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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, 1938.

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DEPARTMENT OF PUBLIC EDUCATION.

REPORT OF SUPERINTENDENT-GENERAL OF EDUCATION FOR THE YEAR 1938.

Department of Public Education,
Cape Town,

31st March, 1939.

THE HONOURABLE THE ADMINISTRATOR,
CAPE TOWN.

Sir,

I have the honour to submit to you my report for the year 1938.

It is a pleasure for me to be able to record once again, as I did last year, that education in schools proceeded normally and that no set-back was experienced. In those features of the educational system which have been more particularly stressed during the past few years good progress continues to be made. In the sphere of health education appreciable advance can be recorded. The medical service has been extended. The system of medical treatment of indigent school children, for which substantial amounts have each year been made available by the Administration, is gradually taking firmer root. School Boards and local charitable organ-

isations are co-operating in order to make treatment available for as many indigent children as possible. Schools are beginning to realise more and more the value of health instruction and, associated therewith, the cultivation of proper health habits. Particularly rapid advance has been made in the sphere of physical culture. The number of trained teachers of physical education is growing steadily. The financial assistance of the Administration has made it possible for a number of schools to acquire the equipment necessary for this instruction. Provision could, however, be made by the Administration for the erection of a number of school halls. Here I should again like to emphasise that full justice can be done to neither general nor physical education unless a school possesses a general assembly hall, which can also be used for gymnastic purposes. There is much leeway to be made up, and advantage should be taken of the relatively good financial position in which we find ourselves in order to improve conditions.

Considerable expansion has taken place in the provision of facilities for special education. Not only have additional classes for sub-normal school children been established, but the existing classes have been better organised and the curricula and methods of instruction improved. More trained teachers have been appointed with the result that the prejudice which existed in certain centres against the establishment of such classes has to a large extent been removed. From all quarters it has been reported that the children in these classes are now much happier and that their progress is quicker. The difficult problem of the sixteen-year-old child who leaves school from such a class is now receiving attention. If the vocational schools cannot be induced to enrol such children, special vocational institutions should be established for them.

It is a pleasure to be able to state that the vocational agricultural schools which were a year ago handed over by the Union Government to the Provincial Administration have shown a substantial increase in their enrolment. The courses offered by these institutions have been extended and made more attractive to the sons of farmers. Several requests have been made

for additional institutions of this type; but these requests cannot be considered until the fullest possible use is being made of the three existing establishments. The Department desires the support of the various agricultural unions of the Cape Province in regard to these establishments and would always welcome suggestions from them.

Before I conclude this short summary of the general position in regard to European Education, I should like to draw your attention to the table on page 16.

It would appear to me that the increase during the last few years in the percentage of scholars who enjoy post-primary education — particularly the number of "standard-sixers" who enjoy one or two years of secondary education — has now virtually come to an end. If this is so it will be necessary by means of an extension of free education, an increase in boarding grants, and other expedients not yet applied, to improve the position. In this country we cannot to-day be satisfied whilst thirty-five per cent. of European children who have attained the sixth standard receive no further education. The European has a special mission in South Africa, and without the necessary education he will never fulfil this.

It is unfortunate that I cannot report so favourably on the general progress of Coloured Education. The expansion, which everyone confidently expected after the Report of the Coloured Commission was issued, did not eventuate. As I mentioned in my previous report, it is clearly not possible for the Provincial Administration to meet the cost of the proposed expansion unless the Union Government revises the basis of subsidy. In a later chapter of this report I have again referred to this matter and have indicated the present financial responsibilities of the Cape Province in regard to Coloured Education.

As far as Native Education is concerned this has been a year of uncertainty. The Union Government has evidently decided to accept the financial and administrative responsibility for such education. In regard to Native Education this Department has always contended that it is impossible to lay down a definite policy

and to provide for the necessary expansion under the existing arrangement, whereby the Union Government sets aside a certain amount for Native Education, which is based neither on increased requirements nor on enrolment but on other considerations, and then leaves the administration of such amount to the Provinces. It would be a great pity if this measure of uncertainty in the regard to the control of Native Education — and allied therewith the present basis of subsidy — were to continue longer. In the interests of the two hundred thousand Native children at present in the schools of the Province, an immediate and final decision should be come to.

It will not be out of place if before terminating this chapter I refer to the centenary of the Cape Education Department, which is to be celebrated on the 11th May. Although the Cape Education Department was established only in 1839, the State took action in regard to education at a very early date in our history; for in 1656, only four years after the landing of van Riebeeck, a school was established in Cape Town for the instruction of slave children from the West Coast, and in 1663 a school for European children was opened in Cape Town. Throughout the whole period of Dutch rule, and during the British occupation of the Colony, considerable attention was paid by the government authorities to education, and schools of various types were started; but it came increasingly to be felt that the educational facilities provided for the children of the Colony were neither adequate nor satisfactory. In 1837 Colonel Bell (Secretary to the Government) submitted to the Governor a memorandum which was to lead to the founding of the Cape educational system. This memorandum contained criticisms of the educational arrangements then existing and various recommendations for reform.

Colonel Bell's memorandum was submitted to the eminent astronomer, Sir John Herschel, who was then at the Cape (an obelisk to his memory, erected on the spot where his telescope stood, may be seen in the grounds of the Feldhausen Primary School, Claremont); and Herschel favoured the suggestion that "the central responsibility should be lodged in one

individual," who "must be in direct communication with, and supported in the execution of his duty by, the Government." The Governor of the Colony and the British Government in due course approved of the proposal; and the post of Superintendent-General of Education, and with it the Cape Education Department, came into being on the 11th May, 1839. The occupants of the Superintendent-Generalship since its inception have been:—

1839-59: J. Rose Innes, M.A., LL.D.

1859-92: Sir Langham Dale, K.C.M.G., M.A., LL.D.

1892-1915: Sir Thomas Muir, Kt., C.M.G., M.A., D.Sc., LL.D., F.R.S.

1915-18: C. Murray, M.A.

1918-29: W. J. Viljoen, M.A., D.C.L., Ph.D.

1929-34: M. C. Botha, M.A., D. Litt.

1934- : W. de Vos Malan, B.A., Ph.D.

At the beginning the Department's responsibilities appear to have been limited to 11 schools and 513 pupils. By 1844 the number of schools under the Department had increased to 50 and the enrolment to 5,592.

At Union the schools numbered 3,892 and the enrolment 182,220; in September, 1938, the schools numbered 4,848 and the enrolment 474,891.

With sincere thanks to you and the Executive Committee for your wise counsel and kind co-operation,

I have the honour to be, Sir,

Your obedient servant,

W. DE VOS MALAN,

Superintendent-General of Education.

CHAPTER I.

ADMINISTRATION.

At headquarters several minor additions to the staff were effected as the result of visits made by Public Service Inspectors during 1937. These additions afforded a certain amount of relief, but the need for further staff is again being felt, and an inspection by a Public Service Inspector during the course of this year would be welcomed.

Mr. J. P. Caldwell, B.A., LL.B., Examinations Officer, who for the past 35 years rendered excellent service to the Department, retired on the grounds of superannuation in June, 1938. His place was filled by Mr. B. F. Barnard, B.A., formerly Inspector of Schools in the Humansdorp circuit.

Mr. C. Kitchin, B.A., Principal Clerk, who was in the service of the Department for 35 years, retired on reaching the age limit on the 20th March, 1939. By his retirement the Department has lost the services of a capable and experienced officer. The vacancy which thus arose was filled by Mr. S. K. Lotz, B.Com.

Through the transfer of Mr. L. E. A. Scott in January, 1939, and Mr. A. P. J. van der Poel, B.A., in February, 1939, to the Transvaal and Natal Provincial Administrations respectively, this Department has lost the services of two other experienced officers.

In March, 1938, Mr. H. S. Bosman of the Provincial Accounts Branch was promoted to a vacant post of Senior Clerk in this Department.

I am pleased to be able to report that the Public Service Commission has agreed to the conversion of three posts of Inspectors of Schools to posts of Chief Inspectors of Schools with effect from the 1st July, 1938. Messrs. A. L. Charles, B.Sc., C. J. Hofmeyr, B.A., and G. H. Welsh, B.A., have been appointed to these posts.

Two additional posts of Inspectors of Schools created in 1937 were filled by Messrs. E. R. O. Gardiner, B.A., and C. J. Potgieter, M.Sc., during September, 1938, and January, 1939, respectively. Mr. Gardiner was formerly an Inspector of Schools under the Transvaal Education Department and Mr. Potgieter formerly Principal of the Colesberg High School.

Mr. D. J. J. de Villiers, M.A., was transferred from the post of Inspector of Indigent Boarding Houses to a post of Inspector of Schools as from July, 1938. The appointment of a successor is under consideration.

In order to afford relief to Inspectors of Schools in the North-Western districts of the Cape Province, a second post of Relieving Inspector of Schools was created and Inspector W. A. Hofmeyr, B.A., was transferred to this post.

Mr. G. Siddle, M.A., Inspector of Schools in the Uitenhage circuit, retired on the grounds of superannuation on the 10th February, 1939. He was appointed to the Inspectorate in January, 1914, and had been in charge of the Uitenhage circuit since 1922. He carries with him into retirement the Department's thanks for the good work accomplished in the cause of Cape Education, and its best wishes for his future welfare. Mr. F. van S. Hanekom, B.A., Principal of the Boys' High School, Malmesbury, has been appointed to fill the vacancy in the inspectorate.

The inspection and supervision of classes for deviate children and the psychological examination of children for transfer to special classes has been entrusted to Professor J. J. Strasheim, M.A., Ph.D., formerly of the Faculty of Education of the University of Stellenbosch. His post is that of Departmental Psychologist with the status of Inspector of Schools.

Mr. D. Nel, B.A., formerly teacher on the staff of the Stellenbosch Boys' High School, was appointed from July, 1938, as Organiser of Classes for deviate children to assist Dr. Strasheim. I regret, however, having to record his death on the 6th February, 1939.

Although Mr. Nel had little more than six months' service to his credit he gave promise of a most successful career in the field of special education.

During September, 1938, the Department lost the services of Dr. E. M. Reitz, M.B., Ch.B., on the occasion of her marriage. Dr. A. H. Bischoff, M.B., Ch.B., was appointed Medical Inspector of Schools with effect from August, 1938, and Dr. M. Theron, M.B., Ch.B., from January, 1939. It is trusted that the remaining vacancy for Medical Inspector of Schools will shortly be filled.

I have also to record with deep regret the death on the 15th June, 1938, of Mr. J. E. Rawson, A.R.C.A. Mr. Rawson was appointed as a teacher under the Department in 1913 and since 1928 had been Inspector of Drawing and Art. It has not yet been possible to secure the services of a suitable successor.

Miss R. Fouché, B.Sc., Inspectress of Domestic Science, was due to retire on the grounds of superannuation on the 31st December, 1938, but arrangements were made to retain her services until the 31st March, 1939. She has been succeeded by Miss I. M. K. Bergh, B.Sc., previously a teacher on the staff of the Grahamstown Training College. Owing to the expansion of this subject it was found necessary to appoint a third Inspectress of Domestic Science, and Miss G. F. B. Rose, formerly on the staff of the Huguenot Girls' High School, Wellington, has been appointed to this post.

CHAPTER II.

EUROPEAN EDUCATION.

From September, 1935, to September, 1937, the number of schools for European pupils decreased by 148 (from 2,301 to 2,153). The 1938 figures, compared with the 1937 figures, show a further decrease of 83 (from 2,153 to 2,070) making the total decrease in the number of schools in the three-year period, September, 1935, to September, 1938, 231 (from 2,301 to 2,070).

The enrolment of pupils and student-teachers increased, however, from 156,809 in September, 1937, to 157,497 in September, 1938, i.e., an increase of 688. The total increase in the enrolment for the three-year period, September, 1935, to September, 1938, is 4,815 (from 152,682 to 157,497).

The following tables show the number of pupils in schools of each grade for the period in question:

NUMBER OF SCHOOLS.

	1938	1937	1936	1935	Increase 1937-38	Increase 1935-38
Training Colleges	9	9	9	9	0	0
<i>Secondary Education</i>						
High Schools ..	144	141	135	135	3	9
Secondary Schools	89	89	89	83	0	6
<i>Primary Education:</i>						
Undenominational						
Public Schools ..	1,676	1,755	1,803	1,847	- 79	- 171
Farm Schools ..	116	126	168	194	- 10	- 78
Church Primary and Aided Schools	30	30	30	30	0	0
Special Schools ..	3	3	3	3	0	0
Agricultural Schools	3	0	0	0	3	3
Total	2,070	2,153	2,237	2,301	- 83	- 231

NUMBER OF PUPILS.

	1938	1937	1936	1935	Increase 1937-38	Increase 1935-38
Training Colleges	1,225	1,147	1,050	872	78	353
Secondary Education						
High Schools ..	47,693	46,553	44,946	44,065	1,140	3,628
Secondary Schools	15,907	15,933	16,004	14,510	- 26	1,397
Primary Education:						
Undenominational						
Public Schools ..	87,031	87,395	87,196	87,600	- 364	- 569
Farm Schools ..	855	902	1,211	1,338	- 47	- 483
Church Primary and Aided Schools	4,582	4,727	4,801	4,158	- 145	424
Special Schools ..	144	152	148	139	- 8	5
Agricultural Schools	60	0	0	0	60	60
Total	157,497	156,809	155,356	152,682	688	4,815

The number of Training Colleges (9) remained constant but the enrolment of student-teachers increased from 872 in 1935 to 1,147 in 1937 and to 1,225 in 1938.

The number of High Schools increased from 135 in 1935 to 141 in 1937 and to 144 in 1938, while the number of Secondary Schools increased from 83 in 1935 to 89 in 1937 and 1938 with a corresponding increase in the enrolment for High and Secondary Schools from 58,575 in 1935 to 62,486 in 1937 and to 63,600 in 1938.

In January, 1938, a new *ad hoc* secondary school was established at Vredendal (district Van Rhynsdorp) and the primary schools at Engcobo and Frankfort (King William's Town) were promoted to secondary grade from the same date. Three secondary schools, namely, those at Delparts Hope (Barkly West), Garies (Namaqualand) and Maitland (Cape) were promoted to high school grade.

Three vocational agricultural schools, namely, Augsburg (Clanwilliam), Marlow (Cradock) and Oakdale (Riversdale) with an enrolment of 65 pupils were transferred from the control of the Union Department of Education to this Department. This transfer is dealt with in greater detail in a separate Chapter on Vocational Agricultural Schools.

Of the 38 primary and farm schools established in 1938 two are worthy of special mention, namely, (a)

the Dohne Railway Model Village Primary School (Stutterheim) which was opened to provide education for children of a great number of railway employees who were temporarily transferred from Natal in connection with large construction work in that locality, and (b) the Primary School in the Epping Garden Village where a large sub-economic housing scheme was recently initiated.

The number of primary and farm schools decreased from 2,071 in 1935 to 1,911 in 1937 and to 1,822 in 1938. The enrolment of pupils in these schools decreased from 93,096 in 1935 to 93,024 in 1937 and to 92,468 in 1938. The decrease in the number of primary and farm schools can be attributed in part to the closing of a number of small primary and farm schools consequent upon the transfer of the pupils of these schools to larger primary schools and to the primary departments of High and Secondary Schools.

It is of interest to note, however, that the number of pupils receiving primary education in high, secondary, primary and farm schools decreased from 129,439 in June, 1937 to 128,774 in June, 1938, i.e., a decrease of 665 pupils.

This decrease in the enrolment occurred mainly in the lower primary standards as the following table indicates:—

Year	1935	1936	1937	1938
Enrolment in primary schools	129,439	128,774	128,774	128,774
Enrolment in high schools	44,065	44,946	46,553	47,693
Enrolment in secondary schools	14,510	16,004	15,933	15,907
Enrolment in farm schools	1,338	1,211	902	855
Enrolment in agricultural schools	0	0	0	60
Enrolment in special schools	139	148	152	144
Enrolment in church primary and aided schools	4,158	4,801	4,727	4,582
Enrolment in undenominational public schools	87,600	87,196	87,395	87,031
Total	152,682	155,356	156,809	157,497

As will be seen from the above table the enrolment in the sub-standards decreased by 1,140 between 1936 and 1937 and thereafter the enrolment in the sub-standards in June 1938 is 665 less than in June 1937.

DISTRIBUTION OF EUROPEAN PUPILS : PRIMARY STANDARDS.

	Sub. A.	Sub. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified*		Total
									A	B	
June, 1938	14,711	11,805	16,863	17,433	17,645	16,935	16,485	15,511	1,112	274	128,774
June, 1937	15,695	11,977	16,729	17,064	17,635	16,971	16,682	15,755	690	241	129,439
Increase, 1937-1938 ..	- 984	- 172	+ 134	+ 369	+ 10	- 36	- 197	- 244	+ 422	+ 33	- 665

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

(B) Other unclassified pupils.

As will be seen from the above table, the enrolment in the sub-standards decreased by 1,156 between June, 1937, and June, 1938.

Whilst this decrease in the enrolment of the primary area is to be regretted it is satisfactory to report an increase of 858 in the enrolment of the secondary standards, as will be seen from the following summary:—

DISTRIBUTION OF EUROPEAN PUPILS : SECONDARY STANDARDS.

	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Total
June, 1938 ..	10,411	7,745	4,328	3,670	26,154
June, 1937 ..	10,298	7,229	4,215	3,554	25,296
Increase, 1937-1938 ..	+ 113	+ 516	+ 113	+ 116	+ 858

From the following elimination tables it will be seen that the improvement evident in former years as regards the percentage of pupils proceeding beyond Standard VI continued in 1938.

ELIMINATION TABLES.

1.—Comparative Table of European Pupils in Different Standards.

	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
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	9,705	6,873	4,072	3,203
1937	15,755	10,298	7,229	4,215	3,554
1938	15,511	10,411	7,745	4,328	3,670

(Note.—Prior to 1936 the number of pupils in each Standard on a day in November is recorded. For 1936 and thereafter the number of pupils on the first Tuesday in June is recorded.)

II.—Percentages based on preceding table of Standard VI pupils who proceed to Standard X.

	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X
1929	100	—	—	—	—
1930	100	52	—	—	—
1931	100	54	39	—	—
1932	100	54	39	23	—
1933	100	54	39	24	22
1934	100	54	39	23	21
1935	100	59	39	24	20
1936	100	64	45	26	22
1937	100	66	48	27	23
1938	100	66	49	29	24

Census Report, 1936.

The report on the 1936 Census is being issued in parts as they become available; and the most interesting of them all to the educationist (Volume II, *Ages of the Population*) has recently been published. The Census was taken on 5th May, 1936; and if we compare the figures then obtained with the annual age-statistics of pupils taken on 2nd June, 1936, we gain valuable information on a number of important points. As defined in the Cape Educational Law a child of school-going age is one who has completed his seventh but not his sixteenth year.

The first point to note is that the percentage of the European population which falls within this nine-year age-period is decreasing:

	Total European Population	European Children 7-15 years (both inclusive)	Percentage
1921	650,609	140,503	21.6
1926	706,137	141,395	20.2
1931	749,231	142,760	19.0
1936	791,574	149,517	18.8

It will be seen that during the period 1921-1931 the total population increased by nearly a hundred thousand, whereas the increase in the number of children of school-going age was negligible. The reason for this is that the 1926 and 1931 figures included the children born in the years 1916-19 (the period of war and subsequently of epidemic) when the birth-rate was abnormally low. The 1921 and 1936 figures do not include any of these children, and the 1921 percentage of 21.6 is, therefore, truly comparable with the 1936 percentage of 18.8.

Next, we may ascertain how many of the 149,517 children of school-going age in 1936 were being educated in schools under the Department:

Age	Total Number of Children	Pupils in Public Schools	Children not in Public Schools
7	16,959	14,472	2,487
8	16,863	15,311	1,552
9	16,589	15,520	1,069
10	16,658	15,544	1,114
11	16,559	15,397	1,162
12	16,467	15,326	1,141
13	16,589	15,531	1,058
14	16,616	14,090	2,526
15	16,217	10,948	5,269
	149,517	132,139	17,378

Now, a total of 17,378 European children who are of school-going age and yet are not in public schools may seem a very serious matter; but in reality the position is quite satisfactory. The thousand-odd pupils missing in each age-year from eight to thirteen inclusive are almost all to be found in registered private schools, which in 1936 had a total enrolment of 9,325; and a smaller proportion of seven-year-olds, fourteen-year-olds and fifteen-year-olds would also be found in these private schools. Then a number of seven-year-olds would be taught at home, by governesses or elder sisters;

and a number of the fourteen- and fifteen-year-olds would be enrolled in the vocational and semi-vocational courses offered by institutions under the Union Education Department. We have also to bear in mind that, while our *age*-compulsion extends over nine years, our *curriculum*-compulsion extends over only about seven and a half years — say eighteen months for the sub-standards and one year for each of the six primary standards. A considerable proportion of the fourteen-year-old absentees, and a still larger proportion of the fifteen-year-old absentees, would be exempt from compulsion after having passed Standard VI.

Finally, we must remember that some of the seven-year-olds who were receiving no education whatever would be living at an awkward distance from school — too near for transport facilities to be available under the law, too far for little children to walk. Even, however, if they started school only at the age of eight, there would still be time for them to pass Standard VI before they reached the age of sixteen.

All things considered, we are safe in saying that compulsory education for European children is now a reality, not merely a legislative ideal.

Admission of Pupils.

The Department has been called upon during the year under review to deal with several complaints regarding the admission of children who are alleged not to be of pure European descent. The legal interpretation put on section 86 (a) of Ordinance No. 5 of 1921 is that European schools established in terms thereof are for the purpose of affording education to children of *unmixed* European parentage or extraction only.

If, therefore, it can be *proved* that any child is not of unmixed European parentage or extraction, or if its parents *admit* that it is not of unmixed European parentage or extraction, it is illegal to admit such child to a European school.

It is the Department's policy to insist that, where necessary, the fullest investigation regarding a child's descent should be made before it is admitted to a

European school. Neither parents nor principals are, however, encouraged to raise questions of this nature after they have allowed a child to associate for a long time with European children.

The decision whether any child is to be excluded from school on the grounds of colour rests with the local School Committee. If there is dissatisfaction with the decision of the School Committee, an appeal may be made to the School Board, and only in the event of further disagreement has the Superintendent-General of Education any *locus standi* to intervene. There is no provision in the law of the Province for the establishment of schools for children of mixed European and Coloured parentage.

Teachers.

The following table shows the staffing position of high and secondary schools for European pupils in June, 1938, compared with June, 1937:

	High Schools		Secondary Schools	
	June, 1937	June, 1938	June, 1937	June, 1938
Principals	141	144	89	89
Secondary assistants ..	1,021	1,057	109	112
Intermediate assistants ..	36	45	44	48
Primary assistants ..	775	785	414	412
Part-time assistants ..	49	50	8	8
Music teachers	49	52	1	1
	2,071	2,133	665	670

As stated in my 1937 report, 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 these Provinces would, subject to conditions laid down, be permitted to exchange posts with teachers of this Department. This arrangement has now been extended to include also teachers serving under the Education Department of South West Africa.

Appointments of Teachers.

Owing to the supply of unmarried certificated teachers having become exhausted in the third quarter

of 1938, it became necessary during the third and fourth quarters to employ married women teachers who were being supported by their husbands. The attention of Committees and School Boards is, however, drawn to the fact that a large supply of newly-qualified teachers will become available in January and there should, therefore, be no necessity for engaging married women teachers, supported by their husbands, during the first and second quarters of a year. Local authorities should therefore not allow such teachers to assume duty during those quarters without the Department's authority first having been obtained.

The function of nominating teachers for appointment is a most important one. School Committees are therefore urged to exercise the greatest care in filling vacancies on the staffs of the schools which they control. A wrong choice may seriously prejudice the education of the children attending the schools which they have been called upon to manage.

CHAPTER III.

COLOURED EDUCATION.

Coloured education continues to expand rapidly. At the 30th September, 1937, there were 868 schools with a total enrolment of 110,544 pupils; at the 30th September, 1938, the corresponding figures were 911 and 116,508, an increase of 43 schools and 5,964 pupils during the year.

