...	1457	1221	

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CALITZ-DORP	Mitchell	A 2	284	282	77	26	28	43	31	32	16	20	6	3	...	...	...	...	131	20	...	180	154	
		A 3	641	625	200	108	102	101	65	41	8	...	...	...	...	...	...	...	258	45	1	331	272	
		B.	66	55	25	14	11	1	2	2	...	...	...	...	...	...	...	...	12	12	...	25	12	
		Total	...	1914	991	962	302	148	141	145	98	75	24	20	6	3	...	...	...	401	77	1	536	438
		"	...	1913	906	878	339	103	125	121	96	54	24	13	3	...	...	...	...	338	62	...	450	375
CALVINIA	J. H. Hofmeyr	A 1	149	149	37	22	15	16	7	13	6	10	6	15	...	2	...	...	46	5	...	75	64	
		A 3	606	591	125	99	73	97	83	63	22	20	3	...	...	3	2	...	181	19	...	364	326	
		P.F.	97	95	23	13	9	17	12	9	4	5	3	...	...	...	...	...	21	2	...	59	54	
		Poor	25	24	4	11	2	2	3	2	...	...	...	...	...	...	...	...	6	5	...	14	9	
		B.	165	142	84	28	14	10	6	...	...	...	...	...	...	...	...	...	20	3	...	32	26	
Total	...	1914	1042	1001	273	173	113	142	111	87	32	35	12	15	...	5	2	...	274	34	...	544	479	
"	...	1913	794	743	216	111	97	89	59	47	51	33	9	23	...	5	...	3	208	40	1	405	326	
CAPE SUBURBS.	Noaks and Siddie	Sp.	186	165	128	16	16	3	...	2	...	...	...	...	...	...	...	...	10	...	...	21	21	
		A 1	1064	1032	46	47	74	101	100	131	142	172	87	115	...	6	3	2	6	560	76	...	931	809
		A 2	3325	3251	500	338	413	386	464	427	344	237	94	11	...	15	8	7	7	1661	177	1	2401	2148
		A 3	5502	5359	1444	747	803	790	633	499	237	121	38	...	...	11	15	11	10	2262	294	...	3181	2823
		B.	7603	7117	3405	1268	1010	727	430	198	32	12	6	...	...	7	10	11	1	1623	495	2	2590	2018
Total	...	1914	17846	17074	5543	2431	2328	2031	1645	1280	779	556	225	126	7	42	37	21	6144	1062	3	9247	7895	
"	...	1913	16736	16139	5329	2389	2054	1910	1644	1148	749	468	196	125	3	32	38	20	5683	998	4	8563	7291	
CAPE TOWN.	Noaks and Siddie	Sp.	392	392	8	4	7	12	29	30	17	5	10	6	18	56	55	55	80	56	32	...	112	83
		A 1	2024	1980	174	137	136	154	164	170	206	296	153	371	...	3	3	6	7	1011	150	1	1659	1454
		A 2	1797	1763	311	219	242	206	245	233	116	105	45	5	1	7	10	10	8	792	101	...	1219	1096
		A 3	2804	2738	739	366	348	372	355	276	197	36	3	...	...	4	10	11	7	1075	114	...	1614	1454
		B.	3843	3660	2039	467	440	351	211	88	33	9	...	...	...	7	7	8	...	847	114	1	1175	1011
Total	...	1914	11605	11219	3326	1251	1232	1165	1092	896	639	533	253	418	37	95	95	78	3962	585	2	6303	5440	
"	...	1913	8859	8497	2632	954	881	902	799	587	524	367	175	365	16	104	83	57	2904	436	2	4682	4017	
CARNARVON.	Sinton	A 1	218	218	26	10	14	30	25	20	25	8	14	17	...	4	2	3	...	126	8	...	156	147
		A 3	177	168	24	24	27	31	29	19	8	6	...	...	...	...	...	...	69	6	...	121	111	
		P.F.	77	73	14																			



DIVISION.	Inspector.	Class of School	Pupils.		Sub-Standards		Standards.								Pupil-Teachers.					Unclassified.	Hig. her.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Sr.	III Yr. Sr.	IV Yr. Sr.								
CATHCART	Young	A 1	172	165	17	14	24	22	13	19	23	19	4	10	...	...	...	...	...	...	...	72	21	...	124	96
		A 3	108	103	18	13	17	10	18	12	8	5	1	1	...	...	...	...	...	...	...	48	4	...	71	64
		P.F.	95	95	13	7	12	12	17	10	13	8	3	...	...	...	...	...	...	...	...	51	7	...	77	66
		B.	168	159	81	20	24	17	13	4	...	...	...	...	...	...	...	...	...	...	...	45	17	...	68	48
		Total	...	1914	543	522	129	54	77	61	61	45	44	32	8	11	...	...	...	...	...	...	216	49	...	340
"	...	1913	523	507	139	57	64	60	62	48	33	26	14	4	...	...	...	...	...	...	222	23	...	316	282	
CERES	J. H. Hofmeyr	A 1	239	234	19	14	20	20	18	23	26	17	15	44	...	7	4	7	...	...	...	101	2	...	139	132
		A 3	105	105	21	19	14	21	14	9	7	...	...	...	...	...	...	...	...	...	...	44	11	...	65	52
		P.F.	159	159	9	18	36	16	28	22	21	8	1	...	...	...	...	...	...	...	...	98	12	...	133	122
		B.	369	357	206	64	45	20	15	3	1	3	...	...	...	...	...	...	...	...	...	79	18	...	98	80
		Total	...	1914	872	855	255	115	115	77	75	57	55	28	16	44	...	7	4	7	...	...	322	43	...	435
"	...	1913	860	833	273	92	84	67	79	92	38	29	27	44	...	7	...	1	...	...	296	40	...	419	368	
CLAN-WILLIAM	v. d. Merwe	A 2	133	130	14	8	11	12	10	10	14	14	8	11	...	11	4	3	...	...	...	45	14	...	87	58
		A 3	413	392	97	52	59	58	48	33	22	14	2	...	...	3	...	...	...	...	...	144	54	...	251	176
		P.F.	72	71	11	5	16	12	7	10	7	2	1	...	...	...	...	...	...	...	...	18	11	...	57	35
		B.	341	328	172	43	48	27	31	4	3	...	...	...	...	...	...	...	...	...	...	85	20	...	120	97
		Total	...	1914	959	921	294	108	134	109	96	57	46	30	11	11	...	14	4	3	...	...	292	99	...	515
"	...	1913	846	819	191	126	124	104	82	71	46	28	16	11	...	14	6	...	...	...	327	50	...	479	407	
COLESBERG	Spurway	A 1	230	228	53	23	27	26	29	17	18	16	9	10	...	...	...	...	...	...	...	99	15	...	144	125
		A 2	287	282	79	49	47	31	35	22	5	6	2	2	...	...	...	...	...	...	...	90	23	...	149	123
		A 3	183	175	74	33	24	19	10	14	1	...	...	...	...	...	...	...	...	...	...	32	6	...	73	58
		P.F.	81	80	21	8	10	11	22	6	...	...	...	...	...	...	...	...	...	...	...	32	5	...	51	43
		B.	132	127	84	13	15	9	5	1	...	...	...	...	...	...	...	...	...	...	...	17	13	...	35	19
Total	...	1914	913	892	311	126	123	96	101	60	24	24	11	12	...	...	...	...	...	...	270	62	...	452	368	
"	...	1913	824	798	276	105	102	97	83	39	48	20	11	12	...	...	...	...	...	...	263	67	...	418	312	
CRADOCK	Craib	A 1	439	423	34	23	25	30	30	52	44	62	38	48	...	12	10	12	3	...	...	213	23	...	329	305
		A 3	417	413	91	55	46	63	64	49	30	14	1	...	...	...	...	...	...	...	...	194	25	...	271	235
		P.F.	75	74	15	8	9	15	9	8	10	...	...	...	...	...	...	...	...	...	...	34	2	...	53	51
		B.	423	404	194	55	52	55	28	12	4	1	...	...	...	...	...	...	...	...	...	112	31	1	160	128
		Total	...	1914	1354	1314	334	141	132	163	131	121	88	77	39	48	3	12	10	12	3	...	553	81	1	813
"	...	1913	1385	1311	302	142	158	175	129	126	97	72	42	41	...	9	10	6	2	...	486	105	...	857	741	

[C.P. 4-15.]

EAST LONDON	Young	A 1	707	694	96	35	61	77	81	64	84	83	47	65	...	1	...	...	...	...	351	55	1	566	492			
		A 2	840	808	224	77	100	117	105	77	45	42	13	6	...	...	1	...	...	...	...	294	76	...	521	413		
		A 3	1531	1464	436	171	249	208	183	127	61	21	8	...	...	...	...	...	...	...	...	595	87	...	883	777		
		E.	40	36	2	...	...	3	7	11	5	8	...	...	...	...	...	...	...	...	...	13	3	...	34	23		
		P.F.	10	10	3	...	...	1	4	1	...	1	...	...	...	...	...	...	...	...	...	6	1	...	7	6		
ELLIOT	Bain	Poor	81	79	28	16	15	11	3	6	...	...	...	...	...	...	...	...	...	...	...	28	...	...	35	35		
		B.	1051	981	489	123	102	99	77	40	25	26	...	...	...	...	...	...	...	...	...	206	78	...	416	288		
		Total	...	1914	4260	4072	1278	422	528	519	457	325	...	...	...	...	1	1	...	...	...	1493	300	1	2462	2034		
		"	...	1913	4062	3784	1219	349	475	452	404	312	259	162	68	80	...	1	2	...	...	...	1447	269	...	2261	1938	
		FORT BEAUFORT	Bennie	A 1	155	153	12	16	15	18	29	18	17	9	1	...	...	...	...	...	...	...	83	16	...	125	104	
A 3	306			296	56	58	48	43	40	28	17	6	...	...	...	...	...	...	...	...	...	133	30	...	193	150		
P.F.	52			51	7	7	8	6	10	8	5	...	...	...	...	...	...	...	...	...	...	19	...	...	38	26		
Poor	210			206	29	24	39	37	51	11	10	4	1	...	...	...	...	...	...	...	...	101	21	...	157	126		
C	109			102	54	13	16	15	4	...	...	...	...	...	...	...	...	...	...	...	...	12	12	...	39	18		
FRASER-BURG	Sinton	Total	...	1914	832	808	158	118	126	119	134	65	50	27	10	1	...	...	...	...	...	348	79	...	552	424		
		"	...	1913	822	783	197	107	114	149	90	52	45	17	8	4	...	...	...	...	...	308	67	1	495	398		
		GEORGE	Scott	Sp.	46	45	1	4	6	11	11	6	4	2	...	...	...	...	...	...	...	...	18	4	...	40	33	
				A 1	362	351	52	17	38	34	45	30	45	32	32	17	...	...	7	2	...	...	...	169	34	...	259	205
				A 3	342	332	71	44	65	48	60	26	11	7	...	...	...	...	...	...	...	...	...	124	34	...	228	172
P.F.	65			65	12	6	11	12	10	5	6	3	...	...	...	...	...	...	...	...	...	30	6	...	48	40		
B.	1351			1237	627	119	126	115	79	66	62	43	...	...	...	...	...	...	...	...	...	308	75	1	504	400		
FRASER-BURG	Sinton	C 1	165	165	...	...	...	...	...	...	...	...	...	...	...	79	53	33	...	...	...	...	...	...	...			
		Total	...	1914	2331	2195	763	190	246	220	205	133	128	87	32	17	79	60	35	...	...	649	153	1	1079	850		
		"	...	1913	2175	2077	679	195	179	216	205	154	128	110	21	13	83	47	39	1	7	...	591	190	2	1070	791	
		FRASER-BURG	Sinton	A 2	139	135	35	22	13	18	12	9	8	2	6	7	...	1	2	...	...	...	52	2	...	69	62	
				A 3	60	57	17	6	8	4	5	12	3	...	2	...	...	...	...	...	...	...	18	2	...	35	32	
P.F.	172			170	40	23	28	28	22	15	9	4	1	...	...	...	...	...	...	...	49	10	...	107	90			
B.	72			70	22	20	14	6	6	2	...	...	...	...	...	...	...	...	...	...	...	23	...	...	28	28		
Total	...			1914	443	432	114	71	63	56	45	38	20	6	9	7	...	1	2	...	...	...	142	14	...	239		



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards							Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Sr.	IV Yr. Sr.							V Yr. Sr.
GLEN GREY	Stokes	A 3	78	78	12	9	16	11	9	7	8	5	1	...	...	...	...	...	...	...	39	2	...	57	53
		P.F.	22	22	2	5	2	3	1	4	1	4	...	...	...	...	...	...	...	...	13	2	...	15	13
		Poor	13	13	2	2	3	1	3	1	1	...	...	...	...	...	...	...	...	...	6	...	...	9	8
		B.	3305	2936	1188	563	437	321	234	111	65	17	...	...	...	...	...	...	...	...	810	253	1	1281	948
		C.	10	9	...	...	...	...	...	3	2	4	...	...	...	...	...	...	...	...	5	3	...	9	6
Total	...	1914	3128	3058	1204	579	458	336	247	126	77	30	1	...	...	...	...	...	...	873	260	1	1371	1028	
"	...	1913	2960	2720	1295	472	387	258	181	85	34	8	...	...	...	...	...	...	...	563	388	...	1107	650	
GORDONIA	Rosenow	A 2	134	125	16	11	12	9	25	12	14	8	11	1	...	...	6	...	...	54	18	...	91	66	
		A 3	199	192	59	25	22	26	32	18	6	4	...	...	...	...	...	...	...	71	7	...	108	86	
		P.F.	44	44	11	7	4	4	11	6	...	1	...	...	...	...	...	...	...	16	6	...	26	20	
		Poor	83	79	18	11	12	5	13	7	10	2	1	...	...	...	...	...	...	36	10	...	50	40	
		B.	184	171	80	21	20	17	19	6	4	1	...	...	1	1	1	...	...	36	14	...	68	42	
Total	...	1914	644	611	184	75	70	61	100	49	34	16	12	1	1	1	7	...	213	55	...	343	254		
"	...	1913	590	560	163	70	64	76	74	53	21	22	1	3	...	10	3	...	223	35	...	320	253		
GRAAFF-REINET	J. Anders	Sp.	70	70	7	9	13	18	13	7	3	...	...	...	...	...	...	...	...	30	10	1	57	47	
		A 1	432	420	23	29	21	19	27	32	54	83	31	55	...	18	15	10	3	160	65	...	332	248	
		A 2	98	96	12	11	14	8	6	11	20	5	4	5	...	...	...	...	...	43	16	1	70	51	
		A 3	463	446	97	46	65	68	81	56	26	7	...	...	...	...	...	...	...	204	40	3	312	252	
		P.F.	98	98	19	9	13	13	16	4	9	15	...	...	...	...	...	...	...	52	6	3	70	59	
Poor	163	160	58	17	22	29	19	13	2	...	...	...	...	...	...	...	...	58	11	1	88	73			
B.	614	562	310	120	65	31	26	10	...	...	...	...	...	...	...	...	...	...	89	49	7	173	105		
Total	...	1914	1938	1852	526	241	213	186	188	133	114	110	35	60	...	18	15	10	3	636	197	16	1102	835	
"	...	1913	1948	1871	520	239	211	169	186	170	157	80	34	57	...	24	12	11	1	613	239	4	1114	803	
HANOVER	Spurway	A 2	158	150	29	15	15	23	19	14	14	11	4	2	...	3	...	...	...	81	11	...	101	89	
		A 3	62	61	19	12	9	5	7	4	3	2	...	...	...	...	...	...	...	22	4	...	31	27	
		P.F.	30	27	8	1	4	3	5	5	...	...	...	...	...	...	...	...	...	7	3	...	17	12	
		B.	62	61	36	14	2	3	6	...	...	...	...	...	...	...	...	...	...	8	7	...	15	8	
		Total	...	1914	312	299	92	42	30	34	37	23	17	13	4	2	...	3	...	...	118	25	...	164	136
"	...	1913	306	303	90	25	38	37	42	24	29	6	4	3	...	1	3	...	109	17	...	182	154		

36a CLASSIFICATION OF PUPILS AFTER INSPECTION.

[C.P. 4-15.]

