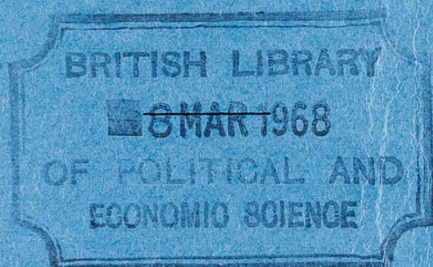




DEPARTMENT OF EDUCATION  
CAPE OF GOOD HOPE



# REPORT

OF THE

# SUPERINTENDENT-GENERAL

OF

# EDUCATION

FOR THE YEAR

1966

*Alh*

*b8*  

---

*R52*



DEPARTMENT OF EDUCATION  
CAPE OF GOOD HOPE

**REPORT**

OF THE

**SUPERINTENDENT-GENERAL**

OF

**EDUCATION**

FOR THE YEAR

**1966**

## CONTENTS

|  | <i>Page</i> |    |
|--|-------------|----|
| COVERING LETTER .....  | 3           |    |
| THE REPORT OF THE SUPERINTENDENT-<br>GENERAL OF EDUCATION            |             |    |
| <i>Chapter</i>   |             |    |
| I. Some Aspects of Policy .....                                      | 5           |    |
| II. Other Events of Educational Importance .....                     | 9           |    |
| III. Primary and Secondary Education .....                           | 14          |    |
| IV. School Hostels and Conveyance Services .....                     | 20          |    |
| V. The Psychological Services .....                                  | 22          |    |
| VI. The Medical Services .....                                       | 26          |    |
| VII. Supply, Training and Conditions of Service of<br>Teachers ..... | 33          |    |
| VIII. School Buildings and Sites .....                               | 39          |    |
| IX. Finance .....  | 41          |    |
| X. Administrative and Professional Staff .....                       | 43          |    |
| STAFF AND EDUCATION STATISTICS:<br>APPENDICES A TO T .....           |             | 45 |

## DEPARTMENT OF EDUCATION CAPE OF GOOD HOPE

### REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION

For the Period

1st JANUARY, 1966, to 31st DECEMBER, 1966

Department of Education,  
Cape Town.

3rd January, 1967.

The Honourable The Administrator,  
Cape Town.

Sir,

I have the honour to submit to you my report on the position of education in the Cape Province for the period 1st January to 31st December, 1966.

In June you designated Mr. J. C. Heunis as the Member of the Executive Committee entrusted with educational matters. In this way a new partnership evolved between the Education Department and the Executive Committee, particularly in regard to matters pertaining to buildings and additions, hostels and conveyance services. It also made possible a closer liaison in determining education policy as it affects both the professional and administrative framework of our school system. Developments in this sphere are discussed in chapter I. This includes consultation in connection with proposed legislation to terminate divided control of education.

In my previous annual report detailed reference was made to the purposeful attempts on a high professional level to bring about a revitalising of education. This planning has been successfully pursued during the current year with a view to its implementation in 1967. The scope of this planning is indicated in broad outline in chapter II.

The field staff has again been used to gather information on pressing problems so that my Department may take suitable steps to overcome these problems. More details about this are also given in chapter II.

School enrolment shows an increase of 2,195. On the other hand the number of small primary and farm schools has decreased by 24. One new high school was established.

The number of candidates for the Junior and Senior Certificate examinations shows a small increase. Sixty-four per cent of those who offered subjects for matriculation exemption were successful.

The number of vacancies in hostels maintained by the Department was small. On the other hand there were 3,389 vacancies in hostels conducted by local bodies. Almost half the boarders in the latter hostels received capitation grants.

During the year under review, 1,297 primary and 412 secondary posts were filled on a temporary basis. Against that there were 839 first year students enrolled for the Primary Teachers' Course; the number of new students taking a Secondary Teachers' Course with the help of Departmental bursaries and loans was 586.

Once again I offer my sincere thanks to you and Mr. Heunis, M.E.C., and to the Executive Committee, for your goodwill and generous financial support for all matters concerning 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

Education can never remain static because it is closely related to the needs of society which in modern times are always subject to change and development. Thus education policy must keep pace with the latest developments. In addition, those who are responsible for shaping policy must be ready and prepared to keep in line with the latest situation and demands.

#### *Planning to Terminate Divided Control of Education*

During the year the Contact Body discussed the replanning of education on several occasions. The discussions covered the proposed introduction in Parliament next year of legislation designed to end divided control of education in the Republic.

The fundamental principles on which a national education policy must be based were formulated and submitted to the National Advisory Education Council for consideration. The views of the Contact Body on contemplated plans for the administration of education in a new system were also stated, in particular the place to be filled by the Committee of Heads of Education Departments in such a national system, and especially with regard to co-ordination and implementation of a national education policy. There was also deliberation on aspects of the transfer of vocational education to the provincial authorities. As the representative of the Cape on the Contact Body, I regularly exchanged ideas with the Administrator and his Executive Committee on the proposed planning.

#### *Nursery Schools*

At present the provincial authorities are not responsible for nursery school education. Although this type of education is subsidised in one way or another in all the provinces, there is no uniform policy as far as finance is concerned. In the Cape the payment of subsidies to nursery schools is determined by the socio-economic position of the community. At present there are 70 registered nursery schools, 22 of which receive subsidies based on their enrolment of infants between the ages of two and six.

In terms of an ordinance passed in August, and since then supplemented by regulation, the yearly subsidy has been increased from R20 to R30; but in future it will only apply to infants between their fourth birthday and the end of the year in which they turn six.

In his proposed legislation, the Minister of Education has defined the place of Nursery Education in a national education system and indicated that it will probably be a provincial undertaking.

#### *Sports Grounds for Schools*

In the present-day system of education the provision of adequate facilities for sport close to a school is regarded as equal in importance to suitable classrooms and playgrounds. Physical training with its emphasis on fitness and character building is, indeed, as necessary as the development of the intellect.

Defining the size of sports grounds for different types of primary and high schools is of the greatest importance. Every school will then be in a position to offer the sporting activities which may reasonably be expected of it. Early in the year discussions took place with the Member of the Executive Committee entrusted with educational matters and the Works Department, and subsequently the size of sports grounds for every type of school was laid down. In future when school sites are required, school boards will have to endeavour to secure areas of these sizes, if this is possible, in the residential area concerned. As far as established schools are concerned, steps will be taken to acquire additional sports grounds if the existing site does not meet the standards laid down. This will be done as the opportunity offers and if the necessary funds are available.

#### *Teacher-Psychologists*

Although valuable work is done by School Psychologists (Guidance), the Psychological Service, owing to the extent of its task, is unable to devote sufficient attention to individual cases of deviation. The solution is, therefore, to appoint teachers who have been trained in Guidance Psychology. Such teachers will serve as a link between the school and the School Psychologists (Guidance). They will be able to give valuable help to pupils who, amongst other things, are making poor scholastic progress, have behaviour problems or who have short-comings in their habits of study.

The establishment of such posts was favourably considered after consultation with the Department of Psychology of Stellenbosch University. The creation of six such posts was approved as an experiment and at the end of the year the first six appointments were made. Six high schools in the vicinity of Head Office were designated because at the start the teacher-psychologists will come under the direct supervision of the Head of the Psychological Services.

It is expected that they will devote half the school day to academic teaching and the remaining time to guidance. In this respect the teacher-psychologist will also be responsible for other important guidance duties such as the choice of subjects and course of study, group discussions of careers, individual interviews, the filing of information on careers, and supervision of the completing of cumulative Ed.Lab.I cards.

#### *The Teaching of Music in Schools*

The regulations under which music posts were approved at schools had the effect of excluding many schools which should have qualified for such posts. For example, no allocation was made to primary schools with less than 500 pupils unless they were regarded as feeder schools of a specific high or secondary school. On the other hand no limitation was placed on the number of music posts which a high or primary school, with an enrolment of at least 500 pupils, could have. This explains why there were approximately 15,000 pupils receiving individual instruction in music, while the number offering music as an examination subject for the Junior and Senior Certificate was barely 400.

On the other hand it must be stressed that the expenditure involved in the teaching of music to individual pupils is considerable, embracing as it does, in addition to the payment of the teacher, the provision of music rooms and pianos. The music fee of R4.75 per quarter, which is paid only by pupils who do not offer music as an examination subject, covers but a small part of the costs involved. It follows that the number of music posts allocated to schools must be kept within reasonable limits.

To ensure a more balanced allocation of music posts to schools, the basis of allocation was drastically revised in October. Music posts will in future be allowed at all primary schools with an enrolment of at least 300; and the number of posts in any school will be in proportion to its enrolment. A similar adjustment has been made for secondary and high schools. In the teaching of the subject preference must be given firstly to secondary pupils who offer music as an examination subject, and secondly, to those who have an aptitude for music.

#### *Art Centres*

An art centre can serve as an important means of providing instruction in Art to secondary and training college classes during and after school hours. In addition it affords other pupils the opportunity of receiving guidance after school hours in connection with the various art mediums in which they are interested, and of practice in these mediums.

At present there are four such art centres. There is the well known Frank Joubert Art Centre in Rondebosch (Cape Town), while the others are in smaller urban centres, namely, Grahamstown, Worcester and Stellenbosch.

In order to promote art teaching and art appreciation in general, the Executive Committee has approved of the policy of establishing art centres in the other large towns of the Province. Thus the establishment of such centres is planned for Port Elizabeth, East London, Kimberley and the northern part of the Peninsula.

#### *The Teaching of Agriculture in the Secondary Course*

Agriculture is offered as an examination subject at a number of high schools situated in rural areas, and every year about 1,300

pupils offer the subject for the Junior and Senior Certificate examinations. In addition, there are five agricultural high schools with an enrolment of approximately 900. At these institutions fully half of the curriculum is centred on the theoretical and practical aspects of agricultural science. This type of education is naturally an expensive undertaking.

The agricultural high schools are situated in definite ecological regions, viz. Paarl (Boland), Riversdale (Oakdale), Clanwilliam (Augsburg), Cradock (Marlow), and Jan Kempdorp (Northern Cape). The demand for this type of education has increased of late and has been strongly advocated by the Cape Agricultural Union. It has, therefore, become essential to consider the extension of this type of education and to draw up a well thought-out scheme.

It has been decided to establish additional schools gradually in other ecological regions, and to that end to establish a sixth school as soon as possible in the grasslands of the Eastern Cape. Meanwhile the investigation of other aspects of this matter is being continued.

#### *Other Matters*

The Executive Committee has reluctantly been forced by the announcement of the restriction of credit to postpone for a year the introduction of the three-year course for primary school teachers. In the meantime the planning of the new course and extensions to the existing training colleges has continued.

Although Coloured Education was transferred to the Department of Coloured Affairs at the beginning of 1964, the Education Department agreed as a temporary measure to conduct the examination of Coloured candidates for the Junior and Senior Certificate examinations, and also for the Primary Teachers' examination. This year the Department of Coloured Affairs will make its own arrangements for the conduct of the Junior Certificate and Teachers' examinations. Our Department will therefore in future conduct the examination of Coloured candidates only for the Senior Certificate examination.

## CHAPTER II

---

### OTHER EVENTS OF EDUCATIONAL IMPORTANCE

---

Education is responsible for the moulding of our youth so that, in a rapidly changing world, they may successfully adapt themselves to the new demands that are imposed. At the present moment, therefore, our schools are charged with an exacting task. The school must be organised in such a manner that the child may be fitted—intellectually and spiritually—to play his part in life not only in the work he does, but also as a citizen when he reaches maturity. In these circumstances it is essential that the educational needs of our times should be precisely defined, so that planning may be realistic and purposeful. It follows that aims, courses, syllabuses and teaching must also be determined by these needs. For all these reasons the Education Department is engaged in a period of planning with a view to revitalising education. The revision of syllabuses, the organisation of refresher courses, the drawing up of handbooks and similar matters are therefore being undertaken.

#### *Revised Syllabuses*

In the previous annual report a full account was given of the drafting of basic syllabuses for the purpose of revitalising class-teaching in respect of both approach and subject-matter in the primary and high school. During the year under review, sub-committees of the Department undertook the work of adapting the contents of the Cape's syllabuses to that of the basic syllabuses with dedication and diligence. By the end of the year the adapted syllabuses for the primary school were ready, and, with the exception of two subjects, those for the Junior Secondary Course had also been completed. They will shortly be referred to the Committee of Heads of Education Departments for approval. Although there will be more uniformity with regard to basic content, sufficient latitude for diversity has been allowed. This largely eliminates the danger of dulling uniformity.

In addition, several syllabuses for the Senior Certificate have been adapted and prepared for submission to the Joint Matriculation Board for approval.

Meanwhile the Committee of Heads of Education Departments decided that revision of the syllabuses for Senior Certificate subjects which are not considered for matriculation exemption, should also be undertaken. Further, it was agreed that the syllabuses for

the special classes should also be reviewed. An Inter-departmental Committee was appointed to determine to what extent this was practicable in view of the fact that the activities of this type of school differ considerably in the various provinces.

In addition the Joint Matriculation Board has undertaken to provide teachers' guides for matriculation subjects. The first will deal with Mathematics and Physical Science. The respective Education Departments will decide as to how far these guides can be used in their schools, and to what extent they will have to be adapted or supplemented.

#### *Refresher Courses*

Early in the year a very successful course in Afrikaans as First Language for secondary teachers was held at the University of Stellenbosch. A course in Domestic Science to elucidate the new syllabuses for the Senior Certificate had to be postponed to 1967 owing to unavoidable circumstances.

During the second half of the year the planning of a series of courses to be held in 1967 was commenced. These courses will, in the main, explain new subject-matter, and will include the latest approach to and teaching methods in Arithmetic, Mathematics and the Sciences. The help of experienced specialists attached to other Education Departments and the universities will be enlisted. I wish to express my sincere thanks to these experts, to our own lecturers and teachers, and to the office staff for their unselfish assistance in the completion of this formidable task of planning. A general committee, assisted by various subject committees, took the responsibility for the preparatory work.