An idea of the rate of expansion in Coloured education can be formed when it is considered that the total enrolment has doubled itself in the last twelve years. This increase is very satisfactory, especially when it is taken into account that there has been no compulsion; but I would be failing in my duty if I did not point out that numbers of Coloured children are still growing up without, or with very little education.

For many years opinions have differed widely as to the number of Coloured children still unprovided with educational facilities; and the wildest guesses have been made. The recent publication of Volume II (*Ages of the Population*) of the Report on the 1936 Census enables me to give accurate figures on the matter. (It may here be mentioned that, as no distinction for educational purposes is made in the Cape between Coloured and Asiatic children, the figures given below relate to both.)

In an earlier chapter I have regarded a *European* child of school-going age as one between the ages of seven and sixteen years, these being the limits of compulsion fixed by the law. The report of the Commission of Inquiry regarding the Cape Coloured Population recommended the ages of seven and fourteen as the limits of compulsion for Coloured children, and I shall accordingly take this seven-year period as representing the school-going age for Coloured children:

Age	Total Number of Children	Pupils in Public Schools	Children not in Public Schools
7	20,428	11,533	8,895
8	19,647	13,548	6,099
9	17,158	13,694	3,464
10	18,304	13,152	5,152
11	15,139	12,262	2,877
12	18,297	11,021	7,276
13	15,094	8,776	6,318
	124,067	83,986	40,081

A curious feature of the column of figures under the heading "Total Number of Children" is the fact that the number of ten-year-olds and the number of twelve-year-olds are much larger than those of nine-year-olds and eleven-year-olds respectively. It is impossible to find any reason for the extraordinary "bulges" at ten and twelve years. If there were in reality these large numbers of ten-year-olds and twelve-year-olds, one would have expected the fact to have been reflected in the column "Pupils in Public Schools"; but the figures in that column are perfectly normal, no unusual bulges of any kind appearing. On going back to the 1921 Census figures, I find the same phenomenon — the number of ten-year-olds and of twelve-year-olds is much larger than the number of nine-year-olds and of eleven-year-olds respectively. Apparently many Coloured parents when giving the ages of their children think in terms of even numbers only!

The feature just referred to vitiates the value of any individual number in the column "Children not in Public Schools"; but there is no doubt about the serious position disclosed by the figures as a whole. Over forty thousand Coloured children, or nearly one-third of the total number of Coloured children of school-going age, were unprovided with facilities for primary education at the date of last Census. Since then the position has materially improved, for the Coloured enrolment is increasing year by year; but there can be little doubt that

this year (1939) there are at least thirty thousand Coloured children of school-going age who are still unprovided for even in primary schools. It is clear that we have many years of hard work in front of us before we can rest satisfied with the position.

In my last report I made mention of the main recommendations contained in the Report of the Commission of Inquiry regarding the Cape Coloured population of the Union. These recommendations were in many cases very far-reaching, and it has been necessary to give them very careful consideration in order to ascertain the extent of the financial and other implications involved. I have submitted a memorandum to you dealing with the recommendations of the Commission and trust that it may be possible in the not too distant future to commence to give effect to these recommendations.

The total number of teachers employed at the 30th June, 1937, was 2,722, of whom 2,575 were certificated and 147 uncertificated. At the 30th June, 1938, the corresponding figures were 2,990 teachers employed: 2,847 certificated and 143 uncertificated.

This represented an increase of 268 teachers, all of whom were certificated. The number of uncertificated teachers decreased from 147 to 143. 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 four uncertificated teachers were replaced by certificated teachers.

The percentage which certificated teachers formed of the total number of teachers employed in Coloured schools was 95.2.

The number of students entering on training in 1938 was 353, an increase of 72 over the corresponding figure of 281 in 1937. While this increase is generally satisfactory, a disturbing feature is the relatively small number of girls coming forward for teacher-training. Of the 353 students who entered on training in 1938, only 138 were girls. The position is slowly adjusting

itself, the number of girl students having increased steadily during the last few years; but at present there is an over-supply of male teachers and, unless some way is found for accelerating the supply of female teachers, it will take some considerable time before the position is rectified.

The indirect cause of the scarcity of female student-teachers is the comparative lack of facilities for secondary education in the country districts. The entrance standard for teacher-training is the Junior Certificate; and, if a child lives in a place where no secondary schooling facilities exist, it means that he has to leave home at a comparatively early age (just after passing the sixth standard) and be away for four years in order to follow the Junior Certificate and student-teacher courses. Parents naturally hesitate to send their young daughters to train as teachers under these conditions. If increased secondary facilities were made available in the country districts, it would mean that when pupils left home to proceed to a training school they would be more mature and the period of absence would be reduced from four to two years.

At the beginning of 1938 a new secondary school was established at Genadendal in the Caledon district. In June, 1937, fifteen schools were giving secondary instruction to 2,141 pupils; in June, 1938, there were sixteen schools and 2,293 pupils, i.e., an increase of 152 pupils.

The cost of Coloured secondary education bears very heavily on the Province. At present there is no discrimination for subsidy purposes between secondary and primary pupils. The subsidy of £5 5s. per annum is paid in both cases; whereas the unit cost per secondary pupil is more than three times that amount. The position calls for immediate relief.

The unsatisfactory position regarding the staffing of Coloured schools remains substantially unchanged. Almost all the money made available for expansion has been used in providing for the additional six thousand children who entered school during the year; and it has not been found possible to reduce the numbers

required for the appointment of additional teachers. There is every indication that the present rate of expansion in Coloured education will continue for some time and, in order to provide for this expansion, it will be necessary for the Province to make considerable increases in the amounts allocated for this service.

The statistics of Coloured education, which appear in my previous report, have been brought up to date and are printed below.

CAPE PROVINCE.

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.
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
1938 ..	17,713	14,303	11,470	7,801	5,114	3,582	59,983

(ii) Percentages, based on preceding Table, of St. I. Pupils who proceed to Std. VI.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
1933	100	—	—	—	—	—
1934	100	92	—	—	—	—
1935	100	91	77	—	—	—
1936	100	89	76	54	—	—
1937	100	90	75	53	35	—
1938	100	90	78	53	36	26

CAPE PROVINCE.

AGE-STANDARD TABLE.

TABLE SHOWING DISTRIBUTION OF COLOURED PUPILS BY AGES AND STANDARDS IN PRIMARY SCHOOLS AND PRIMARY DEPARTMENTS, JUNE, 1938.

26

Ages.	Sub.	Sub.	Std.	Std.	Std.	Std.	Std.	Std.	Uncl.	Total.	Per-centage.
	Std. A.	Std. B.	I.	II.	III.	IV.	V.	VI.			
Under 7 years	7,721	165	9	—	—	—	—	—	23	7,918	7.0
7 years	10,666	2,542	506	16	—	—	—	—	10	13,740	12.1
8 years	7,655	4,812	2,627	510	35	1	—	—	6	15,646	13.8
9 years	4,166	4,116	4,168	1,941	385	27	4	—	4	14,811	13.0
10 years	2,301	2,643	3,952	3,389	1,660	399	21	2	3	14,370	12.6
11 years	1,281	1,656	2,696	3,141	2,823	1,327	307	39	3	13,273	11.7
12 years	753	1,073	1,776	2,375	2,657	2,010	993	267	1	11,905	10.5
13 years	407	508	996	1,511	2,074	1,924	1,475	813	4	9,712	8.5
14 years	205	296	506	777	995	1,157	1,245	1,028	—	6,209	5.5
15 years	103	147	248	356	510	585	656	766	5	3,376	3.0
16 years	42	65	94	139	195	211	269	380	3	1,398	1.2
17 years	20	33	49	64	64	85	93	182	4	594	0.5
18 years	6	8	25	27	28	43	26	58	1	222	0.2
19 years and over	96	49	61	57	44	32	25	47	—	411	0.4
Total No. of Pupils	35,422	18,113	17,713	14,303	11,470	7,801	5,114	3,582	67	113,585	100.0
Percentage of Pupils in Various Standards	31.2	15.9	15.6	12.6	10.1	6.9	4.5	3.2	—	100	—

In 1937 and in preceding years the age-standard distribution tables did not include pupils at part-time schools. These pupils have now been included and account for the increase in the number of students of 17 years and over.

CAPE PROVINCE.

AGE STANDARD TABLE.

TABLE SHOWING DISTRIBUTION OF EUROPEAN PUPILS BY AGES AND STANDARDS IN PRIMARY SCHOOLS AND PRIMARY DEPARTMENTS, JUNE, 1938.

27

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	8,041	1,193	128	4	1	—	—	—	—	6	9,373	7.3
7 years	5,293	5,896	3,492	301	14	—	—	—	7	13	15,016	11.7
8 years	1,139	3,552	7,263	3,661	369	12	—	—	26	10	16,032	12.5
9 years	181	921	4,244	6,807	3,249	324	13	—	85	20	15,844	12.3
10 years	37	186	1,281	4,325	6,367	2,932	354	8	120	23	15,633	12.1
11 years	14	33	331	1,660	4,512	5,694	2,606	341	156	36	15,383	11.9
12 years	2	15	93	468	2,009	4,400	5,445	2,487	173	29	15,121	11.7
13 years	2	6	22	147	757	2,258	4,383	5,022	196	40	12,833	10.0
14 years	2	2	7	40	256	911	2,364	4,210	170	37	7,999	6.2
15 years	—	1	1	17	92	326	1,089	2,516	111	39	4,192	3.3
16 years	—	—	1	2	17	69	195	741	41	16	1,082	.8
17 years	—	—	—	1	2	7	30	150	18	3	211	.2
18 years	—	—	—	—	—	2	6	28	7	1	44	—
19 years and over	—	—	—	—	—	—	—	8	2	1	11	—
Total No. of Pupils	14,711	11,805	16,863	17,433	17,645	16,935	16,485	15,511	1,112	274	128,774	100.0
Percentage of Pupils in Various Standards	11.4	9.2	13.1	13.5	13.7	13.2	12.8	12.0	0.9	0.2	100.0	—

* (A) Pupils in Special Classes for Backward Children.
* (B) Other Unclassified Pupils.

CAPE PROVINCE.

RETARDATION TABLE FOR COLOURED PUPILS IN PRIMARY SCHOOLS AND DEPARTMENTS.

Table Showing Pupils One or More Years Above Normal Age in the Various Standards, June, 1938.

No. of Years Above Normal Age.							Std. I. Normal Age, 9 Years.	Std. II. Normal Age, 10 Years.	Std. III. Normal Age, 11 Years.	Std. IV. Normal Age, 12 Years.	Std. V. Normal Age, 13 Years.	Std. VI. Normal Age, 14 Years.	Total.	Per- centage.
1 Year	..	..	..	..	..	..	3,952	3,141	2,657	1,924	1,245	766	13,685	41.2
2 Years	..	..	..	..	..	..	2,696	2,375	2,074	1,157	656	380	9,338	28.1
3 "	..	..	..	..	..	..	1,776	1,511	995	585	269	182	5,318	16.0
4 "	..	..	..	..	..	..	996	777	510	211	93	58	2,645	8.0
5 "	..	..	..	..	..	..	506	356	195	85	26	47	1,215	3.7
6 "	..	..	..	..	..	..	248	139	64	43	25	—	519	1.5
7 "	..	..	..	..	..	..	94	64	28	32	—	—	218	0.7
8 "	..	..	..	..	..	..	49	27	44	—	—	—	120	0.4
9 "	..	..	..	..	..	..	25	57	—	—	—	—	82	0.2
10 "	..	..	..	..	..	..	61	—	—	—	—	—	61	0.2
11 "	..	..	..	..	..	..	—	—	—	—	—	—	—	—
Total No. of Pupils Above Normal Age ..							10,403	8,447	6,567	4,037	2,314	1,433	33,201	100.0
Percentage of Retarded Pupils Above Normal Age in Each Class							58.7	59.1	57.3	51.7	45.3	40	55.4	—

CAPE PROVINCE.

MEDIAN AGE FOR EUROPEAN AND COLOURED PRIMARY PUPILS FOR EACH STANDARD — JUNE, 1938.

Standard.	European.	Coloured.
Sub-Standard A	6·91	7·94
„ B	7·79	9·13
Standard I	8·66	10·39
„ II	9·70	11·41
„ III	10·82	12·31
„ IV	11·98	13·01
„ V	12·97	13·84
„ VI	13·98	14·65

PERCENTAGE ATTENDANCE FOR EUROPEAN AND COLOURED PUPILS.

Year.	All Schools.		Cape Division Schools Only.	
	European.	Coloured.	European.	Coloured.
1937	92·2	85·3	91·1	87·0
1938	92·6	84·5	90·7	85·5

CAPE DIVISION.

COLOURED PRIMARY ELIMINATION TABLES.

(i) Comparative Table of Coloured Pupils in Different Standards.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Total.
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
1938 ..	5,699	5,010	4,405	3,029	2,119	1,430	21,692

(ii) Percentages based on Preceding Table of Pupils in Std. I who proceed to Standard VI.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
1933	100	—	—	—	—	—
1934	100	96	—	—	—	—
1935	100	105	92	—	—	—
1936	100	93	97	73	—	—
1937	100	95	79	70	44	—
1938	100	91	82	54	46	31

CAPE DIVISION.

AGE STANDARD TABLE.

Table Showing Distribution of Coloured Pupils by Ages and Standards in Primary Schools and Primary Departments, June, 1938.

Ages.		Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified.	Total.	Percentage.
18	Under 7	2,180	90	5	—	—	—	—	—	—	2,275	6.5
	7	2,897	1,104	324	9	—	—	—	—	—	4,334	12.4
	8	1,795	1,729	1,321	309	28	—	—	—	—	5,182	14.9
	9	651	1,100	1,630	1,035	257	21	3	—	—	4,697	13.5
	10	268	534	1,146	1,433	907	247	17	—	—	4,552	13.1
	11	88	241	608	1,076	1,229	676	190	23	—	4,131	11.9
	12	50	130	342	604	980	883	522	163	—	3,674	10.5
	13	23	41	146	280	609	719	646	408	—	2,872	8.2
	14	13	38	54	109	221	279	448	420	—	1,582	4.5
	15	10	24	26	49	81	114	166	238	—	708	2.0
	16	9	15	14	26	36	41	65	94	—	300	0.9
	17	4	11	17	14	10	9	19	40	—	124	0.4
	18	4	5	13	12	8	19	10	16	—	87	0.2
19 and over	81	40	53	54	39	21	33	28	—	349	1.0	
Total No. of Pupils		8,073	5,102	5,699	5,010	4,405	3,029	2,119	1,430	—	34,867	100.0
Percentage of Pupils in Various Standards		23.2	14.6	16.3	14.4	12.6	8.7	6.1	4.1	—	100.0	—

CAPE DIVISION.

Table Showing Distribution of European Pupils by Ages and Standards in Primary Schools and Primary Departments, June, 1938.

Ages.	Sub. A.	Sub. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified.		Total.	Per-centage.
									(A.)	(B.)		
Under 7	1,724	294	48	1	—	—	—	—	—	—	2,067	8.8
7	854	1,126	785	93	8	—	—	—	2	—	2,868	12.2
8	177	555	1,266	869	140	2	—	—	13	1	3,023	12.8
9	30	138	632	1,260	773	108	6	—	29	6	2,982	12.7
10	3	40	187	710	1,169	681	114	4	33	8	2,949	12.5
11	4	2	41	282	690	1,025	608	124	41	7	2,824	12.0
12	1	1	16	69	296	676	1,004	581	49	6	2,699	11.5
13	—	1	2	22	104	367	680	921	53	4	2,154	9.2
14	—	—	2	6	33	129	328	671	41	12	1,222	5.2
15	—	—	—	2	10	41	142	341	19	8	563	2.4
16	—	—	—	—	2	10	22	117	10	3	164	.7
17	—	—	—	—	—	1	5	10	3	—	19	—
18	—	—	—	—	—	—	—	4	—	—	4	—
19 and over	—	—	—	—	—	—	—	—	—	—	—	—
Total	2,793	2,157	2,979	3,314	3,225	3,040	2,909	2,773	293	55	23,538	—
Percentage	11.9	9.2	12.6	14.1	13.7	12.9	12.4	11.8	1.2	0.2	—	100

CAPE DIVISION.

RETARDATION TABLE FOR COLOURED PUPILS IN PRIMARY SCHOOLS AND DEPARTMENTS.

Table Showing Pupils One or More Years above Normal Age in the Various Standards, June, 1938.

No. of Years Above Normal Age.	St. I. Normal Age, 9 Years.	St. II. Normal Age, 10 Years.	St. III. Normal Age, 11 Years.	St. IV. Normal Age, 12 Years.	St. V. Normal Age, 13 Years.	St. VI. Normal Age, 14 Years.	Total.	Per-centage.
1 year	1,146	1,076	980	719	448	238	4,607	51.3
2 years	608	604	609	279	166	94	2,360	26.3
3 "	342	280	221	114	65	40	1,062	11.8
4 "	146	109	81	41	19	16	412	4.6
5 "	54	49	36	9	10	28	186	2.1
6 "	26	26	10	19	33	—	114	1.3
7 "	14	14	8	21	—	—	57	0.6
8 "	17	12	39	—	—	—	68	0.7
9 "	13	54	—	—	—	—	67	0.7
10 "	53	—	—	—	—	—	53	0.6
11 "	—	—	—	—	—	—	—	—
Total No. of Pupils Above Normal Age	2,419	2,224	1,984	1,202	741	416	8,986	100.0
Percentage of Retarded Pupils Above Normal Age in Each Class	42.4	44.4	45.0	39.7	35.0	29.1	41.4	—

CAPE DIVISION.

MEDIAN AGE FOR EUROPEAN AND COLOURED PRIMARY PUPILS FOR EACH STANDARD.

							European.	Coloured.
Standard.								
Sub. A	..	..	..	..	..	..	6.81	7.64
„ B.	..	..	..	..	..	..	7.69	8.79
Standard I	..	..	..	..	..	..	8.51	9.74
„ II	..	..	..	..	..	..	9.55	10.80
„ III	..	..	..	..	..	..	10.59	11.82
„ IV	..	..	..	..	..	..	11.71	12.65
„ V	..	..	..	..	..	..	12.72	13.51
„ VI	..	..	..	..	..	..	13.73	14.29

Additional Statistics—Coloured Education.

CAPE PROVINCE.

AGE TABLE: COLOURED TOWN SCHOOLS.

Distribution of Pupils Enrolled by Ages and Standards at 7th June, 1938.—Boys.

Ages.	Number of Boys.												Unclas- sified.	Total No. of Boys.
	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.		
Under 7 years ..	3,020	73	4	—	—	—	—	—	—	—	—	—	8	3,105
7 but not 8 years ..	3,974	1,030	185	5	—	—	—	—	—	—	—	—	3	5,197
8 but not 9 years ..	2,747	1,932	1,030	196	17	—	—	—	—	—	—	—	4	5,927
9 but not 10 years ..	1,371	1,575	1,675	816	152	12	3	—	—	—	—	—	2	5,606
10 but not 11 years ..	695	966	1,467	1,350	679	170	9	1	—	—	—	—	3	5,340
11 but not 12 years ..	337	575	976	1,246	1,086	572	139	21	—	—	—	—	1	4,953
12 but not 13 years ..	212	325	620	890	1,124	831	446	141	23	—	—	—	1	4,613
13 but not 14 years ..	105	165	317	514	905	817	702	430	112	14	—	1	3	4,085
14 but not 15 years ..	54	82	179	277	413	496	654	523	258	81	6	—	—	3,023
15 but not 16 years ..	28	41	89	130	222	283	343	438	296	146	21	2	1	2,040
16 but not 17 years ..	12	22	36	47	82	98	130	217	242	224	35	13	1	1,159
17 but not 18 years ..	3	9	15	20	25	33	49	101	96	120	28	26	4	529
18 but not 19 years ..	1	1	13	13	13	24	13	38	60	112	16	23	—	327
19 and over ..	29	24	39	36	35	18	20	33	31	116	17	32	—	430
Total Number of Pupils ..	12,588	6,820	6,645	5,540	4,753	3,355	2,508	1,943	1,118	813	123	97	31	46,334

CAPE PROVINCE.

AGE TABLE: COLOURED TOWN SCHOOLS.

Distribution of Pupils enrolled by Ages and Standards at 7th June, 1938.—Girls.

Ages.	Number of Girls.												Unclas- sified.	Total No. of Girls.	
	Sub- St. A.	Sub- St. B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.			
Under 7 years ..	3,069	78	4	—	—	—	—	—	—	—	—	—	—	—	—
7 but not 8 years ..	3,825	1,033	256	11	—	—	—	—	—	—	—	—	—	3	3,154
8 but not 9 years ..	2,639	1,988	1,208	274	17	—	—	—	—	—	—	—	—	4	5,129
9 but not 10 years ..	1,347	1,481	1,710	866	202	10	1	—	—	—	—	—	—	1	6,127
10 but not 11 years ..	702	907	1,548	1,428	795	184	11	1	—	—	—	—	—	2	5,619
11 but not 12 years ..	407	543	965	1,262	1,308	610	147	17	—	—	—	—	—	—	5,576
12 but not 13 years ..	217	310	606	932	1,052	891	470	121	20	—	—	—	—	2	5,261
13 but not 14 years ..	104	146	327	548	730	764	593	337	88	8	—	—	—	—	4,619
14 but not 15 years ..	45	76	121	228	330	415	434	383	227	52	3	—	—	1	3,646
15 but not 16 years ..	17	38	60	87	138	143	198	247	226	125	6	1	—	3	2,314
16 but not 17 years ..	11	16	15	32	54	48	84	117	114	110	6	6	—	2	1,289
17 but not 18 years ..	3	8	18	14	16	25	17	52	61	99	3	8	—	—	615
18 but not 19 years ..	1	2	5	7	4	6	5	10	14	48	—	4	—	1	324
19 and over ..	44	19	14	19	6	7	5	9	4	22	2	2	—	—	107
Total number of Pupils ..	12,431	6,645	6,857	5,708	4,652	3,103	1,965	1,294	754	464	20	21	19	—	43,933

Total A : Boys 46,334

Total B : Girls 43,933

Total Pupils 90,267

CAPE PROVINCE.
MEDIUM TABLE : COLOURED TOWN SCHOOLS.

	Number of Pupils Receiving Instruction Through the Medium of :					Total Pupils. (6)
	Mainly or Exclus- ively English. (1)	Mainly or Exclus- ively Afri- kaans. (2)	English and Afri- kaans (more or less equally). (3)	Total.		
				Boys. (4)	Girls. (5)	
Sub-St. A ..	2,511	20,063	2,445	12,588	12,431	25,019
Sub-St. B ..	1,552	10,197	1,716	6,820	6,645	13,465
St. I ..	2,029	8,181	3,292	6,645	6,857	13,502
St. II ..	2,095	5,559	3,594	5,540	5,708	11,248
St. III ..	1,864	3,425	4,116	4,753	4,652	9,405
St. IV ..	1,463	1,850	3,145	3,355	3,103	6,458
St. V ..	1,502	965	2,006	2,508	1,965	4,473
St. VI ..	1,299	501	1,437	1,943	1,294	3,237
St. VII ..	1,541	218	113	1,118	754	1,872
St. VIII ..	1,026	146	105	813	464	1,277
St. IX ..	143	—	—	123	20	143
St. X ..	118	—	—	97	21	118
Unclassified ..	—	44	6	31	19	50
Totals ..	17,143	51,149	21,975	46,334	43,933	90,267

CAPE PROVINCE.
PERMANENT TEACHING STAFF: COLOURED TOWN SCHOOLS.

	Certificated.			Uncertificated.			Totals.
	Graduates.	Non-Graduates.		Graduates.	Non-Graduates.		
		Matriculated.	Non-Matriculated.		Matriculated.	Non-Matriculated.	
Males	62	119	885	2	—	21	1,089
Females	51	67	991	2	7	58	1,176

CAPE PROVINCE.
AGE TABLE: COLOURED COUNTRY SCHOOLS.

