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DEPARTMENT OF EDUCATION
CAPE OF GOOD HOPE

REPORT
OF THE
SUPERINTENDENT-GENERAL
OF
EDUCATION

FOR THE YEAR

1965

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DEPARTMENT OF EDUCATION

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REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

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DEPARTMENT OF EDUCATION CAPE OF GOOD HOPE

REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION

For the Period

1st JANUARY, 1965, to 31st DECEMBER, 1965

Department of Education,
Cape Town.

3rd January, 1966.

The Honourable The Administrator,
Cape Town.

Sir,

I have the honour to submit to you a report on matters pertaining to education in the Cape Province during the period 1st January, 1965, to 31st December, 1965. This account covers the first complete year of my term of office.

A notable feature of the year under review has been the specific attempts made at high professional level to adapt the school more effectively to current needs. Various committees were appointed for that purpose and were given the task of making a thorough revision of syllabuses on an extensive scale and of re-organising the system of refresher courses in order to ensure that the in-service training of subject teachers would be more purposeful. Short courses in other branches of education were also arranged. In addition attempts were made at inter-departmental level to obtain agreement on syllabuses, conditions of service and like matters in order to promote a greater degree of uniformity in this sphere within the Republic. Facets of these activities and the bodies concerned are dealt with in broad outline, particularly in chapters I to III. The new salary scales will undoubtedly promote the idea of uniform conditions of service for all teachers in the Republic.

It has indeed become necessary that in educational matters thorough investigation and realistic planning be undertaken on a country-wide basis. In the light of the abovementioned activities the help of the field staff was enlisted on various occasions to collect data relevant to topical questions so that the head office could obtain a clear picture of the nature and extent of such problems. The extent of the shortage of qualified secondary teachers, to which reference is made in the annual report, was the subject of one of these inquiries. This and related questions were later discussed with you and the Executive Committee.

Reference is made to the provision of more favourable staffing quotas so as to promote bilingualism and to assist the smaller schools to maintain an effective level of instruction. Mention is also made of arrangements for better clerical assistance to school principals so that they can devote more attention to their professional duties. The provision of a model school library in Cape Town and the extension of library facilities at the training colleges will do much to raise the standard of work in the classroom.

Primary and secondary enrolment rose by 2,621. As a result of the shift in population, however, the number of farm and primary schools decreased by 20. On the other hand four additional high schools were established.

Out of a total enrolment of 215,363 in 1965 the number of pupils accommodated in Departmental and aided hostels was 5,436 and 19,622 respectively. This is almost equal to 12 per cent. It has been established that 5,597 of these pupils are drawn from places outside the areas served by these hostels. In addition 13,911 pupils (or approximately 6½ per cent of the total enrolment) are conveyed to school daily.

Statistics concerning the shortage of teachers are found in chapter VII. The number of students to whom bursaries and loans have been granted in order to qualify as secondary teachers has risen by 84. The corresponding number in regard to students at training colleges is 79.

Despite changes in personnel at head office and vacancies in the field staff, every effort has been made to maintain the standard of efficiency in the educational service.

In October, 1965, the system of full-time M.E.C.'s was instituted. I would like to express my thanks to Messrs. F. D. Conradie and J. C. Heunis to whom various branches of educational administration were entrusted, for their wholehearted co-operation.

Once again I wish to offer my sincere thanks to you and to the Executive Committee for your goodwill and for your readiness to give financial support in all matters concerning the promotion of education.

I have the honour to be, Sir,

Your obedient servant,

G. J. J. SMIT,

Superintendent-General of Education.

CHAPTER I

SOME ASPECTS OF POLICY

At the end of 1964 the Steyn Report appeared which, on behalf of the Joint Matriculation Board (J.M.B.), made a statistical analysis of the high rate of failures of first-year students at University. In view of this phenomenon it is certain that the J.M.B. will insist on a higher standard for a pass in future from high school pupils who wish to qualify for matriculation exemption. Furthermore, owing to the remarkable advance that has been made in the past decades in the field of science and mathematics and the acceptance of new approaches in the teaching of modern languages, it is clear that educational authorities will have to keep pace with these developments or face the danger of not being able to maintain standards demanded by the new situation.

The Compilation of Basic Syllabuses

The first step in this direction demands a thorough overhaul of the syllabuses of the high school, particularly in the sciences and Mathematics, so that adequate stress may be laid on new content and approach in classroom teaching. The Joint Matriculation Board has accordingly drafted basic syllabuses in the various subjects for the matriculation examination. These syllabuses will serve as the basis for the revision of the syllabuses for the Senior Certificate of the Provincial Education Departments. Committees of our Department are at present working zealously on the drafting of such syllabuses which should be completed by the end of next year for submission to the Joint Matriculation Board for its approval. This is necessary to secure acceptance for matriculation exemption.

As a result of the revision of syllabuses for the Senior Certificate, those for the Junior Certificate are also in the process of being adjusted. At a meeting of the Committee of Education Heads it was decided that the Provincial Departments should also undertake a revision of the syllabuses of the basic subjects in the primary school curriculum and simultaneously endeavour to secure a greater measure of uniformity in content. An assignment has been allocated to each Department and good progress has already been made in the redrafting of the syllabuses. Members of the Teachers' Associations serve on all these syllabus committees and are rendering invaluable service.

The In-Service Training of Teachers

In view of the circumstances just described, the need for more effective in-service training of teachers has become apparent as a means of keeping teachers informed about new content and approach

in the various branches of the curriculum. It was evident that the week-end conferences could no longer be regarded as an effective instrument to meet the new demands in education. The Committee of Heads of the Education Departments thereupon agreed that an Inter-Departmental Planning Committee for Refresher Courses should be established to recommend general policy; and that each province should institute a representative committee for the purposeful planning and implementing of refresher courses. In the Cape Province such a committee began to function early in 1965. It was decided that these courses would be conducted on a voluntary basis, but that attendance would be encouraged by the provision of travel and subsistence allowances. To this end an amount of R19,000 was placed on the Estimates for the current financial year.

An encouraging feature in the planning and the running of the various courses has been the whole-hearted co-operation of the universities. So far the courses have been designed mainly for the more effective teaching of the official languages in the high school. In September, 1965, Rhodes University was responsible for a course in English as Second Language which proved just as successful as that in the First Language conducted the previous year. The University of Stellenbosch is to hold a similar course in Afrikaans as First Language early in 1966. Much attention is being paid in these courses to practical application. There is no doubt in my mind as to the beneficial effect the new type of refresher course will have on the quality of subject instruction in our high and secondary schools. To all who are co-operating the Department wishes to express its sincere thanks: the university lecturers give us of their specialized knowledge and specialist teachers of their successful experience in the classroom.

As soon as the revised syllabuses in the sciences and Mathematics have been approved, the Department will, with the co-operation of the universities, organize refresher courses in these subjects. The need for these refresher courses is great in view of the remarkable advance in these fields of knowledge in the past two decades.

The Shortage of Qualified Secondary Teachers

The shortage of qualified teachers in the high school remains a serious problem. A survey made by the Department towards the end of 1965 revealed that this lack was greatest in English, Science, Mathematics and Afrikaans—in that order. The survey showed that the shortage of adequately qualified teachers in these subjects at both Standard X and VIII level is substantial, and that in view of the shortage the better qualified teachers are assigned to the senior classes. Despite the satisfactory response to the Departmental bursary and loan scheme for attracting secondary recruits to the teaching profession, there are still many teachers in the service who are compelled to give instruction in these subjects without an adequate academic background.

This state of affairs has engaged the serious attention of the Department. It is clear that this situation can hardly be satisfactorily met by the type of refresher course now introduced. It would appear that a scheme will have to be evolved that would permit such teachers to follow a concentrated course of studies, probably at a university level for a full year, in the subject or subjects concerned whilst on a favourable system of study leave.

A Three-Year Course for Primary Teachers

Reference has already been made to measures that in the near future would tend to raise the standard of attainment in the high school. The raising of the level in secondary classes would imply the similar raising of levels in primary classes, particularly in the basic subjects. This situation could be met in the first instance by a higher level of teacher-training.

Throughout the first four decades of the 20th century the standard of admission to the training college was progressively raised—from Standard IV to Senior Certificate. The latter certificate led to a two-year course of academic and professional training for the Primary Teachers' Certificate. As this position still obtains, it is true to say that the basic set-up for the training of primary teachers has not changed over-much during the past two decades. The new demands on secondary education, overseas as well as in the Republic, have made it necessary to reconsider the raising of the minimum requirements for the training of primary teachers by the addition of a third year. This view was accepted and implemented in Britain in 1960 and latterly also in the northern provinces of the Republic. The same policy has been accepted in principle by the Executive Committee, and planning has been undertaken for extensions at the existing training colleges in order to provide sufficient accommodation for the expected additional intake of student-teachers and so as to adapt rooms to the requirements of the new courses that have already been drafted in outline.

In view of the economic situation and the "credit squeeze" towards the end of 1965, the introduction of the new course has unfortunately had to be deferred. The proposed new course, supplemented by suitable refresher courses, should have the desired effect on primary education in this Province.

New Salary Scales

Owing to the rise in the cost of living and also having regard to the salary structure in commerce and industry, there has been a growing demand that teachers' salaries be placed on a more realistic footing. During the latter half of the year, a Salary Committee, on which all Education Departments in the Republic and South West Africa were represented, met in Pretoria under the chairmanship of a member of the Public Service Commission. At the same time representatives of the Federal Council also had an interview with the Minister concerned. As a result of further deliberations, new salary scales were announced by the Minister of Education, Arts and Science which will take effect from the beginning of 1966. The measure is a genuine attempt to adjust teachers' salaries to living costs and remuneration in other sectors of employment.

The new salary scales were designed to impose uniformity in respect of all teachers employed by the Education Departments in the Republic. The scales for principals have been determined by the enrolment in schools. On account of the vast area of the Cape Province and the policy of restricting maximum enrolment, the salary scales of principals of the larger high schools and training colleges in the Cape have been restricted when compared with the

comparatively larger schools in the northern provinces. It is evident that in the circumstances the policy of restricting maximum enrolment in schools will have to be reviewed.

Revised Staffing Quotas

The gradual depopulation of the rural areas is proceeding apace, endangering effective instruction in the smaller rural schools as staffing is reduced. The staffing of schools has, therefore, been revised so that staffing of these schools could be considered on a more realistic basis. The minimum secondary staff for a high school has now been raised to six teachers; and a seventh teacher will be appointed when the secondary enrolment reaches 90 instead of 112, the former quota. In the case of primary schools, the appointment of a second teacher is considered when there are 22 instead of 25 pupils, while the enrolment quotas for further additional teachers have been reduced by 15. As a result of this measure, smaller rural schools will be able to function more effectively. The lowering of the staffing quota will entail the creation of new secondary and primary posts in the rural areas and will also result in the retention at many schools of posts which would otherwise have been abolished at the end of 1965.

An effective command of both official languages will be a *sine qua non* for future leaders in this country. In order to foster a higher level of bilingualism the Department has undertaken, subject to certain conditions, to allocate an additional teacher to single-medium high schools. The services of such a teacher will have to be allocated exclusively for the tuition of secondary pupils taking the second official language on the higher grade.

In recent years there has been a steady influx of immigrants to our country, most of whom know only one of the official languages. This situation has created problems both in teaching and in social adjustment in our schools. Principals and teachers have been requested to do everything in their power to make immigrant pupils feel at home. To promote speedy adjustment to the new environment and to aid in establishing good relations, the Department has undertaken, subject to certain conditions, to approve the institution of language classes to provide for the special needs of immigrant pupils who have no knowledge of one or both official languages. These classes are taken after school hours and the teachers concerned are remunerated at overtime rates of pay. Such classes have already been started in the larger urban areas such as Cape Town, Port Elizabeth and East London.

School Halls

At the session of the Provincial Council in May, His Honour the Administrator announced the decision of the Executive Committee that in future the Administration would erect new school halls free of charge. This statement was very welcome indeed, for, despite the generous grant the Administration had made towards the erection of school halls before that time, the amount that had to be raised locally proved to be a heavy burden for parents in many school board areas. Unfortunately the credit restrictions which

became effective during October temporarily stopped the implementation of this policy.

The school as an institution has to minister to the needs of the community which it is required to serve. Modern society is ever-changing, and, therefore, the school must march with the times or become outmoded. From this short review it is apparent that as far as this Province is concerned, adjustment in policy and administration is continually made as new educational demands and requirements appear.

CHAPTER II

OTHER MATTERS OF EDUCATIONAL SIGNIFICANCE

Ever since 1910 there has been a marked tendency for each provincial system of education to develop on its own lines. This development was influenced *inter alia* by geographical factors, financial conditions and the distribution of population. By the end of the Second World War therefore, great divergence in professional matters such as syllabuses, curricula, promotions, examinations and conditions of service had already appeared. During the past decade, however, there has been a desire to halt this process; and in recent years steps have been taken to secure a greater measure of uniformity. This movement has been encouraged by the Committee of Heads of the Education Departments and by the National Advisory Education Council.

Committee of Heads of the Education Departments

During the year under review meetings of the Committee of Heads of the Education Departments were held periodically in order to investigate on a country-wide scale problems of common interest and to devise effective measures for grappling with them. As a result various inter-departmental committees were appointed either to conduct a preliminary investigation or to obtain relevant data for the further consideration of the Heads of the Education Departments who approved many of the recommendations submitted.

Inter-Departmental Committees

The Advisory Committee for Educational Services has been commissioned to secure agreement on conditions of service with a view to the introduction eventually of uniform conditions for all white teachers in the service of all Education Departments in the Republic. Each department is represented by an administrative and a professional officer. During 1965 the committee presented two reports for the consideration of the Heads of the Education Departments on specific matters referred to it. This committee also undertook the formidable task of equating certificates issued by educational bodies, other than Education Departments, for the purpose of determining categories for salary purposes.

With a view to promoting greater uniformity in the subject-matter, the task of revising the syllabuses in the basic subjects for the primary schools was assigned to another committee. Rapid progress was made during the year in the drafting of syllabuses in Arithmetic, Nature Study, History and Geography.

A third committee devised general principles on which refresher courses for teachers in service would be conducted by the Education Departments. It also drew up a scheme for the interchange of papers presented at the various provincial courses.

Through the work of these inter-departmental committees the Education Departments have been made aware of the precise differences in outlook and procedures in various fields of education; and this experience has promoted understanding and fruitful co-operation. Although the Departments are conscious of the many advantages that would emanate from greater uniformity, they are also aware of the danger of enforcing such a policy rigidly without due regard to local conditions. It would indeed be unwise to enforce uniformity, for instance, in the subject-matter of syllabuses when there are considerable local differences. In truth a measure of diversity will be a stimulus to healthy growth because it would prevent educational thinking from falling into an unimaginative groove.

