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DEPARTMENT OF PUBLIC EDUCATION

CAPE OF GOOD HOPE



REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE

YEARS 1954 AND 1955



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DEPARTMENT OF PUBLIC EDUCATION CAPE OF GOOD HOPE

REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION

For the Period

1st JANUARY, 1954, to 31st DECEMBER, 1955

Department of Public Education,
Cape Town.

31st December, 1955.

The Honourable The Administrator,
Cape Town.

Sir,

I have the honour to submit to you my report for the period 1st January, 1954, to 31st December, 1955.

It will be noted from the report that under the Bantu Education Act, 1953, the administration and control of Native education was transferred to the Department of Native Affairs with effect from 1st January, 1954. It was not possible, however, for that Department to take over immediately all the work concerned; consequently this Department still rendered assistance and will continue to make the necessary arrangements for the Junior and Senior Certificate examinations as well as the Teachers' examinations for Native candidates until at least the end of 1957.

It will be noted from Chapter II that the yearly decline in the total number of schools has practically halted. It would appear that the process of centralisation of schooling facilities has progressed to a stage where little more remains to be done. There are furthermore indications that the value of small rural schools is being re-discovered and that parents are appreciating more fully the importance of home influence in the building up of the child's character.

In 1954 the Coloured Education Commission submitted an interim report on Coloured teachers' salaries. The Commission's recommendations were accepted and new salary scales providing for the incorporation of £100 of the cost-of-living allowance in the basic salary scales of all Coloured teachers and for raising the

scales of assistant teachers and of the principals of smaller schools were introduced. Provision has also been made for changes in the law relating to disciplinary action against teachers. This step was necessary owing to undesirable utterances or activities on the part of certain teachers which it was difficult to deal with under the law as it previously stood.

It will be noted from Chapter V that although there was a slight decrease in the enrolment for the first year Primary Teachers' Course in 1954 an increase is again shown for 1955. This is most gratifying, but it will be a considerable time before the shortage of teachers has been made good.

In 1954 all inspectors of schools were asked to report on the problems emerging from the change-over to the new three-year Junior Secondary Course. The whole matter was discussed at an inspectors' conference in 1955. It was undoubtedly one of the most important conferences ever held by the Department. Innovations in the course giving great cause for concern will be found in Chapter XI.

I wish to express my sincere thanks to you, Sir, and to the Executive Committee for your wise counsel and kind co-operation.

I have the honour to be Sir,

Your obedient servant,

J. G. MEIRING,
Superintendent-General of Education.

CHAPTER I

ADMINISTRATION

In 1953 a Public Service Inspector inspected the office and detailed proposals were submitted to him in regard to the re-organisation of the work of the Department and the staff which would be necessary to carry out such re-organisation. The Department's scheme in regard to the re-organisation was accepted by the Inspector, but I regret that its requests for additional staff were not met in every respect. The re-organisation has been carried out as far as possible with the available staff.

Under the Bantu Education Act, 1953, the administration and control of Native education was transferred to the Department of Native Affairs with effect from the 1st January, 1954. It was not possible, however, for the Native Affairs Department to undertake immediately after the 1st January, 1954 all the work incidental to the transfer, and in the circumstances it was necessary for this Department to lend its assistance after that date in respect of the work which the Native Affairs Department could not take over. The staff concerned and almost all of the work have now been transferred from this Department. Until at least the end of 1957, this Department will arrange for Native candidates to take the Junior Certificate Examination (on the old basis), the Senior Certificate Examination and the Teachers' examinations.

During the period under review there were many changes in the personnel of the Department. Mr. P. J. van der Walt retired from the post of Professional Assistant. Mr. van der Walt rendered valuable service to the Department over a long period of years. He was succeeded by Dr. F. P. Stander. This post has now been re-designated Deputy Superintendent-General of Education. Mr. J. D. Möhr was promoted to Chief Inspector of Schools.

Mr. S. W. Coetzee was appointed Chief Clerk, Grade I, in the place of Mr. K. B. Powell who was transferred to the Stores Department. Mr. S. Ravenscroft, Chief Clerk, Grade II, retired on superannuation. Mr. J. de Villiers was promoted as Chief Clerk, Grade II, and Mr. P. J. le Grange as Principal Clerk.

Messrs. F. H. Badenhorst, J. B. de Jager, M. M. de Jongh, J. J. Dreyer, A. D. Lückhoff, J. F. van der Merwe and J. H. J. van der Merwe were appointed as Inspectors of Schools. Mr. W. E. Barker, on the transfer of Native Education, joined the service of the Native Affairs Department, but he has now been transferred back to this Department. Mr. G. J. Oberholster was appointed as Inspector of School Boarding Departments, and Dr. J. R. King was appointed as Dental Inspector of Schools.

Dr. N. J. Heyns was appointed as Assistant Departmental Psychologist and Messrs. W. de la H. Bellingan, C. A. Buchner, A. Clark, P. J. Heyns, J. J. Schoombie, S. Smuts, J. G. Vermaak, W. J. C. Visser were appointed as Inspectors of Special Subjects. Mr. W. H. van der Westhuizen was appointed as Lecturer in Social Hygiene. Dr. T. S. Daniels, Medical Inspector of Schools, Dr.

J. A. Becker, Dental Inspector of Schools and Mr. T. J. du Plessis, Inspector of Special Classes and School Guidance resigned their appointments. Miss D. E. Eckhardt, Inspectress of Needlework and Domestic Science, and Miss J. A. S. du Plessis, Dietitian, left the service of the Department on account of marriage.

The names of the incumbents of senior posts on the headquarters establishment and of posts on the field staff as at the beginning of 1956 are given in Appendix A.

CHAPTER II

EUROPEAN EDUCATION

The following table shows how the enrolment of European pupils has increased over the 10-year period 1946-1955:

June	Primary Area	Secondary Area	Total
1946	126,963	29,441	156,404
1947	128,860	28,453	157,313
1948	131,429	28,152	159,581
1949	134,157	28,603	162,760
1950	137,324	29,607	166,931
1951	138,991	31,144	170,135
1952	141,534	32,652	174,186
1953	129,300	48,807	178,107
1954	132,630	49,822	182,452
1955	135,088	50,562	185,650

It will be observed that during 1953 there was a considerable decrease in the primary enrolment while the secondary enrolment rose considerably. The increase is the result of the transfer of Standard VI pupils to the secondary area.

During 1954 the total enrolment increased by 4,345 (3,330 primary and 1,015 secondary). During 1955 the increase was 3,198 (2,458 primary and 740 secondary).

The number of schools and colleges since 1947 are given in the following table:

	1947	1948	1949	1950	1951	1952	1953	1954	1955
Third Quarter	1,393	1,342	1,313	1,276	1,254	1,225	1,213	1,199	1,190

It will be noted that the yearly decline in the total number of schools has practically halted. This would indicate that the process of centralisation of schooling facilities has progressed to a stage where little more remains to be done. There are, furthermore, indications that the value of the small rural school is being re-discovered and that parents are appreciating more fully the importance of home influence in the building up of a child's character.

The Administration grants aid on a *per caput* basis to approved nursery schools. During 1954 grants were paid in respect of 337 pupils in seven nursery schools for European pupils, and during 1955 grants were paid in respect of 321 pupils in such schools. For a time no financial assistance was granted to additional nursery schools. At the beginning of 1955, however, it was decided to consider applications for aid from further nursery schools.

The Education Further Amendment Ordinance, 1954 (No. 16 of 1954) made provision for home language instruction, which under section 294(a) of Ordinance No. 5 of 1921 previously applied in all standards up to and including the sixth standard, to be extended up to and including the eighth standard, as from the 1st January 1955, provided that when a pupil enters the sixth standard the parent or guardian has the right to have the medium of instruction changed if he produces a certificate by the principal of the school at which the pupil passed the fifth standard, countersigned by an inspector of schools, that the pupil knows both languages sufficiently well to be able to receive instruction through either medium. The Ordinance also made provision for parallel classes to be instituted in standards up to and including Standard V in any school where there is a minority group in such standards comprising at least 15 pupils, and in Standards VI, VII and VIII if there is a minority group of at least 10 pupils in any one of these standards.

The Education Amendment Ordinance, 1954 (No. 6 of 1954) made provision for the consolidation as from 1st April, 1954 of part of the cost-of-living allowance in European teachers salaries by the addition of £110 to the minima and maxima of the salary scales of teachers. The amount of cost-of-living payable to married men teachers was adjusted to £234 per annum as from 1st April, 1954 and unmarried teachers, other than those with dependants, ceased to be paid a cost-of-living allowance as from that date.

CHAPTER III

COLOURED EDUCATION

Expansion in Coloured education continued during 1954 and 1955 and is shown in the following figures:

Third Quarter	1953	1954	1955
Total enrolment in schools	200,323	206,374	214,146
Enrolment in Standards VII to X	6,560	7,337	7,553
Number of teachers	5,969	6,214	6,450
Number of schools	1,217	1,244	1,262

The following table gives particulars of the types of schools:

Third Quarter	1953	1954	1955
Training Colleges and Schools:			
Colleges	1	2	2
Schools	9	8	8
High and Secondary Schools:			
High Schools	18	22	24
Secondary Schools	15	12	14
Primary Schools:			
Undenominational Primary Schools	90	95	97
Mission Schools	1,036	1,050	1,062
Farm Schools	23	29	32
Part-time Schools	16	16	13
Special Schools	9	10	10
	<u>1,217</u>	<u>1,244</u>	<u>1,262</u>

Secondary education is also provided at six of the training schools mentioned above.

The following table shows the enrolment in Standards VII to X:

Third Quarter	1953	1954	1955
High Schools	4,264	5,352	5,547
Secondary Schools	1,189	847	931
Secondary Departments	1,107	1,138	1,075
	<u>6,560</u>	<u>7,337</u>	<u>7,553</u>

In addition to the above, there were 1,329 and 1,349 student-teachers enrolled in the various training institutions in 1954 and 1955 respectively as compared with 1,297 in 1953.

The Coloured Education Commission which was appointed in 1953 to enquire into all aspects of Coloured education in the Cape Province, issued an interim report in 1954 on Coloured

teachers' salaries. The Commission's recommendations were accepted, and new salary scales providing for the incorporation of £100 of the cost-of-living allowance in the basic salary scales of all Coloured teachers and for raising the scales of assistant teachers and of the principals of the smaller schools, were introduced as from the 1st April, 1955. For example, the scale for primary teachers with two years' training after Junior Certificate was, after the incorporation of £100 of the cost-of-living allowance, increased from £280 x 16—424 to £300 x 16—508 in the case of women teachers and from £280 x 20—500 to £300 x 20—620 in the case of men teachers. The scale for secondary teachers with four years' training after Senior Certificate was increased from £408 x 16—584 to £444 x 16—636 in the case of women teachers and from £440 x 20—720 to £480 x 20—780 in the case of men teachers.

The Commission completed its investigations towards the end of 1955 and submitted its report which will be dealt with in my report for 1956.

The Education Amendment Ordinance, 1955 (No. 6 of 1955) made provision for changes in the law relating to disciplinary action against teachers, European as well as Coloured. There had been evidence of undesirable utterances or activities on the part of certain teachers which it was difficult to deal with under the law as it previously stood.

The provisions of section 377 *bis* of Ordinance No. 5 of 1921 have been extended so that a teacher is guilty of misconduct if he does anything or propagates any idea or takes part in or associates himself with any propaganda or activity calculated to cause or promote antagonism amongst any section of the population against any other section or impedes, obstructs or undermines the activities of the Provincial Administration or of any Government Department. In such a case the Superintendent-General may adopt the normal disciplinary procedure as laid down by Ordinance No. 5 of 1921.

Further, any person who is a communist as defined in the Suppression of Communism Act, 1950, or whose name appears on a list in the custody of the officer referred to in section 8 of that Act, is deemed to be an undesirable person to occupy a post as a teacher, and may be dealt with as provided for in the new section 377 *ter* of Ordinance No. 5 of 1921.

The Department frequently receives inquiries in connection with the number of denominational schools (including undenominational schools not under school boards) and the enrolments under their various denominations. Up to the present these statistics have not been readily available. They are now given in Appendix P of this report.

CHAPTER IV

EXAMINATIONS AND VACATION COURSES

Standard VI Examination

With the introduction in 1953 of the three-year Junior Secondary Course, Standard VI, which had hitherto been the highest standard of the primary course, became the first year of the secondary course. As European pupils under sixteen years of age are required to continue attending school to the eighth standard, it was reasonable to expect that the majority of pupils enrolled at high and secondary schools would continue their studies beyond the sixth standard. Consequently there was no need for a uniform examination at the end of the first year of the secondary course.

In order to ensure, however, that pupils in European primary schools that retained the sixth standard and pupils in Coloured schools had attained a reasonable standard of education, it was decided to continue the examination of these pupils. The number of candidates taking this examination will decrease gradually as is already apparent from the statistics for 1954 and 1955, published in Appendix W.

Examination papers in the basic subjects Afrikaans, English General Mathematics, General Science and Social Studies were again set, printed and sent to circuit inspectors.

High and secondary schools availed themselves of the opportunity of using the papers set for the Standard VI examination but consideration is being given to the possibility of restricting the use of these papers to primary schools.

Junior Certificate Examination

The concession granted to 28 high schools of not presenting their Standard VIII candidates for the Departmental Junior Certificate examination was withdrawn with the introduction of the three-year Junior Secondary course. As 64 per cent of the marks awarded at the examination are awarded by the schools, the withdrawal of this concession did not make a great difference. Two schools had already applied to revert to the former system of a full-scale external examination as from 1954, so that there was a decrease of 219 candidates entered by the 26 schools in 1954 as compared with 1953, i.e., 2,217 to 1,998 candidates respectively.

The following are the comparative results of the Junior Certificate examination conducted by schools in 1953 and 1954:

Year	No. of Exempted Schools	First Grade Passes	Second Grade Passes	Failures	Absentees	Total Number of Candidates
1953	28	633	1,400	184	9	2,226
1954	26	643	1,206	144	5	1,998

The last full-scale external examination in all subjects of the Junior Certificate for European and Coloured pupils was held in 1954 according to the syllabuses based on the old two-year course. This examination will continue to be held on behalf of the Department of Native Affairs for Bantu pupils only until the end of 1957. European and Coloured pupils who failed the Junior Certificate examination in 1954 were given the opportunity of repeating the examination in 1955 on the course previously taken by them. The following table indicates the results of the Junior Certificate examinations in 1953, 1954 and 1955 according to the old two-year course:

	Year	Euro- pean	Col- oured	Bantu	Total
Number of candidates who took the Departmental Junior Certificate external examination in all subjects in	1953	7,399	2,104	2,125	11,628
	1954	8,062	2,310	2,206	12,578
	1955	39	208	2,212	2,459
Number who took Junior Certificate examination conducted by schools in ..	1953	2,217	—	—	2,217
	1954	1,993	—	—	1,993
	1955	System abolished	at end of	1954	
Total number of Junior Certificate candidates in (Two-year course) ..	1953	9,616	2,104	2,125	13,845
	1954	10,055	2,310	2,206	14,571
	1955	39	208	2,212	2,459
Total number of first grade passes in	1953	2,251	93	97	2,441
	1954	2,495	108	116	2,719
Percentage	1953	23	4	5	17
Percentage	1954	25	5	5	19
	1955	3	—	6	6
Total number of second grade passes in	1953	6,007	1,190	1,222	8,419
	1954	6,231	1,384	1,404	9,019
Percentage	1953	63	57	57	61
Percentage	1954	62	60	64	62
	1955	31	126	1,387	1,544
Percentage	1953	79	61	63	63
	1954	62	60	64	62
Total number of failures in ..	1953	1,358	821	806	2,985
	1954	1,329	818	686	2,833
Percentage	1953	14	39	38	22
Percentage	1954	13	35	31	19
	1955	7	82	690	779
Percentage	1953	18	39	31	31
	1954	13	35	31	19

The first examination according to the three-year Junior Secondary Course was held in November, 1955. The examination in Afrikaans, English and General Science consisted partly of internal and partly of external tests on the following basis:

(a) First official language, higher grade

- (i) Internal test. Of the 400 marks allocated to this subject, 160 marks were allocated for the study of prescribed

work, the marks being awarded by the teachers in periodical class examinations during the second and third years of the course.

- (ii) External written tests. One one-and-a-half hour paper carrying 80 marks for composition and letter-writing and one one-and-a-half hour paper carrying 160 marks for comprehension and language study were set by the Department.
- (iii) Oral test. Candidates had to pass the oral examination but the marks for the oral examination in the official language on the higher grade were not included in the aggregate. Candidates who failed to obtain the minimum of 30 per cent of the marks were not credited with a pass in the language. Pupils afflicted with speech defects were exempted from the oral test.

(b) Second official language, lower grade

- (i) Internal test. Candidates taking the second official language on the lower grade had to take an oral test, marked by the teachers and moderated by the inspector, as part of the examination, 75 marks out of 300 marks for this subject being allocated for the test. The oral test consisted of tests in reading, conversation and a discussion on a prepared subject.
- (ii) External test. The external test consisted of two written papers, one paper of two hours' duration testing composition, letter-writing and comprehension for which 125 marks were allocated and the other paper of one hour on language study carrying 100 marks.

(c) General Science

- (i) Internal test. Seventy-five marks out of 300 marks for the subject were allocated for cumulative tests during the second and third years of the course and for practical work done by the pupils, the marks being assigned by the teachers.
- (ii) External test. The remaining 225 marks were allocated for a formal written examination of two-and-a-quarter hours' duration on the work prescribed for the second and third years of the syllabus for this subject.

The marks in the remaining subjects were assigned by the teachers and moderated by the inspectors.

To gain a Junior Certificate a candidate had to offer six subjects and to pass in—

- (i) both official languages (unless exempted from the second language), one of which had to be on the higher grade;
- (ii) three other subjects; and
- (iii) the total aggregate.

To pass in a subject a candidate had to obtain $33\frac{1}{3}$ per cent of the maximum marks for the subject and for a pass in the aggregate 40 per cent of the maximum marks, 60 per cent being required for a pass in the first grade.

It is very gratifying to be able to record that the results of the Junior Certificate examination for the Province as a whole exceeded all expectations. I wish to pay tribute to the teachers and the field staff who helped to bring about this success. With all the unforeseen difficulties that arose they must have worked hard to produce this result and their efforts are appreciated.

The next step that has to be implemented will be the application to subjects that are examined internally of some form of control test for the guidance of teachers and the field staff. It is hoped to introduce these tests in 1956.

The results of the Junior Certificate examination on the three-year course were as follows:

	First Grade Passes		Second Grade Passes		Failures		Total		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Europeans	1,371	1,563	3,134	2,966	635	422	5,140	4,951	10,091
Coloureds	74	51	759	512	384	288	1,217	851	2,068
Total	1,445	1,614	3,893	3,478	1,019	710	6,357	5,802	12,159
Percentages	12	13	32	29	8	6	52	48	—

Senior Certificate Examination

No sooner had the Departmental Examinations Committee completed the syllabuses for the three-year Junior Certificate course when it was set the task of revising all the Senior Secondary syllabuses for Standards IX and X in order that these syllabuses could follow on the syllabuses set for the junior course. The Departmental Examinations Committee acquitted itself well of this task, particularly as the majority of the syllabuses required the approval of the Joint Matriculation Board, which accepted the syllabuses with minor alterations. Candidates who successfully completed the Junior Certificate examination at the end of 1955 were thereby enabled to continue their studies in Standard IX on syllabuses that followed on the syllabuses they had completed.

The Joint Matriculation Board also introduced changes in the requirements for exemption from the Matriculation examination. It used to be a condition that a candidate had to take at least six subjects for the Senior Certificate examination and to pass in at least five recognised Matriculation subjects at one and the same examination in order to gain exemption. Four of the five recognised subjects had to be selected in accordance with certain groupings prescribed by the Board. Subjects such as Literature, Needlework, Shorthand and Typewriting could only be taken as a sixth subject by candidates who wished to proceed to a university. Candidates who offered one of these subjects and who failed in one of the other five subjects could not qualify for exemption from the Matriculation examination without repeating the whole examination and passing in five recognised subjects at one and the

same examination. In January, 1956, the Joint Matriculation Board decided that its interest lay chiefly in the first four subjects selected according to specified groupings and that it was prepared to recognise additional fifth and sixth subjects. Accordingly the Board agreed to recognise all the subjects that could be offered, in addition to the recognised matriculation subjects, by candidates taking the Cape Senior Certificate examination. A candidate who fulfils the requirements of the Board in the first four subjects and who passes in a fifth subject listed in the Senior Secondary course, can now qualify for admission to a university. This step enables candidates to take two commercial subjects for the Senior Certificate examination, without losing the opportunity of gaining admission to a university. This is of particular advantage to candidates who wish to become teachers of commercial subjects.

The following comparative table shows the number of candidates who entered for the Senior Certificate examinations in 1953, 1954 and 1955:

Year	European	Coloured	Bantu	Total
1953 ..	4,475	388	239	5,102
1954 ..	4,654	426	212	5,292
1955 ..	4,726	544	253	5,523

The results of the examinations in 1953, 1954 and 1955 are summarised in the following table:

	Year	European	Coloured	Bantu	Total
Number of candidates who took the whole examination in	1953	4,454	384	238	5,076
	1954	4,654	426	212	5,292
	1955	4,703	537	250	5,490
Number of first grade passes in	1953	897	11	6	914
	Percentage	20	3	3	18
	1954	926	19	6	951
Percentage	1953	20	4	3	18
	1954	1,046	15	4	1,065
	Percentage	22	3	2	19
Number of second grade passes in	1953	2,945	216	129	3,290
	Percentage	66	56	54	65
	1954	3,124	227	119	3,470
Percentage	1953	67	54	56	66
	1954	3,124	291	139	3,554
	Percentage	67	54	56	65
Number of failures in	1953	612	157	103	872
	Percentage	14	41	43	17
	1954	604	180	87	871
Percentage	1953	13	42	41	16
	1954	533	231	107	871
	Percentage	11	43	42	16
Number who qualified for exemption from matriculation in	1953	1,928	61	42	2,031
	1954	2,101	76	64	2,241
	1955	2,099	94	76	2,269

On account of frequent requests for information regarding the number of boys and the number of girls taking the Senior Certificate examination, steps were taken in 1955 to obtain this information. While it is interesting to note that the girls obtained proportionately better results than the boys, the number of boys offering subjects that would qualify them to continue their studies at a university was double that of the girls. The results would be influenced to some extent by the choice of subjects.

The following table is an analysis of the results obtained in 1955:

	European		Coloured		Bantu		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of first grade passes ..	530	516	13	2	3	1	546	519
Number of second grade passes ..	1,720	1,404	233	58	111	28	2,064	1,490
Number of failures ..	363	170	191	40	94	13	648	223
Number who wrote the examination	2,613	2,090	437	100	208	42	3,258	2,232
Number who offered subjects qualifying for matriculation examination ..	2,164	966	190	37	205	42	2,559	1,045
Number who qualified for matriculation exemption	1,364	735	79	15	57	19	1,500	769

Teachers' Certificate Examinations

Statistical details regarding the number of entries for the Teachers' Certificate examinations will be found in Appendix W.

The admission of student-teachers to training colleges is dealt with in a separate chapter of this report.

During the years 1954 and 1955 no teachers' courses were discontinued. A fourth-year course for teachers of Art was started at the Cape Town Training College in 1955.

The syllabuses in Art, Artcrafts and Psychology for the Primary Teachers' Certificate examination were revised in 1955.

The following table indicates the results of the Primary Teachers' Certificate examination during the years 1953, 1954 and 1955:

	1953	1954	1955
Number of candidates	470	646	618
First grade passes	53	81	96
Percentage	11	13	15
Second grade passes	305	429	368
Percentage	65	67	60
Failures	111	131	154
Percentage	24	20	25
Absentees	1	5	—

The results of the Coloured Teachers' examinations were as follows:

(i) Coloured Primary Teachers' Lower Certificate

	1953	1954	1955
Number of candidates	543	552	556
First grade passes	11	12	13
Percentage	2	2	2
Second grade passes	343	353	361
Percentage	63	64	65
Failures	189	187	182
Percentage	35	34	33

(ii) Coloured Primary Teachers' Advanced Course

	1953	1954	1955
Number of candidates	132	141	159
First grade passes	7	6	10
Percentage	5	4	6
Second grade passes	85	94	95
Percentage	64	67	60
Failures	40	41	54
Percentage	31	29	34

Examination of Bantu Candidates

In terms of the Bantu Education Act, 1953, the control of all Bantu education under the Department was transferred to the Department of Native Affairs from the 1st January, 1954. At the request of the latter Department the Department has continued to conduct the examination of Bantu candidates in the Province.

General

The 10 candidates who scored the highest marks at the Senior Certificate examination in 1954 received merit awards of £25 a year each, tenable for two years, on condition that they continue their studies at a university or a training institution. At the Senior Certificate examination in 1955 the aggregate marks scored by the candidates who gained eleventh and twelfth places were so close to the marks gained by the candidate who secured tenth place, that the Executive Committee agreed to increase the merit awards from 10 to 12.

The Departmental Examinations Committee and the Professional Examinations Committee each met twice a year during the years 1954 and 1955. I am grateful to them for the assistance they have rendered in connection with examinations, particularly in drafting syllabuses.

Vacation Courses and Teachers' Classes

Three vacation courses and teachers' classes were held in 1954 and five in 1955 on the following subjects and at the centres stated:

- Method in infant schools at Cape Town Training College
- Art and Artcraft at Cape Town Training College
- Vocational Guidance at East London

Physical education for men at Paarl Training College (attended by 39 teachers)

Handwork at Graaff-Reinet Training College (attended by 180 teachers)

Course for training of hard-of-hearing and speech-defective pupils at Cape Town (attended by 16 teachers)

Bookbinding for Coloured teachers at Cape Town (attended by 62 teachers)

Physical education for Coloured teachers at Salt River (Wesley) Training School (attended by 74 teachers).

In addition to these courses a series of short courses in Art were held in 1955 at several centres. These courses were attended by a large number of teachers.

Inspectors also conducted short week-end courses for teachers in order to explain difficulties teachers had found with the introduction of new syllabuses. This ensured that the syllabuses were interpreted uniformly.

Statistics

Details regarding the number of entries for all Departmental examinations, the percentage of passes, the number of candidates in each subject and the percentage distribution of symbols will be found in Appendix W.

CHAPTER V

TRAINING AND SUPPLY OF TEACHERS

EUROPEAN TRAINING COLLEGES

Shortage of Teachers

At the end of the second quarter, 1955, there were in all the primary schools, including the primary departments of secondary and high schools, 1,126 vacancies which were filled on a temporary basis. These posts were occupied by 1,019 married women, 59 pensioners and 48 uncertificated teachers. In addition 103 out of a total of 355 posts were filled on a temporary basis in special classes for handicapped pupils, but these teachers are not trained in institutions under this Department.

The appreciable increase in the enrolment for the first year Primary Teachers' Course has been maintained in 1955 although there was a slight decrease in 1954. In 1954, 194 men and 580 women applied for admission to training colleges. Of these applicants only 117 men and 467 women, excluding 18 students who repeated the first year of the course, were admitted. The total enrolment in the first year course at all training institutions, therefore, amounted to 602. In 1955, 789 applications were received. Of these applicants 185 men and 588 women were approved, i.e., 773. The total enrolment in all the first year classes, however, was 625, including 26 Rhodesian students. The difference of 192 between the number of approved applications (773) and the number of applicants admitted for the first time (581) is explained as follows: 60 failed in the Senior Certificate examination; 33 did not apply to the training colleges for admission; nine applications were withdrawn; no information is available to account for the remaining 90. These candidates probably changed their minds during the period between applying for approval by the Department and for admission to a training college. In 1954 all the training institutions could accommodate 615 and in 1955 650 first year students. In spite of the increase in enrolment the training colleges were therefore not filled to capacity. Although the supply of first year student teachers remained constant during 1953, 1954 and 1955, there was a marked increase in the number of students entering for the Higher Primary Courses: 293 in 1955 as compared with 197 in 1954. The total enrolment at all the institutions showed a steady increase from 1,396 in 1954 to 1,491 in 1955. It is most gratifying to note that the enrolment is increasing, but it will be a considerable time before the shortage of teachers has been made good.

The following table shows how the figures for 1954 and 1955 compare with those of the previous years:

Year (First Quarter)	Primary Teachers' Course		Higher Primary Course	Diploma Course	Total
	First Year	Second Year			
1943	456	467	278	—	1,201
1947	365	290	209	17	881
1948	407	339	161	13	920
1949	377	376	193	8	954
1950	454	350	209	18	1,031
1951	492	430	196	10	1,128
1952	442	451	219	10	1,122
1953	621	419	218	11	1,269
1954	602	588	197	9	1,396
1955	625	562	293	11	1,491

Although the enrolment in the various higher primary and diploma courses remained about the same for 1953 and 1954, there was a marked increase in 1955. If the numbers in the higher primary courses for 1954 are compared with those for 1955, there is an increase of 15 in handwork, 12 in needlework, 19 in physical education, 40 in infant school method and seven in art. In 1955 a diploma course in art was introduced at Cape Town Training College and three students presented themselves for the course. In response to the large number of applications a second class in handwork was established at the Paarl Training College. In my previous report I expressed the apprehension that the enhanced salaries might induce students to accept teaching posts on completion of the Primary Teachers' Certificate, but up to 1955 there seems to be no justification for my fears. In fact, the total enrolment in the third year classes in 1955 shows an increase of 98 as compared with that of 1954 which was 23 less than that of 1952 and 1953.

The following table shows the comparative figures in respect of the various higher primary and diploma courses for the period 1946 to 1955:

Course (First Quarter)	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955
Agricultural										
Nature Study	21	14	8	12	17	9	12	20	19	18
Handwork ..	20	15	14	11	20	22	18	24	21	36
Music	17	18	10	10	11	13	14	10	9	9
Needlework ..	16	15	16	12	14	17	24	31	28	40
Physical										
Education ..	62	51	31	32	32	33	43	41	31	50
Housecraft ..	26	21	6	13	30	29	20	18	18	22
Infant School										
Method ..	82	65	68	96	78	63	72	61	62	102
Art	11	11	8	7	7	10	16	13	9	16
Diploma in										
Physical										
Education ..	17	16	13	8	18	10	10	11	9	8
Diploma in Art	—	—	—	—	—	—	—	—	—	3
Total	272	226	174	201	227	206	229	229	206	304

Bilingual Qualifications

The following table shows the bilingual qualifications obtained by students at training colleges at the end of each year for the period 1945 to 1955.