Distribution of Pupils enrolled by Ages and Standards at 7th June, 1938.—Boys.

Ages.	Number of Boys.													Total No. of Boys.	
	Sub-St. A.	Sub-St. 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	817	10	1	—	—	—	—	—	—	—	—	—	—	2	830
7 but not 8 years	1,408	249	25	—	—	—	—	—	—	—	—	—	—	1	1,683
8 but not 9 years	1,074	432	193	18	1	—	—	—	—	—	—	—	—	1	1,719
9 but not 10 years	691	515	383	117	17	3	—	—	—	—	—	—	—	—	1,726
10 but not 11 years	426	389	428	283	70	19	—	—	—	—	—	—	—	—	1,615
11 but not 12 years	269	273	376	300	198	74	6	1	—	—	—	—	—	—	1,497
12 but not 13 years	165	222	275	249	242	143	36	2	—	—	—	—	—	—	1,334
13 but not 14 years	107	98	169	217	204	172	90	27	—	—	—	—	—	—	1,084
14 but not 15 years	53	63	97	139	144	129	87	63	—	—	—	—	—	—	775
15 but not 16 years	32	34	50	73	81	80	62	52	—	—	—	—	—	1	465
16 but not 17 years	12	10	23	28	29	46	40	26	—	—	—	—	—	—	214
17 but not 18 years	5	6	6	18	16	16	17	15	—	—	—	—	—	—	99
18 but not 19 years	3	2	6	4	5	9	8	4	—	—	—	—	—	—	41
19 and over	18	4	6	1	2	4	—	1	—	—	—	—	—	—	36
Total number of Pupils	5,080	2,307	2,038	1,447	1,009	695	346	191	—	—	—	—	—	5	13,118

CAPE PROVINCE.
AGE TABLE : COLOURED COUNTRY SCHOOLS.

Distribution of Pupils enrolled by Ages and Standards at 7th June, 1938.—Girls.

Ages.	Number of Girls.												Unclas- sified.	Total No. of Girls.	
	Sub- St. A.	Sub- St. B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.			
Under 7 years	815	4	—	—	—	—	—	—	—	—	—	—	—	10	829
7 but not 8 years ..	1,459	230	40	—	—	—	—	—	—	—	—	—	—	2	1,731
8 but not 9 years ..	1,195	460	196	22	—	—	—	—	—	—	—	—	—	—	1,873
9 but not 10 years ..	757	545	400	142	14	2	—	—	—	—	—	—	—	—	1,860
10 but not 11 years ..	478	381	509	328	116	26	1	—	—	—	—	—	—	—	1,839
11 but not 12 years ..	268	265	379	333	231	71	15	—	—	—	—	—	—	—	1,562
12 but not 13 years ..	159	216	275	304	239	145	41	3	—	—	—	—	—	—	1,382
13 but not 14 years ..	91	99	183	232	235	171	90	19	—	—	—	—	—	—	1,120
14 but not 15 years ..	53	75	109	133	108	117	70	59	—	—	—	—	—	—	724
15 but not 16 years ..	26	34	49	66	69	79	53	29	—	—	—	—	—	—	405
16 but not 17 years ..	7	17	20	32	30	19	15	20	—	—	—	—	—	—	160
17 but not 18 years ..	9	10	10	12	7	11	10	14	—	—	—	—	—	—	83
18 but not 19 years ..	1	3	1	3	6	4	—	6	—	—	—	—	—	—	24
19 and over	5	2	2	1	1	3	—	4	—	—	—	—	—	—	18
Total number of Pupils ..	5,323	2,341	2,173	1,608	1,056	648	295	154	—	—	—	—	—	12	13,610

Total A : Boys 13,118

Total B : Girls 13,610

Total Pupils 26,728

CAPE PROVINCE.
MEDIUM TABLE.—COLOURED COUNTRY SCHOOLS.

	Number of Pupils Receiving Instruction through the Medium of :					Total Pupils. (6)
	Mainly or Exclusively English. (1)	Mainly or Exclusively Afrikaans. (2)	English and Afrikaans (more or less equally). (3)	Total.		
				Boys. (4)	Girls. (5)	
Sub-St. A ..	256	9,184	963	5,080	5,323	10,403
Sub-St. B ..	60	3,970	618	2,307	2,341	4,648
St. I ..	52	2,778	1,381	2,038	2,173	4,211
St. II ..	41	2,041	973	1,447	1,608	3,055
St. III ..	66	1,243	756	1,009	1,056	2,065
St. IV ..	45	743	555	695	648	1,343
St. V ..	20	344	277	346	295	614
St. VI ..	18	191	136	191	154	345
St. VII ..	—	—	—	—	—	—
St. VIII ..	—	—	—	—	—	—
St. IX ..	—	—	—	—	—	—
St. X ..	—	—	—	—	—	—
Unclassified ..	—	5	12	5	12	17
Totals ..	558	20,499	5,671	13,118	13,610	26,728

CAPE PROVINCE.

PERMANENT TEACHING STAFF: COLOURED COUNTRY SCHOOLS.

	Certificated.			Uncertificated.			Totals.
	Graduates.	Non-Graduates.		Graduates.	Non-Graduates.		
		Matriculated.	Non-Matriculated.		Matriculated.	Non-Matriculated.	
Males	1	17	482	1	2	15	518
Females	—	5	167	—	2	33	207

CHAPTER IV.

NATIVE EDUCATION.

There has been an increase during the year of 47 schools, and 252 teachers and 8,133 pupils in Native schools in the Province, enrolment for the first time in the history of the Department passing the 200,000 mark. Statistics for the five year period since the issue of my predecessor's last annual report (for 1933) show an increase of 144 schools, 698 teachers and 45,430 pupils in Native schools during that period. This is a remarkable rate of development in a non-compulsory system, accomplished, as it has been, without the stimulus of any special campaign on the part of the Missions or of the Departmental Field Staff to secure increased enrolment in the schools.

Some of the features of special interest in Native Education in the past five years may be briefly touched upon.

The provision during recent years of funds for the payment of rent-grants to Mission bodies in respect of new school buildings has resulted in substantial improvement being effected in Native school accommodation at many centres. Though the funds available have been severely limited, there are to-day in various parts of the Province new school buildings in use to a total value of some £50,000. These are a credit to all concerned and could not have been erected without the aid provided by rent-grants.

The number of schools offering secondary education to Natives has increased during this period from 7 to 17. Centres at which secondary school facilities for Natives are now available include three urban areas (Grahamstown, East London and King William's Town) where the need of providing some form of post-primary education for Native children was acutely felt. Efforts are being made to ensure that the secondary courses offered — at least those for girls — should be as practical as possible, including, for example, instruction in needlework and domestic science. Though

"practical" courses for boys are not so easily provided, there can be little doubt of the benefits accruing to Native children of both sexes through the provision of facilities for study beyond Standard VI. Provision of such facilities may also be expected to go some way towards checking Native juvenile delinquency in urban areas.

The total number of Native pupils following secondary school courses in the Province has more than trebled during these years. It still remains, however, under one per cent. of the total enrolment in all Native schools.

A scheme for the employment, as Departmental Visiting Teachers, of experienced Native women teachers, after a year of specialised training, was inaugurated in 1936 and is producing promising results. Groups of from five to eight schools are allotted to each of these teachers, their functions being to attend specially to the improvement of Infant School work in their schools and to the betterment of health, child welfare, and domestic conditions in the communities which the schools serve. The co-operation of the Transkeian and Ciskeian General Councils, which have granted generous financial aid to these women while undergoing training, has ensured great interest being shown by the Native people in their activities, and realisation amongst teachers and parents alike of the fact that the schools are concerned with more than merely the academic instruction of children during fixed school hours. There are now eleven of these specialist women teachers employed in different parts of the Transkei and Ciskei, and four more are being added to the staff each year.

Co-operation with the Transkeian General Council has also made possible the establishment of a very interesting experimental school at Nyanga, Engcobo, at which boys in Standards IV, V and VI are given the opportunity of running an eighty acre farm under expert direction, while at the same time going through the ordinary primary school standards on syllabuses closely adapted to their farm work. The results of this experiment so far seem to show that the "real-life" activities of the school have a great effect in increasing

the interest taken in their school work by the boys; that academic attainment does not suffer; and that physically the boys benefit very greatly from their stay at the school. The results attained at Nyanga under the able direction of Inspector F. J. de Villiers are so encouraging as to justify consideration of an extension of this type of education so that there should ultimately be at least one school of this type in each of the General Council districts.

A further scheme for securing more realistic education at Native schools in the Reserves was under discussion during the year and is to be brought into effect early in 1939. Under this scheme school gardening on a more extensive scale than has hitherto been possible will be undertaken by fifty selected schools in the Ciskei. Gardening plots measuring 25 by 25 yards are to be strongly fenced, supplies of water (if at all possible) will be made available, implements and seeds are to be provided, and the services of trained agricultural demonstrators made available to advise and direct the teachers in the working of the gardens by the pupils. All garden produce is to be made available for consumption by the pupils — prepared, when cooking is necessary, by the housecraft classes of the schools. These arrangements should go some way towards solving the problem of malnutrition, which in many areas is so serious a handicap to Native children's health and school progress. The expenditure involved in this scheme is to be met from the Native Trust Fund.

Revision of the courses of training for Native teachers undertaken during this period resulted in provision being made for the instruction of student teachers in Afrikaans as well as in English; in greater emphasis being placed on the study of Native languages; and in the freeing of the institutions from external examinations in a number of subjects such as history, geography, nature study, and manual work. The latest course to undergo revision is the Native Infant School Teachers' Course. The salary benefits accruing to women teachers taking this additional year of training following on the completion of the three-year Lower

Certificate course, have been increased, a fact which, it is hoped, will attract an adequate number of entrants. Three centres are offering the Course in 1939.

The vexed question of orthography in both Xhosa and Chwana has, after years of struggle and argument, now been adequately solved. In Xhosa the new orthography is now being taught at all schools and a fairly adequate supply of books in the orthography is available. In Chwana final decisions were only recently taken, and it is hoped that full series of school books in the new orthography will be ready within a year or two.

Another innovation of this period has been the institution of a bursary system for the encouragement of deserving pupils at various stages of post-primary education. A total of some fifty-five bursaries is now awarded by the Department on the Standard VI examination and on the Senior Certificate examination, to enable students to proceed to academic courses leading ultimately to their certification as teachers. A large number of bursaries is also awarded to Native children by the Transkeian and Ciskeian General Councils; and provision for the encouragement of promising Native pupils in the Province to continue their education may be regarded as fairly generous.

At the time of writing it appears probable that, before another year passes, Native Education will be transferred to the full control of the Union Government. The uncertainty in regard to control resulted in the abandonment for the time being of a scheme, which was well in hand, for the erection of Native school buildings in urban areas from Loan Funds which were to be made available to the Provinces by the Union Government. It has also resulted in a halt being called to the labours of the Departmental Committee which I had appointed to undertake the revision of the Native Primary School Course; and in the abandonment for the present of new legislation, which had been prepared, dealing with the conditions of service and discipline of Native teachers; the payment of full salaries instead of two-third salary grants of teachers in Native secondary and high schools under Mission control; and the

introduction of a capitation grant system in place of the present anomalous system of paying maintenance grants to Institutions in respect of a proportion of their training and industrial school pupils.

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 V.

WORK OF A SPECIAL CHARACTER IN SCHOOLS.

(a) *Physical Education.*

Steady progress has been made in Physical Education during the period under review. In addition to the games, swimming and athletics, which schools provide, every European school under the Department is required to make provision for a minimum of eighty minutes' physical exercises or gymnastics per week for each class. This requirement, naturally, has produced an urgent major problem in teacher training.

The first physical education course in the Union, established in 1921 at the Cape Town Training College, has produced one hundred and eight women teachers of physical education and its influence has been felt throughout the Union. Twelve students are at present being trained at this course.

Eighty European and fifty Coloured men teachers have attended vacation courses in physical education, while sixty-three European and eleven Coloured men teachers have up to the present obtained the Primary Higher Certificate in physical education at the Paarl and Salt River Training Colleges respectively. These courses were the first of their kind to be instituted in the Union. Over fifty European teachers and twenty-one Coloured teachers are at present taking the physical education courses at these two colleges.

Trained lecturers have been appointed to every training college, in order that all training college students, throughout their two years' training, might receive five periods a week of gymnastics in addition to games, swimming and athletics.

Steps have also been taken to ensure that in future greater justice is done to Physical Culture, not only in Secondary but also in Primary Schools. It has been laid down that, if provision has not already been made,

the first vacancy occurring on the staff of a Primary School with an enrolment of more than 150 pupils, or on the staff of the Primary Department of a Secondary or High School, shall be filled by a teacher with Physical Culture qualifications.

(b) *School Broadcasting.*

By the end of 1938 the school broadcast service to the schools of the Cape Province had been in operation for four years; sixteen hundred talks had been broadcast to the schools in this period, at the rate of two 20-minute talks on each school day, one in English and one in Afrikaans, one intended for primary standards and one for secondary standards. At the close of 1938 the register of schools listening in showed a total of 452 schools, but it is believed that the total is actually greater than this; in addition to the 452 schools on the register, a further 130 schools signified their intention of purchasing radio sets under the scheme whereby financial assistance was offered by the Provincial Administration, on the £ for £ system, with a maximum grant of £15 for any one school.

Reports received from principals of schools and others showed that the service had fully justified itself and that it was proving specially helpful to rural schools. It was felt that the schools in the other provinces would also find such a service useful, but that the institution of separate services in each province would be unjustifiable and unnecessarily costly. During the year the question of a Union-wide system of school broadcasting was discussed by the heads of the five Education Departments, in consultation with the Chairman and Director of the South African Broadcasting Corporation. Finally a scheme was worked out whereby the Cape school broadcast service could be made available to the other provinces with a minimum of expense. This scheme had the approval of the South African Broadcasting Corporation and of the Education Departments of the Union, Cape, Transvaal and the Orange Free State, but the Provincial Administration of Natal regarded the scheme as premature.

A National Council for School Broadcasting was appointed, consisting of representatives of the five

Education Departments, the Broadcasting Corporation and the teachers' associations, under the chairmanship of Dr. S. H. Skaife. This council met for the first time in September, 1938, and drew up a programme of school broadcasts for 1939, on the same lines as the Cape service. It was agreed that the Cape Education Department should provide the executive staff for carrying on the service, the other provinces that take advantage of the service to contribute towards the cost at the rate of £250 per annum for the first hundred schools listening in, plus a further £100 per annum for every additional fifty schools. It was also agreed that all school talks should be broadcast from the following stations, as from the 1st February, 1939:—Cape Town, Klipheувел, Grahamstown, Johannesburg, Pretoria and Bloemfontein. In effect, this scheme means the extension of the Cape system of school broadcasts to the other provinces with a minimum of expense and no duplication or overlapping of effort.

(c) *Vocational Agricultural Schools.*

By virtue of the agricultural Schools Transfer Act (Act No. 30 of 1937) the three vocational agricultural schools at Clanwilliam (Augsburg), Cradock (Marlow) and Riversdale (Oakdale), together with all the equipment, livestock and staff, were on the 1st of April, 1938, transferred from the control of the Union Department of Education to the control of this Department. With the friendly co-operation of the Union Department of Education the transfer was carried out without a hitch. Both the Department and the schools, however, were unaccustomed to the new procedure which had to be followed, with resultant delays in certain instances. These were in the circumstances unavoidable. As both the Department and the schools have adapted themselves to the new procedure, it is hoped that the schools will be able to carry on their work smoothly. The patience and co-operation of the principals are greatly appreciated.

Although this step may result in an increase in expenditure, it must be borne in mind that by virtue of the Agricultural Schools Transfer Act the Union Government pays the Provincial Administration

eighty-five per cent. of the amount by which the expenditure exceeds the revenue. (Section 5 of Act No. 30 of 1937.)

The revenue which accrues from the agricultural schools is derived from the following sources: school fees, boarding fees, rent from the staff for quarters, sale of produce and livestock and the subsidy earned in terms of the Provincial Subsidies and Taxation Powers (Amendment) Act, 1925.

At each school there is an advisory committee which assists the Department with advice in matters concerning the school. The members of the committees, some of whom live at great distances from the schools, offer their services without remuneration and are reimbursed their travelling expenses only. Their assistance is greatly valued.

It is a matter of great disappointment to have to report that these schools, which are well-equipped and which offer a type of training so essential to our farming community, do not yet receive that measure of public support which they deserve. The peculiar position has therefore arisen that on the one hand hundreds of boys take up farming every year in spite of the fact that they have had no agricultural training, whilst on the other hand the agricultural schools could provide for a much greater number of students. Investigations were made to ascertain why proper use was not made of the facilities offered at these schools. It appeared that one of the main reasons for the lack of support was the fact that parents were not sufficiently acquainted with either the nature or the value of the training which is given at these schools. There is no doubt, however, that those who are interested in the welfare of the farming community and in raising their economic status realise the value of such schools. The trained farmer will always prevail over the untrained farmer.

Provision exists whereby the most needy pupils are enabled to enter these schools, even to the extent of providing them with free clothing and free travelling between their homes and the schools.

In order to increase the enrolment steps have been taken to make the schools as widely known as possible. It has also been possible to design an additional course for these schools which offers a certain amount of academic training in addition to agriculture. This course was introduced at the beginning of 1939, with very satisfactory results, and it is hoped that it will be possible to report further progress next year.

Numbers of applications have been received from School Boards and Farmers' Unions for more agricultural training and more vocational agricultural schools, but until the time arrives that the existing schools receive the full support of the public, it will not be possible to consider such applications favourably.

(d) Deviate Pupils.

During the past year steady progress has been made with the establishment of special classes for deviate pupils. On the 1st January, 1939, there were 93 classes in full working order, whilst a further 9 classes had been approved.

It is particularly pleasant to be able to refer to the change in the standpoint originally taken up by school authorities, principals and others charged with the practical side of school work. Where they were formerly indifferent, sceptically inclined, or even antagonistic towards the system, there are now signs that the "new" ideas with all their educational, social, and economic implications are beginning to take root.

Evidence hereof is, in the first instance, the steadily growing number of applications from schools in all parts of the Province to have such classes established. Particularly interesting and significant was the fact that a number of schools applied for a second and even a third class. While in 1937 there were only 2 schools with a second special class, during the course of the year additional classes were established at 20 schools; at 6 of these schools application was made for a third class; at one school a request was even made for a fourth. In most cases it is readily admitted that the reason for the change was the astonishing results

attained by the transfer of deviate pupils from the ordinary to special classes. Pupils who were a source of torment and annoyance were (in some instances as if by a stroke of magic) transformed, and showed notable improvement in regard to their school work. Soon also proof was furnished that the normal classes benefited considerably as a result of the transfer of deviate pupils. The time and attention of class teachers which had, out of all proportion, been taken up formerly by individual pupils in a big class, became available for normal pupils. *Such results alone are sufficient to justify a system of special classes, notwithstanding the additional expenditure connected therewith.*

A second sign providing evidence that increasing interest and confidence are being shown in the movement is the great increase in the number of acting teachers who are applying for study-leave in order to fit themselves for work in special classes. Notwithstanding the encouragement of Inspectors of Schools and other officers and the increased salary offered, there were in 1937 only a few prepared to make the sacrifice. Last year the number increased to 19, the great majority of whom were persons with many years of experience. Judged by the many requests for study-leave received by the Department during the year, the prospects are that this number will be more than trebled. Within an unexpectedly short time the difficulty which initially hampered the development of the scheme has therefore been removed, and sufficient teachers will be available to meet present requirements. The prophecy can be hazarded that the scheme — new as far as the educational system of this Province is concerned — will within a measurable time become an inseparable and indispensable part of the system of education.

Though as already stated school authorities were gradually becoming more and more favourably inclined towards the classes, it seemed clear at an early stage that they would nevertheless be inclined to stipulate certain requirements. Firstly, they wish pupils to be thoroughly examined and to be selected by an expert. Secondly, they expect, once a class has been established, that proper control be exercised over the work done therein; that the question

whether the pupils have made the progress that could reasonably be expected of them, particularly as regards educational attainments, be especially carefully investigated. Thirdly, they—and principals and teachers of special classes in particular wish this—desire that detailed proposals in regard to special methods suitable for individual cases should be prepared for those pupils who are not progressing under the usual methods.

These requests are not unreasonable, and, in order to meet them and to provide for the expansion referred to above, it became essential to appoint an assistant. This was done and the reassuring influence of the appointment has already become evident.

Along with these requirements, equally important, though more of a national and psycho-educational nature, a fourth was put forward—that a careful study of each individual child should be made to determine the type of occupation for which he or she is destined. This requirement, although it has perhaps not yet been precisely and clearly defined, is a natural outcome of the need for scientific vocational guidance in our schools—a need that is to-day generally recognised. In the case of the special class such guidance is naturally of supreme importance.

The primary object of the class is to make proper provision for the needs of pupils who do not derive sufficient benefit from ordinary education in the primary school. The pupils who have to be dealt with are preponderantly those who, owing to mental backwardness, will never progress beyond the primary school. It is generally accepted that the primary school should provide only a general preparatory education, a foundation, so to say, upon which any type of structure could later be erected. The primary school, it is maintained, is not the most suitable place for vocational training.

In regard to children in special classes this view is not unassailable. Not only do most of them receive the whole of their education in the primary school, but they also leave school at an advanced age; because of the poor economic circumstances of their parents, they

find the question of obtaining employment a real problem. The desirability of vocational guidance and, possibly, vocational training for children in special classes must therefore receive serious consideration.

The question at present under investigation is the extent to which available teachers and equipment can meet this need. The fact that a great percentage of these children are debarred from most skilled occupations, because they are unable to obtain the minimum entrance qualifications, gives rise to the danger that they may be obliged to take on work in competition with Coloureds and Natives. It is in the interests of the European as well as of the Coloured and the Native, that such a state of affairs should not be permitted to arise.

Mention of the great progress made in the sphere of special education during the year should not, however, lead one to close one's eyes to the large amount of work that is still to be done. The classes which have so far been established make provision for only a very small proportion of the school children who require special educational facilities. In my previous report attention was drawn to the fact that there were approximately 8,000 to 10,000 children at our schools who needed such education and this figure is definitely not overstated. According to the latest report of the Secretary for Union Education 15 per cent., i.e., approximately 17,000, of the children in our schools are not able to obtain a Standard VI certificate; but the information at present at the disposal of the Department does not confirm this figure. The actual percentage appears to be nearer 10 per cent. In any case it can be said without fear of exaggeration that there are still approximately 7,000 to 9,000 children in the Province who do not enjoy the privileges of special education. The geographical nature of the Province, the long distances that have to be travelled and the number of one and two teacher schools, make extension of the work and re-examination very difficult. Every possible attempt is being made to provide increased facilities for education of deviate children as soon as possible.

Other Deviate Pupils.

Provision has already been made at certain centres under the Cape School Board for the instruction of hard of hearing children, children suffering from speech defects, cripples and convalescents.

Within a measurable time the question will have to be faced of providing for such pupils on a more liberal scale. The question of providing for partially sighted children will also have to be considered.

The Cape School Board has been kind enough to permit specialist teachers in the service of the Board for hard of hearing pupils and for pupils suffering from speech defects to visit Training Institutions. In this way student teachers are enabled to gain some knowledge of the problems sometimes awaiting them in schools where children of the types described may have been admitted.

(e) Experiment in Regard to a New Orientation of Education in Rural Schools.

For some time I have felt that a departure from the traditional system of education was due in rural schools. This feeling was greatly strengthened as a result of a conference of teachers, which took place early in 1936 at Knysna in connection with the report on the unsatisfactory social conditions prevailing in the George, Knysna and Humansdorp districts. There were present at this conference many of the teachers of the so-called Forest Area, together with the School Inspectors concerned and representatives of the school authorities of the area.

One of the most important resolutions adopted by the conference read:

“That the Primary School Course for rural schools should be so arranged as to permit of more time being devoted to practical subjects.”

(Translated.)