The Contact Body

The Heads of the Education Departments together with the Executive Committee of the National Advisory Education Council constitute a committee known as the Contact Body. It is the purpose of this committee to discuss at the highest level specific problems in education that the Education Council is investigating. During 1965, for example, the Contact Body had an interchange of views on the features of national policy and control in education. It also had a preliminary discussion with representatives of the universities on future teacher-training. It referred the study of the merits of a school calendar of three terms to the National Bureau of Educational and Social Research for further investigation.

At the instance of the Contact Body the Exploratory Committee on Differentiation in Education and Guidance was instituted. The task of this committee is to determine more effective means of securing differentiation, particularly in the field of secondary education, should the present system of divided control be terminated. The work of this committee is proceeding under the aegis of the National Bureau of Educational and Social Research, whose director also serves as convener.

The above short survey is an indication that important problems in current education are being paid full attention at national level and that the Cape Education Department is taking an active part in the investigation.

CHAPTER III

PRIMARY AND SECONDARY EDUCATION

Schools and Enrolment

The following table shows the number of training colleges and schools over the past four years:

TRAINING COLLEGES AND SCHOOLS

Third Quarter	1962	1963	1964	1965
Training colleges	7	7	7	7
High schools	210	211	214	218
Agricultural high schools	5	5	5	5
Secondary schools	52	51	51	48
Special secondary schools	6	6	7	7
Primary schools	810	795	781	757
Church schools	27	26	27	27
Special schools (at hospitals)	11	11	11	11
Farm schools	17	23	19	23
	1,145	1,135	1,122	1,103

During the period under review the number of schools decreased by 19 as compared with the number in the preceding year.

There was an increase of four high schools as a result of the upgrading of three secondary schools, the establishment of one new high school, the amalgamation of two high schools, and the elevation of a primary school to high school status.

The three secondary schools that were accorded high school status are: Clifton Secondary School and the West Bank Secondary School (both under the School Board of East London) and the Venterstad Secondary School. In the school board area of Parow the Settlers' High School was established at Bellville as a new English medium school. At Somerset East the amalgamation took place of the Bellevue Girls' High School and the Gill College Boys' High School. At Petrusville the primary school was raised to a high school as a result of the activities at the Van der Kloof dam.

Altogether 23 primary schools in the rural areas were closed, while 10 primary schools were reduced in status to farm schools. On the other hand two new preparatory schools were established (one at Plumstead, the other at Noupoort). Five new primary schools came into being—the Koue Bokkeveld Primary at Ceres, De Tÿger Primary at Parow, the Welgemoed Primary at Bellville, the Bellevue Primary at Somerset East and the Van der Kloof Primary at Petrusville. Two farm schools were reclassified as primary schools. In all, this led to a decrease in the number of primary schools by 24.

The number of farm schools increased by four.

The overall picture shows a net decrease of 20 primary and farm schools as compared with the number for the previous year.

The total enrolment in all the abovementioned institutions (training colleges included) was 215,363 at the end of the second term of 1965. This represents an increase of 2,684 compared with the number of pupils and student-teachers enrolled in 1964.

The following table shows the enrolment and the annual increase for the years 1963 to 1965:

Second Quarter	Total Enrolment	Total Increase
1963	209,495	2,258
1964	212,679	3,184
1965	215,363	2,684

The enrolment figures for 1965 include 304 Chinese pupils, 111 of whom are pupils at a high school and 193 at a primary school.

Primary Education

The number of primary pupils at the end of the second quarter of 1965 was 148,347. This is an increase of 2,576 compared with the number for 1964. In 1963 and 1964 the annual increases were 1,508 and 3,269 respectively.

The revision of the primary syllabuses on an inter-departmental basis is proceeding satisfactorily. It is anticipated that the work will be finalised towards the end of 1966.

Secondary Education

The enrolment for 1965 shows a slight increase, namely of 45 pupils, on that of the preceding year.

The following statistical table presents the figures for the period 1962 to 1965:

Second Quarter	Number of Secondary Pupils	Annual Increase
1962	64,301	1,608
1963	65,008	707
1964	64,849	-159
1965	64,894	45

The percentage distribution of pupils in Standards VI to X over the past ten years is given in the table that appears in Appendix I. This indicates that the distribution of pupils in the higher secondary standards is reasonably constant. The following are the statistics for the years 1963 to 1965:

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1963	100	93	74	53	43
1964	100	92	74	53	41
1965	100	95	72	55	41

SYLLABUSES AND EXAMINATIONS

Revision of Syllabuses

A significant feature of the work during the past year has been the revision of a large number of syllabuses. On the initiative of the Joint Matriculation Board basic syllabuses were drawn up. These contain the minimum subject-matter for each of the subjects accepted for Matriculation exemption. It was left to every Provincial Education Department as an examining body to add to the basic syllabuses in order to meet local needs. It has been decided that the first Senior Certificate examinations on the new syllabuses will be written at the end of 1970.

The Cape Education Department has already adapted the basic syllabuses in most of these subjects to meet the new requirements. In addition to these projects the syllabuses for Music in the primary and the high school and the syllabuses for Home Economics (Domestic Science) and for the various courses in Agriculture, have been revised. Minor adjustments have also been made to the syllabuses for several other subjects, e.g. Woodwork, Metalwork and Social Studies.

The drafting of basic syllabuses for the Senior Certificate has made it necessary that the syllabuses for the Junior Secondary Course should also be amended. The attempt to obtain uniformity on a country-wide scale has presented many difficulties. It would appear that at this stage a good deal of diversity will have to remain, particularly in composite subjects such as General Science and Social Studies.

The Junior Secondary Course

The rules governing the official languages as examination subjects have been amended to some degree in order to provide certain concessions for the children of immigrants who have settled in the Province.

The revised syllabus in Art will be introduced simultaneously in Stds. VI and VII in 1966 so that the first Junior Certificate examination on the new syllabus will be written at the end of 1967.

The revised syllabus in Music (Instrumental, Written and Aural) will be introduced in 1966, and the first Junior Certificate examination will be taken at the end of 1968.

As from this year the Department will no longer provide printed Departmental papers for the Junior Certificate examination in Social Studies. This implies that the examination in this subject will in future be an internal one conducted under the control of the

Inspector of Education. Henceforth the teacher will be permitted to adapt the syllabus to the mental capacity and the needs of the individual classes. It has been decided to discontinue the Integrated Course in Social Studies. The last examination in this alternative course will be written at the end of 1966.

The number of European candidates who wrote the Junior Certificate examination in 1965 was 12,675. This represents a decrease of 478 as compared with the figures for 1964.

The following table is an analysis of the results obtained in the 1965 examination:

First grade passes		Second grade passes		Failures		Total
Boys	Girls	Boys	Girls	Boys	Girls	
1,659 13%	1,908 15%	3,736 29%	3,232 26%	1,415 11%	725 6%	12,675

The Senior Secondary Course

There has been no major change in the Senior Secondary Course. The revised syllabuses referred to above will be introduced in Std. IX at the beginning of 1969. The first examinations on the revised syllabuses in Woodwork and Metalwork will be written at the end of 1966.

The following is an analysis of the results obtained in the Senior Certificate examination in the past two years:

	Total	
	1964	1965
Number who wrote the whole examination ..	7,854	7,796
Number of passes in the first grade ..	1,514	1,620
Number of passes in the second grade ..	4,959	4,680
Number of failures	1,383	1,496
Number who took a course leading to Matriculation Exemption	5,127	4,992
Number who obtained Matriculation Exemption	3,314	3,256

According to these statistics the number of candidates in 1965 was 58 less than that in the previous year. A comparison of the pass lists for 1965 and 1964 reveals that the percentage of passes in the first grade was 19 and 17 respectively. The corresponding percentages for those who passed in the examination were 76 and 77. Of the number that entered for Matriculation Exemption 61 per cent were successful in both of the years mentioned. This is 39 per cent of the total number of candidates who wrote the Senior Certificate examination.

EDUCATION LIBRARY SERVICE

The duties and responsibilities of the Education Library Service continue to expand. Not only does the planning, organisation and use of the school library continue to receive attention, but a start

has been made with a complete reorganisation of training college libraries. Help and guidance in this connection demand much attention. In addition the Departmental Education Library is linked with the Education Library Service so that the necessary co-ordination of library facilities for education may be obtained. This library has been moved to the ground floor of Union House in Queen Victoria Street. The extension of this library for the education profession is being considered.

Staff

Miss S. M. van Zyl has been appointed to the vacant post of school library adviser. The two existing posts of book selectors have been increased to five. Only one of these posts is still vacant. The post of Miss A. L. Stephens who has left the Departmental Education Library on promotion, has still not been filled. Five of the seven training colleges have the services of qualified librarians.

Book Selection

The increase in staff has made possible the regular publication of more comprehensive lists of school library books.

Model Library

In order to help schools with the choice of suitable library books, a model school library is being built up. The necessary shelves were received during the course of the year and an attractive room is being furnished for this purpose.

This year approximately 2,445 publications have been added to the collection while 133 periodicals are subscribed for. The model library is being used by principals and teachers in an increasing measure for the purpose of choosing books for their schools.

Allocations for the Purchase of Library Books

This year allocations have been made on the same basis as last year. Forty selected schools have again each received an amount of R500 for the purchase of reference books. Five new high schools and thirteen new primary schools have received special commencement allocations for the purchase of library books.

AUDIO-VISUAL EDUCATION

The Education Department has continued to give its attention to this very important aspect of modern educational practice. Special efforts have been directed towards equipping student-teachers with a clear understanding as to how audio-visual aids may be integrated with teaching methods and techniques. To this end special courses were held during the year at four training colleges.

It is pleasing to be able to report that plans for future building developments at training colleges include an audio-visual education wing attached to the new library. This will enable full justice to be done to that section of the proposed three-year course of training which deals with audio-visual education.

Serving teachers will be catered for by way of special in-service courses, plans for which are already under consideration.

Meanwhile the National Film Board, established last year, is more than justifying its existence by producing and purchasing suitable films and film-strips to supplement the many useful items on the catalogues of the film library. The Cape Education Department, alive to the needs of its schools, makes regular recommendations to the Film Board with regard to titles which schools require. Most of these recommendations have been accepted and assistance given by nominating collaborators and by advising scenario writers.

The discontinuance of school broadcasts during school hours has been a disappointment to the many schools and teachers who had made effective use of the many excellent programmes which came over the air. It is to be hoped that efforts will be made to resuscitate this useful service. Some small measure of consolation has come as a result of the Copyright Act, No. 63 of 1965, which makes it possible for enthusiastic teachers to make use (within certain specified limits) of educational programmes broadcast or recorded out of school hours.

The National Council for Audio-Visual Education is planning to establish a tape-library. This would provide recordings to accompany film-strips as well as helpful recordings for purely aural purposes.

The Department is doing all in its power to keep abreast of further interesting developments in the audio-visual field.

	Boys	Girls	Total	
Available	1,257	1,258	2,515	
Number accommodated	1,257	1,258	2,515	
Vacancies	0	0	0	
Excess number of pupils accommodated	0	0	0	
Paying full fees	1,257	1,258	2,515	
Remissions	0	0	0	
Within area served by	1,257	1,258	2,515	
Outside area served by	0	0	0	
Total	1,257	1,258	2,515	

CHAPTER IV

SCHOOL HOSTELS AND CONVEYANCE SERVICES

School Hostels

In 1965 there were 57 hostels maintained by the Department, and 261 hostels aided by the Administration and conducted at the financial risk of recognised church authorities, hostel committees or private individuals.

The following tables reflect the position at the hostels during the year 1965:

HOSTELS MAINTAINED BY THE DEPARTMENT

Hostels maintained in connection with—			Primary,	Agricul-	Special	Training
			Secondary and High Schools	tural High Schools	Secondary Schools	Colleges
Accommodation available	Boys	1,557	780	262	426	
	Girls	1,259	—	78	1,114	
	Total	2,816	780	340	1,540	
Number accommodated	Boys	1,552	796	261	446	
	Girls	1,216	—	41	1,124	
	Total	2,768	796	302	1,570	
Vacancies	Boys	12	28	11	3	
	Girls	50	—	40	36	
	Total	62	28	51	39	
Excess number of pupils accommodated ..	Boys	7	44	10	23	
	Girls	7	—	3	46	
	Total	14	44	13	69	
Paying full fees	Boys & Girls	2,585	659	45	1,570	
	Remissions	Boys & Girls	183	137	257	—
		Total	2,768	796	302	1,570
Within area served by hostel	Boys & Girls	1,013	—	—	—	
	Outside area served by hostel	Boys & Girls	1,755	—	—	—
		Total	2,768	—	—	—

HOSTELS AIDED BY THE ADMINISTRATION

	Boys	Girls	Total
Accommodation available	11,214	11,156	22,370
Number accommodated	10,050	9,572	19,622
Vacancies	1,595	1,902	3,497
Excess number accommodated	431	318	749
Paying full fees:			
Boys and Girls	10,763		
Capitation grants:			
Boys and Girls	8,859		19,622
Within area served by hostel ..	15,780		
Outside area served by hostel ..	3,842		19,622

School Conveyance Services

As an alternative to hostel accommodation, conveyance services have often to be used in this Province to bring the school within reach of the child.

The following are particulars of school conveyance services for the years 1964 and 1965:

	Total number of Conveyance Services	Total number of pupils conveyed	Total distance of routes	Total cost of Conveyance Services
1964 ..	334	13,914	8,939 miles	R720,280
1965 ..	340	13,911	9,380 miles	R724,260

CHAPTER V

THE PSYCHOLOGICAL SERVICES

Staff

During the year under review the work of the Psychological Services had some setbacks since some vacancies that occurred as a result of superannuation, resignation and the granting of sick leave or furlough could not be filled immediately. Consequently, a number of posts were vacant for various periods during the year. Two circuits were vacant throughout the year, and another for nine months. The Psychological Services do not have relieving staff. It is obvious that psychological services were not always available where they were sometimes most necessary.

The assistance which the Psychological Services gave to the National Bureau of Educational and Social Research in connection with the standardisation of psychological tests and research, disrupted further the routine programme of the School Psychologists. During the first quarter the Psychologists assisted with the standardisation of scholastic tests; during the second quarter they were busy with the Talent Project to determine the manpower potential of the Republic and South West Africa. This is the largest research project in the educational field that has ever been undertaken in our country and it kept the Psychologists busy for an entire term. In our rapidly developing country which must compete with the pace set in other countries, this research is of such value that it fully justifies the time that was spent on it.

