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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE

YEAR ENDED 31st DECEMBER, 1937.

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Printed in the Union of South Africa by the Government Printer, Pretoria.
1938.

G.P.-S.21673—1938—6330.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC
EDUCATION

REPORT OF THE SUPERINTENDENT-
GENERAL OF EDUCATION
FOR THE YEAR 1937.

Department of Public Education,
Capetown,

31st May, 1938.

THE HONOURABLE THE ADMINISTRATOR,
CAPETOWN.

SIR,

I have the honour to submit to you my report for the period 1st January, 1937, to 31st May, 1938.

I am pleased to be able to report that considerable progress has been made in various directions during the period under review; and I should like to draw your attention to the following matters that come under discussion in this report: the increase of European secondary pupils; the extension of physical education; the provision that is already being made for deviate pupils and a few unsolved problems in this connection; the new primary school course and the fundamental ideas on which it is based; and the important report of the Cape Coloured Commission.

In European education in general gratifying progress has been made. It is clear to me, however, that our system of compulsory primary education, and of free education and boarding-bursaries, fails to offer to all European children

possessing the necessary aptitude the opportunity of receiving two or more years of more differentiated education above the primary stage. The question of the half-educated youths and young girls, who year after year leave school incompletely equipped for the battle of life, calls for immediate attention. The extension of educational facilities in the direction mentioned will involve considerable additional expenditure on the part of the Province. The time has certainly arrived when the present system of subsidies to the Provinces should be revised by the Union Government and a more scientific basis of subsidy-calculation found.

This applies to a still greater degree to the education of Coloured children. During the last ten years the position in regard to Coloured education has undergone a complete change; and the basis of subsidy-calculation has become antiquated and altogether inadequate. An unprecedented awakening of interest among Coloured people in their children's upbringing is in evidence. A year or two of schooling for their children is no longer regarded as sufficient; and applications for the establishment of secondary schools are coming in from all sides. The general improvement of conditions in Coloured schools and the extension of Coloured education may no longer be left in abeyance. The cost of reform will be heavy; and the taxpayer of the Cape Province, which contains the vast majority of Coloured people, cannot reasonably be expected to be held solely responsible for it.

Considerable development in Native education has taken place as the result of the report of the Inter-departmental Committee on Native Education, 1935-1936; and I would draw your kind attention to the discussion on this matter in Chapter X of my report. The important question of the control of this branch of education is still undecided, with the result that the financing of Native education is still on an unstable footing. Until finality is reached in this matter, Native education is bound to remain in its present unsettled condition and its development must necessarily be retarded.

I have the honour to be,

Sir,

Your obedient servant,

W. DE VOS MALAN,

SUPERINTENDENT-GENERAL OF EDUCATION.

CHAPTER I.

ADMINISTRATION.

As the outcome of visits by Public Service Inspectors early in 1937, several new minor posts on the head office staff were created and a few of the existing lower grade posts were converted into posts of superior grade. The resulting increase in the clerical staff has afforded administrative officers considerable relief from routine duties.

Through the transfer, in September, 1937, of Mr. K. B. Powell, and, in March, 1938, of Mr. I. G. Horak, B.Sc., from this Department to the Transvaal Provincial Administration on promotion, the Cape has lost, and the Transvaal has gained, the services of two experienced officers.

In 1931 three inspectorial posts were allowed to lapse at the request of the Public Service Commission. One of these was revived in 1934 and another in 1935. The appointment of Mr. W. A. H. Chesters, B.A., formerly principal of the Salt River (Meth.) Coloured Training School, to the Transkeian inspectorate in January, 1937, marks the revival of the third.

The Public Service Commission has since agreed to the creation of two additional posts of Inspector of Schools. These, it is expected, will be filled during the course of 1938.

It is with deep regret that I have to record the death, on the 7th September, 1937, of Mr. C. G. A. Langford, B.A., Inspector of Schools in the Mafeking-Vryburg area, and the death, on the 27th March, 1938, of Mr. R. J. Baigrie, Inspector of Schools in the southern area of the Cape Division. Mr. Langford was appointed to the inspectorate in July, 1934, after twenty-nine years' teaching service divided between the Cape and the Orange Free State Education Departments. Mr. Baigrie was in the service of the Department, first as a teacher and afterwards as an inspector of schools for nearly thirty years. He was appointed to the inspectorate in October, 1917, and served in the Transkei, in the Kimberley-Barkly-West area, and, from 1933 onwards, in the Cape Division.

A vacancy in the inspectorate caused through death was filled by the appointment, as from 1st April, 1938, of Mr. L. P. Deary, B.A., formerly principal of the Pearson High School, Port Elizabeth.

No changes took place in the personnel of the Departmental Instructors and Instructresses during 1937; at the beginning of 1938, however, Mr. H. J. Taylor, M.A., of the Paarl Training College, was appointed as Departmental Instructor in Physical Culture, and in April, 1938, Miss M. M. Logeman of the Good Hope Seminary Girls' High School, Capetown, was appointed as Departmental Instructress in that subject.

In connection with the inspection and supervision of classes for deviate children, and the psychological examination of children for transfer to special classes for mentally backward pupils and of deviate children generally, Professor J. J. Strasheim, M.A., Ph.D., of the Faculty of Education of the University of Stellenbosch, was seconded to the service of the Department as from the 1st April, 1937, as Departmental Psychologist. It is hoped that Dr. Strasheim will be definitely appointed in that capacity to the field staff with the status of an inspector of schools. The range of work in this service is too extensive to be dealt with in its entirety by one inspector; and I propose to appoint an Organiser of Classes for Deviate Children to work under the direction of the inspector concerned.

At the beginning of the year Dr. Elsie M. Chubb, who retired from the medical inspection service at the end of 1936, was appointed as a part-time Departmental Instructress in Health Education, more especially for the purpose of giving lectures in that subject to training institutions. In April, 1937, it was found necessary to re-employ her in a temporary capacity as a medical inspector of schools, pending the appointment of permanent officers to vacancies in the medical inspectorate caused through her own and Dr. Neale's retirement in 1936 and the creation of additional posts of medical inspector, one in 1937, and two more in 1938. Two of the posts rendered vacant by retirements were filled by the transfer of Dr. Elizabeth M. Reitz, M.B., Ch.B., from the medical inspection service of the Transvaal Education Department as from the 26th March, 1937, and by the appointment of Dr. Molly E. Vorster, M.B., Ch.B., as from the 1st May, 1937.

At the end of 1937 the services of five medical inspectors were available. Dr. L. v. D. Cilliers left the service of the Department at the end of February, 1938, on being appointed to the post of Chief Medical Inspector of Schools under the Natal Provincial Administration, and a new medical inspector, Dr. R. C. Jurgens, B.A., M.B., Ch.B., D.P.H., was appointed as from the 1st April, 1938.

The number of medical inspectors is still five and the quota of seven medical inspectors allowed for 1938 is, unfortunately, still incomplete. On the other hand considerable additions to the school nursing staff, which in 1936 consisted of eight school nurses, have been effected through the creation of four additional posts in 1937 and eight more in 1938, all of which have been filled.

The Chief Inspectorship for Native Education was instituted in 1921. The need for the appointment of Chief Inspectors for European Education and Coloured Education has since been increasingly felt. Although the Cape Educational system has undergone very considerable expansion since 1921, as evidenced by the increase in the pupil enrolment from 293,595 in 1921 to 460,100 in 1937, an increase of 57 per cent., such appointments have not as yet materialised. I feel strongly that the institution of such additional Chief Inspectorships should be no longer delayed.

CHAPTER II.

SCHOOLS AND PUPILS (EUROPEAN).

In the two-year period September, 1934, to September, 1936, the number of schools for European pupils showed a decrease of 103 (from 2,340 to 2,237), while the enrolment of pupils and student-teachers showed an increase of 4,525 (from 150,831 to 155,356).

The 1937 figures, as compared with the 1936 figures, show a further decrease of 84 (from 2,237 to 2,153) in the number of schools and a further increase of 1,453 (from 155,356 to 156,809) in the number of pupils. This gives a total decrease of 187 in the number of schools and a total increase of 5,978 in the number of pupils for the three-year period September, 1934, to September 1937. The following tables show the number of schools arranged according to grade and the number of pupils in schools of each grade for the period in question:—

NUMBER OF SCHOOLS.

	1937.	1936.	1935.	1934.	In-crease 1936-37.	In-crease 1934-37.
<i>Training Colleges</i>	9	9	9	9	0	0
<i>Secondary Education:</i>						
High Schools.....	141	135	135	132	6	9
Secondary Schools.....	89	89	83	83	0	6
<i>Primary Education:</i>						
Undenominational Public Schools.....	1,755	1,803	1,847	1,860	— 48	— 105
Farm Schools.....	126	168	194	222	— 42	— 96
Church Primary and Aided Schools.....	30	30	30	31	0	— 1
Special Schools.....	3	3	3	3	0	0
TOTAL.....	2,153	2,237	2,301	2,340	— 84	— 187

NUMBER OF PUPILS.

	1937.	1936.	1935.	1934.	In-crease 1936-37.	In-crease 1934-37.
<i>Training Colleges</i>	1,147	1,050	872	987	97	160
<i>Secondary Education:</i>						
High Schools.....	46,553	44,946	44,065	42,628	1,607	3,925
Secondary Schools..	15,933	16,004	14,510	15,043	— 71	890
<i>Primary Education:</i>						
Undenominational Public Schools...	87,395	87,196	87,600	85,539	199	1,856
Farm Schools.....	902	1,211	1,338	1,513	— 309	— 611
Church Primary and Aided Schools....	4,727	4,801	4,158	4,976	— 74	— 249
Special Schools.....	152	148	139	145	4	7
TOTAL.....	156,809	155,356	152,682	150,831	1,453	5,978

These tables are illustrative of the process of elimination of small primary schools and farm schools consequent on the provision of more centralised facilities for primary education, and of the extension of facilities for secondary education.

In January, 1937, a new Afrikaans-medium high school, "Die Brandwag", was established at Uitenhage, a new secondary school at Bellville (Cape), and a new secondary school (the Lawson Brown School) at Port Elizabeth. At the same time the primary schools at Loeriesfontein (Calvinia), Brakfontein (Hopetown) and Koringberg (Malmesbury) became secondary schools, and the secondary schools at Observatory (Nassau Afrikaans-medium School), Cathcart, Keimoes (Gordonia), Olifantshoek (Kuruman), and Rawsonville (Worcester) became high schools.

ELIMINATION TABLES.

I.—COMPARATIVE TABLE OF EUROPEAN PUPILS IN DIFFERENT STANDARDS.

	VI	VII.	VIII.	IX.	X.
1928.....	13,457	6,672	4,767	2,390	2,138
1929.....	13,610	6,708	4,697	2,514	2,210
1930.....	13,964	7,038	4,861	2,565	2,358
1931.....	14,735	7,534	5,270	2,743	2,496
1932.....	14,864	7,932	5,494	3,155	2,665
1933.....	15,754	8,044	5,772	3,300	2,960
1934.....	15,340	8,525	5,856	3,378	2,935
1935.....	15,134	9,123	6,206	3,532	2,994
1936.....	15,678	9,293	6,570	3,891	3,126
1937.....	15,755	9,822	6,935	4,012	3,442

II.—PERCENTAGES BASED ON PRECEDING TABLE.

	VI.	VII.	VIII.	IX.	X.
1928.....	100	—	—	—	—
1929.....	100	50	—	—	—
1930.....	100	52	36	—	—
1931.....	100	54	39	20	—
1932.....	100	54	39	23	20
1933.....	100	54	39	24	22
1934.....	100	54	39	23	21
1935.....	100	59	39	24	20
1936.....	100	61	43	25	21
1937.....	100	62	45	26	22

In my report for the year 1936 I was able to point to a more satisfactory position than in previous years in regard to the percentages, based on the number of pupils in Standards VI to X over a period of years, of pupils proceeding beyond Standard VI. The 1937 percentages show a further improvement in the position. This may be ascribed to the increased facilities provided for secondary education, namely the increase in the number of secondary institutions, the extension of free education, the extension and gradual increase of secondary boarding and conveyance bursaries, and no doubt also to the increased desire on the part of parents to secure a better education for their children.

I would not, however, be faithful to the task entrusted to me if I did not again stress the serious consequences for our future well-being of the position in which we find ourselves. Our efforts to ensure that no boy or girl enters upon life with only a primary school education have succeeded to this extent only that 62 per cent. of the pupils in Standard VI proceed to Standard VII and 45 per cent. to Standard VIII. It is true that these percentages are steadily increasing, but we cannot be satisfied with that. If the Province cannot afford to extend the limits of compulsion so that no normal pupil may leave school until he has completed Standard VIII, the present facilities, however generous they may be considered, must be extended. In any case I think the time has arrived for a revision of the rate of subsidy granted to the Province by the Union Government. The present subsidy arrangement is unfair to the Cape Province and unscientific.

This need for revision is further borne out by a study of the figures in Table I above. In the ten-year period, 1928-1937, the Standard VI enrolment (Standard VI is part of the primary school and marks the end of compulsion) increased by 17 per cent., the Standard VII enrolment by 47 per cent., the Standard VIII enrolment by 45 per cent., the Standard IX enrolment by 68 per cent. and the Standard X enrolment by 61 per cent. This means that relatively our secondary enrolment is increasing very much faster than our primary enrolment. But whereas the cost of education in the case of primary pupils is roughly £14 per pupil, the corresponding figure for secondary pupils is £28. The subsidy for primary and secondary pupils is, however, the same, viz. £14 plus per pupil.

THE NEW PRIMARY SCHOOL COURSE.

History.

An outstanding event of 1937 was the completion and publication of the new Primary School Course. The new course was published towards the end of the year with a notice to the schools that its introduction in 1938 would be optional. In and after 1939 the new course will be in operation in all primary schools and departments.

The need for a revised course had been felt and expressed for a long time. The old course had been in use for nearly twenty years. It had been prepared during the war period while Mr. Charles Murray was Acting Superintendent-General of Education and was published for adoption in 1919 shortly after the late Dr. W. J. Viljoen had assumed office as Head of the Department.

A start was made on the new course in 1931 when Professor Botha constituted a Primary Curriculum Committee for European Schools. This Committee consisted of Inspectors of Schools with representative teachers and its first meeting was held in September, 1931. A similar Committee was set up for Coloured Primary Schools consisting of Inspectors and teachers which began its work in July, 1932.

These Committees met at least twice a year. They heard a good deal of evidence from teachers and other interested persons and bodies and from time to time their interim reports on the different subjects were published in the *Education Gazette*. The suggestions and criticism resulting from publication received careful consideration and at the end of 1935 both Committees had practically finished their work.

In February, 1936, a Joint Primary Curriculum Committee was constituted to consider both reports with a view to seeing how far it was possible and desirable to have a common course for both European and Coloured Primary Schools. The final report of this joint committee was published in July, 1937, for suggestion and criticism and after slight amendments was finally adopted and published in November, 1937.

Some General Considerations.

It is clear from the brief historical statement above that the greatest possible care was taken in the preparation of the new course. Education is not yet, however, an exact science like physics or chemistry and its body of ascertained and accepted doctrine is still comparatively small. But we cannot postpone any advance until such time as there is general agreement on all important questions of school practice and curriculum. Nevertheless the new course contains some radical changes and new features which will be described and commented on at a later stage. Root and branch reformers have criticised severely some parts of the course which, of necessity, had to express a compromise between conflicting schools of thought. On the whole, however, the new course represents the views of the Department and the teaching profession on current educational practice.

The suitability or otherwise of a school course can only be judged by seeing how it works inside the school. But in planning the course we should be guided by certain fundamental principles:—

- (a) The school should be child-centred. That is, the emphasis should be on the individual and not on a group or class. The organization should be suited to the child and the child should not be made to fit the organization. As far as possible the child should work on individual lines and there should be an almost complete absence of regimentation. The child's own ability should be the measure of his achievement. He should not be constantly depressed or unduly puffed up by comparison with others more gifted or less gifted.
- (b) The school should train the child so that he will adapt himself quickly and function easily in the society in which he will have to live. This does not mean that present happiness must be sacrificed for future efficiency or success. "Education for Life" cannot be given in any school in which the child does not find real happiness and interest in the work which it provides. Nevertheless these can be found and, at the same time, the school curriculum can be related to the child's environment.
- (c) The teacher must be granted as large a measure of freedom and responsibility as possible. This is a natural corollary to the freedom of the child and the need for adjusting the school work to the environment.

There are two ways in which a responsible education authority can present a curriculum for use in its schools. It can set out the framework with its list of subjects accompanied by a statement of the principles which should be followed in working out the details. This compels the teacher to do his own thinking and to plan his own curriculum in relation to the school environment. This is the method adopted in England where it works. But England is a closely settled country, the schools are usually large with a head-teacher able to undertake this responsibility.

The other way is to present the framework together with syllabuses in each subject worked out in detail for each stage of the child's school career. Even if the syllabuses are greatly enriched so as to compel selection and elimination by the teacher, and even if they are offered as suggestions only, there is the danger that they will be rigidly followed as prescriptions and that the teachers will not use the liberty that is afforded them.

In spite of this danger this method must be followed in a sparsely settled country like the Cape Province with its numerous one- and two-teacher schools. These schools are a permanent feature of our system, their teachers deal with the whole range of the primary school, they are often inexperienced and it would be unreasonable to expect them to draft in detail syllabuses which will satisfy modern requirements. The detailed courses are for the guidance of teachers in these smaller schools. The syllabuses in the bigger schools should be more experimental and should reflect the thinking, the reading and the experience of their head teachers and class teachers.

Characteristics of the New Course.

Health Education.

This subject is given pride of place next to Religious Instruction and this emphasis is a recognition of its importance. Many adults can do creative work in spite of bodily weakness; but, for a child, sound physical health is the essential basis of happy living and of a proper intellectual development.

"Health Education" replaces what used to be called "Physical Training" in the older curricula and the change of name indicates a change of attitude. It is now recognised that there are four requirements for physical health: adequate nutrition, good health habits, regular medical attention and treatment when it becomes necessary and regular and regulated physical exercises.

Adequate nutrition and medical treatment are still regarded as part of the parents' duties; they cannot always be so provided and voluntary effort and organizations are doing much to make up for the neglect or the disabilities of parents. Teachers recognise now that they have a responsibility in this voluntary work.

The schools do now provide medical advice, they can inculcate and cultivate good health habits and give the right kind and amount of physical exercise. The new course emphasises that the aim should not be the giving of knowledge *about* the body but the fostering of good habits and the combating of bad ones.

Young children are specially susceptible to suggestion in these matters, and it is possible, without creating a morbid interest in the body and its diseases, to train the very young child in good health habits which will persist through life.

At the Standard IV stage the right habits should have been formed and a beginning can then be made with instruction in the various parts of the body and their functions. At the same time physical development will continue as the result of appropriate exercises. The new syllabus recognises that these exercises must be educative and recreational and preventive as well as corrective. The importance of rhythm and harmonious development is emphasised. The physical capacity of the individual pupil should be known and care should be taken that there shall be no undue strain.

Pupil Activity.

Pupil activity through individual work may be said to be the keynote of the new curriculum. If this aim is to be achieved it will mean for many teachers a change of attitude and a break with tradition.

According to the old tradition the centre of the stage would be held by the teacher while the children filled the role of more or less passive listeners. Physical movement on the part of the pupils was discouraged as incipient disorder which was the sign of weak discipline. The pupils' part would be limited to answering questions put by the teacher and active participation in the form of a general discussion would be frowned at. In other words the emphasis was (and too often still is) on *teaching* and not on *learning*.

This does not mean that class teaching should disappear with the advent of the new curriculum, but it will become less

and less important. The task of the modern school is far greater than to combat illiteracy and to give its pupils the minimum equipment in the "three R's" which the State requires. It must prepare the child for life in a society which has changed fundamentally in the past twenty years. It is an age of mass suggestion which is impinging constantly on the modern world through its newspapers, broadcasting and sound films—to name three of the most potent influences. As the school tries to give the child good health habits so it should aim to give him correct habits of life, thought and study; to enable him to distinguish between good and evil, to acquire right standards of taste and conduct and to resist mere suggestion by bringing a critical judgement to bear on the spoken and written word.

These aims envisage a far greater responsibility on the part of the teacher and make his work far more important. He has to select the material suitable for giving this training, to suggest plans of attack and to direct and help the pupil in his effort to understand it and to make it his own. "Self help" must be the motto for the child while the teacher remains unobtrusively in the background but ready with help, advice and encouragement when these are needed. This conception transforms the ordinary classroom into a *work* room in which the child can find all the tools and materials for his use. Many schools have already been changed and all can be so transformed by the will of the teachers.

There is hardly one of the so-called subjects of the primary school which does not lend itself to this individual method and thus to become a means of developing the spirit of independence in the child. A few illustrations will suffice.

Art is no longer an exercise in imitation and accurate copying but a means of stimulating the child's powers of observation and exercising his creative instinct. The lighter crafts are linked up with art so that the child may appreciate the importance of design. The aim is not so much to get a high standard of execution—except from the gifted few—as to create a love of the beautiful and a discriminating taste which will reject the ugly and garish in everyday life.

History and geography whether taken separately or regarded as one afford admirable material for the study of cause and effect, for the statement of conclusions based on ascertained facts and for the intelligent and critical use of newspapers, periodicals, books, maps and our own environment as sources of information.

Similarly the literature of the child's own language and even arithmetic may be studied on the individual plan and the child's progress made to depend on his own ability and industry and not be determined by nebulous class average.

This point need not be further elaborated. South Africans are individualists and our methods in the school should respect and strengthen this valuable quality, while providing an environment in which co-operation with and a consideration for others are also essential.

School and Environment.

The new curriculum aims to make the child's environment and his immediate needs the starting point and centre of his education. This at once motivates the learning process, it creates and sustains interest and should keep the school in touch with the world outside. This aim will naturally forbid any rigid prescription, while the need for freedom and elasticity is further emphasised by the large area of the province with its widely differing local conditions.

The new course therefore contains a number of alternative syllabuses which have been designed to suggest to teachers how the school programme may be varied according to locality and the type of pupil. Nature Study, Handwork, Gardening, Geography, History and Housecraft are all subjects for which the available material and starting point will differ considerably according to locality. The need for variety of treatment is stressed throughout and in the forefront of the new pamphlet it is stated that "*the Department wishes to encourage principals of schools to exercise as large a measure of freedom as possible*".

The principle of individual examination of pupils by inspectors has been practically abandoned. It is now used only where a school is manifestly inefficient and these should be rare exceptions. The inspector's advice and guidance will now be available for the framing of curricula and it is hoped that the freedom now offered will be widely used. It is only in this way that a unifying principle can be brought to bear on curriculum problems and the artificial barriers created by the so-called subjects can be broken down, e.g., a study starting with local products and needs will lead inevitably to the rest of the Union and extend to almost every country in the world. It will begin as geography, but in its sweep it will and should include an almost endless range of topics and work—past and present means of transport, history, handwork, drawing, nature-study, reading and composition and even arithmetic.

Vocational Guidance has been introduced as a new subject for Standards V and VI. This is not so pretentious as it may sound. The teacher is not expected to give expert guidance based on the results of psychological tests, but he is expected to have a knowledge of all local occupations and to be able to give correct information in regard to general services such as the Post Office, Railways, Police Service, Special Service Battalion, etc., etc. The principal of a school should have come to some definite conclusions as to a pupil's special aptitude and ability and should be able to give helpful advice at the end of the primary school stage. A thorough knowledge of the child's home circumstances is necessary and a record of the careers of past pupils will be specially valuable. The new subject may thus help to prevent the vocational misfits and blind alley careers which are now so common.

The Teacher.

We cannot expect that the mere issue of a new syllabus will bring about the educational millennium. A new course means a new spirit and a new approach. The Department through administration can do much, the inspectors can stimulate, direct and guide, but the new syllabus without the teachers as active agents will remain a dead letter. The principals of our training colleges have been in conference with the Department and the training courses now in operation will be modified and adapted to the new situation in the schools. The Department proposes in the near future to organize short courses for teachers in service, to hold these courses at different centres throughout the province and in this way make our teaching staffs better qualified to meet the new demands made upon them.

CHAPTER IV.

PHYSICAL TRAINING.

I am glad to be able to report that interest in physical training is increasing, and that steady progress is being made in this important branch of education.

Two posts of organiser have been created, and for them we have been fortunate in obtaining the services of well-qualified and experienced teachers—Mr. H. J. Taylor, of the Paarl Training College, and Miss M. M. Logeman, of the Good Hope Seminary. Their services will be of great value to the schools.

The Minister of Education has called into being a National Advisory Council on Physical Culture, representative of the various Government departments and other organisations concerned. The Council held its initial meeting early in 1938; and among its first duties is the allocation of the sum of £25,000 per annum granted by the Union Government—£15,000 for educational institutions and £10,000 for local bodies and voluntary organisations. It is hoped that substantial assistance for Cape schools will be forthcoming from this grant. Provision is being made on the Estimates for £-for-£ grants in aid of expenditure on equipment.

It is expected that at least 1½ hours a week be devoted to physical training in the primary and the secondary area. In the small rural schools, which form the vast majority of our schools, the services of specialist teachers are not available, and we must look to the ordinary primary teachers to give the physical instruction the pupils require. It is felt that the time hitherto allotted to the subject in the training colleges has been insufficient; and it has consequently been decided that from January 1939 first- and second-year student-teachers are to give five periods, and third-year student-teachers three periods, a week to the subject, and are in addition to be trained for two periods and one period a week respectively in the organisation and supervision of school games. The staffs of the nine training colleges are being increased, the object being to make adequate instruction from fully-qualified physical culture experts available at every training college. Colleges that have both men and women students on the roll will have the services both of an instructor and of an instructress. Suitable equipment for the work will be provided.

In each of the larger primary schools or departments there should be among the primary assistants at least one who, in addition to his or her ordinary training as a primary teacher, has successfully completed a one-year full-time course of specialised physical training. A rule to this effect has been published in the Education Gazette for the guidance of all concerned, and is already producing results. In secondary and high schools the services of the teacher could be utilised in the secondary department as well as the primary, until such time as a secondary teacher with the requisite qualifications is obtained. As a sample of what can be done in this way, I may cite the case of the Jan van Riebeeck schools, Capetown, where the occurrence of two vacancies in the primary school has been utilised by the Committee to secure the services of a man and a woman who hold the special qualification referred to, and whose services will be made available in the secondary area.

The number of student-teachers taking the specialised one-year course referred to is on the increase; at the time of writing there are seventeen women enrolled in the Capetown course and forty-seven men enrolled in the Paarl course.