The underlying object of this resolution is to indicate that it is no easy task to frame a curriculum

which would meet the requirements of all schools, and that in any such curriculum the interests of the rural schools must of necessity be sacrificed to those of the town or village schools, which are attended by the majority of school-going children. It follows therefore that if justice is to be done to the rural child, teachers should be permitted to depart from the prescribed curriculum in order that the school may better adapt itself to its environment.

In the Primary School Curriculum latitude is in fact given to teachers to depart from the prescribed courses, but in schools, as elsewhere, someone must always be found to take the lead and point out the way before others are inclined to follow.

After further consideration of the above resolution, I came to the conclusion that it would in every way be worth while to experiment with a modified curriculum in a number of selected rural schools. To me it seemed clear for various reasons that the Forest area was the obvious one in which to initiate such an experiment:

- (a) It is one of the most thickly populated parts of the Cape Province and it would be easier for that reason to find schools in it where such an experiment could be tried with reasonable chances of success.
- (b) The report of the commission drew particular attention to the unsatisfactory social conditions prevailing in that area.
- (c) The percentage of pupils, who for economic reasons leave school after Standard VI, is comparatively large and the object of the experiment would be to endeavour to lead such pupils to adapt themselves to their environment to a greater extent when they leave school.
- (d) Work in the direction indicated had already been carried out on a small scale in the district of George.

In consultation with the School Boards and School Inspectors concerned, I therefore selected the following primary schools in which a beginning could be made with the experiment:

George.

Kleinplaat Settlement.
Wilderness Heights.
Mount Pleasant.
Van der Hoven.

Knysna.

Woodlands.
Leeuwbosch.
Elandskraal.

Humansdorp.

Fynboshoek.
Witelsrivier.
Robbehoek.
Rooivlakte.

After the above schools had been selected the School Inspectors concerned, viz., Messrs. B. F. Barnard, N. E. Lambrechts and P. J. Smuts, were requested to furnish recommendations on the following points:

- (a) In what subjects should the curriculum for these schools diverge from the prescribed curriculum.
- (b) What should the extent of such divergence be.

The above-mentioned three Inspectors functioned as a commission and proposed:—

(I) That the prescribed curriculum be departed from in regard to the following subjects:—

(i) *Geography and History.*

The syllabus for these subjects would have to be shortened considerably in order to permit of more time being given to the practical subjects.

(ii) *Domestic Science and Needlework* (for girls)

The syllabus would have to be amended so as to be better suited to local requirements and conditions.

(iii) *Agriculture and Handwork* (for boys).

In these subjects also the syllabus would to a greater extent have to take account of the nature of the area in which the school is situated, and the type of material which is available in the district for handwork.

(2) That in handwork (including needlework and domestic science) the following principles should be borne in mind in regard to both boys and girls:—

- (i) The object is not to train the pupil as a tradesman but to develop his creative instinct.
- (ii) Each child must work with a definite object in view. He must have a clear conception of the article he is going to make—a good drawing or picture is necessary.
- (iii) Each child must complete in entirety the article he is to make.
- (iv) The child must receive the finished article as his property, or be rewarded therefor in some other manner.
- (v) The article which the child produces must serve some useful purpose.
- (vi) As few tools as possible should be used.
- (vii) The material used must not be expensive, and local material must as far as possible be utilised.

(3) The following principles should be borne in mind as far as agriculture is concerned:—

- (i) The express object in teaching this subject is not to make a farmer of the pupil, but to instil into him a love for the soil and of nature; a desire for the care of plants and animals, and a pleasure in the beautification of his home.

- (ii) Wherever possible, there should be on the school grounds a flower garden and an experimental plot on which the children could work together. Furthermore each pupil, who is old enough for the purpose, should have a piece of ground on which he could produce for his own profit. A bigger piece of ground could be given to certain pupils, if they made progress on the allotment they commenced with. Such ground could even be near their homes.
- (iii) Wherever possible livestock should be kept.
- (iv) The child should work the ground made available to him on an economic basis so that it may produce profitable crops.
- (v) An account of the revenue and expenditure must be kept.
- (vi) The child should be taught to appreciate the value of ground, and to realise that a living can be made out of it.
- (vii) The profits derived from his allotment must be at his disposal.
- (viii) A large proportion of the profits must be placed by the pupil to the credit of his savings account.
- (ix) A co-operative system of sale which might later lead to Club Work should be encouraged.

I accepted the general aims and principles and also the details of the syllabuses for handwork (including cardboard modelling, bookbinding, weaving, wirework, woodwork, metalwork and masonry), needlework, domestic science and agriculture. The latter were drawn up in consultation with the Inspectors (Inspectresses) for the particular subjects.

Although some schools in the district of George and elsewhere had for some time been working in the direction indicated, a commencement with the above experiment in regard to a modified curriculum was not actually made until January, 1938.

The Inspectors concerned were also asked to report specially on the above matter at the end of the year.

(1) There would seem to be little doubt that useful work has been done in the schools, judging by the following extracts (translated) from reports of Circuit Inspectors:—

“Agriculture received most attention and was taught with success. The pupils were very zealous in the cultivation of school gardens and also of their own plots. Experiments were conducted in the use of artificial fertilisers with a view to furnishing advice to local farmers.”

“Very good woodwork and tinwork were carried out and the children revealed a lively interest in these subjects.”

“In connection with agriculture about one morgen of ground was worked during the course of the year; potatoes, sweet potatoes and mealies were cultivated. A study was made of these plants, of soil and climatic requirements, fertilisation, plant diseases and the combating of these.”

“The Departmental Inspectress of Domestic Science is very satisfied with the progress made.”

(2) That much initiative, energy and a spirit of co-operation have been shown by teachers and pupils is abundantly revealed in the reports:

“An attractive room for handwork was erected by the pupils themselves. A beautiful piece of work!”

“The classes for girls are conducted in a room built by the boys. The girls by means of the sale of articles made by themselves contributed towards the expense incurred by the boys in erecting the above building.”

“The boys constructed two neat rooms of stone each 14 by 15 feet. In these two rooms the handwork classes are conducted. The Department provided wood and iron to the value of £10 for this building.”

(3) The work of the school is penetrating into the home and is influencing the mode of life for the better:—

“Both mothers and daughters are showing great interest in Domestic Science. At the end of the year parents were invited to the school to see a display of the handwork. The parents were on this occasion treated to tea and cake made by the girls themselves. This gathering contributed much towards further promoting the interests of the parents.”

“Here also the parents displayed great interest and even assisted in the erection of the buildings.”

“It is asserted that the influence of the work done can already be seen to a small extent in some homes, and that these subjects have had an uplifting influence in the district.”

“Mothers are encouraged to provide girls with the opportunity of taking charge at home.”

“The parents are particularly attracted by the kind of work which the children are doing at school. Teachers are of the opinion that less privileged parents are themselves learning much through the medium of their children.”

(4) A feeling of self-reliance and responsibility as well as thrift is being cultivated in the children:—

“The children are encouraged to work and produce in such a way as to be able to show a profit. They are further encouraged to place a substantial proportion of their profits in their savings accounts. After deducting expenses the boys at school X made a profit of £8 5s. od. out of their gardens from January, 1938, to date. Of this amount £4 15s. od. was deposited in savings accounts and £1 2s. 00. given to the school. The balance of £2 8s. od. they utilised for books and personal requirements.”

“Emphasis is also laid on the calculation of the quantity and cost of the necessary material. Teachers go out of their way to teach the pupils how, with the equipment at their disposal, to make a serviceable article with the cheapest material.”

“Particular stress is laid here on the economic side. Each boy receives a piece of ground which he works for his own benefit. He is required to keep a record of the financial side of his whole undertaking which must be based on business principles.”

The abovementioned Inspectors have declared themselves wholeheartedly in favour of the continuation of the experiment, and I am convinced that it would be worth while to proceed with the experiment in the above schools and in other schools in the same districts. I should also like to extend the experiment to schools in other districts.

With the experience gained in the 11 schools in the districts of George, Knysna and Humansdorp, it is possible to determine the conditions under which the experiment is most likely to prove successful:—

- (a) As provision must be made for boys as well as girls, the experiment can only be conducted in schools to which there are attached at least two teachers (a man and a woman). For the time being it would be better to consider only schools with three or more teachers.
- (b) As conditions in different parts of the Province are so diverse, it will possibly be necessary to stress other forms of handwork.
- (c) The choice of further schools will to a certain extent require to be determined by the type of teacher engaged in each. The Inspectors report on this matter as follows:

“It should be introduced in schools where the teachers by initiative or in other ways have shown that they are enthusiastic. Although

preliminary training must not be lost sight of, the experiment conducted has shown that initiative is indispensable."

"It is, however, clear that for work of this nature men of experience and initiative are necessary. The success of the undertaking will, therefore, depend on the teacher."

- (d) Where agriculture is one of the subjects chosen, sufficient ground must be available in order to permit the pupils to work on the project system. The water supply must also be adequate.

CHAPTER VI.

EXAMINATIONS.

In 1937 the entries for all departmental examinations totalled 15,246 and in 1938 the entries totalled 16,117. The number of candidates and the percentage of passes in each examination are shown in the following tables:—

Examination.	1938.	1937.	1936.
Senior Certificate	3,930	3,714	3,370
Junior Certificate	8,642	7,971	7,466
European Teachers—			
Primary Teachers' Certificate	498	494	402
Primary Teachers' Higher Certificate—			
Infant School	114	102	101
Physical Culture	60	20	25
Manual Training	32	27	33
Needlework	14	12	15
Housecraft	28	6	12
Music	4	—	—
Bilingual Certificate	214	157	142
Woodwork, Branch I	19	17	22
Woodwork, Branch II			

(N.B.—Of the candidates who entered in 1936, 1937 and 1938 for the Primary Teachers' Certificate, 328, 408 and 371, respectively, satisfied the requirements of the Bilingual Certificate.)

Examination.	1938.	1937.	1936.
Coloured Teachers—			
Coloured Primary Lower III	29	156	253
Coloured Primary Lower	283	184	—
Coloured Primary Higher II	23	166	285
Coloured Primary Higher (New Syllabus)	44	—	—
Coloured Teachers' Bilingual Certificate	4	11	9

(N.B.—Of the candidates who in 1936, 1937 and 1938 entered for Coloured Teachers' Examinations, 405, 352 and 234, respectively, satisfied the requirements of the Bilingual Certificate.)

Examination.	1938.	1937.	1936.
Native Teachers—			
Native Primary Lower I	852	860	926
Native Primary Lower III	648	595	665
Native Primary Higher II	107	94	94
Native Housecraft	2	1	2

Duke and Duchess Competitions	208	264	262
General Botha Senior Certificate	11	12	5
General Botha Junior Certificate	41	45	47
Senior Certificate Supplementary (Feb., 1939)	310	337	260

Totals	16,117	15,245	14,396
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PERCENTAGES OF PASSES.

Examination.	1938.	1937.	1936.
Senior Certificate	80	80	82
Junior Certificate	83	83	85

European Teachers—

Primary Teachers' Certificate	38	96	95
Primary Teachers' Higher Certificate—			
Infant School	100	100	96
Physical Culture	93	100	88
Manual Training	88	96	94
Needlework	100	100	100
Housecraft	100	100	100
Music	75	—	—
Bilingual Certificate	68	68	63
Teachers' Woodwork	74	87	68

(N.B.—Of the European Teachers, who in 1936, 1937 and 1938 obtained the Primary Teachers' Certificate, 85%, 87% and 86%, respectively, also obtained the Bilingual Certificate.)

Coloured Teachers—

Coloured Primary Lower III	52	77	80
Coloured Primary Lower	86	86	—
Coloured Primary Higher	70	77	79
Coloured Primary Higher (New Syllabus) ..	95	—	—
Coloured Teachers' Bilingual Certificate ..	75	91	100

(N.B.—Of the Coloured Teachers who in 1936, 1937 and 1938 succeeded in passing Teaching Examinations, 97%, 92% and 98%, respectively, also obtained the Bilingual Certificate.)

Native Teachers—

Native Primary Lower I	68	69	70
Native Primary Lower III	77	77	76
Native Primary Higher II	67	84	74
Native Housecraft	100	100	50
General Botha Senior Certificate	100	73	68
General Botha Junior Certificate	56	80	100

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:—

1933	2,519
1934	3,026
1935	3,165
1936	3,275
1937	3,621
1938	3,843

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:—

1933	6,134
1934	6,323
1935	6,742
1936	7,367
1937	7,866
1938	8,526

One hundred and eleven candidates from Coloured schools and fifty-five candidates from Native schools took the Senior Certificate Examination in 1938.

Seven hundred and eighty-four candidates from Coloured schools and three hundred and seventy-five candidates from Native schools took the Junior Certificate Examination in 1938.

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

1933	310
1934	383
1935	434
1936	572
1937	702
1938	784

Senior Certificate Examination, 1938.

PERCENTAGE DISTRIBUTION OF SYMBOLS.

A table is given below showing approximately the percentage of candidates obtaining 80—100 per cent., 70—79 per cent., etc., in each subject of the Senior

Senior Certificate Examinations.

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

Subject.	No. of Candidates.		Percentage of Passes.	
	1938.	1937.	1938.	1937.
Afrikaans Higher	2,107	2,025	97	97
Afrikaans Lower	1,683	1,554	92	90
English Higher	1,868	1,782	93	93
English Lower	1,989	1,864	91	93
Agricultural Science	337	367	92	93
Art	40	26	98	100
Biology	1,014	855	88	87
Bookkeeping and Commercial Arithmetic	933	830	93	90
Botany	413	482	83	89
Chemistry	977	884	80	82
Commercial Geography and History	47	38	98	92
Cookery, Laundrywork and Housewifery	411	277	100	100
French	25	28	91	100
Geography	657	616	85	90
Geology	40	22	65	90
German	891	885	85	84
Greek	4	3	100	100
Hebrew	19	8	85	100
History	3,284	3,136	89	88
Latin	1,161	1,095	86	82
Literature (Afrikaans and Netherlands)	207	253	95	96
Literature (English)	62	63	93	88
Manual Training	58	70	90	87
Mathematics	1,939	1,887	81	80
Mechanics	1	1	100	100
Music	118	132	100	99
Needlework	358	306	97	97
Physical Science	1,312	1,392	89	83
Physics	17	19	76	85
Physiology and Hygiene	692	496	93	86
Shorthand and Typewriting	247	253	84	82
Chwana	2	6	100	83
Suto	8	2	100	100
Xhosa	41	27	100	100
Zoology	65	48	92	90

Junior Certificate Examination.

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

Subject.	No. of Candidates.		Percentage of Passes.	
	1938.	1937.	1938.	1937.
Afrikaans Higher	4,843	4,213	98	99
Afrikaans Lower	3,361	3,390	95	95
English Higher	4,053	4,000	98	97
English Lower	4,496	3,881	96	98
Agriculture (Major)	594	526	96	93
Agriculture (Minor)	113	71	93	83
Arithmetic (Major)	1,088	1,055	83	84
Arithmetic (Minor)	633	538	82	86
Aural Training and Theory of Music	4	8	100	50
Biology	7,675	7,272	93	91
Bookkeeping	2,993	2,595	86	88
Commercial Arithmetic	2,915	2,544	84	89
Chwana	34	27	100	100
Cookery, Laundrywork and Housewifery	574	533	100	100
Cookery, etc. (Minor)	468	430	100	100
Drawing	104	71	89	96
French	29	34	97	94
Geography (Major)	2,375	2,083	90	93
Geography (Minor)	61	—	84	—
German	2,002	1,760	93	91
Greek	1	—	100	—
Hebrew	15	18	100	100
History, Course I (Major)	5,832	5,439	90	88
History, Course II (Major)	620	592	89	89
History (Minor)	89	—	87	—
Hygiene and Physiology	3,228	2,676	91	91
Instrumental Music	185	182	98	97
Latin	1,716	1,746	88	87
Mathematics	4,141	4,172	83	86
Metalwork	67	50	91	100
Needlework (Major)	537	431	96	97
Needlework (Minor)	580	571	93	92
Physics and Chemistry	6,356	5,924	89	89
Shorthand (English)	915	860	84	84
Shorthand (Afrikaans)	328	280	88	89
Typewriting	1,090	1,005	84	88
Suto	48	46	100	100
Woodwork (Major)	422	345	87	82
Woodwork (Minor)	279	255	87	88
Xhosa	283	207	94	100
Zulu	5	3	100	100

Senior Certificate Examination, 1938.

PERCENTAGE DISTRIBUTION OF SYMBOLS.

A table is given below showing approximately the percentage of candidates obtaining 80—100 per cent., 70—79 per cent., etc., in each subject of the Senior

Certificate Examination, 1933. (A = 80—100 per cent., B = 70—79 per cent., C = 60—69 per cent., D = 50—59 per cent., E = 40—49 per cent., F = 33½—39 per cent., FF = 30—33 per cent., G = 20—29 per cent., H = below 20 per cent.)

Subject.	A.	B.	C.	D.	E.	F.	FF.	G.	H.	No. of Candidates.	Approx. Median per cent. Marks.
Afrikaans Higher	—	5	19	33	31	9	2	1	—	2,107	52
English Higher	1	4	17	31	25	15	4	3	—	1,868	50
Latin	1	8	16	21	25	15	3	8	3	1,161	48
French	9	14	21	19	16	12	5	4	—	25	58
German	2	6	12	24	25	16	5	8	2	891	48
Mathematics	2	7	14	20	26	12	6	10	3	1,939	47
Greek	—	25	25	—	25	25	—	—	—	4	50
History	1	6	15	22	28	17	2	8	1	3,284	48
Afrikaans Lower	2	8	18	29	24	11	3	5	—	1,683	52
English Lower	1	6	17	27	27	13	4	5	—	1,989	50
Hebrew	—	—	37	21	16	11	—	10	5	19	54
Xhosa	—	3	7	46	34	10	—	—	—	41	51
Suto	—	—	—	75	25	—	—	—	—	8	53
Chwana	—	—	50	50	—	—	—	—	—	2	59
Geography	—	2	12	26	31	14	6	7	2	657	47
Commercial Geography and History	—	—	19	29	32	17	2	—	—	47	49
Physics	—	17	18	18	17	6	6	6	12	17	52
Chemistry	2	7	13	24	22	12	5	10	5	977	48
Physical Science	2	8	18	24	23	14	3	7	1	1,312	51
Botany	1	6	11	25	23	17	5	9	3	413	47
Zoology	—	1	12	28	31	20	6	2	1	65	47
Geology	—	—	8	15	30	12	15	15	5	40	41
Biology	1	3	13	21	29	21	5	6	1	1,014	46
Physiology and Hygiene	—	1	11	29	36	16	3	4	—	692	47
Agricultural Science	—	2	13	33	33	11	5	3	—	337	49
Art	5	10	35	25	20	3	2	—	—	40	50
Bookkeeping and Commercial Arithmetic	1	7	18	28	29	10	2	4	1	933	51
Music	10	41	24	17	6	2	—	—	—	118	72
Mechanics	—	—	—	—	100	—	—	—	—	1	44
Manual Training	7	12	16	36	14	5	3	5	2	58	56
Cookery, etc.	—	1	20	55	23	1	—	—	—	411	55
English Literature	3	8	16	29	23	14	5	2	—	62	52
Afrikaans Literature	2	9	19	34	25	6	2	3	—	207	53
Shorthand and Typewriting	3	13	23	17	14	14	4	10	2	247	53
Needlework	—	5	22	32	29	9	2	—	—	358	53

Junior Certificate Examination, 1938.

PERCENTAGE DISTRIBUTION OF SYMBOLS.

The following table shows the distribution of symbols for the Junior Certificate Examination, 1938. (A = 80—100 per cent., B = 70—79 per cent., C = 60—69 per cent., D = 50—59 per cent., E = 40—49 per cent., F = 30—39 per cent., G = 20—29 per cent., H = below 20 per cent.)

A table is given below showing approximately the percentage of candidates obtaining 80—100 per cent., 70—79 per cent., etc., in each subject of the Senior

Subject.	A.	B.	C.	D.	E.	F.	G.	H.	No. of Candidates.	Approx. Median per cent. Marks.
Afrikaans Higher	—	3	14	36	34	11	2	—	4,843	51
Afrikaans Lower	1	8	21	30	23	12	4	1	3,361	53
English Higher	—	4	18	32	31	13	2	—	4,053	51
English Lower	2	7	23	28	24	12	4	—	4,496	53
Latin	4	9	16	20	21	18	9	3	1,716	50
German	2	8	17	26	25	15	6	1	2,002	51
Biology	2	8	17	26	24	16	6	1	7,675	51
Physics and Chemistry	3	8	15	22	22	19	8	3	6,356	49
Hygiene and Physiology	—	2	9	20	32	28	8	1	3,228	44
Arithmetic (Major)	6	10	14	19	21	13	10	7	1,088	49
Arithmetic (Minor)	6	11	12	16	17	20	11	7	633	47
Mathematics	5	8	12	17	21	20	9	8	4,141	46
Geography (Major)	2	6	14	22	27	19	9	1	2,375	48
Geography (Minor)	2	2	18	18	29	15	16	—	61	47
History Course I (Major)	2	7	15	24	23	19	8	2	5,832	49
History Course II (Major)	1	4	10	21	28	25	8	3	620	45
History (Minor)	1	4	21	22	18	21	12	1	89	49
Agriculture (Major)	—	2	16	31	32	15	3	1	594	50
Agriculture (Minor)	1	8	14	22	28	20	7	—	113	48
Bookkeeping and Commercial Arithmetic	2	10	17	21	19	17	9	5	2,993	53
Commercial Arithmetic	5	9	14	17	20	19	10	6	2,915	47
Shorthand	5	13	16	16	18	16	9	7	915	50
Snelskrif	2	12	18	21	22	13	7	5	328	51
Typewriting	1	5	15	19	23	21	12	4	1,090	46
Needlework (Major)	—	3	6	29	40	18	4	—	537	47
Needlework (Minor)	1	9	18	21	23	21	6	1	580	49
Woodwork (Major)	4	7	18	24	20	14	8	5	422	51
Woodwork (Minor)	4	7	16	24	23	13	9	4	279	50
Metalwork	3	5	17	17	26	23	7	2	67	—
Aural Training and Theory of Music	—	25	—	—	75	—	—	—	4	—
Cookery, etc. (Major)	—	1	12	51	31	5	—	—	574	53
Cookery, etc. (Minor)	—	1	11	42	37	9	—	—	468	51
Drawing	2	2	7	21	27	30	11	—	104	43
French	14	27	28	14	7	7	3	—	29	—
Greek	—	—	100	—	—	—	—	—	1	—
Hebrew	13	13	34	20	13	7	—	—	15	—
Instrumental Music	15	34	25	17	5	2	1	1	185	69
Suto	1	14	48	30	7	—	—	—	48	62
Xhosa	—	5	8	31	41	9	6	—	283	49
Zulu	20	—	—	—	80	—	—	—	5	—
Chwana	—	29	21	32	16	2	—	—	34	—

Of the 3,843 candidates who took the whole of the Senior Certificate Examination at the end of 1938, 577 passed in the first grade, 2,516 passed in the second grade, and 750 failed; i.e. 15 per cent. passed in the first grade, 65 per cent. passed in the second grade, and 20 per cent. failed.

Of the 8,524 candidates who took the Junior Certificate Examination in 1938, 1,396, i.e. 16 per cent., passed in the first grade; 5,695, i.e. 67 per cent., passed in the second grade; and 1,433, i.e. 17 per cent., failed.

The syllabuses in various subjects in these examinations have undergone revision in recent years. For the Senior Certificate revised syllabuses in Agricultural Science and Physical Science came into force at the 1938 examination and revised syllabuses in Shorthand and Typewriting will come into force at the 1939 examination. Mechanics ceased to be a subject of the Senior Certificate in 1938.

For the Junior Certificate 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 at the Junior Certificate Examination; in 1938 they were taken as either major subjects or minor subjects.

Professional Examinations.

The candidates who passed the European Primary Teachers' Certificate Examination numbered 438, and 242 passed the European Primary Teachers' Higher Certificate Examination.