#### *Inspectors' Conference*

It is policy to arrange such conferences periodically. The aim is to give professional guidance to the Inspectorate on the implementation of new policy, and to create the opportunity for an exchange of views on current problems. In April His Honour The Administrator opened such a conference in Cape Town. Attendance was limited to Inspectors of Education and senior subject inspectors. Representatives of other Education Departments attended the proceedings as observers and also played a spirited part in the discussions.

The main theme was the functioning of the Cape's inspection system; and during the discussions deficiencies and short-comings were carefully examined. Short, purposeful papers were read and served as stimulus for an exchange of ideas. The discussions were stimulating, searching and constructive. Emphasis was laid especially on the necessity for adequate guidance and the means by which it could best be provided. In consequence a special role has been assigned to the Inspectorate in the framing of the refresher courses previously mentioned. In addition, members of the Inspectorate will serve on the subject committees and will play an active part in the presentation of the courses. Further, I have decided to

have a comprehensive guide drawn up for the Inspectorate. A special committee of inspectors has already drawn up a draft guide which is at present being edited at Head Office. A similar guide for school principals will be drawn up later.

Arising from the findings of this conference, steps were taken to intensify the in-service training of subject teachers. Attention will also be given to the provision of greater facilities for a more comprehensive service in remedial education in the primary school.

This inspectors' conference was exceptionally fruitful and stimulating.

#### *Surveys by Inspectors of Education*

It has become the policy of the Education Department to use the services of the Inspectorate more and more in obtaining information on current problems which affect the whole province. From an analysis of this information, the Department obtains a clear picture of the nature and extent of the problem, and so is in a position to devise possible ways of securing a solution.

In the previous annual report reference was made to an assessment of the extent of the shortage of trained subject teachers in the high school. Since then similar information has been gathered on the following factors in education:

- (a) The extent of failure in Stds. V, VI, VII and IX;
- (b) the admission of pupils to Std. VI in large town schools;
- (c) the cause of large, unmanageable classes in the sub-standards of some schools;
- (d) the delegation of administrative and other duties to vice-principals and special grade assistants;
- (e) the place of History and Social Studies in the high school.

The information is being analysed at Head Office with a view to further action.

#### *History as a Compulsory Subject*

Educationalists and other interested people have been concerned in recent years by the manifestation in the Republic of a gradual decline in the number of pupils who offer History as a subject for the Senior Certificate.

Twenty-five years ago approximately 80 per cent of the candidates in the Cape offered this subject. By 1953, however, the percentage was 66; and in 1964 it had decreased to 50 per cent. There were even 20 of our 205 high schools which did not offer History in their curriculum. A similar state of affairs was evident in the northern provinces; and in two of them, during the last decade it has assumed even greater proportions than in the Cape. As a result the call for making History a compulsory subject in the Secondary Course has become even stronger.

The value of History as a subject for the moulding of character is self-evident. Amongst other things, it leads to a widening of

general knowledge; it determines an understanding of present-day events; it lays the foundation for sound citizenship; it provides the opportunity for objective evaluation. In addition, next to the study of literature, History is undoubtedly the subject best suited to enrich the child's cultural background.

The decline in the support given to History is closely related to the wide choice of subjects offered by the high school. Pupils show more and more preference for subjects with a vocational bias (such as commercial and handwork subjects), especially those who do not intend to continue their studies at a university. Moreover, numerous candidates choose Geography in preference to History as an examination subject.

It is difficult to decide whether History should be made a compulsory subject in the Secondary Course because the principle of differentiation in education is involved. In secondary education it is an accepted principle that a pupil should be free to choose the subjects which suit his special bent, interest and future career. There is another factor which must also be taken into account. At present three of the six subjects required for the Senior Certificate examination are compulsory, namely, the two official languages and a science. In addition, pupils who desire matriculation exemption must offer Mathematics or a third language; and the majority of these candidates prefer to include both subjects in their course. Thus History experiences strong competition from other subjects in the curriculum when the choice of a sixth subject in such a course is made. The question arises: Must the Department impose a fourth compulsory subject?

The Education Department has already given much thought to making History a more popular examination subject. A decade ago (1956) the syllabus was completely modernised in order to place more emphasis on present-day events in relation to previous history. At the same time the examining of the subject was improved. As a result of these actions the percentage of candidates offering History increased slightly.

How can the matter of the place of History in the secondary curriculum be dealt with in a realistic manner: by making it compulsory or by popularizing it? As far as popularization is concerned, a special responsibility rests on the subject teacher. Animated presentation and stimulating interpretation of the subject matter will undoubtedly be decisive factors. In addition, the Department should ensure that the content of the syllabus is periodically adapted to keep pace with new demands. At the moment improvement of the content is again being undertaken. Furthermore, this year the Inspectorate was instructed to make an analysis of the options offered in the high schools so as to establish in particular what subjects are placed as alternatives to History as an examination subject. The place of Social Studies in the Junior Secondary Course was also investigated. This subject lays the foundation for the study of History in the Senior course. Because there has also been a decline in the numbers taking Social Studies, a survey has been made to establish what alternatives to this subject have been introduced

in certain schools. Meanwhile the Inspectorate has been requested to ensure that this field of study is accorded its rightful place in the Junior Secondary Course. In addition, an investigation to establish whether it is desirable to replace Social Studies with two separate subjects (History and Geography) is being conducted.

### *Religious Instruction*

As a result of representations made at the end of 1963 by the Ned. Geref. Kerk, the Geref. Kerk and the Christian Education Movement, and a resolution of the Teachers' Associations passed in the following year on the place of Religious Instruction in the school, the Education Department appointed a committee in 1965 to investigate the matter. This is a broad committee on which, amongst others, the Teachers' Associations, the training colleges and the universities are represented. Furthermore, its composition is such that the committee can become acquainted with the views of the various churches.

It has been decided to make a thorough revision of the primary and secondary syllabuses which were drawn up in 1945 in consultation with the Protestant churches. The lines to be followed have already been determined in order to ensure a searching investigation of the content and approach. In addition, a clearer definition of the aims and a more suitable name for the subject are being considered. The provision of refresher courses for serving teachers is also under consideration.

Attention is being paid to the desirability of special training in this subject for student-teachers taking the new three-year course for the Primary Teachers' Diploma.

### *Flag-hoisting Ceremonies*

In March, with the approval of the Executive Committee, the Department supplied a national flag to every training college and school under its control. The flag is to be placed in the hall or other suitable place in the school building.

During the celebration on 30th May to mark the first five years of the existence of the Republic, a suitable place was allocated in the programme for schools for the handing-over ceremony. Schools received the national flag with gratitude and appreciation. It is trusted that the flag-hoisting ceremony will contribute a great deal to fostering the growth of a true patriotism and to the promotion of national unity in our country.

Republic Day was again celebrated by schools with enthusiasm. The striking form of the various festival programmes, and the wide participation therein, were notable features of the celebrations.

The climax of the provincial festivities took place in Cape Town, the capital of the province, on 18th May. It took the form of a Youth Programme on Newlands rugby ground and a performance by school choirs in the City Hall. These were memorable experiences for those who were able to attend.



### CHAPTER III

#### PRIMARY AND SECONDARY EDUCATION

##### *Number of Training Colleges and Schools*

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

| Third Quarter                         | 1963  | 1964  | 1965  | 1966  |
|---------------------------------------|-------|-------|-------|-------|
| Training colleges ... ..              | 7     | 7     | 7     | 7     |
| High schools ... ..                   | 211   | 214   | 218   | 219   |
| Agricultural high schools ... ..      | 5     | 5     | 5     | 5     |
| Secondary schools ... ..              | 51    | 51    | 48    | 47    |
| Special secondary schools ... ..      | 6     | 7     | 7     | 7     |
| Primary schools ... ..                | 795   | 781   | 757   | 737   |
| Church schools ... ..                 | 26    | 27    | 27    | 25    |
| Special schools (at hospitals) ... .. | 11    | 11    | 11    | 11    |
| Farm schools ... ..                   | 23    | 19    | 23    | 19    |
|                                       | 1,135 | 1,122 | 1,103 | 1,077 |

During the period under review the number of schools decreased by 26 as compared with the number in the preceding year.

There was an increase of one high school as a result of the establishment of the Framesby High School at Port Elizabeth while the status of one secondary school, the Secondary School at Loxton, was reduced to that of a primary school.

Altogether 23 primary schools in the rural areas were closed, while 14 primary schools were reduced in status to farm schools. On the other hand one new preparatory school at Durbanville was established. Seven new primary schools came into being—the Oviston Primary at Venterstad, Parow North Primary and Bosmansdam Primary (both under the School Board of Parow), Carolusberg Primary at Springbok, Vanderkloofkanale Primary at Hope-town, Hondeklipbaai Primary at Garies, and the Kuswag Primary at East London. Nine farm schools were classified as primary schools. In all, this led to a decrease in the number of primary schools by 20.

Two farm schools were established while nine were closed. The number of farm schools has accordingly decreased by four.

The overall picture of the Province shows a net decrease of 24 primary and farm schools as compared with the number for the previous year.

##### *Enrolment*

The total enrolment in all the abovementioned institutions (training colleges included) was 217,558 at the end of the second term of 1966. This represents an increase of 2,195 compared with the number of pupils and student-teachers enrolled in 1965.

The following table shows the enrolment and the annual increase for the years 1964 to 1966:

| Second Quarter |     |     |     |     |     | Total Enrolment | Total Increase |
|----------------|-----|-----|-----|-----|-----|-----------------|----------------|
| 1964           | ... | ... | ... | ... | ... | 212,679         | 3,184          |
| 1965           | ... | ... | ... | ... | ... | 215,363         | 2,684          |
| 1966           | ... | ... | ... | ... | ... | 217,558         | 2,195          |

The enrolment figures for 1966 include 320 Chinese pupils, 113 of whom are pupils at a high school and 207 at a primary school.

The number of primary pupils at the end of the second quarter of 1966 was 150,246. This is an increase of 1,899 compared with the number for 1965. In 1964 and 1965 the annual increases were 3,269 and 2,576 respectively.

The secondary enrolment for 1966 shows an increase of 313 pupils on that of the preceding year.

The following statistical table represents the figures for the period 1963 to 1966:

| Second Quarter |     |     |     |     |     | Number of Secondary Pupils | Annual Increase |
|----------------|-----|-----|-----|-----|-----|----------------------------|-----------------|
| 1963           | ... | ... | ... | ... | ... | 65,008                     | 707             |
| 1964           | ... | ... | ... | ... | ... | 64,849                     | -159            |
| 1965           | ... | ... | ... | ... | ... | 64,894                     | 45              |
| 1966           | ... | ... | ... | ... | ... | 65,207                     | 313             |

The percentage distribution of pupils in Standards VI to X over the past ten years is given in the table that appears in Appendix H. This indicates that the distribution of pupils in the higher secondary standards is reasonably constant. The following are the statistics for the years 1964 to 1966:

| Year | Std. VI | Std. VII | Std. VIII | Std. IX | Std. X |
|------|---------|----------|-----------|---------|--------|
| 1964 | 100     | 92       | 74        | 53      | 41     |
| 1965 | 100     | 95       | 72        | 55      | 41     |
| 1966 | 100     | 92       | 75        | 55      | 42     |

## SYLLABUSES AND EXAMINATIONS

### *Revision of Syllabuses*

On the initiative of the Committee of Heads of Education Departments, core syllabuses for the Junior Secondary Course were drawn up for the Republic and South West Africa. In order to obtain uniformity throughout the whole country, these core syllabuses contain the minimum content for all the subjects offered in Stds. VI, VII and VIII in the Republic and South West Africa. The task of drafting core syllabuses for a number of these subjects was assigned to each of the Provincial Education Departments and the Department of Education, Arts and Science. The Cape was given the task of drafting core syllabuses for Mathematics, Arithmetic, French, Woodwork and Metalwork.

The Committee of Heads of Education Departments has already approved of all the core syllabuses except for the syllabuses in General Science, Art, Woodwork and Metalwork. The next step is to adapt the existing syllabuses to the core syllabuses. It has been decided to introduce the adapted syllabuses simultaneously in Stds. VI and VII in 1968.

In regard to the Senior Secondary Course, core syllabuses will also have to be drawn up for those subjects not included as subjects for Matriculation Exemption in Section A of the list.

### *Junior Secondary Course*

It has been decided as from the November/December, 1966 examination, to revert to the minimum requirement of 33 $\frac{1}{3}$ % for a pass in the official languages on the higher grade.

The number of European candidates who wrote the Junior Certificate examination in 1966 was 12,736. This represents a slight increase of 61 as compared with the figures of 1965.

The following is an analysis of the results obtained in the 1966 examination:

| First grade passes |              | Second grade passes |              | Failures     |           | Total  |
|--------------------|--------------|---------------------|--------------|--------------|-----------|--------|
| Boys               | Girls        | Boys                | Girls        | Boys         | Girls     |        |
| 1,533<br>12%       | 1,884<br>15% | 3,819<br>30%        | 3,473<br>27% | 1,296<br>10% | 731<br>6% | 12,736 |

### *Senior Secondary Course*

The syllabuses in the subjects included under Section A of the Matriculation Exemption list have been adapted to the common basic syllabuses and are expected to be finalised next year.

Of the other subjects the syllabus for Physiology is being revised and may possibly serve as a core syllabus.

As in the case of the Junior Certificate examination the minimum requirement for a pass in the official languages on the higher grade for the Senior Certificate is once again 33 $\frac{1}{3}$ %.