HAY	Rosenow	A 3	414	414	141	66	46	50	34	29	18	18	11	...	...	1	...	...	...	126	7	...	212	185		
		P.F.	100	97	26	12	14	8	12	12	8	4	...	...	...	...	...	...	...	...	15	15	...	60	41	
		B.	57	56	37	7	6	3	3	...	...	...	...	...	...	...	...	...	...	...	11	1	...	13	8	
		Total	...	1914	571	567	204	85	66	61	49	41	26	22	11	...	...	1	...	...	...	152	23	...	285	234
		"	...	1913	437	426	88	64	54	59	53	43	36	18	11	...	...	...	...	...	...	194	43	...	278	229
HERBERT	Satchel	A 2	121	119	22	16	19	7	16	18	6	8	3	3	...	1	...	...	...	42	15	...	77	55		
		A 3	300	292	85	70	35	41	23	18	13	2	4	...	...	...	...	...	...	74	29	...	146	99		
		P.F.	75	74	12	12	15	15	8	6	4	2	...	...	...	...	...	...	...	35	9	...	52	40		
		B.	200	184	152	12	10	4	5	1	...	...	...	...	...	...	...	...	...	...	11	6	...	20	13	
		Total	...	1914	696	669	271	110	79	67	52	43	23	12	7	3	...	1	...	...	162	59	...	295	207	
"	...	1913	560	533	218	72	59	47	57	45	15	11	7	...	...	2	...	...	137	45	1	251	194			
HERSCHEL	Pressly	A 3	10	10	...	...	1	1	2	3	1	2	...	...	...	...	...	...	...	8	...	...	10	9		
		B.	3114	3038	1559	387	336	254	212	160	79	51	...	...	...	...	...	...	...	805	156	...	1155	967		
		C 1	105	105	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
		Total	...	1914	3229	3153	1559	387	337	255	214	163	80	53	...	...	51	26	28	...	813	156	...	1165	976	
		"	...	1913	3132	3077	1636	358	300	260	234	120	54	40	...	...	36	31	8	...	664	143	...	1048	843	
HOPETOWN	Satchel	A 1	253	249	50	25	24	26	20	33	14	18	16	12	...	6	3	...	...	100	24	...	154	125		
		A 3	230	226	50	61	41	18	24	17	7	4	2	...	...	1	...	...	...	74	12	...	122	104		
		P.F.	151	149	43	16	24	21	19	8	12	6	...	...	...	...	...	...	...	47	17	...	96	73		
		B.	104	90	48	17	18	3	4	...	...	...	...	...	...	...	...	...	...	...	12	11	...	28	14	
		Total	...	1914	738	714	191	119	107	68	67	58	33	28	18	12	...	7	3	...	233	64	...	400	316	
"	...	1913	647	626	187	94	80	72	53	48	42	22	11	9	...	4	1	3	...	206	37	...	331	281		
HUMANS-DORP	Scott	A 2	129	128	15	12	6	16	10	10	17	14	9	6	...	8	3	2	...	60	5	...	82	74		
		A 3	739	724	154	92	104	108	114	61	44	32	11	...	...	...	...	...	...	287	62	...	483	400		
		P.F.	41	41	6	7	13	3	4	6	1	...	...	...	...	...	...	...	...	21	2	...	27	25		
		Poor	145	144	47	23	25	18	19	8	4	...	...	...	...	...	...	...	...	...	55	15	...	79	59	
		B.	829	806	432	153	93	66	46	13	3	...	...	...	...	...	...	...	...	...	133	76	...	253	172	
Total	...	1914	1883	1843	654	287	241	211	193	98	69	46	20	6	...	8	3	2	5	556	160	...	924	730		
"	...	1913	1784	1726	547	275	243	213	169	109	68	50	16	8	5	7	9	4	3	609	157	...	906	726		
JANSEN-VILLE	J. Anders	A 2	147	136	32	10	10	10	22	15	12	15	5	...	...	5	...	...	...	54	11	...	90	74		
		A 3	661	645	185	70	102	96	100	59	29	4	...	...	...	...	...	...	...	207	103	...	405	273		
		P.F.	80	79	21	9	8	7	18	4	8	2	2	...	...	...	...	...	...	22	17	1	54	25		
		B.	174	163	73	44	19	15	12	...	...	...	...	...	...	...	...	...	...	...	34	23	...	62	39	
		Total	...	1914	1062	1023	311	133	139	128	152	78	49	21	7	...	5	...	...	...	317	154	1	611	411	
"	...	1913	1023	998	267	149	135	149	137	77																



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or Jr. Sr.	III Yr. Jr. or Jr. Sr.	III Yr. Sr.							
KENHARDT	Rosenow	A 2	190	184	48	19	13	10	18	13	22	13	6	...	...	11	4	7	...	66	10	...	95	83	
		A 3	353	344	102	78	46	36	40	24	9	6	3	...	...	...	...	...	90	12	...	164	143		
		P.F.	63	62	15	5	17	5	4	5	6	3	2	...	...	...	...	...	12	1	...	42	35		
		Poor	206	193	71	19	33	21	17	17	5	6	4	...	...	...	...	...	51	8	...	103	93		
		B.	85	83	57	12	7	5	2	...	...	...	...	...	...	...	...	...	...	...	...	...	16	12	
Total ...	...	1914	897	866	293	133	116	77	81	59	42	28	15	...	...	11	4	7	...	219	31	...	420	366	
" ...	...	1913	679	666	213	74	88	86	61	55	33	26	10	...	...	5	8	3	4	227	19	...	371	308	
KIMBERLEY	Satchel	A 1	674	660	34	25	54	58	87	93	90	89	58	64	...	1	3	4	...	402	36	...	593	544	
		A 2	1550	1486	394	182	173	157	184	147	118	58	41	8	...	11	5	4	4	453	55	...	884	813	
		A 3	1561	1500	508	273	253	254	126	51	23	3	...	...	...	3	3	1	2	567	39	3	719	667	
		E.	202	177	...	...	1	15	24	30	13	14	...	...	...	...	...	...	...	80	19	30	1	97	49
		P.F.	17	17	3	3	1	3	2	2	3	...	...	...	...	...	...	...	...	4	4	...	11	6	
		B.	1417	1313	664	240	158	103	80	31	12	6	...	...	...	10	8	1	...	282	91	...	424	317	
		Total ...	...	1914	5421	5153	1603	723	640	590	503	354	259	170	99	72	10	23	12	9	86	1727	255	4	2728
" ...	...	1913	5729	5392	1698	723	643	586	532	439	282	207	86	61	2	14	18	3	98	1895	329	4	2905	2505	
KING WILLIAM'S TOWN.	Bond	Sp.	54	52	...	...	...	...	...	...	...	...	...	...	...	16	19	17	...	...	...	...	...		
		A 1	472	452	36	24	27	24	39	48	40	74	46	92	...	...	...	2	238	36	...	390	331		
		A 3	1396	1346	318	175	197	210	189	125	77	44	9	...	...	2	...	...	583	133	1	862	708		
		P.F.	39	39	7	10	3	11	7	1	...	...	...	...	...	...	...	...	6	5	...	22	17		
		B	6404	5863	2400	900	843	715	587	256	118	44	...	...	...	...	...	...	...	1601	695	4	2848	1947	
Total ...	...	1914	8516	7903	2761	1109	1070	960	822	430	235	162	55	92	73	63	52	17	2	2428	869	5	4122	3003	
" ...	...	1913	9195	8567	3056	1260	1196	983	895	476	285	114	51	84	65	53	36	6	7	2672	970	5	4388	3202	
KNYSNA	Scott	A 2	215	211	29	20	14	22	20	22	13	12	24	15	...	13	7	...	...	86	18	...	129	107	
		A 3	864	854	258	116	152	105	84	68	41	24	2	...	...	...	...	...	4	360	79	...	484	396	
		P.F.	30	30	12	4	1	3	4	4	2	...	...	...	...	...	...	...	...	10	2	...	14	11	
		Poor	104	100	24	14	21	17	16	5	3	...	...	...	...	...	...	...	...	43	10	...	64	47	
		B.	346	320	167	55	31	38	20	9	...	...	...	...	...	...	...	...	...	58	38	...	115	74	
Total ...	...	1914	1559	1515	490	209	219	185	144	108	59	36	26	15	...	13	7	...	4	557	147	...	806	635	
" ...	...	1913	1532	1479	474	239	192	168	157	98	60	38	24	14	...	8	5	2	...	521	148	...	761	613	

[C.P. 4-15.]

KOMGHA	Young	A 2	124	119	30	...	16	14	16	8	18	5	3	2	...	4	2	1	...	45	9	...	80	60	
		A 3	95	92	22	7	13	8	13	11	10	8	...	...	...	...	...	...	...	52	7	...	65	57	
		P.F.	51	48	14	5	8	6	6	5	4	...	...	...	...	...	...	...	...	26	1	...	30	26	
		B.	198	176	84	22	26	17	20	7	...	...	...	...	...	...	...	...	...	48	18	...	74	52	
		Total ...	...	1914	468	435	150	34	63	45	55	31	32	13	3	2	...	4	2	1	...	171	35	...	249
" ...	...	1913	463	440	168	46	49	41	54	50	17	5	6	...	...	2	1	1	...	145	40	...	232	183	
KURUMAN	Kelly	A 3	324	314	78	58	59	49	35	25	6	3	1	...	...	...	...	...	...	92	17	...	184	154	
		P.F.	67	65	17	6	10	13	14	2	3	...	...	...	...	...	...	...	...	13	3	...	44	28	
		B.	166	165	84	50	11	9	6	2	3	...	...	...	...	...	...	...	...	22	16	...	41	24	
Total ...	...	1914	557	544	179	114	80	71	55	29	12	3	1	...	...	...	...	...	127	36	...	269	206		
" ...	...	1913	457	443	207	65	56	58	28	19	8	2	...	...	...	...	...	...	95	10	...	179	152		
LADISMITH	Watermeyer	A 1	205	199	31	13	23	21	37	16	20	18	7	8	...	2	...	2	1	...	65	28	1	142	99
		A 3	855	843	208	142	126	132	101	62	40	18	4	3	...	3	4	...	...	374	36	...	488	441	
		P.F.	20	20	3	3	3	3	5	3	...	...	...	...	...	...	...	...	...	9	4	...	14	9	
		B.	409	386	184	75	50	49	18	8	2	...	...	...	...	...	...	...	...	81	65	...	147	86	
Total ...	...	1914	1489	1448	426	233	202	205	161	89	62	36	11	11	...	5	4	2	1	529	133	1	791	635	
" ...	...	1913	1498	1457	456	232	207	181	161	103	58	35	11	9	...	3	1	...	...	576	109	...	772	643	
LAINGS-BURG.	C. Hofmeyr	A 2	214	209	34	18	18	22	25	15	17	23	11	12	...	...	5	9	...	78	6	...	131	121	
		A 3	90	88	16	12	7	17	16	13	3	4	...	...	...	...	...	...	...	43	7	...	61	52	
		P.F.	43	42	5	7	5	7	6	9	3	...	...	...	...	...	...	...	...	20	2	...	30	27	
		Poor	79	77	15	5	13	15	11	14	4	...	...	...	...	...	...	...	...	44	4	...	57	53	
		B.	99	82	37	11	19	10	2	1	2	...	...	...	...	...	...	...	...	24	11	...	38	27	
Total ...	...	1914	525	498	107	53	62	71	60	52	29	27	11	12	...	...	5	9	...	209	30	...	317	280	
" ...	...	1913	519	488	86	73	80	69	71	34	33	13	9	3	...	7	8	2	...	219	60	...	320	250	
MACLEAR	Bain	A 3	259	256	47	37	37	38	37	31	20	6	2	...	...	1	...	...	...	105	32	...	173	118	
		P.F.	66	66	11	5	10	15	13	4	8	...	...	...	...	...	...	...	...	10	4	...	51	41	
Total ...	...	1914	325	322	58	42	47	53	50	35	28	6	2	...	...	1	...	...	...	115	36	...	224	159	
" ...	...	1913	452	424	96	65	76	64	59	32	18	7	7	...	...	...	...	...	...	157	31	...	273	207	
MAFEKING	Kelly	A 2	219	208	54	17	32	34	27	18	15	4	3	2	...	1	1	...	...	81	19	...	133	112	
		A 3	70	68	11	14	9	8	11	10	3	2	...	...	...	...	...	...	...	27	4	...	44	38	
		P.F.	8	8	3	...	...	2	2	...	1	...	...	...	...	...	...	...	...	...	...	...	5	4	
		B.	368	317	135	66	45	35	21	8	4	3	...	...	...	...	...	...	...	...	70	26	...	123	91
Total ...	...	1914	665	601	203	97	86	79	61	36	23	9	3	2	...	1	1	...	...	178	49	...	305	245	
" ...	...	1913	690	627	250	82	86	68	49	47	21	16	4	2	...	2	...	...	...	211	34	...	300	256	



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I Yr. Jr.	II Yr. Jr. or I Yr. Sr.	III Yr. Jr. or II Yr. Sr.	III Yr. Sr.							
MALMESBURY.	Golightly ...	A 1	613	593	100	27	62	67	53	63	59	54	39	52	...	10	4	3	...	343	33	...	443	413	
		A 2	1023	1003	182	92	122	94	131	106	93	87	57	24	...	6	9	...	...	512	85	...	692	587	
		A 3	1000	965	172	148	165	161	141	107	61	10	...	...	...	...	...	...	...	467	60	...	648	562	
		P.F.	19	19	2	1	2	5	2	1	4	2	...	...	...	...	...	...	...	...	13	1	...	16	15
		B.	1247	1170	521	202	173	130	93	40	6	5	...	...	...	...	...	...	...	...	314	112	...	497	358
Total ...	...	1914	3902	3750	977	470	524	457	420	317	223	158	96	76	...	16	13	3	...	1649	291	...	2278	1935	
" ...	" ...	1913	3654	3515	831	492	458	457	393	266	244	160	105	81	...	9	15	4	...	1544	191	...	2161	1929	
MARAISBURG.	Logie ...	A 2	126	126	21	12	20	22	12	7	14	3	8	7	...	...	...	...	...	57	6	...	87	70	
		A 3	122	121	13	22	23	26	15	11	7	3	1	...	...	...	...	...	...	54	4	...	88	77	
		P.F.	12	12	1	3	...	3	4	1	...	...	...	...	...	...	...	...	...	...	...	...	8	7	
		B.	23	22	5	4	7	4	2	...	...	...	...	...	...	...	...	...	...	...	12	1	...	13	13
		Total ...	...	1914	283	281	40	41	50	55	33	19	21	6	9	7	...	...	...	...	123	11	...	196	167
" ...	" ...	1913	260	259	46	42	49	28	28	27	12	19	6	2	...	...	...	...	108	9	...	171	152		
MIDDELBURG.	Spurway ...	A 1	268	256	25	11	26	26	30	27	32	28	20	23	...	3	5	...	...	135	18	...	190	164	
		A 3	408	398	115	58	51	64	55	40	8	7	...	...	...	...	...	...	...	140	26	...	229	182	
		P.F.	86	86	25	9	7	17	15	4	6	3	...	...	...	...	...	...	...	...	32	6	...	54	45
		B.	265	250	140	35	32	25	13	5	...	...	...	...	...	...	...	...	...	...	59	17	...	83	64
		Total ...	...	1914	1027	990	305	113	116	132	113	76	46	38	20	23	...	3	5	...	...	366	67	...	556
" ...	" ...	1913	1053	1012	307	137	139	125	108	69	51	34	18	17	...	4	1	2	...	360	54	1	557	479	
MOLTENO	Logie ...	A 1	213	208	30	23	20	16	18	24	20	19	16	18	...	1	2	1	...	102	3	...	133	127	
		A 3	236	233	79	36	35	26	25	19	7	3	2	...	...	...	...	...	...	58	4	...	117	105	
		P.F.	50	46	14	9	10	2	6	4	1	...	...	...	...	...	...	...	...	...	14	...	...	23	21
		Poor	73	72	25	4	11	15	8	7	...	2	...	...	...	...	...	...	...	...	34	3	...	43	40
		B.	66	61	32	10	13	4	1	1	...	...	...	...	...	...	...	...	...	...	16	...	...	19	19
Total ...	...	1914	638	620	180	82	89	63	58	55	28	24	18	18	...	1	2	1	1	224	10	...	335	312	
" ...	" ...	1913	601	581	161	79	64	72	68	47	33	23	9	21	...	2	1	...	1	195	44	...	331	259	
MONTAGU	C. Hofmeyr	A 1	322	320	60	32	35	41	28	22	21	32	18	31	...	...	...	...	...	158	12	...	197	181	
		A 3	307	298	38	48	68	55	43	25	12	9	...	...	...	...	...	...	...	155	31	...	212	174	
		P.F.	34	34	2	2	2	9	13	3	2	1	...	...	...	...	...	...	...	...	14	8	...	30	19
		Poor	108	108	35	20	18	16	11	6	2	...	...	...	...	...	...	...	...	...	44	...	...	53	53
		B.	112	112	63	22	6	8	7	6	...	...	...	...	...	...	...	...	...	...	18	7	...	31	23
Total ...	...	1914	883	872	198	124	129	129	102	62	37	42	18	31	...	...	...	...	...	389	58	...	523	450	
" ...	" ...	1913	885	867	232	127	124	98	87	61	44	42	15	37	...	...	...	...	...	342	49	...	480	406	

MOSSEL BAY	Mitchell ...	A 1	229	224	34	18	18	18	24	33	25	22	16	16	...	...	...	...	...	109	11	...	156	136		
		A 3	706	701	167	107	120	112	108	52	25	8	1	...	...	...	...	...	...	307	85	...	437	333		
		P.F.	5	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		Poor	139	134	64	13	21	19	14	3	...	...	...	...	...	...	...	...	...	...	...	49	3	...	57	52
		B.	523	508	284	91	69	40	21	3	...	...	...	...	...	...	...	...	...	...	...	103	33	...	146	109
Total ...	...	1914	1602	1572	554	229	228	189	167	91	50	30	17	16	...	...	...	...	...	568	132	...	796	630		
" ...	" ...	1913	1503	1447	567	200	167	170	143	88	65	23	17	5	...	...	...	...	...	524	69	...	685	586		
MURRAYSBURG	Sinton ...	A 1	169	169	16	9	17	21	15	15	18	14	16	21	...	4	3	...	...	83	11	...	117	100		
		A 3	11	11	1	...	...	2	1	1	2	1	3	...	...	...	...	...	...	...	7	1	...	10	9	
		P.F.	63	62	9	5	8	9	11	7	8	4	1	...	...	...	...	...	...	...	35	4	...	48	44	
		B.	99	75	44	13	10	4	4	...	...	...	...	...	...	...	...	...	...	...	9	10	...	20	10	
		Total ...	...	1914	342	317	70	27	35	36	31	23	28	19	20	21	...	4	3	...	...	134	26	...	195	163
" ...	" ...	1913	349	342	78	37	40	38	33	25	27	26	17	15	...	3	3	...	...	130	36	...	219	170		
NAMAQUALAND	van der Merwe	A 3	384	370	75	57	69	41	50	42	21	5	7	...	...	...	...	...	...	3	138	21	...	239	208	
		D.	84	80	25	23	11	7	12	1	...	1	...	...	...	...	...	...	...	...	22	13	...	40	21	
		E.	29	16	4	5	2	1	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	5	
		P.F.	50	50	11	11	9	3	6	4	3	...	...	...	...	...	...	...	...	...	3	5	...	27	21	
		B.	820	733	416	109	83	59	36	19	7	4	...	...	...	...	...	...	...	...	...	117	56	...	229	149
Total ...	...	1914	1378	1260	531	207	174	114	110	69	32	10	7	...	...	...	...	...	...	6	288	93	...	555	412	
" ...	" ...	1913	1850	1703	823	267	194	161	126	80	22	18	5	...	...	...	...	...	...	7	373	130	9	685	451	
OUDTSHOORN	Mitchell ...	Sp.	40	40	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40	...	...	...	...	
		A 1	644	630	69	30	49	44	66	61	102	76	50	59	...	5	8	11	...	...	316	51	...	507	436	
		A 2	144	141	36	17	13	15	19	18	9	10	2	1	...	1	...	...	...	...	53	17	...	86	64	
		A 3	1866	1802	550	252	285	296	259	121	37	1	...	...	...	...	...	...	...	...	1	675	161	1	1033	798
		B.	741	691	395	107	83	48	38	11	5	4	...	...	...	...	...	...	...	...	...	137	39	...	202	156
Total ...	...	1914	3483	3352	1061	416	438	412	391	212	153	91	52	60	...	6	8	11	41	1196	275	2	1856	1476		
" ...	" ...	1913	3222	3067	1057	382	318	342	352	229	149	92	48	73	...	8	11	5	1	1178	188	1	1635	1412		
PAARL	Robertson ...	Sp.	231	228	5	4	10	14	9	4	...	...	...	...	...	...	...	...	...	...	32	45	47	58	19	
		A 1	1948	1886	143	88	85	112	140	166	209	211	158	552	...	4	1	...	...	...	971	149	...	1639	1452	
		A 2	336	333	43	37	46</																			