The Junior Certificate has been laid down as the entrance qualification to Coloured Teacher Training Courses. A general course of two years' training is now taken, leading to the Coloured Primary Teachers' Certificate, and this may be followed by a further year's specialised training leading to the Coloured Primary Higher Certificate. In all, 42 Coloured candidates qualified for the New Primary Higher Certificate, and 16 candidates qualified for the Old Primary Higher

Certificate. For the Primary Lower Certificate and the Old Coloured Primary Lower third year examination 243 and 15, respectively, qualified.

For the Native Primary Teachers' Higher Certificate and the Native Teachers' Primary Lower Certificate, 72 and 499 Native students in the Cape Province, respectively, qualified.

CHAPTER VII.

SCHOOL BUILDINGS.

During the year ended 31st March, 1938, the total capital expenditure on school buildings was £200,212 2s. 6d. in comparison with the total of £208,850 1s. 6d. in the previous year.

During the nine months ended 31st December, 1938, a further sum of £144,470 was spent out of capital funds. This expenditure was mainly in respect of works approved in 1937, as, owing to the late session of the Provincial Council, schemes placed for the first time on the Working Schedule for the financial year 1938-39 had not reached the construction stage by the 31st December.

The serious shortage of adequate classroom accommodation at many schools continues, but there are indications that the position, while still serious, has not become worse. It may be noted that whilst the provision made for the payment of rent for the hire of premises for high and primary schools showed a tendency up to 31st March, 1938, to increase, the amount provided in the Estimates for 1938-39 for rent was slightly less than that provided in the previous year.

It is hoped that appreciable relief will be afforded to schools at present handicapped by lack of accommodation on completion of schemes which have now been approved.

It should be pointed out, however, that, owing to the great demand for additional classroom accommodation, it became necessary to refuse many requests for halls, gymnasia, and other buildings. In this connection it may be mentioned that when considering the school building programme for the financial year 1938-39, the Department was compelled for the above reason to reject applications for twenty halls, sixteen woodwork rooms, twenty-two domestic science rooms, three laboratories, and six libraries. Such buildings are necessary adjuncts to schools and it is in the interests of the school child that they be provided.

Special mention should be made of the serious position which arose at Port Elizabeth as a result of the abnormal growth of the school population in that centre. I found it necessary to appoint a Committee of School Inspectors to make a complete survey of educational requirements at Port Elizabeth. Their report was submitted towards the end of 1937 and it was possible to make provision in the Working Schedule for the financial year 1938-39 for the majority of the schemes deemed by the Committee to be urgent.

A similar survey was carried out at Oudtshoorn, but, as the School Board did not have an opportunity of considering the recommendations of the Inspectors before the Main Session of the Provincial Council in 1938, it was not possible to make any provision in the Estimates for the financial year 1938-39. It is anticipated, however, that the expenditure of large amounts on school buildings at Oudtshoorn will be avoided as a result of the reorganisation recommended by the Inspectors.

In regard to school hostels, it may be stated that funds were provided during the financial year 1938-39 to enable the Department to proceed with certain urgent schemes which had been held over for a considerable time. Progress in regard to the provision of adequate hostel accommodation must, however, necessarily be slow as the demand for additional classrooms and school requirements has first claim on the funds available.

Attention is directed here to an amendment to the Townships Ordinance No. 33 of 1934 effected by Ordinance No. 12 of 1938. In terms of the Townships Ordinance, as amended, the Administrator may on the recommendation of the Townships Board require the owner of land, upon which it is proposed to establish a township or sub-divide an estate, to grant erven to be used for educational purposes. Alternatively, he may require the owner, if no erf is required to be set aside for a school site, to enter into an undertaking to grant a percentage, to be determined by the Townships Board, of the net amount realised from time to time from the sale of erven within the

township or subdivided estate, as an endowment for the acquisition of sites and buildings for educational purposes.

Interest and redemption during the year ended 31st March, 1938, on loans for the erection of school buildings amounted to £181,121 12s. 9d. It was necessary, however, to budget for an amount of £193,995 under this head during the financial year 1938-39. It will be realised that the expenditure of an amount of approximately £200,000 per year from capital funds results at the present interest rate of 3½ per cent. in an expenditure on interest and redemption of approximately £9,500 a year for forty years. Schools must therefore appreciate that schemes for additional accommodation can only be considered if it can clearly be shown that the need for such accommodation is urgent.

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
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
1937-38	200,212	2	8
	£4,176,763	6	2

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

Expenditure for	£	s.	d.
1933-34	188,492	0	5
1934-35	194,138	16	7
1935-36	379,170	13	2*
1936-37	181,040	18	1
1937-38	181,121	12	9

* 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 1938.

Division	School
Albany	Grahamstown Primary (additions)
Barkly East	High (additions)
Bathurst	Langholm Primary (new building)
Caledon	Bot River Primary (additions)
Caledon	Gansbaai Secondary (additions)
Calitzdorp	Warmwater Primary (Teachers' residence).
Calvinia	Loeriesfontein Secondary (additions).
Cape	Bokmakirie Coloured Primary (additions).
"	Constantia Coloured Primary (additions).
"	Goodwood Preparatory (additions).
"	Kalk Bay Primary (additions).
"	Kensington Central Coloured (additions).
"	Maitland Secondary School (additions).
"	Raymond Primary (additions).
"	Rondebosch Boys' Junior (additions).
"	Rondebosch Girls' High (additions).
"	Salt River Coloured Primary (additions).
"	Sea Point Boys' High (additions).
"	Vasco and District Coloured Primary (new building).
"	Woodstock Afrikaans Medium (new building).
"	Mountain Road Boys' Primary (additions).
"	Mountain Road Girls' Primary (additions).
"	Wynberg, York Road Primary (additions).
Cathcart	Cathcart High (additions).
Colesberg	Naauwpoort High (additions).
East London	Beach Primary (additions).
"	Cambridge Junior (additions).
George	Mount Pleasant Primary (additions).
"	Outeniqua High (additions).
Gordonia	Keimoes High (additions).
"	Uppington High (additions).
"	Uppington Primary (additions).
Hopefield	Vredenburg High (additions).
Humansdorp	Primary (new Building).
Humansdorp	Karreedouw Secondary (additions).
Jansenville	High (additions).
Jansenville	Klipplaat Primary (additions).
Kenhardt	Karos Secondary (additions).
Kenhardt	Neilersdriif Primary (additions).
Kimberley	Ritchie Secondary (additions).
Kimberley	William Pescod Coloured High (additions).
King William's Town	Berlin Secondary (additions).
Kuruman	Winton Primary (additions).
Ladismith	High (additions).
Ladismith	Prinsrivier Primary (new building).
Maclear	Ugie Secondary (additions).
Malmesbury	Moorreesburg High (additions).
Montagu	High (additions).

Division	School
Mossel Bay ..	Herbertsdale, Secondary (additions).
Mount Currie ..	Kokstad High (additions).
Paarl ..	La Rochelle Girls' High (additions).
Piquetberg ..	Porterville Preparatory (new building).
Port Elizabeth ..	Walmer Primary (additions).
" ..	Fairview Primary (new building).
" ..	Paterson Coloured High (additions).
" ..	Sidwell Primary (new building).
" ..	Brakrivier Primary (new building).
" ..	Mackay Primary (additions).
" ..	Mount Pleasant Primary (additions).
Prince Albert ..	Klaarstroom Primary (new building).
Queenstown ..	Girls' High (additions).
Somerset East ..	Klipfontein Siding Primary (Teachers' residence).
Springbok ..	High (additions).
Springbok ..	Rooiwal Primary (new building).
Steynsburg ..	Unie Primary (additions).
Stutterheim ..	Kologha Primary (Teachers' residence).
Uniondale ..	High (additions).
Uniondale ..	Joubertina High (additions).
Van Rhynsdorp ..	Remhoogte Primary (new building).
Van Rhynsdorp ..	Settlement Primary (additions).
Van Rhynsdorp ..	Settlement Primary (Teachers' residence).
Wodehouse ..	Dordrecht High (additions).

HOSTELS.

Division	School
Fraserburg ..	High School Hostel (additions and alterations).
Garies ..	Indigent Boarding House (additions).
Indwe ..	High School (purchase of property and alterations).
Port Elizabeth ..	Collegiate Girls' High (additions and alterations).
Paarl ..	Boys' High (new building).

TRAINING COLLEGE.

Stellenbosch ..	Denne-oord Training College (additions).
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PARLIAMENTARY GRANTS OF SCHOOL SITES, 1938.

School Board.	School.	Area.		
		Morgen	Square Roods	Square Feet
Cape ..	Simon van der Stel Secondary	3·9187	—	—
Colesberg ..	Naaupoort Junction High..	1·7332	—	—
Gordonia ..	Olyvenhout Settlement ..	12	70	—
St. Marks ..	Cofimvaba Primary ..	1·2448	—	—
Umtata ..	Umtata High ..	—	—	52,557

GRANTS OF SCHOOL SITES IN 1938, UNDER TOWNSHIP ORDINANCE.

School Board.	School.	Area.		
		Morgen	Square Roods	Square Feet
Bathurst ..	Kenton-on-Sea Township ..	4·7806	—	—
Cape ..	Milnerton Extension No. 1 ..	—	555	20
Knysna ..	Leisure Isle Township ..	—	—	82,665

OTHER GRANTS OF LAND FOR SCHOOL PURPOSES: 1938.

School Board	School	Area			Donor
		Morgen	Square Roods	Square Feet	
Caledon ..	Bot River Primary ..	—	83	76	Gavendo & Geffen.
" ..	" ..	—	24	114	
Calvinia ..	Calvinia High ..	1·1719	—	—	Town Council of Calvinia.
Cape ..	Trafalgar High ..	—	—	59,985	Town Council of Capetown.
East London ..	Lilyvale Primary ..	—	—	55,987	S. G. Dredge.
" ..	College Street Primary ..	—	—	10,340	Town Council of East London.
Fransch Hoek ..	Fransch Hoek High ..	2·1851	—	—	Town Council of Fransch Hoek.
Humansdorp ..	High School ..	2·5	—	—	Town Council of Humansdorp.
" ..	" ..	2	50	—	Town Council of Humansdorp.
Mount Currie ..	Kokstad Indigent Boarding House ..	3·5389	—	—	Town Council of Kokstad.
Prieska ..	Marydale Primary ..	—	111	16	D. R. Church, Prieska
Port Elizabeth ..	Pearson High ..	2·2838	—	—	Town Council of Port Elizabeth.
Stellenbosch ..	Boy's High ..	—	—	29,750	University of Stellenbosch.
Vryburg ..	Reivilo Secondary ..	2	50	—	D. R. Church.

CHAPTER VIII.

FINANCE.

During the financial year ended 31st March, 1938, the expenditure on educational services, exclusive of interest and redemption charges, amounted to £4,256,474. Particulars of expenditure under the main heads are furnished below, together with corresponding particulars of expenditure in the previous year:—

	1937-38.	1936-37.
	£	£
A. Administration	30,276	28,831
B. School Boards and School Committees ..	55,142	54,407
C. School Inspection	37,750	38,682
D. Medical Inspection	18,558	13,467
<i>European Education.</i>		
E. Training of Teachers	58,455	53,491
F. Secondary Education	268,662	243,762
G. Primary Education	1,393,452	1,374,716
H. Combined Primary and Secondary Education	993,494	958,153
J. Coloured Education	574,279	533,500
K. Native Education	436,019	399,137
L. General	375,228	198,062
M. Minor Works	15,159	14,475
Total	£4,256,474	£3,910,683

To obtain a true comparison of expenditure during 1937-38 with that during 1936-37 a sum of £197,591 should be deducted from the expenditure for 1937-38. This sum, which was refunded to teachers during the financial year 1937-38, represents two-thirds of the deductions made from teachers' salaries in the depression years. (£14,288 of this sum is included against "K. Native Education" and £183,303 against "L. General" in the statement above.) If this allowance be made, the expenditure during 1937-38 shows an increase of £148,200 over the previous year. This increase is spread over the various main services as follows:—

Administration and Inspection	£ 6,339
European Education	83,941
Coloured Education	40,779
Native Education	22,594
	<u>153,653</u>
Less Saving on General and Minor Works..	5,453
Net Increase	<u>£148,200</u>

The increase under "Administration and Inspection" is due to additional office staff, additional medical staff, and development in the medical treatment of indigent children.

European and Coloured Education.

Of the increase of £124,720 in European and Coloured education, approximately £85,000 is accounted for by teachers' salaries, of which £39,800 was expended upon additional teachers employed during the year (approximately £15,000 European, £24,000 Coloured). The remainder of £45,200 represents the net additional cost of the teaching establishment due to increments, regrading, sick leave and furlough after deducting the savings arising out of the retirement of long-service (and therefore the more highly paid) teachers. In my last report I referred to the rise in the level of assistant-teachers' qualifications, the lengthening of the professional life of teachers, the increasing masculinity of the teaching profession, and the increasing proportion of secondary teachers, all of which are factors leading to increased expenditure upon teachers' salaries.

The other services making up the difference between £124,720 and £85,000 are:—

	£
School Equipment, etc.	8,320
Bursaries	10,300
Repairs, Renovations, etc.	10,700
Rent, etc.	2,300
School Hostels	6,000
Miscellaneous	2,100
	<u>£39,720</u>

Native Education.

Of the additional sum of £36,882 expended upon Native education during 1937-38, £22,594 was almost entirely in connection with teachers' salaries, to provide

for development and the better staffing of some of the schools. The whole of this amount fell to be met by the Union Government and not by the Provincial Administration. The balance of £14,288, as stated above, represented deductions from teachers' salaries refunded to them.

Interest and Redemption Charges on Loans.

The interest and redemption charges on loans for school and hostel buildings amounted to £181,121 during the year, as against £181,041 in the previous year. Adding this to the expenditure on other services the total expenditure of the Cape Provincial Administration on education during 1937-38 amounted to £4,437,595.

Revenue.

Education receipts from school fees, boarding fees, sale of requisites, examination fees, etc., amounted to £321,065, as compared with £311,566 in the previous year; leaving £4,116,530 of the expenditure to be met from the subsidy payable by the Union Government and from local taxation. The subsidy from the Union Government is not earmarked specially for expenditure upon education, but as such expenditure exceeds the subsidy it is not incorrect to regard the difference between the two as expenditure upon education which must be met from local taxation. On this basis the following are the sources of revenue from which the total expenditure of £4,437,595 was met:—

Subsidy from Union Government—	£	£
Ordinary	2,625,799	
Sub-normal Children	8,664	
Native Education (from Native Trust Fund)	427,000	
		3,061,463
Education Receipts		321,065
Local Taxation		1,055,067
		<u>£4,437,595</u>

The total sum raised by the Province from local taxation (other than education receipts) for all services of the Province was £2,380,687. The proportion of local taxation receipts that goes to meet expenditure upon education is, therefore, approximately 44 per cent.

REPORT OF THE CHIEF MEDICAL INSPECTOR OF SCHOOLS, 1938.

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

Last year's report referred to the sanctioned expansion of the medical inspection service and indicated the prospect of a more satisfactory development of the work among the smaller rural schools. Unfortunately there has been much to interfere with this prospect.

In the first place, the staff of doctors had been depleted instead of being increased owing to the departure of two to other spheres. In the second place, the carrying out of the nutrition survey on behalf of the Union Government prevented the ordinary work of medical inspection being carried out during a period of six months.

Changes of Staff.

At the beginning of 1938 Dr. L. van Dyk Cilliers left the Department on promotion to the post of Chief Medical Inspector of Schools in Natal. He started work in the Kimberley area in 1928 and worked for ten years throughout the North-West, where his regular visits were much appreciated. His departure has left a gap in the service which has not yet been filled and which it will be difficult to fill.

Towards the end of 1938 Dr. E. M. Reitz resigned on account of marriage. She had completed only eighteen months in the service of the Department at the date of her resignation and the early loss of her services is regretted.

During the course of 1938 two new medical inspectors were appointed. Dr. R. C. Jurgens joined the staff in April and Dr. Bischoff in August. Both these officers have had several years' experience as district surgeons.

Dr. M. Theron has been appointed as a medical inspector as from the 1st January, 1939.

At the beginning of 1938 eight new school nurses were appointed so completing the complement of twenty, but during the course of that year three nurses resigned.

Medical Inspection.

For several years past the statistics furnished have been based on one year's work from October until September. For this year the figures reflect the work done over five quarters instead of four. In future the figures given will be those resulting from the work done in the calendar year.

The following summary gives in tabular form the work carried out during the period from October, 1937, to December, 1938:—

	European	Non-European
<i>Medical Inspection :</i>		
Routine entrant and adolescent groups	11,154	1,047
Specially selected children	7,846	783
Re-examinations	1,240	78
Total number examined by Medical Inspectors ..	20,240	1,908
<i>Nutrition Survey :</i>		
Number of children examined by Medical Inspectors	34,861	10,514
Number of children examined by School Nurses ..	18,010	15,200
Total number included in the nutrition survey ..	52,871	25,714
<i>Nurses' Inspection :</i>		
Number of children examined by nurses	86,174	20,505
<i>Grand total of children examined by medical staff :</i>	207,412	
Schools visited by medical inspectors	603	103
Schools visited separately by school nurses ..	2,288	486
Training Schools and Colleges visited	16	5
Indigent Boarding Houses visited	246	—
Home visits paid	2,852	466
Lectures given by Medical Inspectors	36	—
Lectures given by School Nurses	646	214

Nutrition Survey.

Last year a resolution was passed in Parliament calling for a survey of the state of nutrition of the population of the country. After consideration it was

decided that this could be best accomplished by investigating the position in the schools, as that was the place where it was easiest to come in contact with large numbers of the population, and, besides, there was a service which could carry out the survey with the least possibility of disturbance.

Accordingly each Province was asked to carry out the survey in its own schools. The object was to secure the details of unselected groups of children below the age of sixteen years and to have samples from every Magisterial area in the Union.

It was proposed to get particulars of a least one-fifth of the school population.

The published figures indicate that in this Province about one-third of all European children and one-fourth of all Coloured children were included in the survey.

Separate arrangements were made for native children through the Department of Public Health.

The survey included a questionnaire on the diet of the child (which was filled in by the teachers), details of the standing height, sitting height, and weight of the child, taken by the doctors or nurses, and an estimate of the state of nutrition on clinical grounds made by the doctors.

The work was carried out under the aegis of the Union Department of Public Health to whom all papers were despatched for compilation and the furnishing of a statistical report on the position by the Census Department.

It took six months to complete. During this time 208 European schools and 123 Coloured schools were visited and particulars taken of 52,871 European children and 25,714 Coloured children. Owing to the shortage of medical staff, only two-thirds of the European and about two-fifths of the Coloured children were examined by a doctor, the balance being seen by the school nurses. In the case of these last children no clinical estimate of nutrition was made.

I should like to take this opportunity of expressing thanks to the vast majority of the teachers who helped so willingly in carrying out this onerous task.

It is not possible at present to give any figures indicating the extent of malnutrition throughout the Province — that must wait until the complete returns are available. The survey, however, indicated a large amount of malnutrition among European children particularly in the rural areas and the industrial areas of towns. The situation amongst the Coloured children was most unsatisfactory.

Cleanliness.

The increase in the nursing staff has made it possible to do more routine work in keeping check on the state of cleanliness of the children; to do more following up into the homes (nearly three times as many home visits being paid as compared with last year); to give many more lectures and demonstrations on personal hygiene, home-nursing and mothercraft.

The statistics for cleanliness are as follows:—

	Europeans			Non-Europeans		
	1936	1937	1938	1936	1937	1938
Numbers.. ..	30,609	53,369	86,174	9,509	13,060	20,505
Per cent. with lice	0.7	0.5	0.7	2.0	2.1	2.6
Per cent. with nits	5.7	4.6	4.3	16.2	17.8	20.9

The increase in the figures for non-European schools this year is due to inspections at new schools not hitherto visited.

Special Education.

Retarded Children.

Over 90 classes for backward children have been established. All the children in these classes are to be examined by the medical inspector annually, but

owing to the time required for the nutrition survey and the other difficulties previously referred to this has not so far been possible.

Hard-of-hearing Children.

The following report by the specialist teacher of hard-of-hearing children reflects the progress made during the year in dealing with this problem:—

“During 1938 special instruction in lip-reading, ear - training, speech - correction and language development has been given to 72 children. Of these pupils, 15 are enrolled in the full-time class at Mowbray, 44 are attending as part-time pupils at one of the following centres:—Cape Town, Sea Point, Maitland, Woodstock, Mowbray, and Wynberg, and 13 pupils have left the part-time classes, either because they no longer required instruction or because they are no longer within reasonable distance of the centres.

Apart from those children tested and admitted to the classes, 40 children have been reported to the centres either as suspected cases of hearing loss or sufferers from ear-complaints. Hearing tests were given and recommendations made for medical attention, intelligence tests, further observation, etc. When medical attention was recommended steps were taken to see that this was carried out with the object of preventing hearing loss if possible.

In addition to the routine visits to schools to take the part-time classes, 29 extra visits were made for special purposes. Home visits numbering 23 were made, chiefly in connection with difficult cases when the necessary medical or educational supervision was not being given. The general organisation of the work has involved a considerable amount of correspondence.

During the third term the part-time classes were suspended while the teacher in charge visited the training institutions to lecture on the problems of hearing loss in children.

At the beginning of the fourth term another assistant was appointed with a view to instituting an Afrikaans-medium class in 1939. During this term preparatory training was given to this teacher in the form of lectures, demonstrations and practical experience. This training will be continued next year and the teacher is expected to prepare for the National College of Teachers of the Deaf Diploma.

During October and November tests were made for hearing loss among Afrikaans-speaking children. The number of schools visited was 22, and in some cases two, three and four visits were made, making 37 visits in all. The children tested number 173; 22 of these were selected as suitable cases for a full-time class and arrangements were made for the children to be examined by an ear-specialist. At the end of the term 8 of these children had enrolled at Mowbray for January, 1939. It is expected that a proportion of the balance of the 22 children will join the class when it opens.

Since the school closed for 1938, delivery has been taken of a pure tone audiometer and an amplifier. These will prove of inestimable educational value, the audiometer for the accurate assessment of hearing loss and the amplifier to enable the children to be compensated for their hearing loss.

In addition to the lectures given at the training institutions during the third term, special lectures have been given to the students of the Mowbray Training College, to the staff of the Maitland Primary School, to the Parents and Teachers Association of the Oakhurst Girls' School, and to the students (Faculty of Education) of the University of Stellenbosch.

There has been a marked increase of interest shown in the work by teachers and parents. The importance of early diagnosis and treatment of

ear-complaints has been emphasised in discussions. The early treatment of ear-complaints is an important part of the work done."

Children with Speech Defects.

Special tuition has been given during the year to some 50 children suffering from stammering and other speech defects. Classes are held at five centres in Cape Town. A specialist teacher travels round to these centres once or twice a week and gives instruction and guidance in how to speak, how to breathe, and how to relax.

Physical Education.

A forward step in the development of health education and practice has been made during the course of the year by the appointment of an inspector and an inspectress to supervise this work. This development cannot fail to have a beneficial effect on the general well-being of the children in the schools.

It must, however, be emphasised that, while speaking generally, physical training is beneficial to the health of the child, there are some children who should not take part at all and others who should carry out only a limited programme of exercises. Special consideration must be given to all cripples, convalescents, those who are suffering from malnutrition, and those who of necessity do hard physical labour at home. To this end it is important that all such children should be medically examined before taking part in the training.

Treatment.

During the period under review the "following up" of children by the medical inspectors and school nurses showed that of 4,627 European children recommended for medical treatment on the occasion of the previous visit to their school, 3,011 received treatment. This gives a percentage of 64 which is a slight improvement on last year's figure. In the case of non-European children 354 were followed up and 161, or 41 per cent., had

received treatment. This figure is lower than last year's and this is probably due to the withdrawal of facilities for dental treatment at the Cape Town school clinics.