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

|   | Total |       |
|---|-------|-------|
|   | 1965  | 1966  |
| Number who wrote the whole examination .....                      | 7,796 | 7,907 |
| Number of passes in the first grade .....                         | 1,620 | 1,644 |
| Number of passes in the second grade .....                        | 4,680 | 5,074 |
| Number of failures .....  | 1,496 | 1,189 |
| Number who took a course leading to Matriculation Exemption ..... | 4,992 | 5,226 |
| Number who obtained Matriculation Exemption                       | 3,256 | 3,357 |

Thus the number of candidates in 1966 was 111 more than that in the previous year. The pass list reveals that in both years 21 per cent passed in the first grade while the percentages for those who passed the examination in 1966 and 1965 were 85 and 83 respectively. Of the number that entered for Matriculation Exemption, 64 per cent were successful in 1966 while 65 per cent passed in 1965. This represents in both years mentioned, 42 per cent of the total number of candidates who wrote the Senior Certificate Examination.

## EDUCATION LIBRARY SERVICE

The work of the Education Library Service is growing. There is also a steady increase in the provision of facilities by the Departmental Education Library and the Model School Library.

### *Staff*

The School Libraries Section of the Education Library Service has seen a period of greater stability and fruitful service since the appointment of three additional book selectors at the beginning of the year. Provision of additional staff, with special reference to the Departmental Education Library, is receiving attention.

### *Model School Library*

The development of the Model School Library is progressing steadily and the sum of R2,500 was provided for new titles to be added to the collection. This valuable service is being brought to the attention of the schools, and an increasing interest in the Library can be discerned. With the assistance of vacation staff the organization of the bookstock was commenced.

### *Departmental Education Library*

For the first time a set amount has been appropriated for the purchase of books and other study material for the Departmental Education Library. Apart from funds for the purchase of library science source materials, R5,000 was appropriated for additions to the library bookstock.

### *Schools and Training Colleges*

Grants for the purchase of library books have been allocated as before, with the exception of grants for reference works, which have been reduced.

The provision of regular book lists for high and primary school libraries has been initiated. In this way 4,169 approved titles have been brought to the attention of schools and colleges. This work receives continuous and meticulous attention, as the provision of bibliographies fulfils a real need in many schools.

Accessions registers have also been supplied for the first time to high schools and colleges. The availability of these registers marks an important advance in the organisation of school and college libraries.

## AUDIO-VISUAL EDUCATION

The latest developments in this important field of education continue to receive the full attention of the Education Department. Thus permission has been given for the erection of a modern language laboratory at one of the Department's high schools in Cape Town; the plans for this undertaking have been completed and it is hoped that the laboratory will be in use during the course of 1967. The value of such an aid in the teaching of the second language and foreign languages will be followed with great interest.

It is pleasing to be able to report that the use of audio-visual aids in general continues to grow and develop in schools. During the course of the year under review, schools projected some ninety-two thousand sound films, more than thirty-six thousand film-strips and used almost twelve thousand gramophone records. The value of the tape-recorder as a teaching aid is also widely recognised and a large proportion of the Department's schools now possess this instrument. Schools have made valuable suggestions with regard to the films they need; these proposals have been submitted to the National Film Board and most of the recommendations have been accepted.

The Department has established a film-strip evaluation committee and lists of recommended film-strips are forwarded to schools. Two such lists have been issued and a third is being prepared. In this way schools are guided in the building up of their own film-strip libraries. Some schools have also achieved quite extensive record libraries.

Unfortunately, the heavy programme of refresher courses in Mathematics and the Sciences which is being planned for serving teachers in 1967, has made it impossible to hold the proposed courses in audio-visual education. These courses will, however, be held at a later date and will ensure that teachers make the best use of audio-visual aids as part of their teaching technique.

The three-year course at training colleges, which starts in 1968, will include instruction in audio-visual education, and plans for extensions to the colleges include special facilities for this aspect of the training of future teachers.

The National Council for Audio-Visual Education is conducting a survey in connection with the establishment of a library of tape recordings to accompany film-strips. Such a library will be of great value to schools.

## CHAPTER IV

### SCHOOL HOSTELS AND CONVEYANCE SERVICES

#### *School Hostels*

In 1966 there were 57 hostels maintained by the Department and 258 hostels aided by the Administration and conducted at the financial risk of recognised church authorities, hostel committees or private individuals.

Particulars of the accommodation available at hostels during the year 1966, the number of pupils accommodated, etc., are furnished in the following schedules:

#### HOSTELS MAINTAINED BY THE DEPARTMENT.

| Hostels maintained in connection with—   |                                     | Primary, Secondary & High Schools | Agricultural High Schools | Special Secondary Schools | Training Colleges |
|--|-------------------------------------|-----------------------------------|---------------------------|---------------------------|-------------------|
|  |                                     |                                   |                           |                           |                   |
| Accommodation available ... ..           | Boys                                | 1,552                             | 782                       | 272                       | 445               |
|  | Girls                               | 1,211                             | —                         | 78                        | 1,143             |
|  | Total                               | 2,763                             | 782                       | 350                       | 1,588             |
| Number accommodated                      | Boys                                | 1,514                             | 801                       | 265                       | 431               |
|  | Girls                               | 1,214                             | —                         | 52                        | 1,086             |
|  | Total                               | 2,728                             | 801                       | 317                       | 1,517             |
| Vacancies ... ..                         | Boys                                | 43                                | 25                        | 15                        | 22                |
|  | Girls                               | 23                                | —                         | 26                        | 65                |
|  | Total                               | 66                                | 25                        | 41                        | 87                |
| Excess number of pupils accommodated ... | Boys                                | 5                                 | 44                        | 8                         | 8                 |
|  | Girls                               | 26                                | —                         | —                         | 8                 |
|  | Total                               | 31                                | 44                        | 8                         | 16                |
| Paying full fees ... ..                  | Boys & Girls                        | 2,571                             | 611                       | 53                        | 1,517             |
| Remissions ... ..                        | Boys & Girls                        | 157                               | 190                       | 264                       | —                 |
|  | Total                               | 2,728                             | 801                       | 317                       | 1,517             |
|  | Within area served by hostel ... .. | Boys & Girls                      | 1,063                     | —                         | —                 |
| Outside area served by hostel ... ..     | Boys & Girls                        | 1,665                             | —                         | —                         | —                 |
|  | Total                               | 2,728                             | —                         | —                         | —                 |

#### HOSTELS AIDED BY THE ADMINISTRATION.

|                                      | Boys   | Girls  | Total  |
|--------------------------------------|--------|--------|--------|
| Accommodation available ... ..       | 11,283 | 11,062 | 22,345 |
| Number accommodated ... ..           | 9,964  | 9,760  | 19,724 |
| Vacancies ... ..                     | 1,678  | 1,711  | 3,389  |
| Excess number accommodated ... ..    | 370    | 398    | 768    |
| Paying full fees:                    |        |        |        |
| Boys and Girls ... ..                | 10,965 |        |        |
| Capitation grants:                   |        |        |        |
| Boys and Girls ... ..                | 8,759  |        | 19,724 |
| Within area served by hostel ... ..  | 15,869 |        |        |
| Outside area served by hostel ... .. | 3,855  |        | 19,724 |

#### *School Conveyance Services*

The following are particulars of school conveyance services for the years 1965 and 1966:

|             | Total number of Conveyance Services | Total number of pupils conveyed | Total distance of routes | Total cost of Conveyance Services |
|-------------|-------------------------------------|---------------------------------|--------------------------|-----------------------------------|
| 1965 ... .. | 340                                 | 13,911                          | 9,380 miles              | R724,260                          |
| 1966 ... .. | 344                                 | 14,104                          | 9,391 miles              | R733,655                          |

## CHAPTER V

### THE PSYCHOLOGICAL SERVICES

#### *Staff*

This year the work of the Psychological Services could be carried out with fewer interruptions as all the vacant posts were filled during the year with the exception of the post of Senior School Psychologist which has been vacant since April when Dr. C. J. J. Reyneke succeeded Dr. F. J. Loots as Assistant Head of the Psychological Services.

Because of more settled staff conditions in the Psychological Services, more attention could be paid to pupils with problems relating to emotional disturbances, behaviour and personality defects. In the past much of this important psycho-therapeutical work had often to be left in abeyance as the available staff had barely enough time for essential psychometric work.

The policy of making School Psychologists responsible for both Guidance and Special Education in their individual circuits was taken a step further during this year by the conversion of some of the existing posts into six posts of this nature. Unfortunately it is not yet possible to convert all the existing posts since all the staff members are not suitably qualified. The possibility of training staff members in both directions is, however, being investigated. When this idea has been realised, the Service should, to an appreciable extent, function more economically and efficiently.

This year, as in the past, the Psychological Services again assisted the National Bureau of Educational and Social Research in the standardization of psychological tests. This work has become an important aspect of the School Psychologists' activities since the need for such tests increases annually. The techniques for drawing up the tests also continually improve, thus enabling the Bureau to expedite the compilation of additional tests.

#### *Special Classes and Special Secondary Schools*

Both the enrolment and the number of special classes are increasing steadily. At present there are 5,596 pupils in 465 special classes in 231 schools. Compared with 1965 this is an increase of 17 special classes and 365 pupils.

Of the 465 teachers of special classes 203 were appointed on a temporary and 262 on a permanent basis. The vast majority of the temporary teachers have had no training for their present duties. Some of them who through study, consultation with trained colleagues and in other ways endeavour to make a success of the work, are performing meritorious work; others, however, are not so enthusiastic and successful. The shortage of suitably qualified teachers therefore continues to be a Special Education problem and in order to deal with this problem School Psychologists (Special Education) have been instructed to pay special attention to the guidance of teachers during inspections of special classes and other visits.

Problems in respect of the accommodation of special class pupils have to a large extent been reduced. When establishing a special class, it was previously the practice to devise ways and means of providing the necessary accommodation, but this was not always possible. Of late provision for sufficient special classrooms is being made in the building programme when a new school is planned or additions are made to existing schools. Better accommodation is therefore largely responsible for efficient special class teaching.

Enrolment in the seven special secondary schools is 1,388 (974 boys and 414 girls). Work of a high standard is performed at these schools. To keep abreast with new developments in respect of Special Education and to maintain a uniform teaching standard, alterations to all the buildings were approved during the year.

Although attendance at special secondary schools is not compulsory for pupils of special classes, the enrolment has increased to such an extent that most classes are already overcrowded and not all pupils who applied for admission could be enrolled. To prevent the resultant disappointment on the part of parents and pupils, it has become necessary to expand the existing facilities. A serious shortage of boarding facilities at the schools also continues. This problem will also to a large extent be solved when the hostels, which have already been approved for the purpose, have been completed.

#### *The Clinical Service*

During the year 1,216 pupils were treated at the three existing clinics. The pupils come from 233 schools. There are waiting lists at all the clinics as their programmes are already overfull.

The vast majority of the pupils were referred to the clinics because of poor progress at school and behaviour problems. Pupils who concentrate poorly and under-achievers who make poor progress in spite of sufficient intellectual ability are very common. Lack of responsibility was often an underlying factor causing unsatisfactory attainment. Pupils who start to attend school at too early an age often have the same problem.

The stealing of money and other articles was again prominent amongst the behaviour problems encountered. Other problems encountered were, amongst others, an abnormal fear of the school, truancy, bed-wetting and pupils who, because of some or other behaviour problem, could not be controlled by either the parents or the school.

This year remedial teaching again formed an important part of the activities of the clinics. Attendance at the clinics to obtain this form of aid continues to increase, so much so that even principals, teachers and sometimes the whole staff of a school visit the clinics for guidance in connection with remedial work. This is an indirect way of introducing remedial work into schools, especially where schools are situated beyond the area served by the clinic taxis. The clinic taxi services functioned smoothly. Unfortunately the schools beyond the areas served by the taxi services must to a large extent do without the assistance of the clinics in so far as remedial work is concerned.

#### *Speech Defective and Hard of Hearing Pupils*

During the year the number of posts of hearing- and speech-therapist was increased from 67 to 69 and four additional posts were approved for 1967. Of the 69 posts 62 were filled during the year. Posts in the rural areas, particularly, could not be filled.

Pupils received speech-therapy in 175 schools. This constitutes an increase of 22 schools compared with last year. A total of 18,000 pupils were tested to determine the existence of hearing or speech defects and 5,182 of them received treatment. Of this group 750 suffered from loss of hearing, 1,148 were treated for stuttering and 4,432 for speech defects.

The new building for the Mary Kihn School is making good progress. In East London three new classrooms for the three full-time classes for hard of hearing pupils were built at the College Street Primary School. A site for a school for hard of hearing pupils in East London has already been selected. In Port Elizabeth the four full-time classes for hard of hearing pupils are still accommodated at the North End Grey Primary School. Negotiations in respect of a site for a school for hard of hearing pupils in Port Elizabeth have also already made satisfactory progress. A new school with boarding facilities for hard of hearing pupils is being planned for 100 pupils. The school will be erected in Bellville near the Karl Bremer Hospital.

The co-operation of medical inspectors, school nurses, inspectors of education, subject-inspectors and school psychologists, who regularly refer pupils to speech-therapists for testing, is highly appreciated.

#### *Guidance*

As in the past, students taking a course in school guidance at the University of Stellenbosch underwent the practical part of their training at the beginning of the first quarter under the guidance and supervision of the School Psychologists (Guidance).

The psychological and guidance work done at schools, the clinics and in the offices of School Psychologists covered a wide field both in regard to the nature and the scope thereof. In the course of the year School Psychologists and Clinicians conducted 45,783 group intelligence tests, 255 school readiness tests and 3,350

individual intelligence tests. In addition 29,154 scholastic and diagnostic tests in respect of language and arithmetic were conducted. With particular reference to career guidance, 146 aptitude tests were conducted and 5,085 interest questionnaires completed. Guidance and psycho-therapeutic interviews in respect of school adjustment and study, career and behaviour problems were conducted with 6,568 pupils. In respect of these, a further 5,022 interviews were conducted with parents, principals, teachers and other interested persons.

The year was also of great importance as far as the development of the Psychological and Guidance Services was concerned. Six posts of teacher-psychologist were created at six selected high schools as an experimental scheme. These teacher-psychologists will devote half their time to guidance and will have to possess at least a B.A. degree with Guidance Psychology as a subject. As trained persons they will be entrusted with more guidance work and their duties will link up with those of school psychologists, thus ensuring greater continuity in respect of guidance in the schools concerned.