Year	Passed in Primary Teachers' Certificate	Bilingual Qualifications of Successful Candidates		English or Afrikaans only
		First Grade	Second Grade	
1945	379	86 (23%)	219 (58%)	74 (19%)
1946	343	74 (21%)	207 (61%)	62 (18%)
1947	245	59 (24%)	186 (76%)	Nil*
1948	300	78 (26%)	222 (74%)	Nil
1949	317	64 (20%)	253 (80%)	Nil
1950	309	68 (22%)	241 (78%)	Nil
1951	349	68 (19%)	281 (81%)	Nil
1952	368	69 (18%)	299 (82%)	Nil
1953	317	52 (16%)	265 (84%)	Nil
1954	463	78 (17%)	385 (83%)	Nil
1955	422	93 (22%)	329 (78%)	Nil

Even though the percentage of students who obtain a first grade bilingual certificate remains more or less constant, there have been indications of a slight improvement in 1954 and 1955, but the percentage of students who fail to obtain the bilingual certificate is still disappointing, viz. 29 per cent in 1954 and 27 per cent in 1955. I have already accepted in principle proposals, submitted by the Professional Examinations Committee, for the improvement of the standard of bilingualism.

*N.B. Rhodesian students are excluded from the data from 1947 to 1955.

COLOURED TRAINING INSTITUTIONS

New Training College

The new training school that was established at Oudtshoorn in 1952, was graded as a training college from January, 1954. This college performs a dual function: the training of teachers for the Lower Primary Certificate as well as for the Advanced Certificate. The Lower Primary Course was instituted in an endeavour to bring training facilities nearer to Coloured country girls who pass the Junior Certificate. There are at present one first year and one second year class for the Lower Primary Course for girls and two first year and two second year classes for the Advanced Certificate for boys. The necessary boarding facilities are still lacking.

Supply of Student-Teachers

(a) Training Colleges

The demand for admission still exceeds the number that can be admitted to training colleges. In 1954 approved applications for admission to the first year of the Advanced Course were received from 309 candidates (256 males and 53 females)

and only 178 (148 males and 30 females), excluding 2 students who repeated the first year of the course, could be admitted; of 307 approved applications (262 males and 45 females) only 161 (139 males and 22 females), excluding five students who repeated the first year of the course, could be admitted in 1955. As a result of the serious shortage of qualified teachers in secondary and high schools there is a great demand for teachers with the Advanced Certificate in the higher primary standards and standard VI as well as in the secondary standards. As the number of approved applications exceeds the number for whom there is accommodation at the existing training colleges, the question arises whether extensions of the facilities for the training of students for the Advanced Certificate should not be seriously considered. The number of applications from males for admission to the Lower Primary Course is in excess of the demand and, as stated in the previous report, it is hoped that a big proportion of applicants who have been refused admission to training colleges, would proceed to Standard X, so that consideration may be given to the possibility of raising the admission requirements for all males from Standard VIII to Standard X. The Advanced Certificate was obtained by 100 students in 1954 and by 105 students in 1955.

(b) *Training Schools*

There still exists a shortage of women teachers in the lower primary standards. In view of the rapid development in Coloured education it is only reasonable to conclude that a greater demand for such teachers can be expected. In 1955 there were 82 fewer approved applications from males for admission to the Lower Primary Course. This decline may be ascribed either to the number refused admission to training schools in the past or to a desire among males to aspire to a higher academic standard than the Junior Certificate. Approved applicants numbered 984 (431 males and 553 females) in 1954; 505 (159 males and 346 females), excluding five students who repeated the first year of the course, were admitted. Of 902 approved applicants (341 males and 561 females) in 1955, only 492 (142 males and 350 females), excluding five students who repeated the first year of the course, were admitted to training institutions. Three hundred and thirty candidates gained the Lower Primary Certificate in 1954 and 346 in 1955.

Medium of Instruction

The provision of Ordinance No. 16 of 1952 which is applicable to the medium of instruction in training institutions and to which I referred in my previous report, came into operation by proclamation in January, 1955. This Ordinance aims at the equal use of both languages as media of instruction in all training institutions and particularly affects instruction in the content and practical subjects.

Enrolment in Various Courses

The table below shows the enrolment in the various courses at Coloured training institutions for the period 1945 to 1955:

Course (First Quarter)	Primary Teachers' Lower Course		Advanced Primary Teachers' Course		Higher Primary Course	Total
	First Year	Second Year	First Year	Second Year		
1945 ..	316	299	49	25	51	740
1946 ..	313	286	59	45	63	766
1947 ..	302	289	59	54	71	775
1948 ..	378	287	58	57	47	827
1949 ..	387	348	96	51	33	915
1950 ..	410	354	103	86	39	992
1951 ..	445	360	118	87	37	1,047
1952 ..	501	403	142	106	47	1,199
1953 ..	501	456	151	127	58	1,293
1954 ..	510	444	180	131	45	1,310
1955 ..	497	455	166	153	69	1,340

It is clear from the above data that the enrolment is still increasing.

The table below shows the actual number of students who successfully completed the third year courses at the end of each year for the period 1950 to 1955:

Course (First Quarter)	1950	1951	1952	1953	1954	1955
Art and Artcraft	9	3	6	7	4	10
Handwork	4	3	7	11	7	8
Physical Education—Men ..	15	11	17	24	14	17
Physical Education—Women ..	—	7	5	—	—	5
Music	3	4	6	9	11	13
Infant School Method	5	5	5	6	5	14
Needlework	—	—	—	—	3	—
Domestic Science	—	—	—	—	—	—
Total	36	33	46	57	44	67

From the above tables it appears that

- (a) in relation to the total enrolment at all training institutions very few students enter for the third year courses;
- (b) several third year courses, such as handwork, physical education for women and infant school method, are poorly supported.

The enrolment of only three students for needlework and domestic science is causing a serious problem. Teachers qualified to teach these subjects are urgently required in the Junior Secondary and Senior Secondary Courses. Special concessions are being considered to encourage students to enter for these courses. The increased enrolment for infant school method in 1955 is most gratifying.

LOANS TO UNIVERSITY STUDENTS TAKING TEACHERS' CERTIFICATE COURSES

A scheme, whereby loans are granted to students to enable them to become qualified to teach secondary pupils, was instituted with effect from the 1st January, 1955.

Loans, free of interest, in respect of four years or less and not exceeding £120 for any one calendar year are granted at the discretion of the Department.

Students already in possession of a bachelor's degree who intend taking the Teacher's Certificate course, and students who intend taking a Bachelor's course with the intention of also obtaining the Teacher's Certificate, will be eligible for loans, but preference is given to students following courses at universities in the Cape Province.

Fifty-seven loans, amounting to £6,390, were granted during 1955 to students taking a Bachelor's course with the intention of also obtaining the Teacher's Certificate at a university.

General

During 1954 and 1955 two chief inspectors inspected all the training institutions for Europeans and Coloureds. It is the Department's intention to inspect every training institution at least once in three years.

CHAPTER VI

RADIO, FILM AND MUSEUM SERVICES

In 1955 a standing Departmental Committee was appointed to advise the Department on matters connected with its radio and film services to schools. This Committee consists of the two chief inspectors, three circuit inspectors and two representatives of the South African Teachers' Association and of Die Suid-Afrikaanse Onderwysersunie. The Committee meets twice a year, discusses all matters pertaining to these services and makes recommendations to the head of the Department on matters relating to policy.

Radio

In the previous report on the years 1952 and 1953 it was envisaged that the School Broadcast Service would be supplemented by making gramophone records of those talks which were most suitable, and circulating them to schools. The advantages of a service of this nature are, firstly, that schools are enabled to select those lessons which fit in with their schemes of work; and secondly, that they can be played at any given time during the school day. This service came into operation at the beginning of 1955 and since then schools have been at liberty to obtain records of broadcast lessons as well as music from the Film Services of the Department of Education, Arts and Science at a small fee.

It was decided to make an important change in the school radio programme. Instead of complete series of from six to 10 talks being broadcast one a week during a quarter, each series will in future be broadcast throughout the year, that is, from two to four lessons in a series will be broadcast in each quarter, making a total of from 10 to 13 talks in the series. From the information gleaned from those concerned, it is felt that this will be a decided change for the better.

Films

During 1954 the temporary stoppage of the supply of strip films to schools came to an end, but the number of films and strip films which could be ordered was limited. This restriction was also lifted in 1955 with the result that all the requirements of schools which are members of the Film Services can now be met.

At this time too it was found possible to admit new members to the Film Services and to arrange short courses, some particularly successful ones having been held in the Province.

Our schools are making extensive use of films and strip films as educational aids.

The Museum Services

These services consist of two sections, viz., the circulating of museum boxes from the Albany and Cape Town Museums, and the teaching of nature study at the National Botanic Gardens, Kirsten-

bosch, Cape Town and in the Port Elizabeth and East London Museums. Both contribute in no small measure to education, a contribution which is highly appreciated.

Other museums, such as those at King William's Town and Kimberley, also make an appreciable contribution by virtue of the facilities they provide for scholars' organised visits and by their ready assistance during visits of this kind.

Miss Anna Rothmann, who was for many years responsible for the service which the Albany Museum rendered to the Eastern Province and the Midlands, retired on pension in 1954. Miss Rothmann did pioneer work in this field and I take this opportunity of expressing my appreciation of her exceptional contribution not only in inaugurating the service and placing it on a sound footing, but also in making it such a success that its continued existence is assured.

CHAPTER VII

SCHOOL BUILDINGS

For the years ended 31st March, 1954 and 31st March, 1955 the total amount of capital expenditure on school buildings was £1,419,935 and £1,073,967 respectively, as compared with an amount of £1,740,492 for the year ended 31st March, 1953.

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 six years are given hereunder.

A list of new buildings, additions, grants of land and purchase of sites will be found in appendices B, C, D, E, F and G.

CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-14

	£	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
1938-39	200,879	17	2
1939-40	230,805	12	4
1940-41	283,707	11	8
1941-42	164,443	19	5
1942-43	291,180	1	0
1943-44	127,234	8	4
1944-45	179,978	7	2
1945-46	278,110	19	8
1946-47	475,923	13	2
1947-48	628,820	1	5
1948-49	725,561	13	3
1949-50	853,069	13	4
1950-51	887,617	12	4
1951-52	991,466	16	7
1952-53	1,740,492	8	5
1953-54	1,419,935	10	3
1954-55	1,073,967	11	4
	<u>£14,727,954</u>	<u>3</u>	<u>0</u>

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

Expenditure for—	£	s.	d.
1949-50	344,376	14	8
1950-51	376,520	0	0
1951-52	408,861	0	0
1952-53	454,213	0	0
1953-54	520,409	6	3
1954-55	616,613	6	10

In spite of rapid progress having been made with the provision of school and hostel accommodation, the need for additional accommodation was as great as ever. The Department, although not in favour of prefabricated school buildings, therefore had no alternative but to agree to the erection of structures of this nature where schools could not wait for the erection of permanent accommodation.

CHAPTER VIII

BOARDING FACILITIES FOR PUPILS

School boarding houses are divided into the following three groups:

- (a) Provincial hostels
- (b) Private hostels
- (c) Good Hope Boarding Departments

Provincial Hostels

These hostels are conducted at the financial responsibility of the Administration. This group comprises hostels attached to 29 ordinary schools, three agricultural high schools and 6 training institutions. Most of the buildings in which the hostels are conducted belong to the Administration and the hostels are debited with rental charges of five per cent per annum of the boarding fees.

During the years 1954 and 1955 the boarding fees payable in hostels attached to ordinary schools and to training colleges varied between £52 and £96 per pupil per annum and amounted to £42 per annum per pupil in the case of agricultural high school hostels.

Private Hostels

These hostels are conducted at the financial responsibility of private bodies or persons.

Rental charges, calculated at 10 per cent of the boarding fees payable per annum, are paid in respect of buildings owned by the Administration. A rent grant equivalent to one-half of the rental payable is, however, refunded to the boarding establishment on the condition that the rent is paid not later than 30 days after the end of the school quarter for which it is due. A rent grant is paid by the Administration in respect of school boarding departments conducted in buildings which are not vested in the Educational Trustees.

Boarding fees payable in these hostels are fixed by the Department if the hostel buildings are the property of the Administration, and in cases where the buildings do not belong to the Administration, by the body or person at whose financial responsibility the hostel is conducted.

Good Hope Boarding Departments

These hostels are conducted at the financial responsibility of the Dutch Reformed Church.

The buildings are generally the property of the Dutch Reformed Church. Where the buildings are owned by the Administration they are made available rent-free for Good Hope Boarding Department purposes, while a rental is paid by the Administration in respect of buildings which do not belong to the Administration.

The Administration pays to the hostel half the salaries of the staff (superintendents, matrons and assistant-matrons), whose appointments have been approved by the Department.

The boarding fee for paying pupils accommodated in these institutions amounted to £42 per pupil per annum for the years 1954 and 1955.

Salaries and Conditions of Service of Staff

The salary scales and conditions of service of the staffs of Provincial hostels and Good Hope Boarding Departments were reviewed and from 1st April, 1954 improved salary scales were introduced and a portion of the cost-of-living allowance was incorporated in basic salaries. Prior to 1st April, 1954 there were different scales of salary for the staffs of Provincial hostels and Good Hope Boarding Departments. Since that date the staffs of both institutions have been paid according to the same scales.

Inspection

Three inspectors of school hostels carry out inspections of the hostels and visit each establishment at least once a year. Dietitians also inspect school hostels in order to advise matrons in connection with feeding and hostel-administration, and medical inspectors conduct inspections of the hostels when they visit schools.

These officials report that the prevailing conditions in the establishments are satisfactory and that there is hearty co-operation between the committees of management and the staffs to give boarders every possible home comfort.

Boarding Grants and Bursaries

In sparsely populated areas of the Province, where educational facilities are not available within reasonable distance of the parents' home, adequate sums of money, in the form of boarding bursaries and boarding grants, are made available for indigent pupils.

Indigent pupils accommodated in hostels can apply for capitation grants, maintenance grants or secondary boarding bursaries. Indigent pupils boarding with private persons can also apply for maintenance grants or secondary boarding bursaries. The basic amounts of these grants and bursaries are £18 per pupil per annum in the case of maintenance grants and £20 per annum in the case of secondary boarding bursaries. Capitation grants are paid in accordance with the following basis on behalf of pupils accommodated in Good Hope boarding departments:

- £22 per annum per pupil for the first 30 boarders;
- £19 per annum per pupil for the following 30 boarders; and thereafter
- £18 per annum for each boarder within the quota fixed for the establishment concerned.

A cost-of-living allowance, which amounted to 80 per cent for the period 1st January, 1954, to 31st December, 1955, is paid over and above the basic amounts of the above grants.

Particulars of the expenditure incurred in connection with boarding bursaries and boarding grants for the financial years ended 31st March, 1954 and 31st March, 1955 are subjoined:

	1953-54	1954-55
	£	£
(a) Secondary boarding bursaries	103,245	95,496
(b) Capitation grants	273,914	279,690
(c) Maintenance grants	42,602	38,644
Total	419,761	413,830

The amounts shown under (b) were paid mainly in respect of boarders accommodated in Good Hope Boarding Departments and the amounts under (c) chiefly to private persons for boarding supplied to indigent pupils.

Accommodation

Noteworthy progress is still being made in the provision of adequate and satisfactory accommodation for children who are compelled to board in order to attend school. In recent times Church authorities have erected a number of new Good Hope Boarding Departments with the assistance of loans from the Administration or outside sources. In such cases the Administration generally pays a rental which is sufficient to cover the expenditure which the Church authority incurs in connection with interest, redemption and maintenance. In terms of section 291 *bis* of Ordinance No. 5 of 1921, as inserted by Ordinance No. 7 of 1953, provision is made for the Administration to guarantee the repayment of an amount not exceeding £500,000 in respect of loans raised by Church authorities from private sources, with the approval of the Administration, for the erection of buildings or the acquisition of land with or without buildings thereon for the purpose of Good Hope Boarding Departments. Various Church authorities applied for guarantees in terms of this Ordinance and during the years 1954 and 1955 the Department issued guarantees for an amount of £489,530 10s. 1d.

A number of loans have also been granted in recent years to the controlling bodies of school hostels for the purchase of furniture and equipment for these hostels.

Every possible step is taken to improve conditions where the inspectors of school boarding departments have drawn attention to the fact that accommodation is not satisfactory.

Statistics

The subjoined statistics indicate the number of hostels and the number of pupils accommodated therein during 1954 and 1955:

	Number of Hostels		Number of Boarders	
	1954	1955	1954	1955
Provincial hostels	45	45	3,763	3,848
Good Hope hostels	182	185	11,960	12,402
Private hostels	124	115	6,229	6,295
Total	351	345	21,952	22,545

General

I again wish to express my thanks to Church authorities and committees of management of school hostels for the willing and unselfish service they have rendered to this branch of education, and to the members of the hostel staffs who, *in loco parentis*, carry out this important and exacting work in the interest of not only the physical welfare of the children but also the advancement of their spiritual and cultural development.

CHAPTER IX

RELIGIOUS INSTRUCTION

Religious instruction in schools is making steady progress. When the syllabus was introduced some years ago, religious instruction was a new subject to some teachers, especially in secondary and high schools, a subject for which they had received no special training. The practice generally was for passages, chosen at random from the Bible, to be read daily at the beginning of the school session.

There is now for each standard a properly graded syllabus which should be covered during the course of the year. There was, however, a strong need for suitable handbooks. Those books that were available had not been written to cover specific sections of the syllabus, nor did teachers know which handbooks to use. The first publication in connection with religious instruction contained only the syllabus. Then followed a later publication containing the syllabus and also hints and suggestions for teachers, with a list of handbooks that could be used in the different standards. This was a great help to teachers, but, strangely enough, in many schools only the first publication was in the hands of teachers, and the majority were unaware of the new publication.

The work of teachers is now being facilitated by a very generous supply of handbooks, maps and charts by the Department. Teaching methods have improved, and judicious use is made of good pictures, charts, maps, strip films and even the projector. Self activity methods are employed with excellent results. Where the subject is being taught successfully, the pupils love it. The number of pupils whose parents have applied for exemption from religious instruction is very small.

The work of the instructor and instructress of religious instruction was primarily to give guidance to teachers and suggest handbooks and proper teaching methods. Teachers were given the opportunity of submitting their problems which were subsequently discussed with the teachers concerned. In addition staff meetings were held and everything possible was done to enlighten and encourage teachers. The instructress visited English and parallel medium schools while the instructor visited Afrikaans-medium schools. As the latter schools are scattered over a very wide area, it was possible to visit the same school only once in several years.

Difficulty was also experienced in making provision on the timetable for the number of hours as laid down by law for religious instruction. The drawing up of a time-table to provide for all the different subjects of the curriculum is no easy task and, as religious instruction is not an examination subject, there is a very strong tendency to give too little time to it. The time taken up by devotions and at the Bible study circles of Christian Student Associations (where the latter were being held during school hours) was deducted from the time that should have been devoted to religious instruction.

These difficulties have gradually been surmounted and at the present time the majority of schools are doing good work. Most teachers realise that religious instruction is an essential subject for the youth of today. With a few exceptions, principals take an interest in the work and some of them even teach the subject themselves.

Young teachers are now taught religious instruction at training colleges, but they should be given every assistance by the principal when they take up their first appointment.

The Department appreciates the good work done by principals and teachers in this important subject and would appeal to them not only to maintain this fair standard of work but to aim at even greater achievements. Principals are requested to devote the necessary time to this subject as set out in the Ordinance. From time to time principals should suggest suitable handbooks to the responsible teachers and should check the teaching methods in use.

The Department also wishes to express its appreciation of the work done at training institutions in religious instruction by ministers of religion, who gave instruction in the content prescribed in the syllabus. The lecturer at the institutions had to deal with the teaching methods. It is, however, felt that teaching methods and the content of a subject should be taught by one and the same person, who should be one of the lecturers of the training college. The existing arrangement may give student teachers the impression that religious instruction is a special subject not to be taught by an ordinary teacher. From 1956, therefore, the staff of the training college will be solely responsible for the teaching of this subject.

When the new syllabus in religious instruction was introduced in 1945, it was felt desirable that teachers in service should be given guidance in regard to the new syllabus and for this purpose two instructors were appointed. These instructors were appointed on a temporary basis only and appointments have been renewed from year to year. Since the first appointments were made, comprehensive and detailed suggestions for the use of teachers have been drawn up and were revised recently. In view hereof and of the assistance given over a number of years by the instructors, their employment can no longer be justified. As a result of an increase in the number of inspectors of schools, it is now possible for them to supervise more closely the instruction given and to satisfy themselves in the course of their visits to schools that the religious instruction given is in accordance with the provisions of the law.

CHAPTER X

FINANCE

During the financial years ended 31st March, 1954, and 31st March, 1955, expenditure on education services, exclusive of interest and redemption charges, amounted to £16,883,359 and £15,323,626 respectively. Particulars of the expenditure under the main heads are furnished below with a comparison of expenditure in 1952-53:

	1954-55	1953-54	1952-53
	£	£	£
Administration	108,722	101,081	89,896
School Boards and School Committees	181,283	173,143	161,551
School Inspection	89,156	74,768	76,644
Medical Inspection	80,514	78,849	64,157
<i>European Education:</i>			
Training of Teachers	275,848	254,547	239,398
Secondary Education	1,771,026	1,561,003	673,435
Primary Education	3,918,572	3,746,463	3,710,215
Combined Primary and Secondary Education	2,661,089	2,663,411	3,284,312
<i>Coloured Education</i>	4,387,678	4,331,774	3,855,163
<i>General:</i>			
<i>European</i>	1,379,729	1,302,041	1,235,796
<i>Coloured</i>	168,871	166,550	143,490
Minor Works	231,144	371,636	349,128
Agricultural Education	69,994	63,063	62,550
Total	15,323,626	14,888,329	13,945,735
<i>Native Education</i>	—	1,995,030	2,610,200
Grand Total	£15,323,626	£16,883,359	£16,555,935

As far as the financial years 1953-54 and 1954-55 are concerned, the increases in expenditure (excluding Native Education) over the previous years were £942,594 and £435,297 respectively. The increases are due mainly to the effect of the new salary scales for European teachers prescribed in the Education Amendment Ordinance, 1952 (No 16 of 1952); the consolidation during 1954 of the cost-of-living allowance in the salaries of European teachers by the addition of £110 to the maxima and minima of their salary scales; the adjustment of the cost-of-living allowance payable to married men teachers to £234 per annum as from 1st April, 1954, the payment of cost-of-living allowance to unmarried teachers, other than those with dependants, ceasing as from 1st April, 1954; the increase in the salary scales for Coloured teachers as laid down by P.N. 864/1953 dated 23rd October, 1953 from 1st April, 1952; the increase in expenditure on the purchase of school furniture and equipment, books and school materials, due largely to the new curriculum necessitated by the transfer of Standard VI to the secondary area under the provisions of Ordinance No. 16

of 1952; the increase in the running costs of hostels and the total amount of grants paid to Good Hope Boarding Departments in respect of salaries and allowances, rent and capitation grants; the increase in the Administration's £ for £ contribution to the teachers' pension fund as increases in teachers' salaries carry with them automatic increases in contributions to the pension fund; and increased expenditure on the appointment of additional teachers to meet the increased enrolment at schools.

In terms of the Bantu Education Act, 1953 (Act No. 47 of 1953), the control of all Bantu Schools under the Department became vested in the Department of Native Affairs as from the 1st January, 1954. Consequently expenditure on Bantu education ceased as from 1st January, 1954 as far as this Department is concerned.

GROSS COST PER PUPIL

Year	European		Coloured	
	Enrolment	Attendance	Enrolment	Attendance
1952-53	£ s. d. 55 0 8	£ s. d. 58 7 11	£ s. d. 20 7 2	£ s. d. 22 17 10
1953-54	56 1 8	59 12 6	22 5 1	24 19 2
1954-55	57 2 6	60 11 1	21 17 3	24 11 3

NET COST PER PUPIL

1952-53	£ s. d. 53 6 10	£ s. d. 56 12 0	£ s. d. 20 2 4	£ s. d. 22 12 4
1953-54	54 8 11	57 17 8	21 19 8	24 13 2
1954-55	55 10 3	58 16 10	21 12 0	24 5 4

Revenue

Revenue collections from educational sources were as follows:

	1954-55	1953-54	1952-53
	£	£	£
School fees (including music and training)	138,831	132,175	120,115
Boarding fees (including training)	277,748	265,816	240,675
Saleable requisites	154,777	163,077	150,046
Examination fees	30,857	25,270	24,256
Rents	30,674	28,143	28,124
Agricultural schools	25,822	21,639	19,596
Miscellaneous education receipts	14,718	16,226	32,668
Total	673,427	652,346	615,480
Union Government grant for Bantu Education	—	1,981,524	2,596,378
Total	£673,427	£2,633,870	£3,211,858

The increase in the revenue from school fees is due to the increased enrolment in fee-paying schools. The increased revenue from boarding fees is ascribed to an increase in the boarding fees and an increase in the number of boarders at school and training college hostels. The sale of agricultural produce at higher prices has increased revenue from agricultural schools.

Miscellaneous education receipts for 1952-53 include £18,752 in respect of an adjustment of an overpayment in connection with transport. This item is not repeated in subsequent years and is the reason for the decrease in revenue under this heading.

The grant from the Union Government in respect of Bantu education fell away as from 1st January, 1954, in view of the fact that, as previously stated, the control of Bantu education was transferred to the Department of Native Affairs from that date.

Interest and Redemption

Interest and redemption charges on loans raised for the erection of school and hostel buildings rose from £454,213 during 1952-53 to £520,409 during 1953-54 and to £616,613 during 1954-55. The latter figure represents the highest figure recorded in any financial year, a fact which can be ascribed not only to higher building costs but also to increased building activity.

CHAPTER XI

PROBLEMS ARISING FROM THE JUNIOR SECONDARY COURSE

The new three-year junior secondary course came into operation at the beginning of 1953. With a view to a full discussion of the whole matter at an inspectors' conference early in 1955, all inspectors of schools and of special subjects were asked in 1954 to report on the problems which emerged in their circuits from this change-over.

As can be expected in a great undertaking such as the re-organisation of an educational system, the reports revealed that what was new in the course gave cause for most concern. The most important of these were the following:

- (a) The provision of secondary education for all pupils, even those who had formerly left school on account of mental backwardness and/or unwillingness to remain any longer at school;
- (b) the creation of facilities for exploration by teacher and pupils to enable every child to select subjects according to his abilities, aptitudes and interests;
- (c) the division of classes into ability groups in order to provide for the needs of the various groups by means of differentiated curricula;
- (d) examination and promotion taking into account age as well as attainment.

With a view to Departmental guidance, papers were read at the Conference on the following:

- (a) The exploratory year;
- (b) the role of the Psychological Services, particularly during the first year of the course;
- (c) provision for ability groups;
- (d) choice of subjects, examination, promotion and certification;
- (e) promotion in and from the primary school;
- (f) problems in connection with the handwork subjects;
- (g) existing needs regarding accommodation, equipment, reference books, staffing, etc.

It appeared from all the papers that much was expected from the new course and that the problems were gradually being solved and the obstacles removed. The course necessitated a re-orientation, especially on the part of the teaching personnel. This was gradually being achieved with sympathetic and patient guidance and encouragement.

Attention is drawn, *inter alia*, to the following matters of general interest:

The raising of the standard of exemption from compulsory school attendance means, in effect, that secondary education has become the birthright of every child: it is no longer the privilege of only the more gifted minority. To give effect to this concept under the existing system of decentralised secondary education in the Province, it has now become the task of the secondary school to cater for the interests of all adolescents within the same, but to some degree differentiated, course. This entails in the first place a study of the potentialities of every individual, and in the second place a re-organisation of the education system with respect to the choice of subjects, methods of teaching, examination, promotion and certification.

Exploration

The need to obtain an adequate knowledge of the educational potentialities of a pupil necessitates a study of his aptitudes, mental ability, skill and interests. Therefore the use of a cumulative record card for every pupil throughout his school career is envisaged, so that, with the assistance of the Psychological Services, a complete picture of every child at every stage of his school career is available. In addition, opportunities for exploration are afforded during the first year of the junior secondary course to enable every pupil, under the guidance of his teachers, to choose wisely from the courses offered by the school. Normally this exploratory period ought to last a year, but for the lower normal pupil in particular it should not continue beyond what is necessary for him to decide which course is best suited to him.

Methods of Teaching

The ideals inherent in the course cannot be realised in a school or class in which pupils are passive listeners. Every pupil should be afforded the opportunity to be active within the range of his ability. Consequently, division of every class into ability groups becomes necessary. For each group the contents of the course will be enriched or attenuated according to ability. To enable him to do this, every subject teacher will have to adapt himself to new requirements and learn to attach more importance to the interests of the child than to the importance of the subject. At the Conference it was repeatedly stressed that further research was needed with regard to enrichment and attenuation of courses, i.e., differentiation within.

Examination and Promotion

In the past, examination at the end of the primary course and during the Junior Certificate course and the resulting promotion aimed at selection for further education, that is, the norm was that a pupil could pass an examination only if he should prove that he had progressed sufficiently to master the work of the following year together with his group. In the new course, until the end of the junior secondary stage, education is entirely distributive; that is, it is education for all, and the yardstick by which the attainment of any pupil is to be measured is the degree of success achieved in the work he has done, irrespective of the fact whether or not he has shown himself capable of coping with the work of the ensuing year at the same rate as his class as a whole.

A pre-requisite for this is regular testing throughout the year, firstly to determine whether every pupil is deriving the maximum benefit from the education received, secondly to revise piece by piece what has been done, and finally to make possible a sound decision as to whether or not a pupil should be promoted. For this purpose there is a real need for standardised tests.

Progress should be measured by a scale of standards and not by an absolute standard. In other words, the examination is used as a measuring device to determine whether, within the limits of his capability and aptitudes, a pupil has made the progress needed to continue with the work of the following year, or to enter post-school life with a certificate which indicates to what stage he has progressed at school. For this purpose separate question papers are not necessary, but only one properly graded paper, of which about a third tests basic knowledge, a further third tests direct application and the rest tests application of an advanced nature.

When promotion is considered, it must be borne in mind that the indisputable finding of research is that the supposed advantages of failing are greatly over-estimated; remedial teaching is far more effective than the mere repetition of a year's work.

CHAPTER XII

SCHOOL CONVEYANCE SERVICES

Where no other arrangements for the school attendance of pupils can be made, the Department makes provision, in terms of section 238 of Ordinance No. 5 of 1921, as amended, for the conveyance of pupils to and from school by means of school conveyance services.

Pupils who reside more than two miles from the nearest school are entitled to make use of Departmental conveyance services free of charge from the beginning of the calendar year in which they attain the age of seven years to the end of the calendar year in which they become 19 years of age.

Provision is made for the safe conveyance of the pupils. In this connection certificates of roadworthiness must be submitted to School Boards in respect of each bus by contractors who undertake conveyance services. It is ensured that school buses have sufficient seating accommodation, are provided with hoods and are driven by licensed drivers approved by School Committees. It is also ensured that conveyance services are executed in a satisfactory manner.