While the measures outlined in the foregoing paragraphs promise well for the future, they do little to help the seven thousand teachers now in the service. For these it would be a good plan to establish *one-quarter* physical culture courses at suitable centres, and for them to be granted special leave on full pay for one quarter in order to take the course. On the basis of 25 men and 25 women being trained each quarter at these centres, the position would be that every year 200 in-service teachers would obtain some specialised training in physical culture. This would be a useful plan to improve the quality of physical culture instruction in the schools during the interim period while the plans set forth above are bearing fruit. The actual cost of the training of these 'one-quarter' students would be covered by the subsidy drawn from the Union Government; but the problem to be faced here is the finding of the money for the payment of the salaries of the substitutes while the substantive teachers are undergoing their training. On a basis of 50 students always in training (i.e., an annual output of 200), the cost of the substitutes' salaries would not be less than £10,000 per annum. If any students who had successfully completed the one-quarter course wished afterwards to complete the full one-year course, they would be exempted from three months of the one-year course; but they would naturally have to obtain leave without pay for the remaining nine months.

Even the full one-year course of training will not prove adequate for teachers occupying the full-time physical culture posts which exist or are likely to be created. The physical culture specialist would require a longer and more extensive course than the one-year course offered at the present time. Even if the Department should find it necessary to reinstitute a second-year course in physical training (such a course was in existence from 1921 to 1936) the problem of the training of physical culture specialists, especially for the secondary and high schools, would not be solved. There is need of one or more central, well-staffed and equipped physical culture institutions for the whole Union.

Physical training for all boys and girls in our schools has become the settled policy of this Department. Such training will not be considered an end in itself, something divorced from other training the pupil receives, but an integral part of a sound general education, a means towards the education of the whole child. The aim is a healthy body for every child in our schools so that a healthy mind and healthy outlook on life may be developed.

CHAPTER V.

DEVIATE PUPILS.

In my last report mention was made of the fact that the Department was able to extend the application of its policy of providing more suitable educational facilities for deviate children. I am pleased to be in a position to state that considerable progress has since been made in this direction.

It has long been evident that for a large number of children the present school system is unsuitable. Modifications in the system must necessarily be impeded unless the services of an expert are available; and an officer has been appointed who is responsible for the institution of new special classes, the inspection of existing special classes, and the work of organisation connected with a system of special education.

This appointment has met a widely-felt need. Numbers of applications from school boards, school inspectors and principals, mainly in rural areas, for the provision of more appropriate facilities for dealing with mentally-backward children, have reached the Department. Very little could be done in response to such requests before the appointment of a specialist officer.

The passing of legislation by Parliament and the Provincial Council, which makes it possible to transfer pupils from the ordinary school or class to the special school or class, and the award of additional grants by the Union Government, have placed the Department in a position to apply a definite system of special education throughout the Province.

The present position as regards classes for deviate children is as follows:—

There are at the moment 71 such classes in which 1,114 children altogether are enrolled. The pupils in classes for the mentally-backward, of which there are 68, form the vast majority of this total, viz. 1,064. The education of the mentally-backward presents by far the greatest task to be undertaken in the sphere of special education for which provision is now being made. The formation of several additional

classes has already been recommended by the Departmental officer responsible for this work, but their establishment could not be proceeded with owing to the lack of accommodation in schools concerned and the lack of teachers specially trained for this work. The number of deviate pupils of various kinds requiring special education may be estimated at from 8,000 to 10,000 approximately. If it is borne in mind that classes for mentally-backward pupils are only established in schools where fifteen or more such pupils are to be found, it will be readily understood that a large number of such pupils can never be reached. Legislation that makes it possible for pupils recommended for admission to a special class to be accommodated in indigent boarding houses connected with schools where such classes are in existence, will help us forward considerably in the achievement of the purpose that we have in view.

Special instruction is also given to 12 hard-of-hearing pupils in a special class and (on a part-time basis) to 36 such pupils attending ordinary classes. 59 pupils with speech defects attending ordinary classes also receive special instruction on a part-time basis. In addition 38 physically-defective children in two non-Departmental institutions receive instruction in the ordinary subjects of the curriculum at the Department's expense. There is at the moment no special class for weak-sighted pupils, and investigations are still proceeding with a view to the establishment of such a class.

It may be appropriate at this stage to state the general position in regard to children affected by disabilities of such a nature that they cannot be assimilated in the ordinary school or class, for whom special provision has to be made. Usually such pupils are divided into the following groups: (1) The crippled; (2) the deaf and the hard of hearing; (3) the blind and the partially sighted; (4) *the speech defective*; (5) children of lowered vitality, suffering from anaemic, pretuberculous, or cardiac difficulties; epileptics; (6) the mentally retarded; (7) the *mentally gifted*; (8) *children presenting serious behaviour problems*.

By agreement recently arrived at with the Union Government the Provincial Administrations are held responsible for the education of all these groups except the deaf, the blind and the epileptic.

This division is accepted as the only possible one in present circumstances. It is open to serious objection, however, in that additional subsidy is only granted by the Union Government in respect of pupils falling in groups 1, 2, 3, 5

and 6, and that groups 4, 7 and 8 are excluded from such benefit. As regards groups 4 and 8 especially, the Department feels that pressure should be brought to bear on the Union Government to recognise these groups also as ranking for special subsidy.

At present it is laid down that only mentally-backward children may be admitted to a special class as behaviour-problems. This Department is convinced that this is an undesirable and dangerous limitation. An intelligent child whose behaviour gives cause for anxiety, or who is pathological, is a greater potential danger to the State. If, on the other hand, such a child is saved by timely action, he is a greater asset to the State.

Further, it must be pointed out that no provision besides the ordinary Provincial special classes is made to-day for cases of behaviour aberration that are pathological and so serious that they are also a disturbing element and a danger in the special class. The desirability of timely action, before they come in conflict with the laws of the land, is self-evident.

The Department, therefore, puts forward the proposal that such cases should be admitted to a special class irrespective of their intelligence quotient. If they show no improvement after a probationary period in the special class, they should be transferred to a special institution where they can receive appropriate treatment under the guidance of experts. Among the cases that have already come under the notice of this Department two groups are strongly represented, viz. :—

- (1) Sexual psychopaths.
- (2) Confirmed truants.

In the process of the sifting of pupils and the establishment of classes for mentally-backward pupils the Department has been faced with a still greater problem. According to the agreement arrived at with the Union Government the Provincial authorities are responsible for the education of all children with an intelligence quotient (I.Q.) of 50 and above. During the negotiations that preceded this agreement it was pointed out by this Department that the intelligence limit (viz. 50 I.Q.) fixed was far too low and that a large number of children that could not be catered for in special classes, were entrusted to the care of the Provinces. Emphasis was also laid on the fact that Union institutions for children of low grade intelligence and feeble-minded children were not in a position to make provision for all cases of this kind. The experience already gained has strengthened this fear.

Actually there are only two institutions (Alexandra and Witrand) for this purpose, so that it is seldom possible to get children admitted.

Besides the lack of accommodation there are still more serious difficulties. These institutions have been established as institutions for feeble-minded children. In other words, they come under the jurisdiction, not of Education, but of Public Health, and they are conducted under the provisions of the Mental Disorders Act of 1916, a law that is in fact based *in toto*, in so far as it relates to the feeble-minded, on the English Mental Deficiency Act (1913). No changes have, as far as I am aware, been made in our law since 1916, although two new laws have been passed in England since then (Education Act of 1921; Mental Deficiency Act of 1927), introducing a number of new and very important amendments. The recommendations of the van Schalkwyk-Committee, which pointed out the defects in the existing system some considerable time ago, have up to now been without result. Especially important here is the essential distinction that ought to be made between adults and children of school age, and also the necessity for the simplification of the machinery, which is at present very circuitous, for certifying and transferring children from Provincial to Union (and from Union to Provincial) institutions. At present, for instance, if a child appears to be mentally defective, application must be made by the parent through the magistrate—and this is obviously humiliating—and the child must be examined by a doctor, possibly by one who has neither the necessary training qualifications nor the necessary knowledge for the purpose.

In course of time two very hampering provisions have been introduced as a result of the interpretation of the law. First, there is the provision that no compulsion is possible. That is to say, if a parent is unwilling to send his child to such an institution, no one can compel him to do so in the interest of the child. In view of the fact that the father or mother of such a child is often a person of little intelligence and is thus seldom in a position to realise the fatal consequences of such a refusal, it simply means that just those children that stand most in need of care do not get it, and become later on a serious burden on the State. In this connection attention may be drawn to a singular anomaly created by the Special Schools' Amendment Act, 1937. By this law compulsion is made possible and a parent who refuses can be fined, while, according to the prevailing *interpretation* of the Mental Disorders Act, 1916, compulsion is not possible. A Provincial Department can accordingly compel a child to

attend a special class, but, if he is too weak even for such a class, and so a greater potential burden on the State, nothing can be done to compel him to go to an institution for mental defectives.

Secondly, there is another reservation that causes still further restrictions. In view of the fact that the Mental Disorders Act, 1916, *inter alia*, defines a feeble-minded person as one who "requires care, supervision and control for his own protection or for the protection of others", it is now also alleged that only neglected children whose home conditions are bad, can be admitted to an institution.

Whether such a limited interpretation is warranted, is a matter on which I cannot express an opinion. I may, however, state emphatically here that by reason of such interpretation numbers of children are debarred from the privileges of proper instructional treatment and care, even where the parents are willing to send the child to an institution and to pay something for its support. It must not be forgotten that private institutions in our country are not only exceedingly scarce, but also necessarily expensive. The result is that many parents simply have not the means to send their children to them.

The following figures give a provisional and conservative indication of the position. In 43 schools, where it was possible to examine all children doing unsatisfactorily in their school work, 940 children altogether were recommended for a special class. Of these 27, *spread over 20 schools*, were found with an intelligence quotient below 50; while 59, *spread over 29 schools* had an intelligence quotient of between 50 and 60. Time and again it has been reported, especially in the smaller towns and schools, that there are children who, on account of their low I.Q., cannot attend any school at all. It was evident from investigations made, where possible, that such children had obtained exclusion certificates from doctors and from school board secretaries on the recommendation of doctors.

In view of the fact that an education authority has definite obligations towards the State, e.g., in the sense that it must train and prepare future citizens, and must take precautionary measures, at least as far as possible, to prevent the young from becoming a potential danger to the State later on, these facts cannot be regarded as other than disquieting. If no special provision is made for these children only one of two courses is left open. Either the Provincial

Departments must admit such children to their special classes, to keep them there until they leave school, or the children must simply be excluded, to become a burden on, and a source of danger to, the community.

It is unnecessary to refer to the serious objections to which the last-mentioned course is open. Should the first-mentioned course be regarded as the lesser of two evils, it must be pointed out that it, too, has its disadvantages. The presence of only one such child in a special class considerably hampers the work of the teacher, as such a child requires relatively much more attention and time than the others. Its education also is more expensive, because expenditure on handwork material of a simple kind is entailed, and because, on account of its presence in the class, the maximum number of children in the special class cannot be as large as it could otherwise be. Parents too, refuse to allow their children to sit together with "crazy" children in class.

The only logical way out appears to be the establishment, by the Union Government, of special classes for backward children of low grade intelligence, i.e., children with an I.Q. of 50 and below and a number of those with an I.Q. of between 50 and 60 that make no progress after a probationary period in a Provincial special class. If the Union Government cannot see its way to undertaking this work, increased subsidy ought to be paid to the Provinces for it.

In conclusion I should like to make a few remarks on the vocational question and the special class. Although the vast majority of children placed in the special class will never obtain a Standard VI certificate, it does not follow that they are unsuitable for all vocations that require such a certificate to-day. On the contrary, experience gained in classes which have been in existence in this Province for a few years, has shown that some children, who cannot be admitted as apprentices to a trade through lack of a Standard VI certificate, are sometimes better fitted for the trade than other children who have obtained the certificate.

It may be further pointed out that the tendency of trade-organisations, as they become more strongly organised and are in a position to impose conditions of admission, is gradually to require more and more from the beginner. It must therefore be expected that as time goes on more and more trades will be closed to the child in the special class.

This fact is now giving this Department cause for anxiety, for, as a consequence of such tendency of the trade

organisations, Juvenile Affairs Boards, teachers and even charitable institutions are taking up a sceptical attitude towards the whole movement, and often will not raise a finger to give the product of the special class his deserts, in spite of the fact that experience has shown that numbers of the children make deserving and even very efficient workers. Although no statistical data of any value can be furnished, it is nevertheless the opinion of experienced teachers that from 50 to 60 per cent. of the children leaving these classes have become useful citizens and willing workers.

The experience gained has its parallel in experience gained in America, as instanced by the following significant extract from Alice Channing's work on the Employment of Mentally Deficient Boys and Girls, Children's Bureau Publication No. 210, 1932:—

“The study on the whole would seem to indicate that there is a place for subnormal boys and girls in industry.

The fact that so many young persons of less than average mentality were able to earn a livelihood is doubtless due in part to the warning given them while in the special classes, in good habit formation, and in the right attitude towards work.”

A system of after-care through which such data can be furnished in South Africa is at present under consideration.

CHAPTER VI.

TEACHERS.

(European Schools.)

On the 1st of January, 1937, the primary schools at Loeriesfontein (Calvinia), Brakfontein (Hope Town) and Koringberg (Malmesbury) were accorded secondary status and the Lawson Brown Secondary School (Port Elizabeth) and the Bellville Secondary School (Cape) were established.

The secondary schools Observatory, Nassau Afrikaans Medium (Cape), Cathcart, Keimoes (Gordonia), Olifantshoek (Kuruman) and Rawsonville (Worcester) became high schools from 1st January, 1937.

At Uitenhage “Die Brandwag”, a new Afrikaans-medium high school was also established from 1st January, 1937.

The following table shows the staffing position of the high and secondary schools for European pupils as at the 30th June, 1937:—

<i>High Schools.</i>		<i>Secondary Schools.</i>	
Principals.....	141	Principals.....	89
Secondary assistants.....	1,021	Secondary assistants.....	109
Intermediate assistants.....	36	Intermediate assistants.....	44
Primary assistants.....	775	Primary assistants.....	414
Part-time assistants.....	49	Part-time assistants.....	8
Music teachers.....	49	Music teachers.....	1
	2,071		665

At the 30th June, 1936, the staffing position of the high and secondary schools was as follows:—

<i>High Schools.</i>		<i>Secondary Schools.</i>	
Principals.....	135	Principals.....	89
Secondary assistants.....	970	Secondary assistants.....	106
Intermediate assistants.....	28	Intermediate assistants.....	38
Primary assistants.....	776	Primary assistants.....	417
Part-time assistants.....	47	Part-time assistants.....	4
Music teachers.....	49	Music teachers.....	1
	2,005		655

During 1937 an agreement which came into effect from the 1st January, 1938, was entered into with the Transvaal, Orange Free State and Natal Education Departments whereby European teachers from this Province may exchange posts.

While the Transvaal and the Orange Free State have not limited the number of exchanges, the Natal Education Department has limited such exchanges to two teachers each year.

The following conditions govern such exchanges:—

Eligibility.—No teacher shall be permitted to proceed on interchange unless he—

- (a) occupies a post under this Department on a permanent basis;
- (b) is in possession of the Primary Teachers' Certificate or equivalent qualifications;
- (c) has had five years' service under the Department; and
- (d) is over 25 and under 45 years of age.

Conditions.

- (a) Interchanges will not be permitted for a shorter period than one year and, save in exceptional cases, will not be extended for a longer period.
- (b) During the period of interchange a teacher will for disciplinary purposes be subject to the regulations of the Department under which he is temporarily serving.
- (c) A teacher proceeding on interchange will be required to meet all expenses incurred in taking up his interchange appointment and in returning to his former post. Rail warrants will not be issued for this purpose.
- (d) The salary of a teacher will continue to be paid by the authority under which he is permanently employed.
- (e) A teacher on interchange will not be granted furlough during the period of exchange. Should a teacher become ill whilst on exchange his application for sick leave will be dealt with by the Department in whose *permanent* service he is. Should it be necessary to engage a substitute the Department under which the teacher who falls sick is temporarily serving will meet the cost of the salary of the substitute engaged by the board concerned.

It is noteworthy that these exchanges have the advantage over the overseas interchanges in that they are not limited to teachers who give instruction through the medium of English only.

During 1937 an Ordinance, which became effective from the 1st July, 1937, was passed whereby the status of assistant teachers in Training Colleges was raised to the level of that of principals of secondary schools of Group A.

Under the same Ordinance (Education Ordinance No. 17 of 1937) provision has also been made for the preservation of furlough and sick leave rights to teachers who transfer from the service of the Department of Union Education to the service of the Cape Education Department. It has also been made possible for this privilege to be extended by Proclamation to teachers from the other Provinces.

STUDENT-TEACHERS.

From students who received their training in Departmental Training Colleges a supply of 633 newly qualified teachers became available at the end of the year. Of these, 468 passed the Primary Teachers' Certificate Examination; and 165, having previously passed the Primary Teachers' Certificate Examination, completed in 1937 a one-year course of specialised training for the Primary Teachers' Higher Certificate. All of the 633 are not available for teaching posts in 1938, as a considerable number of those who passed the Primary Teachers' Certificate Examination in 1937 are in 1938 taking a Primary Higher course.

The selection of student-teachers for 1938 was carried out on the same lines as in the previous year, and accommodation was found for all suitable candidates who submitted their applications at the proper time. Applications for admission in 1939 to the two-year course of training must be submitted to the principal of the high school which the candidate attended, and must reach the principal not later than 31st July. As the supply of student-teachers may exceed the demand, it may not be possible to consider applications submitted after that date.

VACATION COURSES.

The Department held four vacation courses for teachers in the June-July vacation. Three of these were for European teachers. Dr. J. J. Strasheim had charge of a vacation course in the training of backward children, which was held at the Jan van Riebeeck High School, Capetown; Mr. H. Taylor conducted a vacation course in physical education for male secondary teachers at the Paarl Training College; and Miss M. C. Black conducted a vacation course in physical education for women teachers at the Capetown Training College, Mowbray.

CHAPTER VII.

EXAMINATIONS.

In 1936 the entries for all departmental examinations totalled 14,330 and in 1937 the entries totalled 15,246. The number of candidates and the percentage of passes in each examination are shown in the following tables:—

<i>Examination.</i>	1937.	1936.	1935.
Senior Certificate.....	3,714	3,370	3,236
Junior Certificate.....	7,971	7,466	6,920
European Teachers—			
Primary Teachers' Certificate.....	494	402	419
Primary Teachers' Higher Certificate—			
Infant Schools.....	102	101	80
Physical Culture.....	20	25	15
Manual Training.....	27	33	36
Needlework.....	12	15	14
Housecraft.....	6	12	12
Bilingual Certificate.....	157	142	113
Woodwork, Branch I.....	17	22	40
Woodwork, Branch II.....			
Coloured Teachers—			
Coloured Primary Lower I.....	Internal	Internal	145
Coloured Primary Lower III.....	156	253	268
Coloured Primary Lower.....	184	—	—
Coloured Primary Higher II.....	166	285	195
Coloured Teachers' Bilingual Certificate.....	11	9	—
Native Teachers—			
Native Primary Lower I.....	860	926	777
Native Primary Lower III.....	595	665	65
Native Primary Higher I.....	Internal	Internal	42
Native Primary Higher II.....	94	94	96
Native Housecraft.....	1	2	2
Duke and Duchess Competitions.....	264	262	227
General Botha Senior Certificate.....	12	5	7
General Botha Junior Certificate.....	45	47	47
Senior Certificate Supplementary (Feb., 1938)..	337	260	332
TOTALS.....	15,246	14,330	13,681

PERCENTAGE OF PASSES.

<i>Examination.</i>	1937.	1936.	1935.
Senior Certificate.....	80	82	78
Junior Certificate.....	83	85	84
European Teachers—			
Primary Teachers' Certificate.....	96	95	82
Primary Teachers' Higher Certificate—			
Infant School.....	100	96	92
Physical Culture.....	100	88	93
Manual Training.....	96	94	86
Needlework.....	100	100	86
Housecraft.....	100	100	100
Bilingual Certificate.....	68	63	61
Teachers' Woodwork.....	87	68	60

Coloured Teachers—

Coloured Primary Lower I.....	Internal	Internal	56
Coloured Primary Lower III.....	77	80	73
Coloured Primary Lower.....	86	—	—
Coloured Primary Higher.....	77	79	86
Coloured Teachers' Bilingual Certificate.....	91	100	—

Native Teachers—

Native Primary Lower I.....	69	70	67
Native Primary Lower III.....	77	76	70
Native Primary Higher I.....	Internal	Internal	71
Native Primary Higher II.....	84	74	82
Native Housecraft.....	100	50	100
General Botha Senior Certificate.....	73	68	62
General Botha Junior Certificate.....	80	100	71

SENIOR AND JUNIOR CERTIFICATE EXAMINATIONS.

The Cape Senior Certificate Examination was held for the first time in 1923, the number of candidates for that year being 259. The following table shows the actual number of candidates who took the *whole* of the December examination in the last six years:—

1932	2,117
1933	2,519
1934	3,026
1935	3,165
1936	3,275
1937	3,621

The Cape Junior Certificate Examination was held for the first time in 1921, the examination being taken by 266 candidates. The following table shows the number who took the examination in the last six years:—

1932	5,726
1933	6,134
1934	6,323
1935	6,742
1936	7,367
1937	7,866

Ninety-four candidates from Coloured schools and thirty-six candidates from Native schools took the Senior Certificate Examination in 1937.

Seven hundred and two candidates from Coloured schools and three hundred and six candidates from Native schools took the Junior Certificate Examination, 1937.

The increase that has taken place in the number of Junior Certificate candidates from Coloured schools is shown by the following figures:—

1932	210
1933	310
1934	383
1935	434
1936	572
1937	702

The following table shows the number of candidates who took each subject at the Senior Certificate Examination, and the percentage of passes:—

SENIOR CERTIFICATE EXAMINATIONS.

Subject.	No. of Candidates.		Percentage of Passes.	
	1937.	1936.	1937.	1936.
Afrikaans Higher.....	2,025	1,820	97	98
Afrikaans Lower.....	1,554	1,422	90	91
English Higher.....	1,782	1,634	93	98
English Lower.....	1,864	1,663	93	87
Agricultural Science.....	367	340	93	98
Art.....	26	17	100	100
Biology.....	855	739	87	93
Book-keeping and Commercial Arithmetic	830	710	90	92
Botany.....	482	535	89	89
Chemistry.....	884	794	82	84
Commercial Geography and History.....	38	79	92	52
Cookery, Laundrywork and Housewifery	277	250	100	100
French.....	28	21	100	95
Geography.....	616	403	90	86
Geology.....	22	21	90	90
German.....	885	807	84	79
Greek.....	3	6	100	100
Hebrew.....	8	8	100	100
History.....	3,136	2,904	88	87
Latin.....	1,095	1,055	82	86
Literature (Afrikaans and Nederlands)...	253	256	96	99
Literature (English).....	63	41	88	100
Manual Training.....	70	73	87	92
Mathematics.....	1,887	1,769	80	81
Mechanics.....	1	1	100	0
Music.....	132	101	99	100
Needlework.....	306	288	97	100
Physical Science.....	1,392	1,213	83	79
Physics.....	19	10	85	100
Physiology and Hygiene.....	496	447	86	90
Shorthand and Typewriting.....	253	246	82	82
Chwana.....	6	3	83	100
Suto.....	2	3	100	100
Xhosa.....	27	19	100	100
Zoology.....	48	16	90	94
Zulu.....	1	—	100	—

The following table shows the number of candidates who took each subject at the Junior Certificate Examination, and the percentage of passes:—

JUNIOR CERTIFICATE EXAMINATION.

Subject.	No. of Candidates.		Percentage of Passes.	
	1937.	1936.	1937.	1936.
Afrikaans Higher.....	4,213	3,786	99	99
Afrikaans Lower.....	3,390	3,349	95	94
English Higher.....	4,000	3,967	97	95
English Lower.....	3,881	3,412	98	98
Agriculture (Major).....	526	451	93	99
Agriculture (Minor).....	71	76	83	93
Arithmetic (Major).....	1,055	1,032	84	85
Arithmetic (Minor).....	538	519	86	84
Aural Training and Theory of Music....	8	1	50	100
Biology.....	7,272	6,799	91	95
Book-keeping.....	2,595	2,168	88	89
Commercial Arithmetic.....	2,544	2,141	89	82
Chwana.....	27	25	100	100
Cookery, Laundrywork and Housewifery	533	424	100	100
Cookery, etc. (Minor).....	430	397	100	98
Drawing.....	71	92	96	84
French.....	34	30	94	100
Geography.....	2,083	1,772	93	87
German.....	1,760	1,642	91	86
Greek.....	—	2	—	100
Hebrew.....	18	16	100	100
History, Course I.....	5,439	5,175	88	90
History, Course II.....	592	522	89	91
Hygiene and Physiology.....	2,676	2,417	91	91
Instrumental Music.....	182	154	97	97
Latin.....	1,746	1,981	87	85
Mathematics.....	4,172	4,152	86	88
Metalwork.....	50	56	100	91
Needlework (Major).....	431	311	97	95
Needlework (Minor).....	571	553	92	92

A table is given below showing approximately the percentage number of candidates obtaining 80—100%, 70—79%, etc., in each subject of the Senior Certificate Examination, 1937. (A=80—100%, B=70—79%, C=60—69%, D=50—59%, E=40—49%, F=33 $\frac{1}{3}$ —39%, FF=30—33%, G=20—29%, H=Below 20%.)