An analysis of the figures for treatment among European children indicates that 71 per cent. of the children recommended for dental treatment received such treatment as compared with 64 per cent. last year; 12 per cent. did not have any treatment as compared with 18.6 per cent. last year, while the balance, i.e. those about whom no information could be obtained, was virtually the same in each year, viz. 17 per cent. The percentages receiving treatment for the other groups of defects were substantially the same as last year, viz. 46 per cent. of nose and throat cases, 67 per cent. of cases of defective eyesight, 63 per cent. of cases with ear disease, and 73 per cent. of other conditions. The arrangements for providing treatment at the cost of the Administration remained substantially the same as before.

Owing to the scattered population and the wide area to be covered, some method of decentralisation of the control of arrangements for treatment was necessary. This was attained by making each School Board responsible for organising facilities for treatment of the necessitous children in its area. In many School Board areas the system worked quite satisfactorily—in other areas little or nothing has been done. The bulk of the work has been in the provision of dental treatment. Some Boards have made arrangements to have the children handled in public dental clinics, whilst most arrange with one or more local dentists to do the work required in their own surgeries. In some areas practically nothing but extraction of teeth is carried out. In others, however, quite a lot of conservative work has been done. Some of this work has entailed the expenditure of considerable amounts on certain children.

At the end of this section a table showing the amount of work done under the scheme is furnished.

The arrangements for operations for tonsils and adenoids are not altogether satisfactory. In some cases

nothing is done because the tariff of fees offered is not acceptable locally. In other areas quite a lot of operations are carried out. These are done mostly at hospitals. The costs of these services differ very considerably. Some hospitals make no charge for accommodation, others charge 3/-, 6/-, 9/- or 10/6 per day. Sometimes the children are sent home the same day, whilst on other occasions they are kept for many days. The cost per child varies from £1 6s. 10d. in one centre to £4 5s. 0d. in another centre. In one large centre the average period of detention in hospital for each child is nearly 7 days. This lengthy detention adds very materially to the cost of treatment of this defect.

The departmental oculists have visited country areas during the year, have seen over 1,500 children, and have prescribed glasses where such were found to be necessary or recommended local treatment by ointment, lotions, etc. A considerable waste of time and money has been caused by teachers sending up as urgent cases needing specialist treatment those whose sight was found on examination to be normal. This has made it necessary to restrict treatment to those necessitous children who have been previously seen by the medical inspection staff and recommended for expert examination and advice.

The arrangements for carrying out treatment at the school clinic in Cape Town were curtailed this year by the limitation of facilities for dental treatment. During the course of the year 1,789 European and 2,824 non-European children were treated at this clinic making 4,202 and 7,304 attendances respectively.

At Port Elizabeth treatment at the dental clinic was interfered with by the outbreak of plague which occurred during the year.

Social Hygiene.

(REPORT BY MISS R. POWIS.)

During the first quarter of the year, one of the school nurses was temporarily transferred to Cape Town to enable her to work intensively with me, with

a view to her gaining more first-hand practical insight and experience in regard to the organisation of lectures in sex education and the methods adopted in dealing with the subject. She herself was admirably equipped by education, training and experience to gain the maximum advantage from this arrangement, and her personal qualifications proved her to be excellently suited to the work. It was, therefore, very gratifying at the end of her visit, to find it possible to recommend that she should be authorised to include lectures on sex education in her routine work in her own area. This marked the first definite step forward in the further development of the work being undertaken in social hygiene.

In the second quarter, with the consent of the Superintendent-General of Education, I accepted an invitation to give courses of lectures in Natal. The object was to afford social welfare organisations there an opportunity of getting an insight into the organisation of the work of sex education and the methods I employ. The visit proved a very strenuous but a very happy and stimulating experience. I was given a very sympathetic reception and the audiences I addressed were all keenly interested, very appreciative and very responsive. I felt that the visit had proved well worth while and that it had served a useful practical purpose.

My ordinary routine lecturing has gone steadily forward on the lines of last year and the same encouraging response and appreciation of the help proffered, to which I referred in my last report, continue to be apparent.

NECESSITOUS PUPILS TREATED IN 1938 UNDER THE DEPARTMENT'S SCHEME FOR MEDICAL TREATMENT.

Name of Place.	Teeth	Ear, Nose, and Throat	Minor Ailments	Eyes
Aberdeen	—	57	—	—
Albany	111	8	1	14
Albert	—	—	—	—
Alexandria	31	—	—	3
Aliwal North	119	6	—	20
Barkly East	11	7	—	1
Barkly West	110	10	—	83
Bathurst	18	1	—	—
Beaufort West	86	7	2	1
Bedford	—	2	17	—
Bredasdorp	292	1	6	17
Britstown	—	1	—	—
Caledon	160	12	—	—
Calitzdorp	169	5	—	49
Calvinia	3	9	—	21
Nieuwoudtville	5	—	—	—
Cape	1,105	—	—	—
Carnarvon	—	—	1	67
Cathcart	—	3	—	—
Ceres	48	3	—	17
Clanwilliam	193	1	—	43
Colesberg	—	1	—	—
Cradock	62	—	—	24
De Aar	6	2	10	—
East London	631	47	14	20
Elliot	18	6	—	1
Fort Beaufort	—	6	—	—
Fraserburg	—	—	—	—
George	1,263	146	13	117
Glen Grey	—	—	—	—
Lady Frere	—	—	—	5
Gordonia	53	—	—	1
Graaff-Reinet	—	4	—	—
Hanover	2	—	—	—
Hay	93	—	—	—
Heidelberg	155	8	—	43
Herbert	38	—	22	—
Hopetown	8	—	—	—
Strydenburg	—	—	—	—
Humansdorp	336	2	12	—
Indwe	63	—	—	—
Jansenville	—	—	—	—
Kakamas	30	—	—	—
Kenhardt	37	—	1	—
Kimberley	459	28	—	18
King William's Town	457	—	—	2
Knysna	486	10	319	56
Komgha	—	—	—	—
Kuruman	99	34	50	43
Ladismith	142	—	—	—
Lady Grey	45	5	—	—
Laingsburg	83	19	—	27
Loxton	—	—	—	—
Maclear	18	—	—	—
Mateking	19	—	—	35
Malmesbury	70	34	—	—
Hopefield	49	—	—	—
Maraisburg	—	—	—	28
Middelburg	11	15	—	—
Molteno	35	—	2	28
Montagu	120	—	—	18
Mossel Bay	340	14	3	37
Murraysburg	—	1	—	—
Garies	—	—	—	—
Springbok	—	—	—	—

NECESSITOUS PUPIL TREATED IN 1938 UNDER THE DEPARTMENTS SCHEME FOR MEDICAL TREATMENT.—Cont.

Name of Place.	Teeth	Ear, Nose, and Throat	Minor Ailments	Eyes
Oudtshoorn ..	410	24	—	131
Paarl (Athlone) ..	148	—	—	—
Paarl ..	334	22	19	—
French Hoek ..	57	4	—	—
Wellington ..	126	—	71	80
Pearston ..	—	9	—	—
Peddie ..	—	—	—	—
Philipstown ..	—	—	—	—
Petrusville ..	—	—	—	—
Piquetberg ..	304	12	25	74
Port Elizabeth ..	135	—	—	67
Prieska ..	—	—	—	—
Prince Albert ..	79	2	43	8
Queenstown ..	235	11	—	—
Richmond ..	—	—	—	—
Riversdale ..	175	—	—	67
Robertson ..	412	8	2	35
Somerset East ..	127	19	38	—
Stellenbosch ..	130	1	—	1
Sterkstroom ..	22	—	—	—
Steynsburg ..	25	—	—	30
Steytlerville ..	—	—	—	—
Stockenstrom ..	—	—	—	—
Stutterheim ..	49	1	1	1
Sutherland ..	—	—	—	—
Swellendam ..	92	—	—	9
Barrydale ..	40	—	—	—
Tarka ..	33	12	—	—
Tulbagh ..	—	—	—	11
Uitenhage ..	572	53	13	58
Uniondale ..	408	—	15	—
Van Rhynsdorp ..	—	—	—	—
Venterstad ..	—	—	—	—
Victoria East ..	29	4	—	—
Victoria West ..	11	—	—	—
Vosburg ..	—	—	—	—
Vryburg ..	—	—	—	—
Williston ..	38	—	—	60
Willowmore ..	11	—	—	—
Wodehouse ..	31	1	4	—
Dordrecht ..	23	—	1	26
Worcester ..	299	19	35	48
Butterworth ..	21	—	—	—
Elliotdale ..	—	—	—	—
Flagstaff ..	—	—	—	—
Libode ..	—	—	—	—
Lusikisiki ..	—	—	—	—
Matatiele ..	—	—	—	—
Mt. Aylif ..	—	—	—	—
Mt. Currie ..	52	—	—	—
Mt. Frere ..	—	—	—	—
Ngqeleni ..	—	—	—	—
Port St. John ..	—	—	—	—
Qumbu ..	—	—	—	—
St. Marks ..	—	—	—	—
Tsolo ..	—	—	—	—
Tsomo ..	—	—	—	—
Umtata ..	55	4	31	1
Umzimkulu ..	—	—	—	—
Xalanga ..	53	—	—	—
Idutywa ..	6	3	—	—
Mt. Fletcher ..	—	—	—	—
Engcobo ..	19	—	—	—
TOTAL ..	12,250	724	771	1,548

MEDICAL INSPECTION STATISTICS.

SUMMARY.

(For five quarters ended 9th December, 1938.)

EUROPEAN SCHOOLS.

EXAMINATIONS.

Number of European Schools visited during the five quarters : 411.

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	ROUTINE EXAMINATIONS						SPECIAL EXAMINATIONS		
	Boys		Girls		Total		Boys	Girls	TOTAL
	Younger	Older	Younger	Older	Younger	Older			
Number examined	3,117	2,214	3,135	2,588	6,252	4,802	3,795	4,051	7,846
Number defective	1,398	1,069	1,425	1,112	2,823	2,181	2,144	2,326	4,470
Number of defective children recommended for treatment	1,001	800	1,049	866	2,050	1,666	1,564	1,749	3,313
Number of directions to teachers	964	658	1,014	698	1,978	1,356	1,422	1,558	2,980
Number of parents (or guardians) present	1,324	330	1,444	656	2,768	986	1,465	1,605	3,070
Number of verminous children	32	12	209	61	241	73	45	341	386
Number of children vaccinated	2,236	1,944	2,308	2,194	4,544	4,138	3,011	3,205	6,216

ΕΥΡΩΠΑΪΚΑ ΣΧΟΛΕΙΑ
 (Για πέντε τρίμηνα που έληξε στις 9 Δεκεμβρίου 1938)
 ΣΥΝΟΨΗ
 ΜΕΤΡΙΚΗ ΕΠΙΘΕΩΡΗΣΗ ΣΤΑΤΙΣΤΙΚΗ

MEDICAL INSPECTION STATISTICS.

SUMMARY.

(For five quarters ended 9th December, 1938.)

EUROPEAN SCHOOLS.

ANALYSIS OF DEFECTS.

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Defects	ROUTINE EXAMINATIONS								SPECIAL EXAMINATIONS			
	(1)				(2)				(3)		(4)	
	Number of defects present				Number of defects listed under column (1) which were recommended for treatment				Number of defects present		No. of defects listed under column (3) which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Younger	Older	Younger	Older	Younger	Older	Younger	Older	Boys	Girls	Boys	Girls	
Malnutrition	467	202	347	77	37	13	28	21	674	474	53	36
Teeth	707	595	726	514	633	549	647	481	999	999	905	916
Nose and Throat	240	137	232	156	215	121	216	142	377	434	352	396
Eye	48	29	50	21	25	7	27	13	68	99	31	52
Vision	116	192	147	289	87	145	118	214	290	452	238	359
Ear	24	21	25	17	14	9	15	7	57	53	37	25
Hearing	24	31	24	14	13	12	10	9	44	55	12	15
Speech.. .. .	13	4	7	2	1	—	2	—	24	5	3	1
Skin	39	24	58	34	32	12	44	21	60	85	43	54
Heart : Organic	12	17	18	13	4	6	6	4	30	23	10	3
Functional	14	11	12	16	4	1	3	1	24	29	4	7
Anaemia	40	23	27	21	12	14	15	11	47	54	25	29
Lung	48	11	37	5	28	7	24	3	63	45	39	27
Nervous System	13	8	9	9	7	—	1	2	26	19	4	7
Intelligence	4	11	3	6	—	1	—	—	22	27	1	2
Deformities	28	38	26	29	14	5	8	12	52	44	24	13
Other defects	214	112	269	165	68	42	113	57	331	417	129	177

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RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys			Girls			Total		
No. of Re-examinations	576			665			1,241		
No. of children recommended for treatment	2,133			2,494			4,627		
No. of children who obtained treatment	1,308			1,703			3,011		
No. of children who did not receive treatment	349			329			678		
No. of children who have left the school without information on this point	467			501			968		

Defects :—	Treat-ment obtained	No treatment obtained	No in-formation available	Treat-ment obtained	No treatment obtained	No in-formation available	Treat-ment obtained	No treatment obtained	No in-formation available
Dental Disease	844	161	322	956	144	305	1,800	305	627
Nose and Throat Disease	155	121	95	239	140	113	394	261	208
Eye disease and defective vision	185	46	65	348	67	86	533	113	151
Ear disease and deafness	43	15	6	28	8	13	71	23	19
Other diseases	163	29	31	231	34	51	394	63	82

MEDICAL INSPECTION STATISTICS.

SUMMARY.
(For five quarters ended 9th December, 1938.)

NON-EUROPEAN SCHOOLS.

EXAMINATIONS.

Number of Non-European Schools visited during the five quarters : 29.

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	ROUTINE EXAMINATIONS						SPECIAL EXAMINATIONS		
	Boys		Girls		Total		Boys	Girls	TOTAL
	Younger	Older	Younger	Older	Younger	Older			
Number examined	351	218	329	149	680	367	444	339	783
Number defective	207	131	160	88	367	219	287	215	502
Number of defective children recommended for treatment	136	105	107	73	243	178	206	166	372
Number of directions to teachers	132	41	95	32	227	73	192	119	311
Number of parents (or guardians) present	129	19	129	14	258	33	61	67	128
Number of verminous children	14	4	50	24	64	28	9	63	72
Number of children vaccinated	260	191	255	133	515	324	378	269	647

MEDICAL INSPECTION STATISTICS.

SUMMARY.
(For five quarters ended 9th December, 1938.)

NON-EUROPEAN SCHOOLS.

ANALYSIS OF DEFECTS.

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Defects	ROUTINE EXAMINATIONS								SPECIAL EXAMINATIONS			
	(1)				(2)				(3)		(4)	
	Number of defects present				Number of defects listed under column (1) which were recommended for treatment				Number of defects present		No. of defects listed under column (3) which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Younger	Older	Younger	Older	Younger	Older	Younger	Older	Boys	Girls	Boys	Girls	
Malnutrition	88	42	54	24	6	7	6	14	111	61	5	2
Teeth	103	86	85	49	84	79	71	42	131	120	122	109
Nose and Throat	27	3	16	5	22	2	12	5	22	14	21	13
Eye	7	3	9	3	5	3	4	2	16	11	7	7
Vision	13	18	15	14	11	15	14	8	52	49	34	40
Ear	8	1	5	3	7	2	3	1	17	2	14	2
Hearing	11	2	4	1	10	1	2	—	16	7	9	4
Speech	2	2	—	—	1	—	—	—	6	—	—	—
Skin	7	1	6	—	5	—	5	—	9	6	8	3
Heart : Organic	1	1	—	1	—	—	—	—	3	1	2	—
Functional	1	—	—	1	—	—	—	—	3	3	1	—
Anaemia	7	3	4	1	2	—	1	1	10	2	1	—
Lung	11	3	2	3	7	2	—	1	9	7	6	6
Nervous System	1	—	2	—	—	—	—	—	—	3	—	1
Intelligence	1	—	1	—	—	—	—	—	—	—	—	—
Deformities	8	1	4	4	—	1	3	1	8	6	4	2
Other defects	22	11	25	7	8	4	6	4	49	23	12	6

Other defects	35	11	32	1	9	4	6	4	40	33	13	8
Deafness	8	1	4	1	—	1	3	1	2	2	4	3
Intelligence	1	—	1	—	—	—	—	—	—	—	—	—
Malocclusion	1	—	1	—	—	—	—	—	—	—	—	—
Glaucoma	11	3	3	1	1	—	—	1	6	3	6	2
Uveitis	1	3	4	1	3	—	1	1	10	5	1	—
Hereditary defects	1	—	—	—	—	—	—	—	3	3	1	—

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys				Girls				Total	
No. of Re-examinations	12	18	11	11	2	17	4	23	16	40
No. of children recommended for treatment	8	193	36	36	3	161	33	197	11	354
No. of children who obtained treatment	22	92	24	24	10	69	131	150	14	161
No. of children who did not receive treatment	24	49	6	6	1	55	111	91	104	
No. of children who have left the school without information on this point	—	52	—	—	—	37	—	—	89	

Defects:—	Boys			Girls			Total		
	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	57	31	33	41	29	22	98	60	55
Nose and Throat disease	16	6	4	9	8	4	25	14	8
Eye disease and defective vision	10	7	5	15	14	10	25	21	15
Ear disease and deafness	3	2	1	—	1	3	3	3	4
Other diseases	7	9	2	9	9	4	16	18	6

ANALYSIS OF DEFECTS
 IN PUBLIC SCHOOLS
 (For the year ending 31st December, 1938)
 SUMMARY
 MEDICAL INSPECTION STATISTICS

REPORT ON TRAINING INSTITUTIONS, 1938.

Chief Inspector: C. J. HOFMEYR, B.A.

Owing to the absence of Mr. A. L. Charles overseas since the beginning of November, 1938, first on sick leave and thereafter on furlough, I am again obliged to report alone on the work of the Training Colleges. Mr. Charles' duties have meanwhile been taken over by Mr. S. B. Hobson and Mr. H. R. Storey.

EUROPEAN TRAINING COLLEGES.

(a) *The Institutions themselves.*

During the year under review a great deal of time and attention has been devoted to the needs of the Training Colleges. The following schemes for extension are still under consideration or are being proceeded with.

Cape Town:

- (a) The provision of a properly equipped gymnasium for the Primary Higher Class in Physical Education.
- (b) The provision of an art room for the Primary Higher Class in Art.

Paarl:

- (a) The provision of better boarding facilities for men attending the College.
- (b) The erection of a woodwork room for the Primary Teachers' Classes and the Practising School.
- (c) The erection of a classroom for retarded pupils of the Practising School.

Wellington:

- (a) The purchase from the General Mission Committee of the D.R. Church of the property

Kwathu, in order to provide better boarding facilities for students attending the Training College.

- (b) The purchase from the trustees of the Huguenot Seminary of the property Navarre in order to bring the hostel for Training College students under the control of the College authorities.

Denne-oord, Stellenbosch:

Alterations to the building to provide better accommodation for

- (a) the library;
 (b) the Primary Higher Class attached to the institution;
 (c) classes in Handwork.

Oudtshoorn:

- (a) The provision at the College of several classrooms the need for which has, in course of time, become urgent.
 (b) The provision at Glenara of proper boarding facilities for the men attending the College.

Steynsburg:

The erection of a Domestic Science room for the Primary Higher Class in that subject.

Graaff-Reinet:

The erection of a Practising School, which would set free a number of rooms for the use of the College. The extra accommodation provided in this way would obviate the need of further extensions at the College.

(b) *The Courses.*

The courses offered at the various Training Colleges are of two kinds.

(a) At all of the nine Training Colleges the Primary Teachers' Certificate can be obtained after two years' training, with the Senior Certificate as the standard of admission. The training is of a general nature.

(b) At certain Colleges, as indicated below, a Primary Higher Certificate can be obtained after a further year's specialised study in some subject. The courses named below are either in operation or will be started early in 1939.

Primary Higher Course. Institution.

Wood- and Metalwork ..	Graaff-Reinet; Paarl.
Domestic Science ..	Grahamstown; Steynsburg.
Infant School	Graaff-Reinet; Grahams- town; Cape Town; Paarl; Stellenbosch; Wellington.
Art	Cape Town.
Physical Education ..	Cape Town (women); Paarl (men).
Music	Wellington; Grahamstown.
Needlework	Grahamstown; Paarl.

(c) *Examinations.*

(1) *Primary Teachers'.*

In 1938 the Primary Teachers' Examination was taken internally for the third time under the control of the Board of Moderators. Mr. W. A. Joubert, whose period of service on the Board had expired, was succeeded by Mr. W. E. Pienaar, of Graaff-Reinet.

The following table shows the position at the examination in 1938 compared with that in 1936 and 1937.

Year.	No. of Candidates.	First Grade.	Second Grade.	Failures.	Absent.
1936	402	39	340	21	2
1937	494	78	390	21	5
1938	498	80	355	62	0

From the above table it will be seen that for 1937 and 1938 the percentage of students who obtained distinction in the examination has remained more or less constant. In 1937, however, the percentage of failures was only 4 per cent. compared with 12½ per cent. in 1938. The increase in the percentage of failures is largely due to the fact that the minimum required for a pass in the various subjects was raised from 40 per cent. to 50 per cent.

(2) *Primary Higher Teachers'.*

Whereas the Primary Teachers' Examination has been taken internally since 1936, it was only in 1938 that it was decided to make the Primary Higher Examination internal in so far as the written tests were concerned. The practical test will still be conducted at each College by the Inspector or Inspectress concerned. This applies to all Primary Higher courses except the Infant School Course, but even for the latter, the possibility of making the written test internal is being considered.

The results of the various Primary Higher Examinations in 1938 compared with those in 1937 were as follows:—

Course.	No. of Candidates.	First Grade.	Second Grade.	Failures.	Absent.
1937 Infant School Teachers	102	28	74	—	—
1938 Infant School Teachers	113	22	91	—	—
1937 Physical Education ..	20	5	15	—	—
1938 Physical Education ..	60	12	44	4	—
1937 Wood- and Metalwork	27	15	11	1	—
1938 Wood- and Metalwork	28	14	14	—	—
1937 Needlework	12	2	9	—	1
1938 Needlework	24	9	15	—	—
1937 Domestic Science ..	6	3	3	—	—
1938 Domestic Science ..	18	1	16	—	1
1938 Music	4	1	2	1	—

In connection with the question of control of the training of teachers it was decided towards the end of 1938 to appoint a committee to act, as from the beginning of 1939, in an advisory capacity to the

Superintendent-General of Education in regard to all matters relating to the training of teachers, whether European, Coloured or Native.

(d) *Special Visits to Training Colleges.*

During the year arrangements were made for all Training Colleges to be visited by Mrs. Kihn, who had been specially trained for the teaching of hard-of-hearing children, and who is at present conducting classes for such children under the Cape School Board. Mrs. Kihn gave lectures and demonstrations at all institutions to indicate how such children could be dealt with when found in the ordinary classes.

At some Training Colleges use was also made of the services of Miss Arens, who had received special training in dealing with speech defects in children. It is hoped that it will be possible in 1939 to make still greater use of the services of Miss Arens. In the meantime a word of hearty appreciation is due to the Cape School Board for making the services of these teachers available to the Department.

(e) *Physical Education in the Training Colleges.*

Realising that the demand for teachers of Physical Education is such that some considerable time must elapse before an adequate number of specially trained teachers will be available to meet the needs of even only the larger schools, the Department decided that from the 1st of January, 1939, provision should be made on a very liberal scale for Physical Education in the Training Colleges. It was decided that each student should during the first and second years of training devote five periods to Physical Education and two periods to games. Further, that all students should during their third year of training devote at least three periods to Physical Education and one to games. Instructors are being specially provided at the Training Colleges to make these changes possible.

(f) *Bilingual Qualifications.*

The following table indicates for the years 1935-38 the bilingual qualifications of all candidates who passed at the Primary Teachers' Examination.

Year.	No. of Passes in Primary Teachers' Examination.	Bilingual Qualifications of Successful Candidates.		
		First Grade.	Second Grade.	English or Afrikaans Only.
1935	308	63 (20%)	218	27
1936	379	97 (25%)	231	51
1937	468	108 (23%)	300	60
1938	431	92 (21%)	279	60

From the above statistics it will be seen that the percentage of students who have not been certificated as bilingual and also the percentage who have gained the first-grade bilingual certificate, has remained more or less constant over a number of years.