According to information recently submitted by School Boards there were 262 conveyance services in operation in the Province during the year 1955 and 305 vehicles were used to convey 10,502 pupils to and from school. The annual cost of these services amounted to £166,144 6s. 6d. per annum, that is £15 16s. 5d. per pupil per annum. Pupils who made use of school conveyance services during the year 1955 were conveyed over an average distance of 17.6 miles per day, that is a distance of 3,520 miles per school bus per annum. The average number of pupils conveyed per bus was 34.

CHAPTER XIII

REPORT OF THE CHIEF MEDICAL INSPECTOR OF SCHOOLS

Staff

The staff of 12 medical inspectors of schools was at full strength for only eight months during the two years under review. Dr. T. S. Daniels, with headquarters at East London, was transferred to another Department in January, 1954. This vacancy was filled only in March, 1955 by the appointment of Dr. R. L. M. Kotze who resigned in October, 1955 to take up the post of Medical Superintendent of the Karl Bremer Hospital, Bellville. The post was still vacant in December, 1955.

Dr. J. P. Liebenberg was appointed in April, 1954 to the post of Medical Inspector at Kimberley which had been vacant for over a year.

Dr. M. Braun, our first Dental Inspector of Schools, retired in March, 1954. We were fortunate to fill the post almost immediately by the appointment of Dr. J. R. King, who has had many years of experience as school dental officer both in the Transvaal and Orange Free State. Dr. Becker, Dental Inspector of Schools with headquarters at Kimberley, resigned in September, 1955 and the post had not yet been filled at the end of the year.

There were many changes in the nursing staff of 40 during the two years under review, but at the end of 1954 there were only two and at the end of 1955 only three vacancies. This may be regarded as very satisfactory in view of the existing general scarcity of nurses.

There are three posts for dietitians on the staff. One has been vacant since 1953 and another since January, 1955. These posts have been repeatedly advertised, the salary scale attached to the post has been made more attractive, but in spite of this not a single suitable application for the two vacancies has been received up to date.

Medical Inspection

When a school with up to 50 children is inspected, every child present is medically examined. With the larger schools there are two alternatives. One method is for all the children in the school to be examined at one visit which may take three weeks or more, and the school not visited again for several years.

The other system, which is the one carried out by the Department, is for a certain proportion of the pupils to be examined and the schools as far as possible inspected annually. Under the latter method, the new pupils are seen annually, and a regular supervision maintained over the health of the children and school conditions. Schools under school boards are visited every year, while the schools not under school boards are visited as often as the staff position permits.

It is desirable to examine every child shortly after he enters school, and it is accordingly arranged for all pupils who are five or six years old to be examined, and those seven and eight years old who have not been examined before. These are described in the statistics as the younger children. It is also very desirable to have an examination at or near adolescence, and therefore all children of 14 and 15 are examined. These are described in the statistics as older children. The examination of these younger and older age groups are taken together in the statistics as *routine examinations*.

A third group of children examined at each visit to a school comprises those who have been specially selected by the teachers as flagging or suffering from some defect, those who seemed to the school nurse to be unfit on her routine visits to schools, children whose parents have asked for an examination and cases selected by the medical inspectors themselves. These cases altogether form a large percentage of those presented for examination at a medical inspector's visit to a school, and are another reason for regular and frequent visits, if any effect is to be produced on the health of the children. This third group is described in the statistics as *special examinations*.

Finally, all children found to be suffering from a defect at a previous medical inspection are re-examined. These are described in the statistics as *re-examinations*.

The following is a summary of the medical inspection work done during the two years under review:

	European		Coloured	
	1954	1955	1954	1955
Number of children examined by Medical Inspectors (<i>routine examinations</i>) ..	26,820	33,085	9,043	10,591
Specially selected children (<i>special examinations</i>) ..	14,857	14,538	3,945	4,119
Re-examinations ..	10,097	10,556	4,646	4,401
Total ..	51,774	58,179	17,634	19,111
Number of children examined by school nurses ..	105,152	98,782	86,342	78,642
Total ..	156,926	156,961	103,976	97,753
Number of schools visited by Medical Inspectors ..	444	512	121	128
Number of visits to schools by school nurses ..	2,615	2,237	1,676	1,469
Home visits done by school nurses ..	911	1,107	575	429
Lectures given by school nurses ..	997	3,174	232	232

Statistical tables are given in full in Appendix AA.

Of the 26,820 European children medically examined at routine examinations during 1954, 7,179 or 27 per cent were found to suffer from some defect. The relevant figures for Coloured pupils are 9,043 examined, 3,707 or 41 per cent with defects.

Of 33,085 European children examined in 1955, 7,927 or 24 per cent were found to suffer from some defect, the relevant figures for Coloured pupils being 10,591 examined and 3,631 or 34 per cent with defects.

Of 41,677 European children seen at routine and special examinations during 1954, 36,818 or 88 per cent had been vaccinated. The relevant figures for Coloured children are 12,988 examined and 10,307 or 79 per cent vaccinated.

During 1955 it was found that 42,059 or 88 per cent of the 47,623 European children and 11,307 or 77 per cent of the 14,710 Coloured children examined had been vaccinated. This is by no means a satisfactory state of affairs, as all children, with the exception of those who have been granted exemption by the Registrar of Vaccination, should have been vaccinated by the time they enter school.

One of the important tasks of the school nurse is the examination of the children's heads in order to secure a higher degree of cleanliness. This routine practice has considerably lessened the number of verminous heads since it was first undertaken. The tabular statement below shows the position during the years under review:

	European		Coloured	
	1954	1955	1954	1955
Number examined	105,152	98,782	86,342	78,642
Percentage with lice09	.07	1.79	1.3
Percentage with nits6	.6	9.2	8.9

The position in so far as the European children are concerned may be regarded as satisfactory, but further efforts are necessary to improve the state of cleanliness of Coloured children.

Treatment

At each medical inspection particulars are obtained in regard to children who had been recommended for treatment at the previous medical inspection. During the year 1954 particulars were obtained in respect of 17,206 European children, 10,097 of whom were re-examined. Of the children recommended for treatment, 11,834 had received treatment, 2,419 had not received treatment, and no information was available about 2,953 children who had left school. The corresponding figures for Coloured children are: 7,556 recommended for treatment, 4,646 re-examined, 4,581 received treatment, 1,555 had not received treatment and no information available about 1,420 who had left school.

During 1955 similar information was obtained about 17,309 European children, of whom 10,556 were re-examined. Of the number recommended for treatment, 11,889 had received treatment, 2,279 had not received treatment, and no information was available about 3,141 children who had left school. The corresponding figures for Coloured children are: 6,760 recommended for treatment, 4,401 re-examined, 4,227 had received treatment, 1,301 had not received treatment and no information was available about 1,232 cases who had left school.

The following tables give the nature and number of defects recommended for treatment at a previous medical inspection, the number about which information was available and the number and percentage of defects treated:

EUROPEANS

Type of Defects	Defects Recommended for Treatment		Defects about which information was available		Defects treated about which information was available		Percentage of Defects Treated	
	1954	1955	1954	1955	1954	1955	1954	1955
Teeth ..	10,088	10,218	8,263	8,155	6,728	6,663	81	82
Nose and throat	2,115	1,898	1,714	1,513	1,191	1,072	69	71
Vision ..	2,703	2,739	2,219	2,246	1,944	1,948	88	87
Ears ..	946	968	798	798	650	661	81	83
Other conditions	3,455	3,333	3,009	2,878	2,567	2,622	85	91

COLOURED

Teeth ..	4,557	4,202	3,698	3,365	2,685	2,437	73	72
Nose and throat	309	365	250	304	153	208	61	68
Vision ..	669	518	539	418	418	329	78	79
Ears ..	744	637	621	528	419	379	67	72
Other conditions	3,094	2,175	2,495	1,794	1,662	1,345	67	75

Dental Treatment

The provision made for the dental treatment of necessitous pupils remained the same as mentioned in the report for 1952-53. Statistics in regard to dental treatment provided at the Cape Town Municipal Dental Clinic and by private dental practitioners are given in Appendix Z.

The Department's three dental inspectors examined 25,933 pupils during the years under review, extracted 25,096 teeth, filled 3,388 and undertook 181 prophylactic treatments. No teeth were extracted during the first term of 1955 as a precautionary measure against poliomyelitis.

One dental inspector was absent on six months' furlough during 1954; another resigned in September 1955, and the absence of two dental inspectors for these periods had an appreciable effect on the amount of dental treatment provided during the two years.

The dental inspectors with headquarters at Cape Town and Kimberley undertook periodic tours of the rural areas where facilities for dental treatment were either not available or inadequate. They are provided with portable dental equipment which makes it possible to provide the necessary treatment in the schools they visit. During the two years, tours were arranged covering 20 school board areas.

The dental inspector at the School Dental Clinic, Port Elizabeth, was unable to visit schools away from his headquarters as he is

fully occupied in providing dental treatment for as many necessitous pupils as possible in Port Elizabeth as the Clinic is the only centre in that city where provision has been made for dental treatment.

Ophthalmic Treatment

Eighty-six sessions of three hours duration each were held at the Vasco Departmental Ophthalmic Clinic during 1954 and 1955. A total of 908 cases was dealt with, spectacles were supplied to 435 and 68 were referred to hospitals for operative or other treatment.

Tours were again arranged for part-time specialist ophthalmologists to visit outlying areas—four during 1954 and three during 1955—covering 25 school board areas and a total of 975 cases.

Statistics in regard to the work done at the Cape Town Municipal Ophthalmic Clinic are given in Appendix Z.

In addition to the above arrangements for the treatment of eye defects, many children were referred to the Ophthalmic Outpatients' departments of the provincial hospitals at Kimberley, East London and Port Elizabeth. Necessitous pupils, for whom spectacles were prescribed by the honorary staff of these hospitals, were provided with spectacles by the Department. Statistics in regard to the number of children dealt with at provincial hospitals are unfortunately not available.

Report of Dietitian on School Feeding and School Boarding Establishments

It has already been mentioned that one of the three posts of dietitian has been vacant since 1953 and another since January, 1955 and that all efforts to fill these two vacant posts have up to now been unsuccessful.

The services rendered by the Departmental dietitians are of the utmost importance to the health of the school child. They are responsible for the supervision of the diets in school boarding establishments as well as of school feeding. This supervision can best be exercised by visiting schools and school boarding establishments regularly, which is at present not possible due to the lack of staff.

The dietitian reports as follows:

School Feeding

There has been considerable improvement in the feeding scheme as a result of the introduction of Circular No. 1183 of May, 1954. This circular contains a list of foodstuffs which are considered most suitable for school feeding purposes, as well as a list of foodstuffs which feeding committees are not allowed to purchase.

The rising cost-of-living makes it increasingly difficult to provide a satisfactory supplementary meal at twopence per day per child. More than ever it is becoming essential for feeding committees to confine themselves to the most important foodstuffs, viz. milk and fresh fruit or vegetables. Even then it is usually only possible to provide one-third pint of milk three times per week and fruit or vegetables once or twice a week.

The main difficulty experienced during 1954 and 1955 was to supply outlying schools with the desired information as regards suitable substitutes for fresh milk and fresh fruit. The importance of fresh fruit juice is emphasised because fruit juices are supplied to schools at special prices, they are rich in vitamin C and are easily transported and stored. The quality of milk powder has improved considerably and in the rural districts increasing quantities are being used with success.

The purchase of equipment for feeding scheme kitchens has received close attention as a well-equipped kitchen is essential for satisfactory organisation.

Many principals are still reluctant to allow the meal to be served in the classroom and do not appreciate the value and saving of time of a well organised meal. In many cases one person is required to supervise a few hundred pupils, or no supervising is done at all.

The strict scrutiny of accounts during the past year has contributed much towards the elimination of faulty buying. It is impossible, however, with the shortage of dietitians, to control adequately the other aspects of the work.

School Hostels

During the April 1954 vacation arrangements were made to hold a course for matrons at De Aar, the most suitable town in which to centralise matrons from the North Western Cape. Forty-eight invitations were issued to matrons but only 12 accepted and the course was consequently cancelled. This was a pity as it is obvious from inspections that in this area ignorance and difficulties still exist as regards the provision of suitable foodstuffs important to the needs of the general health of the growing child.

A very successful course was, however, held during the September 1954 vacation at the Grens High School, East London. Thirty-five matrons attended this course. This indicates that interest and enthusiasm for the work are being maintained in this area.

During 1955 comparatively few school boarding departments and Good Hope hostels were visited and no arrangements were made for matrons' courses as there was only one Departmental Dietitian.

In many institutions, hostels as well as Good Hope boarding departments, the feeding is as yet by no means satisfactory. On the whole the matrons are keen but find it impossible to conform even to the minimum requirements prescribed by the Department. The main reasons for this are:

- (a) insufficient funds, especially in view of the rising cost-of-living;
- (b) local shortage of milk, eggs, vegetables and fruit and the difficulty of having foodstuffs transported from elsewhere, and
- (c) lack of knowledge of correct feeding.

More and more institutions are making use of margarine. It is found economical and very satisfactory and the prejudice against it is gradually fading away.

CHAPTER XIV

REPORT OF DEPARTMENTAL PSYCHOLOGIST

Staff and Organisation

The past two years have seen no significant change in the Psychological Services. The main features of the work are the testing and care of mentally deviate pupils, remedial teaching and re-adjustment of pupils with some deficiency in the basic subjects, the treatment of the less serious forms of deviate behaviour, as well as school and vocational guidance. The co-ordination of the various activities which began as an experiment in 1953 has worked satisfactorily and has now outgrown the experimental stage. The increased responsibility and the additional duties expected of an inspector of special classes make it necessary to regard him as a regional psychologist and no longer merely as an inspector of special classes. Hence, when future appointments are made, in addition to an applicant's knowledge of special classes, it will be necessary to consider whether he has sufficient psychological and educational qualifications and experience to enable him to take his place as a leader in respect of all aspects of the work. In the same way the field of work of the school guidance worker has also become wider in scope.

A further step was taken by the Department. The two social hygiene lecturers, who had previously been under the Chief Medical Inspector of Schools, were transferred to the Psychological Services, as it was generally felt that the nature of their work was more psychological than medical.

The present staff of the Psychological Services consists of the following:

Departmental Psychologist	1
Assistant Psychologist	1
Inspectors of Special Classes	6
Clinical Psychologist	1
Organiser of Classes for Hard-of-Hearing and Speech-defective Pupils	1
Diagnostic-remedial Teachers	3
Lecturers in Social Hygiene	2
School Guidance Workers	16
	—
Total ..	<u>31</u>

It is with regret that the death of Mr. I. J. du Plessis has to be recorded. He served the Department for a number of years first as a teacher of special classes and later as inspector of special classes. Shortly after leaving the Department in 1954 he died suddenly. Mr. W. J. C. Visser was appointed to this vacancy.

Mr. A. Clark, lecturer in Social Hygiene, was appointed at the beginning of 1954 in the place of Dr. J. F. A. Swartz. Dr. Swartz left the service and was appointed as Professor of Educational

Method at the University of Stellenbosch. Mr. W. J. van der Westhuizen was appointed to Mr. Clark's post.

In order to assist the Departmental Psychologist in his manifold duties, it was decided to create a post graded between that of the Psychologist and that of Inspector of Special Classes. This post was designated Assistant Psychologist and the person appointed will deputise for the Psychologist and be responsible for the work at head office in his absence. Dr. N. J. Heyns has been appointed to this post.

MENTAL DEVIATES

(i) *Primary Section*

At the end of 1955 the number of special classes was 346, and the number of pupils 4,194. The largest group at present is at the Westcliff School, Cape Town. Aproximately 130 of these pupils are however following a special post-primary technical course. By contrast, there are in rural schools a number of classes each with a very small enrolment, and the question has already arisen as to whether it is really economical to continue having special classes at schools where the enrolment has decreased to such an extent that the retention of a special teacher is not justified.

(ii) *Post-Primary Section*

In my previous report I made mention of the innovation introduced at Westcliff and it gives me pleasure to report that the school appears to be a success and has now outgrown the experimental stage. The post-primary technical training of backward pupils in specially equipped schools has become an important feature of the educational programme.

In 1953 three courses for boys were introduced:

- Sheet metal work
- Woodwork
- Painting

Since then a further course has been introduced, viz. panel-beating and spray-painting. This meets so great a need that all the applicants cannot be accepted. By contrast, the demand for European painters and signwriters seems to be so small that it is questionable whether this form of training should be continued.

At Port Elizabeth the need for post-primary training for backward pupils is very great. As the new school for this technical training has not yet been built, there was no other way open but to introduce the course in three divisions at different schools, viz.,

- Piet Retief Primary School Domestic Science
- Excelsior Primary School Woodwork
- North End Grey Primary School Sheet-metal Work

In this way it has been possible to provide training for 90 children.

Too many of these children are inclined to drop the course and leave the school on reaching the limit of compulsory education. The reason is mainly economic, since most of them come from the lower income groups. This is a pity, for it is only in the third year of the child's training that one can expect to see the envisaged development and skill.

It has also been decided to establish two similar schools, one at East London and one at Uitenhage. Both will be opened during the course of 1956.

From parents in the rural areas there comes a steady flow of requests for a technical training for their children who are in special classes. These requests cannot be met because the necessary boarding facilities do not exist at Westcliff and Port Elizabeth. It will thus be necessary to make both Kimberley (when a school is established there) and Uitenhage into boarding schools as soon as possible.

By the end of 1955, 220 children had followed these special training courses.

In the present circumstances, because of insufficient accommodation, Westcliff can house only about 150 children in the workshops. Five morgen have therefore been procured at Bellville a site for a new school. A new type of workshop for each of the different sections has also been designed.

A real problem met with in extending these schools, is the difficulty of obtaining suitable instructors in sheetmetal work, painting and panel-beating—men with the necessary skill and knowledge of the trade, but in addition possessing the patience and tact needed to handle these children.

The recognition of the final certificate for this training, i.e. the Junior Certificate (Technical) is still causing difficulty. The South African Railways are prepared to recognise the Standard VI (Alternative) Certificate and negotiations are still proceeding to get the Junior Certificate (Technical) recognised at its true worth. There are, however, employers who are prepared to accept the certificate.

Inspection

The expansion of the work and the numbers of cases of maladjustment brought daily to the offices of inspectors of special classes, especially at Cape Town, Port Elizabeth, East London and Kimberley, and the constant need of maintaining the complement of the classes, all take up so much time that it is difficult for the inspectors to find time to do proper inspection. Since fewer than half of the teachers serving in these classes have been trained for the work, continuous control by and help from the inspectors of special classes are all the more necessary. Steps are being taken to supply this need.

Training of Teachers

Sufficient teachers are not being trained to meet the shortage. The universities are still training most of the teachers for these classes. At the end of 1955, 19 candidates obtained the Diploma for Teachers of Special Classes; this compares very favourably with the numbers who entered the service in 1952 and 1953. Six candidates from the Grahamstown Training College obtained an endorsement to their diplomas for this work. They are appointed mostly to the English-medium classes.

The problem of the training of instructors in woodwork, sheetmetal work, painting and lettering has already been broached with the University of Stellenbosch. As has already been said, we

are at present dependent on craftsmen; to these untrained and inexperienced teachers we have to entrust a type of child particularly difficult to control. Here we are confronting the universities with a problem which is new to them. Yet this is a problem that touches all education departments closely and one to which serious consideration will have to be given.

THE BEHAVIOUR PROBLEM CHILD AND OUR CLINICAL SERVICE

In my previous report mention was made of the modest beginnings of the first school clinic at Bellville, Cape Town. Since that time the work at this institution has expanded greatly, and, as a result, a permanent head with the rank of subject inspector was appointed. Miss E. D. Aitken was selected to fill this post in August, 1953.

The clinic, which for more than a year had to do the best it could in the limited accommodation of the former Stikland School, found more spacious quarters in the former Frigo Clinic in the second half of 1954. This made it possible for us to bring together all branches of the service. The spacious building, with a municipal playground adjoining, lends itself admirably to the needs of a school clinic.

In 1953 two teachers followed a course in diagnostic-remedial teaching at the University of Cape Town, and at the beginning of 1954 they were appointed to the itinerant staff of the Cape School Board to undertake remedial teaching in the schools. It soon became clear that this arrangement was not satisfactory. We were obliged, therefore, to stop all the work in the schools, centralise it at the Clinic, and work from the Clinic to the schools. Remedial work had therefore to be undertaken as re-adjustment work at the Clinic. This meant that the children had to be brought to the Clinic. For about a year the head of the Clinic and the school guidance worker had to undertake the transport. Since this took so much of the time of these two officials, we were compelled to introduce a taxi service to transport approximately 60 children a week. This transport service is an expensive undertaking which costs the Administration about £700 per annum. Without doubt this branch of the work meets a great need. So great had the demand for remedial teaching become that a third teacher had to be appointed at the beginning of 1955. We must guard against further expansion of this part of the work here for we cannot allow the Clinic to become a special school for remedial cases.

The Chief Medical Inspector of Schools kindly agreed to the regular examination of children referred to the Clinic by the Medical Inspectors of Schools. Excellent work has already been done in this respect.

During the year 1955, 43 schools, mostly in the Cape Town northern suburbs and environs, referred 1,450 cases for investigation and treatment. Of these, 160 were placed in the classes at the Clinic for remedial education. A further 200 cases of deviate behaviour were treated, with a total attendance of 3,875. Ninety per cent of the behaviour problem cases made a satisfactory adjust-

ment after treatment and of the 160 remedial cases, 92 per cent improved to such an extent that they were able to continue satisfactorily with their school work. Only pupils of normal and above-normal intelligence who are retarded by more than 18 months in one of the basic subjects are accepted for this remedial teaching.

All members of the Psychological Services for the area are stationed at the Clinic. These are the head of the Clinic (already mentioned), the three diagnostic-remedial teachers, the inspectress of special classes and the school guidance worker. Here the co-ordination of the different branches of the Psychological Services has been effectively achieved; this will probably serve as a pattern for similar Clinics to be established in future.

School Guidance

Just as the nature of the work of the inspector of special classes has in the past few years changed and become wider in scope, so too has the work of the school guidance worker come to cover a wider range. Whereas the latter at first confined himself to the secondary and high school pupil, i.e. the adolescent, he is now also concerned with the primary school child. All secondary and high schools are now visited twice a year by school guidance workers. Because of the large areas that have to be covered, it is impossible for them to see every child and give advice to each individual pupil. The nomination of a member of the school staff concerned as a teacher counsellor helps here. The work of the school guidance worker is made easier and cases where adjustment is difficult are brought to his immediate attention. But this is a task which can be undertaken only by a teacher who knows what is required, and although most schools do have someone to conduct interviews locally, there are still schools where guidance receives little or no attention. The junior secondary syllabus stipulates that some time be set aside for school guidance, but this time is unfortunately not used for that purpose in all schools.

NUMBER OF SCHOOLS VISITED BY SCHOOL GUIDANCE WORKERS
CHILDREN TESTED AND INTERVIEWS CONDUCTED WITH
PARENTS AND CHILDREN

Year	Children Tested			Interviews	
	Schools Visited	Intelligence	Scholastic	Vocational Guidance	Adjustment Cases
1954	292	18,774	18,024	3,030	271
1955	390	26,478	24,824	4,211	508

The Cumulative Record Card

At the last Inspectors' Conference this subject came up for discussion, and there was general agreement that a report on every pupil, continued from year to year, is of particular importance.

The card has now been in use for four years and it is admitted that it has not come up to the high expectations foreseen in the De Villiers Report. This is partly due to the inherent shortcomings

of the card itself, partly due to the tardiness of school principals in introducing such a card and keeping it fully up to date. Even after it had been laid down in 1952 that such a card should be kept for all children in and above standard V, it is found that for large numbers of children who embark on the junior secondary course, there are still no such cards. The school guidance workers in particular find it extremely difficult to obtain the necessary information to give effective advice to the principal or guidance to the pupil in the secondary school in respect of possible lines of study for him, his future and his post-school adjustment.

Courses

As in the past, a series of courses has again been held during the last two years, but this time in a modified form, as we have come to the conclusion that the discussion and treatment of actual questions touching the teacher and the school are of more value than philosophical speculations on training, choice of subjects and adjustment. Courses were held at East London, Uitenhage and Port Elizabeth and smaller courses at various schools in the northern suburbs of Cape Town.

Social Hygiene

The contention that sex education should begin in the home and that the greater part should be carried on there, still holds good. There are, in fact, indications that some parents realise this and are really anxious to accept this responsibility, but because they do not have the necessary knowledge and the ability to pass on the information to their children, they are only too thankful to receive our help at parents meetings. We should like to see the parents meetings better attended.

Meetings are arranged by the schools, branches of the A.C.V.V., the W.A.A., and parent-teacher associations.

During 1954 and 1955, addresses were given at the following institutions:

- 7 European training colleges
- 77 European high schools
- 10 European secondary schools
- 5 European primary schools
- 10 Coloured training institutions
- 14 Coloured high schools
- 6 Coloured secondary schools
- 4 Coloured primary schools

In addition 44 meetings of parents were addressed.

For the most part the senior classes of a school (standards VIII to X) are addressed as one group, but where the numbers are too large, standards IX and X only are taken together. During the two years under review such groups in 116 schools were addressed.

As in the past, attention has been concentrated mainly on children in the senior classes and most of the time has been given to the adolescent to give him the help needed by him to make his adjustment. The talks given to boys and girls are appreciated by parents and young people and received with much gratitude.

CHAPTER XV

REPORT OF ORGANISER OF HARD-OF-HEARING AND SPEECH-CORRECTION CLASSES

Classes

In January, 1954, the total number of pupils on the roll was 1,587, of whom 166 were hard-of-hearing and 1,421 were speech defective. During the year 107 hard-of-hearing as well as 1,086 speech-defective pupils were enrolled, making a total of 2,780 pupils. This is an increase of four pupils compared with the enrolment for 1953.

During the year, 403 pupils had their classes suspended before they were rehabilitated, mainly due to lack of staff. A few pupils left the school. This left a balance of 2,377 pupils, of whom 945 (75 hard-of-hearing and 870 speech defective pupils) were rehabilitated, i.e. approximately 40 per cent.

In January, 1955, the number of pupils on the roll was 1,633, of whom 146 were hard-of-hearing and 1,487 were speech defective. During the year 134 hard-of-hearing and 1,218 speech defective pupils were enrolled, making a total of 2,985 pupils. This is an increase of 205 pupils compared with the enrolment for 1954.

During the year, 378 pupils had their classes suspended before they were cured or rehabilitated due to staff resignations. This left a balance of 2,607 pupils, of whom 1,014 (66 hard-of-hearing and 948 speech defective pupils) were rehabilitated.

Speech Defectives

In 1954, there were 2,507 pupils in this group, of whom 352 left unrehabilitated. Of the balance of 2,155 pupils, 870 were cured, i.e. slightly over 40 per cent.

In 1955, the 2,705 pupils included 772 stutterers of whom 130 were dismissed cured. Of the balance of 1,933 pupils, 818 were dismissed cured.

Hard-of-Hearing

Out of a total of 273 pupils in 1954, 51 had to leave before rehabilitation was complete. Of the remainder, 75 pupils, or approximately 34 per cent, were discharged cured or rehabilitated.

In 1955 there were 280 pupils, 66 of whom were rehabilitated and 32 had their classes suspended before they were rehabilitated.

The number of pupils with hearing-loss is decreasing in comparison with previous years owing to greater awareness by teachers and earlier treatment afforded to the pupils.

Staff

Although three additional posts were created as from January, 1954, there was an increase of only one member on the staff. This was more than offset by the absence of two teachers on overseas leave from March, 1954. Out of 50 teaching posts, only 38 were filled during the year.

There were 12 vacant posts in January, 1955, and the year ended with 12 vacant posts out of 51.

There is an acute staff shortage except in schools in Cape Town, East London and Paarl.

Students

At the University of Cape Town, nine students enrolled in 1954 for the course of training for teachers of children handicapped in speech and hearing. Seven students, of whom two teach in Rhodesia, passed and two failed.

In 1955, seven students enrolled for the course at the University. One left after a few weeks, five passed and have been appointed to posts under the Department; one failed. The teachers available to the Department are not nearly enough to compensate for our present losses through marriage.

Visits

In February, 1954, the organiser visited the Natal Education Department for a discussion on the future developments of hard-of-hearing work in Natal and on the purchase of suitable equipment for the class of hard-of-hearing pupils in Durban.

Visits were made in 1954 to the Cape Town hard-of-hearing classes by a psychologist of the Natal Education Department and in 1955 by one of its school medical inspectors.

Lectures by the senior supervising teacher at Port Elizabeth were given at all training institutions, except at the Graaff-Reinet Training College, Grahamstown Training College, Oudtshoorn Training College and Dower Training School, Uitenhage.

With the exception of the teachers at Oudtshoorn and East London, the organiser visited all the teachers and inspected their work.

In an endeavour to stimulate interest in the course of training for teachers of children handicapped in speech and hearing, many high schools were visited and addresses given to pupils in standards IX and X.

In 1955 lectures were given at all training institutions, several high schools and parent-teacher associations.

Cerebral Palsy

Work was begun with speech defective pupils at the Princess Alice Home, Retreat. This had later to be cancelled when the number of pupils decreased. Since then a private school for children suffering from cerebral palsy has been opened and a request for assistance has been received. No decision has yet been reached.

General

The work showed but little development during 1954 and 1955. Development cannot be expected without teachers. The standard of work, however, was maintained.

Accommodation continues to improve although it still leaves much to be desired.

There is a gratifying increase in co-operation between parents and school staffs.