CHAPTER VI

THE MEDICAL SERVICES

*Medical Inspection*

As a result of vacancies, long leave and sick leave, the number of Medical Inspectors on full service during the year was reduced to 8.

*Work Completed by the Medical Inspectors*

|  |        |
|--|--------|
| Number of schools visited .....  | 348    |
| Number of pupils examined .....  | 42,040 |
| Number of pupils re-examined .....   | 8,609  |
| Number of follow-up examinations .....   | 2,100  |
| Number of pupils with one or more defects .....                                      | 11,521 |
| Number of pupils recommended for treatment .....                                     | 11,521 |
| Number of directions to teachers .....   | 11,628 |
| Number of pupils whose parents or guardians were present at medical inspection ..... | 12,705 |

*Analysis of Defects Found among the Pupils Examined*

| <i>Defect</i>         | <i>Number of pupils</i> |
|-----------------------|-------------------------|
| Malnutrition .....    | 368                     |
| Teeth .....           | 6,097                   |
| Nose and throat ..... | 1,328                   |
| Speech .....          | 128                     |
| Glandular System:     |                         |
| Lymphatic .....       | 18                      |
| Endocrine .....       | 32                      |
| Eyes:                 |                         |
| Vision .....          | 2,685                   |
| Other .....           | 195                     |
| Ears .....            | 623                     |

|                                  |     |
|----------------------------------|-----|
| Hearing .....                    | 46  |
| Skin diseases .....              | 243 |
| Heart and circulation .....      | 118 |
| Anaemia .....                    | 59  |
| Lungs .....                      | 201 |
| Nervous system .....             | 73  |
| Genito-urinary system .....      | 175 |
| Abdomen .....                    | 187 |
| Deformities .....                | 244 |
| Infectious diseases .....        | 2   |
| Nits and vermin .....            | 19  |
| Other diseases and defects ..... | 253 |

*Treatment*

|   |        |
|---|--------|
| Number of pupils recommended for treatment at the previous inspections .....                      | 13,331 |
| Number treated since .....  | 8,905  |
| Percentage of treatment .....   | 66.8   |
| Percentage of children examined showing evidence of successful vaccination against smallpox ..... | 99.35  |

*Bellville School Clinic*

|  |    |
|--|----|
| Number of visits by Medical Inspector of Schools ..... | 19 |
| Number of pupils examined .....                        | 51 |
| Number of parents present .....                        | 52 |

*General Remarks on Aspects of Medical Inspection*

The position with regard to vaccination of school children against Smallpox has again improved, but there are still cases of first admission to schools who are not vaccinated, and the Medical Inspectors of Schools are keeping a vigilant eye on the situation. Although it is difficult to prove, there appears to be little doubt that too many children are not fully immunised against Poliomyelitis. Rather surprisingly the position appears to be worse in the city areas than in the rural areas.

The Medical Inspectors continue to report that many children have not only not had the booster immunization against Diphtheria and Tetanus at school entry age, but also not the primary inoculation.

There was an outbreak of a very virulent form of Measles in the Matatiele and Mount Currie Divisions, and after consultation with the Regional Director of the State Health Services, East London, it was decided to delay the opening of some of the schools for two weeks at the beginning of the third term. It is many years ago that such a step was considered necessary. Measles appears to be once again a formidable disease of childhood and should not be treated lightly.

There was also an outbreak, fortunately limited, of Enteric Fever, in a school hostel in the Maraisburg Division.

Many cases of Otitis Media (middle ear infection) were reported during the swimming season. In this connection it cannot be stressed too strongly that there should be strict supervision to see that children with colds, and particularly discharging ears should not be allowed to swim. While it is enforced that all school swimming baths must be fitted with filtration and chlorination plants which are properly maintained, it is of course not possible to state whether all private swimming baths are satisfactory. Ear infection is, of course, only one of many conditions that can be spread by unsatisfactory swimming baths.

The Medical Inspectors and the Dental Inspectors are unanimous in their condemnation of tuck shops at schools, where sweets, cakes and mineral drinks are sold; as one Medical Inspector states: "The real reason for the tuck shop is to boost school funds, and that at the expense of the child's general health." They all advise that more suitable foodstuffs be made available, e.g. fruits, unsugared dried fruits, natural fruit juices, dairy products, and nuts., etc. We are still fortunate in this country to have these foods freely and relatively cheaply available.

Some Medical Inspectors also report on air pollution around some schools they visit in the city areas, especially Cape Town.

More attention has been paid to the incidence of children in need of corrective exercises, and the Inspectors of Physical Education have been most co-operative. A more positive approach to this need is at present under consideration, and it is hoped that eventually more will be done for e.g., asthmatic children, post-illness debility and cardiac cases.

All the Medical and Dental Inspectors comment on the co-operation of most of the principals, especially in providing the best possible facilities for the inspections, etc., that demand so much preparation, space and privacy. Without this willing help, the work would be impossible.

Special mention must be made of the really excellent liaison between the Medical Services and the Psychological Services and particularly the teachers of the hard of hearing and speech defective classes, and the special classes for slow learners.

The initial screening of the hearing of all new school entrants, wherever possible and depending on the staff available, by these teachers, and the subsequent canalising of any defects found, is indeed something to be grateful for.

The Medical and Psychological Services meet on common ground when it comes to the problem of seriously emotionally disturbed children. It is a problem needing further investigation and assessment. The necessary accommodation will have to be provided in a suitable school, and often boarding accommodation as well, for some of these pupils who are in need of curative and rehabilitative treatment, which can be carried out while such a pupil is attending the ordinary school.

This need is indeed a challenge that cannot be evaded.

#### *School Dental Services*

Work done by the four Dental Inspectors of Schools:

Number of inspections ..... 10,783  
 Number of treatments ..... 4,993

|  | Extractions | Fillings | Treatment | Dentures |
|--|-------------|----------|-----------|----------|
| Work done at Municipal Dental Clinics in the Cape Area ... | 9,005       | 7,419    | 10        | —        |
| Work done under Contract Practice ...                      | 1,870       | 1,799    | —         | 122      |
| Total ...  | 10,875      | 9,218    | 10        | 122      |

It has not been possible to fill the vacant post in the Port Elizabeth area.

The amount of urgent operative work awaiting attention is quite beyond the available staff, and so little time is available for the educational aspect of dental health. Until such time as the report of the Commission on Dental Services in the Republic of South Africa has been made public, it is not advisable to embark on expanding the services of this Department. Meanwhile there is an evergrowing backlog of urgent dental work needing attention. In some areas no dentists are available. In any case, even after repeated advertising, it has not even been possible to fill the vacancy that exists.

Considerable improvements have been brought about in the Departmental Dental Clinic in Port Elizabeth—incidentally the *only* dental clinic in that area where dental disease is so very prevalent, that carries out any conservative dental treatment for necessitous children.

The remuneration of the contract dentists is under investigation at present. The work done by these dentists is of inestimable value to the necessitous children.

#### *Ophthalmic Services*

##### *Ophthalmic Work Done*

###### *The Departmental Clinic at Vasco*

Number of first attendances ..... 159  
 Total number of consultations (including first attendances and re-tests) ..... 374  
 Pairs of spectacles supplied ..... 249

###### *Municipal Ophthalmic Clinics*

New cases ..... 155



|                              |     |
|------------------------------|-----|
| Total number of visits       | 779 |
| Pairs of spectacles supplied | 242 |

*Cases referred to Eye Clinics at Provincial Hospitals*

|  |     |
|--|-----|
| Examinations                                 | 261 |
| Pairs of spectacles supplied                 | 254 |
| Total number of pairs of spectacles supplied | 745 |

This service functions very efficiently and the benefits to the children concerned are very great. No necessitous child in need of this service need be debarred from its benefits, as very generous assistance is rendered as far as transport is concerned, including transport for an adult accompanying the pupil to a clinic, especially from the rural areas.

The careful initial screening of visual acuity carried out by the school nurses, making use of the various types of Snellen's charts, of *all* new school entrants, is of the greatest benefit, and an indispensable service.

All doubtful cases are referred to the Medical Inspector of the area, or the family doctor, or the eye clinics direct, according to the circumstances or the locality concerned.

*Nursing Services*

*Work of the School Nurses*

|   |         |
|---|---------|
| Number of schools visited for medical inspection        | 362     |
| Number of school visits for medical inspection          | 1,636   |
| Number of schools visited apart from medical inspection | 956     |
| Number of school visits apart from medical inspection   | 3,582   |
| Number of pupils prepared for medical inspection        | 54,157  |
| Number of pupils examined at routine inspection         | 106,377 |
| Number of pupils examined apart from routine inspection | 9,020   |
| Number of pupils with nits                              | 156     |
| Number of pupils with vermin                            | 11      |
| Number of homes visited                                 | 917     |
| Number of hostels and other institutions visited        | 148     |
| Number of eye clinic sessions at which assisted         | 45      |
| Number of lectures given                                | 1,916   |

It is again a privilege to be able to report that at no time was there a serious lack of nursing staff. The work of the services maintained a high standard, and is of particular value in the areas where there has been a vacancy for a Medical Inspector of Schools for a long time.

The nurses consistently report on the high incidence of dental neglect, especially among high school pupils, and including pupils whose parents can afford dental care.

They report that without fail the senior girls show a lively interest in the lectures on mothercraft and home nursing, delivered by the nurses. With few exceptions, they find the principals co-operative and appreciative of their services.

*School Hostels*

Medical Inspectors of Schools regularly inspected school hostels, and mostly the reports are satisfactory. A close check is kept on sick room facilities, and the types of beds on which the boarders sleep; 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.

The Senior Dietitian reports:

"During 1966 practically all the hostels were visited by the dietitians. A few special visits were paid to attend to urgent matters.

*Food:* The continued high price level of all the important food-stuffs such as meat, dairy products, fruit, sugar, etc., causes some hostels to suffer financially to such an extent that it is impossible to maintain a good standard.

The drought caused a scarcity of vegetables and fruit and substitutes were hardly obtainable.

The quantity of milk consumed has improved. Defatted milk powder has been accepted as valuable by most of the hostels and is being used with great success. Milk powder is obtainable at various depots at a very reasonable price.

*Equipment:* The Department supplied a good number of hostels with stoves, refrigerators, supplementary stoves, hot closets and preparation tables.

The issuing of these items brought relief to many hostels which had suffered great inconvenience through lack of this necessary equipment.

*Staff:* In spite of the latest increase in salaries, hostels still find difficulty in obtaining suitable applicants as housekeepers.

In the Western Province the labour problem causes great concern.

The financial position of most of the hostels as well as labour problems had a depressing effect on the matrons. Nevertheless all efforts have been made to promote the standard of all the institutions."

*General*

It is a pleasure to be able to report that the salaries of the Medical and Dental Inspectorate were considerably improved, retrospectively from January, 1966, bringing them once again in line with the Education Inspectorate, as they were up to three years

ago. The salary structure of school nurses was also improved. In spite of this improvement and repeated advertisements, there have been no suitable medical applications to fill the vacant posts, and the staffing position is becoming critical.

The Chief Medical Inspector of Schools gave a course of lectures to Coloured and European Nurses taking the National Diploma in Public Health Nursing.

He attended meetings in Pretoria of the standing committee on Special Education, and the Interdepartmental Committee on Chronic Sick Children. He also attended a national conference on Health Education sponsored by the Northern Transvaal Branch of the Medical Association of South Africa and the Dental Association of South Africa in Pretoria. This proved to be a conference of absorbing interest and far-reaching potentiality. At the conference it became manifestly clear that the School Medical Service is a vital link in the health education of not only the children, but also of young parents and the school staff.

He also attended the regional conference of the Cape Cripple Care Association and a most interesting meeting of the National Council for the Care of Cripples in South Africa at Nelspruit, Transvaal, with visits to the surrounding towns of Barberton and White River. The contacts made and the discussions, as well as the opportunity to clarify various aspects of the education of crippled children, are without doubt of very real value, not to mention the contact with colleagues similarly placed in other provinces. This applies equally to the meeting of the National Council on Child Welfare, which he attended in Pretoria.

During frequent official absences of the Chief Medical Inspector of Schools from Headquarters, Dr. S. B. Lange and Dr. J. P. Liebenberg acted for him at Head Office.

The Chief Medical Inspector of Schools, also has, *inter alia*, to scrutinize all applications for sick leave of teachers. It is worth recording that six teachers were granted leave for lengthy periods for Pulmonary Tuberculosis. The ages of the teachers concerned were: 20, 26, 41, 46, 46 and 50 years. It is also significant that 40 teachers were granted leave for various lengthy periods for coronary heart disease.

## 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 and 1966 are indicated in the following table:

|  | Increase in Teaching Posts |      | Percentage Shortage of Teachers |       |
|--|----------------------------|------|---------------------------------|-------|
|  | 1965                       | 1966 | 1965                            | 1966  |
| Primary schools ... ..                               | 79                         | 169  | 21.35                           | 23.61 |
| Secondary and high schools ...                       | 17                         | 110  | 12.12                           | 12.48 |
| Training colleges ... ..                             | 8                          | 3    | 6.67                            | 7.57  |
| Special classes and special secondary schools ... .. | 24                         | 18   | 30.76                           | 33.10 |
| Music posts ... ..                                   | 26                         | 12   | 45.67                           | 43.79 |
| Total ... ..   | 154                        | 306  | 20.17                           | 21.33 |

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.

Only 3.3% of the 1,297 temporary primary teachers were uncertificated, while 17.7% of the 412 temporary secondary teachers and 19% of the 268 temporary music teachers were uncertificated.