COLOURED TRAINING COLLEGES.

(g) *The Institutions themselves.*

At a number of institutions, indicated below, additional accommodation has been provided or is receiving serious consideration:—

Paarl, Athlone:

The provision of further classrooms as well as special class rooms for woodwork, metalwork, domestic science, needlework and a library is being considered.

Wesley, Salt River:

Here also the management is dealing with the problem of providing more classrooms, as well as a gymnasium, for the Primary Higher Class in Physical Education.

Dower, Uitenhage:

The provision of a number of classrooms has at this centre become a matter of urgency, and the management has decided to build these rooms as well as a School Hall.

Rhenish, Worcester:

At this institution it was decided to build in order to meet present and future requirements. With this object in view several classrooms were added to the existing building and a suitable library provided.

A good deal has also been done and is being done in providing adequate boarding facilities.

At Dower, Uitenhage, additions have been made to existing buildings so that the institution now makes adequate provision for the boarding of approximately two hundred students of both sexes.

At Wesley, Salt River, a house has been converted to furnish adequate accommodation for about eighteen female students. At Parow, proper provision is made for the boarding of both male and female students. At Perseverance, Kimberley, proper provision is also being made for the boarding of a number of female students, whilst Worcester is engaged with the problem of providing proper boarding facilities for its students.

Where in the past attention has repeatedly been drawn to the problem of providing adequate boarding facilities for Coloured students at the Training Schools, it is pleasing now to be able to point to growth and progress in this matter.

(h) *Primary Higher Courses.*

The Primary Higher Courses, with which a beginning was made in 1938, attracted a satisfactory number of students for the various courses; spread over six institutions, about fifty students were enrolled. The work that was done in these courses was on the whole of a very satisfactory nature and furnished proof of the need that existed for such courses. It is expected that in 1939 there will be a considerable increase in the enrolment for the courses.

(i) *Examinations.*

Below are given the statistics for 1938 for the Primary Teachers' Examination as well as for the various Primary Higher Teachers' Examinations.

(1) COLOURED PRIMARY.

No. of Students Entered.	First Grade.	Second Grade.	Failures.
283	43 (15.2%)	199 (70.3%)	41 (14.5%)

(2) COLOURED PRIMARY HIGHER.

Institution.	No. of Students.	First Grade.	Second Grade.	Failures.
Zonnebloem, Cape Town ..	9	2	7	—
Perseverance, Kimberley ..	5	1	4	—
Athlone, Paarl ..	7	2	5	—
Wesley, Salt River ..	11	3	8	—
Dower, Uitenhage ..	6	1	3	2
Battswood, Wynberg ..	6	3	3	—

It is worthy of mention here that at one of these institutions Art is offered as a major subject for the Primary Higher Course. At three institutions it is offered as a minor subject. It is largely due to the wise counsel, the encouragement and the inspiration of the late Mr. J. E. Rawson that this is the case. His sudden demise was a severe blow, especially to the Coloured Training Institutions.

(j) Bilingual Qualifications.

Below is given a table indicating the bilingual qualifications of the candidates who in 1938 succeeded in passing the Primary Teachers' Examination. To facilitate comparison, the relative figures for 1936 and 1937 are also given:—

Year.	No. of Successful Candidates.	Bilingual Qualifications of Successful Candidates.		
		First Grade.	Second Grade.	English or Afrikaans Only.
1936 ..	418	135	270	13
1937 ..	381	119	233	29
1938 ..	238	84	150	4

Three facts emerge from the abovementioned statistics:—

- That only a small percentage of the successful candidates can be regarded as unilingual.
- That the percentage to whom a first-grade bilingual certificate is awarded remains more or less constant.
- That there is an alarming decrease in the number of teachers qualifying for work in the Primary Schools.

REPORT OF THE CHIEF INSPECTOR FOR
NATIVE EDUCATION, 1938.

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

During the period under review a fair measure of development was made possible by the provision of an additional amount of £30,500 for expenditure on Native Education. With these funds the Department was able to grant aid to 42 new schools, to appoint 129 additional teachers in existing schools, and to provide additional furniture and equipment and rent-grants on new buildings at a number of centres. Before the end of the calendar year, however, a request was received from the Native Affairs Department that the Administration should effect as substantial savings as possible in educational development expenditure authorised, in view of the fact that Trust Fund receipts from the Native Poll Tax had been found to be seriously below the amount estimated. Reductions in expenditure on various votes were accordingly effected where this could be done without breaking faith with the Missions or seriously interfering with the progress of the schools.

The immediate financial prospects in Native Education are once more dark and gloomy, and unless some change is made in the present system of finance, it is certain that no funds will be available for any form of development in 1939-40, and that thereafter some form of retrenchment will become necessary, if expenditure is to be kept within the limits of income.

Schools.

The number and classification of Native schools receiving aid during the third quarter of 1938, compared with the corresponding totals for 1937, are given in the following table:—

	Train- ing.	High.	Secon- dary.	Indus- trial.	Part- time.	Mission Prov. Instr. up to Std. VI.	Mission (Other).	Totals.
1938	14	3	14	19	3	179	1,635	1,867
1937	14	2	10	16	3	173	1,602	1,820

In explanation of the increases shown, it may be remarked that one Native secondary school (at Umtata) was promoted to High School rank; that new secondary schools were established at Mvenyane, Osborn, and All Saints in the Transkei, and at East London and Grahamstown in the Ciskei; that six Mission schools were promoted to Higher Mission rank; and that thirty-nine new Mission schools were aided. From January, 1939, aid has been authorised for three more new secondary schools situated at King William's Town, Buntingville, and Bensonvale.

Number of Pupils.

(a) Enrolment:—The average number of pupils enrolled in Native schools aided by the Department during the third quarter of 1938, with the corresponding totals for 1937, is as follows:—

	Train- ing.	High.	Secon- dary.	Indus- trial.	Part- time.	Mis- sion Prov. Instr. up to Std. VI.	Mission (Other).	Totals.
1938	2,097	687	1,036	743	100	42,128	154,089	200,880
1937	1,986	562	910	662	81	40,428	148,118	192,747

The total increase in enrolment was therefore 8,133.

(b) Attendance:—The average attendance during the same quarter represented 82.1 per cent. of the average enrolment. For a number of years past,

average attendance has remained practically constant at a little more than 82 per cent., a figure which compares very unfavourably with the corresponding figure in European schools and also with that in Coloured schools. There would seem to be need of a campaign on the part of the teachers with the aim of securing a substantial improvement in school attendance in Native schools; and of consideration by Managers of the exclusion, after due warning, of pupils whose attendance is found to be seriously unsatisfactory and not accounted for by ill-health or other adequate reason.

Teachers.

The total number of teachers employed was 4,346, an increase of 252 over the figures for 1937. Of these, 4,162 were non-European and 184 (4 per cent.) were European. Ninety-six per cent. were fully certificated and fifty-four per cent. were males.

The question of the extent to which the employment of European teachers in Native schools is to-day justified or necessary, has received some public attention during the past year. Organs of Native teachers' opinion have expressed themselves vigorously on the topic; the Native Affairs Commission in its last annual report drew attention to the advisability of increasing Bantuisation of the teaching service; and the Native Representative Council at its last session in November, 1938, also discussed the question and expressed itself strongly in favour of preference being given to Natives as against Europeans in all teaching appointments in Native schools.

The general feeling amongst Natives is apparently (i) that too many European teachers as compared with Native teachers are employed in higher grade posts; and (ii) that highly qualified Native teachers of experience do not get a fair deal when the principalships of post-primary schools and of practising schools have to be filled.

Before the validity of these contentions is considered, it may be as well to set out the facts in regard

to the proportions of Europeans to Natives employed as teachers in Native schools in the Province.

(a) In ordinary primary schools (Mission and Higher Mission), 22 European teachers are employed, all of them paid at "Native" rates. Of these, 19 are Sisters teaching at Roman Catholic schools, mainly in Bechuanaland and Griqualand West. Such appointments are approved only in very special circumstances, generally only if the Department is satisfied that no suitable qualified Native teachers are available to fill the posts.

(b) As principal teachers of Practising schools (primary schools attached to teacher-training institutions) and of Higher Boarding schools (primary schools with boarding departments at which special facilities for "industrial" work are offered), 11 Europeans and 6 Natives are employed. The total staff employed in primary schools and departments thus consists of 33 European teachers and 4,087 Native teachers.

(c) In industrial schools and departments the European staff employed consists of 20 trade instructors in Carpentry, Building, Blacksmithing, Tinsmithing, Printing, Tailoring and Leatherwork, and 17 instructresses in Domestic Science, Needlework and Dress-making, and Spinning and Weaving. The Native staff employed in these schools numbers 24.

(d) In Secondary and High schools 35 European teachers are employed, 11 as principals and 24 as assistants. Native staff totals 31, two of whom are principal teachers.

(e) In teacher-training schools the European staff numbers 79, 14 of these being employed as principals, 14 as special teachers of Domestic Science, Needlework and Woodwork, and 51 as assistants. Native staff totals 20, all of them employed as assistant teachers.

All European teachers employed in Native schools other than those referred to in (a) above, are paid on scales the same as those which would apply if they were doing work of the same or equivalent grade in European schools.

In regard to the qualifications of the teaching staff employed in post-primary schools, i.e. industrial, secondary and high, and teacher-training schools, it may be as well to outline the Department's policy. For all industrial school posts and specialist work (teachers of Domestic Science, Woodwork, etc.) in the other types of schools named, a thorough practical knowledge of the trade or skill taught and, if possible, a teaching qualification is required. Teachers with lower qualifications than these are appointed only on a year to year basis.

The Native staff employed in industrial schools consists generally of teachers who have themselves been through a course of trade training, or, in the case of women, who hold the Housecraft Teachers' Certificate. Such teachers are able to do useful work as assistants to more highly qualified European instructors or instructresses, but are not competent to take full charge of an industrial department. The same is true of "specialist" teachers of Domestic Science and Woodwork in other post-primary schools.

In ordinary posts in Secondary, High and Training schools difficulty is experienced in obtaining teachers with the qualifications required. The percentages of teachers with the full qualifications (i.e. University degree plus a professional certificate) is as follows:—

	European.	Native.
Secondary and High ..	88	48
Training	44	45

The lastmentioned (Training) excludes specialist teachers of Woodwork, Domestic Science and Needlework.

The staffing position in Training schools, as these figures show, and also in Secondary schools so far as Native staff is concerned, is very far from satisfactory. This is due to the following:—(i) there are not nearly enough Native teachers with the qualifications required to fill these posts, and (ii) European teachers with the required qualifications are not attracted to training school work with the nature of which they are not acquainted.

As regards the contention that too many Europeans as compared with Natives are employed as teachers, the facts show that the demand for qualified Native graduates as teachers is far in excess of the supply available, and that not infrequently a European has to be appointed to a post previously held by a Native merely because no Native with anything approaching adequate qualifications can be secured.

Another factor in the situation is this: a high proportion of the teaching posts in post-primary schools is required to be filled by female teachers, but scarcely any Native women teachers with the required qualifications are available. Of the twenty-four Native graduates at present employed, only one is a woman.

In regard to the principalships of secondary, high and training schools, almost all of which posts are at present held by Europeans, a number of factors affecting this situation must be borne in mind.

(i) All but three of these schools are under the local control of mission bodies which, in the case of secondary and high schools, have to find one-third of all teachers' salaries, and in all cases have sunk tens of thousands of pounds in capital expenditure on buildings and equipment. All these bodies have a long record of educational service to the Native people and can hardly be seriously accused of anti-Native prejudice.

(ii) On the staffs of most of these schools there are at present employed considerable numbers of European assistants. It would not be possible, even if it were desirable, to substitute Natives, who are suitably qualified, for these teachers, particularly those who are specialist teachers.

(iii) The nomination of all teachers for appointment in these schools is in the hands of local controlling bodies which have large financial interests involved and which are most favourably disposed to Native advancement.

(iv) The maintenance and improvement of the high standard of efficiency which the older schools have

secured is the prime interest both of the local controlling bodies and of the Department. To attain this end the securing of the services, when principalships fall vacant, of the best possible teachers is vital.

(v) European teachers who have devoted years of successful service to Native education, and who have thereby often sacrificed chances of advancement in European education, are entitled to some consideration when higher grade posts within Native education have to be filled.

Consideration of the facts and figures given will serve, it may be hoped, to clear the air of a number of misconceptions on the part of critics of the Administration and of the Missions; and to show, in the matter of the promotion of Natives teachers to the highest grade posts in the service, that there are important factors in the situation which must be weighed before any solution can be reached of the problem of, on the one hand, maintaining the efficiency of the large educational institutions and, on the other hand, providing opportunity of advancement to well qualified Native teachers of proved ability.

Examinations.

The following figures show the measure of success attained in 1938 in various Departmental examinations by Native students attending aided schools:—

(a) STANDARD VI EXAMINATION.

Candidates.	Successes.	Percentage of Successes.
4,328	2,726	63

(b) SECONDARY SCHOOL EXAMINATIONS.

	Candidates.	Successes.	Percentage of Successes.
Junior Certificate ..	351	271	77
Senior Certificate ..	55	31	56

(c) NATIVE TEACHERS' EXAMINATIONS.

	Candidates.	Successes.	Percentage of Successes.
Native Primary Lower I	763	534	70
Native Primary Lower III	543	413	76
Native Primary Higher II	92	64	70

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

General.

At the close of the year the question of the control of Native education once more came into prominence and, in view of the probability of control being taken over by the Union Government, a halt was called in a number of the Department's activities for improvement of administration and of courses of instruction. At the time of writing, however, it has been announced that no change of control is to be effected in the year 1939-40. It is unfortunate that once again a postponement of decision in the "control" issue should have been found necessary. The effect of uncertainty in this matter is a serious handicap to progress for it causes unsettlement amongst teachers, administrative staff and also the Missions, and leads to the deferring of schemes for development which would otherwise be undertaken.

SCHOOL STATISTICS, 1938.

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ABBREVIATIONS.

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

INSPECTORS (as at 1st April, 1939).

CIRCUIT INSPECTORS :

- J. H. Aucamp, B.A. : *Colesberg, Cradock, Maraisburg, Middelburg, Molteno, Steynsburg, Venterstad.*
- 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. : *East London, Komgha, Stutterheim.*
- W. A. H. Chesters, B.A. : *Flagstaff, Mount Frere, Ntabankulu.*
- L. P. Deary, B.A. : *Mafeking, Vryburg.*
- D. J. J. de Villiers, M.A. : *Malmesbury, Hopefield, Tulbagh, Wellington.*
- F. J. de Villiers, B.A. : *Engcobo, Xalanga, Glen Grey.*
- L. H. Field, B.A. : *Bizana, Mount Ayliff, Mount Currie, Umzimkulu.*
- E. R. O. Gardiner, B.A. : *King William's Town.*
- F. van S. Hanekom, B.A. : *Barkly East, Elliot, Indwe, Maclear, Wodehouse.*
- S. B. Hobson, M.A. : *Albany, Alexandria, Bathurst, Bedford.*
- W. A. Hofmeyr, B.A. : *Relieving Inspector.*
- K. A. H. Houghton, M.A. : *Fort Beaufort, Peddie, Victoria East.*
- N. E. Lambrechts, B.A. : *George, Mossel Bay.*
- R. E. le Roux, B.A. : *Barrydale, Heidelberg, Riversdale, Swellennam.*
- G. J. Louw, B.A. : *Port Elizabeth, No. 1.*
- 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.*
- C. J. Potgieter, M.Sc. : *Nqamakwe, St. Mark's, Tsomo.*
- A. E. Puttick, B.A. : *Humansdorp, Port Elizabeth, No. 2.*
- P. J. Retief, B.A. : *Bredasdorp, Caledon.*
- S. G. E. Rosenow, B.A. : *Headquarter's Circuit (Cape Division) No.4.*
- J. C. Ross, M.A. : *Headquarters Circuit (Cape Division) No.2.*
- 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. M. J. Slabbert, B.A. : *Clanwilliam, Piquetberg.*
- P. J. Smuts, B.Sc. : *Knysna, Uniondale, Willowmore.*
- A. H. Stander, B.A. : *Barkly West, Kimberley.*
- F. P. Stander, B.A., Ph.D. : *Albert, Alival North, Herschel, Lady Grey.*
- H. R. Storey, B.A. : *Headquarters Circuit (Cape Division) No. 3.*
- G. C. Theron, B.A. : *Steytlerville, Uitenhage.*
- W. Thurlbeck, B.A. : *Elliotdale, Idulywa, Mganduli, Umtata.*
- 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. : *Craaff-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.*
- J. C. Zuidmeer, B.A. : *Calvinia, Ceres, Nieuwoudtville, Sutherland, Williston.*

CHIEF INSPECTORS OF SCHOOLS: A. L. Charles, B.Sc. ; C. J. Hofmeyr, B.A. ; G. H. Welsh, B.A.

INSPECTOR OF BOARDING HOUSES FOR INDIGENTS : *Vacant.*

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

MEDICAL INSPECTORS OF SCHOOLS :

Elsie M. Chubb, B.A., M.D., B.S., D.P.H. (temporary).
R. C. Jurgens, B.A., M.B., Ch.B.
A. H. Bischoff, M.B., Ch.B.
M. E. Vorster, M.B., Ch.B.
M. Theron, M.B., Ch.B.

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

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

INSPECTORS AND INSPECTRESSES OF SPECIAL SUBJECTS :

Agriculture :

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

Domestic Science :

Miss E. M. Gregory.

Miss I. M. K. Bergh, B.Sc. ; Miss G. F. B. Rose.

Drawing :

Vacant.

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.

Miss M. M. Logeman.

Science and Agriculture :

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

Special Classes : Vacant

Vocal Music :

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

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

Chief School Nurse :

Miss D. Ackermann.

School Nurses :

Miss M. Ashley-Cooper.

Miss J. H. Benade.

Miss C. A. Bestbier.

Miss M. E. Bruwer.

Miss E. Burger.

Miss R. de Waal.

Miss A. M. Glendinning.

Miss E. Krige.

Miss K. H. Luttig.

Miss A. M. S. Malherbe.

Miss E. S. Ras.

Miss C. M. Rattray.

Miss J. F. Roelofse.

Miss S. J. Schoeman.

Miss A. J. J. Smuts.

Miss O. L. Waldeck.

Miss A. F. Wainwright.

STATISTICS, 1938—SCHOOLS.
EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION, 30th SEPTEMBER, 1938.

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	European Training Colleges	High	Sec.	Prim.	Sp.	Part-time	Farm	Aided Church Schools	Agri-cultural Schools	Coloured Training Schools	Coloured Mission	Native Training Schools	Native Mission	Total, Sept., 1938	Total, Sept., 1937	In-crease
<i>European :</i>																
Schools under School Boards	4	140	87	1,646	2	—	112	—	—	—	—	—	—	1,991	2,076	— 85
Labour Colony Schools	—	1	—	9	—	—	—	—	—	—	—	—	—	10	9	1
Church Schools	1	—	—	27	—	—	—	3	—	—	—	—	—	31	31	—
Aided Schools	—	—	—	—	1	—	—	—	—	—	—	—	—	1	1	—
Other European Schools	4	3	2	21	—	—	4	—	3	—	—	—	—	37	36	1
<i>European Schools Sept., 1938</i>	9	144	89	1,703	3	—	116	3	3	—	—	—	—	2,070	—	—
<i>European Schools, Sept., 1937</i>	9	141	89	1,782	3	—	126	3	—	—	—	—	—	—	2,153	—
<i>Increase</i>	—	3	—	— 79	—	—	— 10	—	3	—	—	—	—	—	—	— 83
<i>Coloured :</i>																
Schools under School Boards	—	4	5	31	2	14	—	—	—	—	—	—	—	56	51	5
Other Coloured Schools	—	—	—	3	—	5	7	—	—	8	832	—	—	855	817	38
<i>Coloured Schools, Sept., 1938</i>	—	4	5	34	2	19	7	—	—	8	832	—	—	911	—	—
<i>Coloured Schools, Sept., 1937</i>	—	4	4	32	2	16	8	—	—	7	795	—	—	—	868	—
<i>Increase</i>	—	—	1	— 2	—	3	— 1	—	—	1	37	—	—	—	—	43
<i>Native :</i>																
Schools under School Boards	—	—	2	—	—	—	—	—	—	—	—	—	—	2	1	1
Other Native Schools	—	3	12	—	—	3	—	—	—	—	—	14	1,833	1,865	1,819	46
<i>Native Schools, Sept., 1938</i>	—	3	14	—	—	3	—	—	—	—	—	14	1,833	1,867	—	—
<i>Native Schools, Sept., 1937</i>	—	2	10	—	—	3	—	—	—	—	—	14	1,791	—	1,820	—
<i>Increase</i>	—	1	4	—	—	—	—	—	—	—	—	—	42	—	—	47
Total Schools, 1938	9	151	108	1,737	5	22	123	3	3	8	832	14	1,833	4,848	—	7
Total Schools, 1937	9	147	103	1,814	5	19	134	3	—	7	795	14	1,791	—	4,841	—
														<i>Sept., 1938</i>	<i>Sept., 1937</i>	<i>Increase</i>
European Schools														2,070	2,153	— 83
Coloured Schools														911	868	43
Native Schools														1,867	1,820	47
Total Number of Schools														4,848	4,841	7

EUROPEAN SCHOOLS AND ENROLMENT at 30th SEPTEMBER, 1938.

	Schools under School Boards	Schools not under School Boards	Total
<i>European Schools :</i>			
Training Schools	4	5	9
High Schools	140	4	144
Secondary Schools	87	2	89
Primary Schools	1,646	57	1,703
Farm Schools	112	4	116
Special Schools	2	1	3
Aided Church Schools	—	3	3
Agricultural Schools	—	3	3
Total, 1938	1,991	79	2,070
Total, 1937	2,076	77	2,153
<i>European Enrolment :</i>			
Training Schools	646	579	1,225
High Schools	46,117	1,576	47,693
Secondary Schools	15,747	160	15,907
Primary Schools	85,317	6,017	91,334
Farm Schools	828	27	855
Special Schools	30	114	144
Aided Church Schools	—	279	279
Agricultural Schools	—	60	60
Total, 1938	148,685	8,812	157,497
Total, 1937	147,905	8,904	156,809

NON-EUROPEAN SCHOOLS AND ENROLMENT at 30th SEPTEMBER 1938.

	Coloured		Native	
	Schools	Enrolment	Schools	Enrolment
Training Schools	8	673	14	2,097
High Schools	4	1,586	3	687
Secondary Schools	5	409	14	1,036
Secondary Departments	—	1,032	—	—
Primary Schools	34	9,491	—	—
Higher Primary Departments	—	148	—	—
Part-time Schools	19	1,274	3	100
Farm Schools	7	109	—	—
Mission Schools	832	101,753	1,833	196,960
Special Schools	2	33	—	—
Total, 1938	911	116,508	1,867	200,880
Total, 1937	868	110,544	1,820	192,747

AVERAGE ATTENDANCE OF PUPILS at 30th SEPTEMBER, 1938.

	1938	1937	Increase
European Schools	145,671	144,349	1,322
Coloured Schools	99,351	93,429	5,922
Native Schools	164,940	158,526	6,414
Total	409,962	396,304	13,658

AGE OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 7th JUNE, 1938.