1954	Staff Position December, 1954			Pupils on Roll January, 1954		Pupils Enrolled During 1954		Pupils Cured or Rehabilitated		Pupils Left for Other Reasons		Pupils on Roll December, 1954		Approximate Known Waiting List		No. of Schools with Classes
	Centres	No. of Posts	No. of teachers	No. of vacant Posts	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	
Cape Town ..	20	19	1	71	748	25	346	25	365	16	110	55	619	1	53	50
Stellenbosch ..	2	2	0	1	52	5	180	1	133	1	10	4	89	0	0	7
Paarl	3	1	2	5	26	4	39	4	32	0	4	5	29	0	0	4
55 Worcester ..	2	2	0	13	66	2	91	11	66	1	16	3	75	0	0	6
Oudtshoorn ..	2	2	0	13	88	10	60	5	46	4	14	14	88	0	0	6
Port Elizabeth..	11	5	6	45	199	41	125	26	87	20	140	40	97	22	280	10
Grahamstown ..	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Kimberley ..	3	1	2	1	27	1	32	0	9	0	13	2	37	8	52	5
East London ..	5	5	0	17	215	11	99	1	106	5	22	22	186	0	6	9
Uitenhage ..	1	1	0	0	0	8	114	2	26	4	23	2	65	0	100	3
Total ..	50	38	12	166	1,421	107	1,086	75	870	51	352	147	1,285	31	491	100

1955	Staff Position December, 1955			Pupils on Roll January, 1955		Pupils Enrolled During 1955		Pupils Cured or Rehabilitated		Pupils Left for Other Reasons		Pupils on Roll December, 1955		Approximate Known Waiting List		No. of Schools with Classes
	Centres	No. of Posts	No. of teachers	No. of vacant Posts	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	Speech Defec- tives	Hard- of- Hearing	
Cape Town ..	20	18	2	50	760	59	446	32	458	8	113	69	635	0	118	47
Stellenbosch ..	2	2	0	3	107	0	127	1	113	0	25	2	96	0	0	5
Paarl	3	2	1	10	51	9	64	3	47	2	15	14	53	0	0	7
57 Worcester ..	2	2	0	3	75	1	102	0	56	1	36	3	85	0	0	5
George	1	0	1	0	0	0	0	0	0	0	0	0	0	0	50	0
Oudtshoorn ..	2	2	0	14	88	2	54	3	38	3	24	10	80	0	0	6
Grahamstown ..	1	0	1	0	0	0	0	0	0	0	0	0	0	0	50	0
Port Elizabeth..	11	6	5	32	97	51	167	20	95	7	46	56	123	6	156	16
Uitenhage ..	1	1	0	2	65	1	58	1	14	1	41	1	68	0	150	3
Kimberley ..	3	1	2	15	44	8	62	5	24	8	28	10	54	17	125	5
East London ..	5	5	0	17	200	3	138	1	103	2	18	17	217	0	0	14
Total ..	51	39	12	146	1,487	134	1,218	66	948	32	346	182	1,411	23	649	108

STAFF AND SCHOOL STATISTICS

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*No statistics in connection with Native education were kept from 1/1/1955.

STAFF (1st January, 1956)

APPENDIX A

SUPERINTENDENT-GENERAL OF EDUCATION	J. G. Meiring, B.Sc., B.Ed., Ph.D.
Deputy Superintendent-General of Education	F. P. Stander, B.A., Ph.D.
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Assistant Secretary	S. K. Lotz, B.Com.
Chief Clerks	S. W. Coetzee, B.Econ. J. F. Lighton J. de Villiers
<i>Examinations Branch</i>	
Examinations Officer	G. W. Meister, B.A.
Principal Clerk	G. R. Obree, B.A.
Senior Clerk	J. A. le Roux
<i>Publications and Statistics Section</i>	
Principal Clerk	E. J. S. Birch, B.A.
Senior Clerk	J. M. Steenkamp, B.A.
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Senior Clerk	B. H. T. Heydenrych
<i>European Schools Section</i>	
Principal Clerk	P. J. le Grange
Senior Clerk	D. H. Morries
Senior Clerk	Vacant
<i>Coloured Schools Section</i>	
Principal Clerk	D. G. Joubert, B.A.
Senior Clerk	M. A. Kruger
<i>Buildings Section</i>	
Senior Clerk	A. C. T. Bluhm
<i>Requisites Section</i>	
Senior Clerk	J. J. H. Blomerus
<i>Staff and General Section</i>	
Senior Clerk	J. V. Kennard
CHIEF INSPECTORS OF SCHOOLS	
	D. J. Liebenberg, M.A., B.Ed.
	J. D. Möhr, B.Sc.
CHIEF MEDICAL INSPECTOR OF SCHOOLS	
	L. v. D. Cilliers, M.D.
TRANSLATOR	S. J. B. du Toit (Temporary)
INSPECTORS OF SCHOOLS	
	I. J. M. Archer, M.Sc.
	F. H. Badenhorst, B.Sc., M.Ed.
	W. E. Barker, M.Sc., A.R.I.C.
	P. B. A. Beukes, B.Sc., B.Ed.
	G. H. M. Bobbins, M.A., Ph.D.

G. H. P. de Bruin, B.A.
 P. W. de Bruin, B.A., B.Ed.
 W. McD. Dodds, B.Sc.
 J. B. de Jager, B.Sc., M.Ed.
 M. M. de Jongh, B.A., B.Ed.
 J. J. Dreyer, M.Sc.
 D. J. du Plessis, B.A., M.Ed.
 J. J. G. Grobbelaar, M.A., Ph.D.
 C. J. Grové, B.A., B.Ed.
 M. J. Jooste, B.Sc. (Agric.)
 G. J. Joubert, D.Litt. et Phil.
 J. D. le Roux, B.A.
 N. J. le Roux, B.A., B.Ed.
 A. D. Luckhoff, M.Sc.
 T. F. T. Malherbe, M.A., M.Sc.
 S. W. Pienaar, B.A., B.Sc., D.Ed.
 B. Rode, B.Sc., B.Ed.
 D. J. Rossouw, B.A., B.Com.
 P. J. Rossouw, B.A.
 E. L. G. Schnell, M.A., B.Ed., Ph.D.
 G. J. J. Smit, M.A., B.Ed.
 S. Theron, B.Sc.
 N. J. Uys, M.A.
 J. H. J. van der Merwe, M.Sc.
 J. F. van der Merwe, B.A., M.Ed.
 J. L. van der Walt, M.A., M.Ed.
 C. S. van der Westhuizen, B.A., B.Ed., Ph.D.
 J. C. van der Westhuizen, M.A., B.Ed.
 W. S. van der Westhuizen, M.A., D.Ed.
 J. C. J. van Vuuren, B.A., D.Ed.
 C. R. Venter, B.Sc., M.Ed.
 A. Vlok, B.A.
 M. M. Wiggett, B.Sc.

RELIEVING INSPECTORS OF SCHOOLS

H. Liebenberg, B.A.
 N. B. Dreyer, B.A.

INSPECTORS OF SCHOOL BOARDING HOUSES

H. H. Nel, B.A.
 G. J. Oberholster, B.A.
 J. A. Stofberg, B.A., B.Ed.

INSPECTORS OF SPECIAL SUBJECTS

Agriculture

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

Domestic Science

Miss A. E. Lambrechts
 Miss G. F. B. Rose
 Miss M. S. E. van Niekerk

Drawing and Art

C. A. Buchner
 L. B. J. van Rensburg
 Three vacant posts

Infant School Method

Miss A. C. Fourie
 Miss S. I. la Grange
 Miss A. S. Scholtz
 Miss E. M. Olivier (Temporary)

Manual Training

W. de la H. Bellingan
 J. J. Brand
 P. J. Heyns
 J. v. d. S. Uys, B.A., B.Ed.

Needlework

Miss C. H. Britz
 Miss W. A. Louw
 Miss H. M. C. Maas
 Miss R. C. Mostert
 Vacant

Physical Education

J. J. Schoombie, B.A.
 H. J. Taylor, M.A.
 Miss F. M. Maskew
 Miss M. Warren

Music

Miss H. S. Anders
 J. MacLachlan
 S. Smuts
 J. G. Vermaak

MEDICAL INSPECTORS OF SCHOOLS

A. H. Bischoff, M.B., Ch.B., D.C.H.
 P. Glatt, M.B., Ch.B., D.P.H.
 W. C. Heunis, L.M.S.S.A. (Lon.)
 R. C. Jurgens, B.A., M.B., Ch.B., D.P.H.
 S. B. Lange, M.R.C.S.
 M. A. Lombard, M.B., Ch.B., D.P.H.
 M. S. Marchand, M.B., Ch.B.
 M. Sheehan, M.B., Ch.B.
 N. van der Merwe, M.B., Ch.B.
 R. J. van der Spuy, M.B., Ch.B.
 Two vacant posts

Dental Inspectors of Schools

J. R. King, L.D.S.
 B. S. E. Roux, L.D.S.
 Vacant

Dietitians

Miss H. H. Robertson
 Two vacant posts

Chief School Nurse

Miss C. A. Bestbier

School Nurses

Miss E. Botha
 Miss M. E. Bruwer
 Mrs. A. V. R. Buchanan

Miss E. Burger
 Miss A. S. L. de Beer
 Miss H. A. de Kock
 Miss P. Erasmus
 Miss M. M. Ferreira
 Miss M. M. Green
 Miss A. J. E. Hoencamp
 Miss A. M. Kirby
 Miss E. A. Kromberg
 Miss A. E. Laubscher
 Mrs. M. C. McMillan
 Mrs. G. G. Naude
 Miss H. Prins
 Miss E. S. Ras
 Miss J. S. Roelofse
 Miss S. J. Röhm
 Miss C. S. B. Sadie
 Miss M. R. Sargent
 Miss E. C. Schoeman
 Miss D. R. Schooling
 Miss J. E. M. Schultz
 Miss P. A. Smith
 Miss A. J. J. Smuts
 Mrs. J. M. Snell
 Miss C. A. Sowden
 Miss A. J. M. Steyn
 Miss H. D. de M. van Eeden
 Miss H. P. van Jaarsveld
 Miss G. M. P. van Zyl
 Miss W. Venter
 Miss M. Viljoen
 Miss A. F. Wainwright
 Miss A. H. Wyrdean

DEPARTMENTAL PSYCHOLOGIST

N. J. du Preez, B.A., Ph.D.

ASSISTANT DEPARTMENTAL PSYCHOLOGIST

N. J. Heyns, B.A., D.Ed.

INSPECTORS OF SPECIAL CLASSES AND SCHOOL GUIDANCE

A. Clark, B.A.
 F. J. Loots, M.A.
 Miss M. J. M. Marais, B.A.
 P. v. A. van der Spuy, B.Ed., B.Sc.
 W. J. C. Visser, B.A., M.Ed.

LECTURERS IN SOCIAL HYGIENE

W. H. van der Westhuizen, B.A.
 Mrs. M. E. Duguid, M.A.

ORGANISER OF HARD-OF-HEARING AND SPEECH-DEFECTIVE CLASSES

Miss B. K. Williams

INSTRUCTORS IN RELIGIOUS INSTRUCTION

F. v. S. Hanekom, B.A. (Temporary)
 Mrs. A. E. M. Thurlbeck, B.A. (Temporary)

APPENDIX B

NEW SCHOOL BUILDINGS AND ADDITIONS

Division Completed during 1954	School	Nature of Work
Albany	Grahamstown Native Secondary ..	Additions (prefabricated)
Beaufort West	Hillside Preparatory	New building
Caledon	High	Additions
Cape	Arsenal Road Coloured Primary ..	Additions
do.	Camps Bay Primary	New building
do.	Ellerslie Girls' High	Additions
do.	Good Hope Seminary Girls' High	Principal's quarters
do.	Langa Native High	Additions (prefabricated)
do.	Nassau High	Additions
do.	Oakhurst Primary	Additions
do.	Observatory Boys' High	Additions
do.	Oranje Primary	Additions
do.	Ottery Primary	Additions
do.	Pinelands Primary	Gymnasium hall
do.	Pinelands Secondary	New building
do.	Retreat High	New building
do.	Rustenburg Girls' High	Additions
do.	Sea Point Boys' Junior	Additions
do.	Simonstown Secondary	New building
do.	Thornton Road Coloured Primary	New latrines, etc.
do.	Voortrekker High	New building
do.	Welcome Estate Coloured Primary	New building
do.	Wynberg Boys' High	Additions
do.	Wynberg Girls' High	Additions
do.	Ysterplaat Secondary	New building
Clanwilliam	Lamberts Bay Secondary	Additions
Colesberg	Noupoort High	Manual training block
Cradock	Bantu Secondary	New building (prefabricated)
De Aar	De Aar High	Additions
East London	Stirling Township Extension No. 1 Preparatory	New building
East London	Parkridge Coloured Primary	New building
Gordonia	Upington Schools	Sanitation
do.	Upington High	Additions
Hay	Griquatown High	Additions
Hopetown	Coloured Primary	Additions
Kimberley	Warrenton High	Additions
Knysna	High	Additions
Malmesbury	Coloured Primary	New building
Nieuwoudtville	Secondary	Additions
Parow	Bellville High	Additions
do.	Bishop Lavis Coloured Primary ..	New building
do.	Durbanville High	Additions
do.	Elsbury Coloured Primary	New building
do.	Eureka Native Primary	New building (prefabricated)
do.	Goodwood Primary	Additions
do.	Raymond Primary	Additions
do.	Thornton Primary	New building
do.	Tiger Valley Primary	Additions
do.	Vasco Central Coloured Primary ..	Additions
Port Elizabeth	Grey Boys' High	Additions
do.	Herbert Hurd Primary	New building
do.	Mount Pleasant Primary	Additions
do.	Newell Native High	Additions
do.	Pearson High	Additions
do.	Piet Retief Primary	Additions
do.	Stokwe Street Native Primary	New building
do.	Summerwood Primary	New building
do.	Victoria Park High	Additions

APPENDIX B

NEW SCHOOL BUILDINGS AND ADDITIONS

Division	School	Nature of Work
<i>Completed during 1954</i>		
Queenstown ..	Hangklip High ..	New secondary building
do. ..	Queen's College Boys' High ..	Additions
do. ..	Van Coller Bantu Higher Primary ..	Additions (prefabricated)
Riversdale ..	Oakdale Agricultural High ..	Dwelling for farm foreman
Somerset East ..	Preparatory School ..	New building
Stellenbosch ..	Bloemhof Primary ..	Sanitation
do. ..	Kuilsrivier Secondary ..	Additions
Swellendam ..	Swellendam High ..	Additions
Uitenhage ..	Kabah Location Native Secondary ..	New building
do. ..	Muir College Boys' High ..	Manual training block
<i>Completed during 1955</i>		
Cape ..	Groote Schuur Primary ..	Hall
do. ..	Oranje Primary ..	Hall
do. ..	Pinelands High ..	Additions
do. ..	Pinelands North Primary ..	Hall
do. ..	Windermere Coloured Primary ..	Additions
East London ..	Abbotsford Primary ..	Additions
Franschhoek ..	High ..	Memorial library
George ..	Coloured High ..	New building
Gordonia ..	Karos Connan High ..	Sanitation
do. ..	Joubert Primary ..	Additions
Graaff-Reinet ..	Training College ..	Swimming bath
Hay ..	Niekerkshoop Secondary ..	Additions
Kimberley ..	Ritchie Secondary ..	Additions
do. ..	Kimberley Boys' High ..	Additions
do. ..	Herlear Primary ..	New building
Kuruman ..	Primary ..	Additions
Ladismith ..	High ..	Additions
Mossel Bay ..	Hartenbosch Primary ..	New building
Paarl ..	W. A. Joubert Practising ..	New building
Parow ..	Bellville South Primary ..	Additions
do. ..	Epping Preparatory ..	New building
do. ..	Ruyterwacht Preparatory ..	New building
do. ..	Tygerberg High ..	New building
do. ..	Vredelust Primary ..	New building
Port Elizabeth ..	Adcockvale Afrikaans-medium High ..	New building
do. ..	Dagbreek Primary ..	New building
Riversdale ..	Bertie Barnard Primary ..	New building
do. ..	Volschenk Primary ..	Conversion teachers' residence into classrooms
Stellenbosch ..	Paul Roos Gymnasium ..	Additions
Stutterheim ..	Upper Kubusie Primary ..	New building
Tulbagh ..	Wolseley High ..	Additions
Uitenhage ..	Innes Primary ..	New building
Umtata ..	Girls' Hostel ..	New building
Venterstad ..	Secondary School Hostel ..	New building
Wellington ..	Training College ..	New music rooms
do. ..	Training College Ladies' Hostel ..	New building
Worcester ..	Goudini Good Hope Hostel ..	Outbuildings
do. ..	Goudini High ..	Additions

APPENDIX C

PARLIAMENTARY GRANTS OF SCHOOL SITES

School Board	Name of School	Extent		
		Morgen	Sq. Rds.	Sq. Ft.
<i>During 1954</i>				
Gordonia ..	Joubert Primary ..	—	—	24,766
Gordonia ..	Volgraaf Primary ..	2·2948	—	—
Jansenville ..	Klipplaat Secondary ..	2·8946	—	—
Komgha ..	Morgan Bay ..	1	12	—
Komgha ..	Haga Haga River ..	1	—	2
Prieska ..	Stofkraal Primary ..	—	—	8,706
Vryburg ..	Ganspan Primary ..	22·0007	—	—
<i>During 1955</i>				
Riversdale ..	C. J. Pauw Hostel ..	—	—	56,906
Stellenbosch ..	School site at Eerste River ..	7·9982	—	—
Vaalharts ..	Sites at Jan Kempdorp ..	22·9043	—	36,863
Vaalharts ..	Sites at Jan Kempdorp ..	—	—	40,942
Vaalharts ..	Sites at Jan Kempdorp ..	—	—	51,021
Vaalharts ..	Sites at Jan Kempdorp ..	—	—	45,381
Vaalharts ..	Sites at Jan Kempdorp ..	—	—	45,684
Vaalharts ..	Sites at Jan Kempdorp ..	—	—	50,558
Vaalharts ..	Sites at Jan Kempdorp ..	—	—	48,267
Vaalharts ..	Voorspoed Primary ..	9·9999	—	—
Vaalharts ..	Voorspoed Primary ..	3·0875	—	—
Vaalharts ..	Voorspoed Primary ..	3	—	—
Vaalharts ..	Tadcaster Primary ..	10	—	—
Vaalharts ..	Vaalharts High ..	42·8116	—	—
Vaalharts ..	Uitzig Primary ..	13	—	—
Vaalharts ..	Hartsvallei Primary ..	4	—	—

APPENDIX D

GRANTS OF SCHOOL SITES MADE UNDER THE TOWNSHIPS ORDINANCE

School Board	Place	Extent		
		Morgen	Sq. Rds.	Sq. Ft.
<i>During 1954</i>				
Cape	Moolenberg	1	—	—
Cape	Chapman's Peak	2·0025	—	—
Cape	Brighton Estate	—	—	63,577
King William's Town	Fort Hill	—	—	169,312
Knysna	Nature's Valley	1·6441	—	—
Montagu	Conradie	2·3732	—	—
Parow	Kenridge	1·6296	—	—
Port Elizabeth	Tinton Grange	4·6798	—	—
Port Elizabeth	Sunridge Park	3·0903	—	—
Port Elizabeth	Theescombe	14·5261	—	—
Port Elizabeth	Greenbushes	6·1019	—	—
Port Elizabeth	Westlands	2·4993	—	—
Queenstown	Extension 5	3·1773	—	—
Uitenhage	Jansensdal	9·0480	—	—
Vanrhynsdorp	Kalwer Extension 1	4·0101	—	—
Victoria East	Hogsback	2·2761	—	—
Worcester	Worcester West	13·1325	—	—
<i>During 1955</i>				
Cape	Ferness	1·89	—	—
East London	East London North	2·3083	—	—
East London	East London North	5·6384	—	—
East London	East London North	3·1013	—	—
East London	East London North	3·5890	—	—
East London	East London North	2·2417	—	—
East London	Sunnyridge	2·4999	—	—
George	Wilderness 2	2·1537	—	—
George	Kennebunk	—	—	33,000
Knysna	Brenton	7	—	—
Knysna	Brenton	7·002	—	—
Parow	Valmary Park	2·8985	—	—
Parow	Goodwood Extension 1	1·4567	—	—
Port Elizabeth	Green Bushes Extension 1	6·1019	—	—
Port Elizabeth	Westlands	2·4993	—	—
Port Elizabeth	Kabega Park	2·0997	—	—
Stellenbosch	Silver Oaks	1·1796	—	—

APPENDIX E

GRANTS OF LAND FOR EDUCATIONAL PURPOSES

School Board	Name of School/Institution	Extent			Donor
		Morgen	Square Roods	Square Feet	
<i>During 1954</i>					
Albany	Grahamstown Afrikaans-medium	5·6426	—	—	Municipality
Caledon	Riviersonderend Hostel	2·4392	—	—	D.R. Church
Cape	Athlone Zone A in Q Town	2·3680	—	—	Municipality
East London	Cambridge High	12·3918	—	—	Municipality

APPENDIX E—continued

GRANTS OF LAND FOR EDUCATIONAL PURPOSES

School Board	Name of School/Institution	Extent			Donor
		Morgen	Square Roods	Square Feet	
East London	Clifton Primary	—	—	55,273	Municipality
Hay	Griquatown High	2·7122	—	—	Municipality
Hay	Griquatown High	—	—	32,400	Municipality
Kimberley	Vooruitsig Primary	3·3295	—	—	Municipality
Kimberley	Girls' High	1·4320	—	—	Municipality
Kimberley	Diamantveld High	8·2182	—	—	Municipality
Malmesbury	Coloured Primary	5·8136	—	—	Municipality
Parow	Bishop Lavis Coloured Primary	11·3241	—	—	Divisional Council
Port Elizabeth	North End Coloured Secondary	4·4155	—	—	Municipality
Prince Albert	Hostel site	4	340	64	D.R. Church
Swellendam	High	3·8262	—	—	Municipality
Williston	Hostel site	—	—	76,804	D.R. Church
Worcester	Touwsriver Hostel	5·8226	—	—	D.R. Church
Worcester	Boys' High	2·0656	—	—	Municipality
<i>During 1955</i>					
Caledon	Good Hope Hostel, Villiersdorp	1·9316	—	—	D.R. Church
Caledon	Grabouw High	5·3806	—	—	V.M. Board
Cape	Rondebosch Boys Preparatory	—	—	7,910	Municipality
De Aar	Coloured Secondary	3·3476	—	—	Municipality
De Aar	High	3·4954	—	—	Municipality
George	Coloured Secondary	4·1927	—	—	Municipality
Hay	Postmasburg High	9·2603	—	—	Municipality
Hopefield	Good Hope Hostel	—	167	119	D.R. Church
Humansdorp	Kruisfontein Coloured Secondary	4·9994	—	—	V.M. Board
Kakamas	Site water supply scheme	1·3415	—	—	D.R. Church
Kimberley	Diamantveld High	8·2182	—	—	Municipality
Kimberley	Warrenton High	9·9897	—	—	Municipality
Molteno	New Hostel site	1·8280	—	—	Municipality
Parow	Thornton Primary	4·1236	—	—	Citizens' Housing League Municipality
Port Elizabeth	North End Coloured Secondary	4·4155	—	—	Municipality
Stellenbosch	Luckhoff Coloured Primary	—	—	53,666	Municipality
Swellendam	Bonnievale High	5·2086	—	—	Municipality

APPENDIX F

PROPERTIES PURCHASED

School Board	Name of School /Institution	Extent			Purchase Price £
		Morgen	Square Roods	Square Feet	
<i>During 1954</i>					
Albany ..	Graeme College	—	—	23,800	3,350
Barkly West	Delpportshoop Good Hope Boarding Department	4·0008	—	—	3,600
Bedford ..	Templeton High	—	200	—	708
Cape ..	Welcome Estate Coloured Primary	—	—	20,000	300
Cape ..	Plumstead/Southfield area	—	—	611,156	13,030
Cape ..	Lansdowne Coloured Secondary	2	315	95	3,500
Cape ..	Lansdowne Coloured Secondary	3	468	6	5,500
Cape ..	Tamboers Kloof Primary	—	130	114	6,500
Cape ..	Jan van Riebeeck High	—	28	858	2,625
Cape ..	South African College School (Milford House)	1	—	66,058	17,500
De Aar ..	High	—	—	21,488	400
George ..	Special	4	150	31	4,000
George ..	Outeniqua High	5·5172	—	—	1,000
Hopefield ..	Saldanha Primary	—	107	134	150
King William's Town	De Vos Malan Secondary	—	162	106	5,000
Malmesbury	Coloured Primary	3·5226	—	—	300
Montagu ..	High (new)	9·9169	—	—	2,400
Oudtshoorn	Eager Property	—	300	—	1,750
Paarl ..	Training College	—	—	14,481	1,350
Paarl ..	Girls' High	—	—	61,842	4,500
Paarl ..	Kraaifontein Secondary	—	—	20,000	400
Paarl ..	Denneburg Township	1·3999	—	—	900
Parow ..	Bellville High No. 2	5·9424	—	—	11,885
Parow ..	Vasco Coloured Primary No. 2	—	566	138	1,240
Parow ..	Tiger Valley Coloured Primary	—	—	38,890	960
Parow ..	Elsies River Coloured Primary	—	—	46,648	810
Parow ..	Stikland	3	—	—	2,250
Parow ..	Bellville Central Primary	—	518	408	7,500
Parow ..	Vasco Coloured Primary	—	34	104	800
Parow ..	Goodwood High No. 2	6·7341	—	—	15,000
Piquetberg ..	Girls' Hostel	1·2855	—	—	6,000
Port Elizabeth	Walmer Afrikaans High	8·7368	—	—	874
Riversdale	Bertie Barnard Primary	—	—	47,857	300
Stellenbosch	Rhenish High	8	—	—	12,000
Stellenbosch	Coloured, Somerset West	—	—	65,892	5,500

APPENDIX F—continued

PROPERTIES PURCHASED

School Board	Name of School /Institution	Extent			Purchase Price £
		Morgen	Square Roods	Square Feet	
Swellendam	Bonnievale High	1	45	—	3,000
Vryburg ..	Watersend Primary	10	—	—	3,800
Wellington	Navarre Hostel	—	308	—	3,800
<i>During 1955</i>					
Barrydale ..	High	—	—	72,800	300
Caledon ..	Botrivier Primary	1·2049	—	50,090	800
Caledon ..	Grabouw Coloured Primary	—	208	48	1,600
Cape ..	Fish Hoek Primary No. 2	—	457	11	5,850
Cape ..	Fish Hoek Primary No. 2	—	—	11,544	900
Cape ..	Fish Hoek Primary No. 2	—	—	5,000	450
Cape ..	Fish Hoek Primary No. 2	—	34	104	450
Cape ..	Fish Hoek Primary No. 2	—	—	5,000	450
Cape ..	Fish Hoek Primary No. 2	—	173	88	2,250
Cape ..	Simonstown High	—	—	23,910	1,000
Cape ..	Hewat Training College	—	138	74	900
Cape ..	Hewat Training College	—	226	105	1,125
Cape ..	Hewat Training College	—	34	90	175
Cape ..	Hewat Training College	—	—	4,987	210
Cape ..	Hewat Training College	—	122	5	1,000
Cape ..	Hewat Training College	—	34	90	225
Cape ..	Claremont Girls' Primary	1·7395	—	22,201	25,000
Cape ..	Welcome Estate Coloured Primary	—	—	20,000	100
Cape ..	Grassy Park Coloured Secondary	1	550	—	2,250
Cape ..	Windermere Coloured Preparatory No. 2	—	284	54	800
Cape ..	Jan van Riebeeck High	—	125	—	10,000
Cape ..	Arsenal Road Coloured Secondary	—	—	16,640	100
Cape ..	Zwaanswyk High	1·4429	—	—	2,561
Carnarvon ..	Vanwyksvlei Secondary	—	—	15,008	5
De Aar ..	De Aar High	—	—	43,088	660
De Aar ..	De Aar High	—	—	21,600	280
East London	Fort Jackson Primary	1·4179	—	—	1,650
East London	Gonubie Park Primary	3·2251	—	—	2,500
George ..	Island Preparatory	2	193	90	2,000
Graaff-Reinet	Training College Hostel	—	—	36,438	9,500

PROPERTIES PURCHASED

School Board	Name of School /Institution	Extent			Purchase Price
		Morgen	Square Roods	Square Feet	£
Hopefield ..	Vredenburg High	—	—	17,918	1,750
Humansdorp ..	Patensie Secondary	2·9996	—	—	7,800
Kakamas ..	Shaw Hostel	4·7698	—	—	12,000
Kimberley ..	West End Primary	1·8845	—	10,000	250
Malmesbury	Riebeek West High	2	—	—	720
Oudtshoorn	High Schools playing fields (Noieck-property)	9·9730	—	—	3,000
Oudtshoorn	Boys' High	—	—	10,079	1,500
Paarl ..	Training College (Reyeneke)	1	20	87	2,500
Paarl ..	Training College (De Liefde)	2·2101	—	—	5,500
Paarl ..	Training College (Ruthven)	3	235	77	8,000
Parow ..	Bellville Central Preparatory	—	—	10,000	1,000
Parow ..	Vasco Coloured Primary No. 3	3·4025	—	—	3,976
Parow ..	Elsies River Coloured Primary	—	208	48	1,060
Parow ..	Sports Fields	—	—	140,000	2,340
Parow ..	Vasco Coloured Raymond Preparatory	—	277	112	3,755
Parow ..	Tiger Valley Primary No. 2	—	—	6,000	400
Parow ..	Tiger Valley Coloured Primary (Stone Hill)	—	—	156,670	—
Parow ..	Vasco Coloured Primary No. 2	—	566	138	720
Piquetberg ..	Aurora High	2·7778	—	—	300
Piquetberg ..	Piquetberg High	—	—	36,706	750
Port Elizabeth	Dower Coloured Primary	—	—	7,211	600
Port Elizabeth	Oosthuizen Property	1	28	92	15,000
Stellenbosch	Silver Oaks Township	—	—	43,320	1,000
Stellenbosch	Eerste River Primary (Arauna Township)	4·0019	—	—	2,200
Stellenbosch	Bloemhof Girls' High	8	—	—	12,000
Tulbagh ..	High	—	111	32	350
Wellington ..	Training College	—	42	128	2,250
Wellington ..	Training College	—	60	48	2,800

APPENDIX G

NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS ON 30th SEPTEMBER, 1954

	Training Institutions		Schools								Total Sept., 1954	Total Sept., 1953	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards	4	—	181	—	64	844	8	26	—	—	1,127	1,141	—14
Church Schools ..	1	—	—	—	—	28	—	—	—	—	29	29	—
Other Schools ..	2	—	5	3	1	32	—	—	—	—	43	43	—
Total September, 1954	7	—	186	3	65	904	8	26	—	—	1,199	—	—
Total September, 1953	7	—	186	3	59	928	8	22	—	—	—	1,213	—
Difference	—	—	—	—	+6	—24	—	+4	—	—	—	—	—14
<i>Coloured:</i>													
Under School Boards	2	—	22	—	12	90	8	—	14	—	148	141	+7
Other Schools ..	—	8	—	—	—	5	2	29	2	1,050	1,096	1,076	+20
Total September, 1954	2	8	22	—	12	95	10	29	16	1,050	1,244	—	—
Total September, 1953	1	9	18	—	15	90	9	23	16	1,036	—	1,217	—
Difference	+1	—1	+4	—	—3	+5	+1	+6	—	+14	—	—	+27

NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS ON 30th SEPTEMBER, 1954

	Training Institutions		Schools								Total Sept., 1954	Total Sept., 1953	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Native:</i>													
Under School Boards	—	1	4	—	11	23	4	—	—	—	43	40	+3
Other Schools ..	—	15	9	—	40	22	—	—	5	2,345	2,436	2,427	+9
Total September, 1954	—	16	13	—	51	45	4	—	5	2,345	2,479	—	—
Total September, 1953	—	15	13	—	51	40	4	—	6	2,338	—	2,467	—
Difference	—	+1	—	—	—	+5	—	—	-1	+7	—	—	+12
Total European, Coloured and Native, 1954 ..	9	24	221	3	128	1,044	22	55	21	3,395	4,922	—	+25
Total European, Coloured and Native, 1953 ..	8	24	217	3	125	1,058	21	45	22	3,374	—	4,897	—