Special Classes and Special Secondary Schools

The number of special classes increased during the year from 431 to 448. The enrolment was 5,231. The shortage of qualified teachers still exists. It is mainly the English Medium schools which are more seriously affected. The enrolment of students studying special education at the Universities of Stellenbosch and Cape Town, shows that the situation is improving. Further encouraging signs in this connection are improvements in the training of these students. The University of Stellenbosch is introducing a new course for the training of special class teachers at the beginning of 1967. This course is a great improvement on the existing course which, to a large extent, has become outdated.

For the third consecutive year, there have been no appeals to the Administrator in connection with the transfer of pupils to special classes. This does not mean that parents are always satisfied. It does mean, however, that dissatisfied parents are in a minority and that the good results obtained in Special Education are proving an effective argument in convincing parents that it is in the interests of

their children to receive this type of education. The good work that has been done in this connection by School Psychologists, principals of schools and teachers of special classes is to their credit.

The new procedure now followed by School Psychologists (Special Education) during inspections and other visits to special classes of giving purposeful attention to the specific needs of individual pupils and guidance to teachers of special classes, is having a good effect on the standard of teaching in special classes and should provide good results in the future. The enrolment in the 7 special secondary schools is 1,276 (362 girls, 914 boys).

Unfortunately it has not been possible to build the two new special secondary schools at Kimberley and Uitenhage. The facilities at the two existing schools do not comply in all respects with the needs of such schools and until the new schools are built, the full educational potential will not be realised. The shortage of residential facilities at the special secondary schools remains a serious problem. This affects the girls mainly, as there are residential facilities for them at only two of the schools. A number of girls who would like to attend the schools are precluded from doing so as they cannot find boarding accommodation.

The vast majority of pupils leaving the special secondary schools have no difficulty in finding employment. At this stage, therefore, it appears that the new Apprenticeship Act is not having a detrimental effect on prospects of obtaining employment. Should employment become more difficult to find, it may become necessary to seek measures to overcome this problem.

The Clinic Services

The attendance at clinics continues to increase. All clinics are also treating pupils from schools outside the area they are supposed to serve. The staffs of the clinics are working under great pressure and although they try to help all pupils referred to them, it is impossible to arrange interviews for all the cases.

This year a number of pupils have been referred to clinics because of poor concentration and the inability to work independently in a group. From the diagnosis and treatment of these pupils it appears that in pre-school training they were not taught to be independent. In some cases their first contact with school work was at a stage where they were too immature to comply with the standards demanded of them so that their interest and enjoyment of school work were adversely affected. Some pupils developed the same problems because the demands made on them were below their potential. They became bored because the work required of them was too easy.

Behaviour problems which were prevalent were thieving and other forms of dishonesty, aggression, abnormal introspection and various fears, particularly fear of school. It is obvious that many of these children are from broken homes, or homes where abnormal tension exists. The number of pupils whose normal scholastic progress has been affected by neurological dysfunction, is more evident than in the past. Due to difficulty of diagnosing this defect

it is possible that this does not reflect an increase in incidence. It is probable that more cases are correctly diagnosed with increased knowledge of the problem and its extent.

An important function of the clinic remains the diagnostic remedial work in connection with reading and arithmetic. The results obtained with this work are encouraging. Where pupils co-operate, their progress is sometimes amazing. One pupil, for example, in a period of 1 year and 4 months showed reading progress of 3 years and spelling progress of 4 years and 6 months. Another pupil showed progress in arithmetic of 2 years and 9 months after 10 months of remedial teaching.

Speech Defective and Hard of Hearing Pupils

During the year, the number of posts for speech and hearing therapists increased from 59 to 67. The additional posts were created for Cape Town, Parow, Stellenbosch, Uitenhage, Graaff-Reinet, Upington and Cradock. Of the 67 posts, 60 were filled during the year. It is some of the newly created posts that remained vacant.

In 153 schools, 4,017 pupils received speech therapy. Of these, 1,018 were stutterers. A total of 15,565 pupils were tested for speech or hearing disabilities. Of the 637 pupils treated for hearing problems, 130 were dismissed as cured.

The enrolment of the four full-time hard-of-hearing classes in Port Elizabeth, the three classes in East London and the Mary Kihn School in Cape Town was 106. Twelve of these pupils improved to such an extent that they could be transferred back to ordinary classes.

Most audiometers were recalibrated to International Standards and gave satisfactory service. The Loop Induction System and hearing aids were also satisfactory.

A three-day conference was held in Cape Town in October for the staff engaged in speech and hearing therapy. The conference, dealing with brain damage, stuttering, reading difficulties and audiological services was a successful undertaking. Papers delivered were of a high standard and everyone who attended the conference gained in knowledge and returned better equipped to deal with their work.

Guidance

As already mentioned, the School Psychologists (Guidance) devoted more time to the National Bureau of Educational and Social Research in connection with the Talent Project and the standardisation of psychological tests. In addition to this, 33,979 group intelligence tests, 895 individual intelligence tests, 462 differential ability tests and 28,364 scholastic tests were applied, and 3,596 C.V. Interest Questionnaires were completed. With regard to guidance and psycho-therapy, 5,078 interviews were arranged with pupils in connection with school adjustment, study problems, careers and behaviour problems. In this connection a further 3,551 interviews were arranged with parents, school principals and teachers.

As in the past, students of the University of Stellenbosch who are being trained as teacher counsellors were placed for two periods of fourteen days each under the supervision of the School Psychologists (Guidance) in order to do their practical work.

In spite of abnormal disruption of their ordinary duties during the year, it is evident from the above statistics that the School Psychologists (Guidance) have not accomplished much less in the various circuits than in previous years. This was accomplished by means of real effort, and much of the work was done in their offices after school hours.

During April a most successful conference was held in Cape Town for School Psychologists (Special Education) and School Psychologists (Guidance). This conference offered the opportunity for improving the organisation of the Psychological Services. Discussions about psychometric procedures were of great value. The advice of members of the staff of the National Bureau of Educational and Social Research at these discussions in connection with new psychological measurement techniques, is much appreciated.

CHAPTER VI

THE MEDICAL SERVICES

Staff

There are 15 posts: one Chief Medical Inspector of Schools and 14 Medical Inspectors of Schools. At the end of the year there were four vacancies.

The establishment for School Nurses, including the Chief School Nurse, has been increased to 39 posts. Although there were five vacancies at the end of the year, at no time did this Department experience any serious difficulty in recruiting school nurses.

Medical Inspection

The position with regard to vaccination of school children against smallpox has improved. In 1964, 95.3 per cent of the children were so vaccinated, while this year 98.9 per cent were successfully vaccinated. However, it needs continuous vigilance on the part of the school medical staff to see that the relevant Public Health Act is complied with, and although this Act makes provision for principals to refuse admission to schools unless children are vaccinated, the final responsibility rests with the parents.

The position is less satisfactory with regard to immunisation against Poliomyelitis; and as the children, and often their parents, are unable to state whether the full course of oral vaccine has been carried out, it is not possible to arrive at an accurate figure, but it does appear as if far too many children are not immunised, especially those at risk viz. the new school entrants. It is hoped that fuller certification of immunisation will be possible in future.

All the Medical Inspectors are concerned about the numbers of children who have not even had the primary protection against Tetanus and Diphtheria, and it must again be stressed that children should have booster doses against Smallpox, Tetanus and Diphtheria at school-entry age. This Department supported local authorities e.g. the Municipality of Cape Town and the Cape Divisional Council, in its fight against Tuberculosis, by enabling them to carry out their B.C.G. campaigns in the schools.

The incidence of dental caries remains distressingly high, and visual defects are second only to this in occurrence.

Medical Inspectors frequently report on the conditions under which they and the School Nurses have to work, but they stress that most of the principals are most co-operative and helpful, and that they not only appreciate the service, but welcome it. As a rule they provide the best accommodation that is available.

As in many other countries today, it is felt that perhaps the most important health factor in the school environment, is the teacher. As it becomes increasingly difficult to recruit medical practitioners for the service, it will become more urgent that teachers be not only made aware of, but trained more positively in the health observation of school children.

The Department is aware of the need for adequate sanitary accommodation for caretakers and cleaners at schools. As far as possible, especially in new schools, provision is made for showers for use after physical education lessons. The Medical Inspectors also keep a check on school swimming-baths.

The 10 Inspectors did the following work:

Number of schools visited	.. .. .	457
Number of pupils examined	.. .. .	48,330
Number of pupils re-examined	.. .. .	8,033
Number of follow-up examinations	.. .. .	1,861
Number of defective pupils	.. .. .	11,722
Number of pupils recommended for treatment	.. .. .	11,722
Number of directions to teachers	.. .. .	12,501
Number of pupils whose parents or guardians were present	.. .. .	15,487
Number of verminous pupils	.. .. .	70
Number of pupils vaccinated against smallpox	.. .. .	47,813
Percentage of treatment obtained since the previous inspections	.. .. .	68

Analysis of Defects found among Pupils

Defect	Number of children affected
Malnutrition	22
Teeth	6,478
Nose and throat	1,546
Speech	177
Glandular system:	
Lymphatic	22
Endocrine	28
Eyes:	
Vision	2,276
Other	206
Ears	853
Hearing	67
Skin diseases	373
Heart and circulation	135
Anaemia	50
Lungs	235
Nervous system	51
Genito-urinary system	336
Abdomen	208
Deformities	223
Infectious diseases	7
Nits and vermin	54
Other diseases and defects	269

Number recommended for treatment at previous inspections	13,620
Number treated since	9,200
Percentage of treatment	68

Dr. J. P. Liebenberg has taken over the visits to the Bellville School Clinic, which now take place weekly, from the Chief Medical Inspector of Schools:

Number of visits	19
Number of pupils examined	60
Number of parents present	53

There is a close and fruitful co-operation between the Medical, Dental and Psychological Services of the Department.

Dental Work

There are 5 posts, 1 of which is vacant. The ultimate aim of the Dental Service is the educational aspect, but up to the present the urgent pressure of operative work does not leave much time for a positive educational programme, apart from the individual "dental chair-side" talks with pupils. Needless to say, these are of great value.

The work of the Departmental Dental Inspectors, the Port Elizabeth Dental Clinic, subsidised Municipal clinics and the work of private dentists on contract work, are of inestimable value to the necessitous children. However, the apathetic attitude of many pupils and parents, or even resistance to dental treatment, remains a source of concern. As one Medical Inspector expressed it: "It is rare indeed to find a child with a perfect set of teeth".

Work done by the three Dental Inspectors of Schools:

Number of inspections	9,862
Number of treatments	5,013

Ophthalmic

The service is operating smoothly at the Departmental Clinic at Vasco, the Municipal Clinics in Cape Town, and the Hospital Clinics at George, Oudtshoorn, Port Elizabeth, Uitenhage, East London, Kimberley and Worcester.

It is with great relief that it can be reported that a start has been made with Sight-Saving Classes at the Worcester School for the Blind, with boarding facilities, and that it is now possible to refer children who need such special educational facilities to that school. These classes, of course, fall under the authority of the Department of Education, Arts and Science.

Ophthalmic Work Done

Vasco Clinic (Departmental)

Number of first attendances	170
Total number of consultations (including first attendances and re-tests)	364
Spectacles supplied	243

Municipal Ophthalmic Clinics

New cases	200
Total number of visits	808
Spectacles supplied	266

Cases referred to Eye Clinics at Provincial Hospitals

Examinations	254
Spectacles supplied	252
Total number of spectacles supplied	761

Nursing Services

The services have again functioned most efficiently, and in addition the Chief School Nurse reports with appreciation on the interest, co-operation and ready assistance at most schools. In large rural areas where Medical Inspectors are not so readily available, the visit of the School Nurse is even more valuable. The main complaints are the persistence of infested heads in some areas, and the incidence of defective teeth, both of which entail a constant vigilance, and efforts to get the parents to co-operate.

Work of the School Nurses

Number of schools visited for medical inspection	482
Number of school visits for medical inspection ..	1,806
Number of schools visited apart from medical inspection	1,045
Number of school visits apart from medical inspection	3,762
Number of pupils prepared for medical inspection	58,320
Number of pupils examined at routine inspection	119,054
Number of pupils examined apart from routine inspection	13,608
Number of pupils with nits	273
Number of pupils with vermin	36
Number of homes visited	1,448
Number of boarding hostels and other institutions visited	181
Number of eye clinic sessions at which assisted ..	178
Number of lectures given	2,271

School Hostels

Medical Inspectors of Schools regularly inspected school hostels and on the whole the reports are satisfactory. A close check is kept on the types of beds on which the boarders sleep, and a

straight, firm surface is insisted on. Particular notice is taken of sanitary facilities for servants, especially those working with food. The recreational facilities for servants are also reported on. A check is also kept on sick room facilities.

Departmental Dietitians

There is a staff of one Senior Dietitian and two Dietitians. The Senior Dietitian in her annual report states:

"During 1965, 303 school hostels were visited by the dietitians. A number of additional visits were paid to give guidance in connection with special problems.

Food

Little change was found in the standard of food services. A small improvement, however, was evident in the milk consumption. This may be attributed to the growing realisation that powdered milk may be used successfully to supplement the fresh product.

On account of the lasting drought conditions, vegetables were scarce and expensive throughout the year. This revived an old problem, namely, the excessive use of the so-called "starches". Dehydrated vegetables were used successfully in certain areas but in other parts this was not practicable on account of the high cost of transport.

Kitchens and Storerooms

In these sections of hostels increased and better facilities are constantly being provided. This also applies to the provision of new equipment.

Short Course

Eleven hostel matrons attended the short course at Aliwal North. A small group was invited since only limited funds were available. Those present apparently enjoyed the course and found it instructive.

The matrons show steadfastness in their work but all agree that the high cost of living and shortage of labour greatly obstruct the progress in their work."

The services of the Dietitians are indispensable to the school hostels; their ingenuity in devising recipes, their practical guidance, and dedication to their tasks, help very materially to make the best possible use of available funds and supplies, to provide reasonably balanced and adequate diets to the boarders. They cover many thousands of miles of arduous travelling during the year.

General

It was again interesting to note the incidence of chicken-pox and mumps amongst teachers, emphasizing the different age of onset of these diseases. Infectious hepatitis was also very frequent in

the 22-25 year age group, and this disease makes heavy demands on "man-hours".

In the case of country children in need of specialist treatment behaviour difficulties create many problems in placing them in the environment likely to assist with their treatment and rehabilitation. Some of the country schools near Cape Town play a very positive role in this respect and their assistance is invaluable.