Subject.	A.	B.	C.	D.	E.	F.	FF.	G.	H.	No. of Candidates.	Approx. Median per cent. Marks.
Afrikaans Higher.....	—	4	15	35	33	10	2	1	—	2,025	51
English Higher.....	1	7	19	30	26	10	3	3	1	1,782	52
Latin.....	3	8	13	23	22	13	6	9	3	1,095	48
French.....	18	29	18	14	21	—	—	—	—	28	68
German.....	3	7	14	21	21	18	6	9	1	885	48
Mathematics I.....	5	9	13	18	23	13	6	10	3	1,887	48
Mathematics II.....	3	6	13	22	24	12	6	9	5	1,887	47
Greek.....	33	—	—	34	—	33	—	—	—	3	51
History.....	1	4	13	24	30	16	4	7	1	3,136	47
Afrikaans Lower.....	2	9	16	22	24	17	4	5	1	1,554	50
English Lower.....	1	6	20	29	25	12	3	4	—	1,864	52
Hebrew.....	—	38	25	—	—	—	—	—	—	8	61
Xhosa.....	—	15	19	37	29	—	—	—	—	27	54
Suto.....	—	—	50	—	—	—	—	—	—	2	52
Chwana.....	—	—	—	17	33	33	17	—	—	6	39
Zulu.....	—	—	100	—	—	—	—	—	—	1	69
Geography.....	—	3	11	28	35	15	5	4	1	616	48
Commercial Geography and History.....	—	—	18	29	34	11	3	5	—	38	49
Physics.....	—	11	16	21	32	5	5	5	5	19	49
Chemistry.....	2	5	14	22	22	17	5	10	3	884	47
Physical Science.....	3	7	14	22	23	14	4	9	4	1,392	48
Botany.....	1	5	17	26	26	14	4	6	1	482	49
Zoology.....	—	—	10	23	38	19	8	2	—	48	45
Geology.....	—	—	18	14	36	23	5	—	5	22	45
Biology.....	—	4	11	27	25	20	5	6	2	855	47
Physiology and Hygiene..	—	2	11	24	26	23	5	8	1	496	46
Agricultural Science.....	—	5	14	30	31	13	5	2	—	367	48
Book-keeping and Commercial Arithmetic.....	2	8	16	27	26	11	4	5	1	830	51
Art.....	—	4	35	12	15	—	—	—	—	26	67
Music.....	15	32	33	15	3	1	1	—	—	132	69
Mechanics.....	100	—	—	—	—	—	—	—	—	1	80
Manual Training.....	4	16	20	20	21	6	—	10	3	70	55
English Literature.....	5	7	21	18	22	15	4	5	3	63	51
Afrikaans Literature.....	2	9	20	27	26	12	3	1	—	253	53
Shorthand (English).....	10	12	12	12	20	14	5	11	4	259	47
Shorthand (Afrikaans)....	10	14	18	15	13	14	4	7	5	91	55
Typewriting.....	8	20	21	15	13	7	4	7	4	301	59
Needlework.....	—	5	26	33	28	5	1	2	—	306	54
Cookery.....	—	—	14	49	33	4	—	4	4	277	52

The following table shows the distribution of symbols for the Junior Certificate Examination, 1937. (A=80—100%, B=70—79%, C=60—69%, D=50—59%, E=40—49%, F=30—39%, G=20—29%, H=Below 20%):—

Subject.	A.	B.	C.	D.	E.	F.	G.	H.	No. of Candidates.	Approx. Median per cent. Marks.
Afrikaans Higher...	1	5	22	34	28	9	1	—	4,213	53
Afrikaans Lower...	1	6	17	30	28	13	4	1	3,390	51
English Higher.....	1	7	21	28	24	16	2	1	4,000	53
English Lower.....	2	10	21	29	24	12	2	—	3,881	54
Latin.....	3	8	13	20	24	19	9	4	1,746	47
German.....	1	7	18	24	20	21	8	1	1,760	49
Biology.....	1	7	16	26	25	16	7	2	7,272	50
Physics and Chemistry.....	4	7	13	20	25	20	9	2	5,924	47
Hygiene and Physiology.....	—	2	10	24	33	22	8	1	2,676	46
Arithmetic (Major)..	6	10	12	18	22	16	10	6	1,055	48
Arithmetic (Minor)..	6	7	16	17	20	20	10	4	538	48
Mathematics.....	3	7	14	20	23	19	10	4	4,172	48
Geography.....	1	5	16	26	28	17	6	1	2,083	49
History, Course I..	1	5	13	21	26	22	11	1	5,439	47
History, Course II..	2	4	10	17	29	27	9	2	592	44
Agriculture (Major)	—	2	8	30	33	20	6	1	526	47
Agriculture (Minor)	—	5	10	24	17	27	13	4	71	44
Book-keeping.....	2	8	16	21	24	17	8	4	2,595	49
Commercial Arithmetic.....	8	12	16	20	18	15	7	4	2,544	53
Shorthand.....	4	6	11	20	25	18	12	4	860	46
Snelskrif.....	4	10	19	24	21	11	8	3	280	53
Typewriting.....	2	10	20	18	22	16	8	4	1,005	50
Needlework (Major)	—	—	11	34	35	17	3	—	431	49
Needlework (Minor)	2	6	16	22	29	17	6	2	571	49
Woodwork (Major)..	1	6	15	21	23	16	11	7	345	47
Woodwork (Minor)..	5	10	20	22	22	9	10	2	255	53
Metalwork.....	6	14	18	28	16	18	—	—	50	—
Aural Training and Theory of Music..	—	—	—	38	12	—	50	—	8	—
Cookery, etc. (Major)	—	—	8	46	40	6	—	—	533	51
Cookery, etc. (Minor)	—	4	21	32	35	8	—	—	430	52
Drawing.....	—	6	10	32	28	20	4	—	71	49
French.....	9	18	23	23	12	9	3	3	34	60
Greek.....	—	—	—	—	—	—	—	—	—	—
Hebrew.....	22	44	22	6	—	6	—	—	18	—
Instrumental Music..	12	28	31	14	9	3	3	—	182	67
Suto.....	—	7	46	30	15	2	—	—	46	61
Xhosa.....	—	2	12	40	41	5	—	—	207	51
Zulu.....	—	—	33	34	—	33	—	—	3	—
Chwana.....	—	—	15	44	33	8	—	—	27	52

Of the 3,621 candidates who took the whole of the Senior Certificate Examination at the end of 1937, 535 passed in the first grade, 2,376 passed in the second grade and 710 failed; i.e. 15 per cent. passed in the first grade, 66 per cent. passed in the second grade and 19 per cent. failed.

Of the 7,866 candidates who took the Junior Certificate examination in 1937, 1,233, i.e. 16 per cent., passed in the first grade, 5,287, i.e. 67 per cent. passed in the second grade, and 1,346, i.e. 17 per cent. failed.

The syllabuses in various subjects of these examinations have undergone revision in recent years. For the Senior Certificate revised syllabuses in French, German, Hebrew, Biology, Chemistry, Physics, and Physiology and Hygiene came into force at the 1937 examination. Revised syllabuses in Agricultural Science and Physical Science come into force at the 1938 examination, and revised syllabuses in Shorthand and Typewriting come into force at the 1939 examination. Mechanics ceases to be a subject of the Senior Certificate after 1938.

For the Junior Certificate revised syllabuses in Afrikaans Lower, English Lower, Agriculture (as minor subject), Bookkeeping, and Cookery, Housewifery and Laundrywork come into force at the 1938 examination, and revised syllabuses in Hygiene and Physiology and in Shorthand and Typewriting come into force at the 1939 examination. Hitherto History and Geography have been major subjects of the Junior Certificate Examination; in 1938 they may be taken as major subjects or as minor subjects.

The inclusion of Cookery, Housewifery and Laundrywork as one of the subjects qualifying for exemption from Matriculation and the option now allowed of taking History or Geography instead of a third language or Mathematics as one of the compulsory subjects for exemption have afforded a wider choice of subjects to Senior Certificate students wishing to proceed to a University.

A special sub-committee was appointed to consider the results of the 1937 examinations and to make recommendations to the January meeting of the Examinations Committee. This enabled the Department to publish the results of the 1937 examinations earlier than in previous years.

The question of discontinuing the Junior Certificate Examination in high schools was referred to in last year's report. As stated in that connection steps were taken to ascertain the views of the Public Service Commission and other employers of juvenile labour on this question. The proposal made was that the present Junior Certificate issued by the Department should be replaced by a certificate granted by the school. This proposal the bodies concerned were not prepared to accept. I am still hopeful, however, that a way

out of this difficulty will be found and that in the near future high schools in the Cape Province will be relieved of the necessity of preparing Junior Certificate pupils for a final external examination.

STANDARD VI EXAMINATIONS.

For the Standard VI Examination in schools other than Native Schools and for the Native Standard VI Examination the use of the Department's printed tests has been optional. All of the Inspectors made use of the printed tests. Tests were printed in Afrikaans, English, Arithmetic, Geography and History for the ordinary Standard VI Examination and tests were printed in English, Native Language, Arithmetic, Geography, History and Hygiene for the Native Standard VI Examination. The work involved the distribution among the Inspectors of more than 150,000 copies of examination papers and keys.

PROFESSIONAL EXAMINATIONS.

468 Candidates passed the European Primary Teachers' Certificate Examination, and 165 passed a European Primary Teachers' Higher Certificate Examination.

The course of general training for the Coloured Teachers' Primary Certificate has been discontinued and is being replaced in 1938 by the one-year courses of specialised training referred to in the report on training institutions which is printed as an addendum to this report. 125 Coloured candidates qualified for the Primary Higher Certificate. 273 qualified for the Primary Lower Certificate; of these 117 had taken a three-year course after passing Standard VI and 156 a two-year course after passing the Junior Certificate Examination.

64 Native students in the Cape Province qualified for the Native Primary Teachers' Higher Certificate and 429 for the Native Teachers' Primary Lower Certificate.

CHAPTER VIII.

SCHOOL BUILDINGS.

As stated in my previous report it has only been possible, in view of the restriction placed on funds for new buildings and additions, to provide for the most urgent needs and many applications for accommodation have had to stand over. It is nevertheless satisfactory to note that many schemes which were approved in the previous financial year but which had not reached the construction stage were either completed or largely completed during the year ended 31st March, 1937. The actual total capital expenditure on school buildings was £208,850. 1s. 6d. in comparison with £148,997. 5s. 3d. in the previous year.

In this connection it should be noted that under ordinary circumstances building schemes approved during a financial year are rarely completed within the year in which the scheme is approved, as authority to proceed with the preliminary work of drawing plans, etc., can only be furnished after the capital estimates have been passed by the Provincial Council. The difficulties of schools urgently in need of accommodation but obliged to wait for the provision of the necessary funds are in most cases increased by the time construction work is possible, and in view of the large number of urgent requirements which have been accumulating in the last few years it is impossible to hold out at this stage any prospect of satisfactory improvement.

At the 31st March, 1938, the value of schemes for which funds were provided but which had not then reached the construction stage amounted to approximately £200,000. Construction work will be proceeded with in the current financial year and most of these schemes will presumably be completed by the end of December or by the 31st March, 1939. The position is unsatisfactory however in that the existing arrangements do not permit of a ready expansion of capital expenditure beyond an annual sum of £200,000, even if funds were made available and it is reasonable to assume that if these arrangements should continue there is little prospect that schemes now placed on the Working Schedule will reach the construction stage by the 31st March, 1939. Relief will not therefore be given to a school in need of additional accommodation until more than twelve months after the scheme has been approved. The position is serious in so far as these limitations make it difficult to make up the leeway in the building programme arising through the restrictions on

capital expenditure particularly during the period 1932 to 1936. In view of the difficulties arising at many schools through lack of adequate accommodation it is desirable that steps should be taken to obtain a more rapid process of bringing approved schemes to fruition.

The position in regard to the provision of halls and gymnasias, woodwork and domestic science rooms and libraries remains unsatisfactory. I find it again necessary to report that adequate provision cannot be made for these wants, and the position is especially unfortunate in that with the increasing recognition of the importance of the study of the arts and crafts and of physical education increasing attention is being paid by schools to these broader aspects of education. The provision of facilities for such activities must in the circumstances be slow.

In a number of instances it has also not been possible owing to accommodation difficulties to give adequate effect during the year under review to the policy of providing special instruction for retarded children. The policy of establishing special classes for this purpose has been accepted by the Provinces and by the Union Government on the recommendations of the Provincial Consultative Committee and provision for the establishment of special classes was made in Ordinance No. 17 of 1937. Special classes were in existence at the beginning of the year but these special facilities were in no way adequate and many areas were not provided for. In 1937 mainly as a result of the increased subsidy made available by the Union Government for the provision of separate facilities for special classes for retarded children or children whose progress at school is hampered by physical defects (e.g. the partially crippled, the hard of hearing) it has been possible to plan an extension of the facilities for special instruction for these children. Where it was possible to arrange for the necessary accommodation by a reorganisation of classes consequent on the transfer of pupils to special classes or by hiring suitable accommodation special classes were established during the year at a number of centres. In certain cases, however, the establishment of a special class has had to be delayed pending the provision of funds for the erection of suitable accommodation.

In view of the large number of applications for school accommodation which have had to stand over very little could be done during the year towards the provision of additional boarding house accommodation. Forty-four hostel schemes to the value of £145,216 appeared on the Capital Estimates for 1937-38 in respect of which funds to the total of £56,466

were made available. In addition applications for nineteen schemes to the estimated value of £85,325 were received. Many of the schemes are urgent and necessary from the educational standpoint; but unless funds are to be provided to enable the Department to proceed with the scheme, a false position is created by allowing provisions to appear on the Capital Estimates. The position of the hostel building programme becomes unnecessarily complicated if the estimates are to be clogged by numerous schemes which are not provided for on the Working Schedule or for which there is no early prospect that funds will be made available.

The expenditure on interest and redemption on loans for the erection of school buildings amounted in the year ended 31st March, 1937, to £181,040. 18s. 1d. It should be noted that this amount does not fall far short of the total capital expenditure of £208,850 on school buildings during the year and that in the previous five years the interest and redemption charges substantially exceeded the capital expenditure over the corresponding period. As noted in my previous report a certain measure of relief from the burden of interest and redemption charges was obtained by the consolidation at 4½ per cent. interest of loans raised mainly at 5 per cent. and by the refund of the outstanding balance of 6 per cent. loans. The amount to be provided annually for interest and redemption will, however, increase at a rate corresponding to the annual borrowings of capital funds for school buildings, and no relief from these charges can be expected until such time as outstanding loans are finally repaid.

In accordance with the practice in previous years, particulars of capital expenditure since 1913-14 and of the interest and redemption charges during the last five years are furnished.

TABLE A.

CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-1914.

	£	s.	d.
1913-14.....	205,711	12	5
1914-15.....	189,273	9	0
1915-16.....	110,806	0	10
1916-17.....	205,095	0	0
1917-18.....	236,483	0	0
1918-19.....	213,809	5	1
1919-20.....	182,503	0	0
1920-21.....	236,053	1	3
1921-22.....	161,493	11	10
1922-23.....	104,993	7	4

	£	s.	d.
1923-24.....	104,551	4	2
1924-25.....	137,412	8	1
1925-26.....	178,316	5	5
1926-27.....	150,003	17	6
1927-28.....	183,645	4	10
1928-29.....	176,360	2	4
1929-30.....	215,866	13	3
1930-31.....	168,188	12	7
1931-32.....	222,192	19	10
1932-33.....	77,180	12	2
1933-34.....	56,897	13	3
1934-35.....	101,861	15	7
1935-36.....	148,997	5	3
1936-37.....	208,850	1	6
	<u>£3,976,551</u>	<u>3</u>	<u>6</u>

TABLE B.

INTEREST AND REDEMPTION CHARGES ON ADVANCES BY UNION GOVERNMENT FOR SCHOOL BUILDINGS.

Expenditure for—	£	s.	d.
1932-33.....	184,551	6	8
1933-34.....	188,492	0	5
1934-35.....	194,138	16	7
1935-36.....	379,170	13	2*
1936-37.....	181,040	18	1

* This includes an amount paid in 1935-36 in liquidation of all outstanding balances of loans raised at 6 per cent. per annum.

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED DURING 1937.

Division.	School.
Albert.....	Burghersdorp High (additions).
Barkly East.....	High (additions).
Barkly West.....	Delporthshope Secondary (additions).
Barkly West.....	Grootkop Primary (additions).
Barrydale.....	Secondary (additions).
Beaufort West.....	Karoo Coloured Secondary (additions).
Bredasdorp.....	Napier Secondary (additions).
Caledon.....	Grabouw Secondary (additions).
Caledon.....	Riviersonderend Secondary (additions).
Calvinia.....	Loeriesfontein Secondary (additions).
Cape.....	Belville Primary (additions).
Cape.....	Bokmakirie Coloured Primary (new building).
Cape.....	Brooklyn Primary (additions).
Cape.....	Durbanville Secondary (additions).
Cape.....	Goodwood Preparatory (new building and additions).
Cape.....	Kensington Central Coloured Primary (additions).
Cape.....	Maitland Secondary (new building).
Cape.....	Parow Primary (new building).
Cape.....	Salt River Coloured Primary (new building).
Cape.....	Sea Point King's Road Primary (additions).
Cape.....	Southfield Primary (additions).
Cape.....	Trafalgar Coloured High (additions).
Cape.....	Wynberg Boys' High (additions).
Carnarvon.....	Van Wyksvlei Secondary (additions).
Ceres.....	High (additions).
East London.....	Cambridge Primary (additions).
East London.....	Selborne Boys' Primary (additions).
East London.....	Vincent Primary (additions).

<i>Division.</i>	<i>School.</i>
Elliot.....	High (additions).
Engcobo.....	Primary (additions).
Garies.....	Secondary (additions).
George.....	Diep River (Langkloof) Primary (additions).
George.....	Girls' Primary (new building).
George.....	Klein plaat Neersetting Primary (Teachers' Residence).
George.....	Outiniqua High (additions).
Glen Grey.....	Lady Frere Secondary (additions).
Gordonia.....	Upington High (additions).
Heidelberg.....	Klipdrift Primary (new building).
Humansdorp.....	Coldstream Primary (additions).
Humansdorp.....	Robbehoek Primary (new building).
Kakamas.....	Kakamas High (additions).
Kenhardt.....	Kanoneiland Secondary (additions).
Kenhardt.....	Kenhardt Secondary (additions).
Kenhardt.....	Matjesrivier Primary (additions).
Kimberley.....	William Pescod High (additions).
Kimberley.....	Beaconsfield Primary (sewerage).
King William's Town.....	Berlin Secondary (additions).
King William's Town.....	Central Woodwork Room (new building).
Knysna.....	Knysna Primary (additions).
Knysna.....	Woodlands Primary (additions).
Komgha.....	Komgha Secondary (additions).
Laingsburg.....	Laingsburg High (additions).
Malmesbury.....	Rust Station Primary (additions).
Middelburg.....	Middelburg High (additions).
Montagu.....	Ashton Primary (additions).
Paarl.....	Gymnasium Boys High (additions).
Paarl.....	Huguenot Primary (additions).
Paarl.....	Paarl Girls' High (additions).
Piquetberg.....	Moravia Primary (new building).
Port Elizabeth.....	Collegiate Girls' High (additions).
Port Elizabeth.....	Cunningham Primary (additions).
Port Elizabeth.....	North End Primary (additions).
Port Elizabeth.....	Paterson Coloured High (additions).
Port Elizabeth.....	Walmer Primary (additions).
Prieska.....	Buchberg Primary (additions).
Prince Albert.....	Fraserburg Road Primary : Teachers' Residence (new building).
Riversdale.....	Riversdale Girls' High (additions).
Somerset East.....	Bellevue Girls' High (additions).
Somerset East.....	Gill College Boys' High (additions).
Stellenbosch.....	Hottentots Holland High (additions).
Sterkstroom.....	Sterkstroom High (additions).
Tulbagh.....	Tulbagh High (additions).
Uniondale.....	Krakeelrivier Primary (additions).
Van Rhynsdorp.....	Grootdrift Primary (new building).
Van Rhynsdorp.....	Van Rhynsdorp High (additions).
Wodehouse.....	Rossouw Secondary (additions).
Worcester.....	Touws River Secondary (additions).
Worcester.....	Worcester Boys' High (additions).
Worcester.....	Worcester Girls' High (additions).

HOSTELS.	
<i>Division.</i>	<i>School.</i>
East London.....	Girls' High (new building).
Hay.....	Griquatown High (new building).
Kakamas.....	Kakamas High (new building for girls).
King William's Town.....	Kaffrarian Girls' High (new building).
Prieska.....	Indigent Boarding House (new building).
Queenstown.....	Queens College Boys' (additions).
Van Rhynsdorp.....	Nieuwerust Indigent Boarding House (additions).

TRAINING COLLEGES.	
<i>Division.</i>	<i>School.</i>
Paarl.....	Paarl Training College : Gymnasium Block (additions).

PARLIAMENTARY GRANTS : 1937.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
1. Caledon.....	Gansbaai Secondary.....	—	339	106
2. Cape.....	Bellville Secondary.....	—	346	122
3. Indwe.....	Grey's Pan School Site.....	4·4218	—	—
4. Springbok.....	Vioolsdrift—			
	Building Lot.....	1	—	—
	Garden Lot.....	1·0729	—	—
	Rooiwal—			
	Building Lot.....	4	—	—
	Garden Lot.....	3·3645	—	—
5. Van Rhynsdorp	Rissik School Site.....	6·0001	—	—

GRANTS UNDER SECTION 18 (b) OF ORDINANCE No. 13 OF 1927 : 1937

School Board.	School.	Area.		
		Morgen.	Roods.	Sq. Ft.
1. East London.....	Eastward Ho.....	1·0477	—	—
2. Malmesbury.....	Yzerfontein.....	—	—	85,370

GRANTS OF LAND FOR SCHOOL PURPOSES : 1937.

School Board.	School.	Area.			Donor.
		Morgen.	Roods.	Sq. Ft.	
1. Alexandra.....	Sandflats Primary School	—	—	27,580	Thomas Herbert Bruton.
2. Beaufort West.	Merweville Secondary...	—	—	51,635	D.R. Church.
3. Britstown.....	High School.....	1·1852	—	—	D.R. Church.
4. Calitzdorp.....	Warmwater Primary.....	—	—	86,394	P. S. Fouché.
5. Cape.....	Sea Point Girls' High.....	—	—	391	J. W. Herbert.
6. Carnarvon.....	Van Wyksvlei Secondary	—	104	24	D.R. Church.
7. Carnarvon.....	Van Wyksvlei Secondary	—	—	75,000	D.R. Church.
8. Hanover.....	Hanover Road Primary..	1	—	—	H. J. van der Merwe.
9. Jansenville....	Jansenville High.....	—	—	17,701	Municipality of Jansenville.
10. Kakamas.....	High School : Girls' Hostel	—	—	49,088	Arbeids Kommissie of D.R. Church.
11. Kenhardt.....	Noudonzies Primary.....	10·4850	—	—	G. A. Oosthuizen.
12. Mossel Bay....	Point High.....	—	—	31,403	Municipality of Mossel Bay.
13. Piquetberg....	Moravia.....	1	—	—	Moravia Mission Society.
14. Port Elizabeth.	Sydenham Primary.....	—	—	15,205	Municipality of Port Elizabeth.
15. Port Elizabeth.	Sidwell Primary.....	3·3682	—	—	Municipality of Port Elizabeth.
16. Port Elizabeth.	Brak River.....	2	—	—	Hersman & Fuchs.
17. Prieska.....	Indigent Boarding House	1	29	108	D.R. Church.
18. Prince Albert..	Seekoegat Primary.....	1	—	—	J. D. A. Oosthuizen.
19. Stellenbosch...	Luekhoff Coloured.....	1·1717	—	—	Municipality of Stellenbosch.
20. Van Rhynsdorp	Karokoperf Primary.....	2·0292	—	—	J. C. Camphousen.
21. Williston.....	Williston Secondary.....	2·3148	—	—	Municipality of Williston.

CHAPTER IX.

COLOURED EDUCATION.

The publication in August, 1937, of the Report of the Commission of Inquiry regarding the Cape Coloured population of the Union, and in particular that section of the Report affecting Coloured education, has been the most important event in the period under review. The position of the Coloured people in the Union as a whole has been examined in detail, and much public interest has been stimulated in the many problems and recommendations presented by the Commission, as is evidenced by the many references to and comments on the contents of the Report in both the European and non-European press.

The Commission's Report, treating as it does with all phases of the social and economic structure of the Cape Coloured population, covers a very wide field. I propose, however, to confine myself to the section of the Report which deals with education, and in particular the recommendations of the Commission, which are reprinted below:—

RECOMMENDATIONS OF COMMISSION.

“ Aim of Coloured Education—Paragraph 856.

The Commission recommends that the ultimate aim to which Coloured education should be directed be conceived in terms of physical, mental and moral discipline.”

Bound up with this recommendation of the Commission is the suggestion that the functions of the Coloured school should be the following:—

- (i) To give all Coloured children at least the common tools of learning, so that they may on leaving school take their place as citizens in a civilized community, and be able to build on that foundation after leaving school.
- (ii) To compensate Coloured children for the deficiencies of home and environment.
- (iii) To teach Coloured children to do better those things they will do anyway after leaving school.
- (iv) To make the schooling of Coloured children most valuable for the period they are at school.

- (v) To encourage Coloured children to value learning and education, so that they will stay at school as long as possible and develop their abilities to the fullest extent.
- (vi) To cultivate and desirable ‘ innate characteristics ’ or ‘ natural talent ’ which Coloured children as such may possess.”

“ Provision for Buildings—Paragraph 862.

The Commission would therefore recommend something in the nature of a “ five mile ” act as follows:—

That any new Coloured school which it may be found necessary to establish within five miles of an existing school shall be undenominational in character and under the management of a public body.

Paragraph 864.—The Commission's view is that the existing church schools should be maintained on their present basis, and that new church schools might be established in localities at present unprovided for, i.e., situated outside of a five mile radius of an existing school. Public schools should supplement denominational provision in the more thickly populated areas—either full-grade schools where these may be necessary, or preferably schools for the upper standards only.

Paragraph 865.—The Commission further wishes to recommend that—

- (a) the Provincial authorities carry out a thorough inspection of all mission school buildings with a view to deciding which are suitable for school use;
- (b) Where there is more than one Coloured primary school in a community the educational authorities should, wherever practicable, combine such schools or sections of such schools so that greater educational efficiency may result.

Machinery for Control—Paragraph 867.

The Commission recommends that in all school districts where the school board has one or more Coloured Schools under its control the board should be regarded as the co-ordinating board for Coloured education in its district, and that the Department should consult the board when applications for new mission schools are made. In school districts where the school board has

no Coloured school under its control, and is reluctant to assume the control of any Coloured school, the Administrator should have the power to call into being what may be styled a Coloured education committee which would serve as a co-ordinating body for Coloured education in the district, and which would have the power to establish and maintain undenominational public schools. Such Coloured education committee should be given the powers that are now vested in the committees of European schools in portions of the Cape Province where no school boards exist; and the administrative work might quite well be done by the secretary of the local school board who would act in addition as part-time secretary of the Coloured education committee for a small extra fee.

Compulsory Education—Paragraph 874.