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

|  |       |      | Married<br>Women | Pensioners | Uncertificated<br>Teachers | Total<br>Number of<br>Temporary<br>Appointments | Probationary<br>Appointments | Permanent<br>Appointments | Total<br>Number of<br>Probationary<br>& Permanent<br>Appointments | Total<br>Number of<br>Teaching<br>Posts |
|--|-------|------|------------------|------------|----------------------------|---|------------------------------|---------------------------|---|---|
| Primary Teachers ...   | Men   |      | —                | 18         | 5                          | 23  | 53                           | 1,480                     | 1,533   | 1,556                                   |
|  | Women |      | 1,178            | 58         | 38                         | 1,274   | 125                          | 2,539                     | 2,664   | 3,938                                   |
|  | Total | 1966 | 1,178            | 76         | 43                         | 1,297   | 178                          | 4,019                     | 4,197   | 5,494                                   |
|  | Total | 1965 | 1,006            | 85         | 46                         | 1,137   | 157                          | 4,031                     | 4,188   | 5,325                                   |
| Teachers in special<br>classes and in Special<br>Secondary Schools ... | Men   |      | —                | 10         | 7                          | 17  | 24                           | 229                       | 253   | 270                                     |
|  | Women |      | 152              | 16         | 5                          | 173   | 16                           | 115                       | 131   | 304                                     |
|  | Total | 1966 | 152              | 26         | 12                         | 190   | 40                           | 344                       | 384   | 574                                     |
|  | Total | 1965 | 144              | 19         | 8                          | 171   | 46                           | 339                       | 385   | 556                                     |
| Secondary Teachers ...   | Men   |      | —                | 56         | 42                         | 98  | 82                           | 2,001                     | 2,083   | 2,181                                   |
|  | Women |      | 271              | 12         | 31                         | 314   | 74                           | 733                       | 807   | 1,121                                   |
|  | Total | 1966 | 271              | 68         | 73                         | 412   | 156                          | 2,734                     | 2,890   | 3,302                                   |
|  | Total | 1965 | 233              | 54         | 100                        | 387   | 127                          | 2,678                     | 2,805   | 3,192                                   |
| Lecturers at Training<br>Colleges ...                                  | Men   |      | —                | —          | —                          | —   | —                            | 69                        | 69  | 69                                      |
|  | Women |      | 9                | 1          | —                          | 10  | 3                            | 50                        | 53  | 63                                      |
|  | Total | 1966 | 9                | 1          | —                          | 10  | 3                            | 119                       | 122   | 132                                     |
|  | Total | 1965 | 9                | —          | —                          | 9   | 4                            | 122                       | 126   | 135                                     |
| Music Teachers ...   | Men   |      | —                | 5          | 4                          | 9   | 2                            | 33                        | 35  | 44                                      |
|  | Women |      | 193              | 19         | 47                         | 259   | 7                            | 302                       | 309   | 568                                     |
|  | Total | 1966 | 193              | 24         | 51                         | 268   | 9                            | 335                       | 344   | 612                                     |
|  | Total | 1965 | 185              | 26         | 63                         | 274   | 19                           | 307                       | 326   | 600                                     |
| Summary of all groups  | Men   |      | —                | 90         | 58                         | 148   | 161                          | 3,812                     | 3,973   | 4,121                                   |
|  | Women |      | 1,803            | 105        | 121                        | 2,029   | 225                          | 3,739                     | 3,964   | 5,993                                   |
|  | Total | 1966 | 1,803            | 195        | 179                        | 2,177   | 386                          | 7,551                     | 7,937   | 10,114                                  |
|  | 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                                   |

The total shortage of teachers is now 2,177 whereas in 1965 it was 1,978. The intake of teachers is therefore not yet sufficient to make good the shortage.

#### *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 1966 an amount of R293,105 in the form of bursaries and R223,190 as interest-free loans, thus a total amount of R516,295, was made available to students who pursued approved courses at universities and technical colleges. The total number of students who received aid at universities and technical colleges in 1966 was 1,365. Of these 66 were technical college students. The number of new students to whom this assistance was given in 1966 was 586, a decrease of 38 on the number of new students in 1965.

#### *Bursaries and Loans for Primary Teachers*

The number of students at training colleges who received bursaries and loans in 1966 was 1,653, forty-three less than in 1965, and an amount of R378,454 was made available for this purpose: R162,140 in the form of bursaries and R216,314 as interest-free loans.

#### *Training of Primary Teachers*

In the year under review the revision of all teacher training courses was completed and a start was made with the redrafting of syllabuses for the new three-year course of training for the Primary Teachers' Diploma which will commence in 1968. For many years the Department has felt the need for a radical improvement in the training of its teachers and is pleased that in the immediate future this will become a fact. In this respect the Department wishes to express its gratitude for the willingness with which the Administrator and members of the Executive Committee made possible this undertaking in spite of numerous obstacles.

The policy of providing more adequate teaching and boarding facilities at training colleges was continued. The capital expenditure for the financial year ended March, 1966, was as follows:

|                                 | Colleges   | Hostels   | Total      |
|---------------------------------|------------|-----------|------------|
|                                 | R          | R         | R          |
| Cape Town ...                   | 95.00      | —         | 95.00      |
| Denneoord<br>(Stellenbosch) ... | 17,369.73  | —         | 17,369.73  |
| Graaff-Reinet ...               | —          | 8,610.46  | 8,610.46   |
| Oudtshoorn ...                  | 37,501.15  | —         | 37,501.15  |
| Paarl ...                       | 45,764.70  | 73,228.73 | 118,993.43 |
| Port Elizabeth ...              | 4,668.52   | 4,239.92  | 8,908.44   |
| Wellington ...                  | 102,345.67 | 2,420.74  | 104,766.41 |
| Total ...                       | 207,744.77 | 88,499.85 | 296,244.62 |

### 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    |       |
| 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 |
| 1966 ... | 839                      | 780         | 471                    | 11             | 2,101 |

There is a marked decline in the enrolment for 1966; it is the lowest since 1960. An analysis of the separate figures for men and women shows that the decline is mainly in respect of the enrolment of men.

### 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 |
|----------|--------|----------|---------|-------|
| 1964 ... | 745    | 403      | —       | 1,148 |
| 1965 ... | 743    | 446      | 15      | 1,204 |
| 1966 ... | 778    | 448      | 11      | 1,237 |

### Bilingual Certificate

The number of candidates who obtained the Bilingual Certificate was as follows:

| Year     | Student-Teachers |             | Private Candidates | Total |
|----------|------------------|-------------|--------------------|-------|
|          | Higher Grade     | Lower Grade |                    |       |
| 1964 ... | 140              | 535         | 83                 | 758   |
| 1965 ... | 103              | 492         | 159                | 754   |
| 1966 ... | 170              | 540         | 260                | 970   |

According to these figures 710 of the 778 candidates who obtained the Primary Teachers' Certificate in 1966 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 the following refresher courses (the numbers of teachers who attended these courses are indicated in brackets):

Rhodes University: Remedial course in General Science. (13)

Stellenbosch University: The teaching of Afrikaans as first language. (144)

Cape Town: Domestic Science. (91)

Besides this various week-end courses were organised by Inspectors of Education. Representatives of this Department also attended courses in other provinces as indicated hereunder:

Bloemfontein: Mathematics and German.

Johannesburg: Physics and English.

Pietermaritzburg: Physics and Chemistry.

Durban: Mathematics.

The amount expended on the in-service training of teachers and Inspectors of Education in 1966 was approximately R5,000.

### Conditions of Service of Teachers

The Education Amendment Ordinance, 1966, makes provision *inter alia* for the framing of regulations relating to the staff establishment of schools and the leave of absence of teachers and repeals the provisions which the Ordinance contained in this respect. The regulations were promulgated simultaneously with the Education Ordinance on 23rd December, 1966, and came into force as from that date. The regulations are in the main similar to the relevant provisions of the Ordinance in force prior to 23rd December, 1966. The only important differences are the following:

- (i) If the enrolment at a newly-established school or a recently reclassified school is not less than the established enrolment normally required for the creation of a post of vice-principal or special grade assistant, the school need no longer wait until the above enrolment has been maintained for at least six quarters before applying for the creation of such post.
- (ii) Vacation leave in respect of service from and after 23rd December, 1966, will accrue not only to teachers regarded as being eligible for permanent appointment, but also to teachers appointed on a temporary basis.

- (iii) In the past a leave gratuity was payable only when a teacher died whilst he was in service, or when he retired on pension. Provision has now been made for a leave gratuity to be payable if a teacher dies whilst he is in service, or if he retires with or without a pension —
- (a) owing to ill-health of a permanent nature, or
  - (b) because the Administrator is satisfied that his retirement is necessary in the public interest, or
  - (c) after attaining an age five years under his age limit.
- (iv) The Administrator may, on the recommendation of the Superintendent-General of Education, grant sick leave with full or reduced salary for any period or periods to a teacher who has exhausted the sick leave to which he is entitled if he considers that the circumstances warrant the granting of such leave.

## CHAPTER VIII

---

### SCHOOL BUILDINGS AND SITES

---

The demand for new buildings and additions to existing buildings still continues.

All possible steps are being taken to meet the most urgent needs within the scope of the available funds.

For the year ended 31st March, 1966, the total capital expenditure on school buildings was R8,326,004 including R160,580 for Coloured schools, as compared with a total for the year ended 31st March, 1965, of R6,609,990, including R1,459,097 for Coloured schools. In addition, the amount spent on school hostels to 31st March, 1966, totalled R1,251,673 as compared with R1,210,052 for the previous year.

Particulars of new buildings and additions to existing buildings completed during 1966 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.

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, certain changes were made during 1966 in the standard plans for classrooms.

A list of properties acquired and land reserved, donated and exchanged during 1966 will be found in Appendices C and D.

Particulars of capital expenditure on school buildings since 1956—57 and of interest and redemption charges during the past 10 years are as follows:

TABLE I

Capital expenditure on school buildings (excluding hostels).

|               | R         |
|---------------|-----------|
| 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 |
| 1965—66 ..... | 8,326,004 |

TABLE II

Interest and redemption charges on Government loans for school buildings (including hostels).

|               | R          |
|---------------|------------|
| 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* |
| 1965—66 ..... | 4,148,557* |

\*These figures do not include expenditure in respect of Coloured schools.

## CHAPTER IX

## FINANCE

During the financial year ended 31st March, 1966, expenditure on educational services, exclusive of interest and redemption charges, amounted to R40,486,633. Details of expenditure under the main heads, together with the expenditure in 1964/65, are given hereunder:

|   | 1965/66    | 1964/65    |
|---|------------|------------|
|   | R          | R          |
| European Education :                            |            |            |
| Administration ... ..                           | 304,234    | 247,704    |
| School Boards and School Committees             | 481,572    | 469,978    |
| School Inspection ... ..                        | 238,058    | 232,555    |
| Medical Inspection ... ..                       | 193,372    | 201,121    |
| Training of Teachers ... ..                     | 1,298,356  | 1,116,778  |
| Secondary Education ... ..                      | 7,955,009  | 7,399,738  |
| Primary Education ... ..                        | 11,908,638 | 10,848,607 |
| Combined Primary and Secondary Education ... .. | 6,430,356  | 5,919,880  |
| Minor Works ... ..                              | 2,412,863  | 2,443,525  |
| Agricultural Education ... ..                   | 513,371    | 468,996    |
| Vacation Savings Bonus ... ..                   | 1,222,136  | 741,192    |
| General ... ..                                  | 7,490,618  | 7,007,697  |
| European Education ... ..                       | 40,448,583 | 37,097,771 |
| Non-European Education (Chinese) ... ..         | 38,050     | 60,822     |
| Total ... ..                                    | 40,486,633 | 37,158,593 |

Additional expenditure amounting to R3,350,812 was incurred in respect of European education. The increase was due chiefly to normal expansion of the education services (during 1965, for example, the European enrolment increased by 2,139) 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 ... .. | 184.34    | 192.76     |
| 1965/66 ... .. | 194.74    | 203.31     |

NETT 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     |
| 1965/66 ... .. | 188.41    | 196.70     |

Revenue

Revenue collections from education sources were as follows:

|  | 1965/66   | 1964/65   |
|--|-----------|-----------|
|  | R         | R         |
| School fees (including music and training) | 380,279   | 381,587   |
| Boarding fees (including training) ...     | 844,543   | 807,237   |
| Examination fees ... ..                    | 105,467   | 104,830   |
| Rent ... ..                                | 65,532    | 45,221    |
| Agricultural schools ... ..                | 214,739   | 186,078   |
| Miscellaneous education receipts ...       | 299,832   | 718,093   |
| Total ... ..                               | 1,910,392 | 2,243,046 |

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 revenue from agricultural schools is due to the rising price of farm products. The sources of revenue in respect of miscellaneous education receipts fluctuate from year to year. The appreciably greater increase for 1964/65 was 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 R4,148,557 compared with R3,968,481 during 1964/65.

CHAPTER X

ADMINISTRATIVE AND PROFESSIONAL STAFF

Important changes in the post structure of the Administrative Division of the Public Service were brought about as from 1st January, 1966. Posts of Clerk, Senior Woman Clerk, Senior Clerk and Administrative Officer were, for example, combined in a post of Administrative Assistant, while the posts of Senior Administrative Officer and Principal Administrative Officer were amalgamated in a post of Administrative Officer.

A post of Under-Secretary was created in the Department with effect from the 1st January, 1966, while the number of posts of Administrative Officer to which the Department would have been entitled in terms of the revised post structure, was reduced by one as from that date. Mr. J. F. Lighton was promoted to the post of Under-Secretary, while Mr. W. A. J. Pretorius was promoted to a post of Administrative Control Officer. Mr. P. A. Stegmann, Administrative Officer, was transferred to this Department from the Stores Section.

Mr. B. C. Gordon, Chief Inspector of Education, retired on superannuation and was succeeded by Mr. J. G. Perry, formerly Inspector of Education at Port Elizabeth.

This year the Department has to record the death of one member of its staff, Mr. P. M. A. Louw, Administrative Officer.