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.	
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	Yr. Sr.	II Yr. Sr.	III Yr. Sr.	IV Yr. Sr.							V Yr. Sr.
PEARSTON...	Craib ...	A 2	156	156	17	17	14	23	8	19	23	10	5	16	...	2	2	...	...	76	16	...	104	86	
		A 3	81	81	13	12	9	15	13	16	2	1	...	...	...	...	...	...	...	31	14	...	58	37	
		P.F.	91	89	13	10	15	17	8	12	8	6	...	...	...	...	...	...	...	45	5	...	66	60	
		Poor	20	19	3	3	6	...	...	6	1	...	...	...	...	...	...	...	...	8	...	...	13	13	
		B.	32	30	22	5	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	3	
Total ...	...	1914	380	375	68	47	47	55	35	48	33	17	5	16	...	2	2	...	160	35	...	245	199		
" ...	...	1913	363	351	66	40	50	49	45	53	18	8	10	6	...	4	2	...	149	32	...	238	195		
PEDDIE ...	T. W. Rein	A 3	13	13	3	1	1	3	1	2	...	2	...	...	...	...	...	...	9	1	...	10	9		
Total ...	...	1914	13	13	3	1	1	3	1	2	...	2	...	...	...	...	...	...	9	1	...	10	9		
" ...	...	1913	1788	1622	679	254	236	154	137	62	52	27	10	7	...	1	3	...	465	196	2	756	523		
PHILIPS-TOWN	Spurway ...	A 1	253	251	33	49	28	34	26	23	16	14	15	8	...	4	...	...	1	127	11	...	158	147	
		A 2	124	123	14	7	13	9	16	18	19	12	8	3	...	4	...	...	...	63	17	...	95	76	
		P.F.	74	74	20	12	2	14	7	10	3	4	2	...	...	...	...	...	...	31	2	...	44	39	
		B.	87	65	32	14	9	6	...	...	...	...	...	...	...	...	...	...	...	11	12	...	25	11	
Total ...	...	1914	538	513	99	82	52	63	53	51	38	30	25	11	...	8	...	...	1	232	42	...	322	273	
" ...	...	1913	428	424	115	49	41	41	49	48	39	26	12	4	...	...	...	...	...	173	55	...	261	188	
PIQUET-BERG	Golightly ...	A 1	335	331	38	28	29	27	34	43	38	39	19	18	...	14	1	3	...	181	21	...	229	205	
		A 2	201	196	23	20	20	21	26	19	9	16	19	13	...	6	1	3	...	80	17	...	130	114	
		A 3	971	894	206	121	144	146	134	66	40	15	13	3	...	6	...	...	...	398	67	...	572	470	
		P.F.	16	14	7	1	...	...	...	1	1	4	...	...	...	...	...	...	...	...	1	3	...	6	2
		B.	561	503	219	84	67	49	55	26	2	1	...	...	...	...	...	...	...	...	161	40	1	215	170
Total ...	...	1914	2084	1938	493	254	260	243	250	155	93	71	51	34	...	26	2	6	...	821	148	1	1152	961	
" ...	...	1913	2223	2137	458	312	329	294	248	175	125	83	47	35	...	13	4	4	...	965	181	...	1337	1121	
PORT ELIZABETH	Milne ...	Sp.	75	62	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	62	...	...	...	...	
		A 1	642	620	29	21	24	26	64	79	96	96	57	123	...	2	...	3	...	340	36	...	585	506	
		A 2	1690	1657	443	220	227	214	204	170	102	45	20	1	...	3	8	...	...	697	72	...	1004	902	
		A 3	1579	1502	582	230	208	196	151	88	32	10	5	...	...	...	...	...	...	499	87	1	736	614	
		E.	40	28	...	3	1	3	6	4	4	1	...	...	...	...	...	...	...	6	1	4	...	19	
		Poor	47	46	12	11	4	7	8	4	...	...	...	...	...	...	...	...	...	...	15	9	...	25	16
		B.	2077	1883	1059	262	220	172	100	44	18	5	2	...	...	...	...	...	...	...	314	127	...	607	415
		Total ...	...	1914	6150	5798	2125	747	684	618	533	389	252	157	84	124	...	5	9	3	68	1866	335	1	2956
" ...	...	1913	5461	5127	1843	679	597	584	473	350	240	165	73	97	...	8	1	5	12	1657	305	1	2635	2192	

[C.P. 4-15.]

PRIESKA ...	Rosenow ...	A 3	15	15	2	2	1	6	3	1	...	...	...	...	...	...	...	...	...	...	...	13	9		
Total ...	...	1914	15	15	2	2	1	6	3	1	...	...	...	...	...	...	...	...	...	...	...	13	9		
" ...	...	1913	618	584	173	90	77	45	62	37	31	22	20	16	...	8	3	...	...	196	39	...	316	258	
PRINCE ALBERT	Freeman ...	A 1	295	292	51	31	42	29	34	28	21	20	13	17	...	2	2	2	...	112	20	...	187	160	
		A 3	204	189	62	22	31	34	20	14	4	2	...	...	...	...	...	...	...	75	17	...	110	89	
		P.F.	47	47	12	6	4	10	6	7	2	...	...	...	...	...	...	...	...	...	12	3	...	29	22
		Poor	12	12	5	...	2	2	...	3	...	...	...	...	...	...	...	...	...	...	7	...	...	7	7
		B.	138	134	73	22	16	11	11	1	...	...	...	...	...	...	...	...	...	...	26	7	...	41	34
Total ...	...	1914	696	674	203	81	95	86	71	53	27	22	13	17	...	2	2	2	...	232	47	...	374	312	
" ...	...	1913	618	582	181	75	73	79	54	38	31	22	7	19	...	2	1	...	...	204	47	...	308	243	
QUEENS-TOWN	Logie ...	A 1	449	424	50	24	37	41	47	30	52	44	33	50	...	10	6	...	...	219	8	...	324	310	
		A 2	146	142	19	12	24	11	15	14	25	7	6	9	...	...	...	...	...	63	17	...	102	83	
		A 3	603	591	121	76	70	94	98	73	30	26	3	...	...	...	...	...	...	299	19	...	394	369	
		P.F.	132	131	19	18	15	16	24	23	11	3	2	...	...	...	...	...	...	60	4	...	96	88	
		B.	2426	2318	970	350	290	260	223	116	82	27	...	...	...	...	...	...	...	...	651	171	1	1066	847
Total ...	...	1914	3756	3606	1179	480	436	422	407	256	200	107	44	59	...	10	6	...	...	1292	219	1	1982	1697	
" ...	...	1913	3349	3191	906	440	471	391	340	249	173	91	71	53	...	6	...	...	...	1144	225	1	1876	1568	
RICHMOND	Sinton ...	A 1	218	218	27	24	20	27	25	28	22	17	13	15	...	...	...	...	...	114	17	...	155	138	
		A 3	10	10	1	...	2	1	1	...	3	2	...	...	...	...	...	...	...	8	1	...	9	8	
		P.F.	65	65	16	5	9	12	5	7	6	5	...	...	...	...	...	...	...	25	7	...	45	36	
		B.	64	62	37	9	6	5	4	1	...	...	...	...	...	...	...	...	...	9	6	...	18	12	
Total ...	...	1914	357	355	81	38	37	45	35	36	31	24	13	15	...	...	...	...	156	31	...	227	194		
" ...	...	1913	335	330	64	39	34	41	41	25	38	24	12	9	...	...	3	...	...	145	33	...	217	183	
RIVERS-DALE	Watermeyer	A 1	358	347	30	15	30	37	34	32	41	45	25	39	...	9	4	6	...	147	31	...	244	206	
		A 3	956	945	226	147	191	124	126	75	40	13	2	...	...	...	...	...	...	434	74	...	576	497	
		P.F.	40	40	10	5	4	6	5	4	3	2	1	...	...	...	...	...	...	15	6	...	26	18	
		Poor	39	39	13	8	7	5	4	2	...	...	...	...	...	...	...	...	...	...	15	5	...	21	15
		B.	512	496	218	80	53	63	45	27	5	1	...	...	...	...	2	2	...	...	142	63	1	213	139
Total ...	...	1914	1905	1867	497	255	285	235	214	140	89	61	28	39	2	11	4	6	1	753	179	1	1080	875	
" ...	...	1913	2146	2108	575	322	256	273	250	179	96	76	30	35	...	8	7	1	...	867	158	...	1185	965	











DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.							Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.		
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex. Std.	I. Yr. Jr.	II. Yr. Jr. or Sr.	III. Yr. Jr. or II. Yr. Sr.	IV. Yr. Sr.								
WORCESTER	Robertson...	Sp.	218	216	28	21	21	29	31	22	24	13	4	...	...	...	...	...	23	112	28	...	145	121		
		A 1	537	510	54	18	23	22	33	51	80	75	34	80	...	...	...	...	11	239	51	...	398	333		
		A 2	101	100	14	12	12	7	10	12	7	4	8	14	...	...	...	...	...	56	1	...	60	59		
		A 3	1045	1024	247	140	173	144	130	102	56	21	11	...	...	...	...	...	...	388	42	...	640	581		
		P.F.	13	13	5	...	2	3	1	2	...	...	...	...	...	...	...	...	...	6	...	...	8	7		
B.	805	755	355	128	110	61	56	21	7	8	1	...	...	...	...	...	...	219	45	...	280	227				
Total ...	...	1914	2719	2618	703	319	341	266	261	210	174	121	58	94	...	10	12	15	34	1020	167	...	1531	1328		
" ...	...	1913	2653	2583	735	344	266	279	230	191	175	131	65	111	6	11	19	5	15	1048	171	1	1410	1256		
TERRITORIES.																										
BIZANA	Hill	A 3	20	19	5	1	3	4	4	1	1	...	...	...	...	...	...	...	8	4	...	13	9			
		C.	690	629	360	58	89	70	50	2	...	...	...	...	...	...	...	...	...	94	88	...	247	125		
		Total ...	1914	710	648	365	59	92	74	54	3	1	...	...	...	...	...	...	...	102	92	...	260	134		
" ...	1913	530	501	219	102	69	56	49	5	...	1	...	...	...	...	...	...	...	94	61	...	205	122			
BUTTERWORTH (D.C.)	Tooke	A1	123	123	7	13	11	15	19	7	11	14	11	13	...	1	...	1	...	66	9	...	89	79		
		P.F.	12	12	1	...	3	1	2	2	2	...	1	...	...	...	...	...	...	9	1	...	11	10		
		C.	2165	1942	829	327	224	201	172	81	52	31	...	...	...	25	...	...	...	465	196	...	839	523		
Total ...	1914	2300	2077	837	340	238	217	193	90	65	45	12	13	25	1	...	1	...	540	206	...	939	612			
" ...	1913	1448	1345	457	207	156	146	139	78	107	35	7	2	7	...	...	2	2	342	207	1	715	413			
ELLIOT-DALE (D.C.)	R. Rein	C.	252	213	122	35	24	14	14	4	...	...	...	...	...	...	...	...	...	43	17	...	69	49		
		Total ...	1914	252	213	122	35	24	14	14	4	...	...	...	...	...	...	...	...	43	17	...	69	49		
		" ...	1913	246	196	104	42	19	17	7	5	...	1	1	...	...	...	...	...	36	13	...	57	41		
ENGCOCO (D.C.)	Bain	A 3	25	25	2	6	4	3	4	1	5	...	...	...	...	...	...	...	9	7	...	18	10			
		P.F.	32	32	8	8	2	1	4	6	3	...	...	...	...	...	...	...	...	8	1	...	16	12		
		C1	141	140	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
C.	3787	3524	1694	527	465	369	242	117	57	53	...	...	...	...	...	...	...	...	820	366	...	1431	947			
Total ...	1914	3985	3721	1704	541	471	373	250	124	65	53	...	...	...	73	40	27	...	837	374	...	1465	969			
" ...	1913	3373	2973	1119	572	353	331	221	143	79	50	2	...	...	34	34	35	...	705	306	1	1293	841			

482 CLASSIFICATION OF PUPILS AFTER INSPECTION.

FLAGSTAFF	Hill	A 3	20	19	7	2	...	3	3	1	1	2	...	...	...	...	...	...	7	4	...	11	7	
		C.	1134	989	594	84	107	92	72	15	16	9	...	...	...	...	...	...	...	179	93	...	353	219
		Total ...	1914	1154	1008	601	86	107	95	75	16	17	11	...	...	...	...	...	...	186	97	...	304	226
" ...	1913	1071	993	522	142	121	85	58	26	22	17	...	...	...	...	...	...	...	202	96	...	380	252	
IDUTYWA (D.C.)	Tooke	A 2	75	67	4	8	8	8	11	8	9	6	3	1	...	...	1	...	29	1	...	53	50	
		C.	107	95	35	29	16	8	7	...	...	...	...	...	...	...	...	...	21	14	...	45	23	
		Total ...	1914	182	162	39	37	24	16	18	8	9	6	3	1	...	...	1	...	50	15	...	98	73
" ...	1913	1903	1642	727	316	225	184	127	43	7	6	4	2	...	...	1	...	312	223	...	691	405		
KENTANI (D.C.)	Tooke	A 3	17	17	4	1	4	...	3	3	1	1	...	...	...	...	...	...	2	...	...	12	11	
		C.	726	553	271	112	66	50	33	13	8	...	...	...	...	...	...	...	...	110	26	...	181	140
		Total ...	1914	743	570	275	113	70	50	36	16	9	1	...	...	...	...	...	...	112	26	...	193	151
" ...	1913	1914	1677	869	308	189	143	96	44	9	1	...	...	...	...	...	...	...	18	304	157	538	358	
LIBODE	R. Rein	A 3	15	15	6	...	2	1	1	4	1	...	...	...	...	...	...	...	6	...	...	9	9	
		C.	808	659	362	111	77	66	35	8	...	...	...	...	...	...	...	...	...	108	70	...	225	143
		Total ...	1914	823	674	368	111	79	67	36	12	1	...	...	...	...	...	...	...	114	79	...	234	152
" ...	1913	722	602	328	127	63	42	36	6	...	...	...	...	...	...	...	...	...	78	49	...	192	89	
LUSIKISIKI	Hill	A 3	15	15	3	1	3	2	3	1	2	...	...	...	...	...	...	...	...	...	...	12	7	
		P.F.	6	5	5	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	
		C.	1069	974	660	93	86	73	44	15	2	1	...	...	...	...	...	...	...	111	61	...	268	151
Total ...	1914	1090	995	668	94	90	75	47	16	4	1	...	...	...	...	...	...	...	111	61	...	281	159	
" ...	1913	893	773	484	108	91	57	32	13	5	1	2	...	...	...	...	...	...	69	45	...	216	112	
MATATIELE (D.C.)	Porter	A 2	93	93	20	12	12	13	14	6	8	5	1	2	...	...	...	...	...	31	5	...	60	49
		A 3	80	80	13	10	17	7	11	17	4	1	...	...	...	...	...	...	...	22	9	...	57	44
		Poor	23	23	6	1	3	7	6	...	...	...	...	...	...	...	...	...	...	8	4	...	17	10
C1	90	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
C.	3931	3646	2036	583	413	299	196	79	24	7	...	...	...	...	...	...	...	...	612	365	...	1203	715	
Total ...	1914	4217	3932	2075	606	445	326	227	102	36	13	1	2	41	29	29	...	...	673	383	...	1337	818	
" ...	1913	4000	3696	2181	348	389	327	212	66	58	18	...	...	3	46	26	22	...	551	292	3	1196	723	
MOUNT AYLIFF (D.C.)	Porter	A 3	17	17	2	3	...	4	1	4	1	2	...	...	...	...	...	...	...	8	4	...	12	8
		P.F.	5	5	...	2	...	1	1	...	...	...	...	...	...	...	...	...	...	3	...	...	3	3
		C.	1499	1400	702	214	160	155	126	39	4	...	...	...	...	...	...	...	...	294	188	...	556	333
Total ...	1914	1521	1422	704	219	160	160	128	43	6	2	...	...	...	...	...	...	...	305	192	...	571	344	
" ...	1913	1511	1423	657	246	157	175	122	47	14	4	1	...	...	...	...	...	...	322	179	...	601	381	

CLASSIFICATION OF PUPILS AFTER INSPECTION.

[C.P. 4-15.]