SUMMARY

	September, 1954	September, 1953	Difference
European Schools	1,199	1,213	-14
Coloured Schools	1,244	1,217	+27
Native Schools	2,479	2,467	+12
Total	<u>4,922</u>	<u>4,897</u>	<u>+25</u>

NUMBER OF EUROPEAN AND COLOURED SCHOOLS ON 30th SEPTEMBER, 1955

	Training Institutions		Schools								Total Sept., 1955	Total Sept., 1954	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards	4	—	185	—	65	833	8	25	—	—	1,120	1,127	-7
Church Schools ..	1	—	—	—	—	28	—	—	—	—	29	29	—
Other Schools ..	2	—	5	3	1	30	—	—	—	—	41	43	-2
Total September, 1955	7	—	190	3	66	891	8	25	—	—	1,190	—	—
Total September, 1954	7	—	186	3	65	904	8	26	—	—	—	1,199	—
Difference	—	—	+4	—	+1	-13	—	-1	—	—	—	—	-9
<i>Coloured:</i>													
Under School Boards	2	—	24	—	14	92	8	—	11	—	151	148	+3
Other Schools ..	—	8	—	—	—	5	2	32	2	1,062	1,111	1,096	+15
Total September, 1955	2	8	24	—	14	97	10	32	13	1,062	1,262	—	—
Total September, 1954	2	8	22	—	12	95	10	29	16	1,050	—	1,244	—
Difference	—	—	+2	—	+2	+2	—	+3	-3	+12	—	—	+18
Total European and Coloured, 1955 ..	9	8	214	3	80	988	18	57	13	1,062	2,452	—	+9
Total European and Coloured, 1954 ..	9	8	208	3	77	999	18	55	16	1,050	—	2,443	—

SUMMARY

	September 1955	September 1954	Difference
European Schools	1,190	1,199	-9
Coloured Schools	1,262	1,244	+18
Total	<u>2,452</u>	<u>2,443</u>	<u>+9</u>

APPENDIX H

AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER 1954, ARRANGED ACCORDING TO TYPE OF SCHOOL

	Training Institutions		Schools								Total Sept., 1954	Total Sept., 1953	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards	720	—	65,242	—	12,093	94,098	105	186	—	—	172,444	169,127	+3,317
Church Schools ..	208	—	—	—	—	4,694	—	—	—	—	4,902	4,953	—51
Other Schools ..	455	—	1,967	284	112	3,409	—	—	—	—	6,227	6,041	+186
Total September, 1954	1,383	—	67,209	284	12,205	102,201	105	186	—	—	183,573	—	—
Total September, 1953	1,247	—	66,655	282	10,573	101,112	122	150	—	—	—	180,121	—
Difference	+136	—	+574	+2	+1,632	+1,089	—17	+36	—	—	—	—	+3,452
<i>Coloured:</i>													
Under School Boards	374	—	6,968	—	1,208	34,832	262	—	734	—	44,378	40,319	+4,059
Other Schools ..	—	953	—	—	1,138	1,265	90	599	59	157,892*	161,996	160,004	+1,992
Total September, 1954	374	953	6,968	—	2,346	36,097	352	599	793	157,892*	206,374	—	—
Total September, 1953	217	1,081	5,500	—	1,716	32,847	313	487	985	157,177**	—	200,323	—
Difference	+157	—128	+1,468	—	+630	+3,250	+39	+112	—192	+715	—	—	+6,051

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APPENDIX H—continued

AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1954, ARRANGED ACCORDING TO TYPE OF SCHOOL

	Training Institutions		Schools								Total Sept., 1954	Total Sept., 1953	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Native:</i>													
Under School Boards	—	70	1,645	—	2,252	10,340	73	—	—	—	14,380	12,656	+1,724
Other Schools ..	—	2,473	2,031	—	5,403	1,508	—	—	285	299,029†	310,729	302,846	+7,883
Total September, 1954	—	2,543	3,676	—	7,655	11,848	73	—	285	299,029†	325,109	—	—
Total September, 1953	—	2,450	3,598	—	6,967	10,551	67	—	263	291,606††	—	315,502	—
Difference	—	+93	+78	—	+688	+1,297	+6	—	+22	+7,423	—	—	+9,607
Total European, Coloured and Native Pupils, 1954	1,757	3,496	77,853	284	22,206	150,146	530	785	1,078	456,921	715,056	—	+19,110
Total European, Coloured and Native Pupils, 1953	1,464	3,531	75,733	282	19,256	144,510	502	637	1,248	448,783	—	695,946	—

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SUMMARY

	September 1954	September 1953	Difference
European Pupils	183,573	180,121	+3,452
Coloured Pupils	206,374	200,323	+6,051
Native Pupils	325,109	315,502	+9,607
Total	715,056	695,946	+19,110

*Including 631 pupils in Higher Primary Departments and 1,138 pupils in Secondary Departments.

**Including 492 pupils in Higher Primary Departments and 1,107 pupils in Secondary Departments.

†Including 128 pupils in Secondary Departments.

††Including 106 pupils in Secondary Departments.

AVERAGE ENROLMENT OF EUROPEAN AND COLOURED PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1955,
ARRANGED ACCORDING TO TYPE OF SCHOOL

	Training Institutions		Schools								Total Sept., 1955	Total Sept., 1954	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards	730	—	66,474	—	12,715	95,133	100	188	—	—	175,340	172,444	+2,896
Church Schools ..	247	—	—	—	—	4,633	—	—	—	—	4,880	4,902	—22
Other Schools ..	492	—	2,057	285	131	3,588	—	—	—	—	6,553	6,227	+326
Total September, 1955	1,469	—	68,531	285	12,846	103,354	100	188	—	—	186,773	—	—
Total September, 1954	1,383	—	67,209	284	12,205	102,201	105	186	—	—	—	183,573	—
Difference	+86	—	+1,322	+1	+641	+1,153	—5	+2	—	—	—	—	+3,200

AVERAGE ENROLMENT OF EUROPEAN AND COLOURED PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1955,
ARRANGED ACCORDING TO TYPE OF SCHOOL

	Training Institutions		Schools								Total Sept., 1955	Total Sept., 1954	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Coloured:</i>													
Under School Boards	381	—	7,282	—	2,029	37,290	257	—	599	—	47,838	44,378	+3,460
Other Schools ..	—	2,718*	—	—	—	1,335	85	596	65	161,509	166,308	161,996	+4,312
Total September, 1955	381	2,718*	7,282	—	2,029	38,625	342	596	664	161,509	214,146	—	—
Total September, 1954	374	2,722**	6,968	—	2,346	36,097	352	599	793	156,123	—	206,374	—
Difference	+7	—4	+314	—	—317	+2,528	—10	—3	—129	+5,386	—	—	+7,772
Total European and Coloured Pupils, 1955	1,850	2,718	75,813	285	14,875	141,979	442	784	664	161,509	400,919	—	+10,972
Total European and Coloured Pupils, 1954	1,757	2,722	74,177	284	14,551	138,298	457	785	793	156,123	—	389,947	—

SUMMARY

	September 1955	September 1954	Difference
European Pupils	186,773	183,573	+3,200
Coloured Pupils	214,146	206,374	+7,772
Total	<u>400,919</u>	<u>389,947</u>	<u>+10,972</u>

*Including 676 pupils in Higher Primary Departments, 1,075 pupils in Secondary Departments and 967 student-teachers.

**Including 631 pupils in Higher Primary Departments, 1,138 pupils in Secondary Departments and 953 student-teachers.

APPENDIX I

AVERAGE ATTENDANCE AND PERCENTAGE ATTENDANCE OF PUPILS IN EUROPEAN, COLOURED AND NATIVE SCHOOLS FOR THE YEAR

Pupils in	Average Attendance			Annual Percentage Attendance		
	1955	1954	1953	1955	1954	1953
European Schools	175,869	172,970	169,101	94.2	94.3	94.1
Coloured Schools	192,441	184,345	178,691	89.7	89.0	89.2
Native Schools	—	281,520	269,673	—	85.8	85.6

APPENDIX J

I.—DISTRIBUTION OF EUROPEAN PUPILS [IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1944 TO 1955

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1944	15,189	11,807	8,571	5,022	4,124
1945	14,897	11,467	8,624	5,347	4,187
1946	14,507	11,161	8,451	5,312	4,517
1947	14,002	10,868	8,244	4,963	4,378
1948	14,047	11,015	8,147	4,786	4,204
1949	14,215	11,486	8,253	4,779	4,085
1950	14,872	11,896	8,695	4,865	4,151
1951	15,036	12,952	8,917	5,114	4,161
1952	15,531	13,727	9,366	5,237	4,322
1953	15,148	14,048	9,719	5,451	4,441
1954	15,580	13,889	10,122	5,608	4,623
1955	15,797	13,917	10,316	5,969	4,702

II.—PERCENTAGE DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1944 TO 1955

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1944	100	77	56	33	26
1945	100	75	56	34	27
1946	100	74	55	34	29
1947	100	75	55	33	28
1948	100	79	56	32	28
1949	100	82	59	33	27
1950	100	84	62	35	29
1951	100	87	63	36	30
1952	100	91	63	37	31
1953	100	90	65	37	31
1954	100	92	65	37	31
1955	100	89	68	38	31

APPENDIX K

DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL HIGH AND FARM SCHOOLS AS ON 1st JUNE, 1954, PERCENTAGE RETARDED, ETC.

Age Last Birthday	PRIMARY								SECONDARY					Total	Per-centage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Special classes for Backward Children	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X		
Under 6 years	2,173	17	1	—	—	—	—	1	—	—	—	—	—	2,192	1.2
6 but not 7 years ..	13,561	2,486	48	—	—	—	—	3	—	—	—	—	—	16,098	8.8
7 " 8 "	3,708	12,781	2,874	62	—	—	—	14	—	—	—	—	—	19,439	10.6
8 " 9 "	394	3,941	10,434	2,435	61	—	—	75	—	—	—	—	—	17,340	9.5
9 " 10 "	57	568	4,223	9,984	2,689	77	—	174	—	—	—	—	—	17,772	9.7
10 " 11 "	11	78	836	4,389	9,076	2,502	102	269	—	—	—	—	—	17,263	9.5
11 " 12 "	11	21	120	1,130	4,491	8,058	2,381	422	71	—	—	—	—	16,705	9.2
12 " 13 "	4	5	41	214	1,282	4,511	7,333	523	2,278	80	—	—	—	16,271	8.9
13 " 14 "	—	—	8	63	318	1,447	4,398	755	6,729	2,111	87	2	—	15,918	8.7
14 " 15 "	—	—	6	20	99	394	1,723	739	4,226	5,987	2,150	109	2	15,455	8.5
15 " 16 "	—	2	1	9	23	120	585	772	1,783	4,209	4,670	1,605	117	13,896	7.6
16 " 17 "	—	—	—	—	2	17	88	304	428	1,256	2,471	2,729	1,548	8,843	4.9
17 " 18 "	—	—	—	—	—	—	8	66	60	224	653	956	2,093	4,060	2.2
18 " 19 "	—	—	—	—	—	—	1	8	4	18	81	177	739	1,028	0.6
19 and over	—	—	—	—	—	—	—	3	1	4	10	30	124	172	0.1
Total No. of Pupils, 1954	19,919	19,899	18,592	18,306	18,041	17,126	16,619	4,128	15,580	13,889	10,122	5,608	4,623	182,452	100.0
Total No. of Pupils, 1953	20,307	18,037	18,560	17,950	17,283	16,756	16,334	4,073	15,148	14,048	9,719	5,451	4,441	178,107	—
Median Age, 1954 ..	6.57	7.58	8.61	9.67	10.69	11.74	12.79	—	13.81	14.79	15.60	16.40	17.31	—	—
*Per cent retarded, 1954	—	—	0.9	1.7	2.4	3.1	4.1	—	3.2	1.8	0.9	0.5	—	—	—
Percentage of Pupils in various Standards, 1954	10.9	10.9	10.2	10.0	9.9	9.4	9.1	2.3	8.5	7.6	5.6	3.1	2.5	—	100.0

*Based on assumption that pupils normally enter school at 7 and all are retarded if 2 years above normal age.

APPENDIX K—Continued

DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL HIGH AND FARM SCHOOLS AS ON 7th JUNE, 1955, PERCENTAGE RETARDED, ETC.

Age Last Birthday	PRIMARY								SECONDARY					Total	Per-centage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Special classes for Backward Children	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X		
Under 6 years	2,060	1	—	—	—	—	—	—	—	—	—	—	—	2,061	1.1
6 but not 7 years ..	13,824	2,206	18	—	—	—	—	5	—	—	—	—	—	16,053	8.7
7 " 8 "	3,539	12,488	2,392	33	—	—	—	29	—	—	—	—	—	18,481	9.9
8 " 9 "	394	4,115	12,544	2,558	64	—	—	91	—	—	—	—	—	19,768	10.7
9 " 10 "	46	559	4,373	10,093	2,242	78	—	209	—	—	—	—	—	17,600	9.5
10 " 11 "	8	74	803	4,371	9,562	2,442	96	316	—	—	—	—	—	17,672	9.5
11 " 12 "	4	16	118	988	4,759	8,586	2,316	407	77	2	—	—	—	17,273	9.3
12 " 13 "	4	9	25	196	1,365	4,568	7,612	615	2,118	93	1	—	—	16,606	8.9
13 " 14 "	2	1	9	50	300	1,478	4,507	687	6,807	1,993	89	—	—	15,923	8.5
14 " 15 "	—	2	3	12	87	379	1,612	851	4,289	6,182	1,725	68	—	15,210	8.2
15 " 16 "	—	—	—	5	19	120	513	738	1,930	4,162	5,000	1,611	82	14,180	7.7
16 " 17 "	—	—	—	1	7	15	89	260	515	1,251	2,713	2,902	1,340	9,093	4.9
17 " 18 "	—	—	—	—	—	2	10	54	56	208	675	1,146	2,311	4,462	2.4
18 " 19 "	—	—	—	—	1	—	—	14	5	23	107	217	807	1,174	0.6
19 and over	—	—	—	—	—	—	1	4	—	3	6	25	162	201	0.1
Total No. of Pupils, 1955	19,881	19,471	20,285	18,307	18,406	17,668	16,758	4,280	15,797	13,917	10,316	5,969	4,702	185,757	100.0
Total No. of Pupils, 1954	19,919	19,899	18,592	18,306	18,041	17,126	16,619	4,128	15,580	13,889	10,122	5,608	4,623	182,452	—
Median Age, 1955 ..	6.57	7.60	8.62	9.65	10.72	11.74	12.78	—	13.84	14.79	15.67	16.45	17.40	—	—
*Per cent retarded, 1955	—	—	0.8	1.4	2.2	2.9	3.7	—	3.6	1.7	1.1	0.4	—	—	—
Percentage of Pupils in various Standards, 1955	10.7	10.5	10.9	9.9	9.9	9.5	9.0	2.3	8.5	7.5	5.6	3.2	2.5	—	100.0

*Based on assumption that pupils normally enter school at 7 and all are retarded if 2 years above normal age.

APPENDIX L

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN SCHOOLS ON 1st JUNE, 1954

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total		Total number of Pupils
				Boys	Girls	
Sub-Std. A	6,759	12,944	216	10,375	9,544	19,919
Sub-Std. B	6,742	12,911	246	10,446	9,453	19,899
Std. I	6,117	12,172	303	9,623	8,969	18,592
Std. II	5,873	12,092	341	9,281	9,025	18,306
Std. III	5,882	11,782	377	9,117	8,924	18,041
Std. IV	5,519	11,242	365	8,651	8,475	17,126
Std. V	5,433	10,749	437	8,440	8,179	16,619
Std. VI	4,994	10,243	343	7,930	7,650	15,580
Std. VII	4,539	9,080	270	6,940	6,949	13,889
Std. VIII	3,374	6,549	199	5,052	5,070	10,122
Std. IX	2,111	3,390	107	3,242	2,366	5,608
Std. X	1,684	2,826	113	2,553	2,070	4,623
<i>Special Classes:</i> Backward Children	895	3,089	144	2,620	1,508	4,128
Total	59,922	119,069	3,461	94,270	88,182	182,452

APPENDIX L

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN SCHOOLS ON 7th JUNE, 1955

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total number of Pupils
Sub-Std. B	6,662	12,752	57	19,471
Std. I	6,963	13,264	58	20,285
Std. II	6,095	12,152	60	18,307
Std. III	5,957	12,377	72	18,406
Std. IV	5,746	11,769	153	17,668
Std. V	5,433	11,033	292	16,758
Std. VI	5,038	10,481	278	15,797
Std. VII	4,517	9,093	307	13,917
Std. VIII	3,356	6,755	205	10,316
Std. IX	2,202	3,602	165	5,969
Std. X	1,717	2,873	112	4,702
<i>Special Classes:</i> Backward Children	1,030	3,109	141	4,280
Total	61,336	122,438	1,983	185,757

APPENDIX M

MEDIAN AGE OF EUROPEAN, COLOURED AND NATIVE PUPILS FROM SUB-STANDARD A TO STANDARD VI ON 1st JUNE, 1954 AND 7th JUNE, 1955

Standard	European		Coloured		Native	
	1954	1955	1954	1955	1954	1955
Sub-Std. A	6.57	6.57	7.49	7.48	8.43	Not available
Sub-Std. B	7.58	7.60	8.71	8.76	10.30	
Std. I	8.61	8.62	9.90	9.88	11.32	
Std. II	9.67	9.65	11.48	10.92	12.39	
Std. III	10.69	10.72	12.53	12.01	13.30	
Std. IV	11.74	11.74	12.99	12.92	14.19	
Std. V	12.79	12.78	13.78	13.78	14.95	
Std. VI	13.81	13.84	14.53	14.63	15.87	

APPENDIX N

I.—DISTRIBUTION OF COLOURED PUPILS IN THE PRIMARY STANDARDS FOR THE YEARS 1944 TO 1955

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1944.. ..	21,455	17,912	15,004	11,031	7,152	4,634
1945.. ..	22,610	19,169	15,539	11,564	7,739	4,931
1946.. ..	23,788	19,937	16,620	12,063	8,214	5,470
1947.. ..	24,278	20,574	17,006	12,442	8,090	5,592
1948.. ..	25,482	21,373	17,857	13,079	8,814	5,799
1949.. ..	26,793	22,252	18,616	13,931	9,388	6,166
1950.. ..	27,279	23,459	19,432	14,809	10,121	6,782
1951.. ..	27,823	23,765	20,576	15,604	10,829	7,268
1952.. ..	28,682	24,231	20,790	16,420	11,594	7,752
1953.. ..	29,591	24,834	21,166	16,224	12,180	8,021
1954.. ..	30,678	25,592	22,023	17,028	12,414	8,420
1955.. ..	32,604	26,558	22,471	17,604	12,735	9,175

II.—PERCENTAGES, BASED ON PRECEDING TABLE, OF STANDARD I PUPILS WHO PROCEEDED TO STANDARD VI

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1944.. ..	100	88	75	55	36	25
1945.. ..	100	89	76	58	39	25
1946.. ..	100	88	77	59	41	27
1947.. ..	100	86	75	58	40	28
1948.. ..	100	88	75	58	41	28
1949.. ..	100	87	76	59	41	29
1950.. ..	100	88	76	61	43	30
1951.. ..	100	87	77	61	45	31
1952.. ..	100	87	76	61	45	31
1953.. ..	100	87	76	59	45	31
1954.. ..	100	86	77	61	46	31
1955.. ..	100	87	76	61	46	34

APPENDIX O

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 1st JUNE, 1954, PERCENTAGE RETARDED, ETC.

Age last Birthday	PRIMARY								SECONDARY				Total	Per-centage
	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 6 years	684	6	—	—	—	—	—	—	—	—	—	—	690	0.3
6 but not 7 years	17,149	993	25	9	—	—	—	—	—	—	—	—	18,176	8.7
7 " 8 "	15,343	9,012	1,028	25	—	—	—	—	—	—	—	—	25,408	12.2
8 " 9 "	8,548	10,031	6,874	950	32	1	—	—	—	—	—	—	26,436	12.7
9 " 10 "	4,083	6,408	8,217	5,332	894	33	—	—	—	—	—	—	24,967	11.9
10 " 11 "	2,282	3,553	5,995	6,521	4,282	755	56	1	—	—	—	—	23,445	11.2
11 " 12 "	1,243	1,960	3,748	5,179	5,554	3,405	608	53	1	—	—	—	21,751	10.4
12 " 13 "	697	1,197	2,308	3,525	4,745	4,323	2,551	535	27	—	—	—	19,908	9.5
13 " 14 "	354	652	1,399	2,271	3,465	4,180	3,821	2,232	366	12	1	—	18,753	9.0
14 " 15 "	161	307	676	1,127	1,920	2,703	2,996	2,630	1,293	241	12	—	14,066	6.8
15 " 16 "	58	141	243	441	794	1,133	1,646	1,793	1,377	737	109	15	8,487	4.1
16 " 17 "	16	36	88	125	245	361	554	798	663	719	219	74	3,898	1.9
17 " 18 "	4	20	24	46	61	92	134	275	228	407	208	131	1,630	0.8
18 " 19 "	18	7	12	12	9	27	35	72	66	186	113	116	673	0.3
19 and over	50	20	41	29	22	15	13	31	20	80	66	100	487	0.2
Total No. of Pupils, 1954	50,690	34,343	30,678	25,592	22,023	17,028	12,414	8,420	4,041	2,382	728	436	208,775	100.0
Total No. of Pupils, 1953	49,608	31,965	29,591	24,834	21,166	16,224	12,180	8,021	3,646	2,132	586	395	200,348	—
Median Age, 1954	7.49	8.71	9.90	10.99	12.05	12.99	13.78	14.53	15.24	16.28	17.11	17.98	—	—
*Per cent retarded, 1954	—	—	27.8	29.6	29.6	25.4	19.2	13.9	7.8	11.2	9.1	—	—	—
Percentage of Pupils in various Standards, 1954	24.3	16.5	14.7	12.3	10.5	8.2	5.9	4.0	1.9	1.2	0.3	0.2	100.0	—

*Based on the assumption that pupils normally enter school at 7 and all are retarded if 2 years above normal age.

APPENDIX O

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 7th JUNE, 1955,
PERCENTAGE RETARDED, ETC.

Age Last Birthday	PRIMARY								SECONDARY				Total	Per-centage
	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 6 years	541	—	—	—	—	—	—	—	—	—	—	—	541	0.2
6 but not 7 years	17,296	792	32	3	—	—	—	—	—	—	—	—	18,123	8.4
7 " 8 "	15,877	8,955	977	31	—	—	—	—	—	—	—	—	25,840	11.9
8 " 9 "	8,353	10,941	7,342	1,040	38	—	—	—	—	—	—	—	27,714	12.8
9 " 10 "	4,232	7,250	9,013	5,798	878	43	1	—	—	—	—	—	27,215	12.6
10 " 11 "	2,204	3,895	6,629	6,975	4,441	768	38	3	—	—	—	—	24,953	11.6
11 " 12 "	1,117	1,964	3,888	5,424	5,822	3,659	672	37	1	—	—	—	22,584	10.5
12 " 13 "	613	1,281	2,427	3,521	4,888	4,693	2,846	556	43	1	—	—	20,869	9.7
13 " 14 "	302	620	1,312	2,026	3,339	3,917	3,583	2,131	351	25	—	—	17,606	8.2
14 " 15 "	129	290	574	1,062	1,887	2,668	3,032	2,961	1,218	257	7	1	14,086	6.5
15 " 16 "	54	159	244	463	826	1,341	1,787	2,121	1,331	795	109	9	9,239	4.3
16 " 17 "	16	38	80	143	256	368	585	995	735	719	261	80	4,276	2.0
17 " 18 "	8	17	30	36	61	105	148	263	236	363	240	174	1,681	0.8
18 " 19 "	4	5	20	12	16	27	33	79	59	156	131	154	696	0.3
19 and over	60	16	36	24	19	15	10	29	17	71	67	136	500	0.2
Total No. of Pupils, 1955	50,806	36,223	32,604	26,558	22,471	17,604	12,735	9,175	3,991	2,387	815	554	215,923	100.0
Total No. of Pupils, 1954	50,690	34,343	30,678	25,592	22,023	17,028	12,414	8,420	4,041	2,382	728	436	208,775	—
Median Age, 1955	7.48	8.76	9.88	10.92	12.01	12.92	13.78	14.63	15.29	16.16	17.13	18.08	—	—
*Per cent Retarded, 1955	—	—	26.4	27.4	28.5	25.7	20.1	14.9	7.8	9.5	8.2	—	—	—
Percentage of Pupils in various Standards, 1955	23.5	16.8	15.1	12.3	10.4	8.2	5.9	4.2	1.8	1.1	0.4	0.3	—	100.0

* Based on the assumption that pupils normally enter school at 7 and all are retarded if 2 years above normal age.

APPENDIX P

NON-BOARD COLOURED SCHOOLS: (a) DENOMINATIONAL AND
(b) UNDENOMINATIONAL NOT UNDER SCHOOL BOARDS

Name of Church	1946		1955	
	Schools	Pupils	Schools	Pupils
African Methodist Episcopal	16	3,238	15	4,082
Baptist	1	25	1	80
Berlin Missionary Society	28	3,458	8	1,526
Berlin Lutheran	—	—	24	2,950
City Mission	1	201	1	197
Congregational	139	18,061	151	18,846
Dutch Reformed Church	309	34,099	400	45,222
English Church	181	26,880	184	30,593
Evangelical Church	1	108	1	222
Hindu	1	200	1	242
Independent	10	1,096	13	1,516
Interdenominational	6	734	14	1,116
London Missionary Society	5	241	8	502
German Lutheran	1	225	1	30
Methodist	87	13,242	92	14,345
Mission schools without denomination	6	771	2	334
Moravian	32	4,584	48	6,897
Moslem	14	4,405	15	4,839
Presbyterian	3	189	2	160
Primary schools under Committees ..	4	670	5	1,307
Roman Catholic	76	13,991	81	18,244
Rhenish Mission Society	19	3,037	13	2,770
Salvation Army	—	—	1	31
United	31	5,226	26	4,837
Volkserk	8	1,879	7	2,200
Total	979	136,560	1,114	163,088

APPENDIX Q

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED SCHOOLS ON 1st JUNE, 1954

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total		Total number of Pupils
				Boys	Girls	
Sub-Std. A	3,947	45,404	1,339	25,704	24,986	50,690
Sub-Std. B	3,374	30,235	734	17,437	16,906	34,343
Std. I	3,284	25,986	1,408	15,385	15,293	30,678
Std. II	3,473	20,750	1,369	12,812	12,780	25,592
Std. III	3,573	15,451	2,999	11,070	10,953	22,023
Std. IV	3,471	10,345	3,212	8,675	8,353	17,028
Std. V	3,204	6,741	2,469	6,553	5,861	12,414
Std. VI	3,479	4,051	890	4,588	3,832	8,420
Std. VII	2,508	1,360	173	2,337	1,704	4,041
Std. VIII	1,376	907	99	1,323	1,059	2,382
Std. IX	504	196	28	587	141	728
Std. X	296	126	14	362	74	436
Total	32,489	161,552	14,734	106,833	101,942	208,775

APPENDIX R

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN NATIVE SCHOOLS ON 1st JUNE, 1954

Standard	Mainly or exclusively English	Mainly or exclusively Afrikaans	Mainly or exclusively Native language(s)	Official and Native languages used almost equally	Total		Total number of pupils
					Boys	Girls	
Sub-Std. A ..	407	254	78,150	7,277	43,787	42,301	86,088
Sub-Std. B ..	284	158	48,515	6,540	26,953	28,544	55,497
Std. I ..	572	239	40,428	10,829	24,646	27,422	52,068
Std. II ..	895	166	27,946	10,909	17,897	22,019	39,916
Std. III ..	6,997	82	7,356	20,069	14,611	19,893	34,504
Std. IV ..	9,010	115	2,526	14,215	9,993	15,873	25,866
Std. V ..	10,991	79	471	5,367	6,408	10,500	16,908
Std. VI ..	9,193	64	305	3,475	4,647	8,390	13,037
Std. VII ..	7,069	49	352	284	3,217	4,537	7,754
Std. VIII ..	2,232	5	68	100	1,007	1,398	2,405
Std. IX ..	410	3	7	—	329	91	420
Std. X ..	221	—	3	—	180	44	224
Industrial Schools and Departments	553	—	17	—	309	261	570
Total ..	48,834	1,214	206,144	79,065	153,984	181,273	335,257

APPENDIX Q

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED SCHOOLS ON 7th JUNE, 1955

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total number of Pupils
Sub-Std. A	4,034	46,640	132	50,806
Sub-Std. B	3,750	32,372	101	36,223
Std. I	3,584	28,773	247	32,604
Std. II	3,667	22,503	388	26,558
Std. III	3,959	17,431	1,081	22,471
Std. IV	4,153	12,152	1,299	17,604
Std. V	3,639	7,847	1,249	12,735
Std. VI	3,770	4,889	516	9,175
Std. VII	2,211	1,572	208	3,991
Std. VIII	1,344	993	50	2,387
Std. IX	567	215	33	815
Std. X	377	157	20	554
Total	35,055	175,544	5,324	215,923

APPENDIX S

DISTRIBUTION OF PUPILS ACCORDING TO AGE IN NATIVE SCHOOLS ON 1st JUNE, 1954

06

Age last Birthday	PRIMARY									Industrial Schools and Departments	SECONDARY				Total	Percentage
	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 ..	11,017	387	24	—	—	—	—	—	—	—	—	—	—	11,428	3.4	
7 but not 8 years ..	23,820	4,774	589	44	2	—	—	—	—	—	—	—	—	29,229	8.7	
8 " 9 "	18,980	11,021	3,956	558	88	11	3	1	—	—	—	—	—	34,618	10.3	
9 " 10 "	12,486	11,269	8,323	2,747	572	76	19	2	—	—	—	—	—	35,494	10.6	
10 " 11 "	8,553	9,821	10,224	5,964	2,345	534	73	16	—	—	—	—	—	37,530	11.2	
11 " 12 "	4,775	6,812	9,179	7,452	4,891	1,737	378	48	—	—	—	—	—	35,272	10.5	
12 " 13 "	3,331	5,214	8,140	8,168	7,102	3,918	1,327	332	1	23	—	—	—	37,556	11.2	
13 " 14 "	1,725	3,251	5,602	6,772	7,442	5,503	2,859	1,138	2	180	1	—	—	34,475	10.3	
14 " 15 "	826	1,852	3,533	4,591	6,139	6,031	3,993	2,315	1	551	19	—	1	29,852	8.9	
15 " 16 "	332	698	1,513	2,172	3,302	4,123	3,662	3,049	5	1,193	101	9	—	20,159	6.0	
16 " 17 "	147	252	632	972	1,683	2,368	2,518	2,731	22	1,733	344	37	7	13,446	4.0	
17 " 18 "	46	77	214	284	567	931	1,197	1,744	47	1,654	432	61	29	7,283	2.2	
18 " 19 "	23	38	80	113	248	389	586	1,013	77	1,137	525	88	44	4,361	1.3	
19 and over ..	27	31	59	79	123	245	293	648	415	1,283	983	225	143	4,554	1.4	
Total No. of Pupils, 1954	86,088	55,497	52,068	39,916	34,504	25,866	16,908	13,037	570	7,754	2,405	420	224	335,257	100.0	
Total No. of Pupils, 1953	82,118	53,079	49,606	38,849	32,681	23,901	15,797	12,078	600	6,994	2,249	347	256	318,555	—	
Median Age, 1954 ..	8.43	10.03	11.32	12.39	13.30	14.19	14.95	15.87	—	17.12	18.58	19.07	19.22	—	—	
Percentage of Pupils in various Standards, 1954	25.7	16.6	15.5	11.9	10.3	7.7	5.0	3.9	0.2	2.3	0.7	0.1	0.1	100.0	—	

APPENDIX T

SEX OF TEACHERS, SECOND QUARTER, 1954, ARRANGED ACCORDING TO TYPE OF SCHOOL

Sex of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE SCHOOLS						Total Number of Teachers					
	Itinerant Teachers	Training Colleges	High	Agricultural High	Secondary	Primary	Farm	Special	Total	Itinerant Teachers	Training Colleges	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special	Total	Training Schools	High	Secondary and Sec. Depts.	Higher Primary and Primary		Mission	Part-time	Special	Total	
16 Male ..	61	42	1,771	22	273	1,211	1	—	3,381	5	14	39	250	75	538	2,827	27	[30]	2	3,777	78	120	221	88	3,297	[8]	1	3,805	10,963	
Female ..	109	66	1,334	—	271	2,734	22	10[4]	4,546	11	7	19	57	22	517	1,786	2	[3]	16[6]	2,437	64	42	55	150[1]	3,823	[2]	2[1]	4,136	11,119	
Total, 1954	170	108	3,105	22	544	3,945	23	10[4]	7,927	16	21	58	307	97	1,055	4,613	29	[33]	18[6]	6,214	142	162	276	238[1]	7,120	[10]	3[1]	7,941	22,082	
Total, 1953	165	107	3,046	24	477	3,916	17	10[3]	7,762	14	12	62	246	115	960	4,518	24	[36]	18[4]	5,969	132	154	257	211	6,851	[10]	3[1]	7,608	21,339	
Percentage of Male Teachers:																														
1954 ..	35.9	38.9	57.0	100.0	50.2	30.7	4.3	0.0	42.7	31.3	66.7	67.2	81.4	77.3	50.9	61.2	93.1	[90.9]	11.1	60.8	54.9	74.1	80.1	36.9	46.3	[80.0]	33.3	47.9	49.7	
1953 ..	29.7	36.4	56.8	95.8	50.7	31.0	5.9	0.0	42.5	21.4	66.7	64.5	80.5	78.3	50.9	62.1	91.7	[94.4]	5.6	61.2	56.1	76.0	80.5	36.5	46.5	[90.0]	0.0	48.2	49.7	

Note—The bracketed figures refer to teachers employed in more than one school.