A number of changes took place in the Inspectorate. Mr. M. M. de Jongh, Inspector of Education, retired on superannuation while Messrs. J. B. Badenhorst, N. W. du Bois and J. C. Roelofse were appointed as Inspectors of Education. Miss A. M. Hugo and Mr. S. S. van Rensburg, Inspectress and Inspector of Art respectively, retired on superannuation while Mr. T. G. Walters, Inspector of Art, resigned. Miss C. H. Britz, Inspectress of Needlework, retired on superannuation. Dr. T. F. le Roux, Inspector of Commercial Subjects, resigned. Miss B. H. Fourie, Assistant Teacher at the Bloemhof Girls' High School, Stellenbosch, was seconded as Inspectress of Physical Education for one year. Misses C. Canin, H. J. Swart and T. G. Theron were appointed as Selectors of School Library Books.

Dr. F. J. Loots, Assistant Head, Psychological and Guidance Services, resigned and was succeeded by Dr. C. J. J. Reyneke, Senior School Psychologist. Mr. E. G. Mesk, School Psychologist, was appointed as acting Senior School Psychologist.



Dr. M. A. Lombaard, retired Medical Inspector of Schools, who was appointed in a temporary capacity, has now left the Service.

During the year Mrs. M. K. Voigt, School Nurse, resigned, while Mrs. M. J. Kriel and Miss E. Stofberg were appointed as School Nurses.

Certain changes in the post structure also took place in the School Board Service as from the 1st January, 1966. There were only small changes in the senior posts of the School Board Service. Mr. W. A. Oosthuizen was promoted to Secretary of the Worcester School Board during the year.

To all those who have left the service of the Department, I wish to express my sincere appreciation of the valuable services rendered by them. I also take this opportunity of thanking 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, 1967, are given in Appendix A.

## STAFF (1st JANUARY, 1967)

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. A. Stegmann

### *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 EDUCATION

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

### INSPECTORS OF EDUCATION

J. C. Badenhorst, B.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.  
W. McD. Dodds, B.Sc., B.Ed.  
J. J. Dreyer, M.Sc.  
N. W. du Bois, B.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.  
H. G. J. Lintvelt, M.A.

A. D. Lückhoff, M.Sc.  
 G. F. Müller, B.A.  
 H. H. Nel, B.A.  
 F. S. Robertson, B.A.  
 B. Rode, B.Sc., B.Ed.  
 J. C. Roelofse, M.Sc.  
 R. J. C. Sahlertz, M.A., B.Ed.  
 B. Strydom, B.Sc.  
 J. D. Theron, M.A.  
 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 EDUCATION

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

## INSPECTORS/INSPECTRESSES OF SPECIAL SUBJECTS

*Agricultural*

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

*Domestic Science*

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

*Drawing and Art*

J. H. Meyer, B.A.  
 L. B. J. van Rensburg  
 Three Vacancies

*Infant School Method*

Mrs. B. H. Barry  
 Mr. A. J. C. Cumpsty  
 Miss F. Grobler  
 Miss S. I. le 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, B.Mus.  
 D. J. H. Müller, B.Mus.  
 M. van der Spuy, B.Mus.

*Needlework*

Miss D. S. Bosch  
 Mrs. G. A. Botha  
 Mrs. M. van Niekerk  
 Miss N. M. Victor  
 One Vacancy

*Physical Education*

J. J. Schoombie, B.A.

H. E. K. McEwan  
 Miss M. Warren  
 Miss B. H. Fourie

*Commercial Subjects*

One vacancy

## 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. H. I. Smith, B.A.  
 Mrs. A. Snijders  
 Miss G. J. Theron

## MEDICAL SERVICES

*Chief Medical Inspector of Schools*

N. van der Merwe, M.B., Ch.B., (U.C.T.); D.C.H.R.C.P. (Lond.);  
 R.C.S. (Eng.).

*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. (Lon).  
 S. B. Lange, M.R.C.S. (Eng.), L.R.C.R. (Lond.).  
 J. P. Liebenberg, M.B., Ch.B.  
 R. J. van der Spuy, M.B., Ch.B.  
 E. J. Voigt, M.B., Ch.B.  
 Five vacancies

*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.  
 One vacancy

*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 A. J. E. Hoencamp

APPENDIX A (continued)

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. Stoffberg  
 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  
 Miss J. D. Wagenaar  
 Miss A. F. Wainwright  
 Mrs. H. P. Wessels  
 Five vacancies

PSYCHOLOGICAL AND GUIDANCE SERVICES

*Head*

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

*Assistant Head*

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

*Senior School Psychologist*

One vacancy

*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.  
 J. J. du Preez, M.A., B.Com.  
 D. J. du Toit, B.A.  
 Miss J. D. Fleck, M.A.  
 W. C. Gericke  
 N. J. Gilenhuys, M.A.  
 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., M.Ed.  
 H. T. Pretorius, B.A., M.Ed.  
 Miss L. E. A. Putteril, 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.

*Adviser of Hard-of-Hearing and Speech Defective Classes*

Miss B. K. Williams

*Lecturers in Social Hygiene*

Two vacancies

APPENDIX B

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS  
 COMPLETED DURING 1966.

| <i>School District</i> | <i>School</i>                        | <i>Type of Work</i>                       |
|------------------------|--------------------------------------|---|
| Butterworth            | Butterworth High School              | Additions                                 |
| Caledon                | De Villiers Graaff Primary School    | Additions                                 |
| Caledon                | Overberg High School                 | Additions, Conversions, Sewerage and Hall |
| Cape                   | Greenfield Girls' Primary School     | Hall                                      |
| Cape                   | Groote Schuur Primary School         | Additions                                 |
| Cape                   | Jan van Riebeeck Primary School      | Additions                                 |
| Cape                   | Kommetjie Primary School             | Additions                                 |
| Cape                   | Plumstead High School                | Additions                                 |
| De Aar                 | De Aar Primary School                | Additions and improvements etc.           |
| East London            | Beaconhurst Primary School           | Additions                                 |
| East London            | Cambridge High School                | Additions                                 |
| East London            | Clarendon Girls' High School         | Additions and conversions                 |
| East London            | College Street Primary School        | Additions and conversions                 |
| East London            | Grens Primary School                 | New Building and Hall                     |
| East London            | Grens Preparatory School             | New Building and Hall                     |
| East London            | Stirling Primary School              | Additions and Hall                        |
| George                 | Herold Primary School                | Additions and alterations                 |
| Graaff-Reinet          | English Medium Preparatory School    | New Building                              |
| Graaff-Reinet          | Volks Primary School                 | Additions                                 |
| Graaff-Reinet          | Volks High School                    | Additions and conversions                 |
| Herbert                | Douglas High School                  | Improvements, New Latrines and Repairs    |
| Hopefield              | Saldanha Primary School              | Additions and Hall                        |
| Kimberley              | Vooruitsig Primary School            | Additions                                 |
| Kimberley              | Newton Primary School                | New Building and Hall                     |
| Kimberley              | State President Swart Primary School | Hall                                      |
| King William's Town    | Berlin Secondary School              | Additions                                 |
| King William's Town    | Kaffrarian Girls' High School        | New Building and Hall                     |
| King William's Town    | Middledrift Primary School           | Additions                                 |
| Kuruman                | Kuruman Primary School               | Additions                                 |
| Mafeking               | Mafeking High School                 | Hall                                      |
| Malmesbury             | Dirkie Uys High School, Moorreesburg | Additions                                 |
| Mossel Bay             | Hartenbos Primary School             | Additions                                 |
| Oudtshoorn             | De Rust High School                  | Additions and Alterations                 |

APPENDIX B (continued)

| <i>School District</i> | <i>School</i>                            | <i>Type of Work</i>                |
|------------------------|--|------------------------------------|
| Oudtshoorn ...         | Volmoed Secondary School ...             | ... Additions                      |
| Parow ...              | Bellville High School ...                | ... Hall                           |
| Parow ...              | Durbanville High School ...              | ... Additions                      |
| Parow ...              | Durbanville Preparatory School ...       | ... New Building                   |
| Parow ...              | Goodwood Primary School ...              | ... Additions                      |
| Parow ...              | J. J. du Preez High School ...           | ... Additions and Alterations      |
| Port Elizabeth ...     | Grey Boys' Primary School ...            | ... Additions and Hall             |
| Port Elizabeth ...     | Mount Pleasant Primary School ...        | ... Additions                      |
| Queenstown ...         | Southbourne Preparatory School ...       | ... Additions and conversions      |
| Queenstown ...         | Queen's College Boys' Primary School ... | Improvements, alterations and Hall |
| Queenstown ...         | Hangklip High School ...                 | ... Hall                           |
| Queenstown ...         | Hangklip High School ...                 | ... Additions and Alterations      |
| Stellenbosch ...       | A. F. Louw Primary School ...            | ... Additions                      |
| Strydenburg ...        | Strydenburg High School ...              | ... Additions                      |
| Swellendam ...         | High and Primary Schools ...             | ... Sanitary Conveniences          |
| Uitenhage ...          | Albertyn Primary School ...              | ... Hall                           |
| Umtata ...             | Transkei High School ...                 | ... Additions and Hall             |
| Vryburg ...            | Vryburg Preparatory ...                  | ... Hall                           |
| Vryburg ...            | Stella High School ...                   | ... Hall                           |

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> |
|------------------------|--|---------------------|
| Paarl ...              | Paarl Training College: Men's Hostel (Theo Pauw) ... | ... Additions       |
| Port Elizabeth ...     | Collegiate Girls' High School: Hostel                | New Building        |

LIST OF NEW HOSTELS AND ADDITIONS TO EXISTING HOSTELS (LOAN SCHEMES)

| <i>School District</i> | <i>School</i>  | <i>Type of Work</i> |
|------------------------|--|---------------------|
| Ceres ...              | Gericke Primary School: Hostel (Huis Wouter Malan) ... | ... Additions       |
| Hopetown ...           | Hopetown High School: Hostel                           | ... New Building    |
| Worcester ...          | Worcester Girls' High School: Hostel (Seminarie) ...   | ... New Building    |

## PROPERTIES ACQUIRED FOR EDUCATIONAL PURPOSES IN 1966

| <i>School District</i> | <i>School</i>                         | <i>Extent</i>           | <i>Purchase Price</i> |
|------------------------|---------------------------------------|-------------------------|-----------------------|
| Albany                 | Graeme College Boys' High School      | 2,621 sq. ft.           | R1.00                 |
| Barrydale              | Barrydale High School                 | 29,990 sq. ft.          | R2.00                 |
| Beaufort West          | Merweville Secondary School           | 21,619 sq. ft.          | R1.00                 |
| Bedford                | Templeton High School                 | 43,200 sq. ft.          | R1.00                 |
| Caledon                | Grabouw High School                   | 3.8696 morgen           | R1.00                 |
| Cape                   | Bergvliet Primary School              | 35,746 sq. ft.          | R574.31               |
| Cape                   | Cape Town High School                 | 8,449 sq. ft.           | R25,200.00            |
| Cape                   | Ellerslie Girls' High School          | 10,019 sq. ft.          | R33,390.00            |
| Cape                   | Good Hope Seminary Girls' High School | 24,479 sq. ft.          | R119,192.00           |
| Cape                   | Groote Schuur High School             | 4,812 sq. ft.           | R1.00                 |
| Cape                   | Groote Schuur Primary School          | 42,493 sq. ft.          | R35,000.00            |
| Cape                   | Jan van Riebeeck High School          | 17,506 sq. ft.          | R56,000.00            |
| Cape                   | Jan van Riebeeck Primary School       | 6,768 sq. ft.           | R23,386.00            |
| Cape                   | Klaasenbosch High and Primary Schools | 14.3959 morgen          | R125,965.00           |
| Cape                   | Kromboom Road High School             | 1.6358 morgen           | R6,765.00             |
| Cape                   | Milnerton High School                 | 2.6300 morgen           | R5,850.00             |
| Cape                   | Muizenberg High School                | 3 morgen 55,872 sq. ft. | R65,160.00            |
| Cape                   | Nassau Primary School                 | 13,340 sq. ft.          | R17,125.00            |
| Cape                   | Pinelands Primary School              | 12,167 sq. ft.          | R1.00                 |
| Cape                   | S.A.C. High School                    | 22,245 sq. ft.          | R5,000.00             |
| Cape                   | Simonstown High School                | 9,929 sq. ft.           | R11,500.00            |
| Cape                   | Ysterplaat Area School Sites          | 48,295 sq. ft.          | R5,985.00             |
| Clanwilliam            | Augsburg Agricultural High School     | 35,140 sq. ft.          | R19,400.00            |
| East London            | Amalinda Primary School               | 81,643 sq. ft.          | R2,000.00             |
| Fort Beaufort          | Fort Beaufort High School             | 13,870 sq. ft.          | R1.00                 |

## APPENDIX C (continued)

| School District | School                                   | Extent         | Price Purchase |
|-----------------|--|----------------|----------------|
| Graaff-Reinet   | Volks Primary School                     | 13,272 sq. ft. | R11,218.00     |
| Hopefield       | Saldanha Primary School                  | 83,128 sq. ft. | R8,200.00      |
| Hopefield       | Vredenburg High School                   | 7,592 morgen   | R30,284.00     |
| Hopefield       | Velddrif Secondary School                | 1.162 morgen   | R2,551.51      |
| Hanover         | Hanover Secondary School                 | 2.4722 morgen  | R12.00         |
| Humansdorp      | Paul Sauer High School                   | 15.1716 morgen | R57,975.00     |
| Humansdorp      | Stulting Primary School                  | 3.4327 morgen  | R7,802.00      |
| Kakamas         | Augrabies Primary School                 | 11.3496 morgen | R1.00          |
| Kenhardt        | Kenhardt High School                     | 1.8737 morgen  | R0.20          |
| Maclear         | Ugie High School                         | 64,800 sq. ft. | R150.00        |
| Mossel Bay      | De Nova Ext. Nr. 3                       | 8,509 sq. ft.  | R2,800.00      |
| East London     | George Randell High School               | 5.6470 morgen  | R2.00          |
| Oudtshoorn      | Van Rheebe Primary and Prep. School      | 59,468 sq. ft. | R3,780.00      |
| Oudtshoorn      | West Bank Primary School                 | 56,160 sq. ft. | R9,615.00      |
| Paarl           | Eben Dönges High School                  | 5,000 sq. ft.  | R351.00        |
| Paarl           | Paarl Training College                   | 5.3953 morgen  | R103,760.00    |
| Paarl           | Drakenstein Primary School               | 2.2500 morgen  | R20,090.00     |
| Petrusville     | Petrusville High School                  | 9.9942 morgen  | R1.00          |
| Port Elizabeth  | Lorraine Primary School                  | 1.2593 morgen  | R1,500.00      |
| Port Elizabeth  | Newton Primary School                    | 7,200 sq. ft.  | R7,900.00      |
| Parow           | Bellville Primary School                 | 5,000 sq. ft.  | R1,200.00      |
| Parow           | Excelsior Primary School                 | 39,119 sq. ft. | R5,550.00      |
| Parow           | Goodwood Primary School, Gertrude Street | 50,000 sq. ft. | R74,458.00     |
| Parow           | Melkboschstrand Primary School           | 16,000 sq. ft. | R2,204.00      |
| Parow           | Parow Central Primary School             | 20,000 sq. ft. | R20,133.00     |
| Parow           | Parow Preparatory School                 | 5,000 sq. ft.  | R6,000.00      |