All the Medical Inspectors have found the 11 year old age group routine inspections very interesting and rewarding, and all feel that with our peculiar geographical conditions, the examination of this age group is preferable to selective examinations.

During the year the medical services started a closer investigation into, *inter alia*, tuck-shops in schools and smoking in schools, the latter under the stimulus and with the assistance of the S.A. National Cancer Association. With the ready and close co-operation of the Senior Inspector of Physical Education and the Inspectors of Physical Education, the problem of corrective exercises is also receiving attention. The Department also started investigations into the health aspect of automatic food-vending machines in schools. Investigations into the health aspects of suitable school furniture are also receiving attention.

During the year the Chief Medical Inspector of Schools was absent from Headquarters for many weeks while serving as a member of the Interdepartmental Committee of Enquiry into Educational Facilities for Educable White Children suffering from Chronic Illnesses. He also attended the meeting of the National Council for the Care of Cripples in East London, the Medical Congress in Port Elizabeth, and a meeting of the Standing Committee for Special Education in Pretoria. He also represented the Department on the Cape Cripple Care Association. During these absences from office, the Senior Medical Inspector of Schools, Dr. S. B. Lange, and Dr. J. P. Liebenberg, Medical Inspector of Schools, acted for him.

CHAPTER VII

SUPPLY, TRAINING AND CONDITIONS OF SERVICE OF TEACHERS

Supply of Teachers

The increase in the number of teaching posts in the various groups of schools, and the percentage shortage of teachers in 1965 are indicated in the following table:

	Increase in Teaching Posts	Percentage Shortage of Teachers
Primary Schools	79	21·35
Secondary and High Schools	17	12·12
Training Colleges	8	6·67
Special Classes and Special Secondary Schools	24	30·76
Music posts	26	45·67
Total	154	20·17

The shortage of primary and secondary teachers was met mainly by the temporary appointment of qualified married women. Many of the teachers filling secondary posts on a temporary basis, and some holding permanent posts, are not adequately qualified in the subject or subjects in which they have to give instruction. As a result of this and because of the lack of continuity in the teaching caused by temporary appointments, the quality of instruction at certain schools is sometimes adversely affected. The subjects which suffer most from this shortage of qualified secondary teachers are English, Science, Mathematics and Afrikaans.

It is significant that of the 1,137 temporary primary teachers only 46 were uncertificated, while 100 of the 387 temporary secondary teachers and 63 of the 274 temporary music teachers were uncertificated.

A complete table, showing the position in schools and training colleges, is given below.

		Married Women	Pensioners	Uncertificated Teachers	Total Number of Temporary Appointments	Probationary Appointments	Permanent Appointments	Total Number of Probationary Appointments	Total Number of Teaching Posts
Primary Teachers ..	Men	—	21	7	28	58	1,442	1,500	1,528
	Women	1,006	64	39	1,109	99	2,589	2,688	3,797
	Total 1965	1,006	85	46	1,137	157	4,031	4,188	5,325
	Total 1964	897	87	58	1,042	145	4,059	4,204	5,246
	Total 1963	879	92	59	1,030	136	3,998	4,134	5,164
Teachers in special classes and in Special Second- ary Schools	Men	—	6	4	10	29	224	253	263
	Women	144	13	4	161	17	115	132	293
	Total 1965	144	19	8	171	46	339	385	556
	Total 1964	143	23	8	174	51	307	358	532
	Total 1963	145	25	6	176	27	309	336	512
Secondary Teachers ..	Men	—	41	54	95	77	1,982	2,059	2,154
	Women	233	13	46	292	50	696	746	1,038
	Total 1965	233	54	100	387	127	2,678	2,805	3,192
	Total 1964	218	69	118	405	98	2,672	2,770	3,175
	Total 1963	261	76	128	465	107	2,599	2,706	3,171
Lecturers at Training Colleges	Men	—	—	—	—	2	66	68	68
	Women	9	—	—	9	2	56	58	67
	Total 1965	9	—	—	9	4	122	126	135
	Total 1964	9	1	1	11	5	111	116	127
	Total 1963	8	2	—	10	3	103	106	116
Music Teachers	Men	—	3	5	8	5	25	30	38
	Women	185	23	58	266	14	282	296	562
	Total 1965	185	26	63	274	19	307	326	600
	Total 1964	155	25	78	258	23	293	316	574
	Total 1963	181	15	39	235	18	305	323	558
Summary of all groups ..	Men	—	71	70	141	171	3,739	3,910	4,051
	Women	1,577	113	147	1,837	182	3,738	3,920	5,757
	Total 1965	1,577	184	217	1,978	353	7,477	7,830	9,808
	Total 1964	1,422	205	263	1,890	322	7,442	7,764	9,654
	Total 1963	1,474	210	232	1,916	291	7,314	7,605	9,521

Bursaries and Loans for Secondary Teachers

In order to increase the supply of secondary teachers the granting of bursaries and interest-free loans to students who pursue approved courses at universities and technical colleges has been continued.

In 1965 a total amount of R492,271.50 (R286,230.00 in the form of bursaries and R206,041.50 as interest-free loans) was made available to students who pursued approved courses at universities and technical colleges. The total number of students who received this aid at universities and technical colleges in 1965 was 1,597. Of these 73 were technical college students. The number of new students to whom this assistance was given in 1965 was 624, an increase of 55 on the number of new students in 1964. There are indications that the shortage of secondary teachers may gradually be eliminated.

Bursaries and Loans for Primary Teachers

The total number of students at training colleges who received bursaries and loans was 1,696 and the amount made available for this purpose in 1965 was R369,418.50.

Training of Primary Teachers

The seven training colleges in the Cape Province are concerned mainly with the training of teachers for the primary school, and to a limited extent the training of secondary teachers in specific school subjects.

The training pattern is based on the 2 + 1 system: a basic two-year course which leads to the Primary Teachers' Certificate, followed by a one-year course in either academic subjects, Infant School Method or a specialist course in Handwork, Art, Physical Education, etc., each of which leads to the Higher Primary Teachers' Certificate.

The demands of modern life make it essential that teachers should be better trained and equipped. For this reason permission has been granted for the extension of the training period for primary teachers to a minimum of three years. The new course would have commenced in January, 1967, but owing to circumstances beyond the control of this Department the introductory date has been fixed for January, 1968. It is sincerely hoped that further delay will not be necessary as a result of unfavourable financial conditions.

The policy of providing more adequate tuitional facilities to training colleges was continued, and during the year much attention was given by a specially appointed Planning Committee to the planning of rooms for the various subjects and other requirements of a training college; most of the recommendations submitted have been approved by the Executive Committee.

The capital expenditure for the financial year ended March, 1965 was as follows:

	Colleges	Hostels	Total
	R	R	R
Denneoord (Stellenbosch) ..	94,979.50	3,789.10	98,768.60
Graaff-Reinet ..	10,869.79	56,736.03	67,605.82
Oudtshoorn ..	48,355.64	9,199.21	57,554.85
Paarl ..	3,550.00	172,537.20	176,087.20
Wellington ..	3,350.68	13,233.78	16,584.46
Total ..	161,105.61	255,495.32	416,600.93

Enrolment at Training Colleges

The following table shows the supply of student-teachers over the past five years:

Year	Primary Teachers' Course		Higher Primary Courses	Diploma Course	Total
	First Year	Second Year	Third Year	Fourth Year	
1961 ..	856	743	336		1,935
1962 ..	842	763	360		1,966
1963 ..	849	767	376		1,992
1964 ..	886	757	428		2,071
1965 ..	879	783	473	15	2,150

The rising tendency reflected in the total enrolment is largely due to the fact that the number of students who complete a third year course increases each year.

Teachers' Examinations

The table below indicates the results for the past three years of the Primary (P.T.C.), Higher Primary (H.P.T.C.) and Diploma Teachers' Examinations:

Year	P.T.C.	H.P.T.C.	Diploma	Total
1963	670	363		1,033
1964	745	403		1,148
1965	743	446	15	1,204

It is gratifying to note the steady increase in the number of students pursuing a third-year course.

The Bilingual Certificate

Year	Student Teachers		Private Candidates	Total
	Higher Grade	Lower Grade		
1963	132	517	126	775
1964	140	535	83	758
1965	103	492	159	754

According to these figures 595 of the 743 candidates who obtained the Primary Teachers' Certificate in 1965 also obtained a bilingual certificate.

Refresher Courses

The in-service training of teachers continues to receive the serious attention of the Department. A permanent Planning Committee on which the universities are also represented, is responsible for the planning of refresher courses. Grateful reference must be made to the close co-operation between the Department of Education and the universities in the organisation and presentation of such courses.

Teachers had the opportunity of attending one or more of the following courses during the year under review. The number of teachers who attended these in-service courses is indicated in brackets:

Rhodes University: The teaching of English as second language. (91)

Graaff-Reinet: A course for teachers of Handwork. (168)

Port Elizabeth: A course for teachers of Art. (63)

Cape Town: A course for teachers of speech-defective and hard-of-hearing pupils. (70)

The amount expended on the in-service training of teachers in 1965 was approximately R4,300.

Conditions of Service of Teachers

In terms of the Education Amendment Ordinance, 1965, which was promulgated on 16th July, 1965, teachers may now apply for a refund of their pension contributions at any time during the last calendar quarter of their service or within a period of two years after their leaving the service. Previously teachers could apply for a refund of their pension contributions only within a period of two years after the date on which their appointments terminated. It is now practical for a teacher to receive a refund of pension contributions on or shortly after the date on which he leaves the service.

The Ordinance also makes provision (in section 3) for all teacher-pensioners who are re-employed for any period after the end of the calendar year in which they attain the age of 60 years, to be paid the full salary attaching to the post, in addition to their pension. Previously the salary of a re-employed male teacher-pensioner was subject to abatement in respect of any period of re-employment up to the end of the calendar year in which he attained the age of 65 years.

In terms of section 6 of the same Ordinance breaks not exceeding twelve months in a teacher's service will no longer require to be condoned in order to preserve service immediately prior to any such break for pension purposes.

Considerably improved salary scales for teachers will come into operation on 1st January, 1966. The regulations setting out the new scales were promulgated on 26th November, 1965. It is trusted

that the increased salary scales will make the teaching profession more attractive and ensure that the best teachers are obtained.

The need for uniform conditions of service for teachers throughout the Republic and South West Africa has led to the appointment of an Inter-Departmental Advisory Committee in regard to Teaching Services by the Committee of Heads of the Education Departments. This Department is represented on the Committee by two senior officers. Considerable progress has already been made with regard to agreement in respect of the evaluation of qualifications and of conditions of leave for teachers.

The basis of staffing schools has been revised and a new basis, which benefits the smaller rural schools in particular, will come into operation as from January, 1966. As from that date the minimum secondary staff for a high school will be six teachers, and a seventh teacher will be appointed when the secondary enrolment is 90, instead of 112 as at present. Secondary schools will have a minimum secondary personnel of 3 teachers, and in the case of primary schools the appointment of a second teacher will be considered when there are 22 instead of 25 pupils, while the quota of pupils for the appointment of further additional teachers will be reduced by 15 in every case.

In order to enable pupils with the necessary aptitude for languages, who attend single-medium high schools, to take both languages in the higher grade the Department has undertaken, subject to certain conditions, to allocate an additional teacher to such schools. The services of such a teacher have to be employed exclusively for the tuition of secondary pupils taking a second official language in the higher grade.

As a temporary economy measure it has been decided to suspend the creation of new music posts in schools for the present.

Immigrant pupils are being enrolled in our schools in increasing numbers, and in view of this school principals have been requested to do everything in their power to make these pupils feel at home and welcome in their new environment in order to reduce problems of adjustment to a minimum and to establish good relations. To provide for the special needs of immigrant pupils who have no knowledge of one or both official languages, the Department has undertaken, subject to certain conditions, to approve the institution of language classes after school hours for such pupils, and to remunerate the teachers concerned at overtime rates of pay.

The position in regard to clerical assistance at schools was considerably improved as from 1st April, 1965. As from that date full-time posts of clerical assistant have been granted to high schools with at least 400 secondary pupils and primary schools with at least 600 pupils, while part-time posts have been granted to high schools with fewer than 400 secondary pupils, secondary schools with at least 50 secondary pupils and primary schools with 300-599 pupils. The salary scales for clerical assistants were also raised as from 1st April, 1965. The provision of clerical assistance has enabled principals to devote more time to their professional duties than was formerly possible.

CHAPTER VIII

SCHOOL BUILDINGS AND SITES

It is the constant endeavour of the Department to ensure that school buildings are erected in conformity with standards which will provide modern facilities for both pupils and teachers. With this object in view, several changes were made during 1965 in the standard plans for classrooms.

The demand for new buildings and additional accommodation at existing schools still continues. The demand is attributable to the normal increase in school enrolment as well as to the drift of the population to the larger towns.

For the year ended 31st March, 1965, the total capital expenditure on school buildings was R6,609,990, including R1,459,097 for Coloured schools, as compared with a total for the year ended 31st March, 1964, of R7,099,046, including R2,708,875 for Coloured schools. (Coloured education ceased to be a Provincial function at the end of 1963.) In addition, the amount spent on school hostels to 31st March, 1965, totalled R1,210,052 as compared with R1,310,321 for the previous year.

Particulars of new buildings and additions to existing buildings completed during 1965 are contained in Appendix B.

Apart from the accommodation provided by the Administration, accommodation is also provided to some extent by other bodies or persons. The Administration pays rentals or rent grants in respect of these buildings.

A list of grants of land and purchases of sites will be found in Appendices C, D and E.

Particulars of capital expenditure on school buildings since 1913-14 and of interest and redemption charges during the past 10 years are as follows:

TABLE I

Capital Expenditure on School Buildings (excluding Hostels)

	R
1913-14	411,422
1923-24	209,102
1933-34	113,794
1943-44	254,468
1953-54	2,839,870
1954-55	2,147,934
1955-56	3,348,628
1956-57	3,828,314
1957-58	3,802,278
1958-59	4,156,872
1959-60	5,117,372
1960-61	6,024,413
1961-62	6,561,154
1962-63	5,627,117
1963-64	7,099,046
1964-65	6,609,990

TABLE II

Interest and Redemption Charges on Loans for School Buildings (including Hostels)

	R
1955-56	1,362,194
1956-57	1,515,196
1957-58	1,717,524
1958-59	2,021,864
1959-60	2,378,168
1960-61	2,734,683
1961-62	3,085,564
1962-63	3,578,258
1963-64	4,114,601
1964-65	3,968,481*

* This figure does not include expenditure in respect of Coloured schools.