APPENDIX T

SEX OF TEACHERS, SECOND QUARTER, 1955, ARRANGED ACCORDING TO TYPE OF SCHOOL

Sex of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									Total Number of Teachers			
	Itinerant Teachers	Training Colleges	High	Agricultural High	Secondary	Primary	Farm	Special	Total	Itinerant Teachers	Training Colleges	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time		Special	Total	
Male ..	61	47	1,809	24	294	1,220	—	—	3,455	4	15	38	281	92	570	2,879	29	[25]	2	3,910	7,365	
Female ..	111	64	1,410	—	288	2,804	21	12[2]	4,710	9	5	22	59	31	557	1,835	1	[3]	21[1]	2,540	7,250	
Total, 1955	172	111	3,219	24	582	4,024	21	12[2]	8,165	13	20	60	340	123	1,127	4,714	30	[28]	23[1]	6,450	14,615	
Total, 1954	170	108	3,105	22	544	3,945	23	10[4]	7,927	16	21	58	307	97	1,055	4,613	29	[33]	18[6]	6,214	14,141	
Percentage of Male Teachers:																						
1955 ..	35.5	42.3	56.2	100.0	50.7	30.3	0.0	0.0	42.3	30.7	75.0	63.3	82.6	74.7	50.5	61.0	96.6	[89.2]	8.6	60.6	50.4	
1954 ..	35.9	38.9	57.0	100.0	50.2	30.7	4.3	0.0	42.7	31.3	66.7	67.2	81.4	77.3	50.9	61.2	93.1	[90.9]	11.1	60.8	50.6	

Note.—The bracketed figures refer to teachers employed in more than one school.

APPENDIX U

RACE OF TEACHERS, SECOND QUARTER, 1954, ARRANGED ACCORDING TO TYPE OF SCHOOL

Race of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE SCHOOLS					Total Number of Teachers					
	Itinerant Teachers	Training Colleges	High	Agricultural High	Secondary	Primary	Farm	Special	Total	Itinerant Teachers	Training Colleges	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special	Total	Training Schools	High	Secondary and Sec. Depts.		Higher Primary and Primary	Mission	Part-time	Special	Total
European ..	170	108	3,105	22	544	3,945	23	10[4]	7,927	3	18	21	24	16	3	113	—	—	9[6]	207	73	43	19	—	49	—	[1]	184	8,318
Coloured ..	—	—	—	—	—	—	—	—	—	13	3	37	283	81	1,052	4,489	29	[33]	9	5,996	—	—	—	1	5	—	—	6	6,002
Native ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	—	—	—	11	69	119	257	237[1]	7,066	[10]	3	7,751	7,762
Total, 1954	170	108	3,105	22	544	3,945	23	10[4]	7,927	16	21	58	307	97	1,055	4,613	29	[33]	18[6]	6,214	142	162	276	238[1]	7,120	[10]	3[1]	7,941	22,082
Total, 1953	165	107	3,046	24	477	3,916	17	10[3]	7,762	14	12	62	246	115	960	4,518	24	[36]	18[4]	5,969	132	154	257	211	6,851	[10]	3[1]	7,608	21,339

Note.—The bracketed figures refer to teachers employed in more than one school.

APPENDIX U

RACE OF TEACHERS, SECOND QUARTER, 1955, ARRANGED ACCORDING TO TYPE OF SCHOOL

Race of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS										Total Number of Teachers	
	Itinerant Teachers	Training Colleges	High	Agricultural High	Secondary	Primary	Farm	Special	Total	Itinerant Teachers	Training Colleges	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special		Total
European ..	172	111	3,219	24	582	4,024	21	12[2]	8,165	1	18	23	21	12	3	98	1	—	12[1]	189	8,354
Coloured ..	—	—	—	—	—	—	—	—	—	12	2	37	319	111	1,124	4,606	29	[28]	11	6,251	6,251
Native ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	10	—	—	—	—	10	10
Total, 1955	172	111	3,219	24	582	4,024	21	12[2]	8,165	13	20	60	340	123	1,127	4,714	30	[28]	23[1]	6,450	14,615
Total, 1954	170	108	3,105	22	544	3,945	23	10[4]	7,927	16	21	58	307	97	1,055	4,613	29	[33]	18[6]	6,214	14,141

Note.—The bracketed figures refer to teachers employed in more than one school.

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,
ARRANGED ACCORDING TO TYPE OF SCHOOL, 2nd QUARTER 1954

European Schools

Certificates	Training Colleges	High	Agricultural High	Secondary	Primary	Church Primary	Farm	Special	Itinerant Teachers	Total
T.1 Certificate	3	56	—	2	1	—	—	—	1	63
Secondary Higher ..	36	1,232	9	90	69	1	—	—	10	1,447
Secondary Lower:										
Graduate	—	29	—	2	12	1	1	1	1	47
Non-Graduate ..	1	19	—	5	12	—	—	—	—	37
Infant School Teachers'	10	125	—	32	625	7	1	—	2	802
Primary Teachers':										
Graduate	5	44	1	11	24	3	—	—	2	90
Non-Graduate ..	1	276	—	128	969	59	5	2[1]	32	1,472[1]
Primary Higher or										
T.2 Certificate:										
Graduate	10	151	—	26	66	—	—	—	3	256
Non-Graduate ..	18	697	3	155	1,105	16	3	3[1]	75	2,075[1]
Primary Lower or										
T.3 Certificate:										
Graduate	—	12	—	1	7	—	—	—	—	20
Non-Graduate ..	—	86	—	61	704	26	10	4[2]	7	898[2]
Miscellaneous:										
Graduate	5	31	—	1	9	2	—	—	5	53
Non-Graduate ..	19	270	—	15	155	20	1	—	27	507
Uncertificated:										
Graduate	—	45	7	5	3	—	—	—	4	64
Non-Graduate ..	—	32	2	10	46	3	2	—	1	96
Total Number of Teachers	108	3,105	22	544	3,807	138	23	10[4]	170	7,927[4]

Note.—The bracketed figures refer to teachers employed in more than one school.

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,
ARRANGED ACCORDING TO TYPE OF SCHOOL, 2nd QUARTER 1955

European Schools

Certificates	Training Colleges	High	Agricultural High	Secondary	Primary	Church Primary	Farm	Special	Itinerant Teachers	Total
Secondary Higher ..	44	1,256	9	114	63	—	1	—	13	1,500
Secondary Lower:										
Graduate ..	1	27	—	3	10	—	—	1	2	44
Non-Graduate ..	—	19	—	6	18	1	—	—	1	45
Infant School Teachers' ..	9	130	—	34	622	5	—	1	2	803
Primary Teachers':										
Graduate ..	2	48	1	10	23	1	—	—	—	85
Non-Graduate ..	1	311	—	118	1,028	56	6	1	37	1,558
Primary Higher or ..										
T.2 Certificate:										
Graduate ..	6	165	1	25	73	1	—	—	3	274
Non-Graduate ..	23	652	4	160	1,098	16	2	3	70	2,028
Primary Lower or ..										
T.3 Certificate:										
Graduate ..	—	13	—	1	6	—	—	—	—	20
Non-Graduate ..	—	90	—	59	660	28	9	6[2]	6	858[2]
Miscellaneous:										
Graduate ..	3	46	—	4	18	3	—	—	5	79
Non-Graduate ..	22	318	—	28	226	24	—	—	26	644
Uncertificated:										
Graduate ..	—	42	7	6	4	—	—	—	2	61
Non-Graduate ..	—	49	2	13	34	2	3	—	5	108
Total Number of ..	111	3,219	24	582	3,887	137	21	12[2]	172	8,165[2]

Note.—The bracketed figures refer to teachers employed in more than one school.

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,
ARRANGED ACCORDING TO TYPE OF SCHOOL, 2nd QUARTER 1954

Coloured Schools

Certificate	Training Colleges	Training Schools	High	Secondary		Primary	Higher Primary Departments	Part-time	Mission	Farm	Special	Itinerant Teachers	Total
				Schools	Depart- ments								
Coloured Primary ..													
Advanced:													
Graduate ..	—	1	7	2	—	—	—	—	1	—	—	—	11
Non-Graduate ..	—	3	46	17	5	134	5	[2]	277	3	1	1	492[2]
Coloured Primary ..													
Higher:													
Graduate ..	—	6	44	2	2	8	—	—	9	—	—	—	71
Non-Graduate ..	—	9	53	3	7	272	8	[13]	702	5	2	12	1,073[13]
Coloured Infant ..													
School:													
Graduate ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate ..	—	—	1	—	—	19	—	—	33	—	—	—	53
Coloured Primary ..													
Lower:													
Graduate ..	—	1	17	7	5	2	—	—	8	—	—	—	40
Non-Graduate ..	—	4	15	12	1	534	3	[14]	2,937	16	6	—	3,528[14]
Primary Lower or ..													
T.3 Certificate:													
Graduate ..	—	—	2	—	—	3	—	[1]	1	—	—	—	6[1]
Non-Graduate ..	1	2	7	—	—	52	—	[3]	368	3	5[3]	—	438[6]
Miscellaneous:													
Graduate ..	18	23	91	9	21	1	1	—	6	—	[1]	—	170[1]
Non-Graduate ..	2	9	12	—	4	2	2	—	84	1	3[2]	3	122[2]
Uncertificated:													
Graduate ..	—	—	7	—	—	—	—	—	—	—	—	—	7
Non-Graduate ..	—	—	5	—	—	9	—	—	187	1	1	—	203
Total Number ..	21	58	307	52	45	1,036	19	[33]	4,613	29	18[6]	16	6,214[39]

Note.—The bracketed figures refer to teachers employed in more than one school.

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,
ARRANGED ACCORDING TO TYPE OF SCHOOL, 2nd QUARTER 1955

Coloured Schools

Certificates	Training Colleges	Training Schools	High	Secondary		Primary	Higher Primary Departments	Part-time	Mission	Farm	Special	Itinerant Teachers	Total
				Schools	Departments								
Coloured Primary Advanced: Graduate ..	—	—	11	3	—	—	—	—	1	—	—	—	15
Non-Graduate ..	—	3	67	18	3	166	5	[1]	309	3	1	2	577[1]
Coloured Primary Higher: Graduate ..	—	2	44	2	2	5	—	—	8	—	—	—	63
Non-Graduate ..	—	13	58	7	7	270	10	[13]	701	1	6	7	1,080[13]
Coloured Infant School: Graduate ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate ..	—	—	—	—	—	15	—	—	40	—	1	—	56
Coloured Primary Lower: Graduate ..	—	2	16	8	3	3	—	—	5	—	—	—	37
Non-Graduate ..	—	5	21	28	1	586	4	[11]	3,088	18	10	1	3,762[11]
Primary Lower or T.3 Certificate: Graduate ..	—	—	2	—	—	2	—	[1]	1	—	—	—	5[1]
Non-Graduate ..	—	1	7	1	—	49	—	[2]	303	2	3[1]	—	366[3]
Miscellaneous: Graduate ..	18	25	95	13	19	—	—	—	2	—	1	—	173
Non-Graduate ..	2	9	9	1	7	5	2	—	79	3	—	2	119
Uncertificated: Graduate ..	—	—	4	—	—	—	—	—	—	—	—	—	4
Non-Graduate ..	—	—	6	—	—	5	—	—	177	3	1	1	193
Total Number of Teachers ..	20	60	340	81	42	1 106	21	[28]	4,714	30	23[1]	13	6,450[29]

Note.—The bracketed figures refer to teachers employed in more than one school.

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,
ARRANGED ACCORDING TO TYPE OF SCHOOL, 2nd QUARTER 1954

Native Schools

Certificate	Training Schools	High	Secondary		Industrial Schools and Departments	Part-time	Higher Mission Higher Boarding and Higher Prim.	Mission, Primary and Practising	Special	Total
			Schools	Departments						
Native Primary Advanced: Graduate ..	—	—	—	—	—	—	—	—	—	—
Non-Graduate ..	2	3	11	—	—	—	10	9	—	35
Native Primary Higher: Graduate ..	3	8	16	—	—	—	1	1	—	29
Non-Graduate ..	26	20	62	—	1	[3]	1,215	1,478	—	2,802[3]
Native Primary Lower: Graduate ..	3	10	20	—	—	—	—	—	—	33
Non-Graduate ..	6	8	13	—	5	[5]	894	2,253[1]	3	3,182[6]
Primary Lower or T.3 Certificate: Graduate ..	6	2	5	—	—	—	—	—	—	13
Non-Graduate ..	7	3	3	—	—	—	196	416	—	625
Miscellaneous: Graduate ..	45	82	91	2	1	—	1	—	—	222
Non-Graduate ..	41	22	37	3	27	[2]	280	441	[1]	851[3]
Uncertificated: Graduate ..	—	3	4	—	—	—	—	—	—	7
Non-Graduate ..	3	1	9	—	15	—	36	78	—	142
Total Number of Teachers ..	142	162	271	5	49	[10]	2,633	4,676[1]	3[1]	7,941[12]

Note.—The bracketed figures refer to teachers employed in more than one school.

ENTRIES FOR ALL DEPARTMENTAL EXAMINATIONS

Examination	1953	1954	1955
Senior Certificate	5,102	5,311	5,529
Senior Certificate Supplementary (March the following year)	636	651	671
Junior Certificate:			
Two Year Course	11,770	12,578	2,459
Conducted by Schools	2,226	1,998	—
Three Year Course	—	—	12,159
<i>European Teachers' Certificates</i>			
Primary Teachers'	470	646	618
Primary Teachers' Higher:			
Agricultural Nature Study	20	19	18
Art	13	8	16
Housecraft	18	18	22
Infant School	61	62	102
Manual Training	23	22	35
Music	9	9	10
Needlework	30	25	40
Physical Education	39	31	50
Diploma in Physical Education	11	9	8
Diploma in Art	—	—	3
Bilingual Certificate (written tests in English and Afrikaans)	154	142	200
Bilingual Certificate (written tests in English and Afrikaans) Supplementary (June)	13	21	15
Primary Teachers' Supplementary (June)	78	62	74
<i>Coloured Teachers' Certificates</i>			
Primary Lower	562	552	556
Primary Higher:			
Art and Art Handwork	7	4	10
Manual Training	11	7	8
Physical Education (Men)	24	14	17
Physical Education (Women)	—	—	5
Music	9	11	13
Infant School	6	5	14
Primary Advanced	148	153	174
Bilingual Certificate (written tests in English and Afrikaans)	37	36	40
Primary Lower Supplementary (June)	69	123	99
Primary Advanced Supplementary (June)	23	30	31
Bilingual Certificate (written tests in English and Afrikaans) Supplementary (June)	—	2	4
<i>Native Teachers' Certificates</i>			
Primary Lower	204	288	303
Primary Higher:			
Course A	354	462	390
Course B	291	329	283
Special Courses:			
Infant School	39	18	28
Physical Education	1	8	7
Music	6	7	2
Agriculture	8	9	12
Primary Advanced	33	37	40
Primary Lower Supplementary (June)	42	40	54
Primary Higher Supplementary (June)	295	203	119
Primary Advanced Supplementary (June)	3	10	14
<i>General</i>			
Duke and Duchess Competition	32	40	16
Standard VI for Europeans and Coloureds	20,060	19,817	18,379
Standard VI for Natives	12,595	13,728	14,836

PERCENTAGE OF PASSES IN ALL DEPARTMENTAL EXAMINATIONS

Examination	1953	1954	1955
Senior Certificate	83	84	84
Junior Certificate:			
Two Year Course	76	76	68
Conducted by Schools	91	97	—
Three Year Course	—	—	86
<i>European Teachers' Certificates</i>			
Primary Teachers'	76	80	75
Primary Teachers' Higher:			
Agricultural Nature Study	100	100	95
Art	100	88	100
Housecraft	89	100	100
Infant School	100	97	99
Manual Training	74	86	100
Music	100	100	100
Needlework	100	100	100
Physical Education	100	97	88
Diploma in Physical Education	100	100	100
Diploma in Art	—	—	100
Bilingual Certificate (written tests in English and Afrikaans)	43	28	37
Bilingual Certificate (written tests in English and Afrikaans) Supplementary (June)	23	29	27
Primary Teachers' Supplementary (June)	35	33	57
<i>Coloured Teachers' Certificates</i>			
Primary Lower	65	66	67
Primary Higher:			
Art and Art Handwork	100	100	100
Manual Training	82	86	100
Physical Education (Men)	79	93	94
Physical Education (Women)	—	—	80
Music	100	100	93
Infant School	100	100	100
Primary Advanced	74	70	64
Bilingual Certificate (written tests in English and Afrikaans)	73	50	45
Primary Lower Supplementary (June)	52	39	51
Primary Advanced Supplementary (June)	74	76	63
Bilingual Certificate (written tests in English and Afrikaans) Supplementary (June)	—	50	100
<i>Native Teachers' Certificates</i>			
Primary Lower	61	69	75
Primary Higher:			
Course A	57	73	62
Course B	55	62	65
Special Courses:			
Infant School	97	100	100
Physical Education	100	100	100
Music	100	100	100
Agriculture	100	100	100
Primary Advanced	67	43	65
Primary Lower Supplementary (June)	60	65	63
Primary Higher Supplementary (June)	60	67	58
Primary Advanced Supplementary (June)	66	70	71

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF
THE SENIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE
OF PASSES 1954 AND 1955

Subject	Number of Candidates		Percentage of Passes	
	1954	1955	1954	1955
Afrikaans Higher Grade	3,128	3,185	99	100
English Higher Grade	2,286	2,421	98	98
Afrikaans Lower Grade	1,956	2,069	93	93
English Lower Grade	3,051	3,102	94	95
Latin	776	766	82	84
German	649	639	91	95
History	3,546	3,541	87	89
Geography	1,515	1,701	91	92
Mathematics	2,998	3,093	86	83
Physical Science	2,163	2,258	91	92
Biology	2,346	2,476	94	95
Agricultural Science	269	314	100	99
Agricultural Economics	56	59	91	100
Art	163	171	100	97
Botany	43	46	95	85
Bookkeeping	1,990	2,069	83	83
Bookkeeping and Commercial Arith- metic	1,760	1,856	82	85
Chemistry	414	333	85	82
Cookery, Housewifery and Laundry- work	663	657	100	100
Commercial Arithmetic	1,760	1,858	81	81
French	45	44	89	91
General Science	46	51	79	90
Hebrew	24	11	96	91
Literature (Afr. and Ned.)	203	230	97	93
Literature (English)	32	47	100	96
Manual Training	361	462	100	99
Music	154	168	98	98
Needlework	409	429	100	100
Physics	25	25	96	100
Physiology and Hygiene	1,359	1,458	92	94
Shorthand (Afrikaans)	525	505	88	89
Shorthand (English)	502	486	89	84
Southern Sotho Higher Grade	4	2	100	100
Southern Sotho Lower Grade	—	—	—	—
Tswana Higher Grade	12	9	100	100
Tswana Lower Grade	1	—	100	—
Typewriting	752	746	85	84
Xhosa Higher Grade	196	235	100	99
Xhosa Lower Grade	—	3	—	100
Zoology	112	138	100	99

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF
THE JUNIOR CERTIFICATE EXAMINATION (TWO YEAR COURSE)
AND THE PERCENTAGE OF PASSES 1954 AND 1955

Subject	Number of Candidates		Percentage of Passes	
	1954	1955	1954	1955
Afrikaans Higher Grade	6,600	139	99	98
Afrikaans Lower Grade	3,826	166	92	90
English Higher Grade	6,103	2,311	98	80
English Lower Grade	6,415	147	92	100
French	7	—	86	—
German	1,023	—	85	—
Hebrew	4	—	75	—
Latin	2,255	1,481	84	68
Southern Sotho Higher Grade	39	47	100	98
Tswana Higher Grade	92	106	100	100
Tswana Lower Grade	12	—	100	—
Xhosa Higher Grade	2,025	2,011	99	100
Xhosa Lower Grade	14	16	86	100
Agriculture Major	716	169	95	98
Agriculture Minor	44	34	85	100
Agricultural Economics	75	—	97	—
Biology	8,605	2,175	93	83
General Science	3,042	263	89	79
Hygiene and Physiology	5,772	1,834	89	85
Physics and Chemistry	4,421	345	86	75
Arithmetic Major	654	279	68	57
Arithmetic Minor	792	173	78	91
Art Major	173	1	100	100
Art Minor	85	14	82	100
Bookkeeping	5,077	17	87	88
Commercial Arithmetic	4,563	17	82	82
Cookery, Housewifery and Laundry- work Major	1,861	389	99	100
Cookery, Housewifery and Laundry- work Minor	315	26	100	100
Geography Major	5,818	1,931	90	79
Geography Minor	120	71	95	78
History Major	7,844	2,057	87	81
History Minor	488	70	82	96
Mathematics	5,554	573	87	59
Metalwork	21	—	100	—
Music	171	3	97	100
Needlework Major	1,173	52	99	77
Needlework Minor	304	18	95	58
Shorthand (English)	1,375	3	77	100
Shorthand (Afrikaans)	1,443	—	79	—
Typewriting	2,276	3	84	100
Woodwork Major	1,267	52	97	62
Woodwork Minor	282	—	72	—

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF
THE JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY
SCHOOLS AND THE PERCENTAGE OF PASSES, 1954

Subject	Number of Candidates	Percentage of Passes
Afrikaans Higher Grade	1,096	99
Afrikaans Lower Grade	887	98
English Higher Grade	915	99
English Lower Grade	1,074	98
French	45	100
German	302	94
Hebrew	8	100
Latin	336	93
General Science	986	95
Biology	959	95
Hygiene and Physiology	357	98
Physics and Chemistry	658	89
Agriculture Major	106	99
Agriculture Special	5	100
Arithmetic Major	26	88
Art Major	65	96
Cookery, Housewifery and Laundrywork	282	100
Geography Major	369	93
History	1,397	94
Mathematics	1,062	88
Music	60	100
Needlework Major	205	100
Woodwork Major	157	100
Bookkeeping	791	90
Commercial Arithmetic	733	86
Shorthand (English)	247	81
Shorthand (Afrikaans)	214	94
Typewriting	401	95
Arithmetic Minor	87	80
Cookery and Housewifery	43	100
Cookery and Laundrywork	55	100
Needlework Minor	98	97
Geography Minor	139	94
History Minor	204	95
Woodwork Minor	22	100

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF
THE JUNIOR CERTIFICATE EXAMINATION (THREE YEAR COURSE
AND THE PERCENTAGE OF PASSES FOR 1955

Subject	Number of Candidates	Percentage of Passes
Afrikaans Higher Grade	7,838	99
Afrikaans Lower Grade	4,303	93
English Higher Grade	4,573	98
English Lower Grade	7,670	94
General Science	12,118	92
French	63	91
German	1,053	94
Latin	1,110	88
Agriculture	735	100
Agricultural Economics	30	93
Art	278	93
Artcraft	71	94
Business Methods and Bookkeeping	5,975	94
Domestic Science	1,713	100
General Mathematics	7,843	87
Metalwork	4	100
Metalwork/Woodwork	26	100
Music	123	100
Needlework and Dressmaking	1,501	98
Social Studies	10,159	92
Typewriting	2,689	99
Woodwork	2,503	94

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATION 1954 AND 1955

Subject	SYMBOL										Total No. of Candidates	Approx. Median Percent Marks
	H	G	FF	F	E	D	C	EB	B	A		
<i>Afrikaans Higher</i>												
1954	—	—	1	4	26	41	23	4	1	—	3,128	54
1955	—	—	—	2	22	49	24	2	1	—	3,185	55
<i>English Higher</i>												
1954	—	1	1	8	29	36	18	5	2	—	2,286	53
1955	—	—	2	8	27	36	20	5	2	—	2,421	53
<i>Afrikaans Lower</i>												
1954	—	3	4	12	26	26	18	7	2	2	1,956	52
1955	—	3	4	13	22	26	21	5	4	2	2,069	53
<i>English Lower</i>												
1954	—	3	3	13	27	26	19	4	3	2	3,051	52
1955	—	1	4	12	28	29	18	4	3	1	3,102	52
<i>Latin</i>												
1954	4	10	4	12	23	20	16	6	3	2	776	49
1955	3	9	4	12	21	21	16	6	4	4	766	51
<i>German</i>												
1954	—	6	3	11	21	23	21	5	5	5	649	54
1955	—	2	3	13	21	25	18	5	6	7	639	54
<i>History</i>												
1954	3	8	2	14	24	23	16	5	3	2	3,546	50
1955	2	5	4	11	24	25	18	6	3	2	3,541	52
<i>Geography</i>												
1954	1	5	3	13	32	24	16	4	1	1	1,515	49
1955	1	4	3	12	30	31	15	2	1	1	1,701	50
<i>Mathematics</i>												
1954	2	8	4	12	25	22	16	5	3	3	2,998	50
1955	3	9	5	10	23	21	17	5	3	4	3,093	50
<i>Physical Science</i>												
1954	1	4	4	10	28	29	17	4	2	1	2,163	51
1955	—	5	3	12	28	25	15	5	5	2	2,258	—
<i>Biology</i>												
1954	—	3	3	10	26	30	20	4	2	2	2,346	53
1955	—	2	3	11	28	31	17	4	3	1	2,476	52
<i>Agricultural Science</i>												
1954	—	—	—	4	27	42	22	4	1	—	269	53
1955	—	—	1	2	32	41	21	2	1	—	314	53
<i>Agricultural Economics</i>												
1954	5	4	—	12	27	32	14	2	2	2	56	—
1955	—	—	—	10	43	22	20	5	—	—	59	—
<i>Art</i>												
1954	—	—	—	2	23	43	21	5	4	2	163	—
1955	1	2	—	12	36	31	13	2	2	1	171	50

Note: A = 80—100%
 B = 75—79%
 BB = 70—74%
 C = 60—69%
 D = 50—59%
 E = 40—49%
 F = 33½—39%
 FF = 30—33%
 G = 20—29%
 H = below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATION 1954 AND 1955

Subject	SYMBOL										Total No. of Candidates	Approx. Median Percent Marks
	H	G	FF	F	E	D	C	BB	B	A		
<i>Botany</i>												
1954	2	—	3	7	12	29	33	12	2	—	43	—
1955	—	11	4	9	35	37	2	—	2	—	46	—
<i>Bookkeeping</i>												
1954	2	9	6	14	21	19	15	5	4	5	1,990	49
1955	4	9	4	12	19	18	16	7	5	6	2,069	51
<i>Bookkeeping and Commercial Arithmetic</i>												
1954	2	10	6	14	24	19	14	5	4	2	1,760	48
1955	2	8	5	12	21	21	16	6	4	5	1,856	51
<i>Chemistry</i>												
1954	2	8	5	13	23	21	16	6	3	3	414	50
1955	2	10	6	14	19	22	15	6	4	2	333	49
<i>Cookery, etc.</i>												
1954	—	—	—	2	24	54	18	1	1	—	663	54
1955	—	—	—	—	33	48	17	2	—	—	657	53
<i>Commercial Arithmetic</i>												
1954	4	9	6	14	20	20	14	5	3	5	1,760	49
1955	5	10	4	12	17	19	17	6	5	5	1,858	51
<i>French</i>												
1954	—	9	2	14	20	18	20	9	4	4	45	—
1955	5	2	2	7	27	25	25	2	—	5	44	—
<i>General Science</i>												
1954	—	13	8	22	27	15	10	2	2	1	46	—
1955	—	4	6	14	41	21	14	—	—	—	51	—
<i>Hebrew</i>												
1954	—	4	—	12	12	13	21	13	—	25	24	—
1955	—	—	9	9	—	18	46	—	—	18	11	—
<i>Literature (Nederlands and Afrikaans)</i>												
1954	—	—	3	10	41	27	12	4	1	2	203	49
1955	1	3	3	10	29	30	18	3	2	1	230	51
<i>Literature (English)</i>												
1954	—	—	—	16	19	28	25	6	—	6	32	—
1955	—	—	4	2	17	34	39	4	—	—	47	—
<i>Manual Training</i>												
1954	—	—	—	3	11	25	33	13	8	7	361	62
1955	—	—	1	3	15	28	32	11	7	3	462	61
<i>Music</i>												
1954	—	1	1	3	10	32	35	10	4	4	154	60
1955	—	1	1	5	8	28	39	12	4	2	168	62
<i>Needlework</i>												
1954	—	—	—	1	10	37	42	7	3	—	409	60
1955	—	—	—	—	5	38	43	11	2	1	429	61
<i>Physics</i>												
1954	—	—	4	8	24	32	24	—	8	—	—	—
1955	—	—	—	8	24	52	12	4	—	—	25	—