The Commission desires to recommend that as soon as possible in all the Provinces a beginning be made with the application of compulsion in Coloured education on the following lines:—

- (1) Compulsion to be permissive, i.e., it is to become operative in any area where the school board, or the Coloured education committee, as the case may be, passes a resolution in favour of compulsion at a meeting specially called for the consideration of the matter, whereat at least two-thirds of the members of such board or committee are present.
- (2) The age period over which compulsion is to extend to be that lying between the completion of the seventh year and the completion of the fourteenth year.
- (3) The passing of Standard IV to exempt a Coloured child from compulsion to attend school.
- (4) Compulsion to apply only to children who live not more than three miles by the nearest road from an undenominational primary school or department.
- (5) Any child attending a mission school aided by the Department, or otherwise receiving instruction deemed by the board or the committee to be efficient, to be exempt from compulsion to attend an undenominational public school or department.

The Coloured Rural Child—Paragraph 877.

The Commission recommends that grants-in-aid be paid to mission churches for the establishment of indigent hostels for Coloured children.

Elimination and Retardation in Coloured Primary Schools—Paragraph 885.

The Commission recommends that—

- (i) The staffing of Coloured schools be immediately placed on a satisfactory basis, and in the initial standards of the primary school at any rate teachers should not be held responsible for classes larger than 45 pupils;
- (ii) the teachers of Sub-standard A, Sub-standard B and possibly Standard I receive special training in infant school methods, so that they may be able to accelerate the progress of Coloured pupils in the initial stages of their school life, give to their pupils that interest in learning which will help to keep them at school for a longer period, and ensure that the limited time spent at school by the average Coloured child is made as worth while as possible for him;
- (iii) more adequate provision for books be made by the responsible authorities, as the lack of books is undoubtedly one of the major causes of the slow progress of Coloured pupils in the primary school; the Commission considers that the situation can only be adequately met if books are provided free for Coloured primary pupils;
- (iv) special classes be instituted for the deviate pupils in Coloured primary schools;
- (v) see recommendation in section on Compulsory Education (paragraph 874).

Secondary Education—Paragraph 936.

The Commission recommends—

- (d) that in the Cape Province increased secondary facilities be provided as outlined in this section.

Training of Teachers—Paragraph 939.

The Commission recommends that such specialised courses of training for Coloured primary teachers be instituted as soon as practicable.

Paragraph 940.—The Commission recommends that consideration be given by the Cape Provincial authorities to the more equitable distribution of training schools for Coloured teachers and further recommends that the claims of the south-western districts of the Cape Province should receive due consideration.

*Vocational, Technical and Higher Education.—
Paragraph 945.*

The Commission recommends that at the other Technical Colleges the necessary provision be made for Coloured students.

Paragraph 947.—The Commission recommends that at suitable centres vocational courses of one or two years' duration should be instituted in farm work, domestic work and 'handyman-work'. These courses should be designated more especially for Coloured youths of 13 years and over who are unable to continue their studies at school."

Subsidy.

"The Commission feels strongly that the time has come for a revision of the rates of subsidy. The present subsidy of £5. 5s. a head represents 37 per cent. of the present European subsidy of £14 a head. In the Cape Province, for instance, the Coloured salary-scales represent roughly 70 per cent. of the European salary-scales, but notwithstanding this fact it is only because of the serious understaffing in Coloured schools that the Province has been able to carry on. The Coloured subsidy is utterly inadequate to cover the requirements of Coloured education. This state of affairs should not be permitted to continue."

COMMENTS ON RECOMMENDATIONS OF COMMISSION.

As will be seen, these recommendations are far-reaching and if carried into effect will entail developments in educational administration which will greatly accelerate and consolidate the progress of Coloured education.

It is impossible to comment on all these recommendations but I propose to examine some of them in the light of present policy and development.

Provision for Buildings.

At present the churches provide the buildings, on which the Province pays interest in the form of rent. Viewed

from the merely economic point of view it seems doubtful wisdom to pay permanent interest on buildings that will never become the property of the Province.

Further, a State system of Coloured schools would not only financially ensure the sound development of education, but would at the same time enable the Churches to devote all their energies to the spiritual and social uplift of the Coloured people.

But for the present and immediate future such a system of complete State control is impracticable. The modified form of State control recommended by the Commission seems the only practicable course and ought to go a long way towards alleviating and improving the existing unsatisfactory position of school accommodation.

Convinced of the ultimate benefit to Coloured education, while at the same time fully alive to the financial implications, I am of opinion that the Commission's recommendation regarding the establishment of new schools should be carried into effect.

The Commission's recommendation regarding the inspection of mission school buildings and the centralisation of existing facilities I propose to give effect to as soon as practicable.

Machinery for Control.

Much consideration has been given to the question whether the Co-ordinating Boards for Coloured education ought to continue or to be abolished. For some years three such boards have been in operation at Capetown, Kimberley and Port Elizabeth, and an attempt was made to render these boards as representative as possible of prevailing opinions in Coloured education. They serve only in an advisory capacity, however, and their work is in the main limited to advice in connection with the establishment of new schools.

The boards have proved helpful in the investigation of all applications for new schools and the prevention of overlapping and harmful competition between the various churches. They have rendered good service, for which the Department and the Coloured community owe them a debt of gratitude.

The boards have served a useful purpose, but it has become increasingly evident that the system of co-ordinating

boards is not a success. The institution of a body of this kind, intermediary between the Department and the school boards on the one hand and the Department and the churches on the other, was in the long run bound to prove either superfluous or troublesome, according as too little or too much power was granted to it. At one time it was felt that these co-ordinating boards might eventually be developed into Coloured school boards, but the idea did not find favour with the school boards or the Coloured people themselves.

The solution embodied in the Commission's recommendation is a feasible and acceptable one, and I recommend that it be adopted.

Compulsory Education.

On many occasions during the last few years the Department has received requests to make education compulsory for Coloured children in the same way as for Europeans. There is a widespread feeling that Coloured children, especially those living in urban areas where schools exist, should be compelled to make use of the facilities offered.

In theory there is no reason why complete compulsory education should not be introduced. Every child, irrespective of race or colour, is entitled to at least a minimum of education, and it is the duty of the State to ensure that this minimum is available and that, by compulsion if necessary, full advantage is taken of it. In practice, however, difficulties in the way of introducing compulsory education are considerable. Apart from the financial considerations, not only are the existing educational facilities of staffing and accommodation inadequate, but the fact that the present system of Coloured education is practically wholly denominational militates against the introduction of complete compulsory education.

Compulsory education is an ultimate goal however, that cannot be lost sight of, and although for the present complete compulsory attendance is impracticable, the time seems ripe for a beginning to be made in this direction. It should be pointed out however, that the scheme of permissive compulsion outlined by the Commission would attain the end aimed at only if increased provision of undenominational schools be made, especially in centres where no undenominational schools exist to-day.

It will be recalled that in 1934 the Provincial Council, while agreeing with the principle of compulsory education

in Municipal areas, decided to postpone dealing with the matter until after this Commission had presented its report. *The Coloured Rural Child.*

In 1931 provision was made for the establishment of Coloured farm schools on similar lines to those in operation for European children, to provide education for Coloured children on the farms. It was considered that schools of this type, if established in sufficient numbers, would not only bring the means of education to the scattered Coloured population, but would go far to obviate the difficulty often experienced by farmers in securing suitable Coloured labour, since it is undoubtedly true that one of the objections on the part of the Coloured man to agricultural labour has been that it entails the cutting-off of his children from school facilities. So far, however, these farm schools, from whose institution much was hoped, have not proved a great success, due undoubtedly to the unwillingness of the European farmer in many cases to provide the necessary accommodation; the boarding difficulties of the Coloured teacher; and the small salary offered.

A possible solution of these difficulties would be to increase the salaries of the teachers and a non-insistence on the employment of Coloured teachers.

The provision of facilities for Coloured children in the country districts who are beyond the reach of existing primary schools is a matter which calls for serious consideration. The extension of the farm-school system and the establishment of indigent hostels aided by the Administration, as suggested in the Commission's recommendation, would go a long way towards solving this very real difficulty.

Elimination and Retardation in Coloured Primary Schools.

The tables which appear in the Report of the Commission have been brought up to date and are printed below :—

CAPE PROVINCE COLOURED PRIMARY ELIMINATION TABLES.

(i) A COMPARITIVE TABLE OF COLOURED PUPILS IN DIFFERENT STANDARDS.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Total.
1932.....	13,323	11,206	8,896	5,265	3,161	2,315	44,166
1933.....	13,626	12,326	9,557	5,943	3,613	2,513	47,578
1934.....	14,300	12,575	10,501	6,616	3,994	2,805	50,791
1935.....	14,835	12,960	10,556	7,076	4,124	2,845	52,396
1936.....	14,649	13,147	10,824	7,382	4,479	2,734	53,215
1937.....	15,889	13,248	11,065	7,609	4,767	3,105	55,683

(ii) PERCENTAGES BASED ON PRECEDING TABLE.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
1932.....	100	—	—	—	—	—
1933.....	100	93	—	—	—	—
1934.....	100	92	79	—	—	—
1935.....	100	91	77	53	—	—
1936.....	100	89	76	54	34	—
1937.....	100	90	75	53	35	23

CAPE PROVINCE.
AGE-STANDARD TABLE.

TABLE SHOWING DISTRIBUTION OF COLOURED PUPILS BY AGES AND STANDARDS IN PRIMARY SCHOOLS, JUNE, 1937.

Ages.	Sub. Std. A.	Sub. Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Uncl.	Total.	Per- centage.
Under 7 years.....	7,355	187	9	—	—	—	—	—	38	7,589	7
7 years.....	10,095	2,201	463	14	—	—	—	—	11	12,786	11·9
8 years.....	7,494	4,267	2,188	394	27	1	—	—	8	14,379	13·4
9 years.....	4,256	3,980	3,782	1,927	407	31	2	—	5	14,390	13·5
10 years.....	2,376	2,680	3,544	3,107	1,705	369	27	1	2	13,814	12·9
11 years.....	1,293	1,584	2,495	2,986	2,610	1,269	297	40	1	12,575	11·8
12 years.....	738	990	1,659	2,366	2,657	2,029	956	239	2	11,636	10·9
13 years.....	357	559	903	1,299	1,836	1,887	1,386	655	—	8,882	8·3
14 years.....	207	273	484	661	1,023	1,170	1,122	859	1	5,800	5·4
15 years.....	83	133	225	301	491	544	627	731	—	3,135	2·9
16 years.....	26	49	91	129	224	209	229	382	1	1,340	1·3
17 years.....	17	24	36	45	58	60	85	129	—	454	0·4
18 years.....	5	6	9	12	21	31	22	46	—	152	0·2
19 years and over.....	6	7	1	7	4	9	14	23	1	72	0·1
TOTAL NO. OF PUPILS.....	34,308	16,940	15,889	13,248	11,065	7,609	4,767	3,105	70	107,001	100
Percentage of Pupils in various Standards...	32·1	15·8	14·9	12·4	10·3	7·1	4·5	2·9	—	100	

AGE STANDARD TABLE.

TABLE SHOWING DISTRIBUTION OF EUROPEAN PUPILS BY AGES AND STANDARDS IN PRIMARY SCHOOL, JUNE, 1937.

Ages.	Sub. A.	Sub. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified.*		Total.	Percent age.
									A.	B.		
Under 7 years.....	8,694	1,194	137	5	—	—	—	—	2	7	10,039	7·8
7 years.....	5,468	5,841	3,399	284	8	1	—	—	15	2	15,018	11·6
8 years.....	1,237	3,782	6,986	3,283	319	7	—	—	32	8	15,654	12·1
9 years.....	213	891	4,278	6,703	3,082	324	12	1	56	19	15,579	12
10 years.....	57	201	1,402	4,398	6,275	2,807	328	18	68	24	15,578	12
11 years.....	9	39	363	1,617	4,557	5,723	2,722	336	97	26	15,489	12
12 years.....	10	21	104	516	2,166	4,392	5,351	2,375	100	27	15,062	11·7
13 years.....	4	6	36	169	814	2,250	4,335	4,990	105	38	12,747	9·9
14 years.....	2	1	17	62	293	1,007	2,553	4,526	84	36	8,571	6·7
15 years.....	—	1	6	24	109	401	1,145	2,594	80	28	4,388	3·4
16 years.....	1	—	1	2	12	54	200	732	41	10	1,053	0·8
17 years.....	—	—	—	1	—	5	35	146	8	6	201	—
18 years.....	—	—	—	—	—	—	—	32	2	6	40	—
19 years and over.....	—	—	—	—	—	—	1	5	—	4	10	—
TOTAL NO. OF PUPILS.....	15,695	11,977	16,729	17,064	17,635	16,971	16,682	15,755	690	241	129,439	100
Percentage of Pupils in various Standards.....	12·1	9·3	12·9	13·2	13·6	13·1	12·9	12·2	0·5	0·2	100	—

* (A) Pupils in Special Classes for backward children.

* (B) Other unclassified pupils.

CAPE PROVINCE.

RETARDATION TABLE FOR COLOURED PRIMARY PUPILS.

TABLE SHOWING PUPILS ONE OR MORE YEARS ABOVE NORMAL AGE IN THE VARIOUS STANDARDS, JUNE, 1937.

No. of Years above Normal Age.	Standard I. Normal Age, 9 Years.	Standard II. Normal Age, 10 Years.	Standard III. Normal Age, 11 Years.	Standard IV. Normal Age, 12 Years.	Standard V. Normal Age, 13 Years.	Standard VI. Normal Age, 14 Years.	Total.	Percentage.
1 Year.....	3,544	2,986	2,657	1,887	1,122	731	12,927	41·9
2 Years.....	2,495	2,366	1,836	1,170	627	382	8,876	28·7
3 ".....	1,659	1,299	1,023	544	229	129	4,883	15·8
4 ".....	903	661	491	209	85	46	2,395	7·7
5 ".....	484	301	224	60	22	23	1,114	3·6
6 ".....	225	129	58	31	14	—	457	1·5
7 ".....	91	45	21	9	—	—	166	0·5
8 ".....	36	12	4	—	—	—	52	0·2
9 ".....	9	7	—	—	—	—	16	0·1
10 ".....	1	—	—	—	—	—	1	—
11 ".....	—	—	—	—	—	—	—	—
Total No. of Pupils above Normal Age....	9,447	7,806	6,314	3,910	2,099	1,311	30,887	100·0
Percentage of Retarded Pupils above Normal Age in each Class.....	59·4	58·9	57·1	51·4	44·0	42·2	55·5	—

MEDIAN AGE FOR EUROPEAN AND COLOURED PUPILS FOR EACH STANDARD, JUNE, 1937.

Standard.	European.	Coloured.
Sub-Standard A.....	6.90	7.97
" B.....	7.82	9.46
Standard I.....	8.69	10.42
" II.....	9.74	11.40
" III.....	10.86	12.29
" IV.....	11.93	13.06
" V.....	12.99	13.79
" VI.....	14.35	14.72

PERCENTAGE ATTENDANCE FOR EUROPEAN AND COLOURED PUPILS.

Year.	All Schools.		Cape Division Schools Only.	
	European.	Coloured.	European.	Coloured.
1936.....	91.9	85.1	91.1	87.6
1937.....	92.2	85.3	91.1	87.0

A study of the age-standard tables for Coloured and European children reveals the following facts:—

- (i) The Sub-standard A enrolment in the Coloured schools in the Cape Province in 1937 was 32.1 per cent. of the total primary enrolment; the corresponding percentage for European schools was 12.1.
- (ii) The Standard VI enrolment in Coloured schools was 2.9 per cent. of the total enrolment and the corresponding percentage for European schools was 12.2.
- (iii) In Sub-standard A there were 5,108 Coloured pupils who were ten years and over; in Sub-standard B, 6,305. For European schools the corresponding numbers were 83 and 269 respectively.
- (iv) The total enrolment of under-sevens and seven year olds constituted 18.9 per cent. of the total enrolment; the corresponding percentage for European schools was only 19.4.

For comparative purposes, similar tables showing the position in the Cape Division only, where there are secondary and high schools, are given below:—

CAPE DIVISION: COLOURED PRIMARY ELIMINATION TABLES.
(i) A COMPARATIVE TABLE OF COLOURED PUPILS IN DIFFERENT STANDARDS.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Total.
1932.....	4,550	3,940	3,488	2,116	1,292	896	16,282
1933.....	4,595	4,579	3,572	2,365	1,495	932	17,538
1934.....	4,615	4,410	3,687	2,358	1,443	873	17,384
1935.....	5,576	4,855	4,238	2,819	1,763	1,111	20,362
1936.....	5,360	5,196	4,497	3,364	1,901	1,280	21,598
1937.....	5,505	5,114	4,404	3,216	2,024	1,045	21,308

(ii) PERCENTAGES BASED ON PRECEDING TABLE.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
1932.....	100	—	—	—	—	—
1933.....	100	101	—	—	—	—
1934.....	100	96	81	—	—	—
1935.....	100	105	92	62	—	—
1936.....	100	93	97	73	42	—
1937.....	100	95	79	70	44	23

CAPE DIVISION.
AGE STANDARD TABLE.

TABLE SHOWING DISTRIBUTION OF COLOURED PUPILS BY AGES AND STANDARDS IN PRIMARY SCHOOLS, JUNE, 1937.

Ages.	Sub. A.	Sub. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified.		Total.	Percentage.
Under 7.....	2,249	77	6	—	—	—	—	—	—	—	2,332	6.4
7.....	3,181	991	299	7	1	—	—	—	—	—	4,479	12.3
8.....	3,168	1,715	1,185	261	18	—	—	—	—	—	6,347	17.5
9.....	763	1,370	1,676	1,144	169	25	1	—	—	—	5,148	14.2
10.....	287	613	1,186	1,422	1,000	266	22	—	—	—	4,796	13.2
11.....	125	256	678	1,170	1,276	751	197	23	—	—	4,476	12.3
12.....	55	107	303	721	1,074	947	558	142	—	—	3,907	10.8
13.....	1	44	118	271	571	747	664	322	—	—	2,738	7.5
14.....	3	11	44	84	227	345	377	317	—	—	1,408	3.9
15.....	2	4	8	26	56	110	178	195	—	—	579	1.6
16.....	—	3	1	5	11	24	23	41	—	—	108	0.3
17.....	—	—	1	3	1	—	4	4	—	—	13	—
18.....	—	—	—	—	—	—	—	1	—	—	1	—
19 and over.....	—	—	—	—	—	1	—	—	—	—	1	—
Total No. of Pupils.....	9,834	5,191	5,505	5,114	4,404	3,216	2,024	1,045	—	—	36,333	100
Percentage of Pupils in various Standards.....	27.1	14.3	15.1	14.1	12.1	8.8	5.6	2.9	—	—	100	—

CAPE DIVISION.

TABLE SHOWING DISTRIBUTION OF EUROPEAN PUPILS BY AGES AND STANDARDS IN PRIMARY SCHOOLS, JUNE, 1937.

Ages.	Sub. A.	Sub. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified.		Total.	Percentage.
									(A.)	(B.)		
Under 7....	1,841	253	34	4	—	—	—	—	—	—	2,132	9.1
7.....	902	1,033	768	88	5	—	—	—	7	—	2,803	12
8.....	171	572	1,263	754	102	4	—	—	11	2	2,880	12.4
9.....	33	130	670	1,249	681	93	1	—	18	5	2,880	12.4
10.....	13	26	230	612	1,111	637	102	22	15	6	2,774	12
11.....	—	7	55	240	673	1,069	659	117	33	5	2,858	12.3
12.....	1	1	19	60	330	675	975	579	36	3	2,679	11.5
13.....	—	1	4	28	125	321	743	970	34	12	2,238	9.6
14.....	—	—	3	8	43	126	391	712	26	6	1,315	5.6
15.....	—	—	—	4	6	43	156	341	20	10	580	2.5
16.....	—	—	—	—	1	11	21	93	8	2	136	.6
17.....	—	—	—	—	—	—	5	15	—	—	20	—
18.....	—	—	—	—	—	—	—	1	—	—	1	—
19 and over.	—	—	—	—	—	—	—	—	—	—	—	—
TOTAL....	2,962	2,023	3,046	3,047	3,077	2,979	3,053	2,850	208	51	23,296	100
Percentage..	12.7	8.7	13.1	13.1	13.2	12.8	13.1	12.2	0.9	0.2	—	100

CAPE DIVISION.

RETARDATION TABLE FOR COLOURED PRIMARY PUPILS.

TABLE SHOWING PUPILS ONE OR MORE YEARS ABOVE NORMAL AGE IN THE VARIOUS STANDARDS, JUNE, 1937.

No. of Years above Normal Age.	Standard I. Normal Age, 9 Years.	Standard II. Normal Age, 10 Years.	Standard III. Normal Age, 11 Years.	Standard IV. Normal Age, 12 Years.	Standard V. Normal Age, 13 Years.	Standard VI. Normal Age, 14 Years.	Total.	Percentage.
1 year.....	1,186	1,170	1,074	747	377	195	4,749	55.2
2 years.....	678	721	571	345	178	41	2,534	29.4
3 ".....	303	271	227	110	23	4	938	10.9
4 ".....	118	84	56	24	4	1	287	3.3
5 ".....	44	26	11	—	—	—	81	0.9
6 ".....	8	5	1	—	—	—	14	0.2
7 ".....	1	3	—	1	—	—	5	0.1
8 ".....	1	—	—	—	—	—	1	—
9 ".....	—	—	—	—	—	—	—	—
10 ".....	—	—	—	—	—	—	—	—
11 ".....	—	—	—	—	—	—	—	—
Total No. of Pupils above Normal Age..	2,339	2,280	1,940	1,227	582	241	8,609	100.0
Percentage of Retarded Pupils above Normal Age in each Class.....	42.5	44.6	44.0	38.2	28.8	23.1	40.4	—

MEDIAN AGE FOR EUROPEAN AND COLOURED PUPILS FOR EACH STANDARD.

CAPE DIVISION.

Standard.	European.	Coloured.
Sub. A.....	6·80	7·84
„ B.....	7·73	8·89
Standard I.....	8·57	9·75
„ II.....	9·54	10·81
„ III.....	10·68	11·79
„ IV.....	11·71	12·60
„ V.....	12·78	13·35
„ VI.....	13·73	14·11

The recommendations of the Commission under the heading *Elimination and Retardation in Coloured Primary Schools* (Paragraph 885) are fundamental and, if carried out, will effect a steady improvement of the present most unsatisfactory position.

Under the existing staffing rules for Coloured schools, it is possible, provided the necessary funds are available, for a school to receive an assistant-teacher when the enrolment reaches 40, and an additional assistant-teacher for every increase of 45 in the enrolment thereafter. Owing to the very limited funds made available for granting additional teachers, it has not been possible to apply this rule to every Coloured school, and an examination of the position as at 30th September, 1937, reveals a shortfall of 269 teachers.

At 30th June, 1937, there were 2,722 teachers giving instruction to 110,292 pupils, i.e., in theory an average of 40·5 pupils per teacher. In actual practice, however, the majority of the teachers, and especially those in the lower classes, were called upon to instruct classes of many more than 40·5 pupils.

To provide effective instruction there is no doubt that the staffing position should be placed on a more satisfactory basis, and that a serious attempt should be made to lower the present high average per teacher as soon as possible. To bring this about it is essential that more adequate funds should be made available for providing additional teaching staff.

Steps have been taken to provide suitable courses of training whereby teachers who have specialised in infant school methods will become available to give instruction in the lower classes.

The provision of books for Coloured primary schools is dealt with under Section 344 (a) of Ordinance No. 5 of 1921, as amended by Sections 1 of Ordinance No. 10 of 1922, and 12 of Ordinance No. 14 of 1923. Originally approved books and requisites were supplied free in all primary schools (i.e. up to and including the sixth standard). For financial reasons it was found necessary to restrict free issues to all schools, and now all books and requisites must be paid for at cost price to the Administration, plus an administrative charge, subject to certain remissions, viz.:—

- (a) In all schools under a school board a remission not exceeding 20 per cent. of the total value of books and requisites supplied may be granted by the board to indigent children.
- (b) In schools for Coloured or Native pupils not under a school board, a remission not exceeding 50 per cent. of the total value of books and requisites supplied may be granted by the managers to indigent children.

Owing to the lack of subsidy provision, no special classes for Coloured deviate children have as yet been established. If and when a revision of the present Coloured subsidy rate takes place, the need of a special subsidy for this type of education should be stressed.

Secondary Education.

The considerations that gave rise to the Commission's recommendation that increased secondary facilities should be provided are reprinted below:—

“ 929. As far as the Cape Province is concerned the facilities for secondary education are fairly well distributed. This is particularly true of the south of the Province. There is a chain of institutions at which secondary education up to and including Standard VIII may be obtained—Capetown, Stellenbosch, Paarl, Worcester, Riversdale, Oudtshoorn, Uitenhage, Port Elizabeth, East London. A glance at a map will show that the provision already made for the southern districts is well spaced and reasonably adequate. A centre to serve the districts of Caledon and Bredasdorp is probably the only additional provision immediately required in the southern area.

930. In the midland area there is as yet one secondary school only, viz., that at Beaufort West. The situation of this school has been well chosen; Beaufort

West, by reason of its geographical position, ought to serve a wide area. But it would appear that there is need for a secondary school in the eastern midlands—preferably at Graaff-Reinet or Cradock. Further, there are indications that the time is not far distant when a secondary school will be required in the Transkeian Territories—either at Umtata, the capital of the Territories, or at Kokstad, which has the largest Coloured enrolment of any town in the Territories.

931. In the north of the Province there is only one centre of Coloured secondary education—Kimberley. Additional provision is necessary; and a suitable centre for a new secondary school would seem to be Upington, which already has a “united” primary school formed out of a number of mission schools.

932. Save in the Cape Division itself, there are no facilities for secondary education in any of the districts abutting on the western seaboard of the Province. These districts (Malmesbury, Piquetberg, Clanwilliam, Van Rhynsdorp and Namaqualand) have a combined primary enrolment of between six and seven thousand—an ample constituency for a secondary school.”

The position in so far as the southern area is concerned has been met by the decision to establish a secondary school at Genadendal, and the other cases where it is considered that secondary facilities should be made available have been postponed by the Executive Committee until more satisfactory arrangements regarding subsidy have been made. The present subsidy of £5. 5s. per pupil has proved to be inadequate for primary education, and far more so in the case of secondary education, the cost of which cannot possibly be met by a subsidy of £5. 5s. per pupil.

Training of Teachers.