52

## APPENDIX C (continued)

| School District | School  | Extent                        | Purchase Price |
|-----------------|---|-------------------------------|----------------|
| Parow           | Eversdal High School                                | 12.0849 morgen                | R34,140.00     |
| Parow           | School Site Upper Oakdale Extension                 | 172,640 sq. ft.               | R21,683.00     |
| Parow           | Settlers High School                                | 42,084 sq. ft.                | R2,600.00      |
| Parow           | Thornton High School                                | 75,484 sq. ft.                | R10,800.00     |
| Parow           | Tiger Valley Primary School                         | 22,000 sq. ft.                | R1,130.00      |
| Parow           | Stonehill Primary School                            | 13,780 sq. ft.                | R12,400.00     |
| Parow           | Third High School Vasco                             | 40,822 sq. ft.                | R1,144.00      |
| Parow           | Goodwood East High School                           | 1.7280 morgen                 | R1.00          |
| Parow           | Hard of Hearing and Speech Defective School         | 7.1973 morgen 52,441 sq. ft.  | R50,000.00     |
| Parow           | Proposed Primary School at Smartt and Bloem Streets | 173,792 sq. ft.               | R15,570.00     |
| Parow           | Monte Vista Primary School                          | 142,823 sq. ft.               | R6,919.00      |
| Parow           | Proposed Primary School Rhodes and Hamilton Streets | 40,822 sq. ft.                | R2,730.00      |
| Parow           | Bellville Primary School No. 2                      | 20,000 sq. ft.                | R3,600.00      |
| Parow           | Parow West Primary School                           | 15,000 sq. ft.                | R3,034.00      |
| Parow           | Goodwood High School No. 4                          | 364,932 sq. ft.               | R48,463.00     |
| Parow           | Proposed Primary School, Tiervlei West              | 219,500 sq. ft.               | R142,525.00    |
| Queenstown      | Hangklip High School                                | 4.8421 morgen                 | R4,364.30      |
| Steytlerville   | Carel du Toit High School                           | 4.3125 morgen                 | R1.00          |
| Tulbagh         | High School, Tulbagh                                | 288,961 sq. ft.               | R7,100.00      |
| Uitenhage       | Sundays River Secondary School                      | 7.7731 morgen, 42,142 sq. ft. | R32,000.00     |
| Uitenhage       | Sonop Primary School                                | 2.0255 morgen                 | R7,375.00      |
| Vanrhynsdorp    | Vredendal High School                               | 11.2837 morgen                | R46,262.00     |
| Vosburg         | Vosburg Secondary School Hostel                     | 11.1370 morgen                | R12,213.37     |
| Vryburg         | Vryburg High School                                 | 83,927 sq. ft.                | R1.00          |
| Vryburg         | Stella High School                                  | 79,545 sq. ft.                | R2.00          |
| Vryburg         | Stella Primary School                               | 21,278.75 sq. ft.             | R3,277.00      |
| Wellington      | Wellington Training College                         | 28,394 sq. ft.                | R17,600.00     |
| Wellington      | Huguenot High School                                | 22,967 sq. ft.                | R800.00        |
| Worcester       | Hex Valley High School                              | 1.6400 morgen                 | R1,500.00      |

53

APPENDIX D

LAND RESERVED IN TERMS OF THE TOWNSHIPS ORDINANCE,  
DONATED AND EXCHANGED DURING 1966

(i) RESERVED

| <i>School</i>                  | <i>Area</i>    |
|--------------------------------|----------------|
| Humansdorp: Oesterbay Township | 59,264 sq. ft. |
| Vryburg: Louwna Primary School | 6,0417 morgen  |

(ii) DONATED

| <i>School</i>                         | <i>Area</i>    | <i>Donor</i> |
|---------------------------------------|----------------|--------------|
| Cape: Zwaanswyk High School           | 46,591 sq. ft. | Government   |
| Malmesbury: Dirkie Uys Primary School | 9,576 sq. ft.  | Municipality |
| Vryburg: Stella High School           | 1.7433 morgen  | D.R. Church  |

(iii) EXCHANGED

| <i>School</i>                   | <i>Area</i>   | <i>Exchange with</i> |
|---------------------------------|---------------|----------------------|
| Queenstown: Hanglip High School | 8.4867 morgen | Municipality         |

## NUMBER OF SCHOOLS AS AT 30th SEPTEMBER, 1966

|                                    | Colleges | Schools    |                   |           |                   |            |           |           |              | Total Sept., 1966 | Total Sept., 1965 | Difference |
|------------------------------------|----------|------------|-------------------|-----------|-------------------|------------|-----------|-----------|--------------|-------------------|-------------------|------------|
|                                    |          | High       | Agricultural High | Secondary | Special Secondary | Primary    | Special   | Farm      |              |                   |                   |            |
| Under School Boards .....          | 4        | 217        | —                 | 46        | 7                 | 714        | 11        | 19        | 1,018        | 1,042             | —24               |            |
| Church Schools .....               | 1        | —          | —                 | —         | —                 | 25         | —         | —         | 26           | 28                | —2                |            |
| Other Schools .....                | 2        | 2          | 5                 | 1         | —                 | 23         | —         | —         | 33           | 33                | —                 |            |
| <b>Total September, 1966 .....</b> | <b>7</b> | <b>219</b> | <b>5</b>          | <b>47</b> | <b>7</b>          | <b>762</b> | <b>11</b> | <b>19</b> | <b>1,077</b> | <b>—</b>          | <b>—26</b>        |            |
| <b>Total September, 1965 .....</b> | <b>7</b> | <b>218</b> | <b>5</b>          | <b>48</b> | <b>7</b>          | <b>784</b> | <b>11</b> | <b>23</b> | <b>—</b>     | <b>1,103</b>      | <b>—</b>          |            |
| <b>Difference .....</b>            | <b>—</b> | <b>+1</b>  | <b>—</b>          | <b>—1</b> | <b>—</b>          | <b>—22</b> | <b>—</b>  | <b>—4</b> | <b>—</b>     | <b>—</b>          | <b>—26</b>        |            |

## SUMMARY

|                         | September<br>1966 | September<br>1965 | Difference |
|-------------------------|-------------------|-------------------|------------|
| Number of Schools ..... | 1,077             | 1,103             | —26        |



## APPENDIX F

AVERAGE ENROLMENT OF PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1966  
ARRANGED ACCORDING TO TYPE OF SCHOOL

|                                    | Colleges     | Schools       |                           |                |                           |                |            |            | Total<br>Sept.,<br>1966 | Total<br>Sept.,<br>1965 | Differ-<br>ence |
|------------------------------------|--------------|---------------|---------------------------|----------------|---------------------------|----------------|------------|------------|-------------------------|-------------------------|-----------------|
|                                    |              | High          | Agricul-<br>tural<br>High | Second-<br>ary | Special<br>Second-<br>ary | Primary        | Special    | Farm       |                         |                         |                 |
| Under School Boards .....          | 111          | 81,820        | —                         | 7,383          | 1,406                     | 116,034        | 103        | 116        | 207,973                 | 205,655                 | +2,318          |
| Church Schools .....               | 272          | —             | —                         | —              | —                         | 4,258          | —          | —          | 4,531                   | 4,482                   | +49             |
| Other Schools .....                | 696          | 1,161         | 811                       | 176            | —                         | 1,643          | —          | —          | 4,487                   | 4,470                   | +17             |
| <b>Total September, 1966</b> ..... | <b>2,080</b> | <b>82,981</b> | <b>811</b>                | <b>7,559</b>   | <b>1,406</b>              | <b>121,935</b> | <b>103</b> | <b>116</b> | <b>216,991</b>          | —                       | —               |
| <b>Total September, 1965</b> ..... | <b>2,109</b> | <b>82,432</b> | <b>804</b>                | <b>7,767</b>   | <b>1,303</b>              | <b>119,918</b> | <b>131</b> | <b>143</b> | —                       | <b>214,607</b>          | —               |
| <b>Difference</b> .....            | <b>-29</b>   | <b>+549</b>   | <b>+7</b>                 | <b>-208</b>    | <b>+103</b>               | <b>+2,017</b>  | <b>-28</b> | <b>-27</b> | —                       | —                       | <b>+2,384</b>   |

55

## SUMMARY

|                        | <i>September</i> | <i>September</i> | <i>Difference</i> |
|------------------------|------------------|------------------|-------------------|
|                        | 1966             | 1965             |                   |
| Number of Pupils ..... | <u>216,991</u>   | <u>214,607</u>   | <u>+2,384</u>     |

APPENDIX G

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

| Average Attendance |         | Percentage Attendance |      |
|--------------------|---------|-----------------------|------|
| 1966               | 1965    | 1966                  | 1965 |
| 208,057            | 205,898 | 95.2                  | 95.8 |

## APPENDIX H

## I—DISTRIBUTION OF PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1956 TO 1966

| Year | Std. VI | Std. VII | Std. VIII | St. IX | Std. X |
|------|---------|----------|-----------|--------|--------|
| 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  |
| 1966 | 17,857  | 16,147   | 12,769    | 9,572  | 7,419  |

## II—PERCENTAGE DISTRIBUTION OF PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1956 TO 1966

| Year | Std. VI | Std. VII | Std. VIII | St. IX | Std. X |
|------|---------|----------|-----------|--------|--------|
| 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     |
| 1966 | 100     | 92       | 75        | 55     | 42     |

## APPENDIX I

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, AGRICULTURAL HIGH, SECONDARY, SPECIAL SECONDARY, PRIMARY AND FARM SCHOOLS AS ON 7th JUNE, 1966, PERCENTAGE RETARDED, ETC.

| Age Last Birthday                               | PRIMARY    |             |        |         |          |         |        |  | SECONDARY |          |           |         |       |                           | Total   | Per-centage |
|---|------------|-------------|--------|---------|----------|---------|--------|--|-----------|----------|-----------|---------|-------|---------------------------|---------|-------------|
|   | Sub-Std. A | Sub-Std. B. | Std. I | Std. II | Std. III | Std. IV | Std. V | Special Classes for hand-capped Pupils | Std. VI   | Std. VII | Std. VIII | Std. IX | St. X | Special Secondary Classes |         |             |
| Under 6 years .....                             | 663        | 1           | —      | —       | —        | —       | —      | —                                      | —         | —        | —         | —       | —     | —                         | 664     | 0.3         |
| 6 but not 7 years .....                         | 17,474     | 808         | 6      | —       | —        | —       | —      | 4                                      | —         | —        | —         | —       | —     | —                         | 18,292  | 8.5         |
| 7 " 8 " .....                                   | 3,768      | 15,453      | 970    | 6       | —        | —       | —      | 34                                     | —         | —        | —         | —       | —     | —                         | 20,231  | 9.4         |
| 8 " 9 " .....                                   | 359        | 4,323       | 14,790 | 1,061   | 10       | —       | —      | 133                                    | —         | —        | —         | —       | —     | —                         | 20,676  | 9.6         |
| 9 " 10 " .....                                  | 27         | 539         | 4,368  | 13,695  | 1,236    | 19      | —      | 249                                    | —         | —        | —         | —       | —     | —                         | 20,133  | 9.3         |
| 10 " 11 " .....                                 | 10         | 74          | 909    | 4,471   | 13,136   | 1,131   | 9      | 415                                    | —         | —        | —         | —       | —     | —                         | 20,155  | 9.3         |
| 11 " 12 " .....                                 | 3          | 8           | 134    | 1,109   | 4,778    | 12,087  | 1,113  | 601                                    | 13        | —        | —         | —       | —     | —                         | 19,846  | 9.2         |
| 12 " 13 " .....                                 | —          | —           | 19     | 249     | 1,324    | 4,751   | 11,298 | 830                                    | 1,112     | 8        | —         | —       | —     | —                         | 19,591  | 9.1         |
| 13 " 14 " .....                                 | —          | 2           | 5      | 38      | 304      | 1,563   | 4,616  | 996                                    | 10,280    | 1,170    | 11        | —       | —     | —                         | 18,985  | 8.8         |
| 14 " 15 " .....                                 | —          | —           | 1      | 4       | 69       | 392     | 1,514  | 989                                    | 4,304     | 9,200    | 1,155     | 14      | 1     | 104                       | 17,747  | 8.2         |
| 15 " 16 " .....                                 | 1          | —           | —      | 3       | 14       | 69      | 401    | 723                                    | 1,598     | 4,040    | 7,242     | 1,150   | 12    | 438                       | 15,691  | 7.3         |
| 16 " 17 " .....                                 | —          | —           | 1      | —       | 2        | 5       | 71     | 272                                    | 476       | 1,387    | 3,215     | 5,673   | 950   | 468                       | 12,520  | 5.8         |
| 17 " 18 " .....                                 | —          | —           | —      | —       | —        | 1       | 5      | 31                                     | 68        | 307      | 946       | 2,284   | 4,584 | 302                       | 8,528   | 3.9         |
| 18 " 19 " .....                                 | —          | —           | —      | —       | —        | —       | 1      | 10                                     | 6         | 33       | 185       | 400     | 1,559 | 121                       | 2,315   | 1.1         |
| 19 and over .....                               | —          | —           | —      | —       | —        | —       | 1      | —                                      | —         | 2        | 15        | —       | 313   | 13                        | 395     | 0.2         |
| Total No. of Pupils, 1966                       | 22,305     | 21,208      | 21,203 | 20,636  | 20,873   | 20,018  | 19,029 | 5,287                                  | 17,857    | 16,147   | 12,769    | 9,572   | 7,419 | 1,446                     | 215,769 | 100.0       |
| 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 | —           |
| Median Age, 1966 .....                          | 6.60       | 7.63        | 8.64   | 9.67    | 10.70    | 11.73   | 12.74  | —                                      | 13.76     | 14.75    | 15.72     | 16.66   | 17.60 | —                         | —       | —           |
| *P'centage retarded, 1966                       | —          | —           | 0.8    | 1.4     | 1.9      | 2.3     | 2.5    | —                                      | 3.1       | 2.1      | 1.5       | 0.5     | —     | —                         | —       | —           |
| Percentage of Pupils in various Standards, 1966 | 10.3       | 9.8         | 9.8    | 9.6     | 9.7      | 9.3     | 8.8    | 2.4                                    | 8.3       | 7.5      | 5.9       | 4.4     | 3.4   | 0.7                       | —       | 100.0       |