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.								Pupil-Teachers.					Unclassified.	Higher.	Same.	Lower.	Presented.	Passed.
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	I Yr. Jr.	II Yr. Jr.	III Yr. Jr. or Sr.	III Yr. Sr.	III Yr. Sr.						
MOUNT CURRIE	Porter	A 1	131	130	26	7	6	10	13	24	9	13	5	11	...	3	3	...	...	48	11	...	81	64	
		A 3	115	113	17	14	21	14	22	22	...	1	...	...	...	2	...	...	...	56	5	...	80	73	
		P.F.	44	43	5	3	10	7	8	5	3	1	1	...	...	...	...	...	...	12	...	...	35	28	
		C.	774	724	368	137	98	61	34	15	9	2	...	...	...	...	...	...	...	119	74	...	262	144	
Total	...	1914	1064	1010	416	161	135	92	77	66	21	17	6	11	...	5	3	...	235	90	...	458	309		
"	...	1913	903	848	331	135	102	80	73	59	26	11	11	13	...	4	3	...	229	61	...	394	308		
MOUNT FLETCHER (D.C.)	Green	A 3	12	12	3	3	1	...	...	2	1	2	...	...	...	...	...	...	4	2	...	6	3		
		C.	2521	2338	1119	423	323	257	164	37	15	...	...	...	...	...	...	...	526	145	...	861	614		
		Total	...	1914	2533	2350	1122	426	324	257	164	39	16	2	...	...	...	...	...	530	147	...	867	617	
"	...	1913	2454	2223	1197	236	313	250	141	45	31	10	...	...	...	...	...	428	308	...	910	517			
MOUNT FRERE (D.C.)	Hill	A 3	26	26	11	1	1	2	3	...	7	1	...	...	...	...	...	...	10	4	...	14	10		
		P.F.	5	5	1	...	...	2	...	2	...	...	...	...	...	...	...	...	2	2	...	4	2		
		C.	4636	4055	2327	444	452	384	268	115	42	23	...	...	...	...	...	...	676	555	...	1534	816		
		Total	...	1914	4667	4086	2339	445	453	388	271	117	49	24	...	...	...	...	...	688	561	...	1552	828	
"	...	1913	4414	3935	2276	390	441	368	265	95	68	32	...	...	...	...	...	596	486	...	1472	771			
MQANDULI (D.C.)	R. Rein	A 3	15	15	3	2	3	4	1	1	1	...	...	...	...	...	...	...	6	2	...	10	7		
		P.F.	8	8	1	2	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4		
		C.	1882	1621	884	293	155	113	93	49	22	12	...	...	...	...	...	...	...	308	59	...	478	380	
		Total	...	1914	1905	1644	888	297	158	120	96	50	23	12	...	...	...	...	...	314	61	...	493	391	
"	...	1913	592	531	242	67	54	62	56	36	11	3	...	...	...	...	...	113	63	...	243	149			
NGQELENI	R. Rein	A 3	12	11	2	...	3	2	3	...	1	...	...	...	...	...	...	...	8	...	...	9	8		
		C 1	61	61	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...		
		C.	662	610	303	89	62	46	34	32	25	19	...	...	...	...	...	...	...	112	26	...	235	179	
		Total	...	1914	735	682	305	89	65	48	37	32	26	19	...	...	...	...	...	120	26	...	244	187	
"	...	1913	959	836	406	124	84	56	49	32	22	11	...	...	...	...	...	134	44	...	284	187			

[C.P. 4-15.]

NQAMAKWE (D.C.)	H. Anders...	A 3	24	24	9	4	3	2	4	1	...	1	...	...	...	...	...	...	6	3	...	11	7	
		P.F.	5	5	...	...	1	2	1	1	...	...	...	...	...	...	...	...	...	...	...	5	5	
		C 1	106	106	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		C.	4038	3558	1444	590	449	349	350	149	144	71	...	...	...	...	...	...	...	715	575	7	1688	934
Total	...	1914	4173	3693	1453	504	453	353	355	151	144	72	...	...	...	...	...	55	29	22	...	...		
"	...	1913	1876	1650	518	234	175	194	174	75	111	52	...	...	...	...	...	55	24	9	...	...		
NTABAN-KULU	Hill	P.F.	22	21	13	3	2	2	1	...	...	...	...	...	...	...	...	...	...	...	...	7	3	
		C.	1210	1101	760	98	97	89	43	14	...	...	...	...	...	...	...	...	...	...	...	280	169	
		Total	...	1914	1232	1122	773	101	99	91	44	14	...	...	...	...	...	...	...	133	82	...	287	172
"	...	1913	852	749	434	113	83	52	61	6	...	...	...	...	...	...	...	...	110	70	...	288	129	
PORT ST. JOHN	R. Rein	A 3	21	20	6	1	3	6	1	...	2	...	1	...	...	...	...	...	7	2	...	13	9	
		C	262	243	134	50	25	18	12	4	...	...	...	...	...	...	...	...	...	21	13	...	76	46
		Total	...	1914	283	263	140	51	28	24	13	4	2	...	1	...	...	...	...	28	15	...	89	55
"	...	1913	...	...	...	...	...	...	...	No inspections	...	...	...	...	...	...	...	...	...	...	...	...		
QUMBU (D.C.)	Green	A 3	29	26	7	3	3	5	5	1	1	...	1	...	...	...	...	...	14	...	...	16	14	
		C 1	102	102	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		C.	3754	3421	1428	659	471	355	242	108	82	76	...	...	...	...	...	...	...	807	350	...	1486	1012
		Total	...	1914	3885	3549	1435	662	474	360	247	109	83	76	1	...	62	22	18	...	821	350	...	1502
"	...	1913	3668	3348	1381	650	406	320	244	115	101	53	...	...	49	19	10	...	757	271	...	1365	986	
ST. MARK'S (D.C.)	H. Anders...	A 3	28	26	5	3	3	3	2	5	1	3	1	...	...	...	...	...	10	6	...	18	11	
		P.F.	7	7	1	...	1	1	1	...	1	1	1	...	...	...	...	...	...	2	1	...	6	4
		C.	2742	2463	1150	406	324	241	206	91	27	18	...	...	...	...	...	...	...	448	439	7	1063	522
		Total	...	1914	2777	2496	1156	409	328	245	209	96	29	22	2	...	...	...	...	460	446	7	1087	537
"	...	1913	2716	2508	1180	409	320	263	194	107	27	5	2	...	1	...	...	554	390	...	1060	604		
TSOLO (D.C.)	Green	A 3	20	20	5	1	2	6	2	2	1	1	...	...	...	...	...	...	6	1	...	14	13	
		Poor	16	16	3	4	5	2	2	...	...	...	...	...	...	...	...	...	...	9	...	...	9	9
		C.	3356	3006	1310	546	412	320	273	82	44	19	...	...	...	...	...	...	...	716	336	...	1304	841
		Total	...	1914	3392	3042	1318	551	419	328	277	84	45	20	...	...	...	...	...	731	337	...	1327	863
"	...	1913	3007	2715	1121	567	388	299	187	95	42	15	1	...	...	...	...	602	356	2	1196	696		



DIVISION.	Inspector.	Class of School.	Pupils.		Sub-Standards.		Standards.										Pupil-Teachers.					Presented.	Passed.		
			On Roll.	Present.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	Ex.	Yr. I	Yr. II	Yr. III	Yr. IV	Yr. V	Unclassified.	Higher.			Same.	Lower.
TSOMO (D.C.)	H. Anders...	A 3	12	12	...	2	1	3	2	2	1	2	1	...	...	...	...	...	...	...	5	2	...	10	8
		P.F.	5	5	1	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	4	...	...	4	4
		C.	3512	3151	1476	527	397	319	266	108	45	...	...	...	...	...	...	...	...	614	453	3	1311	695	
Total			1914	3529	3168	1477	529	398	322	270	110	48	14	...	...	...	...	...	...	623	455	3	1325	707	
"			1913	2283	2001	904	334	232	209	174	68	61	17	...	...	...	...	...	...	421	277	2	856	498	
UMTATA (D.C.)	R. Rein ...	A 1	153	145	13	6	17	21	14	19	19	11	12	13	...	...	...	...	...	81	10	...	115	103	
		P.F.	10	10	...	1	...	2	1	4	1	...	...	...	...	...	...	...	...	6	2	...	9	7	
		Poor	59	55	13	11	9	9	8	2	1	2	...	...	...	...	...	...	12	11	...	35	21		
		C 1	43	43	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
		C.	2462	2241	968	376	285	230	185	114	50	33	...	...	...	...	...	...	...	540	251	...	988	651	
Total			1914	2727	2494	994	394	311	262	208	139	71	46	13	13	26	10	7	...	639	274	...	1147	782	
"			1913	3268	2930	1282	509	338	296	211	127	76	45	15	2	13	7	5	...	677	311	1	1238	808	
UMZIM-KULU (D.C.)	Porter ...	A 3	16	16	5	1	2	3	5	...	...	...	...	...	...	...	...	...	...	6	2	...	10	8	
		P.F.	5	5	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	4	
		C.	3763	3510	1729	608	414	336	233	106	...	...	...	...	...	...	...	...	...	726	413	...	1329	823	
Total			1914	3784	3531	1734	609	416	340	238	108	65	20	...	...	...	...	...	...	736	416	...	1344	835	
"			1913	3702	3480	1860	538	387	329	199	116	37	14	...	...	...	...	...	...	701	330	...	1199	796	
WILLÖW-VALE (D.C.)	Tooke ...	A 3	17	17	2	1	4	3	1	5	1	...	...	...	...	...	...	...	...	12	...	...	13	13	
		P.F.	10	10	2	1	...	2	2	2	1	...	...	...	...	...	...	...	...	4	...	...	7	7	
		C.	3583	3184	1344	799	425	270	218	96	32	...	...	...	...	...	...	...	...	750	149	1	1124	910	
Total			1914	3610	3211	1348	801	429	275	221	103	34	...	...	...	...	...	...	...	766	149	1	1144	930	
"			1913	3400	3053	1616	565	320	257	207	72	14	...	...	...	...	...	...	...	538	268	1	1014	655	
XALANGA ...	Bain ...	A 3	54	54	6	7	4	2	11	9	9	2	1	3	...	...	...	...	...	26	2	...	38	23	
		Poor	29	29	15	4	8	2	...	...	...	...	...	...	...	...	...	...	...	10	...	...	10	8	
		C.	1690	1619	640	244	238	244	157	73	21	...	...	...	...	...	...	...	...	382	270	...	826	445	
Total			1914	1773	1702	661	255	250	248	168	82	30	2	...	...	...	...	...	...	418	272	...	874	476	
"			1913	1611	1523	533	257	218	230	167	86	28	...	...	...	...	...	...	...	390	267	2	815	450	

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

Schools Inspected	Pupils on Roll	Pupils present	Pupils in Sub-standards	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII	Ex.	P.T.s. 1st year	P.T.s. 2nd year	P.T.s. 3rd year	Unclassified	Percentage 1910	Percentage 1905	Percentage 1895	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Toor.	B.	Cl.	C.	Total.	Total.		
																																1914.	1913.
24	1852	2200	1847	1557	392	1013	5373	3234	6183	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196		
90	1799	21353	18016	46744	382	842	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196		
94	1799	21353	18016	46744	382	842	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196
1557	1799	21353	18016	46744	382	842	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196
1557	1799	21353	18016	46744	382	842	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196

C—CLASSIFICATION OF PUPILS IN EUROPEAN SCHOOLS.

Schools Inspected	Pupils on Roll	Pupils present	Pupils in Sub-standards	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII	Ex.	P.T.s. 1st year	P.T.s. 2nd year	P.T.s. 3rd year	Unclassified	Percentage 1910	Percentage 1905	Percentage 1895	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Toor.	B.	Cl.	C.	Total.	Total.				
																																1914.	1913.		
23	1827	2200	1784	46597	84	774	5373	3234	6183	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196		
90	1774	21353	17428	45281	80	639	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196
90	1774	21353	17428	45281	80	639	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196
1557	1774	21353	17428	45281	80	639	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196
1557	1774	21353	17428	45281	80	639	5314	3144	57681	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196	1202	5196

[C.P. 4-15.]

° Omitting Unclassified Pupils.



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

	Sp.	A1.	A2.	A3.	D.	E.	P.F.	Poor.	B.	Cl.	C.	Total, 1914.	Total, 1913.
Schools Inspected...	1	...	2	17	1	6	...	...	736	12	865	1640	1610
Pupils on Roll ...	25	...	633	1533	308	239	...	...	61830	1203	57524	123295	115266
Pupils present ...	25	...	588	1463	302	183	...	...	57681	1202	51969	113413	106009
Pupils in Sub-standards.	...	...	282	876	56	85	...	...	37354	...	33595	72248	67888
Standard I ...	...	...	52	190	28	33	...	...	7293	...	6393	13989	12767
Do. II ...	...	...	68	156	33	28	...	...	5708	...	5087	11080	10538
Do. III ...	...	...	79	114	41	27	...	...	4101	...	3838	8200	7422
Do. IV ...	2	...	29	72	55	9	...	...	1843	...	1642	3652	3439
Do. V ...	4	...	33	31	25	...	...	...	864	...	871	1828	1833
Do. VI ...	6	...	15	12	15	...	...	...	373	...	430	851	743
Do. VII ...	...	...	12	1	10	1	...	...	9	...	5	38	18
Ex-standard ...	...	...	5	...	12	...	...	...	...	...	...	17	1
Pupil Teachers ...	13	...	13	10	27	...	...	...	136	1202	50	1451	1229
Unclassified ...	...	...	...	1	...	...	...	...	...	...	58	59	131
Standard V & above	23	...	78	55	89	1	...	...	1382	1202	1414	4244	3955
Percentage <sup>c</sup> ...	92	...	13.3	3.7	29.5	.5	...	...	2.4	100	2.7	3.7	3.7

<sup>c</sup>Omitting Unclassified Pupils.

E.—CLASSIFICATION OF PUPILS AFTER INSPECTION.

ARRANGED ACCORDING TO INSPECTORS' CIRCUIT.

CIRCUIT IN CHARGE OF INSPECTOR.	Pupils.		Sub-Standards.		Classification of Pupils.							Ex-Stand- dard.	Pupil Teachers.				Un- classified.
	On Roll.	Pre-sent.	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.		I.	II.	III.	IVs.	
Anders, H.	10479	9357	4086	1532	1179	920	834	357	221	108	2	...	55	29	22	...	12
Anders, J.	4327	4160	1217	553	516	487	483	311	249	162	59	71	...	23	15	10	4
Bain ...	6915	6553	2581	956	894	793	602	306	173	88	13	4	73	43	27	...	...
Bennie ...	5994	5624	1613	555	634	635	573	432	334	244	100	81	79	99	69	50	126
Bond... ..	8516	7903	2761	1109	1070	960	822	430	235	162	55	92	73	63	52	17	2
Craib, ...	4121	3983	1038	489	421	488	429	380	257	189	113	116	3	27	18	12	3
Freeman ...	4197	4076	1118	503	580	492	485	330	197	142	95	84	...	20	14	16	...
Golightly ...	5986	5688	1470	724	784	700	670	472	316	229	147	110	...	42	15	9	...
Green ...	9810	8941	3875	1639	1217	945	688	232	144	98	1	...	62	22	18	...	...
Hill ...	8853	7859	4746	785	841	723	491	166	71	36	...	...	...	...	...	...	...
Hofmeyr, C.	4984	4830	1206	662	651	638	493	380	245	206	112	157	...	28	31	20	1
Hofmeyr, J. H. ...	2151	2080	601	313	248	238	212	166	100	76	37	61	...	14	6	7	1
Kelly ...	4681	4401	1586	688	619	519	463	269	138	66	18	5	10	14	6	...	...
Logie ...	5385	5182	1599	677	660	605	568	386	301	177	87	96	...	14	10	1	1
M.lne ...	9518	9012	3096	1171	1103	994	856	642	443	277	128	178	...	18	17	9	80
Mitchell ...	6076	5886	1917	793	807	746	656	378	227	141	75	79	...	6	9	11	41
Noaks (and Siddle) ...	29451	28293	8869	3682	3560	3196	2737	2176	1418	1089	478	544	44	137	132	99	132
Porter ...	10586	9895	4929	1595	1156	918	670	319	128	52	8	13	41	34	32	...	...
Pressly ...	5832	5692	2348	645	625	553	456	406	227	176	55	64	51	44	41	1	...
Rein, R. ...	6725	5970	2817	977	665	535	404	241	123	77	14	13	68	24	12	...	...
Rein, T. W.	3067	2863	830	333	326	291	305	206	206	94	35	6	62	70	52	1	46
Robertson	9225	8866	2529	1006	898	875	751	613	540	407	249	682	10	57	76	62	111
Rosenow ...	2127	2059	683	295	253	205	233	150	102	66	38	1	1	13	11	7	1
Satchel ...	7393	7049	2164	1034	878	788	675	506	353	240	149	98	10	39	15	9	91
Scott ...	5415	5300	1784	757	725	648	533	350	204	111	68	50	1	35	18	4	12
Sinton ...	3286	3193	832	368	398	394	320	305	210	156	99	85	...	14	8	4	...
Spurway ...	4078	3969	1239	536	530	465	442	288	196	130	54	62	...	11	10	1	5
Stokes ...	5010	4602	1784	783	661	519	419	219	150	51	13	...	...	3	...	...	...
Theron (and Siddle) ...	7256	6971	1983	820	791	810	784	475	342	261	155	350	13	42	46	28	71
Tooke ...	6835	6020	2499	1291	761	558	468	217	117	52	15	14	25	1	1	1	...
Van der Merwe ...	2574	2394	889	347	334	250	227	145	90	45	24	11	...	14	4	3	11
Watermeyer	3394	3315	923	488	487	440	375	229	151	97	39	50	2	16	8	8	2
Young ...	6783	6460	2115	700	834	770	705	477	362	255	83	84	32	27	14	1	1
Total, 1914	221030	208446	73727	28806	26106	23098	19829	12959	8570	5760	2618	3261	715	1043	809	391	754
Do., 1913	207584	195435	69588	27043	23751	21850	18404	12155	8580	5312	2504	3108	585	967	747	243	598
Increase ...	13446	13011	4139	1763	2355	1248	1425	804	-10	448	114	153	130	76	62	148	156

CLASSIFICATION OF PUPILS IN STANDARDS.

F.—PERCENTAGE COMPARISON, 1906 TO 1914.