GROSS COST PER PUPIL

Year	White	Coloured
1964-65	127.78	127.78
1963-64	127.78	127.78
1962-63	127.78	127.78
1961-62	127.78	127.78
1960-61	127.78	127.78
1959-60	127.78	127.78
1958-59	127.78	127.78
1957-58	127.78	127.78
1956-57	127.78	127.78
1955-56	127.78	127.78

CHAPTER IX

FINANCE

During the financial year ended 31st March, 1965, expenditure on educational services, exclusive of interest and redemption charges, amounted to R37,158,593. Details of expenditure under the main heads, together with the expenditure in 1963-64, are given hereunder:

	1964-65	1963-64
	R	R
European Education:		
Administration	247,704	274,360
School Boards and School Committees ..	469,978	491,112
School Inspection	232,555	278,438
Medical Inspection	201,121	218,380
Training of Teachers	1,116,778	987,928
Secondary Education	7,399,738	6,995,351
Primary Education	10,848,607	10,558,540
Combined Primary and Secondary Education	5,919,880	5,950,302
Minor Works	2,443,525	2,043,750
Agricultural Education	468,996	462,731
Vacation Savings Bonus	741,192	734,734
General	7,007,697	5,493,416
European Education	37,097,771	34,489,042
Non-European Education (Chinese)	60,822	—
Coloured Education	—	16,756,624
Total	37,158,593	51,245,666

Additional expenditure amounting to R2,608,729 was incurred in respect of European education. The increase was due chiefly to normal expansion of the education services (during 1964, for example, the European enrolment increased by 3,360) and to the rising prices of supplies.

GROSS COST PER PUPIL

	Enrolment	Attendance
	R	R
1959-60	140.52	149.47
1960-61	152.42	160.72
1961-62	154.96	162.49
1962-63	156.02	163.82
1963-64	170.70	179.43
1964-65	184.38	192.76

NET COST PER PUPIL

	Enrolment	Attendance
	R	R
1959-60	134.12	142.03
1960-61	144.57	152.44
1961-62	147.07	154.21
1962-63	147.73	155.12
1963-64	163.10	171.44
1964-65	177.92	186.01

Revenue

Revenue collections from education sources were as follows:

	1964-65	1963-64
	R	R
School fees (including music and training) ..	381,587	404,385
Boarding fees (including training)	807,237	769,387
Saleable requisites	—	93,500
Examination fees	104,830	103,527
Rent	45,221	42,689
Agricultural Schools	186,078	190,199
Miscellaneous education receipts	718,093	121,561
Total	2,243,046	1,725,248

The increase in revenue from boarding fees is due to an increase in the number of boarders as well as to the rise in boarding fees. There has been an increase in the number of candidates taking departmental examinations, with the result that the revenue from examination fees has also increased.

The increase in miscellaneous education receipts is due chiefly to refunds from the Treasury and the Department of Coloured Affairs in respect of interest and redemption on capital works and requisites supplied to Coloured schools.

Interest and Redemption

Interest and redemption charges on loans raised for the erection of school and hostel buildings amounted to R3,968,481 compared with R4,114,601 during 1963-64.

CHAPTER X

ADMINISTRATIVE AND PROFESSIONAL STAFF

As mentioned in my last report, the O. & M. Branch of the Administration inspected the office during 1964 and recommended that the establishment of the Department be augmented by nine additional posts. The creation of these posts was approved but the alleviation derived from the filling of the posts was to a large extent offset by the loss of experienced officers through transfers to other departments and through resignations from the service.

During the year under review Mr. D. G. Joubert, Principal Administrative Officer, retired on superannuation and Mr. A. Rother, Principal Administrative Officer, was transferred to the Hospitals Department. Messrs. J. J. H. Blomerus, W. A. J. Pretorius and C. B. Ritter were promoted to posts of Principal Administrative Officer, the lastnamed having been given special promotion. Mr. J. Crous, Principal Administrative Officer, was transferred to this Department from the Roads Department. Mr. P. M. A. Louw was promoted to a post of Senior Administrative Officer. Mr. A. M. Hanekom, Senior Administrative Officer, was transferred to this Department from the Secretariat while Mr. P. G. R. van Zyl was transferred on promotion to a post of Senior Administrative Officer in the Provincial Library Service. Miss M. D. Hunter and Mr. C. S. T. Morkel were promoted to posts of Administrative Officer. Miss A. L. Stephens and Mr. P. Aucamp were also promoted to posts of Administrative Officer in the Secretariat of the Administration and the Department of Agricultural Economics and Marketing, respectively. Mr. H. H. Coetzee was transferred to the Nature Conservation Department.

A number of changes took place in the Inspectorate. Mr. I. J. M. Archer, Mr. M. J. Jooste and Dr. J. C. J. van Vuuren retired on superannuation. Messrs. I. P. Wait and F. S. Robertson were appointed as Inspectors of Schools. Mrs. W. A. van der Walt (née Louw), Senior Inspectress of Needlework, retired on superannuation and Mrs. G. A. Botha was promoted to succeed her. Miss J. Malan was appointed as an Inspectress of Domestic Science and Miss M. M. Victor as an Inspectress of Needlework. Miss S. M. van Zyl was appointed as an Organiser of School Libraries.

Mr. P. van A. van der Spuy, School Psychologist (Special Education) retired on superannuation. Mr. D. J. du Toit, School Psychologist (Guidance) was promoted to the post of School Psychologist (Special Education). Mr. W. J. C. Visser, School Psychologist (Special Education) resigned.

Drs. M. S. Marchand and M. A. Lombard retired on superannuation. Dr. Lombard was re-appointed in a temporary capacity immediately after his retirement. Dr. W. C. Heunis, a retired Medical Inspector of Schools, was also re-appointed in a temporary capacity. Dr. F. J. Retief, Medical Inspector of Schools, resigned. Dr. J. L. Neill was appointed as a Dental Inspector of Schools. As regards School Nurses, Misses E. Kromberg, J. Schültz and J. Roelofse retired on pension during the year; whilst Mrs. C. Obbes and Mrs. G. J. Bester resigned from the service. Mrs. S. Pretorius, Miss J. Harmse, Miss S. J. Smith, Miss T. du Plessis and Mrs. G. J. Bester were appointed during the year.

There were also a number of changes in the senior posts of the School Board Service. Mr. J. I. W. Kemp, Secretary of the Cape School Board, retired on superannuation and Mr. L. J. Claassens, Secretary of the Parow School Board, was promoted to succeed him. Mr. C. J. van der Merwe, Administrative Officer in the Parow School Board office, was promoted as Secretary of the East London School Board. Mr. J. D. J. Roux was promoted as Secretary of the King William's Town School Board. Mr. M. J. Kruger, Secretary of the Worcester School Board, resigned.

To all those who have left the service of the Department, I wish to express my sincere appreciation of the valuable services they rendered. I also take this opportunity to thank all concerned for their zeal and diligence in serving the cause of education during the year under review.

Full particulars concerning staff, both administrative and professional, as at 1st January, 1966, are given in Appendix A.

STAFF (1st JANUARY, 1966)

SUPERINTENDENT-GENERAL OF
EDUCATION G. J. J. Smit, M.A., D.Ed., A.I.E.

Deputy Superintendent-General of
Education S. Theron, B.Sc.
Secretary J. H. Bonthuys, B.Com.
Under Secretary J. F. Lighton
Administrative Control Officers J. de Villiers
P. R. Schoeman
W. A. J. Pretorius, B.Econ.

Buildings Section

Administrative Officer A. M. Hanekom

Examinations Section

Administrative Officers C. B. Ritter
P. M. A. Louw

General Section

Administrative Officer J. J. H. Blomerus

Grants, Loans and Bursaries Section

Administrative Officer T. P. Coetzee

Hostel Management and Conveyance Section

Administrative Officer P. J. le Roux

Non-Teaching Staff Section

Administrative Officer S. du Bruyn

Requisites Section

Administrative Officer J. Crous

Teaching Staff Section (Appointments and Leave)

Administrative Officer H. R. Mouton

Teaching Staff Section (Other matters)

Administrative Officer P. J. le Grange

CHIEF INSPECTORS OF SCHOOLS

D. J. du Plessis, B.A., M.Ed.
B. C. Gordon, M.A.
C. R. Venter, B.Sc., M.Ed.

INSPECTORS OF SCHOOLS

I. J. M. Archer, M.Sc.
W. E. Barker, M.Sc.
P. S. Botha, M.Sc.
P. W. de Bruin, B.A., B.Ed.
A. K. de Jager, M.A., M.Ed.
J. B. de Jager, B.Sc., M.Ed.
M. M. de Jongh, B.A., B.Ed.
W. McD. Dodds, B.Sc., B.Ed.
J. J. Dreyer, M.Sc.
D. M. du Preez, B.A., M.Ed.
J. J. G. Grobbelaar, M.A., Ph.D.
C. J. Grové, B.A., B.Ed.
R. A. Jansen, M.A.
B. D. Kleyn, M.A.
A. J. Keulder, B.A., B.Ed.
A. S. du P. le Roux, M.Sc., M.Ed.

A. D. Lückhoff, M.Sc.
G. F. Müller, B.A.
H. H. Nel, B.A.
J. G. Perry, M.A.
F. S. Robertson, B.A.
B. Rode, B.Sc., B.Ed.
R. J. C. Sahlertz, M.A., B.Ed.
B. Strydom, B.Sc.
J. D. Theron, M.A.
J. H. J. van der Merwe, M.Sc.
J. C. van der Westhuizen, M.A., B.Ed.
J. D. van Graan, B.A.
G. J. Venter, B.A.
J. A. C. Visagie, B.Sc., D.Ed.
I. P. Wait, B.Sc., B.Ed.
H. S. H. Weich, B.A., B.Sc., B.Ed.
M. M. Wiggett, B.Sc.

RELIEVING INSPECTORS OF SCHOOLS

H. G. J. Lintvelt, M.A.
J. F. van der Merwe, B.A., M.Ed.
C. H. Winckler, B.A., B.Ed.

INSPECTORS/INSPECTRESSES OF SPECIAL SUBJECTS

Agriculture

J. M. Grobler, B.Sc. (Agric.)

Domestic Science

Miss J. Malan
Mrs. M. A. Phillips
Miss M. S. E. van Niekerk

Drawing and Art

Miss A. M. Hugo
J. H. Meyer, B.A.
L. B. J. van Rensburg
S. S. van Rensburg
T. G. Walters

Infant School Method

Mrs. B. H. Barry
A. J. C. Cumpsty
Miss F. Grobler
Miss S. I. la Grange
Mrs. H. J. Nel
Miss A. S. Scholtz

Manual Training

W. de la H. Bellingan
J. M. A. de B. Brittz, B.Com.
J. W. Love
J. v. d. S. Uys, B.A., B.Ed.
W. H. van der Westhuizen, B.A.

Music

J. J. Enslin
J. D. Malan, M.Mus.
D. J. H. Müller, B.Mus.
M. van der Spuy, B.Mus.

Needlework

Miss D. S. Bosch
Mrs. G. A. Botha
Miss C. H. Britz
Mrs. M. van Niekerk
Miss M. M. Victor

Physical Education

H. E. K. McEwan
 J. J. Schoombie, B.A.
 Miss M. Warren
 One Vacancy

Commercial Subjects

T. F. le Roux, B.Com., D.Ed.

ADVISERS OF SPECIAL SUBJECTS

Audio-Visual Education

G. C. le Roux, B.A.

School Libraries

Miss P. B. Ehlers, B.A.
 Miss S. M. van Zyl, B.A.

Selectors of School Library Books

Miss C. Canin, B.A.
 Mrs. E. C. M. Russell, B.A.
 Mrs. A. Snijders
 Miss H. I. Swart, B.A.
 One Vacancy

MEDICAL SERVICES

Chief Medical Inspector of Schools

N. van der Merwe, M.B., Ch.B., D.C.H.

Medical Inspectors of Schools

T. J. Bouma, Dr. Med. (Kiel)
 A. H. Bischoff, M.B., Ch.B., D.C.H.
 M. Elion, B.A., M.B., Ch.B.
 P. Glatt, M.B., Ch.B., D.P.H.
 W. C. Heunis, L.M.S.S.A. (Lond.)
 S. B. Lange, M.R.C.S. (Eng.) L.R.C.P. (Lond.)
 J. P. Liebenberg, M.B., Ch.B.
 M. A. Lombard, M.B., Ch.B., D.P.H.
 R. J. van der Spuy, M.B., Ch.B.
 E. J. Voigt, M.B., Ch.B.
 Four vacant posts

Dental Inspectors of Schools

J. R. King, L.D.S.
 J. L. Neill, B.D.S.
 B. S. E. Roux, L.D.S.
 D. J. Stofberg, L.D.S., R.C.S.
 One vacant post

Dietitians

Miss F. M. Claassen
 Miss W. A. Oosthuizen
 Miss H. H. Robertson

Chief School Nurse

Miss A. S. L. de Beer

School Nurses

Mrs. S. E. Bam
 Mrs. G. J. Bester
 Miss H. A. de Kock
 Mrs. A. M. C. du Toit
 Miss T. A. du Plessis
 Miss P. Erasmus
 Mrs. G. S. Fouché

Mrs. A. Gericke
 Mrs. E. Hall
 Miss J. P. Harmse
 Miss A. J. E. Hoencamp
 Mrs. E. R. Joubert
 Miss E. P. Klonus
 Mrs. M. J. Kriel
 Miss A. E. Laubscher
 Mrs. M. C. McMillan
 Mrs. S. Pretorius
 Miss H. Prins
 Miss M. R. Sargent
 Miss S. J. Smith
 Miss A. J. J. Smuts
 Miss E. Stofberg
 Mrs. M. M. Terblanche
 Mrs. V. C. Thyssen
 Miss A. D. van der Spuy
 Mrs. I. van der Westhuizen
 Miss A. J. S. van Rooyen
 Miss H. van Rooyen
 Mrs. W. Venter
 Mrs. M. K. Voigt
 Miss J. D. Wagenaar
 Miss A. F. Wainwright
 Mrs. H. P. Wessels
 Five vacant posts