Ages	High		Secondary		Primary		Farm		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	1938	1937
Under 6 years ..	34	29	10	17	104	110	3	6	313	351
6 but not 7 years ..	675	640	379	390	3,489	3,430	29	28	9,060	9,688
7 " 8 ..	1,157	1,171	691	635	5,697	5,541	66	58	15,016	15,018
8 " 9 ..	1,372	1,257	812	716	6,007	5,746	65	57	16,032	15,654
9 " 10 ..	1,414	1,358	745	754	5,834	5,631	60	48	15,844	15,579
10 " 11 ..	1,497	1,413	783	732	5,589	5,507	64	48	15,633	15,578
11 " 12 ..	1,594	1,577	780	757	5,438	5,149	58	50	15,403	15,500
12 " 13 ..	1,927	1,828	777	750	5,185	4,898	38	27	15,430	15,386
13 " 14 ..	2,577	2,576	863	806	4,400	3,864	36	33	15,155	15,058
14 " 15 ..	3,509	3,333	874	762	2,863	2,443	20	12	13,816	14,093
15 " 16 ..	3,643	3,315	725	611	1,644	1,217	5	2	11,162	11,214
16 " 17 ..	2,946	2,508	450	237	462	223	1	1	6,828	6,540
17 " 18 ..	1,903	1,329	146	80	97	23	1	1	3,580	3,350
18 " 19 ..	741	426	31	19	15	3	—	—	1,235	1,289
19 and over ..	307	96	14	1	3	—	—	—	421	437
Total number of Pupils ..	25,296	22,856	8,080	7,267	46,827	43,785	446	371	154,928	154,735

AVERAGE AGE IN YEARS OF EUROPEAN PUPILS IN EACH STANDARD ON 7th JUNE, 1938.

	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 ..	7.4	8.7	9.7	10.9	11.9	12.9	13.9	14.8	15.7	16.5	17.5	13.3	16.2
Secondary ..	7.5	8.8	10.0	11.2	12.3	13.2	14.3	15.0	16.0	—	—	13.2	12.9
Primary ..	7.4	8.8	10.0	11.0	12.1	13.1	14.1	—	—	—	—	12.7	12.4
Farm ..	7.5	8.4	9.5	10.7	11.7	12.6	13.8	—	—	—	—	—	—

* 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 7th JUNE, 1938.

	High	Secondary	Primary	Farm	Total	
					1938	1937
Sub-Standards ..	3,818	2,507	20,010	181	26,516	27,672
Standard I ..	2,724	1,602	12,410	127	16,863	16,729
" II ..	3,016	1,772	12,520	125	17,433	17,064
" III ..	3,265	1,753	12,513	114	17,645	17,635
" IV ..	3,263	1,668	11,891	113	16,935	16,971
" V ..	3,711	1,611	11,080	83	16,485	16,682
" VI ..	4,772	1,606	9,059	74	15,511	15,755
" VII ..	8,777	1,597	37	—	10,411	10,298
" VIII ..	6,612	1,112	21	—	7,745	7,229
" IX ..	4,325	—	3	—	4,328	4,215
" X ..	3,666	—	4	—	3,670	3,554
Unclassified ..	203	119	1,064	—	1,386	931
Total ..	48,152	15,347	90,612	817	154,928	154,735

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN EUROPEAN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS AT 7th JUNE, 1938.

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.	Unclassified		Total
													(a)	(b)	
Under 6	302	11	—	—	—	—	—	—	—	—	—	—	—	—	313
6	7,739	1,182	128	4	1	—	—	—	—	—	—	—	—	6	9,060
7	5,293	5,896	3,492	301	14	—	—	—	—	—	—	—	—	7	15,016
8	1,139	3,552	7,263	3,661	369	12	—	—	—	—	—	—	—	26	16,032
9	181	921	4,244	6,807	3,249	324	13	—	—	—	—	—	—	85	15,844
10	37	186	1,281	4,325	6,367	2,932	354	8	—	—	—	—	—	120	15,633
11	14	33	331	1,660	4,512	5,694	2,606	341	20	—	—	—	—	156	15,403
12	2	15	93	468	2,009	4,400	5,445	2,487	298	11	—	—	—	173	15,430
13	2	6	22	147	757	2,258	4,383	5,022	2,040	267	15	—	—	196	15,155
14	2	2	7	40	256	911	2,364	4,210	3,859	1,733	216	9	—	170	13,816
15	—	1	1	17	92	326	1,089	2,516	2,805	2,860	1,128	177	—	111	11,162
16	—	—	1	2	17	69	195	741	1,076	1,981	1,698	991	—	41	6,828
17	—	—	—	1	2	7	30	150	262	727	979	1,401	—	18	3,580
18	—	—	—	—	—	2	6	28	38	134	226	793	—	7	1,235
19 and over	—	—	—	—	—	—	—	8	13	32	66	299	—	2	421
Total Number of Pupils	14,711	11,805	16,863	17,433	17,645	16,935	16,485	15,511	10,411	7,745	4,328	3,670	1,112	274	154,928
Median Age, 1938	7.36		8.66	9.70	10.82	11.98	12.97	13.98	14.74	15.65	16.47	17.47	—	—	—
*Per cent. retarded, 1938	%	%	2.7	3.9	6.4	7.7	8.0	6.0	3.0	2.1	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.

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MEDIUM OF INSTRUCTION IN EUROPEAN SCHOOLS AT 7th JUNE, 1938.

	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 ..	4,550	9,322	839	7,715	6,996	14,711
Sub-Standard B ..	3,565	7,364	876	6,127	5,678	11,805
Standard I. ...	5,169	10,155	1,539	8,841	8,022	16,863
" II. ...	5,395	10,409	1,629	8,818	8,615	17,433
" III. ...	5,629	10,292	1,724	8,996	8,649	17,645
" IV. ...	5,353	9,823	1,759	8,664	8,271	16,935
" V. ...	5,399	9,237	1,849	8,443	8,042	16,485
" VI. ...	5,173	8,646	1,692	8,029	7,482	15,511
" VII. ...	4,043	4,464	1,904	5,599	4,912	10,411
" VIII. ...	2,947	3,257	1,541	4,200	3,545	7,745
" IX. ...	1,722	1,654	952	2,337	1,991	4,328
" X. ...	1,545	1,330	795	2,079	1,591	3,670
Unclassified ...	478	848	60	801	585	1,386
Total ...	50,968	86,801	17,159	80,649	74,279	154,928

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN COLOURED SCHOOLS AT 7th JUNE, 1938.

Age by Birthday	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	7,721	165	9	—	—	—	—	—	—	—	—	—	23	7,918
7 but not 8 years	10,666	2,542	506	16	—	—	—	—	—	—	—	—	10	13,740
8 " 9 "	7,655	4,812	2,627	510	35	1	—	—	—	—	—	—	6	15,646
9 " 10 "	4,166	4,116	4,168	1,941	385	27	4	—	—	—	—	—	4	14,811
10 " 11 "	2,301	2,643	3,952	3,389	1,660	399	21	2	—	—	—	—	3	14,370
11 " 12 "	1,281	1,656	2,696	3,141	2,823	1,327	307	39	—	—	—	—	3	13,273
12 " 13 "	753	1,073	1,776	2,375	2,657	2,010	993	267	43	—	—	—	1	11,948
13 " 14 "	407	508	996	1,511	2,074	1,924	1,475	813	200	22	—	1	4	9,935
14 " 15 "	205	296	506	777	995	1,157	1,245	1,028	485	133	9	—	—	6,836
15 " 16 "	103	147	248	356	510	585	656	766	522	271	27	3	5	4,199
16 " 17 "	42	65	94	139	195	211	269	380	356	334	41	19	3	2,148
17 " 18 "	20	33	49	64	64	35	93	182	157	219	31	34	4	1,035
18 " 19 "	6	8	25	27	28	43	26	58	74	160	16	27	1	499
19 and over	96	49	61	57	44	32	25	47	35	138	19	34	—	637
Total Number of Pupils	35,422	18,113	17,713	14,303	11,470	7,801	5,114	3,582	1,872	1,277	143	118	67	116,995
Median Age, 1938	8.46		10.39	11.41	12.31	13.01	13.84	14.65	15.40	16.64	16.88	18.07	—	—

MEDIUM OF INSTRUCTION IN COLOURED SCHOOLS AT 7th JUNE, 1938.

	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 ..	2,767	29,247	3,408	17,668	17,754	35,422
" B ..	1,612	14,167	2,334	9,127	8,986	18,113
Standard I. ..	2,081	10,959	4,673	8,683	9,030	17,713
" II. ..	2,136	7,600	4,567	6,987	7,316	14,303
" III. ..	1,930	4,668	4,872	5,762	5,708	11,470
" IV. ..	1,508	2,593	3,700	4,050	3,751	7,801
" V. ..	1,522	1,309	2,283	2,854	2,260	5,114
" VI. ..	1,317	692	1,573	2,134	1,448	3,582
" VII. ..	1,541	218	113	1,118	754	1,872
" VIII. ..	1,026	146	105	813	464	1,277
" IX. ..	143	—	—	123	20	143
" X. ..	118	—	—	97	21	118
Unclassified ..	—	49	18	36	31	67
Total ..	17,701	71,648	27,646	59,452	57,543	116,995

Table with columns for age groups (8-9, 10-10, 11-11, 12-12, 13-13, 14-14, 15-15, 16-16) and rows for various categories. The data is partially obscured by bleed-through from the reverse side of the page.

TABLE SHOWING THE NUMBER OF PUPILS RECEIVING INSTRUCTION IN COLOURED SCHOOLS AT 7th JUNE, 1938.

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN NATIVE SCHOOLS AT 7th JUNE, 1938.

Age last Birthday	PRIMARY								SECONDARY OR INTERMEDIATE				*Un-classified.	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 Matric		
Under 7	8,830	252	14	3	—	5	—	—	—	—	—	—	252	9,356
7	14,050	1,663	251	14	—	—	—	—	—	—	—	—	31	16,009
8	13,489	4,167	1,242	176	26	—	—	—	—	—	—	—	15	19,115
9	10,525	5,134	2,718	789	160	21	1	—	—	—	—	—	9	19,357
10	9,026	5,948	4,464	1,981	608	100	17	1	—	—	—	—	6	22,151
11	5,389	4,877	4,575	2,985	1,466	357	70	—	—	—	—	—	1	19,720
12	4,450	4,374	5,026	4,242	2,637	1,093	299	67	2	—	—	—	2	22,192
13	2,662	3,139	4,113	4,209	3,515	1,833	836	264	22	—	—	—	3	20,596
14	1,555	1,961	2,806	3,162	3,423	2,223	1,248	576	55	3	—	—	12	17,024
15	712	1,039	1,528	1,866	2,350	2,053	1,473	962	124	20	—	—	13	12,140
16	320	492	756	1,012	1,431	1,320	1,284	1,100	147	32	7	1	40	7,942
17	141	210	304	473	658	808	909	972	145	49	14	1	80	4,764
18	71	92	171	207	316	438	447	628	109	75	19	4	80	2,657
19 and over	60	65	81	115	203	253	353	694	219	230	71	51	563	2,958
Total	71,280	33,413	28,049	21,234	16,793	10,504	6,937	5,264	823	409	111	57	1,107	195,981
Median age, 1938	9.63		12.15	13.10	14.00	14.83	15.68	16.69	17.42	19.11	19.21	19.43	—	—

* Of these 753 in the age group 13 to 19 and over are in Industrial Schools.

MEDIUM OF INSTRUCTION IN NATIVE SCHOOLS AT 7th JUNE, 1938.

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	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	Mainly or Exclusively Native Language(s)	Official and Native Languages used almost equally	Total		Total Pupils
					Boys	Girls	
Sub-Standard A.	884	306	59,671	10,419	35,194	36,086	71,280
" B.	507	139	25,056	7,711	15,461	17,952	33,413
Standard I.	595	107	17,172	10,175	12,078	15,971	28,049
" II.	791	37	11,141	9,265	8,674	12,560	21,234
" III.	2,642	33	2,456	11,662	6,512	10,281	16,793
" IV.	2,629	8	689	7,178	3,908	6,596	10,504
" V.	4,056	4	147	2,730	2,526	4,411	6,937
" VI.	3,465	3	87	1,709	2,051	3,213	5,264
" VII.	822	1	—	—	546	277	823
" VIII.	409	—	—	—	295	114	409
" IX.	111	—	—	—	99	12	111
" X.	57	—	—	—	52	5	57
Unclassified	772	—	248	87	516	591	1,107
Totals	17,740	638	116,667	60,936	87,912	108,069	195,981

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN NATIVE SCHOOLS AT 7th JUNE 1938

Native Teachers :

Native Training..	..	..	..	..	..	..	16
High ..	..	..	..	..	..	..	11
Secondary ..	..	..	..	..	..	..	23
Mission ..	..	..	..	..	..	..	4,110
Part-time ..	..	..	..	..	..	..	1 [3]
Coloured Secondary	..	..	..	..	..	..	1
Coloured Mission	..	..	..	..	..	..	50
Total, 1938	..	..	..	..	..	..	4,212 [3]
Total, 1937	..	..	..	..	..	..	3,983 [3]
<hr/>							
Total Number of European Teachers	..	..	..	..	..	..	7,407 [2]
Total Number of Coloured Teachers	..	..	..	..	..	..	2,633 [38]
Total Number of Native Teachers	..	..	..	..	..	..	4,212 [3]
<hr/>							
Total, 1938	..	..	..	..	..	..	14,252 [43]
Total, 1937	..	..	..	..	..	..	13,688 [22]

Part-time Schools : The bracketed figures refer to teachers also employed in day schools.

SEX OF TEACHERS AS AT 30th JUNE, 1938, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

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	EUROPEAN.										COLOURED.								NATIVE.					Total Number of Teachers		
	Itinerant Teachers	Training Colleges	High	Secondary	Primary	Farm	Aided	Special	Agricultural	Total	Training Schools	High	Secondary	Primary	Mission	Farm	Part-time	Special	Total	Training Schools	High	Secondary	Mission		Part-time	Total
Male	29	29	1,088	310	1,316	6	—	3	15	2,796	30	44	26	94	1,388	2	2 [37]	—	1,586	48	25	31	2,259	1 [3]	2,364	6,746
Female	44	44	992	353	2,596	109	10	2	—	4,150	22	22	28	153	1,141	6	1 [2]	1 [1]	1,374	45	6	9	1,922	—	1,982	7,506
Total, 1938 ..	73	73	2,080	663	3,912	115	10	5	15	6,946	52	66	54	247	2,529	8	3 [39]	1 [1]	2,960	93	31	40	4,181	1 [3]	4,346	14,252
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
Percentage of Male Teachers—1938 ..	39.7	39.7	52.3	46.7	33.6	5.2	0	60.0	100.0	40.3	57.7	66.7	48.2	38.1	54.9	25.0	66.7	0	53.6	51.6	80.6	77.5	54.0	100.0	54.4	47.3
1937 ..	39.7	39.1	50.6	46.1	33.6	10.1	0	60.0	—	39.3	59.2	55.9	38.1	41.7	52.2	37.5	90.0	0	51.4	50.6	—	83.3	54.7	100.0	55.0	46.4

RACE OF TEACHERS AS AT 30th JUNE, 1938, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	EUROPEAN.										COLOURED.								NATIVE.					Total Number of Teachers		
	Itinerant Teachers	Training Colleges	High	Secondary	Primary	Farm	Aided	Special	Agricultural	Total	Training Schools	High	Secondary	Primary	Mission	Farm	Part-time	Special	Total	Training Schools	High	Secondary	Mission		Part-time	Total
European Teachers ..	73	73	2,080	663	3,912	115	10	5	15	6,946	42	35	34	27	133	5	[1]	1 [1]	277	77	20	17	70	—	184	7,407
Coloured Teachers ..	—	—	—	—	—	—	—	—	—	—	10	31	19	220	2,346	3	3 [38]	—	2,632	—	11	23	1	—	1	2,633
Native Teachers ..	—	—	—	—	—	—	—	—	—	—	—	—	1	—	50	—	—	—	51	16	40	4,110	1 [3]	4,161	4,212	
Total, 1938 ..	73	73	2,080	663	3,912	115	10	5	15	6,946	52	66	54	247	2,529	8	3 [39]	1 [1]	2,960	93	31	40	4,181	1 [3]	4,346	14,252
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

EXPENDITURE ON PUBLIC EDUCATION.
Statement for the Year ended 31st March, 1938.

		£	s.	d.
<i>Administration.</i>				
A.	1. Salaries, Wages and Allowances	26,025	4	2
	2. Subsistence	60	18	6
	3. Transport	105	14	4
	4. Office Equipment, Material and Furniture including Repairs	489	5	10
	5. Rent, Rates and Insurance	895	1	0
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	122	17	2
	7. Repairs, Renovations and Maintenance	175	13	11
	8. Incidentals	2,401	5	4
	Total A	£30,276	0	3
<i>School Boards and Committees.</i>				
B.	1. Salaries, Wages and Allowances	44,459	13	11
	2. Subsistence	291	14	1
	3. Transport	5,132	19	6
	4. Office Equipment, Material and Furniture including Repairs	606	19	9
	5. Rent, Rates and Insurance	3,961	12	5
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	314	6	3
	7. Repairs, Renovations and Maintenance	142	12	7
	8. Election Expenses	60	19	5
	9. Incidentals	171	1	2
	Total B	£55,141	19	1
<i>School Inspection.</i>				
C.	1. Salaries, Wages and Allowances	28,805	13	3
	2. Subsistence	3,089	8	11
	3. Transport	5,825	17	9
	4. Incidentals	29	10	1
	Total C	£37,750	10	0
<i>Medical Inspection.</i>				
D.	1. Salaries, Wages and Allowances	8,328	2	2
	2. Subsistence	1,358	10	7
	3. Transport	872	18	9
	4. Medical Treatment of School Children	7,922	7	9
	5. Incidentals	75	12	8
	Total D	£18,557	11	11
<i>European Education : Training of Teachers.</i>				
E.	1. Salaries, Wages and Allowances	39,645	18	3
	2. Subsistence	1,379	0	8
	3. Transport	1,409	7	0
	4. School Equipment, Material and Furniture, in- cluding Repairs	1,884	16	10
	5. Hostels	8,067	8	2
	6. Grants-in-aid, including Hostels under Private Control	4,034	5	7
	7. Rent, Rates and Insurance	92	7	1
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	429	10	8
	9. Repairs, Renovations and Maintenance	1,287	10	11
	10. Incidentals	224	10	5
	Total E	£58,454	15	7

Secondary Education.

F.	1. Salaries, Wages and Allowances	183,462	5	7
	2. Subsistence and Transport	86	9	7
	3. School Equipment, Material and Furniture, including Repairs	4,355	18	11
	4. Bursaries	64,921	11	9
	5. Hostels	7,819	19	8
	6. Grants-in-Aid, including Hostels under Private Control	91	16	0
	7. Rents, Rates and Insurance	916	7	6
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	2,117	7	2
	9. Repairs, Renovations and Maintenance	4,870	15	4
	10. Incidentals	19	2	6
	Total F	£268,661	14	0

Primary Education.

G.	1. Salaries, Wages and Allowances	1,107,241	18	11
	2. Subsistence and Transport	749	5	11
	3. School Equipment, Material and Furniture, including Repairs	43,250	11	7
	4. Bursaries	184,714	19	0
	5. Hostels	1,644	1	11
	6. Grants-in-Aid, including Hostels under Private Control	1,421	3	11
	7. Rent, Rates and Insurance	26,886	2	3
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	10,404	0	6
	9. Repairs, Renovations and Maintenance	16,998	19	7
	10. Incidentals	140	19	3
	Total G	£1,393,452	2	10

Combined Primary and Secondary Education.

H.	1. Salaries, Wages and Allowances	846,528	19	4
	2. Subsistence and Transport	574	10	6
	3. School Equipment, Material and Furniture, including Repairs	36,915	10	6
	4. Hostels	68,028	1	6
	5. Grants-in-Aid, including Hostels under Private Control	7,495	4	3
	6. Rent, Rates and Insurance	2,505	5	0
	7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	9,383	10	10
	8. Repairs, Renovations and Maintenance	22,051	7	2
	9. Incidentals	11	8	9
	Total H	£993,493	17	10

Coloured Education : Training of Teachers.

J.	1. Salaries, Wages and Allowances	24,574	5	10
	2. Subsistence and Transport	171	2	4
	3. School Equipment, Material and Furniture, including Repairs	356	3	4
	4. Bursaries	4,631	2	11
	5. Rent, Rates and Insurance	3,648	8	11
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	124	13	4
	7. Repairs, Renovations and Maintenance	121	13	3
	8. Incidentals	132	9	10
	Sub-Total	£33,759	19	9

Primary and Secondary Education.

J.	9. Salaries, Wages and Allowances	471,760	10	10
	10. Subsistence and Transport	147	17	0
	11. School Equipment, Material and Furniture, including Repairs	29,979	10	10
	12. Bursaries	8,015	12	4
	13. Rent, Rates and Insurance	20,020	0	5
	14. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	6,690	14	3
	15. Repairs, Renovations and Maintenance	3,904	6	3
	16. Incidentals	—		
	Sub-Total	£540,518	11	11
	Total J	£574,278	11	8

*Native Education : School Inspection.
Inspection by Europeans.*

K.	1. Salaries, Wages and Allowances	12,701	12	11
	2. Subsistence and Transport	3,362	14	1
	Sub-Total	£16,334	7	0

Native Supervisors.

K.	3. Salaries, Wages and Allowances	2,025	8	0
	4. Subsistence and Transport	998	7	6
	Sub-Total	£3,023	15	6

Training of Teachers.

K.	5. Salaries, Wages and Allowances	33,739	18	0
	6. Subsistence and Transport	859	10	4
	7. School Equipment, Material and Furniture, including Repairs	525	11	8
	8. Bursaries	4,209	0	0
	9. Vacation Courses	—		
	10. Miscellaneous	638	7	9
	Sub-Total	£39,973	7	9

Secondary Education.

K.	11. Grants-in-Aid	£9,780	4	0
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Primary and Secondary Education.

K.	12. Salaries, Wages and Allowances	295,203	1	1
	13. Subsistence and Transport	—		
	14. School Equipment, Material and Furniture, including Repairs	23,132	6	9
	15. Miscellaneous	1,326	8	3
	Sub-Total	£319,661	16	1

Technical and Industrial Education : Boys.

K.	16. Salaries, Wages and Allowances	7,176	6	3
	17. School Equipment, Material and Furniture, including Repairs	7	16	4
	18. Bursaries	840	0	0
	19. Miscellaneous	34	8	5
	Sub-Total	£8,058	11	0

Technical and Industrial Education : Girls.

K. 20. Salaries, Wages and Allowances	4,527 19 7
21. School Equipment, Material and Furniture, including Repairs	138 19 8
22. Bursaries	240 0 0
23. Miscellaneous	6 16 8
Sub-Total	<u>£4,913 15 11</u>

General.

K. 24. Good Service Allowance	16,759 12 7
25. Examination Expenses	3,138 11 1
26. Incidentals	87 10 7
27. Refund of Temporary Deductions from Salaries ..	14,288 1 2
Sub-Total	<u>£34,273 15 5</u>
TOTAL NATIVE EDUCATION	<u>£436,019 12 8</u>

Miscellaneous.

L. 1. Examination Expenses	16,479 10 0
2. Pensions and Gratuities	317 0 10
3. Contributions to Pension and Provident Funds ..	149,208 7 3
4. Printing, Stationery and Advertising, including Publications and Bookbinding	8,447 1 10
5. Telegraphs and Telephones	3,562 1 7
6. Grants to Student Teachers' Loan Fund	8,450 0 0
7. Grants to Private Schools and Hostels for General Educational Purposes, and irrespective of terms of Ordinance 5 of 1921, including Rent	1,035 6 7
8. Incidentals	4,425 14 8
9. Refund of Temporary Deductions from Salaries ..	183,303 5 0
Total L	<u>£375,228 7 9</u>

Minor Works.

M. Minor Works, including Site Transfer and other Expenses, School Footbridges, Fencing and Boreholes	£15,159 3 1
GRAND TOTAL VOTE 2	<u>£4,256,474 6 8</u>

STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Section 376 of the Consolidated Education Ordinance.)

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st MARCH, 1938.

<i>Receipts</i>		<i>Payments</i>	
	£ s. d.		£ s. d.
Balance 1st April, 1937	712 0 7	Purchase of Library Books	50 2 0
Interest for 1937-38 ..	336 4 2	Boarding Bursaries ..	60 0 0
Repayment of Loans ..	75 16 8	Balance	1,013 19 5
	<u>£1,124 1 5</u>		<u>£1,124 1 5</u>