The scheme of Coloured teacher-training provides a two-year Primary Teacher's Lower Course for those holding the Junior Certificate, followed by third-year courses for the Primary Teacher's Higher Certificate.

The Lower Course is mainly professional in character, but includes a number of cultural subjects; the Third-year courses are of a specialized character in subjects such as manual training, domestic science, physical culture, infant school work, etc. The aim is to produce teachers who are not only soundly-trained general practitioners, but who have specialised in a branch of primary-school work.

The recommendation of the Commission coincides with what is at present being done in teacher-training.

In 1937 there were seven training schools and one training department for Coloured primary teachers. Three of these training schools, together with the training department attached to the St. Augustine's Coloured School at Parow, are situated in Cape Town; one is at Paarl; one at Worcester; one at Kimberley and one at Uitenhage.

While the number of training institutions may be considered sufficient, the Commission's view is that they are not distributed satisfactorily over the Province. Although the Cape Division provides about one-third of the total Coloured school enrolment for the Province, it has four institutions, that is half of the total, for the training of Coloured teachers, whereas beyond Worcester there are only two such institutions, namely, at Kimberley and Uitenhage.

In theory the Commission's recommendation that these training institutions should be redistributed is a sound one. In putting it into practice, however, there are certain inherent difficulties that will call for serious consideration, not the least of which is the question of accommodation. All of the institutions are denominational in character and are accommodated in buildings erected at great expense by the churches.

Any scheme for the curtailment of the existing facilities in the Cape Division should only be undertaken with the co-operation of the church or churches concerned. At the same time, I am in agreement with the view that the claims of the south-western districts of the Province should receive due consideration, and towards this end, I propose in the near future to investigate the possibility of a training school at some suitable centre in the south-western area.

It is a matter for regret that in our present system of training of Coloured teachers it has not yet been possible to make provision for Matriculated students. The University of Cape Town admits Coloured students to its courses of secondary training, and in this way a small supply of highly qualified Coloured teachers is obtained. The number of students in training is, however, far too small to meet the need that exists for Coloured secondary teachers.

It is highly desirable that a three-year professional and academic course after Matriculation, and culminating in a

secondary diploma, should be instituted for Coloured students. Such a course should meet the needs of the majority of teachers required for Coloured secondary work.

Vocational, Technical and Higher Education.

The provision of increased facilities at the Technical Colleges is a matter which falls to be dealt with by the Union Education Department.

The provision of suitable vocational education for Coloured children has been under consideration by the Provincial Consultative Committee, and it is understood that the Union Government is contemplating making some provision in this direction.

Subsidy for Coloured Education.

It will be readily appreciated that in order to put into effect the recommendations of the Commission, and to place the education of the Coloured child on a sound footing, it is essential that the Union subsidy to the Province must be materially increased. The matter is of such paramount importance as affecting the development of Coloured education, that I desire to direct special attention to the following statement of the position, as submitted by this Department to the Commission but since brought up to date:—

The present system of financing Coloured education came into force in 1925 as the result of the recommendations of the Baxter Commission. That Commission ascertained the cost per Coloured pupil in 1921-22 and found it to be approximately £3. 8s. per annum. The Commission expressed the view that the Coloured teachers had an overwhelming case for an increase of 50 per cent. on the average in their salaries, and accordingly recommended a subsidy of £5. 5s. per annum per pupil. The financial year 1925-26 was the first in which this subsidy was paid, and the amount then drawn by the Province was £231,910. Ten years later, in the financial year 1935-36, the subsidy paid by the Union Government for Coloured education was £424,235. In addition to the subsidy the Provincial Administration receives revenue from Coloured pupils in the shape of school fees, examination fees, and payments for books and requisites. This amount was £4,570 in 1925-26 and £10,569 in 1936-37. If we take the sum of subsidy and fees, etc., we find that the total revenue for the purposes of Coloured education was £236,480 in 1925-26 and £455,936 in 1936-37—an increase of £219,456.

On the expenditure side, we find that in 1925-26 the sum expended on Coloured education was only £220,214. In other words, in the first year of the new subsidy arrangements the Province made a profit on Coloured education of £16,266. (The profit, however, was more apparent than real, for various items such as central administration, school board administration, inspection, etc., were not charged against Coloured education.) In the following year, 1926-27, revenue and expenditure practically balanced, since the revenue was £247,653 and the expenditure £246,877. But from 1927-28 onwards the expenditure rapidly outstripped revenue until we arrive at the position that in 1936-37 the expenditure on Coloured education was £565,004 as compared with the revenue of £455,936—a difference of £109,068. This difference has to be found by the Province out of taxation and assigned revenues. The estimated shortage for 1937-38 is £143,300.

The enrolment of Coloured pupils has gradually increased during the same period; in 1925 there were 53,051 Coloured pupils in school in the Cape Province, and in 1936 this number had increased to 103,470. The rate of increase in enrolment is naturally proportionate to the rate of increase in the subsidy. The additional expenditure of £125,000 per annum represented by the changing of a "profit" of £16,000 in 1925-26 to a "loss" of £109,000 in 1936-37 is accounted for by the various improvements that have been introduced in the system of Coloured education. The following are some of the more important new departures during the ten-year period referred to:—

- (1) The scales of teachers' salaries were considerably increased in 1925 and again in 1930, in accordance with the views of the Baxter Commission.
- (2) The level of teachers' qualifications has risen appreciably, resulting in additional expenditure on teachers' salaries.
- (3) A greatly improved teachers' pension scheme was introduced in 1934.
- (4) Sick leave privileges on the same basis as for European teachers were introduced in 1935.
- (5) The staffing scale in Coloured schools has year by year been improved. In 1921-22, the year in respect of which the Baxter Commission made its calculations, the average number of pupils per teacher in a Coloured school was 45. In 1936-37 this average had been brought down to 40.

- (6) Facilities for secondary education, which were practically non-existent in 1925, are being rapidly extended through the Province.
- (7) Free secondary education up to the age of "fifteen plus" was introduced in 1931.
- (8) Secondary boarding and conveyance bursaries were introduced in 1931.
- (9) The training of Coloured teachers has practically been revolutionized, and is now on a very sound footing. The lowest-grade Coloured teacher has now to pass the Junior Certificate Examination and to be trained thereafter for two years in a properly organized, equipped and staffed training school.
- (10) Considerable assistance is now given to the churches towards the erection of buildings for school purposes.

PUPILS AND SCHOOLS.

At 30th September, 1936, there were 829 schools with a total enrolment of 104,488 pupils; at 30th September, 1937, the corresponding figures were 868 and 110,544—an increase of 39 schools and 6,056 pupils.

While this increase is satisfactory, it must not be lost sight of that there are still very many children who are not in school, and it is essential that for them also the necessary educational facilities should be made available.

At the beginning of 1937 a new secondary school was established at Riversdale. At 30th September, 1936, fourteen schools were giving secondary instruction to 1,862 pupils; at 30th September, 1937, there were fifteen schools and 2,785 pupils, i.e. an increase of 923 pupils.

This increase, due in a large measure to the higher qualifications necessary for entry to the teaching profession, as well as to the growing demand for higher education, is very satisfactory, but as indicated earlier on in this report, there is still need for expansion in Coloured secondary education.

TEACHERS.

The total number of teachers employed at 30th June, 1936, was 2,610, of whom 2,455 were certificated and 155 uncertificated. At 30th June, 1937, the corresponding figures were 2,722 teachers employed: 2,575 certificated and 147 uncertificated.

This represents an increase of 112 teachers, all of whom were certificated. The number of uncertificated teachers decreased from 155 to 147. Thus every certificated teacher who left the service during the year was replaced by a certificated teacher, a certificated teacher was available for every additional post created, and 8 uncertificated teachers were replaced by certificated teachers.

The percentage which certificated teachers formed of the total number of teachers employed in Coloured schools was 94.6.

The number of students entering on training in 1937 was 281, an increase of 99 over the corresponding figure of 182 in 1936. Having regard to the fact that the minimum standard of general education required from intending Coloured teachers has been raised to Junior Certificate, this increase may be regarded as satisfactory. The quality of the teaching in Coloured schools can improve only if the quality of the teachers improves, and the rise in the level of qualification of certificated teachers will undoubtedly improve the general standard of instruction in the primary school. Elsewhere in this report I have already referred to the introduction of specialised courses of training in such subjects as infant school method, cookery and needle work, manual work and physical culture.

The increase of 112 teachers during the year has afforded a certain measure of relief, but the position of the staffing of Coloured schools as a whole still remains by no means satisfactory. Our financial resources have been unequal to the large increase in enrolment, and had the necessary funds been available, the total number of additional posts created would have been considerably more than 112.

Elsewhere in the report I have referred to the basis of staffing of schools and the serious shortage of staff that is handicapping the education of the Coloured child. The condition of affairs is serious and should be remedied with the least possible delay.

VACATION COURSES.

During the June-July vacation, a vacation course for Coloured teachers was held at the Salt River Training School under the supervision of Inspector H. R. Storey. Four hundred applications were received from all parts of the Province, but it was found necessary to restrict the admission to two hundred teachers.

PROVINCE OF THE CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

STATISTICS.

TABLE I.—AGE TABLE: COLOURED TOWN SCHOOLS.

A.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 1ST JUNE, 1937—BOYS.

Ages.	NUMBER OF BOYS.													Total No. of Boys.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclassified.		
Under 7 years.....	2,990	77	2	—	—	—	—	—	—	—	—	—	—	14	3,083
7 but not 8 yrs..	3,928	925	192	7	1	—	—	—	—	—	—	—	—	4	5,057
8 but not 9 yrs..	2,801	1,681	914	166	9	1	—	—	—	—	—	—	—	1	5,573
9 but not 10 yrs..	1,488	1,475	1,590	797	166	11	1	—	—	—	—	—	—	—	5,528
10 but not 11 yrs..	744	975	1,377	1,257	724	170	14	—	—	—	—	—	—	—	5,261
11 but not 12 yrs..	380	540	931	1,209	1,067	547	148	18	—	—	—	—	—	—	4,840
12 but not 13 yrs..	218	338	580	936	1,107	929	485	116	10	—	1	—	—	—	4,720
13 but not 14 yrs..	88	188	298	478	742	862	687	319	81	9	—	—	—	—	3,752
14 but not 15 yrs..	52	83	160	238	426	532	579	440	184	53	2	1	—	—	2,750
15 but not 16 yrs..	19	43	78	112	171	242	332	404	198	125	13	2	—	—	1,739
16 but not 17 yrs..	5	9	35	43	82	104	114	215	132	111	27	15	—	—	892
17 but not 18 yrs..	2	5	9	9	25	27	46	65	83	87	36	18	—	—	412
18 but not 19 yrs..	—	2	3	4	8	15	10	25	31	55	20	15	—	—	188
19 and over.....	1	—	—	—	2	4	8	12	22	70	19	21	1	—	160
Total number of Pupils.....	12,716	6,341	6,169	5,256	4,530	3,444	2,424	1,614	741	510	118	72	20	—	43,955

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TABLE I.—AGE TABLE: COLOURED TOWN SCHOOLS.

B.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 1ST JUNE, 1937: GIRLS.

Ages.	NUMBER OF GIRLS.													Total No. of Girls.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclas-sified.		
Under 7 years.....	2,918	95	7	—	—	—	—	—	—	—	—	—	—	10	3,030
7 but not 8 yrs..	3,914	928	243	5	1	—	—	—	—	—	—	—	—	6	5,097
8 but not 9 yrs..	2,743	1,781	1,028	198	16	—	—	—	—	—	—	—	—	3	5,769
9 but not 10 yrs..	1,429	1,502	1,611	947	209	19	1	—	—	—	—	—	—	4	5,722
10 but not 11 yrs..	812	970	1,457	1,384	805	186	13	1	—	—	—	—	—	1	5,629
11 but not 12 yrs..	413	534	935	1,199	1,196	640	146	20	1	—	—	—	—	—	5,084
12 but not 13 yrs..	234	316	562	906	1,091	890	410	119	10	—	—	—	—	2	4,540
13 but not 14 yrs..	108	158	304	472	719	771	579	306	46	9	—	—	—	—	3,472
14 but not 15 yrs..	59	76	140	209	329	406	403	328	106	27	1	1	1	1	2,086
15 but not 16 yrs..	18	28	45	80	159	163	211	250	103	58	5	2	—	—	1,122
16 but not 17 yrs..	5	13	24	30	58	55	65	115	79	70	11	5	—	—	530
17 but not 18 yrs..	2	3	9	12	8	11	20	45	39	56	3	5	—	—	213
18 but not 19 yrs..	2	—	2	2	3	3	6	11	7	20	1	4	—	—	61
19 and over.....	—	—	—	—	—	1	3	5	11	16	—	4	—	—	40
Total number of Pupils.....	12,657	6,404	6,367	5,444	4,594	3,145	1,857	1,200	402	256	21	21	27	42,395	

Table A: Boys..... 43,955

Table B: Girls..... 42,395

TOTAL PUPILS..... 86,350

COLOURED TOWN SCHOOLS.

TABLE II. MEDIUM TABLE.

	Number of Pupils receiving instruction through the medium of :					Total Pupils.
	Mainly or Exclusively English.	Mainly or Exclusively Afrikaans.	English and Afrikaans (more or less equally)	Total.		
				Boys.	Girls.	
	(1)	(2)	(3)	(4)	(5)	(6)
Sub-St. A.....	2,570	20,106	2,697	12,716	12,657	25,373
Sub-St. B.....	1,370	8,913	2,462	6,341	6,404	12,745
St. I.....	1,975	7,077	3,484	6,169	6,367	12,536
St. II.....	2,071	4,868	3,761	5,256	5,444	10,700
St. III.....	2,274	3,336	3,514	4,530	4,594	9,124
St. IV.....	2,059	1,787	2,743	3,444	3,145	6,589
St. V.....	1,821	893	1,567	2,424	1,857	4,281
St. VI.....	1,328	542	944	1,614	1,200	2,814
St. VII.....	958	74	111	741	402	1,143
St. VIII.....	663	41	62	510	256	766
St. IX.....	139	—	—	118	21	139
St. X.....	93	—	—	72	21	92
Unclassified.....	—	45	2	20	27	47
TOTALS.....	17,321	47,682	21,347	43,955	42,395	86,350

III. PERMANENT TEACHING STAFF.

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	Certificated.			Uncertificated.			Totals.
	Graduates.	Non-Graduates.		Graduates.	Non-Graduates.		
		Matriculated.	Non-Matriculated.		Matriculated.	Non-Matriculated.	
Males.....	65	82	768	1	—	31	947
Females.....	68	58	905	7	5	77	1,120

TABLE I.—AGE TABLE: COLOURED COUNTRY SCHOOLS.
A.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 1ST JUNE, 1937: BOYS.

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Ages.	NUMBER OF BOYS.													Total No. of Boys.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclas-sified.		
Under 7 years.....	747	9	—	—	—	—	—	—	—	—	—	—	—	4	760
7 but not 8 yrs....	1,103	154	10	1	—	—	—	—	—	—	—	—	—	—	1,268
8 but not 9 yrs....	953	384	119	11	1	—	—	—	—	—	—	—	—	3	1,471
9 but not 10 yrs....	662	484	253	79	9	—	—	—	—	—	—	—	—	1	1,488
10 but not 11 yrs....	398	357	342	245	75	6	—	—	—	—	—	—	—	—	1,423
11 but not 12 yrs....	242	254	299	267	176	38	2	2	—	—	—	—	—	—	1,280
12 but not 13 yrs....	133	160	255	242	222	98	36	3	—	—	—	—	—	—	1,149
13 but not 14 yrs....	67	103	146	179	184	131	77	11	—	—	—	—	—	—	898
14 but not 15 yrs....	49	54	103	118	147	126	79	51	—	—	—	—	—	—	727
15 but not 16 yrs....	23	34	45	60	89	85	51	37	—	—	—	—	—	—	424
16 but not 17 yrs....	5	17	16	34	51	33	29	22	—	—	—	—	—	—	207
17 but not 18 yrs....	7	8	7	14	16	12	10	11	—	—	—	—	—	—	85
18 but not 19 yrs....	1	3	2	5	6	9	5	8	—	—	—	—	—	—	39
19 and over.....	2	5	—	3	1	3	1	2	—	—	—	—	—	—	17
Total number of Pupils	4,392	2,026	1,597	1,258	977	541	290	147	—	—	—	—	8	11,236	

TABLE I.—AGE TABLE: COLOURED COUNTRY SCHOOLS.
 B.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 1ST JUNE, 1937: GIRLS.

Ages.	NUMBER OF GIRLS.													Total No. of Girls.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclassified.		
Under 7 years.....	700	6	—	—	—	—	—	—	—	—	—	—	—	10	716
7 but not 8 yrs....	1,150	194	18	1	—	—	—	—	—	—	—	—	—	1	1,364
8 but not 9 yrs....	997	421	127	19	1	—	—	—	—	—	—	—	—	1	1,566
9 but not 10 yrs....	677	519	328	104	23	1	—	—	—	—	—	—	—	—	1,652
10 but not 11 yrs....	425	378	368	221	101	7	—	—	—	—	—	—	—	1	1,501
11 but not 12 yrs....	258	256	330	311	171	44	1	—	—	—	—	—	—	1	1,372
12 but not 13 yrs....	153	176	262	282	237	112	25	1	—	—	—	—	—	—	1,248
13 but not 14 yrs....	94	110	155	170	191	123	43	19	—	—	—	—	—	—	905
14 but not 15 yrs....	47	60	81	96	121	106	61	40	—	—	—	—	—	—	612
15 but not 16 yrs....	23	28	57	49	72	54	33	40	—	—	—	—	—	—	356
16 but not 17 yrs....	11	10	16	22	33	17	21	30	—	—	—	—	—	1	161
17 but not 18 yrs....	6	8	11	10	9	10	9	8	—	—	—	—	—	—	71
18 but not 19 yrs....	2	1	2	1	4	4	1	2	—	—	—	—	—	—	17
19 and over.....	3	2	1	4	1	1	2	4	—	—	—	—	—	—	18
Total number of Pupils	4,546	2,169	1,756	1,290	964	479	196	144	—	—	—	—	—	15	11,559

Total A: Boys..... 11,236

Total B: Girls..... 11,559

TOTAL PUPILS..... 22,795

TABLE II. MEDIUM TABLE.

	Number of Pupils receiving instruction through the medium of:					Total Pupils.
	Mainly or Exclusively English.	Mainly or Exclusively Afrikaans.	English and Afrikaans (more or less equally)	Total.		
				Boys.	Girls.	
(1)	(2)	(3)	(4)	(5)	(6)	
Sub St. A.....	351	7,750	837	4,392	4,546	8,938
Sub-St. B.....	130	3,403	662	2,026	2,169	4,195
St. I.....	109	2,148	1,096	1,597	1,756	3,353
St. II.....	78	1,576	894	1,258	1,290	2,548
St. III.....	101	1,177	663	977	964	1,941
St. IV.....	69	523	428	541	479	1,020
St. V.....	28	229	229	290	196	486
St. VI.....	30	106	155	147	144	291
St. VII.....	—	—	—	—	—	—
St. VIII.....	—	—	—	—	—	—
St. IX.....	—	—	—	—	—	—
St. X.....	—	—	—	—	—	—
Unclassified.....	—	21	2	8	15	23
TOTALS.....	896	16,933	4,966	11,236	11,559	22,795

III. PERMANENT TEACHING STAFF.

	Certificated.			Uncertificated.			Totals.
	Graduates.	Non-Graduates.		Graduates.	Non-Graduates.		
		Matriculated.	Non-Matriculated.		Matriculated.	Non-Matriculated.	
Male.....	20	19	341	1	2	20	403
Female.....	5	9	141	3	3	24	185

CHAPTER X.

NATIVE EDUCATION.

The changes in the method of controlling and financing Native Education which were suggested by the Inter-Departmental Committee on Native Education were considered on two occasions during the year by the Executive Committees of the Provincial Councils, meeting together as a Consultative Committee. The result of the discussions was to show that unanimous agreement to the proposal that the Union Government should assume full financial and administrative control was impossible.

The question was also discussed at the first meeting of the Native Representative Council held at Pretoria in December, 1937, this body finally resolving unanimously that full control of Native Education should be transferred to the Union Government and exercised by the Minister of Education.

The transfer of Native Education to the Union Government was also supported by the Native Affairs Commission in a Report published in November, the Commission, however, expressing the view that the Department of State which should administer the service should be the Department of Native Affairs and not the Education Department.

In August representatives of the four Advisory Boards for Native Education met in Pretoria and subsequently appeared as a deputation before members of the Cabinet. The proposal placed before the Government by the Advisory Boards was that a Union Advisory Board for Native Education should be formed, that this body should advise the Government on general educational questions and on the allocation of funds annually to the various Provinces for Native education, and that the Department controlling these funds should be the Union Education Department. This suggestion was subsequently endorsed by the Consultative Committee and is to be considered by the Government.

The year therefore ended without any change being made in the system of controlling and financing Native education. A final decision as to what changes, if any, in the present system shall be made, will presumably be reached during 1938.

Following upon the publication in 1936 of the report of the Inter-Departmental Committee on Native Education, a meeting was arranged and took place in January, 1938, of

the Chief Inspectors of Native Education for the four Provinces. Recommendations were in due course submitted by the Chief Inspectors with a view to securing greater uniformity in the administration of Native Education in the four Provinces and to effecting such reforms in the Native educational system, recommended by the Inter-Departmental Committee, as were practicable under the present system of finance and control. I thereafter approved of action being taken on these recommendations as follows:—

- (1) New salary scales for practically all European teachers employed in Native post-primary schools and for European principal teachers of Native Practising schools were drafted and put into operation during 1937. The scales are based on the principle, agreed to by the Native Affairs Department, that such teachers should be paid on the same scales as would apply if they were doing work of the same or equivalent grade in European or Coloured schools. To enable adjusted scales to be applied to the principals of Native Training schools, amending legislation has been drafted and will come before the Provincial Council during the 1938 session.
- (2) Amending legislation has been prepared which, if adopted by the Provincial Council, will provide that all teachers in Native Secondary and High schools will from April, 1939, be paid *full* salaries by the Administration, the Missions being relieved of the present responsibility of finding one-third of each teacher's salary. Similarly it is proposed that the full cost of approved equipment, and of requisites for teacher's use, instead of only two-thirds of the cost, shall in future be met by the Administration. Tuition fees for Native Secondary school pupils are to be at a fixed rate of £2 per annum and are to accrue to Provincial Revenue.
- (3) The system of maintenance grants paid to the Institutions in respect of a proportion of Training school and Industrial school students is to be replaced, it is proposed, by a system providing for payment of capitation grants at the rate of £2 per student per annum in respect of all such students. The necessary amending legislation to enable this change to be made has been prepared and will come before the Provincial Council during the year.
- (4) A revision of the disciplinary clauses of the Education Ordinances at present in force affecting Native teachers has been undertaken; and it is proposed

to submit the revised draft to the Advisory Board for Native Education for consideration, and thereafter to have amending legislation prepared for submission to the Provincial Council at its 1939 session.

- (5) A census was taken during the year of the number of Coloured pupils attending Native schools; and steps are being taken to ensure that, wherever possible, such pupils should be transferred to Coloured schools or, where necessary and practicable, that separate provision be made for them by establishing new Coloured schools.
- (6) A departmental committee has been appointed to undertake the revision of the Native primary school course. This committee is to give special consideration *inter alia* to the question of the inclusion of both official languages in the course.

There has been an increase during the year of 59 in the number of aided Native schools in the Province, of 164 in the number of teachers employed and of 12,298 in the number of pupils enrolled. The rapid rate of increase in enrolment during recent years goes to show that the Native people are becoming more and more convinced that education is worthwhile for their children; but owing to the comparatively limited funds available for development it also has involved the Department and the Missions in embarrassing difficulties in attempting to keep the schools adequately equipped and staffed. The need of a more satisfactory system of financing Native education, of a system, that is, in which the funds available will bear some relation to the number of pupils receiving education is still insistent.

Apart from the difficulty of maintaining existing schools properly equipped and staffed, there are a number of special needs in Native education which cannot be met unless more generous financial provision can be made. The most urgent of these are as follows:—

- (i) The provision of suitable school accommodation in urban areas. The onus of providing school buildings at present rests on the missions, but the financial burden involved is in most town areas quite beyond the resources of the Churches.
- (ii) The aiding of new schools. Of these there are to-day several hundred in operation in the Province without aid from the Department, and many others are required and would be well supported if financial aid for them were available.

(iii) The provision of schools in "released areas" when these come to be settled by Natives, as some no doubt very soon will be.

(iv) The adoption of definite scales of salary, allowing for annual increments, for the primary school Native teachers who form the great bulk of the staff employed; and the establishment of a pension scheme for Native teachers, to replace the present system whereby the payment of pensions to such teachers is dependent on their being in receipt of Good Service Allowance at the time of retirement.

The cost to the State of providing for these urgent needs would be considerable and quite beyond the resources available in the Native Trust Fund for expenditure on Native education. The provision of the funds needed cannot, however, be much longer delayed if the Native demand for education is to be met and if reasonable scales of salary and conditions of service are to be provided for the thousands of Native teachers employed.

Further details of development and progress made during the year will be found in the report of the Chief Inspector for Native Education which appears as an appendix to this report.

CHAPTER XI.

FINANCE.

During the financial year ended 31st March, 1937, expenditure to the total of £3,910,683 was incurred on educational services other than interest and redemption charges, and particulars of expenditure under the main heads are furnished below together with corresponding particulars of expenditure in the previous year:—

	1936-37.	1935-36.
	£	£
A. Administration.....	28,831	25,034
B. School Boards and School Committees.....	54,407	55,205
C. School Inspection.....	38,682	35,853
D. Medical Inspection.....	13,467	10,726
<i>European Education.</i>		
E. Training of Teachers.....	53,491	51,060
F. Secondary Education.....	243,762	226,490
G. Primary Education.....	1,374,716	1,355,335
H. Combined Primary and Secondary Education.	958,153	926,799
J. Coloured Education.....	533,500	493,465
K. Native Education.....	399,137	379,661
L. General.....	198,062	261,367
M. Minor Works.....	14,475	9,926
TOTAL.....£	3,910,683	3,830,921

The increase of £79,762 on the expenditure of the previous year has gone for the most part in teachers' salaries. Partly this is accounted for by the appointment of additional teachers to cope with the increase in enrolment; but it should be pointed out that, even when the salary-scales remain unchanged, the average salary of a teacher tends constantly to rise. It will no doubt be of interest if I give a few of the more important reasons for the rise in the average salaries of teachers in European schools:—

(1) *The growth in the size of schools.*

During the ten-year period 1926-36, while the number of pupils increased by 17,652, the number of schools decreased by 211. This had the effect of raising the average size of a school and consequently the average salary of a principal. The extra expenditure thus occasioned however is more than offset by the fact that the larger the school, the larger is the proportion of pupils to teachers. In 1936 the number of teachers was 280 less than it would have been had the 1926 proportion of pupils to teachers prevailed.