PSYCHOLOGICAL AND GUIDANCE SERVICES

Head

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

Assistant Head

F. J. Loots, M.A., B.Ed., Ph.D.

Senior School Psychologist

C. J. Reyneke, M.A., D.Ed.

School Psychologists

N. H. Bernard, B.A., M.Ed.
 J. C. E. Bouwer, B.A.
 J. Büchner, B.Sc., M.Ed.
 A. du Preez, B.A.
 D. J. du Toit, B.A.
 Miss J. D. Fleck, M.A.
 W. C. Gericke
 H. B. Kruger, B.A., B.Ed.
 F. F. le Roux, B.A., B.Ed.
 Miss M. J. M. Marais, B.A.
 E. G. Mesk, B.A.
 J. F. Millar, B.A.
 J. C. Neethling, B.A.
 B. Olivier, B.A.
 M. C. Potgieter, B.A.
 H. T. Pretorius, B.A., M.Ed.
 Miss L. E. A. Putterill, B.A.
 J. W. S. Steyn, M.Sc.
 E. H. Thompson, B.A.
 J. B. van Rooyen, B.A., B.Ed.
 T. A. Jansen van Vuuren, B.A.
 D. J. Vermeulen, B.A.
 E. R. Ward, B.A.
 P. A. C. Weidemann, B.A.
 Two vacant posts

Adviser of Hard-of-Hearing and Speech Defective Classes

Miss B. K. Williams

Lecturers in Social Hygiene

Two vacant posts

APPENDIX B

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS
COMPLETED DURING 1965

<i>School District</i>	<i>School</i>	<i>Type of Work</i>
Albany	Victoria Girls' High School	Change-rooms
Aliwal North	Aliwal North High School	Wash and Shower Facilities
Barkly East	Barkly East High School	Additions
Bedford	Templeton High School	Replacement of Latrines
Britstown	Theron High School	Additions
Cape	Batavia Special Secondary School	New Building
Cape	Bergvliet High School	Hall
Cape	Bridgetown Coloured Secondary School	New Building
Cape	Fish Hoek Primary School	Additions and Additions to Hall
Cape	Good Hope Seminary Girls' High and Primary Schools	Swimming-bath
Cape	Modderdam Coloured Secondary School	New Building
Cape	Mowbray Primary School	Additions to Hall
Cape	Pinelands Primary School	Additions and Swimming-bath
Cape	S.A. College Primary School	Swimming-bath
Cape	Simonstown High School	Additions
Cape	Sweet Valley Primary School	Additions
Cape	Weltevreden Primary School	Latrines
Cape	Westerford High School	Additions
Cape	Wynberg Girls' High School	Additions
Colesberg	Noupoort Preparatory School	New Building
Cradock	Marlow Agricultural High School	New Latrines
East London	Wilsonia Primary School	New Building
Flagstaff	Flagstaff Primary School	New Building
George	George South Primary School	New Building
George	George Coloured High School	Additions
Gordonia	Kanoneiland Secondary School	Additions to Hall
Graaff-Reinet	Union High School	Alterations to Hall
Heidelberg	Heidelberg High School	Swimming-bath
Hopefield	Hopefield High School	Hall
Indwe	Indwe High School	Improvements
Kimberley	Kimberley Girls' High School	Additions to Hall
Kimberley	Kimberley West Primary School	Repairs
Ladismith	Ladismith High School	Additions and Latrines
Matatiele	Cedarville Secondary School	Additions
Middelburg	Middelburg High School	Hall
Parow	Durbanville Primary School	Hall, Change-rooms and Shower Facilities
Parow	Excelsior Primary School	Additions

APPENDIX B (continued)

<i>School District</i>	<i>School</i>	<i>Type of Work</i>
Parow	Parow North Primary School	New Building
Parow	Parow Preparatory School	Hall
Parow	Settlers High School	New Building
Parow	Thornton Primary School	Additions and Hall
Parow	Totius Primary School	Additions and Hall
Piketberg	Piketberg High School	Improvements
Piketberg	Sunnybrook Primary School	New Building
Port Elizabeth	Andrew Rabie High School	Improvements
Port Elizabeth	Cillie High School	Modernisation of Domestic Science Room
Port Elizabeth	Herbert Hurd Primary School	Additions and Hall
Port Elizabeth	Swartkops Primary School	New Latrines
Port Elizabeth	Westview Special Secondary School	Swimming-bath and Change-rooms
Somerset East	Gill College High School	Additions
Stellenbosch	Lochnerhof Primary School	Additions
Tulbagh	Wolseley High School	Hall
Uitenhage	Innes Primary School	Hall and Change-rooms
Uitenhage	Muir College Boys' High School	Additions
Uniondale	McLachlan High School, Joubertina	Additions
Vaalharts	Hartswater High School	Additions and Hall
Vaalharts	Vaalharts High School	Shower Facilities and Conversions
Wellington	Hugo Rust Practising School	Additions
Worcester	Touws River Primary School	Additions
Worcester	Touws River High School	Additions

LIST OF NEW HOSTELS AND ADDITIONS TO EXISTING HOSTELS
AT ADMINISTRATION'S COST

<i>School District</i>	<i>School</i>	<i>Type of Work</i>
De Aar	De Aar High School: Hostel (Ds. P. H. J. du Plessishof)	Additions and Alterations
Lady Grey	David Ross High School: Hostel	New Building
Queenstown	Hangklip High School: Hostel	Additions
Queenstown	Queenstown Girls' High School: Hostel	Alterations and Improvements
Stellenbosch	Paul Roos Gymnasium High School: Hostel	New Building and Conversions to Existing Hostel

GRANTS OF LAND FOR SCHOOL PURPOSES UNDER TOWNSHIPS
ORDINANCE

<i>School District</i>	<i>Township</i>	<i>Extent of Site</i>
Caledon	Township Ext. No. 4	2.0034 morgen
Cape	Milnerton Ext. No. 4	3.3801 morgen
Cape	Nirvana Township (Constantia)	15,120 sq. ft.
Cape	Peninsula Estate Township Ext. No. 2	3.6187 morgen
Cape	Ferness Township	44,910 sq. ft.
Ceres	"Dorp-op-die-Berg"	2.8419 morgen
East London	Sunnyridge Township Ext. No. 2	5.8374 morgen
Knysna	Old Place Township	2.7203 morgen
Parow	Labiance Township	2.005 morgen
Port Elizabeth	Hunters Retreat Township	2 morgen

GROUND AND PROPERTIES PURCHASED FOR SCHOOL PURPOSES

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Albany	Graeme College Boys' High School	17,2434 morgen	R49,000.00
Caledon	Hermanus High School	3,037 sq. ft.	R1.00
Calvinia	Calvinia Preparatory School	57,355 sq. ft.	R3,000.00
Cape	Wynberg Girls' High and Junior Schools	19,652 sq. ft.	R47,183.00
Cape	Golden Grove Primary School	58,759 sq. ft.	R13,790.00
Cape	Groote Schuur High School	70,305 sq. ft.	R88,710.00
Cape	Observatory Boys' Junior School	10,091 sq. ft.	R15,000.00
Cape	Wynberg Boys' High and Junior Schools	43,631 sq. ft.	R63,327.00
Cape	Fish Hoek Primary School	16,003 sq. ft.	R2.00
Cape	Cape Town Training College	3,1058 morgen	R47,834.00
Cape	Jan van Riebeeck Primary School	2,438 sq. ft.	R6,600.00
Cape	Rustenburg Girls' High School	14,706 sq. ft.	R160.00
Cape	Ellerslie Girls' High School	2,785 sq. ft.	R10,000.00
Cape	Cape Town High School	6,113 sq. ft.	R17,600.00
Cape	Westcott Primary School	86,133 sq. ft.	R22,850.00
Cradock	Marlow Agricultural High School	53,6618 morgen	R20,599.36
East London	George Randell Primary School	8,673 sq. ft.	Exchange
East London	Wilsonia Primary School	3,480 sq. ft.	R3,000.00
Engcobo	Engcobo Secondary School	21,020 sq. ft.	R5,500.00
George	George South Primary School	1 morgen	R7,000.00
Graaff-Reinet	Union High School	20,839 sq. ft.	R9,000.00
Graaff-Reinet	Graaff-Reinet Training College	83,887 sq. ft.	R1,702.00
Hopetown	Hopetown High School	1,8674 morgen	R2.00
Hopefield	Velddrif Secondary School	248 sq. ft.	R800.00
Kenhardt	Kenhardt High School	10,000 sq. ft.	R1,000.00
King William's Town	Central Primary School	1,5681 morgen	R2.00
Knysna	Redlands Primary School	1,001 morgen	R1.00
Kuruman	Kuruman Primary School	5,992 sq. ft.	R1.00
Maclear	Ugie High School	64,800 sq. ft.	R50.00
Malmesbury	Swartland High School	4,2687 morgen	Exchange
Oudtshoorn	Van Reede Primary and Oudtshoorn Preparatory Schools	46,032 sq. ft.	R16,200.00

APPENDIX D (continued)

School District	School	Extent	Purchase Price
Oudtshoorn	Oudtshoorn South Primary School	20,736 sq. ft. . .	R7,400.00
Oudtshoorn	Oudtshoorn Training College	13.1790 morgen	R18,000.00
Paarl	North End Primary School	24,095 sq. ft. . .	R6,245.00
Paarl	Huguenot Primary School	8,898 sq. ft. . .	R1,300.00
Paarl	Paarl Boys' High School	12,995 sq. ft. . .	R12,000.00
Paarl	Kraaifontein Primary School	145,360 sq. ft.	R26,229.00
Paarl	"Slot-van-die-Paarl" Primary School	3.3220 morgen	R11,200.00
Paarl	Paarl Training College	46,224 sq. ft. . .	R26,000.00
Paarl	Paarl Boys' High and Primary Schools	1.4432 morgen	*R45,000.00
Parow	Bellville North Primary School No. 2	182,315 sq. ft.	R57,446.00
Parow	Melkboschstrand Primary School	16,000 sq. ft. . .	R2,723.00
Parow	Bellville High School	27,013 sq. ft. . .	R18,900.00
Parow	Avondale Primary School	37,013 sq. ft. . .	R5,914.00
Parow	Settlers High School	1.0709 morgen	R9,200.00
Parow	Parow West Primary School	34,631 sq. ft. . .	R35,864.00
Parow	Upper Oakdale: Extension of School Site	35,000 sq. ft. . .	R5,700.00
Parow	Parow Preparatory School	10,000 sq. ft. . .	R7,500.00
Parow	Parow East Primary School	39,542 sq. ft. . .	R19,700.00
Parow	Proposed New Primary School at Smartt and Bloem Streets, Goodwood	96,072 sq. ft. . .	R6,550.00
Parow	Proposed New Primary School at Rhodes and Hamilton Streets, Goodwood	122,466 sq. ft.	R7,820.00
Parow	Bellville High School No. 4	2.5 morgen	R28,500.00
Port Elizabeth	Cunningham Primary School	14,008 sq. ft. . .	R2.00
Port Elizabeth	Hankey Secondary School	9,100 sq. ft. . .	R400.00
Stellenbosch	Hendrik Louw Primary School, Strand	6,312 sq. ft. . .	R7,000.00
Stellenbosch	New School Board Offices	63,000 sq. ft. . .	R70,000.00
Tarka	Tarkastad High School	6,128 sq. ft. . .	Exchange
Uitenhage	Sundays River Secondary School	8.2977 morgen	R16,000.00
Uniondale	Uniondale High School	5,544 sq. ft. . .	R2,400.00
Vryburg	Grootpan Primary School	4.8072 morgen	R6,002.00
Wellington	Wellington Training College	155,184 sq. ft.	R99,700.00
Worcester	Worcester Boys' High School	53,404 sq. ft. . .	R2.00

* Portion ± 6 morgen still to be transferred to Education Trustees.

APPENDIX E

GRANTS OF LAND FOR SCHOOL PURPOSES

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Donor</i>
Cape ..	Zonnekus Primary School ..	13,368 sq. ft.	Municipality of Milnerton

NUMBER OF SCHOOLS AS AT 30th SEPTEMBER, 1965

	Schools								Total Sept. 1965	Total Sept. 1964	Differ- ence
	Colleges	High	Agricul- tural High	Second- ary	Special Second- ary	Primary	Special	Farm			
Under School Boards	4	216	—	47	7	734	11	23	1,042	1,061	-19
Church Schools	1	—	—	—	—	27	—	—	28	28	—
Other Schools	2	2	5	1	—	23	—	—	33	33	—
Total Sept. 1965	7	218	5	48	7	784	11	23	1,103	—	—
Total Sept. 1964	7	214	5	51	7	808	11	19	—	1,122	—
Difference	—	+4	—	-3	—	-24	—	+4	—	—	-19

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SUMMARY

	September 1965	September 1964	Difference
Number of Schools	1,103	1,122	-19

AVERAGE ENROLMENT OF PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1965
ARRANGED ACCORDING TO TYPE OF SCHOOL

	Schools								Total Sept. 1965	Total Sept. 1964	Differ- ence
	Colleges	High	Agricul- tural High	Second- ary	Special Second- ary	Primary	Special	Farm			
Under School Boards	1,130	81,295	—	7,609	1,303	114,044	131	143	205,655	203,228	+2,427
Church Schools	264	—	—	—	—	4,218	—	—	4,482	4,497	-15
Other Schools	715	1,137	804	158	—	1,656	—	—	4,470	4,443	+27
Total September, 1965	2,109	82,432	804	7,767	1,303	119,918	131	143	214,607	—	—
Total September, 1964	2,041	81,540	790	8,750	1,221	117,585	107	134	—	212,168	—
Difference	+68	+892	+14	-983	+82	+2,333	+24	+9	—	—	+2,439

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SUMMARY

	September 1965	September 1964	Difference
Number of Pupils	214,607	212,168	+2,439

APPENDIX H

AVERAGE ATTENDANCE AND PERCENTAGE ATTENDANCE OF PUPILS IN SCHOOLS FOR THE YEAR

Average Attendance		Percentage Attendance	
1965	1964	1965	1964
205,898	203,129	95.8	95.2

APPENDIX I

I—DISTRIBUTION OF PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1955 TO 1965

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1955	15,797	13,917	10,316	5,969	4,702
1956	15,822	14,175	10,987	6,134	5,002
1957	16,134	14,499	11,140	6,755	5,186
1958	16,561	15,096	11,389	7,131	5,423
1959	16,738	15,455	11,902	7,471	5,766
1960	17,809	15,706	12,219	8,235	6,061
1961	17,770	16,673	12,319	8,714	6,570
1962	17,604	16,570	13,236	8,951	6,929
1963	17,505	16,403	13,210	9,515	7,146
1964	16,964	16,062	13,056	9,437	7,343
1965	17,491	16,170	12,759	9,680	7,334

II—PERCENTAGE DISTRIBUTION OF PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1955 TO 1965

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1955	100	89	68	38	31
1956	100	89	70	40	32
1957	100	92	71	43	34
1958	100	94	72	45	35
1959	100	93	74	47	37
1960	100	94	74	51	38
1961	100	94	74	54	41
1962	100	93	74	53	42
1963	100	93	74	53	43
1964	100	92	74	53	41
1965	100	95	72	55	41

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, AGRICULTURAL HIGH, SECONDARY, SPECIAL SECONDARY, PRIMARY AND FARM SCHOOLS AS ON 2nd JUNE, 1964, PERCENTAGE RETARDED, ETC.