Year.	Sub-Stan- dards.	Standard.							Ex-Stan- dard.	Pupil Teachers.	Unclas- sified.
		I.	II.	III.	IV.	V.	VI.	VII.			
1906 ...	47.78	13.27	12.48	9.61	7.26	4.03	2.40	.96	.93	1.02	.25
1907 ...	46.70	13.34	12.54	9.86	7.23	4.20	2.63	.90	1.16	1.32	.11
1908 ...	44.19	13.39	12.97	10.25	7.63	4.56	2.84	1.12	1.33	1.56	.15
1909 ...	43.90	13.06	12.95	10.46	7.45	4.62	2.97	1.24	1.44	1.68	.22
1910 ...	45.44	12.16	12.52	10.33	7.30	4.59	2.92	1.24	1.63	1.57	.29
1911 ...	47.38	12.10	11.17	9.48	7.79	4.46	2.99	1.23	1.64	1.40	.35
1912 ...	48.52	12.14	11.38	9.11	6.84	4.50	2.92	1.28	1.73	1.23	.34
1913 ...	49.44	12.15	11.18	9.42	6.22	4.39	2.72	1.29	1.59	1.29	.31
European, 1914 ...	31.9	12.8	12.6	12.2	9.8	7.1	5.2	2.7	3.4	1.6	.7
Non-European, 1914 ...	63.7	12.3	9.8	7.2	3.2	1.6	.8	.0	.0	1.3	.1

G.—HIGH SCHOOLS: CLASSIFICATION OF PUPILS IN STANDARDS

A TO E, 1910-1914.

Year.	High School Standards.					Total.
	A.	B.	C.	D.	E.	
1910 ...	1433	1255	1054	1100	...	4842
1911 ...	1568	1340	1161	1276	...	5345
1912 ...	1601	1473	1130	995	202	5401
1913 ...	1731	1507	1190	669	546	5643
1914 ...	1742	1694	1245	710	644	6035
Increase on 1913	11	187	55	41	98	392



## 6. ANNUAL PROGRESS OF PUPILS.

(a) PROGRESS IN ALL SCHOOLS INSPECTED.

	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1	C.	Total, 1914.	Total, 1913.
<i>Success of Pupils at Annual Inspection in all Schools inspected.</i>													
Total No. of Pupils presented for Standards ...	605	16538	12064	28405	250	606	3621	1799	21953	...	20588	106429	99438
No. of Pupils who passed the Standard for which they were presented ...	495	14497	10509	24042	184	342	2939	1501	16276	...	12764	83549	77753
Percentage ...	81·82	87·66	87·11	84·64	73·60	56·44	81·17	83·44	74·14	...	62·00	78·50	78·19
<i>* Comparative Progress.</i>													
No. presented for Standards this year who were also present at previous inspection ...	424	12048	9190	22078	182	223	2510	1454	17880	...	16354	82343	77856
Of these, No. who passed a <i>higher</i> Standard this year ...	321	10541	8058	18911	143	112	2087	1226	13375	...	10596	65370	61499
Percentage ...	75·71	87·49	87·68	85·65	78·57	50·22	83·15	84·32	74·80	...	64·79	79·39	78·99
Of these, No. who passed the <i>same</i> Standard this year ...	101	1504	1130	3154	39	110	418	227	4477	...	5740	16900	16293
Percentage ...	23·82	12·49	12·30	14·28	21·43	49·33	16·65	15·61	25·04	...	35·10	20·52	20·93
Of these, No. who passed a <i>lower</i> Standard this year ...	2	3	2	13	...	1	5	1	28	...	18	73	64
Percentage ...	·47	·02	·02	·06	...	·45	·20	·07	·16	...	·11	·09	·08
No. of Schools where such a comparison is possible	12	90	93	1368	2	13	521	86	671	...	788	3644	3676
No. of Pupils present at Inspection in these Schools ...	832	21353	17767	43627	382	667	3967	3087	54292	...	49055	195029	185047
No. presented for Standards ...	559	16538	11821	26840	250	561	2906	1767	21107	...	19949	102298	96315
No. of Pupils present at Inspection in these Schools who were also present at last Inspection ...	509	14383	12014	29339	261	241	3010	2073	34214	...	29937	125981	120219
No. of Schools where comparison is not possible owing to :—													
(a) first inspections ...	1	...	1	156	...	1	180	...	42	...	38	419	397
(b) other reasons* ...	11	...	...	33	...	5	12	3	23	12	39	138	115

ANNUAL PROGRESS OF PUPILS.

- \* Comparison impossible because
- (1) 16 Training Schools, 6 Special Schools and 4 Evening Schools are not dealt with on Standard lines ;
  - (2) Record of previous inspection was missing in 60 cases ;
  - (3) School was in abeyance last year in 22 cases ; and
  - (4) There was no inspection during the previous year in 30 cases.



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

	Sp.	A 1.	A 2	A 3	D.	E.	P.F.	Poor.	Total.
Pupils presented for Standards ...	593	16538	11773	27804	40	487	3621	1799	62655
Pupils who passed ...	487	14497	10273	23541	21	289	2939	1501	53548
Percentage ...	82.1	87.66	87.3	84.7	52.5	59.3	81.2	83.4	85.5
No. presented for Standards this year who were also present at the previous Inspection ...	424	12048	8967	21567	35	184	2510	1454	47189
Of these, No. who passed a <i>Higher</i> Standard this year ...	321	10541	7880	18486	22	100	2087	1226	40663
Percentage ...	75.7	87.5	87.9	85.7	62.9	54.3	83.2	84.3	86.1

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

	Sp.	A 1.	A 2.	A 3.	D.	E.	B.	C.	Total.
Pupils presented for Standards ...	12	...	291	601	210	119	21953	20588	43774
Pupils who passed ...	8	...	236	501	163	53	16276	12764	30001
Percentage ...	66.6	...	81.1	83.4	77.6	44.5	74.1	61.9	68.5
No. presented for Standards this year, who were also present at previous Inspection ...	...	...	223	511	147	39	17880	16354	35154
Of these, No. who passed a <i>Higher</i> Standard this year ...	...	...	178	425	121	12	13375	10596	24707
Percentage ...	...	...	79.8	83.2	82.3	30.7	74.8	64.8	70.2



## 7. SUBJECTS OF INSTRUCTION.

A.—NUMBER OF PUPILS RECEIVING INSTRUCTION IN THE UNDERMENTIONED SUBJECTS FOR THE YEAR ENDING 30TH SEPTEMBER, 1914 AND 1913.

SUBJECT.	Number of Schools.		Number of Pupils.		Average Number of Hours per Week.	
	1914.	1913.	1914.	1913.	1914.	1913.
	Agriculture ... ..	2	1	41	27	1.25
Algebra ... ..	193	185	8871	7558	1.85	1.89
Applied Mechanics ... ..	1	...	17	...	2.00	...
Arabic ... ..	1	...	190	...	3.00	...
Basketmaking ... ..	2	2	57	43	36.75	18.25
Blacksmith work ... ..	5	4	36	24	37.90	36.00
Bookbinding ... ..	2	1	32	5	27.00	51.00
Bookkeeping ... ..	25	19	506	355	2.66	2.82
Botany ... ..	34	36	1974	1240	2.15	2.15
Building Construction ... ..	2	...	60	...	1.50	...
Cardboard Modelling ... ..	11	12	378	313	1.36	1.52
Carpentry ... ..	6	5	159	124	41.67	31.80
Chemistry ... ..	17	15	1009	819	2.93	2.37
Cookery ... ..	70	72	2863	2810	3.25	2.72
Dairying ... ..	1	1	13	12	36.00	36.00
Domestic Economy ... ..	12	9	318	298	4.63	2.22
Drawing ... ..	2446	2484	101497	92586	1.32	1.30
Dressmaking ... ..	14	9	106	68	4.57	6.00
Drill ... ..	3634	3618	178978	158096	1.01	0.96
Dutch Grammar... ..	1189	943	27312	22758	1.32	1.39
Electricity ... ..	1	...	26	...	2.00	...
French ... ..	26	33	641	617	2.25	2.30
Gardening ... ..	22	13	1511	737	7.36	6.83
Geometry... ..	179	169	7822	6875	2.05	1.91
German ... ..	29	22	712	609	2.54	2.78
Greek ... ..	14	11	154	129	2.64	2.86
Hebrew ... ..	2	1	333	114	3.50	5.00
Housewifery ... ..	1	2	18	54	15.00	15.00
Hygiene ... ..	5	2	274	152	0.85	1.13
Kafir Grammar ... ..	18	10	1369	671	1.21	1.28
Latin ... ..	196	186	9217	9168	2.46	2.44
Laundry Work ... ..	10	9	183	235	9.35	8.17
Machine Construction ... ..	1	...	10	...	6.00	...
Masonry ... ..	1	...	30	...	39.50	...
Mattressmaking ... ..	1	...	6	...	3.00	...
Millinery... ..	1	1	4	5	3.00	1.00
Music (Instrumental) ... ..	124	139	3057	2547	1.34	1.15
Needlework ... ..	2879	2910	80706	75034	1.80	1.46
Painting ... ..	16	13	209	133	2.38	2.12
Physical Science ... ..	25	22	799	716	3.28	2.80
Physics ... ..	47	41	1833	1521	2.53	2.75
Physiology ... ..	7	2	132	40	1.36	1.50
Printing ... ..	3	1	47	16	29.33	51.00
Sechuana ... ..	2	1	14	33	1.25	0.25
Sesuto ... ..	5	3	198	50	1.10	1.67
Shoemaking ... ..	7	4	75	54	29.00	29.13
Shorthand ... ..	14	10	239	137	5.23	2.70
Singing from Notes ... ..	3469	3391	166679	150043	0.95	0.77
Steam ... ..	1	...	13	...	2.00	...
Tailoring ... ..	5	2	61	18	35.60	30.50
Typewriting ... ..	8	5	70	53	2.75	3.30
Wagonmaking ... ..	5	3	61	36	37.80	35.00
Weaving ... ..	1	...	6	...	25.00	...
Woodwork ... ..	238	215	9904	8970	2.58	2.32

B.—PUPILS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1913 : NUMBER OF CANDIDATES AND PASSES.

Subject.	Candidates.		PASSES.		Subject.	Candidates.		PASSES.	
	1913.	1912.	1913.	1912.		1913.	1912.	1913.	1912.
Botany :					Latin :				
First Year ...	74	82	62	60	First Year ...	297	285	165	86
Second Year ...	59	...	43	...	Second Year ...	201	148	133	87
Chemistry :					Third Year ...	126	127	79	52
First Year ...	...	2	...	2	Mathematics :				
Second Year ...	...	3	...	2	First Year ...	349	291	159	133
Drawing :					Second Year ...	264	193	86	139
Standard V. ...	393	433	260	239	Third Year ...	126	159	19	118
Standard VI. ...	869	738	285	433	Physics :				
Standard VII. ...	672	653	345	404	First Year ...	...	50	...	30
Dutch :					Second Year ...	...	27	...	15
First Year ...	407	439	231	256	Sesuto :				
Second Year ...	813	638	596	419	First Year ...	126	40	107	16
Third Year ...	511	483	254	340	Second Year ...	69	43	45	37
Elementary Physical Science :					Third Year ...	36	22	31	12
First Year ...	89	57	31	15	°Needlework :				
Second Year ...	49	44	14	17	Third Year { Sect.A	659	853	519	662
French :					{ Sect.B	399	438	343	364
First Year ...	40	29	9	20	Do. (P.T.) { Sect.A	2	247	2	152
Second Year ...	21	16	10	10	{ Sect.B	3	195	3	130
Third Year ...	30	35	16	29	New Std. { Pupils	50	...	39	...
German :					{ P.T.'s	160	...	142	...
First Year ...	8	3	4	3	°Woodwork :				
Second Year ...	17	2	13	2	First Year ...	1445	1024	1081	832
Third Year ...	5	10	5	10	Second Year ...	920	590	671	495
Kafir :					Third Year ...	462	352	393	298
First Year ...	499	164	245	77	Total ...	10756	9087	6722	6057
Second Year ...	328	72	164	33					
Third Year ...	178	100	118	28					

C.—PUPILS' EXAMINATIONS IN TECHNOLOGICAL AND HIGHER ART EXAMINATIONS, DECEMBER, 1913.

Subject.	Candidates.		PASSES.	
	1913.	1912.	1913.	1912.
Building Construction :				
First Year ...	11	25	8	7
Second Year ...	3	4	2	4
Higher Art ...	†131	‡208	†92	‡109
Machine Construction :				
First Year ...	34	45	22	36
Second Year ...	17	18	6	11
Practical Geometry :				
First Year ...	20	37	12	25
Second Year ...	13	17	7	8
°Woodwork Apprentices :				
First Year ...	72	82	49	66
Second Year ...	58	34	43	28
Third Year ...	54	26	48	21
Total ...	413	496	289	315

D.—SUMMARY FOR ALL EXAMINATIONS : NUMBER OF CANDIDATES AND PASSES.  
(For details see above and page 67a.)

Examinations.	Candidates.			PASSES.		
	1911.	1912.	1913.	1911.	1912.	1913.
Pupils' Specific Subjects...	10483	9087	10756	6338	6057	6722
Technological and Higher Art ...	665	496	413	421	315	289
Teachers ...	3140	3116	3469	2139	2243	2654
Teachers' Specific Subjects ...	1054	1249	1985	741	884	1203
Total ...	15342	13948	16623	9639	9499	10868

\* The figures for Needlework and Woodwork are for the years ending 30th September, 1914 and 1913.

† These figures show the results of the examination held in June, 1914.

‡ These figures include the results of the examination held in June, 1913.

[C.P. 4-'15.]



### 8. TEACHERS.

A.—TEACHERS HOLDING PROFESSIONAL AND ACADEMIC CERTIFICATES: ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

Summary.					Certificated.	Uncertificated.	Total.	Percentage Certificated.		Percentage Increase.
								1914.	1913.	
Province excluding Territories	...	...	...	...	4,961	1,926	6,887	72·03	73·42	-1·39
Territories	...	...	...	...	728	1,304	2,032	35·83	36·60	-·87
Total, 1914					5,689	3,230	8,919	63·79	64·93	-1·14

TEACHERS HOLDING.

Class of School.	Privy Council Certificate.					Other British Government Certificates.					Other European Government Certificates.					T1 Certificate and Degree.	T2 Certificate.					T3 Certificate.					Miscellaneous Certificates.					Total No. of Certificated Teachers.	Uncertificated Teachers.					Total No. of Teachers.					
	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical Qualification.	Total.	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical Qualification.	Total.	Matic.	Other Higher University Diplomas.	No Academical Qualification.		Total.	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical Qualification.	Total.	Degree.	Intermediate.	Matic.	Other Higher University Diplomas.	No Academical Qualification.	Total.	Degree.	Intermediate.		Matic.	Other Higher University Diplomas.	No Academical Qualification.	Total.							
Sp.	6	...	...	...	9	15	...	...	...	...	...	...	2	2	1	5	4	16	...	1	26	...	...	3	...	23	26	3	...	...	3	49	55	125	...	1	...	16	17	142			
A 1	61	4	4	3	34	106	3	1	...	...	...	4	1	...	10	11	17	122	77	165	5	5	374	28	13	96	1	234	372	18	2	10	4	162	196	1080	33	4	2	2	30	71	1151
A 2	2	5	3	1	37	48	1	2	...	1	4	8	...	1	1	1	18	42	136	1	4	201	5	6	63	...	297	371	...	...	1	1	22	24	654	4	2	5	...	12	23	677	
A 3	1	...	2	...	46	49	...	...	1	...	5	6	...	2	2	1	1	9	83	2	6	101	1	4	122	1	1502	1630	...	...	...	20	20	1809	...	3	46	...	501	550	2359		
D.	1	...	...	...	...	1	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	...	6	7	...	...	...	...	1	1	10	...	...	1	1	2	12			
E.	(4)	...	(2)	...	(13)	(19)	...	...	...	...	(1)	(1)	...	...	...	(5)	(2)	...	...	(7)	...	...	(4)	...	(14)	(18)	(5)	...	(1)	...	(35)	(41)	(86)	...	...	(7)	(7)	(93)					
P.F.	1	...	...	...	3	4	...	...	...	...	...	...	1	1	...	...	10	...	...	10	1	1	8	1	291	302	...	...	...	...	...	...	317	...	6	...	383	389	706				
Poor	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	3	...	3	...	62	65	...	...	...	...	...	...	68	...	1	...	21	22	90					
B.	...	1	1	1	14	17	1	...	...	1	2	...	...	...	...	1	4	...	...	5	1	...	9	...	841	851	...	...	...	5	5	880	2	3	...	841	846	1726					
C 1	5	4	1	2	15	27	...	...	...	...	...	...	2	2	2	...	1	1	...	1	3	...	...	1	9	10	...	...	...	4	4	48	1	1	...	5	7	55					
C.	...	...	1	...	3	4	...	...	...	...	1	1	...	...	...	...	2	...	...	1	3	...	...	5	...	633	638	...	...	...	12	12	658	...	...	...	1297	1297	1955				
Total	77	14	12	7	162	272	5	3	1	1	12	22	1	...	19	20	22	146	134	420	8	18	726	36	24	311	4	3900	4275	25	2	12	8	305	352	5689	40	10	64	33113	3230	8919	
Do. 1913	85	14	18	8	154	279	1	1	1	1	15	19	...	1	17	18	24	131	99	341	6	15	592	37	38	327	4	3822	4228	24	4	10	4	282	324	5484	40	9	68	22843	2962	8446	
Increase Percent.	-8	...	-6	-1	8	-7	4	2	...	...	-3	3	1	-1	2	2	-2	15	35	79	2	3	134	-1	-12	-16	...	78	47	1	-2	2	4	23	28	205	...	1	-4	1	270	268	473
	...	...	...	...	...	3·05	...	...	...	...	...	·25	...	...	·22	·25	...	...	...	...	...	...	8·14	...	...	...	...	...	47·93	...	...	...	...	...	3·95	63·79	...	...	...	36·21	...		

NOTE.—Included with the teachers classified above there are 40 teachers who receive no grant from the Department. Of these 12 are certificated and 28 uncertificated; 3 are academically qualified and 37 are not; 19 are male and 21 female.

EVENING SCHOOLS.—The difference between the bracketed and unbracketed figures represents the number of teachers employed also at Day Schools. To avoid duplication teachers are reckoned in the Day School totals.