(2) *The rise in the level of assistant-teachers' qualifications.*

This was formerly the most serious of all the factors; but the matter has largely been dealt with by the 1929 Ordinance, which raised the requirements for the various salary-scales prescribed in the Consolidated Ordinance, e.g., a woman primary assistant with a two-year post-matriculation qualification begins now at £150 per annum instead of at £180 per annum as formerly. There will however be (comparatively slight) additional expenditure under this head year by year, as the level of qualification is bound to rise. In exchange for this we are getting better-qualified teachers.

(3) *The lengthening of the professional life of teachers.*

This is the result of the teaching profession having become a life-work in itself, instead of being (as it often was in the past) a mere stepping-stone to other professions. In time this cause for additional expenditure will disappear.

(4) *The increasing masculinity of the teaching profession.*

In the last ten years, the proportion of men teachers has risen considerably—from 31 per cent. of the whole body of teachers to 39 per cent. The number of men employed has increased by 706; the number of women has decreased by 174. A man teacher costs anything from £30 per annum to £300 per annum more than a woman teacher. Even as it is, our figure of 39 per cent. is small as compared with 52 per cent. in the Transvaal.

(5) *The increasing proportion of secondary teachers.*

The present direction of educational growth is mainly in the secondary area; and in ten years the number of secondary teachers has increased by 44 per cent., while the number of primary teachers has increased by 8 per cent. A secondary teacher costs anything from £15 per annum to £225 per annum more than a primary teacher.

As has been stated, the foregoing remarks apply to the salaries of teachers in European schools; but in greater or less degree the same things may be said about the salaries of teachers in Coloured schools.

It will be seen that there has been an increase in the expenditure on medical services, a total of £13,467 being spent under this head in comparison with the expenditure of £10,726 in the previous year. The increase is attribut-

able mainly to the greater use made by schools of the facilities provided by the Department for the medical treatment of necessitous children.

The internal working of European schools showed an increase of £70,438 as compared with the increase of £76,124 in the previous year, *ad hoc* secondary (or high) schools accounting for £17,272, combined primary and secondary (or high) for £31,354, primary schools for £19,381 and training colleges for £2,431.

Coloured Education cost £40,035 more than in the previous year. The increase is mainly in respect of salaries, as in addition to provisions for normal increments it was necessary to provide for additional teachers appointed in view of the increase of approximately 6,000 in the roll of the Coloured schools.

The increase of expenditure on Native Education amounted to £19,476. Here again the increase is mainly on the salary vote, but normal increases of expenditure for other services have had to be provided in view of the increase by over 40,000 in the roll of Native schools.

The amount paid in respect of Interest and Redemption on loans for capital expenditure on school and hostel buildings amounted to £181,041. The corresponding payment for the previous year was £379,171, but this figure included a payment of £192,891 in settlement of outstanding loans raised at 6 per cent. This refund together with the lower interest rate now operating on consolidated loans accounts for the reduction in the interest and redemption payments when compared with the expenditure of £194,139 under this head in the financial year ended 31st March, 1935. The annual payments under this head will rise, however, in view of the necessity of providing additional accommodation, where required, out of loan funds.

If the expenditure on interest and redemption is added, the expenditure on educational services other than capital expenditure from loan funds totals £4,091,724, and this expenditure has had to be defrayed out of revenue assigned to the Province and from subsidy paid by the Union Government. The subsidy paid by the Union Government, including the nett subsidy in respect of Native Education, amounted to £2,910,931, and the balance of £1,180,793 was met out of revenues transferred or assigned and raised by the Province. It has been necessary to an increasing extent to rely on funds provided out of provincial revenues to defray expenditure on education.

REPORT OF THE CHIEF MEDICAL INSPECTOR OF
SCHOOLS 1937.

DR. H. MAUGHAN BROWN, M.D., Ch.B., D.P.H.

The past year has been one of disorganisation and disappointment but at the end there are grounds for hope in the future when the sanctioned expansion becomes an accomplished fact. During the previous year the Executive Committee had agreed to the expansion of the medical staff of the Department, but considerable delays occurred in following up this decision and when finally applications for the vacant posts were received, it was found possible to appoint only one extra medical inspector as the qualifications of the others applying were not sufficiently satisfactory. Meantime one of the existing staff had resigned on her approaching marriage, another had to retire on reaching the age for retirement, and a third had been granted six months' furlough.

This interference with the ordinary routine work of inspection in the schools has meant that many areas have not been visited and the numbers examined in the course of the year have dropped considerably.

In regard to the expansion of the nursing service, however, a happier state of affairs exists. Four extra posts were created and a large number of excellent applications were received.

During the course of the year the Executive Committee agreed to still further expansion of the work and sanctioned the appointment of two more medical inspectors and eight more nurses. At the moment we are awaiting the result of advertisements for these posts.

The following summary gives a tabular statement of the work carried out during the past year:—

	European.	Non-European.
Routine entrant and adolescent groups.....	11,350	1,221
Specially selected children.....	5,090	732
Re-examinations.....	1,492	136
Total number examined by Medical Inspectors.....	17,932	2,089
Total number examined by School Nurses.....	53,369	13,060
Grand total examined by medical staff.....	71,301	15,149
	86,450	
Schools visited by medical inspectors.....	270	18
Schools visited separately by school nurses.....	1,178	257
Training schools and colleges visited.....	12	—
Indigent boarding houses visited.....	89	—
Home visits paid.....	1,206	175
Lectures given by medical inspectors.....	29	—
Lectures given by school nurses.....	335	15

Changes in Staff.

Dr. Gertrude M. Neale resigned and terminated her services during the last quarter of 1936 prior to her marriage. During the past eight years Dr. Neale has worked in the Eastern Province under conditions of difficulty. We would record here our appreciation of all she has done in furthering the health of the children with whom she has had to deal.

Dr. Elsie M. Chubb at the end of 1936 had to retire on superannuation after 17 years of strenuous service for the children of the Cape. Her cheerfulness, common sense and all-round ability will be sadly missed in this section of the Department. Fortunately Dr. Chubb's services to the Department are not being lost entirely, as she has been appointed in a part-time capacity as a lecturer on hygiene to the student-teachers at the Department's training institutions. Furthermore, during the past year, when it was found impossible to fill the vacancies, Dr. Chubb has continued to carry out her past duties in a temporary capacity.

Dr. Elizabeth M. Reitz was transferred from the Transvaal Education Department and commenced work here in April, 1937. She has had considerable experience in working with school children both in Natal and the Transvaal, and we are fortunate in having the benefit of all this past training.

Dr. M. Vorster commenced work this year after serving previously in the health department of the Port Elizabeth Municipality.

Mrs. R. Clarke, one of the Assistant Nurses, died after a serious illness. Her health during the past few years had been very indifferent, and she carried out her duties under great difficulties. We would record here our appreciation of her ten years and more of hard work among the children in Kimberley and surrounding districts.

Cleanliness.

One of the big tasks of the School Nurse is the examination of the children's heads in order to secure a higher degree of cleanliness. The result of this routine practice has lessened the number of verminous heads considerably since the duty was first undertaken. Last year there was a set-back owing, probably, to the shortage through illness of the nursing staff. This year the situation has improved in the case of European children, but among non-European children the position is worse. The reason for this is almost certainly due to the fact that new Coloured schools have been visited which have not been inspected before. The tabular statement below shows the position during the past three years:—

	Europeans.			Non-Europeans.		
	1935.	1936.	1937.	1935.	1936.	1937.
Numbers.....	—	30,609	53,369	—	9,509	13,060
Percentage with lice..	0·6	0·7	0·5	1·7	2·0	2·1
Percentage with nits..	4·8	5·7	4·6	17·8	16·2	17·8

Special Education.

During the year special legislation was passed giving compulsory power to the Minister of Education and the heads of Provincial Education Departments in regard to the attendance at school of children suffering from various forms of physical or mental defect.

In the Province this will mean that where it is considered necessary that certain children who, owing to innate dullness, persistent faulty behaviour, seriously defective vision or inability to hear clearly, are unable to make satisfactory progress or profit by their attendance in the ordinary class, may be transferred to a special class in that or another school where they can receive specialised tuition more suited to their needs.

The Department has already taken steps to make some provision for these so-called deviate children. There are at present 68 special classes for markedly backward children. There is one class for hard-of-hearing children and in addition a specially trained teacher visits several centres in Capetown periodically to which children suffering from deafness may go for special instruction in lip-reading, etc. Steps have been taken, too, to appoint a teacher with special knowledge of and training in the correction of speech defects, to visit similar centres in schools for the purpose of dealing with stammerers and other children with severe speech defects.

Other classes for deviate children are held at the Lady Michaelis Home and Princess Alice Home of Recovery, which provide facilities for the nursing of crippled children.

The establishment of a class for children with serious eye disabilities has so far not been possible, owing to the fewness of the numbers found needing such special training.

The selection of children for such classes requires special knowledge and will have to be made in the first place by the Medical Inspector of Schools with the help of eye and ear specialists. Certain general criteria have been laid down and regulations dealing with the procedure to be followed have been drawn up.

In the matter of backwardness and behaviour disabilities, physical defects often play a part, but the defects are usually due to innate dullness or psychological unrest, so that examination by both a doctor and a psychologist is necessary to determine the position.

As a rule the ordinary School Inspector has not had the special training in abnormal psychology to enable him to select and advise in the matter of this special problem. In view of this, the Department secured the services of Dr. J. J. Strasheim, who was seconded during the year from the University of Stellenbosch for the purpose of visiting the special classes for backward children and advising the Department on matters pertaining to the special education of such children, the organisation of the classes, and the means of selecting children for such education, and giving advice to the teachers in charge of such children.

Treatment.

During the year the following-up of previous recommendations indicated that 62 per cent. of the children had

received treatment. This is not so good as last year. The Department's various schemes for medical treatment have continued on similar lines to those of last year, but there has been a greater response locally and more money has been asked for than was voted in the Estimates.

The following table shows the growth of the treatment scheme:—

	1937.	1936.	1935.
Number of local bodies (school boards and school committees participating in the scheme).....	113	76	71
Number which provided dental treatment.....	72	59	42
Number which provided treatment for nose and throat cases.....	51	35	13
Number which provided treatment for eye cases.....	61	38	28
Number which provided treatment for minor ailments....	24	21	12
Number of school boards making no provision.....	4	14	—

During 1937 £6,304 was spent compared with £3,482 the previous year.

The numbers of children dealt with were as follows:

Dental cases.....	8,572
Nose and throat cases.....	597
Eye cases.....	1,996
Minor ailments, etc.....	602
	11,767

This represents an increase of nearly 60 per cent. on the numbers treated last year. In addition, the Administration subsidises a dental clinic at Port Elizabeth. During the past year 1,140 European and 130 non-European children were treated.

Treatment was also given at various centres in Cape-town on Municipal premises under the clinic system subsidised by the Provincial Administration. Last year 1,643 European and 2,846 non-European children were treated at the general and ophthalmic clinics, and 3,999 children were treated by dentists under the scheme.

This makes a total of 21,525 children treated at a cost of 7s. per head.

Social Hygiene.

The Departmental Lecturer in Social Hygiene, Miss R. Powis, reports as follows:—

“The past year has proved an important and very satisfactory one for this work. There has been steady development in a general way and closer co-operation than ever

before between the medical inspection work and the social hygiene. Dr. Chubb has on several occasions seen certain children during her routine inspection and discussed their difficulties with the mothers from that angle. Later, at my lectures at the same schools, the same mothers have, quite spontaneously, discussed with me their problems with their children, and great value has resulted when we have arrived at the same conclusion along an entirely different avenue of approach. Several cases last year proved the real helpfulness of such co-operation, and several principals have since approached me in regard to giving courses of lectures to the mothers and women teachers at their schools, because they say the need for these frequently became apparent as Dr. Chubb talked to individual mothers during medical inspection.

The co-operation of the A.C.V.V., and the great interest they have shown in the work of sex education, has been another source of great encouragement during the year. Their Central Executive Committee appointed a sub-committee to approach me, with a view to my writing a pamphlet on sex education for them to include in a series of health pamphlets, which is being published under their auspices and at their expense. With the consent of the Superintendent-General of Education, I wrote the pamphlet in my official capacity as the Department's Lecturer in Social Hygiene, and Dr. Elsie Chubb wrote a very valuable foreword to it. The A.C.V.V. Central Executive Committee examined the contents of the pamphlet with the utmost care and accepted it unanimously. The carefully considered opinion of such a committee is of very great value in the pioneer work of sex education, which the Department undertook when a lecturer was appointed for this purpose. The pamphlet has been most ably translated by Mrs. Rothman, and it is a great advantage now to have available for Afrikaans-speaking mothers a pamphlet in their own language.

Another line of progress this year has been evident in the further development of Parent-Teacher associations at certain schools and the steadily increasing number of enquiries about this organisation which are being received from other schools. The value of such associations, in relation to the social hygiene work, lies in the fact that they afford, in a well-organised way, an opportunity for a further study of child psychology and consequently a better-adjusted appreciation of sex education in its normal relation to the development of the child's whole personality.

Oakhurst Girls' School, Rondebosch, and Ellerton Junior School, Three Anchor Bay, which started their respective Parent-Teacher associations in 1936, now both have very sound and flourishing organisations, and Pinelands Primary School has recently made a most promising beginning. Woodstock High School is already undertaking the necessary preparations, and several other schools are beginning to show an interest in this development.

The ordinary meetings for mothers and women teachers have been steadily and regularly organised and, without exception, have been characterised by the warmth and sincerity with which all concerned have responded. Both the mothers and the teachers are showing that they are not satisfied with a merely superficial acquaintance with the subject, and they are eager to acquire books which are recommended either for their own personal reading or for the children. It is this sincerity of purpose and the real desire for deeper knowledge which has been one of the contributing factors in the formation of Parent-Teacher associations. Study circles play an important part in them, and the members meet regularly to read together recommended books, to discuss topics of general educational interest or to hear special lectures by visiting speakers.

It has been found necessary at each school to follow up the first series of lectures on "Sex Education" by a second series on "The Child's Personality", which entails a course of seven separate lectures and discussions at every school visited. The result is that only a limited number of schools can be included in each quarter's itinerary and a great need for additional lecturers exists. The greatest difficulty in this respect is to find people suitably qualified both academically and personally for the work.

The training colleges have also been an important part of the work this year, and at every college visited, both the principal and the students have stressed the value of the talks. It is evident that these lectures to student-teachers are a very important and necessary portion of the lecturer's work.

During the September vacation a complete course of lectures, including both those on sex education and the relative course on child psychology, was given at the Education Department to the School Nurses, when Drs. Elsie Chubb, Elizabeth Reitz and Molly Vorster were also present. This course also provided an opportunity for valuable discussion of cases met with in the personal experience of those

present, and also of discussing a large number of books suitable for following up or for amplifying knowledge of the subject. Books suitable for children were also recommended.

A proportionate amount of time has also been set aside for work in the Coloured schools. During the June holidays lectures were given to the Coloured teachers attending the vacation course at the Salt River Training School. A course of lectures was also given to the Coloured Health Visitors in training at the Technical College, and both these audiences were very keenly interested and appreciative.

The past year has, I think, seen the work in Social Hygiene firmly established, and there is much evidence that it has now come to be regarded as an essential educational service."

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARY.

(For Year ended 30th September, 1937.)

EUROPEAN SCHOOLS.

NUMBER OF EUROPEAN SCHOOLS VISITED DURING YEAR : 270.

94

	ROUTINE EXAMINATIONS						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		Total.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	3,210	2,212	3,389	2,539	6,599	4,751	2,385	2,705	5,090
Number defective.....	1,383	1,012	1,447	1,134	2,830	2,146	1,238	1,314	2,552
Number of defective children recommended for treatment.....	1,069	820	1,177	866	2,246	1,686	987	1,042	2,029
Number of directions to teachers.....	744	342	818	508	1,562	850	578	753	1,331
Number of parents (or guardians) present.....	1,228	219	1,507	566	2,735	785	730	979	1,709
Number of verminous children.....	20	7	197	62	217	69	10	144	154
Number of children vaccinated.....	2,235	1,902	2,429	2,129	4,664	4,031	1,881	2,109	3,990

MEDICAL INSPECTION STATISTICS—(continued).

ANNUAL SUMMARY—(continued).

(For Year ended 30th September, 1937)—(continued).

EUROPEAN SCHOOLS—(continued).

95

Analysis of Defects :	ROUTINE EXAMINATIONS.								SPECIAL EXAMINATIONS.			
	No. defects present				No. defects recommended for treatment				No. defects present		No. defects recommended for treatment	
	Boys.		Girls.		Boys.		Girls.					
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.	Boys.	Girls.	Boys.	Girls.
Malnutrition.....	261	119	214	40	54	39	37	10	210	137	30	38
Teeth.....	678	565	684	549	599	518	592	507	515	472	459	417
Nose and throat.....	273	130	345	145	238	124	281	123	287	311	265	281
Eye.....	14	12	28	19	12	6	13	7	24	39	14	29
Vision.....	108	201	179	319	74	136	133	187	221	273	165	197
Ear.....	24	9	21	9	14	7	16	7	34	27	24	16
Hearing.....	24	18	21	13	17	10	12	8	35	36	16	13
Speech.....	13	8	4	1	3	—	2	—	10	2	2	—
Skin.....	76	30	69	35	45	16	46	17	67	70	49	44
Heart: Organic.....	7	6	7	4	1	1	1	—	10	24	2	3
Functional.....	13	8	15	8	—	1	—	2	8	14	—	2
Anaemia.....	79	42	78	72	30	24	36	30	59	82	36	36
Lung.....	54	17	36	3	39	12	22	2	39	19	25	15
Nervous System.....	11	7	7	5	4	1	5	2	14	13	7	17
Intelligence.....	18	11	10	10	4	—	2	2	22	13	1	1
Deformities.....	29	19	17	40	12	5	6	11	32	46	10	17
Other defects.....	202	99	257	159	115	46	188	96	161	250	108	169

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

96

	Boys.			GIRLS.			TOTAL.		
No. of Re-examinations.....	709			783			1,492		
No. of children recommended for treatment..	1,739			2,018			3,757		
No. of children who obtained treatment.....	1,015			1,333			2,348		
No. of children who did not receive treatment	—			—			—		
No. of children who have left the school without information on this point.....	—			—			—		

Defects :	Treatment obtained.			No treatment obtained.			No information available.		
	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.
Dental disease.....	603	239	188	765	160	182	1,368	399	370
Nose and Throat disease.....	152	142	66	183	114	63	335	256	129
Eye disease and defective vision.....	167	67	37	307	86	53	474	153	90
Ear disease and deafness.....	34	12	14	33	7	6	67	19	20
Other diseases.....	117	33	14	113	17	21	230	50	35

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARY.

(For Year ended 30th September, 1937.)

NON-EUROPEAN SCHOOLS.

NUMBER OF NON-EUROPEAN SCHOOLS VISITED DURING YEAR: 18.

97

	ROUTINE EXAMINATIONS						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		Total.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	458	271	355	137	813	408	413	319	732
Number defective.....	248	138	174	71	422	209	254	182	436
Number of defective children recommended for treatment.....	190	114	142	60	332	174	183	136	319
Number of directions to teachers.....	71	34	71	30	142	64	100	78	178
Number of parents (or guardians) present.....	223	46	194	34	417	80	145	151	296
Number of verminous children.....	8	11	38	36	46	47	14	38	52
Number of children vaccinated.....	326	235	260	122	586	357	326	265	591

MEDICAL INSPECTION STATISTICS—(continued).
ANNUAL SUMMARY—(continued).
(For Year ended 30th September, 1937)—(continued).

NON-EUROPEAN SCHOOLS—(continued).

NUMBER OF NON-EUROPEAN SCHOOLS VISITED DURING YEAR: 18—(continued).

Analysis of Defects :	ROUTINE EXAMINATIONS.								SPECIAL EXAMINATIONS.			
	No. defects present				No. defects recommended for treatment				No. defects present		No. defects recommended for treatment	
	Boys.		Girls.		Boys.		Girls.					
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.	Boys.	Girls.	Boys.	Girls.
Malnutrition.....	81	25	31	8	1	1	3	—	53	49	1	2
Teeth.....	142	63	93	38	75	54	73	30	75	62	25	32
Nose and throat.....	40	13	16	5	33	12	12	5	31	24	20	16
Eye.....	2	3	1	—	2	—	1	—	6	1	3	—
Vision.....	24	18	17	12	15	13	15	7	51	39	32	29
Ear.....	1	—	—	—	—	—	—	—	10	1	6	1
Hearing.....	12	4	3	1	6	1	2	4	16	4	6	4
Speech.....	5	2	2	—	—	—	—	—	6	1	—	—
Skin.....	14	3	7	3	11	1	4	2	11	4	1	4
Heart : Organic.....	6	2	4	—	—	—	—	—	6	3	—	—
Functional.....	1	1	1	—	—	—	—	—	1	—	—	—
Anaemia.....	11	4	7	3	2	3	4	2	9	10	3	9
Lung.....	7	3	8	—	1	2	2	1	5	4	3	1
Nervous System.....	—	—	1	—	—	—	—	—	2	—	—	—
Intelligence.....	3	1	—	—	—	—	—	—	6	3	—	—
Deformities.....	1	3	1	1	—	—	—	1	3	3	1	1
Other defects.....	30	8	28	3	19	3	27	2	24	23	16	17

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RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.			GIRLS.			TOTAL.		
No. of Re-examinations.....	71			65			136		
No. of children recommended for treatment..	192			179			371		
No. of children who obtained treatment.....	95			91			186		
No. of children who did not receive treatment	—			—			—		
No. of children who have left the school without information on this point.....	—			—			—		

Defects :	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.
Dental disease.....	62	29	42	65	29	35	127	58	77
Nose and Throat disease.....	5	12	5	4	3	2	9	15	7
Eye disease and defective vision.....	14	5	1	12	1	11	26	6	12
Ear disease and deafness.....	4	3	1	5	1	2	9	4	3
Other diseases.....	12	3	4	13	2	2	25	4	6

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REPORT ON TRAINING INSTITUTIONS, 1937.

INSPECTOR C. J. HOFMEYR, B.A.

During the first nine months of the year Mr. A. L. Charles was still absent on exchange overseas and Mr. S. B. Hobson deputized for him in the Training College work till the end of September.

EUROPEAN TRAINING COLLEGES.

A. The Personnel.

During the year under review the personnel of the Training Colleges changed considerably. Dr. E. van Soelen of the Paarl Training College was seconded for duty in the University of Stellenbosch, where he filled the place of Dr. J. J. Strasheim who had temporarily accepted the post of psychologist to the Department of Education. Mr. H. J. Taylor of the Paarl Training College was appointed Departmental Instructor for Physical Education, and Mr. W. R. Campbell retired on pension from the Capetown Training College.

Mr. Campbell was connected with the Cape Education Department for about 30 years and in 1909 accepted the post of vice-principal in the Capetown Training College. In 1915 he became principal of the institution and gave of his very best in the interests of his institution up to the time of his retirement. His pleasant and attractive personality, his pride in his institution and his profession, and his skill as a teacher will long be gratefully remembered by those who came into contact with him.

In Mr. Campbell's place Dr. W. J. B. Pienaar was appointed principal of the Capetown Training College.

B. The Courses.

A pleasing phenomenon in the European Training Colleges is the increasing percentage of students desiring to take a Third Year Course. The influence of this most necessarily be for good in the Primary Schools.

To make provision for the growing demand for Third Year Courses, the Department of Education has decided to institute the following New Primary Higher Courses:—

- (1) Music at Wellington, 1938.
- (2) Infant School work at Paarl, 1939.
- (3) Domestic Science at Steynsburg, 1938.
- (4) Music at Grahamstown, 1939.

The number of applications for admission to the course for Physical Education (Men) has grown to such an extent that it has been found necessary to form a second class at Paarl.

C. Examinations.

Where the experience of the first year showed up certain defects in the system of internal examinations in the Training Colleges, slight changes were introduced to remedy these defects. The work of the Board of Moderators was greatly facilitated by these changes.

The Board of Moderators greatly regretted losing the services of Mr. W. R. Campbell owing to his retirement on pension. His place was filled by Sister Frances Mary, Principal of the Grahamstown Training College.

In the following table the position is shown at the various Teachers' Examinations in 1937:—

Examination.	No. of Candidates.	1st Class.	2nd Class.	Failed.	Absent.
Primary Teachers'..	494	78	390	21	5
Primary Higher—					
Infant School Teachers'....	102	28	74	—	—
Physical Culture (Men)	20	5	15	—	—
Physical Culture (Women)					
Wood- and Metalwork...	27	15	11	1	—
Needlework....	12	2	9	—	1
Domestic Science.....	6	3	3	—	—

D. Bilingual Certificate.

The following table indicates for the years 1930-7 the position with regard to candidates taking the Bilingual Certificate:—

Year.	Number successful in P.T. Examination.	Bilingual Qualifications of Successful Candidates.		
		1st Grade.	2nd Grade.	English or Afrikaans only.
1930.....	238	125 (53%)	99	14
1931.....	276	119 (43%)	139	18
1932.....	337	56 (17%)	262	19
1933.....	390	67 (17%)	297	26
1934.....	428	63 (15%)	322	31
1935.....	308	63 (20%)	218	27
1936.....	379	97 (24%)	231	51
1937.....	468	108 (23%)	300	60

E. Libraries.

There is a growing feeling that the library is one of the most important items in the equipment of any Training College.

The Colleges are concentrating more and more on individual work on the part of their students and for such work a well-equipped library is a *sine qua non*.

For the above-mentioned reason it is pleasing to be able to state that during the year under review the sum of £730 was made available for the extension of libraries of Training Colleges.

The fact is to be regretted that in several colleges it is impossible to make the best use of the books available because of lack of library and reading room accommodation.

F. Conference with Heads of Training Colleges.

At the end of 1937 another Conference was held with the heads of Training Colleges. Various matters relating to the Training Colleges were discussed at the Conference, but special attention was given to the question of organising the work of the Training Colleges to fit in with the New Primary Syllabus. To facilitate this it was decided to ask that in 1938 the Departmental Psychologist should visit the Training Colleges in order to give advice on Vocational Guidance as well as on other matters. At the request of the Conference of principals it was also decided to ask that specialists be sent to Training Colleges to give advice on the instruction of deviate pupils and on the teaching of the second form of handwork which is now required in primary schools.