Age Last Birthday	PRIMARY								SECONDARY					Special Secondary Classes	Total	Percentage	
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Special Classes for Handicapped Pupils	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X				
Under 6 years ..	934	2	—	—	—	—	—	—	—	—	—	—	—	—	—	936	0.4
6 but not 7 years ..	16,651	1,119	8	—	—	—	—	8	—	—	—	—	—	—	—	17,786	8.5
7 " 8 " ..	3,461	14,983	1,287	5	—	—	—	65	—	—	—	—	—	—	—	19,803	9.4
8 " 9 " ..	336	3,801	14,435	1,278	11	—	—	125	—	—	—	—	—	—	—	19,987	9.5
9 " 10 " ..	30	495	4,237	13,475	1,229	13	—	240	—	—	—	—	—	—	—	19,719	9.4
10 " 11 " ..	6	67	764	4,387	12,603	1,317	5	380	—	—	—	—	—	—	—	19,529	9.4
11 " 12 " ..	3	14	119	1,039	4,636	11,688	1,411	518	28	—	—	—	—	—	—	19,456	9.4
12 " 13 " ..	1	5	22	209	1,265	4,429	10,608	705	1,484	34	—	—	—	—	—	18,762	9.0
13 " 14 " ..	2	1	5	33	273	1,457	4,095	912	9,129	1,600	34	1	—	—	—	17,542	8.3
14 " 15 " ..	—	1	2	11	50	417	1,467	972	4,139	8,589	1,508	26	—	135	17,317	8.3	
15 " 16 " ..	1	1	1	5	18	76	439	701	1,622	4,080	7,273	1,299	36	413	15,965	7.5	
16 " 17 " ..	—	—	—	—	3	20	58	222	477	1,403	3,085	5,484	1,162	400	12,314	5.9	
17 " 18 " ..	—	—	—	—	—	3	6	42	78	317	963	2,227	4,539	205	8,380	4.0	
18 " 19 " ..	—	—	—	—	—	2	2	4	5	36	169	362	1,334	79	1,991	0.9	
19 and over ..	—	—	—	—	1	2	1	1	2	3	24	38	272	22	366	0.1	
Total No. of Pupils, 1964 ..	21,425	20,489	20,880	20,442	20,089	19,422	18,095	4,895	16,964	16,062	13,056	9,437	7,343	1,254	209,853	100.0	
Total No. of Pupils, 1963 ..	21,023	20,531	20,518	20,031	19,534	18,711	17,629	4,955	17,505	16,403	13,210	9,515	7,146	1,115	207,826	—	
Median Age, 1964 ..	6.59	7.61	8.63	9.66	10.70	11.72	12.72	—	13.76	14.74	15.69	16.63	17.54	—	—	—	
*Percentage retarded, 1964 ..	—	—	0.7	1.3	1.7	2.7	2.8	—	3.3	2.2	1.5	0.4	—	—	—	—	
Percentage of Pupils in various Standards, 1964	10.2	9.8	9.9	9.7	9.6	9.3	8.6	2.3	8.1	7.7	6.2	4.5	3.5	0.6	—	100.0	

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

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, AGRICULTURAL HIGH, SECONDARY, SPECIAL SECONDARY, PRIMARY AND FARM SCHOOLS AS ON 1st JUNE, 1965, PERCENTAGE RETARDED, ETC.

Age Last Birthday	PRIMARY								SECONDARY					Special Secondary Classes	Total	Percentage	
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Special Classes for Handicapped Pupils	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X				
Under 6 years ..	954	28	—	—	—	—	—	1	—	—	—	—	—	—	—	983	0.4
6 but not 7 years ..	16,959	1,979	7	—	—	—	—	1	—	—	—	—	—	—	—	18,946	8.9
7 " 8 " ..	3,706	14,899	1,240	14	—	—	—	36	—	—	—	—	—	—	—	19,895	9.3
8 " 9 " ..	286	3,448	14,476	1,357	23	—	—	139	—	—	—	—	—	—	—	19,729	9.3
9 " 10 " ..	42	518	4,035	13,845	1,334	11	—	301	—	—	—	—	—	—	—	20,086	9.4
10 " 11 " ..	11	55	771	4,367	12,919	1,298	27	409	—	—	—	—	—	—	—	19,857	9.3
11 " 12 " ..	5	16	146	969	4,562	11,994	1,420	591	10	—	—	—	—	—	—	19,713	9.3
12 " 13 " ..	1	—	15	203	1,332	4,593	11,100	770	1,357	28	—	—	—	—	—	19,399	9.1
13 " 14 " ..	—	—	9	26	303	1,437	4,190	955	9,899	1,490	20	1	—	1	18,331	8.6	
14 " 15 " ..	1	—	1	10	47	348	1,377	938	4,018	8,674	1,445	24	—	127	17,010	8.0	
15 " 16 " ..	—	1	—	2	15	77	413	755	1,656	4,167	7,265	1,273	20	425	16,069	7.5	
16 " 17 " ..	—	—	1	1	1	8	58	205	475	1,455	2,969	5,756	1,077	444	12,450	5.8	
17 " 18 " ..	1	—	—	—	—	1	6	32	69	318	857	2,141	4,425	261	8,112	3.8	
18 " 19 " ..	—	—	—	—	—	—	3	11	6	35	180	431	1,588	70	2,324	1.1	
19 and over ..	—	—	—	—	—	—	—	6	1	3	23	54	224	19	330	0.2	
Total No. of Pupils, 1965 ..	21,966	20,944	20,702	20,794	20,536	19,767	18,594	5,150	17,491	16,170	12,759	9,680	7,334	1,347	213,234	100.0	
Total No. of Pupils, 1964 ..	21,425	20,489	20,880	20,442	20,089	19,422	18,095	4,895	16,964	16,062	13,056	9,437	7,343	1,254	209,853	—	
Median Age, 1965 ..	6.59	7.57	8.63	9.65	10.69	11.71	12.71	—	13.75	14.76	15.68	16.62	17.58	—	—	—	
*Percentage retarded, 1965 ..	—	—	0.8	1.2	1.8	2.2	2.6	—	3.2	2.2	1.6	0.6	—	—	—	—	
Percentage of Pupils in various Standards, 1965	10.3	9.9	9.7	9.8	9.6	9.3	8.7	2.4	8.2	7.6	6.0	4.5	3.4	0.6	—	100.0	

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

APPENDIX K (i)

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN SCHOOLS
ON 2nd JUNE, 1964

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	Total Number of Pupils
Sub-std. A	6,936	14,489	21,425
Sub-std. B	6,637	13,855	20,492
Std. I	6,920	13,975	20,895
Std. II	6,625	13,817	20,442
Std. III	6,690	13,401	20,091
Std. IV	6,584	12,838	19,422
Std. V	6,117	11,975	18,092
Std. VI	5,914	11,057	16,971
Std. VII	5,766	10,296	16,062
Std. VIII	4,746	8,310	13,056
Std. IX	3,720	5,717	9,437
Std. X	2,778	4,565	7,343
<i>Special Classes: Handicapped Pupils</i>	1,306	3,565	4,871
Special Secondary Classes ..	503	751	1,254
Total	71,242	138,611	209,853

APPENDIX K (ii)

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN SCHOOLS
ON 1st JUNE, 1965

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	Total Number of Pupils
Sub-std. A	7,142	14,824	21,966
Sub-std. B	6,903	14,041	20,944
Std. I	6,851	13,851	20,702
Std. II	6,913	13,881	20,794
Std. III	6,714	13,822	20,536
Std. IV	6,588	13,179	19,767
Std. V	6,324	12,270	18,594
Std. VI	6,009	11,482	17,491
Std. VII	5,788	10,382	16,170
Std. VIII	4,653	8,106	12,759
Std. IX	3,668	6,012	9,680
Std. X	2,762	4,572	7,334
<i>Special Classes: Handicapped Pupils</i>	1,460	3,690	5,150
Special Secondary Classes ..	535	812	1,347
Total	72,310	140,924	213,234

MEDIAN AGE OF PUPILS TO STANDARD VI ON 2nd JUNE, 1964

Standard				Median Age
Sub-std. A	..	..	..	6.59
Sub-std. B	..	..	..	7.61
Std. I	..	..	..	8.63
Std. II	..	..	..	9.66
Std. III	..	..	..	10.70
Std. IV	..	..	..	11.72
Std. V	..	..	..	12.72
Std. VI	..	..	..	13.76

APPENDIX L (ii)

MEDIAN AGE OF PUPILS TO STANDARD VI ON 1st JUNE, 1965

Standard				Median Age
Sub-std. A	..	..	..	6.59
Sub-std. B	..	..	..	7.57
Std. I	..	..	..	8.63
Std. II	..	..	..	9.65
Std. III	..	..	..	10.69
Std. IV	..	..	..	11.71
Std. V	..	..	..	12.71
Std. VI	..	..	..	13.75

TEACHERS HOLDING PROFESSIONAL INDIAN AWARD OF CERTIFICATE AWARDED ACCORDING TO
TYPE OF SCHOOL IN INDIA, 1965

APPENDIX M

SEX OF TEACHERS, ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1965

Sex of Teachers	Itinerant Teachers	Training Colleges	SCHOOLS							Total
			High	Agri-cultural High	Secondary	Special Secondary	Primary	Farm	Special	
Male	30	75	2,214	53	216	82	1,381	—	—	4,051
Female	84	88	1,909	—	222	32	3,385	16	21	5,757
Total 1965	114	163	4,123	53	438	114	4,766	16	21	9,808
Total 1964	112	150	4,042	53	476	105	4,680	15	21	9,654
Percentage of Male Teachers:										
1965	26.3	46.0	53.7	100.0	49.3	71.9	29.0	0.0	0.0	41.3
1964	28.6	45.3	54.8	96.2	47.1	74.3	29.6	0.0	0.0	42.0

TEACHERS, ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1965

	Itinerant Teachers	Training Colleges	SCHOOLS							Total
			High	Agricultural High	Secondary	Special Secondary	Primary	Farm	Special	
Total 1965	114	163	4,123	53	438	114	4,766	16	21	9,808
Total 1964	112	150	4,042	53	476	105	4,680	15	21	9,654

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1965

Certificate	Training Colleges	SCHOOLS								Itinerant Teachers	Total
		High	Agricultural High	Secondary	Special Secondary	Primary	Church Primary	Farm	Special		
T.1 Certificate ..	—	6	—	—	—	—	—	—	—	—	6
Secondary Higher ..	70	1,849	28	85	10	75	—	1	—	9	2,127
Secondary Lower:											
Graduate ..	1	19	—	—	—	3	—	—	1	1	25
Non-Graduate ..	—	45	—	4	1	18	—	—	—	—	68
Infant School Teachers ..	4	166	—	28	—	830	4	1	3	—	1,036
Primary Teachers':											
Graduate ..	6	69	1	8	2	25	4	—	—	1	116
Non-Graduate ..	—	413	—	135	9	1,637	80	7	7	31	2,319
Primary Higher or T.2 Certificate:											
Graduate ..	12	91	—	6	2	40	1	—	1	—	153
Non-Graduate ..	31	734	10	118	27	1,383	21	3	6	33	2,366
Primary Lower or T.3 Certificate:											
Graduate ..	—	5	—	—	1	2	1	—	—	—	9
Non-Graduate ..	2	23	—	11	1	213	14	3	1	1	269
Miscellaneous:											
Graduate ..	6	58	—	2	1	14	—	—	1	2	84
Non-Graduate ..	31	495	—	26	21	333	6	1	1	31	945
Uncertificated:											
Graduate ..	—	69	9	5	—	3	—	—	—	—	86
Non-Graduate ..	—	81	5	10	39	57	2	—	—	5	199
Total Number of Teachers ..	163	4,123	53	438	114	4,633	133	16	21	114	9,808

APPENDIX P

NUMBER OF ENTRIES AND PERCENTAGE OF PASSES IN ALL DEPARTMENTAL EXAMINATIONS, 1965

Examination	Number of Candidates	Percentage of Passes
Senior Certificate	9,037	76
Senior Certificate Supplementary (March the following year)	1,407	—
Junior Certificate	12,675	83
<i>European Teachers' Certificates:</i>		
Primary Teachers'	874	85
Primary Teachers' Higher:		
Academic Subjects	74	92
Agricultural Science	38	79
Art	20	85
Domestic Science	16	100
Infant School	183	99
Manual Training	33	91
Music	17	100
Needlework	35	100
Physical Education	54	94
Diploma Course in Agricultural Science (4th Year Course)	15	100
Bilingual Certificate (written tests in English and Afrikaans)	439	32

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE JUNIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE OF PASSES IN 1965

Subject	Number of Candidates	Percentage of Passes
Afrikaans Higher	8,016	93
English Higher	4,712	89
Afrikaans Lower	4,498	93
English Lower	7,837	92
General Science	12,517	96
Mathematics	7,562	83
Social Studies (Integrated Course)	1,074	92
Social Studies (Composite Course)	7,922	93
Art	240	97
Agriculture	849	97
Art Crafts	34	91
Domestic Science	1,792	99
Woodwork	2,140	95
Needlework	882	98
Music	171	100
Bookkeeping and Commercial Arithmetic	8,745	85
Typewriting	3,571	97
French	142	91
German	1,056	96
Latin	1,162	88
Xhosa	18	94

APPENDIX P (continued)

CAPE SENIOR CERTIFICATE EXAMINATION, 1965 APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS