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

	Teachers holding Certificates.			No Certificate.	Percentage holding Academic Certificate.
	Professional and Academic.	Professional only.	Academic only.		
Degree ... ..	311	...	40	...	3.93
Intermediate ... ..	177	...	10	...	2.10
Matriculation ... ..	757	...	64	...	9.20
Other Higher University Diplomas ... ..	28	...	3	...	.35
Total, 1914 ... ..	1273	4416	117	3113	15.58
Do., 1913 ... ..	1179	4305	119	2843	15.37
Increase ... ..	94	111	-2	270	.21
Percentage, 1914 ... ..	14.27	49.51	1.31	34.90	
Do., 1913 ... ..	13.96	50.97	1.41	33.66	

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

Percentages of Teachers.	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	Total.
Certificated, 1914... ..	88.03	93.83	96.60	76.69	83.33	92.47	44.90	75.55	50.98	87.27	33.66	63.79
Do., 1913... ..	79.59	93.18	97.02	79.86	66.67	85.57	52.43	70.92	51.67	92.73	34.12	64.93
Increase ... ..	8.44	.65	-4.2	-3.17	16.66	6.90	-7.53	4.63	-6.9	-5.46	-4.6	-1.14

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

Circuit in Charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.		Circuit in Charge of Inspector.	Number of Teachers.			Percentage of Teachers Certificated.	
	Certificated.	Un-certificated.	Total.	1914.	1913.		Certificated.	Un-certificated.	Total.	1914.	1913.
Anders, H. ...	162	176	338	47.93	47.60	Pressly ...	116	115	231	50.22	56.1
Anders, J. ...	152	75	227	66.96	73.21	Rein, R. ...	84	194	278	30.22	35.12
Bain ...	108	139	247	43.72	43.47	Rein, T. W.	146	86	232	62.93	64.81
Bennie ...	199	63	262	75.95	79.25	Robertson ...	302	61	363	83.20	79.22
Bond ...	189	135	324	58.33	59.41	Rosenow ...	90	53	143	62.94	56.52
Craib ...	171	58	229	74.67	71.49	Satchel ...	256	44	300	85.33	84.19
Freeman ...	136	59	195	69.74	71.50	Scott ...	161	74	235	68.51	71.3
Golightly ...	179	82	261	68.58	72.69	Sinton ...	125	53	178	70.23	70.55
Green ...	111	199	310	35.81	38.38	Spurway ...	163	37	200	81.50	77.66
Hill ...	82	200	282	29.08	28.97	Stokes ...	102	102	204	50	49.5
Hofmeyr, C.	172	68	240	71.67	76.19	Theron (and Siddle) ...	226	73	299	75.59	74.57
Hofmeyr, J.H.	72	57	129	55.81	56.1	Tooke ...	93	224	317	29.34	29
Kelly ...	143	60	203	70.44	71.51	Van der Merwe ...	73	80	153	47.71	54.74
Logie ...	166	81	247	67.21	68.35	Watermeyer	125	68	193	64.77	64.91
Milne ...	273	89	362	75.41	75.75	Young ...	198	53	251	78.88	81.85
Mitchell ...	190	49	239	79.50	82.82	Total ...	5689	3230	8919	63.79	64.93
Noaks (and Siddle) ...	808	102	910	88.79	88.38						
Porter ...	116	221	337	34.42	32.69						

[C.P. 4—'15.]



E.—SEX OF TEACHERS, ARRANGED ACCORDING TO INSPECTORS' CIRCUITS.  
(The two following tables are based on information given in the Attendance Returns for the Quarter ending 30th September, 1914.)

Circuit in Charge of Inspector.	Male.	Female.	Total.	Percentage Male Teachers.	Circuit in Charge of Inspector.	Male.	Female.	Total.	Percentage Male Teachers.
Anders, H. ...	155	181	336	46·13	Rein, T. W. ...	84	136	220	38·18
Anders, J. ...	43	180	223	19·28	Robertson ...	117	247	364	32·14
Bain ...	116	128	244	47·54	Rosenow ...	47	84	131	35·88
Bennie ...	81	181	262	30·92	Satchel ...	89	214	303	29·37
Bond ...	127	198	325	39·08	Scott ...	74	167	241	30·71
Craib ...	57	166	223	25·56	Sinton ...	44	139	183	24·04
Freeman ...	52	144	196	26·53	Spurway ...	49	149	198	24·75
Golightly ...	80	186	266	30·08	Stokes ...	83	126	209	39·71
Green ...	180	136	316	56·96	Theron				
Hill ...	156	121	277	56·32	( & Siddle)...	88	220	308	28·57
Hofmeyr, C. ...	57	178	235	24·26	Tooke ...	148	189	337	43·92
Hofmeyr, J. H. ...	38	91	129	29·46	Van der Merwe	64	93	157	40·76
Kelly ...	94	119	213	44·13	Watermeyer	49	139	188	26·06
Logie ...	70	177	247	28·34	Young ...	73	192	265	27·55
Milne ...	121	242	363	33·33					
Mitchell ...	70	173	243	28·81	Total, 1914 ...	3222	5760	8982	35·87
Noaks (& Siddle)	262	670	932	28·11	Do. 1913 ...	3055	5464	8519	35·86
Porter ...	186	152	338	55·03	Increase ...	167	296	463	·01
Pressly ...	98	131	229	42·79					
Rein, R. ...	170	111	281	60·50					

SUMMARY.

	Male.	Female.	Total.	Percentage Male Teachers.
Province, excluding Territories ...	2139	4789	6928	30·86
Territories ...	1083	971	2054	52·73

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

	Sp.	A.1.	A.2.	A.3.	D.	E.	P.F.	Poor.	B.	C.1.	C.	Total.		In-crease.
												1914.	1913.	
Male ...	58	428	196	565	10	83	66	20	749	28	1073	3222°	3055	167
Female ...	92	752	487	1864	2	11	588	59	982	22	910	5760°	5464	296
Total ...	150	1180	683	2429	12	94	654	79	1731	50	1983	8982°	8519	463
Percentage of Male Teachers, 3rd Qr., 1914	38·67	36·27	28·70	23·26	83·33	88·30	10·09	25·32	43·27	56	54·11	35·87	...	·07
Do., 1913	46·15	33·68	28·90	24·53	81·82	88·04	10·65	30·51	41·89	61·54	55·09	...	35·86	...

\* Teachers employed at more than one School are reckoned once in the total.

G.—EUROPEAN PUPIL-TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1914, ARRANGED ACCORDING TO DIVISIONS.  
(SENIOR COURSE.)

DIVISION.	1st Year.	2nd Year.	3rd Year.	Total.	Total 1913.
Aberdeen ...	...	...	...	...	5
Albany ...	33	36	57	126	119
Albert ...	3	4	...	7	5
Alexandria ...	4	...	...	4	...
Aliwal North ...	11	11	9	31	31
Barkly East ...	3	1	...	4	1
Barkly West ...	...	...	...	...	1
Bathurst ...	1	...	...	1	1
Beaufort West ...	12	8	4	24	24
Bedford ...	8	3	...	11	4
Bredasdorp ...	4	6	...	10	8
Britstown ...	2	1	...	3	5
Caledon ...	23	10	...	33	18
Calitzdorp ...	...	...	...	...	1
Calvinia ...	6	2	...	8	6
Cape ...	45	63	69	177	142
Carnarvon ...	9	2	...	11	9
Cathcart ...	...	1	...	1	...
Ceres ...	6	8	...	14	18
Clanwilliam ...	7	14	...	21	22
Colesberg ...	...	4	...	4	4
Cradock ...	10	13	11	34	33
East London ...	7	2	...	9	2
Elliot ...	3	...	...	3	...
Fort Beaufort ...	4	5	2	11	9
Fraserburg ...	1	2	...	3	2
George ...	3	11	4	18	20
Glen Grey ...	...	...	...	...	...
Gordonia ...	...	6	...	6	8
Graaff-Reinet ...	18	22	18	58	47
Hanover ...	3	...	...	3	4
Hay ...	1	...	...	1	...
Herbert ...	1	...	...	1	2
Herschel ...	...	...	...	...	...
Hope Town ...	7	3	...	10	8
Humansdorp ...	3	8	3	14	13
Jansenville ...	5	...	...	5	...
Kenhardt ...	10	4	8	22	16
Kimberley ...	38	21	18	77	32
King William's Town ...	20	19	17	56	33
Kuysna ...	22	11	...	33	20
Komgha ...	...	4	1	5	7
Kuruman ...	...	...	...	...	...
Ladismith ...	3	4	...	7	8
Laingsburg ...	...	5	9	14	17
Maclear ...	1	...	...	1	1
Mafeking ...	2	...	...	2	2
Malmesbury ...	20	8	3	31	28
Maraisburg ...	1	1	...	2	...
Middelburg ...	3	5	...	8	7
Molteno ...	4	2	1	7	4
Montagu ...	...	...	...	...	...
Mossel Bay ...	4	1	...	5	...
Murraysburg ...	10	2	...	12	7
Namaqualand ...	1	...	...	1	...
Oudtshoorn ...	15	10	7	32	21
Paarl ...	87	71	90	248	207
Pearston ...	4	2	...	6	5
Peddie ...	3	1	...	4	4
Philipstown ...	8	...	...	8	...
Piquetberg ...	34	23	2	59	39



G. EUROPEAN PUPIL-TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1914, ARRANGED  
ACCORDING TO DIVISIONS—(continued.)

DIVISION.	1st Year.	2nd Year.	3rd Year.	Total.	Total 1913.
Port Elizabeth ...	8	9	...	17	16
Prieska ...	5	4	2	11	11
Prince Albert ...	4	2	1	7	6
Queenstown ...	3	11	...	14	18
Richmond ...	6	1	...	7	...
Riversdale ...	13	14	3	30	21
Robertson ...	19	21	32	72	53
Somerset East ...	9	4	...	13	9
Stellenbosch ...	21	16	36	73	76
Steynsburg ...	19	9	7	35	2
Steytlerville ...	...	...	...	...	1
Stockenstrom ...	...	...	...	...	...
Stutterheim ...	2	1	...	3	1
Sutherland ...	2	2	...	4	3
Swellendam ...	10	4	...	14	13
Tarka ...	3	2	...	5	5
Tulbagh ...	5	9	...	14	17
Uitenhage ...	8	13	7	28	27
Uniondale ...	5	8	1	14	19
Van Rhynsdorp ...	4	...	...	4	5
Victoria East ...	3	3	1	7	6
Victoria West ...	2	...	...	2	5
Vryburg ...	...	1	...	1	...
Willowmore ...	1	9	...	10	4
Wodehouse ...	2	...	...	2	4
Worcester ...	7	7	11	25	30
TERRITORIES:					
<i>Magistracy.</i>					
Bizana ...	...	...	...	...	...
Butterworth ...	1	1	...	2	2
Elliotdale ...	...	...	...	...	...
Engcobo ...	...	...	...	...	...
Flagstaff ...	...	...	...	...	...
Idutywa ...	...	1	...	1	1
Kentani ...	...	...	...	...	...
Libode ...	...	...	...	...	...
Lusikisiki ...	...	...	...	...	...
Matatiele ...	...	...	...	...	...
Mount Ayliff ...	...	...	...	...	...
Mount Currie ...	7	2	3	12	8
Mount Eletcher ...	...	...	...	...	...
Mount Frere ...	...	...	...	...	...
Mqanduli ...	...	...	...	...	...
Ngqeleni ...	...	...	...	...	...
Nqamakwe ...	...	...	...	...	...
Ntabankulu ...	...	...	...	...	...
Port St. John ...	...	...	...	...	...
Qumbu ...	...	...	...	...	...
St. Mark's ...	...	...	...	...	...
Tsolo ...	...	...	...	...	2
Tsomo ...	...	...	...	...	...
Umtata ...	...	...	...	...	...
Umzinkulu ...	...	...	...	...	...
Willowvale ...	...	...	...	...	...
Xalanga ...	...	...	...	...	...
Total 1914 ...	702	594	437	1733	...
Total 1913 ...	614	421	370	...	1405

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

	Sp.	A 1.	A 2.	A 3.	D.	E.	P.F.	Poor.	B.	C 1.	C.	TOTAL.		
												1914.	1913.	
Totals, 1914 ...	...	761	604	286	81	...	...	...	...	1	...	...	1733	...
Totals, 1913 ...	...	496	565	257	85	...	...	...	1	1	...	...	...	1405

I.—NON-EUROPEAN PUPIL-TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1914  
ARRANGED ACCORDING TO DIVISIONS.

(JUNIOR COURSE.)

SCHOOL BOARD.	1st Year.	2nd Year.	3rd Year.	TOTAL.	
				1914.	1913.
Barkly West ...	4	4	5	13	15
Caledon ...	8	6	4	18	13
Cape ...	37	41	19	97	99
Craddock ...	3	...	...	3	1
George ...	...	4	...	4	2
Gordonia ...	...	...	...	...	5
Humansdorp ...	7	5	4	16	14
Kimberley ...	14	14	5	33	28
Fort Beaufort ...	78	53	33	164	171
Herschel ...	50	27	27	104	82
King William's Town ...	73	45	33	151	139
Paarl ...	9	5	3	17	9
Piquetberg ...	...	...	1	1	...
Port Elizabeth ...	...	1	1	2	2
Riversdale ...	...	2	2	4	4
Stellenbosch ...	7	...	1	8	6
Stutterheim ...	29	19	9	57	74
Tulbagh ...	3	1	5	9	6
Victoria East ...	64	69	55	188	193
Victoria West ...	...	...	1	1	1
Vryburg ...	5	3	5	13	14
Worcester ...	...	5	3	8	10
Butterworth ...	19	...	...	19	25
Engcobo ...	75	40	27	142	104
Matatiele ...	48	38	29	115	95
Ngqeleni ...	42	14	5	61	53
Nqamakwe ...	58	28	22	108	89
Qumbu ...	62	22	18	102	79
Umtata ...	26	10	7	43	25
Xalanga ...	2	...	1	3	1
Total ...	723	456	325	1504	...
Total, 1913 ...	670	433	247	...	1350

J.—NON-EUROPEAN PUPIL-TEACHERS, ARRANGED ACCORDING TO CLASSES  
OF SCHOOLS.

(JUNIOR COURSE.)

	Sp.	A 1.	A 2.	A 3.	D.	B.	C 1.	C.	TOTAL.	
									1914.	1913.
Totals, 1914 ...	92	...	7	1	29	105	1210	60	1504	...
Totals, 1913 ...	72	...	6	1	34	93	1091	53	...	1350



K.—TOTAL NUMBER OF EUROPEAN AND NON-EUROPEAN PUPIL-TEACHERS IN TRAINING AT 30TH SEPTEMBER, 1914.

[N.B.—These figures include those given in the succeeding Table.]

Circuit in charge of Inspector.	First Year Junior.	Second Year Junior or First Year Senior.	Third Year Junior or Second Year Senior.	Total.		Circuit in Charge of Inspector.	First Year Junior.	Second Year Junior or First Year Senior.	Third Year Junior or Second Year Senior.	Total.			
				1914.	1913.					1914.	1913.		
				Anders, H.	58					28	22	108	89
Anders, J.	...	23	22	18	63	53	Rein, T. W.	64	76	59	1	200	204
Bain ...	77	44	28	...	149	106	Robertson	12	110	98	101	321	279
Bennie ...	78	94	74	59	305	299	Rosenow...	...	16	14	10	40	40
Bond ...	73	65	52	17	207	172	Satchel ...	14	68	29	18	129	70
Craib ...	3	31	22	11	67	52	Scott ...	7	37	34	7	85	69
Freeman ...	...	22	27	6	55	53	Sinton ...	...	30	9	...	39	29
Golightly ...	...	54	32	5	91	67	Spurway...	...	28	22	7	57	22
Green ...	62	22	18	...	102	81	Stokes ...	...	2	...	...	2	4
Hill ...	...	...	...	...	...	...	Theron & Siddle	15	54	37	36	142	121
Hofmeyr ...	...	29	30	41	100	83	Tooke ...	19	1	2	...	22	28
Hofmeyr C.	...	...	...	...	...	...	Van der Merwe	...	12	14	...	26	27
Hofmeyr J. H.	...	14	12	...	26	27	Watermeyer	...	18	20	3	41	33
Kelly ...	9	9	11	...	29	32	Young ...	29	28	17	1	75	84
Logie ...	...	11	16	1	28	27	Total, 1914	723	1158	919	437	3237	...
Milne ...	...	17	23	7	47	45	Do., 1913	675	1042	668	370	...	2755
Mitchell ...	...	19	11	7	37	22	Increase...	48	116	251	67	482	...
Noaks and Siddle	37	86	82	69	274	242							
Porter ...	48	45	31	3	127	103							
Pressly ...	50	41	39	9	139	114							

L.—NUMBER OF STUDENTS IN TRAINING COLLEGES AND TRAINING SCHOOLS AT 30TH SEPTEMBER, 1914.