Note: A = 80—100%
 B = 75—79%
 BB = 70—74%
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 D = 50—59%
 E = 40—49%
 F = 33½—39%
 FF = 30—33%
 G = 20—29%
 H = below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATION 1954 AND 1955

Subject	SYMBOL										Total No. of Candidates	Approx. Median Percent Marks
	H	G	FF	F	E	D	C	BB	B	A		
<i>Physiology and Hygiene</i>												
1954	1	4	3	12	28	27	18	4	2	1	1,359	51
1955	1	3	2	12	28	28	18	4	3	1	1,458	51
<i>Shorthand (Afrikaans)</i>												
1954	1	7	4	11	21	19	16	6	6	9	525	53
1955	3	4	4	11	19	17	15	8	6	13	505	55
<i>Shorthand (English)</i>												
1954	2	5	4	11	21	19	15	6	6	11	502	53
1955	3	8	5	9	17	16	14	8	8	12	486	55
<i>Southern Sotho Higher</i>												
1954	—	—	—	—	—	50	25	25	—	—	4	—
1955	—	—	—	—	—	50	—	50	—	—	2	—
<i>Southern Sotho Lower</i>												
1954					No							
1955					Ca							
<i>Tswana Higher</i>												
1954	—	—	—	—	11	56	33	—	—	—	12	—
1955	—	—	—	—	44	56	—	—	—	—	9	—
<i>Tswana Lower</i>												
1954	—	—	—	100	—	—	—	—	—	—	1	—
1955	—	—	—	No.	Ca							
<i>Typewriting</i>												
1954	3	8	4	12	22	21	19	6	3	2	752	50
1955	3	9	4	10	19	22	20	6	5	2	746	52
<i>Xhosa Higher</i>												
1954	—	—	—	1	24	52	20	3	—	—	196	55
1955	—	—	1	3	40	45	11	—	—	—	235	51
<i>Xhosa Lower</i>												
1954	—	—	—	—	—	—	—	—	—	—	—	—
1955	—	—	—	33	—	34	—	33	—	—	3	—
<i>Zoology</i>												
1954	—	—	—	2	41	46	11	—	—	—	112	—
1955	—	—	1	19	30	33	16	1	—	—	138	—

Note: A = 80—100%
 B = 75—79%
 BB = 70—74%
 C = 60—69%
 D = 50—59%
 E = 40—49%
 F = 33½—39%
 FF = 30—33%
 G = 20—29%
 H = below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION (TWO YEAR COURSE) 1954 AND 1955

Subject	SYMBOL									Total No. of Candidates	Approx. Median Percent Marks
	A	B	C	D	E	F	FF	G	H		
<i>Afrikaans Higher</i>											
1954	1	7	26	36	23	6	1	—	—	6,600	56
1955	—	—	13	47	32	6	—	2	—	139	56
<i>Afrikaans Lower</i>											
1954	2	9	22	24	24	11	4	3	1	3,826	53
1955	—	2	19	31	25	13	5	4	1	166	50
<i>English Higher</i>											
1954	1	11	27	23	22	14	1	1	—	6,103	57
1955	—	—	3	17	37	23	9	10	1	2,311	42
<i>English Lower</i>											
1954	2	7	18	26	26	13	4	3	1	6,415	51
1955	1	5	16	34	33	11	—	—	—	147	51
<i>French</i>											
1954	—	29	—	43	14	—	14	—	—	7	—
1955	—	—	—	No	Ca						
<i>German</i>											
1954	3	9	16	21	24	12	5	7	3	1,023	50
1955	—	—	—	No	Ca						
<i>Hebrew</i>											
1954	—	—	50	—	25	—	—	—	25	4	—
1955	—	—	—	No	Ca						
<i>Latin</i>											
1954	7	11	16	19	19	12	3	10	3	2,255	52
1955	1	5	9	13	21	19	8	17	7	1,481	40
<i>Southern Sotho Higher</i>											
1954	—	10	25	38	20	7	—	—	—	39	—
1955	—	6	30	47	13	2	2	—	—	47	—
<i>Southern Sotho Lower</i>											
1954	—	—	—	—	—	—	—	—	—	—	—
1955	—	—	—	No	Ca						
<i>Tswana Higher</i>											
1954	—	—	18	57	23	2	—	—	—	92	—
1955	—	—	7	53	31	9	—	—	—	106	—
<i>Tswana Lower</i>											
1954	—	—	60	20	20	—	—	—	—	12	—
1955	—	—	—	No	Ca						
<i>Xhosa Higher</i>											
1954	—	—	10	40	42	7	1	—	—	2,025	50
1955	—	—	9	43	42	6	—	—	—	2,011	50
<i>Xhosa Lower</i>											
1954	—	7	50	29	—	—	7	7	—	14	—
1955	6	38	38	12	—	6	—	—	—	16	—

Note: A = 80—100%
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 D = 50—59%
 E = 40—49%
 F = 33½—39%
 FF = 30—33%
 G = 20—29%
 H = Below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION (TWO YEAR COURSE) 1954 AND 1955

Subject	SYMBOL									Total No. of Candidates	Approx. Median Percent Marks
	A	B	C	D	E	F	FF	G	H		
<i>Agriculture (Major)</i>											
1954	1	7	24	33	24	6	2	3	—	716	55
1955	—	5	16	34	32	11	1	1	—	169	51
<i>Agriculture (Minor)</i>											
1954	—	5	16	16	41	7	11	4	—	44	—
1955	—	12	35	35	18	—	—	—	—	34	—
<i>Agricultural Economics</i>											
1954	1	5	24	31	21	15	3	—	—	75	—
1955				No	Can	dida	tes				
<i>Biology</i>											
1954	2	9	21	28	24	9	3	4	—	8,605	53
1955	—	3	13	24	27	16	6	10	1	2,175	46
<i>General Science</i>											
1954	1	7	16	27	26	12	4	6	1	3,042	50
1955	—	1	9	20	28	21	8	12	1	263	43
<i>Hygiene and Physiology</i>											
1954	2	7	16	25	26	13	5	6	—	5,772	50
1955	—	2	8	21	34	20	6	8	1	1,834	44
<i>Physics and Chemistry</i>											
1954	4	10	16	22	22	12	4	8	2	4,421	51
1955	—	5	12	16	23	19	7	15	3	345	42
<i>Arithmetic (Major)</i>											
1954	1	4	9	16	23	15	7	15	10	654	41
1955	1	4	2	15	16	19	10	27	6	279	36
<i>Arithmetic (Minor)</i>											
1954	5	6	11	17	19	20	4	11	7	792	44
1955	9	10	18	23	18	13	2	6	1	173	54
<i>Art (Major)</i>											
1954	1	7	42	42	7	1	—	—	—	173	60
1955	—	—	100	—	—	—	—	—	—	1	—
<i>Art (Minor)</i>											
1954	—	—	1	10	36	35	8	10	—	85	—
1955	—	—	29	29	42	—	—	—	—	14	—
<i>Bookkeeping</i>											
1954	2	9	17	23	24	12	4	7	2	5,077	50
1955	—	6	18	29	35	—	—	12	—	17	—
<i>Commercial Arithmetic</i>											
1954	6	9	15	18	21	13	4	10	4	4,563	49
1955	6	—	6	23	35	12	6	6	6	17	—
<i>Cookery, etc. (Major)</i>											
1954	—	1	16	48	31	3	—	1	—	1,861	53
1955	—	—	6	51	42	1	—	—	—	389	51
<i>Cookery, etc. (Minor)</i>											
1954	—	—	4	36	54	6	—	—	—	315	48
1955	—	—	20	51	25	4	—	—	—	26	—

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 H = Below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION (TWO YEAR COURSE) 1954 AND 1955

Subject	SYMBOL									Total No. of Candidates	Approx. Median Percent Marks
	A	B	C	D	E	F	FF	G	H		
<i>Geography (Major)</i>											
1954	2	9	17	26	25	11	4	5	1	5,818	51
1955	—	1	6	19	33	20	6	13	2	1,931	43
<i>Geography (Minor)</i>											
1954	—	—	30	31	25	9	—	5	—	120	—
1955	—	—	11	23	30	14	8	11	3	71	—
<i>History (Major)</i>											
1954	4	9	17	22	23	12	4	7	2	7,844	51
1955	—	1	8	19	32	21	6	11	2	2,057	43
<i>History (Minor)</i>											
1954	—	4	11	20	29	18	6	10	2	488	45
1955	—	15	23	26	23	9	2	2	—	70	—
<i>Mathematics</i>											
1954	6	9	16	22	22	12	4	6	3	5,554	51
1955	—	1	5	11	20	22	10	23	8	573	36
<i>Metalwork</i>											
1954	10	24	33	19	14	—	—	—	—	21	—
1955				No	Can	dida	tes				
<i>Music</i>											
1954	13	25	28	18	10	3	1	1	1	171	66
1955	—	—	33	67	—	—	—	—	—	3	—
<i>Needlework (Major)</i>											
1954	1	6	24	39	23	5	1	1	—	1,173	55
1955	—	—	1	10	41	25	8	15	—	52	—
<i>Needlework (Minor)</i>											
1954	1	6	16	32	29	11	3	2	—	304	52
1955	—	—	—	—	44	14	14	14	14	18	—
<i>Shorthand (English)</i>											
1954	5	10	14	17	18	13	5	12	6	1,375	48
1955	—	—	—	33	34	33	—	—	—	3	—
<i>Shorthand (Afrikaans)</i>											
1954	7	12	16	17	17	10	6	10	5	1,443	51
1955				No	Can	dida	tes				
<i>Typing</i>											
1954	2	10	18	22	21	11	5	8	3	2,276	51
1955	—	—	33	34	—	33	—	—	—	3	—
<i>Woodwork (Major)</i>											
1954	3	11	26	28	21	8	1	2	—	1,267	57
1955	—	2	6	15	12	27	2	25	11	52	—
<i>Woodwork (Minor)</i>											
1954	—	4	9	19	22	18	9	15	4	282	41
1955				No	Can	dida	tes				

Note: A = 80—100%
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 E = 40—49%
 F = 33½—39%
 FF = 30—33%
 G = 20—29%
 H = Below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY SCHOOLS 1954

Subject	SYMBOL									Total No. of Candidates
	A	B	C	D	E	F	FF	G	H	
<i>Afrikaans Higher</i> 1954	1	8	23	34	26	7	—	1	—	1,096
<i>Afrikaans Lower</i> 1954	4	10	20	28	23	13	1	1	—	887
<i>English Higher</i> 1954	1	11	24	34	24	5	1	—	—	915
<i>English Lower</i> 1954	3	9	19	28	27	12	1	1	—	1,074
<i>French</i> 1954	18	22	24	18	11	7	—	—	—	45
<i>German</i> 1954	10	14	12	23	23	12	2	3	1	302
<i>Hebrew</i> 1954	—	50	12	13	25	—	—	—	—	8
<i>Latin</i> 1954	9	10	20	22	20	10	2	5	2	336
<i>General Science</i> 1954	6	13	21	24	22	9	2	3	—	986
<i>Biology</i> 1954	6	14	21	23	23	8	2	3	—	959
<i>Hygiene and Physiology</i> 1954	7	16	20	27	21	7	2	—	—	357
<i>Physics and Chemistry</i> 1954	8	13	19	20	19	10	4	6	1	658
<i>Agriculture</i> 1954	5	8	16	27	34	9	—	1	—	106
<i>Arithmetic (Major)</i> 1954	—	8	11	27	27	15	4	8	—	26
<i>Art (Major)</i> 1954	3	17	32	33	11	—	2	2	—	65
<i>Cookery, Housewifery and Laundrywork</i> 1954	1	13	39	35	11	1	—	—	—	282

Note: A = 80—100%
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 G = 20—29%
 H = Below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY SCHOOLS 1954

Subject	SYMBOL									Total No. of Candidates
	A	B	C	D	E	F	FF	G	H	
<i>Geography (Major)</i> 1954	2	7	17	26	29	12	2	4	1	369
<i>History</i> 1954	7	13	20	23	20	11	1	4	1	1,397
<i>Mathematics</i> 1954	10	12	16	20	18	12	3	6	3	1,062
<i>Music</i> 1954	15	20	25	26	7	7	—	—	—	60
<i>Needlework (Major)</i> 1954	1	12	28	31	21	6	1	—	—	205
<i>Woodwork (Major)</i> 1954	8	10	28	33	17	4	—	—	—	157
<i>Bookkeeping</i> 1954	7	11	19	20	22	11	2	6	2	791
<i>Commercial Arithmetic</i> 1954	6	10	16	20	19	15	3	8	3	733
<i>Shorthand (English)</i> 1954	10	14	16	15	13	13	4	9	6	247
<i>Shorthand (Afrikaans)</i> 1954	14	14	19	21	18	8	1	4	1	214
<i>Typewriting</i> 1954	7	19	23	22	17	7	1	3	1	401
<i>Arithmetic (Minor)</i> 1954	2	7	16	13	27	15	5	13	2	87
<i>Cookery and Housewifery</i> 1954	—	10	34	42	14	—	—	—	—	43
<i>Cookery and Laundrywork</i> 1954	2	20	16	49	13	—	—	—	—	55
<i>Needlework (Minor)</i> 1954	13	23	40	16	4	1	2	1	—	98
<i>Agriculture (Special)</i> 1954	—	20	20	60	—	—	—	—	—	5
<i>Geography (Minor)</i> 1954	3	9	20	28	23	12	1	5	—	139
<i>History (Minor)</i> 1954	2	19	27	30	11	6	2	3	—	204
<i>Woodwork (Minor)</i> 1954	4	19	41	13	19	4	—	—	—	22

Note: A = 80—100%
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 E = 40—49%
 F = 33½—39%
 FF = 30—33%
 G = 20—29%
 H = Below 20%

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION (THREE YEAR COURSE) 1955

Subject	SYMBOL									Total No. of Candidates	Approx. Median Percent Marks
	A	B	C	D	E	F	FF	G	H		
Afrikaans Higher ..	1	9	24	35	26	4	1	—	—	7,838	56
Afrikaans Lower ..	2	10	18	25	24	14	4	3	—	4,303	52
English Higher ..	1	11	24	33	24	5	1	1	—	4,573	56
English Lower ..	2	8	19	25	27	13	4	2	—	7,670	51
General Science ..	4	10	16	24	25	13	3	5	—	12,118	52
French	3	9	20	30	16	13	3	5	1	63	—
German	6	16	20	23	18	11	1	5	—	1,053	—
Latin	9	10	16	20	18	15	2	7	3	1,110	—
Agriculture	2	9	22	40	22	5	—	—	—	735	—
Agricultural Economics	3	3	23	20	37	7	7	—	—	30	—
Art	1	5	21	35	26	5	4	2	1	278	—
Artcraft	3	3	28	25	29	6	6	—	—	71	—
Business Methods and Bookkeeping ..	6	14	22	25	19	8	2	3	1	5,975	—
Domestic Science ..	1	8	35	39	16	1	—	—	—	1,713	—
General Mathematics	5	10	15	19	22	16	3	7	3	7,843	—
Metalwork	—	—	75	25	—	—	—	—	—	4	—
Metalwork/Woodwork	11	23	31	27	8	—	—	—	—	26	—
Music	26	30	27	12	3	2	—	—	—	123	—
Needlework and Dressmaking ..	1	8	24	34	24	7	1	1	—	1,501	—
Social Studies ..	4	9	17	24	24	14	3	4	1	10,159	—
Typewriting	14	24	26	21	10	4	—	1	—	2,689	—
Woodwork	3	11	20	24	23	13	2	3	1	2,503	—

Note: A = 80—100% E = 40—49%
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 D = 50—59% G = 20—29%
 H = Below 20%

EXPENDITURE ON PUBLIC EDUCATION

Statement for the years ended 31st March, 1954 and 31st March, 1955

	1953-54			1954-55		
	£	s.	d.	£	s.	d.
<i>Administration</i>						
1. Salaries, Wages and Allowances ..	84,701	18	5	87,969	15	9
2. Subsistence and Transport Allowances	68	16	1	226	6	3
3. Transport	288	2	10	377	9	1
4. Incidentals	16,022	12	9	20,148	4	0
Total	£101,081	10	1	£108,721	15	1
<i>School Boards, School Committees and Coloured Education Committees</i>						
1. Salaries, Wages and Allowances ..	141,747	7	6	150,800	18	5
2. Subsistence and Transport Allowances	12,275	15	1	12,548	6	1
3. Transport	870	0	10	2,122	4	8
4. Office Equipment, Material and Furniture, including Repairs ..	2,872	16	4	2,078	3	4
5. Rent and Rates	9,364	17	10	10,087	11	3
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	1,552	13	7	1,465	14	7
7. Repairs, Renovations and Maintenance	4,065	14	5	1,667	9	9
8. Election Expenses	202	14	3	443	6	5
9. Incidentals	190	14	2	69	4	0
Total	£173,142	14	0	£181,282	18	6
<i>School Inspection</i>						
1. Salaries, Wages and Allowances ..	60,616	14	7	71,774	7	7
2. Subsistence and Transport Allowances	6,532	16	6	7,218	10	1
3. Transport	7,604	7	6	10,162	13	0
4. Incidentals	14	0	10	—	—	—
Total	£74,767	19	5	£89,155	10	8
<i>Medical Inspection and Treatment</i>						
1. Salaries, Wages and Allowances ..	52,290	6	10	49,527	14	7
2. Subsistence and Transport Allowances	6,919	4	3	7,782	11	11
3. Transport	954	3	4	1,686	4	7
4. Medical Treatment of School Children	18,495	9	2	21,153	11	11
5. Incidentals	189	18	0	363	15	9
Total	£78,849	1	7	£80,513	18	9

APPENDIX X—continued

<i>European Education: Training of Teachers</i>	1953-54			1954-55		
	£	s.	d.	£	s.	d.
1. Salaries, Wages and Allowances ..	152,498	16	6	169,054	15	6
2. Subsistence and Transport Allowances ..	6,491	15	2	8,555	3	10
3. Transport ..	3,529	1	7	8,476	15	7
4. School Equipment, Material and Furniture, including Repairs ..	6,835	5	2	6,190	18	5
5. Hostels ..	77,182	14	3	74,770	8	5
6. Grants-in-Aid, including Hostels under Private Control ..	1,395	15	4	1,482	7	7
7. Rent and Rates ..	62	12	2	129	2	6
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..	1,194	3	6	1,028	5	0
9. Repairs, Renovations and Maintenance ..	3,349	13	1	5,436	9	6
10. Vacation Courses and Teachers' Classes ..	2,003	18	9	712	8	0
11. Incidentals ..	3	0	0	11	10	0
Total ..	£254,546	15	6	£275,848	4	4

Secondary Schools

1. Salaries, Wages and Allowances ..	1,230,849	2	2	1,413,444	18	3
2. Subsistence and Transport ..	240	6	11	381	8	3
3. School Equipment, Material and Furniture, including Repairs ..	110,452	11	4	129,863	3	6
4. Bursaries ..	63,975	11	4	50,739	8	7
5. Hostels ..	112,051	7	2	113,793	16	8
6. Rent and Rates ..	1,634	15	10	1,870	19	7
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..	10,917	14	1	12,846	8	1
8. Repairs, Renovations and Maintenance ..	30,863	3	5	48,065	15	5
9. Incidentals ..	18	2	4	20	1	7
Total ..	£1,561,002	14	7	£1,771,025	19	11

Primary Schools

1. Salaries, Wages and Allowances ..	3,198,148	16	5	3,369,450	11	8
2. Subsistence and Transport ..	258	18	2	223	15	7
3. School Equipment, Material and Furniture, including Repairs ..	169,072	2	7	161,887	0	4
4. Hostels ..	7,131	19	6	7,941	4	1
5. Grants-in-Aid, including Hostels under Private Control ..	614	19	5	1,006	13	1
6. Rent and Rates ..	22,038	9	11	25,734	10	4
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..	27,628	11	2	28,340	6	7
8. Repairs, Renovations and Maintenance ..	113,696	2	10	118,683	5	11
9. Feeding of School Children ..	207,856	14	10	205,300	14	8
10. Incidentals ..	16	11	9	3	12	6
Total ..	£3,746,463	6	7	£3,918,571	14	9

APPENDIX X—continued

<i>Combined Primary and Secondary Schools</i>	1953-54			1954-55		
	£	s.	d.	£	s.	d.
1. Salaries, Wages and Allowances ..	2,243,068	11	4	2,233,607	0	7
2. Subsistence and Transport ..	677	1	6	535	14	7
3. School Equipment, Material and Furniture, including Repairs ..	152,590	9	7	144,300	6	8
4. Hostels ..	107,958	4	10	109,230	5	7
5. Grants-in-Aid, including Hostels under Private Control ..	16,633	11	4	18,648	4	4
6. Rent and Rates ..	6,767	13	7	8,091	15	9
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..	20,120	13	11	20,307	9	3
8. Repairs, Renovations and Maintenance ..	115,442	6	9	126,547	11	2
9. Incidentals ..	152	0	5	1	0	0
Total ..	£2,663,410	13	3	£2,661,269	7	11

*Coloured Education:
Training of Teachers*

1. Salaries, Wages and Allowances ..	78,388	7	6	82,760	8	8
2. Subsistence and Transport ..	551	4	3	696	5	4
3. School Equipment, Material and Furniture, including Repairs ..	3,935	5	3	3,152	17	11
4. Bursaries ..	15,383	15	6	15,821	1	1
5. Grants-in-Aid, including Hostels under Private Control ..	1,498	15	10	1,864	4	10
6. Rent and Rates ..	5,604	0	11	6,743	5	9
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..	378	14	11	506	14	2
8. Repairs, Renovations and Maintenance ..	87	7	9	449	14	3
9. Vacation Courses ..	—	—	—	42	2	9
10. Incidentals ..	37	3	9	6	9	5
Sub-Total ..	£105,864	15	8	£112,043	4	2

Primary and Secondary Schools

11. Salaries, Wages and Allowances ..	3,504,262	7	4	3,507,274	17	3
12. Subsistence and Transport ..	37	1	0	51	11	3
13. School Equipment, Material and Furniture, including Repairs ..	209,663	19	3	218,406	17	6
14. Bursaries ..	28,400	4	3	32,587	8	4
15. Grants-in-Aid, including Hostels under Private Control ..	859	9	11	1,477	2	10
16. Rent and Rates ..	108,704	17	4	117,941	0	1
17. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..	26,420	10	7	25,427	1	7
18. Repairs, Renovations and Maintenance ..	29,553	4	0	46,045	9	0
19. Feeding of Primary School Children ..	315,253	1	1	323,423	12	5
20. Fees lost by denominational schools in respect of Tuition above Standard VI made good in terms of Section 5 of Ordinance No. 17 of 1936 ..	2,739	12	2	2,979	1	4
21. Incidentals ..	15	9	3	20	15	8
Sub-Total ..	£4,225,909	16	2	£4,275,634	17	3
Total ..	£4,331,774	11	10	£4,387,678	1	5

APPENDIX X—continued

Native Education: Administration	1953-54		1954-55	
	£	s. d.	£	s. d.
1. Salaries, Wages and Allowances ..	11,156	0 4		
2. Subsistence and Transport ..	10	0 8		
3. Remuneration of Managers ..	4,003	2 6		
4. Office Equipment and Furniture ..	—			
Sub-Total	£15,169	3 6		

School Inspection: Inspection by Europeans		1953-54		1954-55	
		£	s. d.	£	s. d.
5. Salaries, Wages and Allowances ..		22,462	10 0		
6. Subsistence and Transport ..		4,500	0 0		
Sub-Total		£26,962	10 0		

Native Supervisors		1953-54		1954-55	
		£	s. d.	£	s. d.
7. Salaries, Wages and Allowances ..		17,489	8 4		
8. Subsistence and Transport ..		3,392	18 9		
Sub-Total		£20,882	7 1		

Training of Teachers		1953-54		1954-55	
		£	s. d.	£	s. d.
9. Salaries, Wages and Allowances ..		82,000	9 11		
10. Subsistence and Transport ..		1,916	14 6		
11. General Maintenance ..		6,692	19 10		
12. Libraries ..		46	7 2		
13. Bursaries ..		12,171	2 10		
14. Vacation Courses ..		90	7 0		
15. Rent Grants ..		2,428	15 8		
16. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..		81	18 8		
17. Rent and Rates ..		—			
18. Repairs, Renovations and Maintenance ..		686	12 6		
19. Incidentals ..		—			
Sub-Total		£106,115	8 1		

Secondary Schools		1953-54		1954-55	
		£	s. d.	£	s. d.
20. Salaries, Wages and Allowances ..		136,989	3 5		
21. Subsistence and Transport ..		1	15 3		
22. General Maintenance ..		11,703	17 7		
23. Libraries ..		48	9 0		
24. Bursaries ..		955	0 0		
25. Rent Grants ..		1,898	7 8		
26. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..		851	18 1		
27. Rent and Rates ..		120	11 11		
28. Repairs, Renovations and Maintenance ..		592	12 5		
29. Incidentals ..		12	8		
Sub-Total		£153,162	8 0		

APPENDIX X—continued

Primary Schools		1953-54		1954-55	
		£	s. d.	£	s. d.
30. Salaries, Wages and Allowances ..		1,485,875	3 9		
31. Subsistence and Transport ..		—			
32. General Maintenance ..		58,177	14 6		
33. Books and Requisites for Pupils ..		40,624	6 2		
34. Libraries ..		12	7 0		
35. Rent Grants ..		7,980	8 9		
36. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..		722	7 10		
37. Rent and Rates ..		551	9 6		
38. Repairs, Renovations and Maintenance ..		734	16 9		
39. Incidentals ..		71	6 5		
Sub-Total		£1,594,750	0 8		

Combined Primary and Secondary Schools		1953-54		1954-55	
		£	s. d.	£	s. d.
40. Salaries, Wages and Allowances ..		31,854	9 3		
41. Subsistence and Transport ..		—			
42. General Maintenance ..		675	4 3		
43. Books and Requisites for Primary Pupils ..		366	6 0		
44. Libraries ..		—			
45. Rent Grants ..		323	0 6		
46. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ..		206	1 2		
47. Rent and Rates ..		—			
48. Repairs, Renovations and Maintenance ..		4	1 6		
49. Incidentals ..		—			
Sub-Total		£33,429	2 8		

Native Education Transferred to the Department of Native Affairs as from 1st January, 1954

Technical and Industrial Schools		1953-54		1954-55	
		£	s. d.	£	s. d.
50. Salaries, Wages and Allowances ..		18,083	7 7		
51. General Maintenance ..		2,197	0 1		
52. Libraries ..		—			
53. Rent Grants ..		111	16 0		
54. Incidentals ..		197	10 0		
Sub-Total		£20,589	13 8		

General		1953-54		1954-55	
		£	s. d.	£	s. d.
55. Contributions to Pension Fund ..		2,745	5 0		
56. Printing, Stationery and Advertising ..		57	8 2		
57. Examination Expenses ..		6,222	19 4		
58. Employer's Contribution for Unemployment Insurance ..		31	17 6		
59. Incidentals ..		286	0 5		
60. Minor Works ..		490	5 0		
61. Grants-in-Aid for Tribal or Community School Buildings ..		630	0 8		
Sub-Total		£10,463	16 1		
Total		£1,981,524	9 9		

APPENDIX X—continued

	1953-54			1954-55		
	£	s.	d.	£	s.	d.
<i>Miscellaneous</i>						
1. Examination Expenses	41,225	4	11	37,846	19	3
2. Pensions and Gratuities	175,482	12	5	160,249	3	8
3. Contributions to Pension and Provident Funds	565,266	0	4	604,828	11	5
4. Printing, Stationery and Advertising	36,412	9	8	39,429	14	10
5. Telegraph and Telephone Services	9,284	6	2	9,675	1	9
6. Grants-in-Aid	35,154	5	10	44,027	11	6
7. Grants to Private Schools and Hostels for General Educational purposes	9,585	0	2	10,761	8	2
8. Repayment under Section 375 (bis) of Ordinance 5 of 1921 of school fees received from Primary and Secondary Pupils in certain schools	14,353	6	10	15,514	0	1
9. Grant to Student Teachers' Loan Fund	5,000	0	0	23,500	0	0
10. Grants to Good Hope Boarding Departments	360,110	2	4	382,843	9	10
11. Amalgamated School Hostels	4,859	13	10	4,830	14	6
12. Maintenance and Conveyance of School Children	193,328	6	7	188,119	9	11
13. School Fees, Books, School Material and Examination Fees of Children of Persons on Active Service, etc.	387	15	8	545	3	3
14. Appropriation of Hostel Profits	1,555	1	9	88	10	6
15. Railage, including Railway Fares of Officials and Teachers	26,724	4	1	21,721	1	9
16. Incidentals	3,368	13	8	4,619	5	8
Total	£1,482,097	4	3	£1,548,600	6	1

Minor Works

Minor Works including Site Transfer and Other Expenses, School Footbridges, Fencing and Boreholes	£371,636	0	6	£231,144	4	10
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Agricultural Schools

1. Salaries, Wages and Allowances	37,137	8	6	39,758	18	2
2. Subsistence and Transport	126	0	1	170	12	11
3. School Equipment, Material and Furniture, including Repairs	785	9	8	999	5	4
4. Livestock	518	6	6	1,214	10	5
5. Farm Equipment, including Repairs and Materials	7,537	12	9	8,740	7	9
6. Hostels	13,531	2	0	14,666	11	2
7. Rent and Rates	530	14	6	403	16	0
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	722	11	4	668	2	4
9. Repairs, Renovations and Maintenance, including Grounds	1,948	15	3	3,083	10	11
10. Grants to School Funds	55	0	0	55	0	0
11. Incidentals	169	15	7	233	6	4
Total	£63,062	16	2	£69,994	1	4
GRAND TOTAL, VOTE 2	£16,883,359	17	6	£15,323,806	3	7