Subject	SYMBOL									Total No. of candidates	Approx. median percent marks
	H	G	FF	F	E	D	C	B	A		
Afrikaans Higher	—	—	1	6	28	40	19	6	—	5,769	54
English Higher	—	1	2	9	30	31	20	6	1	3,351	52.5
Afrikaans Lower	—	1	2	8	28	32	19	9	1	3,211	53
English Lower	—	3	4	13	28	28	16	7	1	5,637	50.5
Latin	4	7	5	11	20	24	17	9	3	925	51
German	—	5	4	15	27	23	17	7	2	993	50
German Higher	—	—	—	—	19	43	25	13	—	69	—
History	1	5	3	10	21	27	21	10	2	4,785	54
Geography	1	6	3	13	27	28	13	77	2	2,800	51
Mathematics	4	11	5	14	22	18	14	8	4	5,030	47.5
Physical Science	1	6	3	10	23	24	20	9	3	4,148	53
Biology	1	5	4	12	27	25	17	7	2	5,771	50
Agricultural Science	—	2	2	9	32	36	15	4	—	437	51
Agricultural Economics	1	3	2	7	24	36	24	3	—	117	—
Art	1	—	2	8	30	40	14	4	1	162	—
Art Crafts	—	—	—	18	41	29	6	6	—	22	—
Botany	—	—	—	—	No Candidates					—	—
Bookkeeping	4	10	4	11	21	20	15	10	5	3,040	50
Commercial Arithmetic	4	8	4	11	20	16	14	13	10	2,876	52
Chemistry	4	—	—	—	15	12	27	31	11	26	—
Domestic Science	—	—	—	3	26	51	19	1	—	964	53.5
French	1	11	5	15	24	34	9	1	—	77	—
General Science	1	9	7	22	27	22	7	5	—	130	—
Hebrew	—	2	2	6	26	24	18	8	14	50	—
Letterkunde (Afr. en Ned.)	—	2	2	11	40	28	13	4	—	186	49
Literature (English)	—	3	3	15	39	20	14	5	1	65	—
Metalwork	—	—	2	8	38	34	14	3	1	205	50
Woodwork	—	3	2	12	33	30	15	4	1	833	50
Music	—	—	—	1	4	27	28	25	15	142	—
Needlework and Dress-making	—	1	1	7	30	41	18	2	—	635	52
Physics	3	18	10	15	15	23	8	8	—	39	—
Physiology and Hygiene	—	6	4	15	35	25	12	2	1	1,631	47
Snelskrif (Afrikaans)	2	10	4	14	17	16	15	13	9	580	52
Shorthand (English)	2	9	3	12	21	17	17	12	7	386	52
Typewriting (Major)	1	8	3	14	25	29	17	3	—	1,475	50
Typewriting (Minor)	3	10	3	14	21	33	13	2	1	240	49.5
Zoology	—	—	—	—	No Candidates					—	—
Agriculture Theory	—	—	1	5	25	35	20	14	—	—	—
Agriculture Practical	—	—	—	—	16	46	30	8	—	—	—

APPENDIX Q

EXPENDITURE ON EDUCATION

Statement for the Financial Year ended 31st March, 1965

	1964-65
	R c
<i>Administration</i>	
1. Salaries, Wages and Allowances	218,232.57
2. Subsistence and Transport Allowances to Officials, including Out-of-Pocket Expenses	1,647.42
3. Transport	1,738.38
4. Incidentals	26,085.42
Total	<u>247,703.79</u>

School Boards and School Committees

1. Salaries, Wages and Allowances	374,516.06
2. Subsistence and Transport Allowances including Out-of-Pocket Expenses	36,213.43
3. Transport	10,320.16
4. Office Equipment, Material and Furniture, including Repairs	12,128.84
5. Rent and Assessment Rates	29,777.81
6. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	6,507.00
7. Election Expenses	62.03
8. Incidentals	452.83
Total	<u>469,978.16</u>

School Inspection

1. Salaries, Wages and Allowances	198,666.61
2. Subsistence and Transport Allowances to Inspectors of Schools, including Out-of-Pocket Expenses	16,523.55
3. Transport	17,365.18
4. Incidentals	—
Total	<u>232,555.34</u>

Medical Inspection and Treatment

1. Salaries, Wages and Allowances	133,667.14
2. Subsistence and Transport Allowances to Medical Inspectors, Nurses, etc., including Out-of-Pocket Expenses	18,801.41
3. Transport	6,138.39
4. Medical treatment of school children	41,731.36
5. Incidentals	782.78
Total	<u>201,121.08</u>

APPENDIX Q (continued)

EUROPEAN EDUCATION

1964-65

Training of Teachers

R c

1. Salaries, Wages and Allowances	715,896.44
2. Subsistence and Transport Allowances to Organisers of Special Subjects and Teachers, including Out-of-Pocket Expenses	26,476.68
3. Transport	21,728.53
4. School Equipment, Material and Furniture, including Repairs	44,571.45
5. Hostels	280,725.71
6. Rent and Assessment Rates, including Rent Grants	4,216.92
7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	14,724.76
8. Vacation Courses and Teachers' Classes	4,290.92
9. Miscellaneous	4,146.66
Total	<u>1,116,778.07</u>

Secondary Education

1. Salaries, Wages and Allowances	6,387,353.78
2. Subsistence and Transport Allowances	1,152.83
3. School Equipment, Material and Furniture, including Repairs	386,865.80
4. Bursaries	4,828.01
5. Hostels	498,043.16
6. Rent and Assessment Rates	8,241.67
7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	113,130.89
8. Incidentals	121.96
Total	<u>7,399,738.10</u>

Primary Education

1. Salaries, Wages and Allowances	10,342,861.76
2. Subsistence and Transport Allowances	2,117.95
3. School Equipment, Material and Furniture, including Repairs	294,646.58
4. Hostels	16,830.32
5. Rent and Assessment Rates	57,355.51
6. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	134,537.67
7. Incidentals	257.28
Total	<u>10,848,607.07</u>

Combined Primary and Secondary Education

1. Salaries, Wages and Allowances	5,480,167.58
2. Subsistence and Transport Allowances	6,666.24
3. Transport	8,082.76
4. School Equipment, Material and Furniture, including Repairs	239,248.35
5. Hostels	110,108.52
6. Rent and Assessment Rates	18,383.73
7. Fuel, Light, Power, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	57,201.63
8. Incidentals	21.10
Total	<u>5,919,879.91</u>

APPENDIX Q (continued)

	1964-65
	R c
<i>Miscellaneous</i>	
1. Examination Expenses	105,407.97
2. Pensions and Gratuities	830,081.86
3. Contributions to Pension and Provident Funds	2,259,958.33
4. Printing, Stationery and Advertising	71,499.23
5. Post Office Services, including telegrams, telephones and Post Office Box Rentals	49,738.23
6. Payments to Schools	128,892.24
7. Subsidies to Nursery Schools and Miscellaneous Payments	18,911.21
8. Repayment under section 228 (5) of Ordinance 20 of 1956 of School Fees received from Primary and Secondary Pupils in certain schools	29,027.09
9. Provincial Working Capital Fund: Capital Account to finance cost of saleable requisites held at schools	600,000.00
10. Payments to Aided Hostels for Europeans	1,508,066.06
11. Boarding and Conveyance of School Children	762,691.10
12. Appropriation of Hostel Profits	1,660.91
13. Railage, including Railway Fares of Officials and Teachers	47,394.24
14. Bursaries for Students taking Teachers' Courses	410,025.00
15. Library books for Schools	146,017.28
16. Incidentals	38,325.80
Total	7,007,696.55
<i>Minor Works and Repairs</i>	
Minor Works and Repairs, including Site Transfer and Other Expenses, School Footbridges, Fencing and Boreholes	2,443,524.72
<i>Agricultural Education</i>	
<i>Educational Division</i>	
1. Salaries, Wages and Allowances	173,492.17
2. Subsistence and Transport Allowances	2,154.70
3. School Equipment, Material and Furniture, including Repairs	5,825.48
4. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	2,938.30
5. Incidentals	3,707.37
6. Minor Works, Repairs, Renovations and Maintenance	19,552.28
<i>Hostel Division</i>	
7. Hostels	122,314.29
<i>Farming Division</i>	
8. Salaries, Wages and Allowances	38,242.10
9. Maintenance Costs	64,532.58
10. Extraordinary Expenditure	36,236.98
Total	468,996.25
<i>Vacation Savings Bonus</i>	
Vacation Savings Bonus	741,192.46
NON-EUROPEAN EDUCATION (CHINESE)	
<i>Primary and Secondary Education</i>	
1. Salaries, Wages and Allowances	24,166.38
2. Subsistence and Transport Allowances	—
3. School Equipment, Material and Furniture, including Repairs	51.03
4. Rent and Assessment Rates	1,600.44
5. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	59.45
6. Incidentals	34,944.83
Total	60,822.13
Grand Total of Vote	R37,158,593.63

APPENDIX R

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1965

SCHOOL BOARD	TEETH				EYES		
	Extractions	Fillings	Treatment	Den-tures	Exami-nations	Spec-tacles	Artificial Eyes
Aberdeen	—	6	—	—	—	—	—
Albany	84	220	—	—	11	11	—
Albert	11	2	—	—	—	—	—
Alexandria	—	—	—	—	1	1	—
Aliwal North	9	18	—	—	—	—	—
Barkly East	18	—	—	—	1	1	—
Barrydale	10	—	—	—	—	—	—
Bathurst	10	—	—	—	1	1	—
Beaufort West	15	47	—	—	—	—	—
Bedford	13	16	—	—	—	—	—
Bredasdorp	106	200	—	—	1	1	—
Caledon	148	50	—	7	2	2	—
Calitzdorp	217	51	—	2	—	—	—
Calvinia	—	2	—	—	—	—	—
Cape	2,442	2,328	—	—	2	2	—
Carnarvon	4	—	—	—	—	—	—
Ceres	108	178	—	3	—	—	—
Clanwilliam	120	110	—	—	1	1	—
Colesberg	8	—	—	—	—	—	—
Cradock	64	77	—	—	3	3	—
De Aar	18	18	—	—	1	1	—
East London	—	—	—	—	12	12	—
Elliot	1	2	—	2	2	2	—
Engcobo	13	—	—	—	—	—	—
Franschhoek	208	56	—	—	—	—	—
Garies	8	9	—	—	1	1	—
George	1,120	623	—	19	23	23	—
Gordonia	—	—	—	—	3	3	—
Graaff-Reinet	10	1	—	—	1	1	—
Hay	—	—	—	—	1	1	—
Heidelberg	84	6	—	1	1	1	—
Herbert	—	—	—	1	—	—	—
Hopefield	37	297	—	—	—	—	—
Humansdorp	117	103	—	12	3	3	—
Indwe	21	20	—	—	—	—	—
Jansenville	71	9	—	—	—	—	—
Kakamas	9	6	—	—	—	—	—
Kimberley	—	—	—	—	14	14	—
King William's Town	129	258	—	—	4	4	—
Knysna	655	81	—	—	9	9	—
Ladismith	113	6	—	—	2	2	—
Lady Grey	13	3	—	—	2	2	—
Laingsburg	38	—	—	—	—	—	—
Maclear	128	324	8	—	—	—	—
Malmesbury	106	259	—	3	—	—	—
Matatiele	2	18	—	—	—	—	—
Middelburg	39	24	—	—	—	—	—
Molteno	5	—	—	—	—	—	—
Montagu	59	6	—	—	1	1	—
Mossel Bay	625	682	—	4	9	9	—
Nieuwoudtville	6	7	—	—	—	—	—
Oudtshoorn	752	210	—	15	11	11	—
Paarl	258	338	—	2	1	1	—
Parow	1,975	1,880	—	7	5	5	—
Petrusville	1	6	—	—	—	—	—
Philipstown	—	—	—	—	1	1	—
Piketberg	65	34	—	—	1	1	—
Port Elizabeth	—	—	—	—	65	65	—

APPENDIX R (continued)

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1965

SCHOOL BOARD	TEETH				EYES		
	Extractions	Fillings	Treatment	Dentures	Examinations	Spectacles	Artificial Eyes
Prince Albert	88	6	—	—	1	1	—
Queenstown	125	136	—	—	—	—	—
Richmond	—	—	—	—	1	1	—
Riversdale	333	16	—	3	2	2	1
Robertson	131	15	—	4	1	1	—
Somerset East	38	15	—	7	4	4	—
Springbok	9	10	—	—	—	—	—
Stellenbosch	128	351	—	—	—	—	1
Stellenbosch, Paul Roos	34	68	—	—	—	—	—
Sterkstroom	68	20	—	—	—	—	—
Stutterheim	14	—	—	—	—	—	—
Swellendam	137	254	—	—	1	1	—
Tarka	2	3	—	—	1	1	—
Tulbagh	41	59	—	—	—	—	—
Uitenhage	767	47	—	—	23	23	—
Umtata	19	12	—	—	—	—	—
Uniondale	362	42	—	2	4	2	—
Vaalharts	—	—	—	—	1	1	—
Vanrhynsdorp	57	53	—	1	—	—	—
Vryburg	—	—	—	—	6	6	—
Wellington	87	99	—	—	—	—	—
Williston	35	—	—	—	—	—	—
Willowmore	334	—	—	—	7	7	—
Wodehouse	—	—	—	2	—	—	—
Worcester	173	189	—	4	6	6	—
Total	13,055	9,986	8	101	254	252	2

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1965

CAPE TOWN MUNICIPAL CLINICS

MEDICAL CLINICS

	Ophthalmic School Clinics	General School Clinics
Number of sessions	31	32
New cases	200	48
Total number of attendances	808	409
Spectacles supplied	266	—

DENTAL CLINICS

New cases	883
Total number of attendances	2,934
Extractions (persons)	990
Fillings (persons)	1,528
Other dental treatment	467
Sessions	458

APPENDIX R (continued)

DEPARTMENTAL OPHTHALMIC CLINIC AT VASCO: 1965

Number of first attendances	170
Total number of consultations (including first attendances)	364
Number of pairs of spectacles supplied	243

WORK DONE BY DENTAL INSPECTORS OF SCHOOLS DURING 1965

	Cape Town	Kimberley	Port Elizabeth
No. of pupils examined	3,423	3,065	3,374
No. of pupils treated	1,472	1,078	2,463
No. of prophylactic treatments	170	19	254
No. of teeth filled	1,228	2,549	558
No. of teeth extracted	1,071	692	4,633

WORK OF SCHOOL NURSES FOR THE YEAR 1965

Visits to schools	1,806
Pupils examined	119,054
Pupils with nits	273
Pupils with lice	36
Homes visited	1,448
Lectures given	2,271
Hostels and other institutions visited	178

APPENDIX U

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT

	Boys		Girls		Total				
Number of pupils who obtained treatment ..	4,729		4,471		9,200				
Number of pupils who did not obtain treatment ..	1,123		940		2,063				
Number of pupils about whom information was not obtainable ..	1,425		1,257		2,682				
Total number of pupils recommended for treatment ..	7,023		6,597		13,620				
Number of pupils re-examined ..	3,916		4,117		8,033				
Number of follow-up cases ..	860		1,001		1,861				
Nature of Defect	Defects treated			Defects not treated			Defects about which information was not available		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental ..	2,494	2,243	4,737	787	660	1,447	959	844	1,803
Nose and throat ..	394	432	826	136	99	235	106	109	215
Ear ..	267	294	561	54	86	140	59	56	115
Eye ..	772	1,068	1,840	121	122	243	189	225	414
Other ..	1,054	821	1,875	158	98	256	228	145	373

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