Name of Training College.	P.T. 1. Jr.	P.T. 2. Jr. or Sr.	P.T. 3. Jr. or Sr.	P.T. 3. Sr.	T. 2.	Kin-dergar-ten.	Total, 1914.	Total, 1913.	Increase.
Cape Town, Normal College ... Noaks	...	...	...	14	32	...	46	52	-6
Do., Training College (Central Classes) ... Do.	29	62	74	54	23	...	242	211	31
Cradock, Training School ... Craib	...	10	13	11	...	...	34	...	34
Grahamstown, Training College ... Bennie	...	33	35	57	22	33	180	176	4
Kimberley, Training School ... Satchel	...	19	14	14	...	...	47	...	47
K.W.T. Training School ... Bond	...	18	19	17	...	...	54	...	54
Paarl, Training School ... Robertson	...	36	28	23	...	...	87	74	13
Robertson, Training School ... C. Hofmeyr	...	17	20	32	...	...	69	52	17
Stellenbosch, Victoria College Class. ... Theron	...	...	...	4	34	...	38	36	2
Steynsburg, Training School ... Spurway	...	19	9	7	...	...	35	...	35
Wellington, Training College ... Robertson	...	44	40	67	30	22	203	186	17
Total, 3rd Quarter, 1914 ...	29	258	252	300	141	55	1035	...	...
Do., 3rd Quarter, 1913 ...	18	171	179	188	184	47	...	787	...
Increase ...	11	87	73	112	-43	8	...	...	248
<i>Coloured:</i>									
Bensonvale (Wes.) Pressly	50	27	27	...	...	...	104	82	22
Blythswood (U.F.C.) H. Anders	58	28	22	...	...	...	108	89	19
Buntingville (Wes.) R. Rein	42	14	5	...	...	...	61	53	8
Clarkebury (do.) Bain	38	16	12	...	...	...	66	50	16
Emgwali (U.F.C.) Young	29	19	9	...	...	...	57	74	-17
Engcobo, All Saints' (Eng. Ch.) Bain	37	24	15	...	...	...	76	54	22
Genadendal (Mor.) Theron	8	6	4	...	...	...	18	13	5
Healdtown (Wes.) Bennie	78	53	33	...	...	...	164	171	-7
Lovedale (U.F.C.) T. W. Rein	64	69	55	...	...	...	188	193	-5
Mvenyane (Mor.) Porter	36	27	27	...	...	...	90	82	8
St. Matthew's (Eng. Ch.) Bond	73	45	33	...	...	...	151	139	12
Shawbury, Girls' (Wes.) Green	62	22	18	...	...	...	102	79	23
Umtata (Eng. Ch.) R. Rein	26	10	7	...	...	...	43	25	18
Total, 3rd Quarter, 1914 ...	601	360	267	...	...	...	1228	...	...
Do., 3rd Quarter, 1913 ...	555	360	189	...	...	...	...	1104	...
Increase ...	46	...	78	...	...	...	...	...	124
Total European and Coloured, 3rd Qr., 1914	630	618	519	300	141	55	2263	...	...
Do., 3rd Qr., 1913	573	531	368	188	184	47	...	1891	...
Increase ...	57	87	151	112	-43	8	...	...	372

M.—CANDIDATES AND PASSES IN TEACHERS' EXAMINATIONS, DECEMBER, 1913.

CERTIFICATE.	Candidates.		Passes.	
	1913.	1912.	1913.	1912.
Adult Teachers:				
Second Class (T2)...	226	210	174	157
Kindergarten, Elementary	59	51	49	41
Higher	24	39	22	35
Cookery	5	7	4	7
Pupil Teachers:				
First Year (J)	762	759	529	510
Second Year (J) or First Year (S)	1115	921	919	645
Third Year (J) or Second Year (S)	862	902	644	679
Third Year (S)	416	227	313	169
Total	3469	3116	2654	2243

N.—TEACHERS' EXAMINATIONS IN SPECIFIC SUBJECTS, DECEMBER, 1913: CANDIDATES AND PASSES.\*

SUBJECT.	Candidates.		Passes.	
	1913.	1912.	1913.	1912.
Drawing: Blackboard	639	355	501	302
Freehand	400	246	172	134
Geometrical	156	60	75	31
Model	383	204	144	125
Needlework: Course I.	50	53	38	47
Course II.	11	27	9	25
Course III.	123	89	113	76
Course IV.	9	16	8	13
Course V.	12	9	12	7
Woodwork: Branch I.	129	124	66	78
Branch II.	73	66	65	46
Total	1985	1249	1203	884

\* In the case of Vocal Music the Department has no examination of its own, but recognises the School Teacher's Music Certificate of the Tonic Sol-fa College.



## 9. SCHOOL LIBRARIES.

A.—NO. OF EUROPEAN SCHOOLS POSSESSING LIBRARIES,  
ARRANGED ACCORDING TO DIVISIONS.

DIVISION.	1913.	1914.	No. of European Schools, 1914.	DIVISION.	1913.	1914.	No. of European Schools, 1914.
Aberdeen	12	12	17	Queenstown	32	32	38
Albany	44	38	41	Richmond	6	8	12
Albert	33	34	42	Riversdale	48	65	76
Alexandria	20	21	24	Robertson	26	26	27
Aliwal North	29	26	40	Somerset East	40	36	45
Barkly East	24	27	37	Stellenbosch	17	17	21
Barkly West	16	14	25	Steynsburg	11	12	14
Bathurst	16	15	15	Steytlerville	22	24	31
Beaufort West	14	11	19	Stockenstrom	12	16	16
Bedford	13	9	17	Stutterheim	13	14	19
Bredasdorp	35	34	39	Sutherland	9	8	16
Britstown	7	11	14	Swellendam	42	39	48
Caledon	48	56	58	Tarka	14	15	17
Calitzdorp	18	19	19	Tulbagh	12	13	14
Calvinia	24	25	46	Uitenhage	56	53	65
Cape	85	84	98	Uniondale	42	45	49
Carnarvon	12	14	25	Van Rhynsdorp	10	9	11
Cathcart	19	14	20	Victoria East	9	11	14
Ceres	19	18	30	Victoria West	12	13	19
Clanwilliam	26	24	42	Vryburg	25	31	47
Colesberg	13	9	13	Willowmore	27	26	32
Cradock	27	26	38	Wodehouse	52	50	64
East London	31	33	35	Worcester	35	33	35
Elliot	22	24	33				
Fort Beaufort	19	22	25	Province, excluding Territories	1980	2041	2572
Fraserburg	11	11	28				
George	29	28	37				
Glen Grey	4	4	4	<i>Magistracy.</i>			
Gordonia	4	8	11				
Graaff-Reinet	26	27	33	Bizana	1	1	1
Hanover	7	6	6	Butterworth	2	2	2
Hay	15	10	29	Elliotdale			
Herbert	17	19	21	Engcobo	3	3	3
Herschel	2	1	1	Flagstaff	1		
Hopetown	16	18	26	Idutywa	2	2	2
Humansdorp	48	48	59	Kentani	2	1	1
Jansenville	31	38	46	Libode	1	1	1
Kenhardt	12	11	17	Lusikisiki	1	1	2
Kimberley	30	31	33	Matatiele	4	4	4
King Williamstown	34	35	38	Mount Ayliff	1	1	2
Knysna	32	31	32	Mount Currie	5	5	8
Komgha	8	10	12	Mount Fletcher	1	1	1
Kuruman	13	16	27	Mount Frere	1	1	2
Ladismith	30	31	37	Mqanduli	1	2	3
Laingsburg	11	14	16	Ngqeleni	1	1	1
Maclea	13	14	24	Nqamakwe	1	1	2
Mafeking	6	6	8	Ntabankulu			2
Malmesbury	50	55	59	Port St. John	1	1	1
Maraisburg	11	10	15	Qumbu	1	1	1
Middelburg	20	21	26	St. Mark's	3	3	3
Molteno	12	11	22	Tsolo	1	1	2
Montagu	16	18	20	Tsomo	1	1	2
Mossel Bay	29	31	32	Umtata	5	5	6
Murraysburg	8	6	8	Umzinkulu		1	1
Namaqualand	19	20	29	Willowvale	2	2	3
Oudtshoorn	57	58	62	Xalanga	2	2	2
Paarl	33	36	37				
Pearston	12	12	17	Province, excluding Territories	1980	2041	2572
Peddie	18	16	16	Territories	44	44	58
Philipstown	5	8	10				
Piquetberg	49	56	69	Total	2024	2085	2630
Port Elizabeth	20	19	24				
Prieska	15	19	24	Increase		61	52
Prince Albert	9	12	15				

## B.—SCHOOL LIBRARIES ARRANGED ACCORDING TO INSPECTION CIRCUITS AND CLASSES OF SCHOOLS.

INSPECTOR.	Sp.	A 1	A 2	A 3	D	E	P.F.	Poor.	B	C 1	C	Total.		Increase.	
												1914.	1913.		
Anders, H.	...	...	...	4	...	...	1	...	...	1	3	9	9	...	
Anders, J.	...	1	2	4	71	...	21	2	...	...	...	101	91	10	
Bain	...	...	...	1	34	...	4	4	...	2	1	46	44	2	
Bennie	...	4	4	4	48	...	21	...	1	1	...	83	85	-2	
Bond	...	1	2	...	31	...	1	...	1	1	...	37	36	1	
Craib	...	1	5	2	49	...	26	...	...	...	...	83	92	-9	
Freeman	...	...	5	...	74	...	11	5	...	...	...	95	93	2	
Golightly	...	...	3	7	98	...	3	...	4	...	...	115	102	13	
Green	...	...	...	...	3	...	...	...	...	1	1	5	6	-1	
Hill	...	...	...	...	3	...	...	...	...	...	1	4	5	-1	
Hofmeyr, C.	...	1	4	4	63	...	18	7	...	...	...	97	95	2	
Hofmeyr, J. H.	...	...	2	2	31	...	16	...	...	...	...	51	52	-1	
Kelly	...	...	...	2	57	...	7	2	2	...	1	71	63	8	
Logie	...	...	4	2	39	...	22	1	...	...	...	68	69	-1	
Milne	...	1	4	6	52	...	10	1	3	...	...	77	81	-4	
Mitchell	...	1	4	2	97	...	3	1	...	...	...	108	104	4	
Noaks (and Siddle)	...	5	11	17	54	1	...	1	58	...	...	147	145	2	
Porter	...	...	1	1	7	...	1	...	1	3	...	15	14	1	
Pressly	...	...	3	2	40	...	6	3	...	1	...	55	56	-1	
Rein, R.	...	...	1	...	4	...	3	2	...	2	4	16	15	1	
Rein, T. W.	...	...	1	5	40	...	12	1	5	1	2	67	64	3	
Robertson	...	7	10	5	50	...	9	2	9	...	...	92	86	6	
Rosenow	...	...	1	2	26	...	17	2	...	...	...	48	47	1	
Satchel	...	1	4	7	41	...	2	25	...	2	...	82	72	10	
Scott	...	...	2	4	92	...	10	...	4	...	...	112	112	...	
Sinton	...	...	5	4	13	...	41	...	1	...	...	64	57	7	
Spurway	...	1	3	4	51	...	24	1	...	...	...	84	85	-1	
Stokes	...	...	1	1	48	...	3	1	...	...	...	54	56	-2	
Theron (and Siddle)	...	2	6	3	76	...	20	1	6	...	...	114	105	9	
Tooke	...	...	1	1	2	...	3	...	...	...	1	8	9	-1	
Van der Merwe	...	...	2	40	1	1	5	5	3	...	...	57	59	-2	
Watermeyer	...	...	3	1	89	...	2	1	2	...	...	98	80	18	
Young	...	...	3	5	44	...	18	1	1	1	...	73	73	...	
Total, 1914	...	26	95	100	1471	2	3	364	44	102	12	17	2236	...	...
Do., 1913	...	21	94	99	1254	2	4	405	164	88	12	19	...	2162	...
Increase	...	5	1	1	217	...	-1	-41	-120	14	...	-2	...	...	74
Total No. of Schools in operation at 30th Sept.	...	32	95	100	1701	2	25	655	49	818	12	971	4460	4335	125



## 10. SCHOOL BUILDINGS.

A.—LOANS ISSUED DURING THE YEAR ENDED 30TH SEPTEMBER, 1914.

Division.	School.	Total Loan.	Payments during year.		
			£	£	s. d.
Aberdeen ...	Aberdeen ...	600	300	0	0
Albany ...	Grahamstown Boys'	1,800	1,800	0	0
Albert ...	Venterstad ...	4,400	432	0	0
Do. ...	do. ...	600	600	0	0
Barkly West ...	Daniel's Kuil Public School ...	500	446	0	0
Do. ...	Windsorton ...	2,310	2,028	0	0
Beaufort West ...	Beaufort West Boys'	3,200	3,140	0	0
Bedford ...	Bedford ...	7,000	5,735	0	0
Bredasdorp ...	Bredasdorp ...	6,100	3,826	0	0
Britstown ...	Britstown ...	1,750	915	0	0
Carnarvon ...	Op de Landen ...	900	97	0	0
Caledon ...	Caledon ...	750	750	0	0
Do. ...	Hermanus ...	1,400	125	0	0
Do. ...	Stanford ...	800	300	0	0
Calvinia ...	Brandvlei ...	1,600	1,153	0	0
Do. ...	Calvinia ...	750	698	18	0
Do. ...	Nieuwoudtville ...	2,500	2,500	0	0
Cape ...	Carisbrook Street ...	14,500	5,930	0	0
Do. ...	Camps Bay ...	2,550	2,550	0	0
Do. ...	Claremont (Cookery) ...	700	700	0	0
Do. ...	do. (Feldhausen) ...	3,700	384	0	0
Do. ...	Diep River ...	4,750	2,492	0	0
Do. ...	Durbanville ...	2,000	250	0	0
Do. ...	Foresters' Hall (Regent Street School, Woodstock) ...	2,200	2,200	0	0
Do. ...	Muizenberg ...	5,000	478	0	0
Do. ...	Philadelphia ...	1,300	195	0	0
Do. ...	Plumstead ...	3,250	355	0	0
Do. ...	Rondebosch Boys'	4,600	393	0	0
Do. ...	do. Girls'	10,800	3,277	0	0
Do. ...	do. do. Cookery and Laundry ...	2,500	1,060	0	0
Do. ...	Salt River, Rochester Road ...	9,480	1,942	0	0
Do. ...	Sea Point Girls'	5,500	341	0	0
Do. ...	Simonstown ...	550	72	0	0
East London ...	College Street ...	6,700	1,150	0	0
Fort Beaufort ...	Adelaide ...	2,500	1,350	0	0
Fraserburg ...	Fraserburg ...	2,650	1,334	14	6
George ...	Blanco ...	1,000	900	0	0
Do. ...	George Boys'	2,800	2,300	0	0
Herbert ...	Douglas ...	2,800	1,110	0	0
Hopetown ...	Hopetown ...	7,600	5,720	0	0
Humansdorp ...	Humansdorp ...	1,900	1,371	0	0
Jansenville ...	Waterford Poor ...	750	450	0	0
Kimberley ...	Boys' High School ...	22,000	12,000	0	0
Do. ...	do. (Lanyon Terrace) ...	1,900	45	0	0
Do. ...	Girls' High School ...	7,000	6,180	0	0
Do. ...	do. A 2, Cookery ...	720	607	0	0
Do. ...	do. Modelling ...	1,900	1,600	0	0
Do. ...	Gladstone ...	5,300	1,157	0	0
Do. ...	Stockdale Street ...	1,200	29	0	0
Do. ...	West End ...	2,800	2,246	0	0
King Williamstown..	Berlin ...	1,500	1,419	0	0
Do. ...	Girls' Public School ...	2,000	350	0	0
Knysna ...	Elandskraal ...	1,700	500	0	0
Do. ...	Grootbrak and Ruigte Vlei ...	500	335	0	0
Do. ...	Leeuwbosch ...	300	300	0	0
Do. ...	Wittedrift ...	1,100	774	0	0
Do. ...	Woodlands ...	1,100	650	0	0
Ladismith ...	Buffelskloof ...	1,000	402	0	0
	Carried forward...	191,060	81,644	12	6

## SCHOOL BUILDINGS—(continued).

Division	School.	Total Loan.	Payments during year.		
			£	£	s. d.
	Brought forward ...	191,060	81,644	12	6
Laingsburg ...	Laingsburg ...	6,000	2,931	0	0
Maclear ...	Maclear ...	5,200	3,222	8	9
Mafeking ...	Mafeking ...	6,200	900	0	0
Malmesbury ...	Darling ...	400	400	0	0
Do. ...	Hopefield ...	3,000	50	0	0
Do. ...	Malmesbury Boys'	900	884	0	0
Do. ...	Middelburg ...	800	170	0	0
Do. ...	Moorreesburg ...	5,000	4,101	0	0
Matatiele ...	Matatiele ...	400	400	0	0
Montagu ...	Montagu ...	4,000	700	0	0
Oudtshoorn ...	Boys' Public ...	5,350	3,240	0	0
Do. ...	De Hoop ...	750	50	0	0
Do. ...	Juta ...	1,000	59	0	0
Do. ...	North End ...	1,000	490	0	0
Do. ...	Van Wyk's Kraal ...	2,700	267	0	0
Do. ...	West Bank ...	2,000	415	0	0
Paarl ...	Wellington ...	11,800	2,040	0	0
Port Elizabeth ...	Boys' Public ...	40,000	21,279	0	0
Do. ...	Sydenham ...	2,000	1,000	0	0
Pearston ...	Pearston ...	5,500	1,656	0	0
Piquetberg ...	Piquetberg ...	7,700	3,950	0	0
Do. ...	Porterville ...	750	750	0	0
Queenstown ...	Boys' Public ...	5,000	802	0	0
Do. ...	Girls' ...	7,000	1,907	0	0
Richmond ...	Richmond ...	7,800	3,915	0	0
Riversdale ...	Boys' Public ...	1,400	1,400	0	0
Do. ...	Girls' ...	447	447	0	0
Robertson ...	MacGregor ...	1,800	1,610	0	0
Do. ...	Robertson Boys' and Girls'	650	650	0	0
Stellenbosch ...	Somerset West ...	1,700	200	0	0
Stutterheim ...	Bolo ...	800	800	0	0
Do. ...	Isidengo ...	550	500	0	0
Swellendam ...	Swellendam ...	1,450	1,000	0	0
Tarka ...	Tarkastad ...	460	460	0	0
Tulbagh ...	Ceres Road (Wolseley) ...	800	800	0	0
Uitenhage ...	Bayville ...	1,000	857	0	0
Do. ...	Girls' ...	5,000	2,241	0	0
Do. ...	Innes ...	6,000	5,000	0	0
Vryburg ...	Vryburg ...	7,670	6,461	0	0
Willowmore ...	Willowmore ...	9,000	5,983	0	0
Wodehouse ...	Dordrecht ...	350	350	0	0
Worcester ...	Ebenezer ...	1,600	827	0	0
	TRAINING INSTITUTIONS.				
Cape ...	Queen Victoria Street, Cape Town	2,180	2,168	16	7
Cradock ...	Cradock ...	8,900	3,890	0	0
	Total ...	£385,067	£172,867	17	10

## B.—PARLIAMENTARY GRANTS OF LAND FOR SCHOOL PURPOSES SANCTIONED DURING SESSION 1914.

Division.	School or Locality.	Area (approx.).	Object of Grant.
Cathcart ...	Thomas River Outspan ...	220 sq. rds. ...	Site.
Stockenstrom ...	Buxton Public School ...	1 morgen ...	"
Do. ...	Philipton Public School ...	Do. ...	"
King Wm's. Town ...	Keiskama Hoek Public School ...	128.293 sq. rds. ...	"
Vryburg ...	Pokwani Forest Reserve ...	Not defined ...	"



C.—FREE BUILDING GRANTS ISSUED DURING THE YEAR ENDED  
30TH SEPTEMBER, 1914.