ANNEXURE Y

SLAVE COMPENSATION, AND BIBLE AND SCHOOL FUNDS

(Section 376 of the Consolidated Education Ordinance No. 5 of 1921)

STATEMENTS OF RECEIPTS AND PAYMENTS FOR THE YEARS ENDED 31st MARCH, 1954 AND 1955

	<i>Receipts</i>					
	1953-54			1954-55		
	£	s.	d.	£	s.	d.
Balance at 1st April, previous year	8,578	5	4	8,563	12	11
Interest for year	256	16	4	256	16	4
Total	£8,835	1	8	£8,820	9	3
<i>Payments</i>						
Purchase of Library Books	271	8	9	262	12	6
Balance on 31st March:						
Investments held by Public Debt Commissioners	8,549	17	8	8,549	17	8
Cash in hand	13	15	3	7	19	1
Total	£8,835	1	8	£8,820	9	3

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1954

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Albany	—	—	—	88	—	143	—	—	—	—	—	—	—	—	—	—	—	129	93	
Albert	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	37	
Alexandria .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34	42	
Aliwal-North ..	—	—	—	24	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Barkly-East .. .	—	—	—	5	—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	
Barkly-Wes .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	128	236	
Bathurst	—	—	—	61	—	7	—	—	—	—	4	—	4	—	—	—	—	—	—	
Beaufort-West ..	—	—	—	84	243	5	—	1	—	—	7	10	5	4	—	—	—	158	733	
Bedford	—	—	—	—	54	—	—	—	—	—	—	—	—	—	—	—	—	13	119	
Bredasdorp .. .	—	—	—	335	804	—	—	—	—	—	21	—	18	—	—	—	—	288	1,196	
Britstown	—	—	—	4	6	—	—	—	—	—	—	—	—	—	—	—	—	69	174	
Caledon	—	—	—	342	557	60	—	—	—	11	39	—	27	—	—	13	2	659	2,047	
Calitzdorp .. .	—	—	—	231	—	14	—	—	—	1	3	—	2	—	—	—	—	—	—	
Calvinia	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5	—	21	519	
Cape	—	11	—	5,370	28,606	3,745	838	32	6	—	—	—	—	—	—	—	—	1,665	13,478	
Cape: Parow .. .	—	—	—	4,729	2,700	2,198	—	13	—	2	—	—	—	—	—	—	—	121	2,015	
Carnarvon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	45	
Cathcart	—	—	—	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Ceres	9	—	—	41	—	200	—	—	—	—	—	—	—	—	—	1	—	84	228	
Clanwilliam .. .	—	—	—	74	—	13	—	—	—	—	—	—	—	—	—	—	—	—	747	
Colesberg	8	—	—	—	—	—	—	—	—	—	7	—	2	—	2	—	—	43	208	
Cradock	2	—	—	—	—	—	—	—	—	—	19	29	8	15	—	—	—	—	483	
De Aar	—	—	—	200	—	6	—	7	—	—	—	—	—	—	—	—	—	129	235	
East-London .. .	—	—	—	355	436	129	2	—	—	2	2	1	2	1	—	—	—	58	46	
Elliot	—	—	—	2	—	4	—	—	—	—	—	—	—	—	—	—	—	9	40	
Fort Beaufort ..	—	—	—	14	—	—	—	—	—	—	—	—	—	—	—	—	—	52	258	
George	21	—	—	1,537	—	386	—	—	—	1	67	—	40	—	—	—	—	416	630	

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1954

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Glen Grey	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	31	
Gordonia	—	—	—	116	—	75	—	—	—	—	—	—	—	—	—	—	—	461	1,085	
Graaff-Reinet ..	—	—	—	182	—	23	—	—	—	—	—	—	—	—	—	—	—	104	171	
Hanover	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	131	
Hay	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	99	224	
Heidelberg .. .	—	—	—	314	662	195	—	5	—	—	15	—	6	—	—	—	—	31	100	
Herbert	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	602	
Humansdorp .. .	—	—	—	1,210	215	141	—	—	—	5	4	—	4	—	—	—	—	253	453	
Indwe	—	—	—	19	8	—	—	—	—	2	1	—	1	—	—	—	—	—	—	
Jansenville .. .	—	—	—	31	—	—	—	—	—	—	—	—	—	—	—	—	—	—	244	
Kakamas	11	—	—	26	—	9	—	—	—	—	38	—	23	—	2	—	—	327	461	
Kenhardt	—	—	—	—	—	—	—	—	—	—	5	—	4	—	—	—	—	—	338	
Kimberley	—	—	—	—	—	—	—	—	—	—	2	6	2	6	—	—	—	—	471	
King William's Town	—	—	—	211	—	267	—	20	—	1	16	3	11	3	—	—	—	113	—	
Knysna	—	—	—	1,760	585	89	—	—	—	—	8	—	8	—	—	—	1	476	1,332	
Komgha	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	39	
Kuruman	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	222	170	
Ladismith	—	—	—	296	—	90	—	—	—	—	—	—	—	—	—	—	—	1,051	121	
Lady Grey	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Laingsburg .. .	—	—	—	45	—	—	—	—	—	—	5	—	4	—	—	—	—	73	76	
Loxton	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	—	—	
Maclear	—	—	—	57	—	34	—	—	—	—	—	—	—	—	—	—	—	—	—	
Mafeking	—	—	—	10	—	—	—	—	—	—	—	—	—	—	—	—	—	140	—	
Malmesbury .. .	—	—	—	137	—	111	—	—	—	—	4	2	4	2	—	—	1	56	842	
Hopefield	13	—	—	37	—	25	—	—	—	—	—	—	—	—	—	—	—	45	106	
Middelburg .. .	—	—	—	78	—	—	—	—	—	—	3	—	1	—	—	—	—	3	88	

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1954

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil			
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.	
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.							
Montagu ..	2	—	—	179	94	63	—	—	—	—	4	10	2	8	—	—	—	—	3	27	
Mossel Bay ..	—	—	—	455	—	141	—	—	—	3	20	—	9	—	—	—	—	—	195	458	
Murraysburg ..	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	28	171	
Springbok ..	—	—	—	1	110	6	—	—	—	—	—	—	—	—	—	—	—	—	—	1,412	
Oudtshoorn ..	5	—	—	904	1,359	192	—	—	—	1	31	42	19	27	—	—	1	—	158	460	
Paarl ..	—	—	8	395	179	462	—	6	—	1	—	1	—	1	—	—	—	—	647	1,093	
French Hoek ..	—	—	—	16	276	14	—	—	—	—	3	—	3	—	—	—	—	—	48	—	
Wellington ..	—	—	—	198	274	72	—	—	—	—	4	15	3	9	—	—	—	—	22	—	
Piquetberg ..	1	—	—	11	—	23	—	—	—	—	—	—	—	—	—	—	—	—	83	397	
Port Elizabeth ..	—	—	—	School Dental Clinic							—	49	21	49	21	—	—	—	—	550	2,035
Prieska ..	2	—	—	11	—	9	—	—	—	—	5	—	4	—	—	—	—	—	71	260	
Prince Albert ..	—	—	—	106	—	6	—	—	—	—	11	—	7	—	—	—	—	—	—	74	
Queenstown ..	—	—	—	139	96	71	—	13	—	1	34	—	17	—	—	—	—	—	—	188	
Richmond ..	—	—	—	15	—	5	—	—	—	—	—	—	—	—	—	—	—	—	60	—	
Riversdale ..	—	—	—	927	845	20	—	—	—	—	52	—	21	—	—	—	—	—	136	568	
Robertson ..	—	—	—	350	73	157	—	—	—	—	—	—	—	—	—	—	—	—	—	232	
Somerset-East ..	—	—	—	10	102	7	—	—	—	—	—	—	—	—	—	—	—	—	—	116	
Stellenbosch No. 1 ..	4	—	1	125	230	135	—	1	—	1	1	—	1	—	—	—	—	—	41	1,042	
Stellenbosch No. 2 ..	—	—	—	12	—	18	—	2	—	—	1	—	1	—	—	—	—	—	—	—	
Sterkstroom ..	—	—	—	40	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	75	
Steynsburg ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	46	
Stutterheim ..	—	—	—	38	—	7	—	2	—	—	—	—	—	—	—	—	—	—	7	10	
Sutherland ..	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	—	—	
Swellendam ..	14	—	—	802	688	200	—	—	—	2	14	2	14	2	—	—	—	—	142	257	
Barrydale ..	—	—	—	141	137	17	—	—	—	1	—	—	—	—	—	—	—	—	46	—	
Tarka ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	73	

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1954

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Tulbagh ..	—	—	—	53	—	126	2	—	—	1	1	—	1	—	—	—	—	—	48	180
Uitenhage ..	—	—	—	1,171	218	36	2	—	—	—	—	—	—	—	1	—	—	—	183	509
Uniondale ..	—	—	—	283	—	—	—	—	—	—	2	—	2	—	—	—	—	—	201	646
Vanrhynsdorp ..	—	—	—	—	257	—	—	—	—	—	—	—	—	—	—	—	—	—	57	609
Victoria-East ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	65
Victoria-West ..	—	—	—	19	—	2	—	2	—	—	—	—	—	—	—	—	—	—	147	144
Vosburg ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14	—
Vryburg ..	—	—	—	115	—	105	—	2	—	—	1	—	1	—	—	—	—	—	234	—
Williston ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24	—
Willowmore ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	77	32
Wodehouse ..	—	—	—	31	—	26	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Worcester ..	6	—	—	696	370	613	—	—	—	10	21	31	16	16	—	—	—	—	53	1,320
Engcobo ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	92
Libode ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	83
Lusikisiki ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	57
Matatiele ..	—	—	—	32	—	53	—	4	—	—	—	—	—	—	—	—	—	—	30	44
Mount Ayliff ..	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	42
Mount Currie ..	—	—	—	8	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	276
Mount Frere ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	—
Ngqeleni ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	75
Ntabankulu ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	33
Qumbu ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	94
Tsomo ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18
Umtata ..	—	—	—	52	—	5	—	—	—	—	—	—	—	—	—	—	—	—	—	40
Cala ..	—	—	—	20	19	—	—	—	—	1	—	—	—	—	—	—	—	1	—	—
TOTAL ..	102	11	9	25,398	40,203	10,573	842	112	6	47	528	173	350	115	4	1	27	2	10,910	43,972

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1955

School Board	EAR, NOSE AND THROAT			TEETH							EYES						Minor Ailments		Vitamin Oil	
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Garies	—	—	—	—	—	—	—	—	—	—	2	—	2	—	—	—	—	—	—	—
Springbok	—	—	—	—	—	—	—	—	—	—	23	—	13	—	—	—	—	—	—	1,434
Oudtshoorn	—	—	—	718	632	68	1	—	—	5	38	33	25	19	—	—	1	—	201	655
Paarl	—	—	—	210	1,676	200	—	—	—	—	—	4	—	4	—	—	—	—	381	2,154
French Hoek	—	—	—	18	89	39	—	1	—	—	—	—	—	—	—	—	—	—	55	—
Wellington	—	—	—	149	—	1	—	—	—	—	8	3	5	3	—	—	—	—	—	165
Pearston	—	—	—	4	—	—	—	—	—	—	1	—	1	—	—	—	—	—	—	25
Peddie	—	—	—	14	—	20	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Philipstown	—	—	—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Piquetberg	—	—	—	125	—	30	—	—	—	—	2	—	2	—	—	—	—	—	82	61
Port Elizabeth	—	—	—	—	—	—	—	—	—	—	54	10	54	10	—	—	—	—	178	1,243
Prieska	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	36	—
Prince Albert	—	—	—	72	—	4	—	—	—	—	7	—	5	—	—	—	—	—	32	292
Queenstown	—	—	—	79	38	7	—	—	—	—	5	5	3	3	—	—	—	—	31	60
Richmond	—	—	—	40	—	3	—	19	—	—	—	—	—	—	—	—	—	—	—	—
Riversdale	—	—	—	115	—	22	—	—	—	—	23	5	12	1	—	—	—	—	106	120
Robertson	—	—	—	159	—	241	—	—	—	—	12	—	8	—	—	—	3	—	63	227
Somerset East	—	—	—	13	—	1	—	—	—	—	6	—	5	—	—	—	—	—	—	296
Stellenbosch	—	—	—	167	—	344	—	3	—	—	—	—	—	—	—	—	—	—	62	1,348
Paul Roos	—	—	—	48	—	130	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Sterkstroom	—	—	—	28	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	—
Steynsburg	—	—	—	—	—	—	—	—	—	—	2	—	2	—	—	—	—	—	—	34
Steytlerville	—	—	—	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	83
Stockenstrom	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	67
Stutterheim	—	—	—	47	—	6	—	—	—	1	1	—	1	—	—	—	—	—	—	—
Swellendam	—	—	—	748	168	144	—	1	—	4	19	—	10	—	—	—	—	—	146	212
Barrydale	—	—	—	155	—	—	—	—	—	5	8	—	6	—	—	—	—	—	—	—
Tarka	—	—	—	1	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Tulbagh	—	—	—	81	—	177	—	—	—	—	18	—	13	—	—	—	—	—	—	378

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NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1955

School Board	EAR, NOSE AND THROAT			TEETH							EYES						Minor Ailments		Vitamin Oil	
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Uitenhage	—	—	—	982	234	60	—	4	—	—	9	—	9	—	—	—	—	—	298	412
Uniondale	—	—	—	250	—	—	—	—	—	—	1	—	1	—	—	—	6	—	132	695
Vanrhynsdorp	—	—	—	—	—	—	—	—	—	—	16	3	14	3	—	—	3	—	34	1,408
Victoria East	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	53
Victoria West	—	—	—	—	—	2	—	—	—	1	—	—	—	—	—	—	—	—	19	—
Vryburg	—	—	—	4	—	4	—	2	—	—	4	—	3	—	—	—	—	—	267	233
Vaalhartz	—	—	—	—	—	—	—	—	—	—	2	—	1	—	1	—	—	—	13	—
Williston	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	318
Willowmore	—	—	—	9	—	—	—	—	—	—	7	—	7	—	—	—	—	—	58	220
Wodehouse	1	—	—	9	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	51
Worcester	—	—	—	324	539	399	—	—	—	3	16	8	9	6	—	—	—	—	54	1,340
Butterworth	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	33
Engcobo	—	—	—	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	92
Libode	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	64
Lusikisiki	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	79
Matatiele	—	—	—	35	—	73	—	—	—	—	—	—	—	—	—	—	—	—	12	72
Mount Ayliff	—	—	—	—	—	15	—	—	—	—	—	—	—	—	—	—	—	—	—	44
Mount Currie	—	—	—	42	—	58	—	—	—	—	—	—	—	—	—	—	—	—	39	90
Port St. Johns	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	36
Qumbu	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	102
Tsolo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	59
Tsomo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18
Umtata	—	—	—	86	—	43	—	—	—	—	1	—	1	—	—	—	—	—	—	165
Umzimkulu	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	38
Cala	—	—	—	16	138	21	—	—	—	—	—	—	—	—	—	—	—	—	12	155
TOTAL	15	—	6	18,113	33,853	10,388	1,076	58	3	55	516	118	375	89	1	4	43	9	8,157	48,681

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NECESSITIOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1954: CAPE TOWN MUNICIPALITY CLINICS

MEDICAL CLINICS

	Ophthalmic School Clinic				General School Clinic				Ear, Nose and Throat School Clinic			
	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of Sessions ..	130	—	—	—	193	—	—	—	43	—	—	—
Number of Pupils from Cape Town Municipal area who received treatment ..	—	313	769	1,082	—	241	3,855	4,096	—	43	346	389
Number of Pupils not from Cape Town Municipal area who received treatment ..	—	9	31	40	—	—	—	—	—	—	—	—
Total number of visits ..	—	766	2,074	2,840	—	491	9,975	10,466	—	45	404	449

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DENTAL CLINICS

	School Board Dental Clinics			
	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of Sessions ..	1,084	—	—	—
Number of Pupils who received treatment ..	—	904	6,225	7,129
Total number of visits ..	—	4,739	11,477	16,216
Extractions	—	—	—	33,194
Fillings	—	—	—	4,273
Dressings	—	—	—	422

NECESSITIOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1955: CAPE TOWN MUNICIPALITY CLINICS

MEDICAL CLINICS

	Ophthalmic School Clinic				General School Clinic				Ear, Nose and Throat School Clinic			
	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of Sessions ..	133	—	—	—	197	—	—	—	36	—	—	—
Number of Pupils from Cape Town Municipal area who received treatment ..	—	350	849	1,199	—	222	3,772	3,994	—	43	296	339
Number of Pupils not from Cape Town Municipal area who received treatment ..	—	4	24	28	—	1	11	12	—	3	8	11
Total number of visits ..	—	820	1,846	2,666	—	621	11,953	12,574	—	61	395	456

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DENTAL CLINICS

	School Board Dental Clinics			
	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of Sessions ..	1,070	—	—	—
Number of Pupils who received treatment ..	—	978	5,025	6,003
Total number of visits ..	—	4,317	9,407	13,724
Extractions	—	—	—	24,620
Fillings	—	—	—	4,815
Dressings	—	—	—	425

DEPARTMENTAL OPHTHALMIC CLINIC AT VASCO, 1954 AND 1955

	Europeans		Non-Europeans	
	1954	1955	1954	1955
Number of first attendances	120	110	114	126
Total Number of consultations, including first attendances	262	221	196	229
Number of pairs of spectacles supplied	157	117	73	88

MEDICAL INSPECTION STATISTICS, 1954

EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	8,083	5,421	7,757	5,559	15,840	10,980	7,541	7,316	14,857
Number defective ..	1,810	1,885	1,660	1,824	3,470	3,709	2,541	2,567	5,108
Number of defective children recommended for treatment ..	1,754	1,835	1,628	1,783	3,382	3,618	2,426	2,503	4,929
Number of directions to teachers ..	3,803	1,462	3,625	1,539	7,428	3,001	3,448	3,347	6,795
Number of parents (or guardians) present ..	4,120	585	4,015	794	8,135	1,379	2,077	2,060	4,137
Number of verminous children ..	8	2	74	32	82	34	12	120	132
Number of children vaccinated ..	6,444	5,197	6,187	5,335	12,631	10,532	6,886	6,769	13,655

COLOURED SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	3,114	1,602	3,106	1,221	6,220	2,823	1,888	2,057	3,945
Number defective ..	1,177	790	1,127	613	2,304	1,403	826	871	1,697
Number of defective children recommended for treatment ..	1,156	782	1,122	604	2,278	1,386	807	863	1,670
Number of directions to teachers ..	2,449	741	2,486	552	4,935	1,293	1,136	1,375	2,511
Number of parents (or guardians) present ..	1,478	264	1,571	324	3,049	588	579	696	1,275
Number of verminous children ..	222	13	705	148	927	161	97	501	598
Number of children vaccinated ..	2,232	1,444	2,166	1,118	4,398	2,562	1,601	1,746	3,347

NUMBER OF SCHOOLS INSPECTED

Year	European	Coloured	Total
1954	444	121	565

MEDICAL INSPECTION STATISTICS, 1955
EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	9,840	7,112	9,211	6,922	19,051	14,034	7,410	7,128	14,538
Number defective ..	1,839	2,233	1,636	2,219	3,475	4,452	2,409	2,401	4,810
Number of defective children recommended for treatment ..	1,763	2,132	1,593	2,165	3,356	4,297	2,258	2,333	4,591
Number of directions to teachers ..	4,381	1,664	3,966	1,763	8,347	3,427	3,071	3,003	6,074
Number of parents (or guardians) present ..	4,881	529	4,504	873	9,385	1,402	1,666	1,869	3,535
Number of verminous children ..	12	1	56	34	68	35	6	70	76
Number of children vaccinated ..	7,659	6,829	7,400	6,723	15,059	13,552	6,823	6,625	13,448

COLOURED SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	3,538	1,929	3,770	1,354	7,308	3,283	2,085	2,034	4,119
Number defective ..	1,065	852	1,156	558	2,221	1,410	886	899	1,785
Number of defective children recommended for treatment ..	1,019	810	1,128	540	2,147	1,350	865	829	1,694
Number of directions to teachers ..	2,780	739	3,073	510	5,853	1,249	1,274	1,321	2,595
Number of parents (or guardians) present ..	1,810	328	1,914	256	3,724	584	613	680	1,293
Number of verminous children ..	117	11	610	134	727	145	75	344	419
Number of children vaccinated ..	2,336	1,772	2,504	1,266	4,840	3,038	1,751	1,678	3,429

NUMBER OF SCHOOLS INSPECTED

Year	European	Coloured	Total
1955	512	128	640

ANALYSIS OF DEFECTS, 1954
EUROPEAN SCHOOLS

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		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Young	Older	Young	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	
Nutrition ..	19	2	10	1	19	2	10	1	28	11	28	11
Teeth ..	892	1403	853	1239	885	1396	849	1201	1483	1443	1474	1432
Nose and throat ..	32	37	28	13	31	36	28	12	42	29	40	29
Tonsils ..	258	108	287	118	258	106	287	112	228	290	228	289
Adenoids ..	33	4	22	2	33	4	22	2	14	13	14	13
Glandular system:												
Lymphatic ..	3	1	3	3	3	1	3	3	3	4	3	4
Thyroid ..	1	5	1	3	1	5	1	3	3	2	3	2
Eyes:												
External ..	65	14	60	16	65	14	56	16	40	46	39	45
Vision ..	126	236	153	339	122	227	150	327	363	528	355	520
Ears ..	167	84	177	114	162	84	177	104	219	180	213	179
Hearing ..	8	7	5	10	7	6	5	10	25	33	20	28
Skin diseases ..	74	35	58	47	73	35	58	47	63	65	62	65
Heart and circulation ..	18	23	19	25	18	22	18	22	55	60	46	52
Anaemia ..	3	—	—	6	2	—	—	6	6	5	3	5
Lungs ..	106	22	94	24	105	19	110	14	69	49	62	45
Nervous system ..	4	6	6	3	4	6	6	3	20	18	18	16
Genito-urinary system ..	59	38	9	34	51	38	8	32	80	25	72	23
Abdomen ..	58	19	39	20	56	19	39	19	52	40	51	39
Deformities ..	42	18	31	20	41	15	30	20	42	34	39	34
Infectious diseases ..	82	2	2	—	8	2	2	—	2	2	2	2
Other diseases or defects ..	65	57	42	24	34	46	31	12	103	55	82	45

ANALYSIS OF DEFECTS, 1955
EUROPEAN SCHOOLS

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		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Young	Older	Young	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	
Nutrition	32	5	27	3	32	5	26	3	30	14	30	13
Teeth	705	1564	734	1444	699	1478	729	1434	1301	1211	1291	1205
Nose and throat ..	36	41	21	11	36	40	21	11	35	26	35	26
Tonsils	345	109	323	169	344	109	322	169	238	315	238	314
Adenoids	43	2	33	3	43	2	33	3	22	13	22	13
Glandular system:												
Lymphatic	7	1	5	2	7	1	5	2	2	1	2	1
Thyroid	2	2	1	2	2	2	1	2	3	—	3	—
Eyes:												
External	57	10	38	24	55	10	38	24	46	41	45	41
Vision	16	274	139	398	16	271	138	396	372	516	371	514
Ears	155	96	148	95	154	94	147	93	144	160	144	159
Hearing	10	15	9	10	10	14	9	10	9	20	9	20
Skin diseases	61	62	56	25	61	62	56	24	60	49	60	49
Heart and Circulation	31	16	30	36	30	15	27	34	59	71	52	63
Anaemia	—	—	2	2	—	—	2	2	2	3	2	3
Lungs	100	27	61	25	95	27	60	25	53	40	47	37
Nervous system ..	7	4	8	10	6	3	8	10	14	16	14	15
Genito-urinary system	96	59	24	44	94	58	24	44	80	32	78	32
Abdomen	45	31	43	39	45	31	43	29	42	48	42	48
Deformities	34	25	26	42	32	24	24	31	34	42	33	42
Infectious diseases ..	8	2	3	5	8	2	3	5	—	1	—	1
Other diseases or defects ..	82	100	54	37	46	56	43	27	157	70	68	47

ANALYSIS OF DEFECTS, 1954
COLOURED SCHOOLS

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		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Young	Older	Young	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	
Nutrition	57	13	37	1	57	13	37	1	42	19	42	19
Teeth	783	636	793	496	781	632	790	494	533	576	530	575
Nose and throat ..	14	8	10	8	14	8	10	8	8	7	8	7
Tonsils	46	18	47	21	46	18	47	21	51	60	41	60
Adenoids	16	3	8	1	16	2	8	1	6	5	6	5
Glandular system:												
Lymphatic	4	—	1	—	4	—	1	—	—	2	—	2
Thyroid	—	2	1	1	—	2	1	1	—	—	—	—
Eyes:												
External	24	6	26	4	24	6	26	4	20	19	20	19
Vision	31	74	40	60	31	74	40	59	83	99	82	99
Ears	134	65	119	33	132	65	119	33	96	97	96	97
Hearing	7	9	9	10	6	9	9	9	10	4	10	3
Skin diseases	63	20	37	13	61	20	37	13	29	33	27	33
Heart and circulation	10	7	8	11	9	6	8	11	20	27	15	23
Anaemia	5	—	1	—	2	—	1	—	—	—	—	—
Lungs	62	8	62	12	62	8	61	12	40	15	30	25
Nervous system ..	8	3	5	2	7	3	6	2	2	5	2	5
Genito-urinary system	26	16	11	1	26	16	11	1	7	3	6	3
Abdomen	37	18	34	6	37	18	34	6	14	11	14	11
Deformities	15	19	12	13	15	19	12	13	15	18	15	18
Infectious diseases	2	—	3	1	2	—	3	1	—	—	—	—
Other diseases or defects ..	30	23	22	14	20	20	20	14	29	18	19	15

ANALYSIS OF DEFECTS, 1955
COLOURED SCHOOLS

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		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Young	Older	Young	Older	Young	Older	Young	Older					
Nutrition	26	9	18	4	24	9	18	4	22	10	22	10
Teeth	631	660	670	457	627	646	665	446	550	563	543	559
Nose and throat	17	7	13	7	17	3	13	7	6	10	6	10
Tonsils	70	38	89	32	70	38	89	32	58	100	58	100
Adenoids	13	1	23	1	13	1	23	1	4	5	4	5
Glandular system:												
Lymphatic	7	2	3	2	7	2	3	1	3	—	3	—
Thyroid	2	1	3	1	2	1	3	1	1	1	1	1
Eyes:												
External	30	7	27	6	30	7	27	6	23	27	23	27
Vision	48	64	71	63	47	63	70	62	106	107	106	107
Ears	110	75	144	43	109	75	143	43	102	106	102	105
Hearing	6	3	7	1	6	3	7	1	15	10	13	10
Skin diseases	52	17	49	7	51	17	49	7	34	14	33	14
Heart and circulation	8	14	14	13	8	11	13	12	20	27	18	27
Anaemia	—	2	2	—	—	2	2	—	—	—	—	—
Lungs	66	20	73	5	64	20	73	5	33	45	33	42
Nervous system	4	2	8	4	4	2	8	4	9	6	9	6
Genito-urinary system	38	12	14	6	38	12	14	6	16	10	15	10
Abdomen	21	14	37	4	21	14	37	4	9	15	9	15
Deformities	17	19	14	10	16	18	13	10	22	12	21	12
Infectious diseases	8	1	2	—	8	1	2	—	—	1	—	1
Other diseases or defects	23	18	23	6	15	10	17	5	24	18	18	10

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1954
EUROPEAN SCHOOLS

Nature of defect	Boys			Girls			Total			
	Boys	Girls	Total	Boys	Girls	Total	Information not available in regard to following defects			
							Boys	Girls	Total	
Number of re-examinations	5,284			4,813			10,097			
Number of children recommended for treatment	8,647			8,559			17,206			
Number of children who obtained treatment	5,947			5,887			11,834			
Number of children who did not receive treatment	1,274			1,145			2,419			
Number of children about whom information was not available	1,426			1,527			2,953			
	Defects treated			Defects not treated			Information not available in regard to following defects			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Dental	3,441	3,287	6,728	830	705	1,535	907	918	1,825	
Nose and throat	597	594	1,191	247	276	523	187	214	401	
Ear	327	323	650	79	69	148	74	74	148	
Eye	842	1,102	1,944	127	148	275	177	307	484	
Other	1,441	1,128	2,569	265	175	440	246	200	446	

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1954
COLOURED SCHOOLS

Nature of defect	Boys			Girls			Total			
	Boys	Girls	Total	Boys	Girls	Total	Information not available in regard to following defects			
							Boys	Girls	Total	
Number of re-examinations	2,301			2,345			4,646			
Number of children recommended for treatment	3,710			3,846			7,556			
Number of children who obtained treatment	2,262			2,319			4,581			
Number of children who did not receive treatment	750			805			1,555			
Number of children about whom information was not available	698			722			1,420			
	Defects treated			Defects not treated			Information not available in regard to following defects			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Dental	1,372	1,313	2,685	551	462	1,013	464	395	859	
Nose and throat	73	80	153	40	57	97	25	34	59	
Ear	224	195	419	105	97	202	70	53	123	
Eye	207	211	418	64	57	121	64	66	130	
Other	645	1,017	1,662	283	550	833	231	368	599	

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1955

EUROPEAN SCHOOLS

	Boys			Girls			Total		
Number of re-examinations ..	5,342			5,214			10,556		
Number of children recommended for treatment ..	8,531			8,778			17,309		
Number of children who obtained treatment ..	5,784			6,105			11,889		
Number of children who did not receive treatment ..	1,186			1,093			2,279		
Number of children about whom information was not available ..	1,561			1,580			3,141		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental ..	3,348	3,315	6,663	806	686	1,492	1,066	997	2,063
Nose and throat ..	501	571	1,072	236	205	441	149	236	385
Ear ..	317	344	661	66	71	137	96	74	170
Eye ..	748	1,200	1,948	142	156	298	202	291	493
Other ..	1,349	1,273	2,622	124	132	256	271	184	455

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1955

COLOURED SCHOOLS

	Boys			Girls			Total		
Number of re-examinations ..	2,142			2,259			4,401		
Number of children recommended for treatment ..	3,389			3,371			6,760		
Number of children who obtained treatment ..	2,156			2,071			4,227		
Number of children who did not receive treatment ..	606			695			1,301		
Number of children about whom information was not available ..	627			605			1,232		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental ..	1,264	1,173	2,437	479	449	928	460	377	837
Nose and throat ..	100	108	208	45	51	96	30	31	61
Ear ..	204	175	379	81	68	149	68	41	109
Eye ..	167	162	329	43	46	89	55	45	100
Other ..	598	747	1,345	112	337	449	141	240	381