COLOURED TRAINING INSTITUTIONS.

G. The institutions themselves.

During the past year the number of Coloured Training Institutions was increased by one, owing to the fact that official recognition was given to the institution under the Roman Catholic Church at Parow, where teachers had already been trained for several years.

The vacant principalship at Zonnebloem was filled during the year by the nomination of Mr. E. R. D. Hogwood, and Mr. C. J. Viljoen was nominated as head of the Rhenish institution at Worcester.

Both Mr. Hogwood and Mr. Viljoen took up duty in 1938.

H. The Courses.

At the end of 1937 the old C.P.L. 3 dan C.P.H. Courses disappeared.

In future only students who have passed the Junior Certificate will be admitted to training as teachers. They are then trained for two years for the Coloured Primary Teachers' Certificate.

Provision is now made for a specialised Third Year Course at most of the institutions. It was decided that in each course there should be one major and two minor subjects, with this proviso that one of the two minor subjects in every institution should be the two languages.

The following table indicates what institutions are already offering a Third Year Course and what subjects they have selected as major and as minor.

Institution.	Major.	1st Minor.	2nd Minor.
Zonnebloem.....	Art.....	Two Official Languages	Experimental methods of teaching.
Wesley.....	Physical Culture, Men	„	Art.
Battswood.....	Music.....	„	Art.
Athlone, Paarl....	Woodwork.....	„	Metalwork.
Dower, Uitenhage.	Music.....	„	Art.
Perserverance, Kimberley	Woodwork.....	„	Music.

Judging from the effect on European education of the introduction of specialised Third Year Courses, it may be stated unhesitatingly that the introduction of the above-mentioned courses is a great step forward in Coloured primary education.

I. Boarding facilities at Coloured Training Institutions.

Up to the present there have been only two Coloured Training Schools that have made adequate provision for the boarding of students who attend the institutions. They are Zonnebloem in Capetown and Dower at Uitenhage. At Wesley, Salt River and at Perserverance, Kimberley, however, a beginning has been made to provide adequate boarding facilities for the students. It is very strongly felt that it is fair neither to the students nor to the institutions to bring into an urban environment students from all parts of the country and then to neglect to provide proper boarding facilities for such students.

The problem of the boarding of students who attend the Coloured Training Schools, is one that merits earnest consideration.

J. Bilingual Certificate.

Last year it was possible for the first time to indicate the position with regard to the bilingual qualifications of candidates who had passed their Teachers' examinations. The table then given is repeated and the relative figures for 1937 have been added.

Year.	Number of successful candidates.	Bilingual Qualifications of Successful Candidates.		
		1st Grade.	2nd Grade.	English or Afrikaans only.
1936.....	418	135	270	13
1937.....	381	119	233	29

K. Libraries.

The necessity of having at our Training Institutions well-equipped libraries has been emphasized in the past. It is pleasing to be able to state that during the past year £350 was made available for the extension of libraries of Coloured Training Institutions.

REPORT OF THE CHIEF INSPECTOR FOR NATIVE EDUCATION, 1937.

MR. G. H. WELSH, B.A.

1. During the year under review the question of the control of Native education was on several occasions under consideration by the Union Government and the Provincial Executive Committees; but the end of the year arrived without any decision being reached on the question. Continued uncertainty as to whether or not major changes are to be made in the present system of the administration and possibly also the financing of Native education has had a somewhat paralysing effect and has caused postponement of a number of schemes which were under consideration for the improvement of courses of instruction offered and of methods of general administration.

2. DEVELOPMENT.

For the financial year 1937-38 an additional amount of £25,000 was allocated to the Cape for expenditure on Native

education. With these funds it has been possible for the Department to aid five new secondary schools, and forty-eight new primary schools, to increase the staff of Native Supervisors by five, and to relieve understaffing in aided schools by the appointment of 164 additional teachers. Of the 221 new posts created, all but twelve were filled by Native teachers.

3. SUPPLY OF SCHOOLS.

	Training.	High.	Secondary.	Industrial.	Part-time.	Mission Prov. Instr. up to Std. VI.	Mission (Other).	Totals.
1937.....	14	2	10	16	3	173	1,602	1,820
1936.....	14	2	7	15	3	170	1,550	1,761

The three new secondary schools are situated at Emfundisweni and Blythswood in the Transkei and at Langa, Cape. Aid has also been authorised as from January, 1938, for two more new secondary schools situated at Grahamstown and at All Saints (Transkei).

The new industrial school opened during the year is St. Paul's (E.C.) Industrial School, Matatiele, which will provide facilities for the domestic training of Native girls, not hitherto available in the eastern part of the Transkei.

4. NUMBER OF PUPILS.

(a) Enrolment.

	Training.	High and Secondary.	Industrial.	Part-time.	Mission Prov. Instr. up to Std. VI.	Mission (Other).	Totals.
1937.....	1,986	1,472	662	81	40,428	148,118	192,747
1936.....	1,962	1,180	629	137	37,949	138,592	180,449

The total increase in enrolment was thus 12,298.

(b) Attendance.

The average attendance during the same quarter represented 82.3 per cent. of the average enrolment as compared with 82.4 per cent. in 1936.

5. TEACHERS.

The total number of teachers employed was 4,094, an increase of 165 over the figures for 1936. Of these 3,936 were non-European, 95·2 per cent. were fully certificated and 55 per cent. were males.

It may be noted that during the last two years enrolment has increased by 22,930 and the teaching staff employed by 443, i.e. one additional teacher for every 51 additional pupils. As the schools were seriously understaffed in 1935, it will be seen that owing to the rapid increase in enrolment during the last two years, the position in regard to understaffing is actually worse to-day than it was two years ago, and that in spite of an increase in expenditure of nearly £50,000.

6. EXAMINATIONS.

The following figures show the measure of success attained in 1937 in various Departmental examinations by students attending aided Native schools:—

(a) Standard VI Examination.

Candidates.	Successes.	Percentage of Successes.
3,825	1,840	48·1

(b) Secondary School Examinations.

	Candidates.	Successes.	Percentage of Successes.
Junior Certificate.....	279	186	66·6
Senior Certificate.....	34	18	53

(c) Native Teachers' Examinations.

	Candidates.	Successes.	Percentage of Successes.
N.P.L. I.....	766	567	74
N.P.L. III.....	533	432	81
N.P.H. II.....	57	51	89

NOTE.—These figures refer to candidates taking the full examination from Cape centres only.

7. COURSES OF INSTRUCTION.

In eight of the fourteen Native Training Schools in the Province, the Primary Higher Course in addition to the Primary Lower is now provided. The Native Infant School Teachers' Course owing to the altogether inadequate financial benefits accruing to teachers who had taken it, has for some years past been in eclipse. The course is being revised in the expectation that during 1939 it may be possible to improve the salaries offered to teachers with this certificate, and so to encourage teachers having the primary lower certificate to undertake the additional year of training required.

The Training Schools continue to do good work; but serious difficulty is still being found in securing suitable teachers to fill vacancies on the teaching staff as these occur.

The secondary school courses in Native languages have been under revision during the year and a plan has now been evolved whereby each Native language may be offered on a Higher or a Lower grade. The present syllabuses in Native languages are in many respects unsuitable for Native pupils to whom the language is their mother-tongue; and on the other hand, European pupils desirous of studying a Native language usually find that the standard of attainment required of them is beyond their reach. Of the revised courses the Higher is designed for the Native pupil who speaks the language as home-language, the Lower for the pupil studying the language as a foreign language. So far as the Senior Certificate is concerned approval of the new courses for Matriculation exemption purposes has not yet been obtained; and there is some reason to fear that this approval may not be granted.

A Departmental committee is to be appointed early in 1939 to undertake the revision of the Native Primary School Course which has been in operation unchanged since 1922. Revision of this course is overdue, but the Department's delay in undertaking the task has been due to the uncertainty which has prevailed for some years past as to the possible re-organisation of the administration of Native education as a separate Union department or sub-department.

An investigation into the possibilities of extending industrial education for Natives and particularly of establishing simple home industries has been undertaken during the year by the Tigerkloof Institution, with special reference to conditions in Bechuanaland and Griqualand West. The survey is being carried out, with financial aid from the Native Affairs Department, by a member of the

Industrial school staff of the Institution. The results so far have not been very encouraging, the main obstacle to development of simple industries amongst Natives in this area being the extreme poverty of the people.

8. GENERAL.

The grave difficulty which is found in urban areas in securing suitable accommodation for Native schools has long been recognised and has recently been brought to the special attention of the Government. As a result a scheme is under consideration whereby funds will be made available annually for loans to municipal bodies for the purpose of erecting Native school buildings. If the financial side of the scheme can be satisfactorily worked out—rates of interest and redemption on the one hand and of rent grants from the Administration on the other—there should be every prospect of a rapid improvement in the situation as regards Native school buildings in the larger urban areas of the Province. A building loan scheme, it may be pointed out, will not only relieve the present intolerable situation in urban primary schools for Natives, but may also make possible the establishment of secondary schools in such areas, for which there is so strong and insistent a demand.

It was agreed during the year by the Superintendents/Directors of Education of the Provinces that there should, in future, be an annual meeting of the four Chief Inspectors of Native Education for the purpose of pooling ideas and endeavouring to secure reasonable uniformity throughout the Union in such matters as teachers' salaries and conditions of service, courses of instruction and methods of general administration. Following upon the first meeting of the Chief Inspectors, steps are now being taken with a view to bringing about the following changes in the Cape:—

- (i) the payment by the Administration of the full salaries of teachers in Native secondary or high schools;
- (ii) the imposition of uniform tuition fees for secondary education—the rate proposed being £2 per annum per pupil over the age of 15 years—the fees charged to accrue to Provincial Revenue;
- (iii) the payment of capitation fees at the rate of £2 per annum per student in respect of each student in approved training schools and industrial schools and departments—these fees to replace the so-called maintenance grants which have been paid for many years past to training and industrial schools.

Further, revised disciplinary regulations to apply to all Native teachers throughout the Union, have also been drafted and will during the year be placed before the Advisory Board and other bodies concerned, with a view to the introduction in 1939 of the necessary amending legislation.

The system of paying rent grants for approved Native school buildings erected since 1935 has enabled the Department to encourage the Mission bodies greatly to improve the accommodation provided for their Native schools. During the last two years rent grants have been authorised in respect of new buildings of a capital cost of nearly £20,000.

In regard to teachers' salaries an important change of policy in the treatment of European teachers in Native educational institutions was approved during the year. The scales of salary for such teachers adopted in 1928 at the behest of the Native Affairs Department was such that almost all the teachers paid on the scales received substantially smaller salaries than they would have received for doing work of the same or equivalent grade in a European or Coloured school. The principle has now been accepted that European teachers in Native schools will in general for the future be paid at the same rates as would apply if they were employed in European or Coloured schools of the same or equivalent grade. The salaries of all teachers affected, with the exception of certain principals of the larger training schools, have already been adjusted. The adjustments to training schools principals salaries cannot be made until the necessary amending legislation has been passed by the Provincial Council.

The restoration to European teachers of two-thirds of the salary "cuts" imposed during the depression period, and to Native teachers of the whole of such "cuts" took place during the year, the amount involved on the Native Education Vote being approximately £15,000.

The publication of the 1936 census returns during the year makes it possible to show statistically the comparative rate of development of Native education—quantitatively—over the period 1921 to 1936. The Native population of the Province and enrolment in aided schools in these two years were, in round figures, as follows:—

	<i>Population.</i>	<i>School Enrolment.</i>
1921.....	1,640,000	112,000
1936.....	2,045,000	178,000

School enrolment expressed as a percentage of total population was therefore 6·8 per cent. in 1921, and 8·7 per cent. in 1936. The corresponding percentages for the European and Coloured races, viz.:—

	<i>European.</i>	<i>Coloured.</i>
1921.....	20·8	9·8
1936.....	19·6	14·3

show the great leeway which has still to be made up in Native education. There are, however, grounds for satisfaction in the fact that the percentage of school enrolment to population is steadily rising and also in the fact that in the more advanced Native districts such as Victoria East, Nqamakwe, Tsomo, Mount Frere, Butterworth and Matatiele, the percentage is almost as high as it might be expected to be if education were compulsory.

SCHOOL STATISTICS, 1937.

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ABBREVIATIONS.

Sec.....	Secondary School.
Prim.....	Primary School.
Sp.....	Special School or Institution.

INSPECTORS AND INSTRUCTORS.

CIRCUIT INSPECTORS :

- J. H. Aucamp, B.A. : *Barkly East, Elliot, Indwe, Maclear, Wodehouse.*
 B. F. Barnard, B.A. : *Humansdorp and part of Port Elizabeth.*
 A. C. Botha, B.A. : *Britstown, Carnarvon, De Aar, Hanover, Hope Town, Loxton, Petrusville, Philipstown, Richmond, Strydenburg, Victoria West, Vosburg.*
 H. S. Bowden, B.A. : *Elliotdale, Idutywa, Mqanduli, Umtata.*
 W. A. H. Chesters, B.A. : *Flagstaff, Mount Frere, Ntabankulu.*
 L. P. Deary, B.A. : *Mafeking, Vryburg.*
 F. J. de Villiers, B.A. : *Engcobo, Nqamakwe, Tsomo.*
 L. H. Field, B.A. : *Bizana, Mount Ayliff, Mount Currie, Umzimkulu.*
 S. B. Hobson, M.A. : *Albany, Alexandria, Bathurst, Bedford.*
 W. A. Hofmeyr, B.A. : *Glen Grey, St. Marks, Xalanga.*
 K. A. H. Houghton, M.A. : *Fort Beaufort, Peddie, Victoria East.*
 N. E. Lambrechts, B.A. : *Barrydale, Heidelberg, Riversdale, Swellendam.*
 G. J. Louw, B.A. : *Port Elizabeth.*
 H. B. Lückhoff, B.A. : *Laingsburg, Montagu, Robertson, Worcester.*
 C. F. Marais, M.Sc., Ph.D. : *Gordonia, Kenhardt, Prieska.*
 P. J. Nel, B.A. : *Hay, Herbert, Kuruman.*
 J. E. Pope, B.A. : *Butterworth, Kentani, Willowvale.*
 A. E. Puttick, B.A. : *Kingwilliamstown.*
 P. J. Retief, B.A. : *Bredasdorp, Coledon.*
 S. G. E. Rosenow, B.A. : *Headquarters Circuit (Cape Division) No. 4, Hopefield, Malmesbury.*
 J. C. Ross, M.A. : *East London, Komgha, Stutterheim.*
 P. D. Rousseau, B.A. : *Headquarters Circuit (Cape Division) No. 1.*
 J. Roux, B.A. : *Calitzdorp, Oudtshoorn, Ladismith.*
 F. J. Scheepers, B.A. : *Matatiele, Mount Fletcher, Qumbu.*
 G. Siddle, M.A. : *Steytlerville, Uitenhage.*
 G. M. J. Slabbert, B.A. : *Clanwilliam, Piquetberg, Tulbagh.*
 P. J. Smuts, B.Sc. : *Knysna, Uniondale, Willowmore.*
 A. H. Stander, B.A. : *Barkly West, Kimberley.*
 F. P. Stander, B.A., Ph.D. : *Albert, Aliwal North, Herschel, Lady Grey.*
 H. R. Storey, B.A. : *Headquarters Circuit (Cape Division) No. 2.*
 G. C. Theron, B.A. : *Colesberg, Cradock, Maraisburg, Middelburg, Molteno, Steynsburg, Venterstad.*
 W. Thurlbeck, B.A. : *Libode, Lusikisiki, Ngqeleni, Port St. John, Tsolo.*
 O. P. Truter, B.A. : *Cathcart, Queenstown, Sterkstroom, Stockenström, Tarka.*
 A. J. van der Merwe, B.A. : *Namaqualand, van Rhynsdorp.*
 P. J. van der Walt, B.A. : *Graaff-Reinet, Jansenville, Murraysburg, Pearston, Somerset East.*
 D. B. van Rensburg, B.A. : *Aberdeen, Beaufort West, Fraserburg, Prince Albert.*
 F. C. Wahl, B.A. : *Relieving Inspector.*
 D. J. W. Wium, B.A. : *French Hoek, Paarl, Stellenbosch, Wellington.*
 J. C. Zuidmeer, B.A. : *Calvinia, Ceres, Nieuwoudtville, Sutherland, Williston.*

CHIEF INSPECTOR FOR NATIVE EDUCATION : G. H. Welsh, B.A.

INSPECTORS OF TRAINING COLLEGES : A. L. Charles, B.Sc. ; C. J. Hofmeyr, B.A.

INSPECTOR FOR INDIGENT BOARDING-HOUSES : D. J. J. de Villiers, M.A.

CHIEF MEDICAL INSPECTOR OF SCHOOLS : H. Maughan Brown, M.D., Ch.B., D.P.H.

MEDICAL INSPECTORS OF SCHOOLS :

- Elsie M. Chubb, B.A., M.D., B.S., D.P.H. (temporary).
 L. van D. Cilliers, M.D. (transferred to Natal, 1.3.38).
 R. C. Jurgens, B.A., M.B., Ch.B. (appointed 1.4.38).
 E. M. Reitz, M.B., Ch.B.
 M. E. Vorster, M.B., Ch.B.

DEPARTMENTAL PSYCHOLOGIST : J. J. Strasheim, M.A., Ph.D.

HONORARY PSYCHIATRIST : R. A. Foster, M.B., Ch.B.U.

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

Agriculture :

S. J. G. Hofmeyr, M.Sc., Ph.D.

Domestic Science :

Miss E. M. Gregory : *Eastern Districts.*

Miss R. Fouché, B.Sc. : *Western Districts.*

Drawing :

J. E. Rawson, A.R.C.A.

Infant School Method :

Miss C. P. Dippenaar.

Manual Training :

J. M. Dovey : *Eastern Districts.*

A. Burns : *Western Districts.*

Needlework :

Miss A. L. Joubert : *Eastern Districts.*

Miss M. M. Hugo : *Western Districts.*

Miss A. A. Rowe : *Transkei.*

Miss M. Tebbatt : *Transkei.*

Physical Culture :

Mr. H. J. Taylor, M.A. (appointed 1.1.38).

Miss M. M. Logeman (appointed 1.4.38).

Science and Agriculture :

S. H. Skaife, M.A., M.Sc., Ph.D., F.E.S.

Vocal Music :

S. J. News, B.A. : *Eastern Districts.*

W. Poles, L.R.A.M., F.R.C.O. : *Western Districts.*

School Nurses :

Miss D. Ackermann : Chief School Nurse.

Miss M. Ashley-Cooper : School Nurse.

Miss J. H. Benade : School Nurse (appointed 1.3.38).

Miss C. A. Bestbier : School Nurse (appointed 1.2.38).

Miss G. M. Botha : School Nurse.

Miss M. E. Bruwer : School Nurse (appointed 7.3.38).

Miss E. Burger : School Nurse (appointed 1.2.38).

Miss R. de Waal : School Nurse.

Miss A. de K. Enslin : School Nurse (appointed 1.2.38).

Miss A. M. Glendinning : School Nurse.

Miss E. Krige : School Nurse.

Miss K. H. Luttig : School Nurse.

Miss F. Pool : School Nurse (appointed 14.2.38).

Miss E. S. Ras : School Nurse.

Miss C. M. Rattray : School Nurse (appointed 1.3.38).

Miss J. F. Roelofse : School Nurse (appointed 1.4.38).

Miss S. J. Schoeman : School Nurse.

Miss A. J. J. Smuts : School Nurse (appointed 2.3.38).

Miss O. L. Waldeck : School Nurse.

Miss A. F. Wainwright : School Nurse (appointed 1.4.38).

STATISTICS. 1937—SCHOOLS.
EUROPEAN, COLOURED, AND NATIVE SCHOOLS IN OPERATION, 30TH SEPTEMBER, 1937.

	Euro- pean Training Colleges.	High.	Sec.	Prim.	Sp.	Part- time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Sept., 1937.	Total, Sept., 1936.	In- crease.
<i>European :</i>															
Schools under School Boards	4	137	88	1,722	2	—	123	—	—	—	—	—	2,076	2,157	81
Labour Colony Schools.....	—	1	—	8	—	—	—	—	—	—	—	—	9	8	1
Church Schools.....	1	—	—	27	—	—	—	3	—	—	—	—	31	31	—
Aided Schools.....	—	—	—	—	1	—	—	—	—	—	—	—	1	1	—
Other European Schools.....	4	3	1	25	—	—	3	—	—	—	—	—	36	40	4
<i>European Schools, Sept., 1937</i>	9	141	89	1,782	3	—	126	3	—	—	—	—	2,153	—	—
<i>European Schools, Sept., 1936</i>	9	135	89	1,830	3	—	168	3	—	—	—	—	—	2,237	—
Increase.....	—	6	—	48	—	—	42	—	—	—	—	—	—	—	84
<i>Coloured :</i>															
Schools under School Boards	—	4	4	29	2	12	—	—	—	—	—	—	51	46	5
Other Coloured Schools.....	—	—	—	3	—	4	8	—	7	795	—	—	817	783	34
<i>Coloured Schools, Sept., 1937</i>	—	4	4	32	2	16	8	—	7	795	—	—	868	—	—
<i>Coloured Schools, Sept., 1936</i>	—	4	3	31	2	13	6	—	7	763	—	—	—	829	—
Increase.....	—	—	1	1	—	3	2	—	—	32	—	—	—	—	39
<i>Native :</i>															
Schools under School Boards	—	—	1	—	—	—	—	—	—	—	—	—	1	1	—
Other Native Schools.....	—	2	9	—	—	3	—	—	—	—	14	—	1,791	1,760	59
<i>Native Schools, Sept., 1937..</i>	—	2	10	—	—	3	—	—	—	—	14	—	1,791	—	—
<i>Native Schools, Sept., 1936..</i>	—	—	9	—	—	3	—	—	—	—	14	—	—	1,761	—
Increase.....	—	2	1	—	—	—	—	—	—	—	—	—	56	—	59
Total Schools, 1937.....	9	147	103	1,814	5	19	134	3	7	795	14	1,791	4,841	—	—
Total Schools, 1936.....	9	139	101	1,861	5	16	174	3	7	763	14	1,735	—	4,827	—

	Sept., 1937.	Sept., 1936.	Increase.
European Schools.....	2,153	2,237	84
Coloured Schools.....	868	829	39
Native Schools.....	1,820	1,761	59
Total Number of Schools.....	4,841	4,827	14

ENROLMENT.
ENROLMENT OF EUROPEAN, COLOURED, AND NATIVE PUPILS AT 30TH SEPTEMBER, 1937.

	Euro- pean Training Colleges.	High.	Sec.	Prim	Sp.	Part- time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Sept., 1937.	Total, Sept., 1936.	In- crease.
<i>European :</i>															
Schools under School Boards	592	44,958	15,847	85,594	32	—	882	—	—	—	—	—	147,905	146,400	1,505
Labour Colony Schools.....	—	217	—	779	—	—	—	—	—	—	—	—	996	980	16
Church Schools.....	205	—	—	4,434	—	—	—	293	—	—	—	—	4,932	4,995	63
Aided Schools.....	—	—	—	—	120	—	—	—	—	—	—	—	120	120	—
Other European Schools.....	350	1,378	86	1,022	—	—	20	—	—	—	—	—	2,856	2,861	5
<i>European Pupils, Sept., 1937</i>	1,147	46,553	15,933	91,829	152	—	902	293	—	—	—	—	156,809	—	—
<i>European Pupils, Sept., 1936</i>	1,050	44,946	16,004	91,686	148	—	1,211	311	—	—	—	—	—	155,356	—
Increase.....	97	1,607	71	143	4	—	309	18	—	—	—	—	—	—	1,453
<i>Coloured :</i>															
Schools under School Boards	—	1,564	369	7,787	29	825	—	—	—	—	—	—	10,574	9,256	1,318
Other Coloured Schools.....	—	—	—	748	—	134	132	—	688	98,268*	—	—	99,970	95,232	4,738
<i>Coloured Pupils, Sept., 1937</i>	—	1,564	369	8,535	29	959	132	—	688	98,268	—	—	110,544	—	—
<i>Coloured Pupils, Sept., 1936</i>	—	1,435	255	7,681	28	777	93	—	751	93,468†	—	—	—	104,488	—
Increase.....	—	129	114	854	1	182	39	—	63	4,800	—	—	—	—	6,056
<i>Native :</i>															
Schools under School Boards	—	—	414	—	—	—	—	—	—	—	—	—	414	393	21
Other Native Schools.....	—	562	496	—	—	81	—	—	—	—	1,986	189,208	192,333	180,056	12,277
<i>Native Pupils, Sept., 1937..</i>	—	562	910	—	—	81	—	—	—	—	1,986	189,208	192,747	—	—
<i>Native Pupils, Sept., 1936..</i>	—	—	1,180	—	—	137	—	—	—	—	1,962	177,170	—	180,449	—
Increase.....	—	562	270	—	—	56	—	—	—	—	24	12,038	—	—	12,298
Total Enrolment, European, Coloured, and Native, Sept., 1937.....	1,147	48,679	17,212	100,364	181	1,040	1,034	293	688	98,268*	1,986	189,208	46,100	—	19,807
Total Enrolment, Sept., 1936..	1,050	46,381	17,439	99,367	176	914	1,304	311	751	93,468†	1,962	177,170	—	440,293	—

	Sept., 1937.	Sept., 1936.	Increase.
European Pupils.....	156,809	155,356	1,453
Coloured Pupils.....	110,544	104,488	6,056
Native Pupils.....	192,747	180,449	12,298
Total Number of Pupils.....	460,100	440,293	19,807

* Including 136 pupils in Higher Primary Department, 852 pupils in Secondary Departments, and 32 Students in Training Department.
† Including 89 pupils in Higher Primary Department and 799 pupils in Secondary Departments.

EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1937.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools.....	4	5	9
High Schools.....	137	4	141
Secondary Schools.....	88	1	89
Primary Schools.....	1,722	60	1,782
Farm Schools.....	123	3	126
Special Schools.....	2	1	3
Aided Church Schools.....	—	3	3
TOTAL, 1937.....	2,076	77	2,153
TOTAL, 1936.....	2,157	80	2,237
<i>European Enrolment :</i>			
Training Schools.....	592	555	1,147
High Schools.....	44,958	1,595	46,553
Secondary Schools.....	15,847	86	15,933
Primary Schools.....	85,594	6,235	91,829
Farm Schools.....	882	20	902
Special Schools.....	32	120	152
Aided Church Schools.....	—	293	293
TOTAL, 1937.....	147,905	8,904	156,809
TOTAL, 1936.....	146,400	8,956	155,356

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER 1937.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools.....	7	688	14	1,986
Students in Training in Mission Schools.....	—	32	—	—
High Schools.....	4	1,564	2	562
Secondary Schools.....	4	369	10	910
Secondary Departments.....	—	852	—	—
Primary Schools.....	32	8,535	—	—
Higher Primary Departments....	—	136	—	—
Part-time Schools.....	16	959	3	81
Farm Schools.....	8	132	—	—
Mission Schools.....	795	97,248	1,791	189,208
Special Schools.....	2	29	—	—
TOTAL, 1937.....	868	110,544	1,820	192,747
TOTAL, 1936.....	829	104,488	1,761	180,449

AVERAGE ATTENDANCE OF PUPILS AT 30TH SEPTEMBER, 1937.

	1937.	1936.	Increase.
European Schools.....	144,349	144,268	81
Coloured Schools.....	93,429	89,732	3,697
Native Schools.....	158,526	148,680	9,846
TOTAL.....	396,304	382,680	13,624

AGE OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 1ST JUNE, 1937.

Ages.	High.		Secondary.		Primary.		Farm.		TOTAL.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1937.	1936.
Under 6 years...	25	36	12	14	121	134	4	5	351	297
6 but not 7 years	688	727	416	399	3,722	3,639	55	42	9,688	9,457
7 " 8 "	1,173	1,141	700	674	5,730	5,451	86	63	15,018	14,472
8 " 9 "	1,290	1,222	744	762	5,886	5,614	73	63	15,654	15,311
9 " 10 "	1,378	1,287	827	773	5,637	5,545	72	60	15,579	15,520
10 " 11 "	1,454	1,377	779	776	5,616	5,437	80	59	15,578	15,544
11 " 12 "	1,592	1,540	824	775	5,470	5,196	53	50	15,500	15,397
12 " 13 "	1,815	1,810	818	794	5,197	4,850	52	50	15,386	15,326
13 " 14 "	2,443	2,389	849	767	4,509	4,022	35	44	15,058	15,531
14 " 15 "	3,265	3,264	876	808	3,104	2,724	27	25	14,093	14,090
15 " 16 "	3,601	3,217	782	626	1,712	1,255	11	10	11,214	10,948
16 " 17 "	2,915	2,269	405	270	449	225	5	2	6,540	6,108
17 " 18 "	1,758	1,256	140	85	89	21	1	—	3,350	3,181
18 " 19 "	739	479	35	15	16	5	—	—	1,289	1,291
19 and over.....	337	85	11	1	2	1	—	—	437	482
Total number of Pupils.....	24,473	22,099	8,218	7,539	47,260	44,119	554	473	154,735	152,955

AVERAGE AGE IN YEARS OF EUROPEAN PUPILS IN EACH STANDARD ON 1ST JUNE, 1937.

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Unclassified.*	
												(a).	(b).
High...	7.2	8.7	9.8	10.9	12.0	13.0	14.0	14.8	15.7	16.5	17.5	13.0	15.4
Secondary	7.5	8.9	10.0	11.2	12.3	13.3	14.3	15.1	15.9	—	—	13.1	13.9
Primary	7.4	8.8	9.9	11.1	12.1	13.2	14.1	—	—	—	—	12.6	12.7
Farm..	7.3	8.5	9.6	10.6	11.5	13.1	13.9	—	—	—	—	—	—

* Unclassified (a) Pupils in approved Special schools or classes for backward children. (b) Other unclassified pupils.

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 1ST JUNE, 1937.

Sub-Standards....	High.	Secondary.	Primary.	Farm.	TOTAL.	
					1937.	1936.
Standard I...	3,849	2,579	20,995	249	27,672	27,856
" II...	2,759	1,755	12,081	134	16,729	16,256
" III...	2,880	1,768	12,282	134	17,064	16,793
" IV...	3,191	1,799	12,491	154	17,635	17,575
" V...	3,221	1,775	11,844	131	16,971	17,153
" VI...	3,685	1,698	11,170	129	16,682	16,933
" VII...	4,364	1,564	9,732	95	15,755	15,678
" VIII...	8,560	1,715	23	—	10,298	9,705
" IX...	6,183	1,028	18	—	7,229	6,873
" X...	4,209	—	6	—	4,215	4,072
Unclassified.....	3,552	—	2	—	3,554	3,203
	119	76	735	1	931	858
TOTAL.....	46,572	15,757	91,379	1,027	154,735	152,955

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN EUROPEAN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS
AT 1st JUNE, 1937.

Ages.	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Unclas-sified.		Total.	
													(a).	(b).		
Under 6.....	347	4	—	—	—	—	—	—	—	—	—	—	—	—	—	351
6.....	8,347	1,190	137	5	—	—	—	—	—	—	—	—	2	7	9,688	
7.....	5,468	5,841	3,399	284	8	1	—	—	—	—	—	—	15	2	15,018	
8.....	1,237	3,782	6,986	3,283	319	7	—	—	—	—	—	—	32	8	15,654	
9.....	213	891	4,278	6,703	3,082	324	12	1	—	—	—	—	56	19	15,579	
10.....	57	201	1,402	4,398	6,275	2,807	328	18	—	—	—	—	68	24	15,578	
11.....	9	39	363	1,617	4,557	5,723	2,722	336	11	—	—	—	97	26	15,500	
12.....	10	21	104	516	2,166	4,892	5,351	2,375	313	11	—	—	100	27	15,386	
13.....	4	6	36	169	814	2,250	4,335	4,990	2,042	257	12	—	105	38	15,058	
14.....	2	1	17	62	293	1,007	2,553	4,526	3,765	1,549	196	2	84	36	14,093	
15.....	—	1	6	24	109	401	1,145	2,594	2,768	2,747	1,128	183	80	28	11,214	
16.....	1	—	1	2	12	54	200	732	1,085	1,870	1,607	925	41	10	6,540	
17.....	—	—	—	1	—	5	35	146	253	636	914	1,346	8	6	3,350	
18.....	—	—	—	—	—	—	—	32	43	139	295	772	2	6	1,289	
19 and over.....	—	—	—	—	—	—	1	5	18	20	63	326	—	4	437	
Total Number of Pupils.....	15,695	11,977	16,729	17,064	17,635	16,971	16,682	15,755	10,298	7,229	4,215	3,554	690	241	154,735	
Median Age, 1937.....	7.35		8.69	9.74	10.86	11.93	12.99	14.35	14.74	15.65	16.48	17.50	—	—	—	
*Per cent. retarded, 1937.....	%	%	% 3.2	% 4.5	% 7.0	% 8.6	% 8.3	% 5.8	% 3.0	% 2.2	% 1.5	—	—	—	—	

* Based on assumption that pupils normally enter school at 7 and all are retarded if 2 years above normal age.
(a) Pupils in special classes for backward children. (b) Other unclassified pupils.

MEDIUM OF INSTRUCTION IN EUROPEAN SCHOOLS AT 1ST JUNE,
1937.

	Number of Pupils receiving instruction through the medium of.					Total Pupils.
	Mainly or exclusively English	Mainly or exclusively Afrikaans.	English and Afrikaans (more or less equally).	Total.		
				Boys.	Girls.	
Sub-Standard A...	4,986	9,742	967	8,198	7,497	15,695
" B...	3,680	7,217	1,080	6,372	5,605	11,977
Standard I.....	5,123	9,880	1,726	8,616	8,113	16,729
" II.....	5,378	9,705	1,981	8,698	8,366	17,064
" III.....	5,524	10,034	2,077	9,063	8,572	17,635
" IV.....	5,514	9,480	1,977	8,636	8,335	16,971
" V.....	5,541	9,123	2,018	8,518	8,164	16,682
" VI.....	5,507	8,262	1,986	8,189	7,566	15,755
" VII.....	3,919	4,093	2,286	5,498	4,800	10,298
" VIII....	2,891	2,818	1,520	3,858	3,371	7,229
" IX.....	1,747	1,526	942	2,313	1,902	4,215
" X.....	1,432	1,284	838	2,033	1,521	3,554
Unclassified.....	385	525	21	513	418	931
TOTAL.....	51,627	83,689	19,419	80,505	74,230	154,735

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN COLOURED SCHOOLS AT 1st JUNE, 1937.

120

AGES.	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Unclas-sified.	Total.
Under 7 years.....	7,355	187	9	—	—	—	—	—	—	—	—	—	38	7,589
7 but not 8 years.....	10,095	2,201	463	14	2	—	—	—	—	—	—	—	11	12,786
8 " 9	7,494	4,267	2,188	394	27	1	—	—	—	—	—	—	8	14,379
9 " 10	4,256	3,980	3,782	1,927	407	31	2	—	—	—	—	—	5	14,390
10 " 11	2,379	2,680	3,544	3,107	1,705	369	27	1	—	—	—	—	2	13,814
11 " 12	1,293	1,584	2,495	2,986	2,610	1,269	297	40	1	—	—	—	1	12,576
12 " 13	738	990	1,659	2,366	2,657	2,029	956	239	20	—	1	—	2	11,657
13 " 14	357	559	903	1,299	1,836	1,887	1,386	655	127	18	—	—	—	9,027
14 " 15	207	273	484	661	1,023	1,170	1,122	859	290	80	3	2	1	6,175
15 " 16	83	133	225	301	491	544	627	731	301	183	18	4	—	3,641
16 " 17	26	49	91	129	224	209	229	382	211	181	38	20	1	1,790
17 " 18	17	24	36	45	58	60	85	129	122	143	39	23	—	781
18 " 19	5	6	9	12	21	31	22	46	38	75	21	19	—	305
19 and over.....	6	7	1	7	4	9	14	23	33	86	19	25	1	235
TOTAL NUMBER OF PUPILS.....	34,311	16,940	15,889	13,248	11,065	7,609	4,767	3,105	1,143	766	139	93	70	109,145
MEDIAN AGE, 1937.....	8.49		10.42	11.40	12.29	13.06	13.79	14.72	15.45	16.56	17.26	17.91	—	—

MEDIUM OF INSTRUCTION IN COLOURED SCHOOLS AT 1ST JUNE, 1937.

	Number of Pupils receiving instruction through the medium of.					Total Pupils.
	Mainly or exclusively English.	Mainly or exclusively Afrikaans.	English and Afrikaans (more or less equally).	Total.		
				Boys.	Girls.	
Sub-Standard A...	2,921	27,856	3,534	17,108	17,203	34,311
" B...	1,500	12,316	3,124	8,367	8,573	16,940
Standard I.....	2,084	9,225	4,580	7,766	8,123	15,889
" II.....	2,149	6,444	4,655	6,514	6,734	13,248
" III.....	2,375	4,513	4,177	5,507	5,558	11,065
" IV.....	2,128	2,310	3,171	3,985	3,624	7,609
" V.....	1,849	1,122	1,796	2,714	2,053	4,767
" VI.....	1,358	648	1,099	1,761	1,344	3,105
" VII.....	958	74	111	741	402	1,143
" VIII.....	663	41	62	510	256	766
" IX.....	139	—	—	118	21	139
" X.....	93	—	—	72	21	93
Unclassified.....	—	66	4	28	42	70
TOTAL.....	18,217	64,615	26,313	55,191	53,954	109,145

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN NATIVE SCHOOLS AT 1st JUNE, 1937.

AGE LAST BIRTHDAY.	PRIMARY.								SECONDARY OR INTERMEDIATE.				Indus- trial.	TEACHERS' COURSE.			Un- classi- fied.	Total.
	Sub- Std. A.	Sub- Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII. or J.C.	Std. IX.	Std. X. or Ma- tric.		1st Year.	2nd Year.	3rd Year.		
Under 7.....	8,653	250	9	—	—	—	—	—	—	—	—	—	—	—	—	—	9	8,921
7.....	13,774	1,505	172	7	—	—	—	—	—	—	—	—	—	—	—	—	—	15,458
8.....	12,869	3,617	976	127	14	—	—	—	—	—	—	—	—	—	—	—	—	17,603
9.....	10,038	4,952	2,446	704	124	5	—	—	—	—	—	—	—	—	—	—	—	18,269
10.....	8,148	5,485	4,079	1,868	450	65	4	—	—	—	—	—	1	—	—	—	—	20,100
11.....	5,014	4,148	4,469	2,727	1,214	295	43	3	—	—	—	—	—	—	—	—	—	17,913
12.....	4,131	4,354	4,773	3,903	2,582	920	246	39	4	—	—	—	1	—	—	—	—	20,953
13.....	2,703	3,005	3,888	3,896	3,221	1,659	698	195	20	—	—	—	4	—	—	—	—	19,289
14.....	1,523	1,868	2,588	3,065	3,094	2,090	1,100	469	63	4	—	—	3	—	—	—	—	15,867
15.....	784	1,049	1,561	1,909	2,241	1,895	1,519	814	107	23	1	—	7	62	—	—	—	11,972
16.....	386	469	713	1,071	1,486	1,467	1,365	1,004	133	34	1	—	15	173	38	—	1	8,356
17.....	170	198	342	469	716	705	860	807	104	35	2	2	59	170	144	27	—	4,810
18.....	72	97	155	196	326	400	507	628	131	48	8	3	98	203	143	66	—	3,081
19 and over.....	63	74	97	152	201	272	492	703	245	183	45	29	483	321	314	378	18	4,070
TOTAL.....	68,328	31,071	26,268	20,094	15,669	9,773	6,834	4,662	807	327	57	34	671	929	639	471	28	186,662
MEDIAN AGE, 1937.....	9.60		12.21	13.18	14.07	14.93	15.87	16.81	17.74	19.11	19.38	19.41	—	—	—	—	—	—

MEDIUM OF INSTRUCTION IN NATIVE SCHOOLS AT 1ST JUNE, 1937.

	Mainly or Exclu- sively English.	Mainly or Exclu- sively Afrikaans.	Mainly or Exclu- sively Native Lan- guage(s).	Official and Native Languages used almost Equally.	Total.
Sub-Standard A.....	1,167	153	55,046	11,962	68,328
B.....	499	80	21,133	9,359	31,071
Standard I.....	827	108	14,407	10,926	26,268
" II.....	906	73	9,704	9,411	20,094
" III.....	2,149	15	2,664	10,841	15,669
" IV.....	2,238	15	844	6,676	9,773
" V.....	3,493	12	191	3,138	6,834
" VI.....	2,879	6	141	1,636	4,662
VII, VIII, IX and X combined	1,210	—	—	15	1,225
Industrial	622	—	—	49	671
Teachers' Courses	2,039	—	—	—	2,039
Unclassified.....	19	—	9	—	28
TOTAL.....	18,048	462	104,139	64,013	186,662

SEX OF TEACHERS AS AT 30TH JUNE, 1937, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

126

	Itinerant Teachers.	Euro-pean Training Colleges.	High.	Second-ary.	Prim-ary.	Part-time.	Farm.	Aided.	Special.	Coloured Training.	Coloured Mission.	Coloured Farm.	Native Training.	Native Mission.	Total.
Male.....	29	27	1,018	299	1,314	—	14	—	3	29	1,367	3	44	2,208	6,355
Female.....	44	42	995	350	2,601	—	125	10	2	20	1,298	5	43	1,798	7,333
Total, 1937.....	73	69	2,013	649	3,915	—	139	10	5	49	2,665	8	87	4,006	13,688
Total, 1936.....	68	68	2,010	732	4,108	12 [17]	166	10	5 [1]	47	2,252	6	81	3,804	13,369
Percentage of Male Teachers—															
1937.....	39.7	39.1	50.6	46.1	33.6	—	10.1	0	60.0	59.2	51.3	37.5	50.6	55.1	46.4
1936.....	44.1	39.7	50.2	47.1	33.5	91.7	10.8	0	40.0	51.1	49.8	16.7	50.6	55.5	45.8

RACE OF TEACHERS AS AT 30TH JUNE, 1937, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

127

	EUROPEAN.									COLOURED.									NATIVE.					Total Number of Teachers.
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	Aided.	Special.	Total.	Training Schools.	High.	Secondary.	Primary.	Mission.	Farm.	Part-time.	Special.	Total.	Training Schools.	Secondary.	Mission.	Part-time.	Total.	
European Teachers..	73	69	2,013	649	3,915	139	10	5	6,873	43	30	27	20	165	4	5 [5]	1 [1]	295	75	23	60	—	158	7,326
Coloured Teachers...	—	—	—	—	—	—	—	—	—	6	29	14	198	2,117	4	5 [13]	—	2,373	1	1	5	—	6	2,379
Native Teachers.....	—	—	—	—	—	—	—	—	—	—	1	—	—	53	—	—	—	54	12	30	3,886	1 [3]	3,929	3,983
Total, 1937.....	73	69	2,013	649	3,915	139	10	5	6,873	49	59	42	218	2,335	8	10 [18]	1 [1]	2,722	87	54	3,951	1 [3]	4,093	13,688
Total, 1936.....	68	68	1,951	652	3,911	166	10	4	6,830	47	59	38	197	2,252	6	10 [15]	1 [1]	2,610	81	42	3,804	2 [2]	3,929	13,369

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR ENDED 31ST MARCH, 1937.

Administration.

	£	s.	d.
A. 1. Salaries, Wages and Allowances.....	25,088	12	5
2. Subsistence.....	150	15	9
3. Transport.....	202	9	3
4. Office Equipment, Material and Furniture, including Repairs.....	406	4	4
5. Rent, Rates and Insurance.....	25	1	0
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	166	13	8
7. Repairs, Renovations and Maintenance.....	83	4	3
8. Incidentals.....	2,708	7	7

TOTAL A..... £28,831 8 3

School Boards and School Committees.

B. 1. Salaries, Wages and Allowances.....	44,286	15	1
2. Subsistence.....	142	3	10
3. Transport.....	4,908	6	2
4. Office Equipment, Material and Furniture, including Repairs.....	488	18	10
5. Rent, Rates and Insurance.....	3,886	13	9
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	272	17	0
7. Repairs, Renovations and Maintenance.....	125	0	10
8. Election Expenses.....	69	19	10
9. Incidentals.....	225	18	7

TOTAL B..... £54,406 13 11

School Inspection.

C. 1. Salaries, Wages and Allowances.....	29,645	9	9
2. Subsistence.....	3,310	7	6
3. Transport.....	5,669	6	8
4. Incidentals.....	56	14	4

TOTAL C..... £38,681 18 3

Medical Inspection.

D. 1. Salaries, Wages and Allowances.....	6,930	0	6
2. Subsistence.....	951	3	7
3. Transport.....	638	18	8
4. Medical Treatment of School Children.....	4,914	0	7
5. Incidentals.....	32	9	10

TOTAL D..... £13,466 13 2

European Education: Training of Teachers.

E. 1. Salaries, Wages and Allowances.....	36,613	4	10
2. Subsistence.....	1,307	7	1
3. Transport.....	1,117	14	7
4. School Equipment, Material and Furniture, including Repairs.....	1,392	19	7
5. Hostels.....	7,744	13	8
6. Grants-in-Aid, including Hostels under Private Control..	3,625	19	10
7. Rent, Rates and Insurance.....	42	1	6
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	494	15	2
9. Repairs, Renovations and Maintenance.....	1,018	4	4
10. Incidentals.....	133	19	7

TOTAL E..... £53,491 0 2

Secondary Education.

	£	s.	d.
F. 1. Salaries, Wages and Allowances.....	168,265	6	9
2. Subsistence and Transport.....	94	15	2
3. School Equipment, Material and Furniture, including Repairs.....	3,838	16	10
4. Bursaries.....	59,387	19	9
5. Hostels.....	7,218	10	1
6. Grants-in-Aid, including Hostels under Private Control..	—		
7. Rent, Rates and Insurance.....	797	9	5
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	1,838	13	1
9. Repairs, Renovations and Maintenance.....	2,272	12	6
10. Incidentals.....	48	2	3

TOTAL F..... £243,762 5 10

Primary Education.

G. 1. Salaries, Wages and Allowances.....	1,093,922	3	4
2. Subsistence and Transport.....	772	2	8
3. School Equipment, Material and Furniture, including Repairs.....	42,553	7	0
4. Bursaries.....	181,390	6	10
5. Hostels.....	1,788	4	10
6. Grants-in-Aid, including Hostels under Private Control	1,381	2	7
7. Rent, Rates and Insurance.....	27,889	5	8
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	10,292	9	2
9. Repairs, Renovations and Maintenance.....	14,569	16	1
10. Incidentals.....	156	18	9

TOTAL G..... £1,374,715 16 11

Combined Primary and Secondary Education.

	£	s.	d.
H. 1. Salaries, Wages and Allowances.....	826,996	10	11
2. Subsistence and Transport.....	485	18	11
3. School Equipment, Material and Furniture, including Repairs.....	32,811	5	9
4. Hostels.....	62,081	3	3
5. Grants-in-Aid, including Hostels under Private Control	6,982	16	1
6. Rent, Rates and Insurance.....	2,918	11	0
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	9,338	5	3
8. Repairs, Renovations and Maintenance.....	16,422	12	5
9. Incidentals.....	115	19	1

TOTAL H..... £958,153 2 8

Coloured Education: Training of Teachers.

J. 1. Salaries, Wages and Allowances.....	24,445	10	0
2. Subsistence and Transport.....	193	5	0
3. School Equipment, Material and Furniture, including Repairs.....	328	13	10
4. Bursaries.....	4,568	13	1
5. Rent, Rates and Insurance.....	3,679	8	1
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	121	1	8
7. Repairs, Renovations and Maintenance.....	188	19	7
8. Incidentals.....	54	7	8

SUB-TOTAL..... £33,579 18 11

Primary and Secondary Education.

	£	s.	d.
J. 9. Salaries, Wages and Allowances.....	437,817	7	4
10. Subsistence and Transport.....	151	9	8
11. School Equipment, Material and Furniture, including Repairs.....	27,364	3	10
12. Bursaries.....	6,615	11	7
13. Rent, Rates and Insurance.....	17,782	0	5
14. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	6,393	18	4
15. Repairs, Renovations and Maintenance.....	3,793	10	3
16. Incidentals.....	2	19	5
SUB-TOTAL.....	£499,921	0	10
TOTAL J.....	£533,500	19	9

NATIVE EDUCATION.

SCHOOL INSPECTION.

Inspection by Europeans.

	£	s.	d.
K. 1. Salaries, Wages and Allowances.....	13,084	7	9
2. Subsistence and Transport.....	3,839	7	11
SUB-TOTAL.....	£16,923	15	8

Native Supervisors.

K. 3. Salaries, Wages and Allowances.....	1,315	0	0
4. Subsistence and Transport.....	859	14	5
SUB-TOTAL.....	£2,174	14	5

Training of Teachers.

K. 5. Salaries, Wages and Allowances.....	32,169	0	9
6. Subsistence and Transport.....	992	2	9
7. School Equipment, Material and Furniture, including Repairs.....	482	2	11
8. Bursaries.....	4,151	0	0
9. Vacation Courses.....	—	—	—
10. Miscellaneous.....	538	18	4
SUB-TOTAL.....	£38,333	4	9

Secondary Education.

K. 11. Grants-in-Aid.....	7,240	6	0
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Primary and Secondary Education.

K. 12. Salaries, Wages and Allowances.....	283,008	10	4
13. Subsistence and Transport.....	0	16	0
14. School Equipment, Material and Furniture, including Repairs.....	19,316	18	6
15. Miscellaneous.....	815	8	9
SUB-TOTAL.....	£303,141	13	7

Technical and Industrial Education : Boys.

	£	s.	d.
K. 16. Salaries, Wages and Allowances.....	6,567	4	4
17. School Equipment, Material and Furniture, including Repairs.....	0	5	0
18. Bursaries.....	840	0	0
19. Miscellaneous.....	14	8	5
SUB-TOTAL.....	£7,421	17	9

Technical and Industrial Education : Girls.

K. 20. Salaries, Wages and Allowances.....	3,724	2	8
21. School Equipment, Material and Furniture, including Repairs.....	72	10	0
22. Bursaries.....	240	0	0
23. Miscellaneous.....	4	19	3
SUB-TOTAL.....	£4,041	11	11

General.

K. 24. Good Service Allowance.....	16,875	3	4
25. Examination Expenses.....	2,895	11	0
26. Incidentals.....	89	0	5
SUB-TOTAL.....	£19,859	14	9
TOTAL NATIVE EDUCATION....	£399,136	18	10

Miscellaneous.

	£	s.	d.
L. 1. Examination Expenses.....	15,056	1	8
2. Pensions and Gratuities.....	391	5	9
3. Contributions to Pension and Provident Funds.....	168,523	9	7
4. Printing, Stationery and Advertising, including Publi- cations and Bookbinding.....	6,388	10	10
5. Telegraphs and Telephones.....	3,370	18	3
6. Grants to Student-Teachers' Loan Fund.....	—	—	—
7. Grants to Private Schools and Hostels for General Educational Purposes, and irrespective of terms of Ordinance No. 5 of 1921, including Rent.....	1,092	9	11
8. Incidentals.....	3,238	17	11
TOTAL L.....	£198,061	13	11

Minor Works.

M. Minor Works, including Site Transfer and other Expenses, School Footbridges, Fencing and Boreholes.....	14,474	18	3
GRAND TOTAL, VOTE 2.....	£3,910,683	9	11

STUDENT-TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Section 376 of the Consolidated Education Ordinance).

ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1937.

<i>Receipts.</i>			<i>Payments.</i>		
	£	s. d.		£	s. d.
To Balance 1st April, 1936.....	378	3 1	By Loans to Student Teachers.....	47	10 0
To Interest for 1936-37.	336	4 2	By Balance.....	712	0 7
To Repayment of Loans	45	3 4			
	<u>£759</u>	<u>10 7</u>		<u>£759</u>	<u>10 7</u>

NE, 1937, ARRAN

Total.	
301	
104	
405	

	Intermediate.	Matriculation.	No. of Candidates.
Primary Higher or T2 Certificate.			

DOLS.

5	2	12	
2	35	399	
7	10	196	
7	29	943	1
-	-	7	
-	-	4	
1	-	-	
-	-	13	
2	76	1,574	1

DOLS.

8	1	5	
4	1	2	
3	-	2	
1	1	3	
-	-	1	
-	-	-	
3	1	10	6
-	-	-	
-	-	-	
9	4	23	8