Division.	School.	Payments during year.
		£ s. d.
Bizana ... ..	Bizana Public ... ..	75 0 0
Gordonia ... ..	Keimoes ... ..	463 0 0
Do. ... ..	Uppington (Boarding House) ... ..	743 15 4
Kenhardt ... ..	Rooikop Island ... ..	19 11 0
Kimberley ... ..	Girls' Preparatory ... ..	230 0 0
Do. ... ..	St. Michael's ... ..	119 0 0
Malmesbury ... ..	Riebeek Kasteel ... ..	47 15 0
Namaqualand ... ..	Grootmist (Boarding House) ... ..	540 17 5
Do. ... ..	Harras ... ..	106 12 0
Do. ... ..	Springbok ... ..	643 18 7
Wodehouse ... ..	Indwe ... ..	50 0 0
	Total ...	£3,039 9 4

## ANNEXURE II.

## FINANCE.

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## EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR PERIOD 1ST APRIL, 1913 TO 31ST MARCH, 1914.

## ADMINISTRATION AND INSPECTION.

	£	s.	d.	£	s.	d.
<i>Salaries and Allowances:</i>						
Head Office Staff ... ..	10,797	19	2			
Inspectors ... ..	19,083	13	3			
				29,881	12	5
<i>Travelling Expenses:</i>						
Head Office Staff ... ..	337	6	2			
Inspectors ... ..	14,102	9	11			
				14,439	16	1
<i>Incidental Expenses</i> ... ..				431	1	11

## TRAINING OF TEACHERS.

Salaries of Departmental Instructors and Instructresses ... ..	4,484	17	0			
Travelling Expenses of Instructors, Instructresses and Officers on duty ... ..	3,980	6	8			
Pupil Teachers, Student Teachers and Probationers	25,953	14	4			
Grants to Principals on passing Pupils Teachers	922	13	4			
Institutions for Training Teachers ... ..	15,772	2	6			
Salaries ... ..	13,710	10	1			
Rent, Furniture, Requisite, Fittings, Museum and other Expenses ... ..	2,061	12	5			
Pupil Teachers Monthly Tram and Train Fares...	441	6	10			
Vacation Courses ... ..	629	1	5			
Examination for Certificates and Science, Art, Manual Training and Art Scholarships ... ..	312	15	4			
Expenses of Competitions and Exhibitions of Manual work, Singing, Writing, etc. ... ..	165	12	7			
				52,662	10	0

## SCHOOLS—GRANTS-IN-AID.

<i>School Boards:</i>						
Salaries ... ..	275,513	5	9			
School Buildings and Extensions not exceeding £500 ... ..	14,554	16	9			
Maintenance Grants for Indigent Boarders ... ..	11,596	11	2			
Special Assistance to Education in Poor districts	5,472	6	7			
Interest and Redemption charges on Building loans including Local loans ... ..	11,429	3	0			
Rent of Land and Buildings for School purposes	25,339	17	1			
School Board deficits and Miscellaneous Expenditure connected with School Boards ... ..	152,597	19	8			
School Board Administration... ..	21,830	15	11			
General Maintenance of Schools ... ..	26,234	5	1			
School requisites, Furniture, etc. ... ..	17,194	16	8			
<i>Schools not under School Boards:</i>						
Salaries ... ..	26,451	2	4			
Maintenance Grants for Indigent Boarders ... ..	2,608	4	6			
Special Assistance to Education in Poor districts	1,793	6	0			
Interest and Redemption charges on Building loans	29	2	5			
Rent of Land and Buildings for School purposes	1,657	18	7			
General Maintenance of Schools including deficits of Railway Schools ... ..	1,615	9	0			
School requisites, Furniture, etc. ... ..	1,335	18	5			
Carried forward	£597,254	18	11	97,415	0	5

## EXPENDITURE FOR PUBLIC EDUCATION—(continued.)

STATEMENT FOR PERIOD 1ST APRIL, 1913 TO 31ST MARCH, 1914—(continued.)

## SCHOOLS—GRANTS-IN-AID—(continued.)

	£	s.	d.	£	s.	d.
Brought forward ... ..	597,254	18	11	97,415	0	5
<i>Mission Schools:</i>						
Salaries ... ..	92,015	4	1			
Rent under Section 8 of Amended Regulations 1905 ... ..	34	18	7			
School requisites, Furniture, etc. ... ..	4,847	5	0			
<i>Industrial Schools:</i>						
Salaries ... ..	5,374	9	0			
Maintenance for Apprentices and Indigent Boarders ... ..	7,445	3	8			
Rent of Buildings ... ..	352	10	6			
Requisites, Furniture, etc. ... ..	389	3	1			
				707,713	12	10

## GENERAL.

## Good Service Allowances and Pension Fund.

Good Service Allowance to Teachers and Departmental Instructors ... ..	42,819	12	6			
To Supplement Teachers' Pension Fund ... ..	5,500	0	0			
				48,319	12	6
Total ... ..				£853,448	5	9

## PUPIL TEACHERS' FUND.

ACCOUNT OF THE ABOVE FUND FOR THE FINANCIAL YEAR ENDED 31ST MARCH, 1914.

	£	s.	d.	1913.	£	s.	d.
1913. July				By Balance ... ..	17	19	11
				June „ Allowances to Pupil Teachers, June quarter, 1913 ... ..	84	0	0
	168	2	1	Sept. „ Allowances to Pupil Teachers, September quarter, 1913 ... ..	84	0	0
1914. March				Dec. „ Allowances to Pupil Teachers, December quarter, 1913 ... ..	84	0	0
				„ Balance at 31st March, 1914 ... ..	150	5	4
	252	3	2				
	£420	5	3		£420	5	3



## 3. TEACHERS' PENSIONS.

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

	Amount.	Date.
Aird, Margaret Jane (Mrs.)...	67 10 0	1 April, 1914.
Anderson, George W. (Rev.)	£24 10 0	1 April, 1905.
Arends, Isaac	30 0 0	1 January, 1898.
Balie, Rudolf	24 0 0	1 July, 1905.
Barnley, Fanny Jane...	48 0 0	1 January, 1914.
Beswick, Frederick	140 0 0	1 July, 1899.
Beukman, Petrus	21 0 0	1 January, 1890.
Blair, Helen	30 16 0	1 January, 1911.
Bliss, A. E. (Miss)	120 0 0	1 April, 1910.
Brown, Eleanor L. Y.	60 0 0	1 October, 1900.
Bruce, William R. (Rev.)	48 0 0	1 April, 1902.
Burbidge, G. T. (Rev.)	87 10 0	1 December, 1902.
Calder, Sarah A.	21 0 0	1 July, 1893.
Cassé, George W.	45 0 0	1 July, 1908.
Chambers, Anne H.	113 8 0	1 January, 1915.
Cilliers, Susanna E.	60 0 0	1 April, 1914.
Coetzee, Dirkie Cornelias	27 0 0	1 January, 1912.
Crawford, Florence N.	42 0 0	1 August, 1913.
Daintree, Eliz.	39 7 6	1 January, 1911.
Dale, Robert	70 6 3	1 January, 1899.
Dalziel, Aitchinson A.	48 0 0	1 January, 1913.
Daniels, Catherine Johanna L.	18 18 0	1 April, 1912.
Davidson, Jas.	100 0 0	1 April, 1910.
Davidson, Lydia Josephene	42 0 0	1 January, 1912.
De Smidt, Johannes H.	48 0 0	1 July, 1901.
De Villiers, Elizabeth R.	21 0 0	1 May 1889.
De Wet, Peter François	52 10 0	1 July, 1911.
Du Toit, S. J. (Mrs.)	21 0 0	1 January, 1895.
Dwashu, David	21 0 0	1 January, 1894.
Eason, Thos.	99 0 0	1 October, 1910.
Ebeling, Aletta M.	33 12 0	1 April, 1902.
Eksteen, Elizabeth C.	64 0 0	1 January, 1913.
Featherstone, Edith Emma	36 0 0	1 October, 1914.
Ferguson, Abby P.	70 0 0	1 January, 1898.
Fini, Robert	24 0 0	1 July, 1913.
Fisk, Ellen Eliza	64 7 0	1 January, 1912.
Forman, Wm. Johnston	140 0 0	1 January, 1912.
Fourie, Joseph S.	61 5 0	1 July, 1906.
Fransch, Rosa	24 0 0	1 October, 1906.
Gantz, C. L.	21 12 0	1 July, 1912.
Gie, Coenraad J. C.	42 0 0	1 April, 1898.
Gilmore, Letitia Margaret	35 0 0	1 July, 1912.
Glennie, Catherine F.	52 10 0	1 July, 1907.
Griffiths, M. A. (Miss)	13 10 0	1 October, 1909.
Hahn, Johannes S.	21 0 0	1 August, 1896.
Halcrow, Thomas S.	112 0 0	1 January, 1908.
Harris, Anna Margaret	60 0 0	1 July, 1913.
Harris, A. V.	45 0 0	1 April, 1902.
Heese, Freida J.	29 15 0	1 January, 1912.
Heldzingen, M. M. (Miss)	27 0 0	1 October, 1905.
Hendrickse, A. J.	56 0 0	1 January, 1913.
Hendrickse, Johanna M.	24 0 0	1 July, 1904.
Hill, Henry, B.A.	122 10 0	1 January, 1906.
Hoogenhout, Casparus P.	68 0 0	1 January, 1909.
Hornabrook, Emily Ellen	70 0 0	1 July, 1914.
Hutchinson, George P.	80 0 0	1 October, 1902.
Immelman, Chrisman J.	59 10 0	1 October, 1901.
Inglis, John	127 10 9	1 April, 1914.
Jackson, Hannah A. (Mrs.)	24 10 0	1 January, 1915.
Jackson, William M.	115 10 0	1 June, 1914.

## 3. TEACHERS' PENSIONS—continued.

	Amount.	Date.
Joubert, D. C. (Miss)	52 10 0	1 July, 1908.
Juffernbruch, Carl	60 0 0	1 January, 1908.
Kidd, Constance Emily	45 0 0	1 July, 1892.
Kiddell, Laura E.	77 0 0	1 July, 1914.
Kildasi, Henry C.	21 0 0	1 August, 1895.
Kirsten, A. J. (Miss)	21 0 0	1 April, 1907.
Laws, G. G. C. (Miss)	30 0 0	1 April, 1906.
Leipoldt, Maria C.	24 0 0	1 January, 1902.
Le Cornu, Wm.	122 10 0	1 July, 1910.
Le Roux, Abraham G.	24 0 0	1 July, 1898.
Lister, Catherina Augusta	42 0 0	1 July, 1912.
Loman, Brother	21 0 0	1 January, 1895.
Lord, Alex. Duke	70 0 0	1 January, 1914.
Louw, Stephen M.	14 8 9	1 April, 1913.
Louw, Else Jacoba	19 16 0	1 January, 1914.
Lutuli, Philip	28 0 0	1 October, 1909.
MacCuaig, Angus	80 10 0	1 January, 1909.
Mahali, John	21 0 0	1 January, 1908.
Malherbe, Johanna E.	60 0 0	1 January, 1909.
Marsh, Edward	24 0 0	1 January, 1902.
Mashiyi, Hezekiah	21 0 0	1 October, 1901.
Mason, Johanna C.	31 3 0	1 January, 1914.
McGregor, Peter	54 0 0	1 July, 1913.
Michie, Mary A.	17 6 6	1 January, 1909.
Mildenhall, Florence L.	25 4 0	1 April, 1908.
Mitchell, Annie	38 10 0	1 July, 1906.
Morrison, Sarah Annie	37 16 0	1 July, 1913.
Mtotywa, L. (Miss)	12 12 0	1 April, 1910.
Monyakuane, N.	8 8 0	1 January, 1910.
Morton, Wm. Henry	59 10 0	10 November, 1911.
Moyle, M. P. J.	52 0 0	1 January, 1910.
Nanqu, Jonathan	12 8 6	1 July, 1911.
Nason, Lucy	29 8 0	1 January, 1914.
Ndwardwa, Theo.	36 15 0	1 January, 1912.
Ndlazilwana, Jacob	16 16 0	1 January, 1912.
Nel, Anna J.	42 0 0	1 July, 1906.
Nelson, A. v. d. Bijl	105 0 0	1 October, 1909.
Nicol, Matthew	70 0 0	1 July, 1898.
Njokweni, Alexander Mata	21 0 0	1 January, 1912.
Pearson, David	33 0 0	1 July, 1913.
Pfeiffer, Pieter S.	24 0 0	1 July, 1896.
Piet, William	24 0 0	1 January, 1898.
Prozesky, Carl (Rev.)	28 0 0	1 October, 1914.
Quail, John	52 10 0	1 July, 1900.
Rainier, Arthur G. (Rev.)	90 0 0	1 January, 1915.
Raphael, Sister Mary	24 0 0	1 January, 1912.
Raymond, Sister Mary	42 0 0	1 January, 1900.
Reid, Petronella C.	39 12 0	1 July, 1911.
Reynolds, Edgar J. R.	88 4 0	1 January, 1915.
Rosenow, Carl F. W.	120 0 0	1 April, 1904.
Rossiter, M. B. (Miss)	27 11 3	1 October, 1909.
Rossouw, Elizabeth H.	52 10 0	1 July, 1904.
Roux, David G.	60 0 0	1 January, 1902.
Roux, Gerhardus J.	96 5 0	1 October, 1913.
Scheuble, Frederica C. K.	60 0 0	1 July, 1908.
Sagar, W. (Mrs.)	43 11 2	1 July, 1914.
Searle, Fanny	51 12 0	1 July, 1912.
Serfontijn, Margaret C. E.	26 12 0	1 April, 1909.
Smith, A. E. (Miss)	80 0 0	1 September, 1908.
Smith, George (Rev.)	42 0 0	1 January, 1902.
Smuts, J. E. (Miss)	49 0 0	1 April, 1910.
Stocks, Alfred R.	45 0 0	1 July, 1906.
Sutton, Joseph George	175 0 0	1 January, 1913.
Stucki, Marinus J.	100 0 0	1 January, 1903.
Swemmer, John Wm.	64 15 0	12 November, 1911.



3. TEACHERS' PENSIONS—continued.

	Amount.	Date.
Thwaites, F. A. (Miss) ...	69 0 0	1 January, 1911.
Thompson, Agnes ...	43 15 0	1 January, 1914.
Tobias, E. Y. ...	35 0 0	1 April, 1913.
Turpin, Edith E. ...	19 16 0	18 April, 1909.
Tyamzashe, Peter ...	15 16 4	1 January, 1904.
Uys, Izaak ...	24 0 0	1 January, 1903.
Underwood, George ...	108 0 0	1 January, 1914.
Van der Horst, Ernst J. J. ...	56 0 0	1 April, 1904.
Van Heerde, Gerrit L. ...	59 10 0	1 April, 1898.
Van Niekerk, Johanna J. ...	35 0 0	1 January, 1898.
Van Niekerk, Susan J. ...	63 0 0	1 January, 1901.
Varnfield, George ...	34 6 0	1 April, 1907.
Venn, Catherine ...	18 0 0	1 May, 1901.
Waite, Grace C. ...	35 0 0	1 April, 1904.
Weeber, Maria E. ...	39 0 0	1 July, 1907.
Wilbers, Willem ...	23 2 0	1 October, 1914.
Wilson, Thomas W. ...	70 0 0	1 April, 1899.
Xatasi, Wm. F. ...	26 19 0	1 July, 1912.
Xavier, Sister M. ...	21 0 0	1 January, 1905.
Zeeman, Anne (Mrs.) ...	20 16 0	1 July, 1911.

	Price. s. d.		Price. s. d.
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Education Commission, Minutes of Evidence, Vol. 1-4, 1911 (English only) ... each	5 0	Municipalities, Acts of Parliament relating to ...	3 6
Explosive Act with Regulations, 1911 ...	1 0	Municipalities, Ordinance relating (No. 10-1912) (English and Dutch) ...	1 0
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Do. Do. Vol. II, 1899 ...	10 6	Native Territories, Statutes, Proclamations and Government Notices in force on the 30th June, 1907 ...	12 6
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Do. 1/2 Calf ...	14 0	Do. do. do. 1912 ...	2 0
Vol. 2, A-O, 1/2 Cloth ...	7 6	Do. Natal do. 1911 ...	3 0
Do. Cloth ...	11 6	Do. do. do. 1912 ...	2 6
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<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1881-1891 ...</i>	4 0	Practical Orchard Work at the Cape (Mac Owan & Pillans), 1896 ...	0 6
<i>Gazette, Cape Govt. Proclamations and Principal Govt. Notices, Index to, 1891-1901 ...</i>	6 6	Precious Minerals Act, No. 31, 1898 ...	1 4
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<i>Gazette, Cape Govt. Index to, July, 1906, to December, 1909 (1/2 yearly) ...</i>	2 6	Do. do. (Selections) ...	1 0
<i>Gazette, Cape Govt. Index to, January, 1910, to 30th May, 1910 ...</i>	2 6	Precious Stones Act, No. 11, 1899 ...	1 4
<i>Gazette, Union Govt. Index to, June to September, 1910 ...</i>	5 0	Do. do. Amendment No. 27, 1907 ...	0 5
<i>Gazette, Union Govt., Index to, January, 1911 to December, 1912 (1/2 yearly) ...</i>	5 0	Public Health Act, 1902 ...	2 6
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