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

## APPENDIX J

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN SCHOOLS  
ON 7th JUNE, 1966

| Standard                                   | Mainly<br>or<br>Exclu-<br>sively<br>English | Mainly<br>or<br>Exclu-<br>sively<br>Afrikaans | Total<br>Number<br>of Pupils |
|--|---|---|------------------------------|
| Sub-Std. A                                 | 7,216                                       | 15,089  | 22,305                       |
| Sub-Std. B                                 | 6,919                                       | 14,289  | 21,208                       |
| Std. I                                     | 6,798                                       | 14,405  | 21,203                       |
| Std. II                                    | 6,592                                       | 14,044  | 20,636                       |
| Std. III                                   | 6,704                                       | 14,169  | 20,873                       |
| Std. IV                                    | 6,334                                       | 13,684  | 20,018                       |
| Std. V                                     | 6,152                                       | 12,877  | 19,029                       |
| Std. VI                                    | 6,182                                       | 11,675  | 17,857                       |
| Std. VII                                   | 5,785                                       | 10,362  | 16,147                       |
| Std. VIII                                  | 4,665                                       | 8,104   | 12,769                       |
| Std. IX                                    | 3,708                                       | 5,864   | 9,572                        |
| Std. X                                     | 2,666                                       | 4,753   | 7,419                        |
| <i>Special Classes: Handicapped Pupils</i> | 1,488                                       | 3,799   | 5,287                        |
| Special Secondary Classes                  | 636   | 810   | 1,446                        |
| <b>Total</b>                               | <b>71,845</b>                               | <b>143,924</b>                                | <b>215,769</b>               |

## APPENDIX K

## MEDIAN AGE OF PUPILS TO STANDARD VI ON 7th JUNE, 1966

| Standard   | Median<br>Age |
|------------|---------------|
| Sub-Std. A | 6.60          |
| Sub-Std. B | 7.63          |
| Std. I     | 8.64          |
| Std. II    | 9.67          |
| Std. III   | 10.70         |
| Std. IV    | 11.73         |
| Std. V     | 12.74         |
| Std. VI    | 13.76         |

## SEX OF TEACHERS ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1966

89

| Sex of Teachers               | Itinerant Teachers | Training Colleges | SCHOOLS |                   |           |                   |         |      |         |        |
|-------------------------------|--------------------|-------------------|---------|-------------------|-----------|-------------------|---------|------|---------|--------|
|                               |                    |                   | High    | Agricultural High | Secondary | Special Secondary | Primary | Farm | Special | Total  |
| Male                          | 33                 | 78                | 2,253   | 55                | 217       | 83                | 1,401   | —    | —       | 4,120  |
| Female                        | 89                 | 86                | 1,966   | 1                 | 227       | 34                | 3,555   | 15   | 21      | 5,994  |
| Total 1966                    | 122                | 164               | 4,219   | 56                | 444       | 117               | 4,956   | 15   | 21      | 10,114 |
| Total 1965                    | 114                | 163               | 4,123   | 53                | 438       | 114               | 4,766   | 16   | 21      | 9,808  |
| Percentage of Male Teachers : |                    |                   |         |                   |           |                   |         |      |         |        |
| 1966                          | 27.0               | 47.6              | 53.4    | 98.2              | 48.9      | 70.9              | 28.3    | —    | —       | 40.7   |
| 1965                          | 26.3               | 46.0              | 53.7    | 100.0             | 49.3      | 71.9              | 29.0    | —    | —       | 41.3   |

## TEACHERS ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1966

89

|            | Itinerant Teachers | Training Colleges | SCHOOLS |                   |           |                   |         |      |         |        |
|------------|--------------------|-------------------|---------|-------------------|-----------|-------------------|---------|------|---------|--------|
|            |                    |                   | High    | Agricultural High | Secondary | Special Secondary | Primary | Farm | Special | Total  |
| Total 1966 | 122                | 164               | 4,219   | 56                | 444       | 117               | 4,956   | 15   | 21      | 10,114 |
| Total 1965 | 114                | 163               | 4,123   | 53                | 438       | 114               | 4,766   | 16   | 21      | 9,808  |

## APPENDIX N

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO  
TYPE OF SCHOOL ON 30th JUNE, 1966

| Certificate                        | Training Colleges | High  | Agricultural High | Secondary | Special Secondary | Primary | Church Primary | Farm | Special | Itinerant Teachers | Total  |
|------------------------------------|-------------------|-------|-------------------|-----------|-------------------|---------|----------------|------|---------|--------------------|--------|
| T.1. Certificate .....             | —                 | 6     | —                 | —         | —                 | 2       | —              | —    | —       | —                  | 8      |
| Secondary Higher                   | 73                | 1,856 | 25                | 78        | 11                | 53      | 1              | —    | —       | 10                 | 2,107  |
| Secondary Lower:                   |                   |       |                   |           |                   |         |                |      |         |                    |        |
| Graduate .....                     | —                 | 29    | —                 | 5         | —                 | 11      | —              | —    | 1       | —                  | 46     |
| Non-Graduate .....                 | —                 | 52    | —                 | 2         | 3                 | 18      | —              | —    | —       | —                  | 75     |
| Infant School Teachers .....       | 6                 | 155   | —                 | 34        | 1                 | 890     | 7              | 1    | 3       | —                  | 1,097  |
| Primary Teachers:                  |                   |       |                   |           |                   |         |                |      |         |                    |        |
| Graduate .....                     | 5                 | 64    | 1                 | 8         | 4                 | 35      | 3              | —    | —       | —                  | 120    |
| Non-Graduate .....                 | 2                 | 381   | —                 | 119       | 7                 | 1,659   | 74             | 9    | 6       | 35                 | 2,292  |
| Primary Higher or T.2 Certificate: |                   |       |                   |           |                   |         |                |      |         |                    |        |
| Graduate .....                     | 14                | 96    | —                 | 7         | 2                 | 93      | —              | —    | —       | —                  | 212    |
| Non-Graduate .....                 | 27                | 760   | 12                | 120       | 24                | 1,412   | 20             | 1    | 8       | 29                 | 2,413  |
| Primary Lower or T.3 Certificate:  |                   |       |                   |           |                   |         |                |      |         |                    |        |
| Graduate .....                     | 1                 | 1     | 1                 | 1         | 2                 | —       | —              | —    | —       | —                  | 6      |
| Non-Graduate .....                 | —                 | 21    | —                 | 9         | 2                 | 157     | 16             | 2    | 1       | 2                  | 210    |
| Miscellaneous:                     |                   |       |                   |           |                   |         |                |      |         |                    |        |
| Graduate .....                     | 8                 | 98    | —                 | 5         | 2                 | 16      | 1              | —    | —       | 5                  | 135    |
| Non-Graduate .....                 | 28                | 591   | 2                 | 40        | 16                | 425     | 10             | 1    | 2       | 29                 | 1,144  |
| Uncertificated:                    |                   |       |                   |           |                   |         |                |      |         |                    |        |
| Graduate .....                     | —                 | 44    | 10                | 4         | —                 | 5       | —              | —    | —       | —                  | 63     |
| Non-Graduate .....                 | —                 | 65    | 5                 | 12        | 43                | 47      | —              | 1    | —       | 12                 | 185    |
| Total Number of Teachers .....     | 164               | 4,219 | 56                | 444       | 117               | 4,823   | 132            | 15   | 21      | 122                | 10,113 |

## APPENDIX O

NUMBER OF ENTRIES AND PERCENTAGE OF PASSES IN ALL  
DEPARTMENTAL EXAMINATIONS, 1966

| Examination   | Number of Candidates | Percentage of Passes |
|---|----------------------|----------------------|
| Senior Certificate .....  | 9,077                | 82                   |
| Senior Certificate Supplementary (March the following year) .....   | 1,236                | —                    |
| Junior Certificate .....  | 12,736               | 84                   |
| <i>European Teachers' Certificates:</i>                             |                      |                      |
| Primary Teachers' .....   | 882                  | 88                   |
| Primary Teachers' Higher:   |                      |                      |
| Academic Subjects .....   | 89                   | 89                   |
| Agricultural Science .....  | 33                   | 94                   |
| Art .....   | 12                   | 67                   |
| Infant School .....   | 186                  | 96                   |
| Manual Training .....   | 43                   | 86                   |
| Music .....   | 20                   | 100                  |
| Needlework .....  | 43                   | 97                   |
| Physical Education .....  | 44                   | 97                   |
| Diploma Course in Agricultural Science (4th Year Course) .....      | 11                   | 100                  |
| Bilingual Certificate (written test in English and Afrikaans) ..... | 470                  | 45                   |

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT  
OF THE JUNIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE OF PASSES IN 1966

| Subject                                     | Number of Candidates | Percentage of Passes |
|---|----------------------|----------------------|
| Afrikaans Higher .....                      | 8,037                | 99                   |
| English Higher .....                        | 4,791                | 98                   |
| Afrikaans Lower .....                       | 4,463                | 90                   |
| English Lower .....                         | 7,825                | 84                   |
| General Science .....                       | 12,540               | 94                   |
| Mathematics .....                           | 7,579                | 82                   |
| Social Studies (Integrated Course) .....    | 445                  | 96                   |
| Social Studies (Composite Course) .....     | 8,343                | 92                   |
| Art .....                                   | 221                  | 98                   |
| Agriculture .....                           | 914                  | 98                   |
| Art Crafts .....                            | 30                   | 97                   |
| Domestic Science .....                      | 2,010                | 100                  |
| Woodwork .....                              | 2,126                | 97                   |
| Needlework .....                            | 855                  | 96                   |
| Music .....                                 | 185                  | 99                   |
| Bookkeeping and Commercial Arithmetic ..... | 8,830                | 80                   |
| Typewriting .....                           | 3,675                | 98                   |
| French .....                                | 154                  | 91                   |
| German .....                                | 1,127                | 96                   |
| Latin .....                                 | 1,087                | 91                   |
| Xhosa .....                                 | 45                   | 98                   |



CAPE SENIOR CERTIFICATE EXAMINATION, 1966  
APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS

| Subject                         | SYMBOL |    |    |    |    |    |     |         |    | Total<br>No. of<br>candi-<br>dates | Approx.<br>median<br>percent<br>marks |
|---------------------------------|--------|----|----|----|----|----|-----|---------|----|------------------------------------|---------------------------------------|
|                                 | H      | G  | FF | F  | E  | D  | C   | B       | A  |                                    |                                       |
| Afrikaans Higher                | —      | —  | 1  | 5  | 24 | 40 | 22  | 7       | 1  | 5,853                              | 54.5                                  |
| English Higher                  | —      | 1  | 1  | 8  | 31 | 35 | 19  | 5       | —  | 3,328                              | 52.5                                  |
| Afrikaans Lower                 | —      | 2  | 2  | 8  | 23 | 34 | 21  | 9       | 1  | 3,463                              | 54                                    |
| English Lower                   | —      | 3  | 4  | 13 | 29 | 25 | 17  | 7       | 2  | 5,719                              | 50.5                                  |
| Latin                           | 3      | 7  | 3  | 9  | 23 | 25 | 17  | 9       | 4  | 966                                | 52                                    |
| German                          | 1      | 7  | 5  | 13 | 24 | 23 | 18  | 8       | 1  | 1,063                              | 50                                    |
| German Higher                   | —      | —  | 1  | 14 | 37 | 28 | 16  | 4       | —  | 72                                 | 57                                    |
| History                         | 1      | 6  | 4  | 12 | 25 | 24 | 18  | 8       | 2  | 4,726                              | 51                                    |
| Geography                       | 1      | 4  | 4  | 11 | 27 | 26 | 18  | 7       | 2  | 2,621                              | 51.5                                  |
| Mathematics                     | 4      | 11 | 5  | 13 | 24 | 17 | 14  | 8       | 4  | 5,205                              | 47                                    |
| Physical Science                | —      | 6  | 4  | 12 | 25 | 23 | 16  | 10      | 4  | 4,260                              | 51                                    |
| Biology                         | 1      | 6  | 4  | 12 | 27 | 25 | 16  | 6       | 3  | 5,691                              | 50                                    |
| Agricultural Science            | —      | 2  | 2  | 9  | 32 | 30 | 19  | 5       | 1  | 414                                | 51.5                                  |
| Agricultural Economics          | —      | 7  | 4  | 16 | 41 | 21 | 7   | 4       | —  | 129                                | 45                                    |
| Art                             | —      | 1  | 2  | 13 | 33 | 30 | 16  | 4       | 1  | 190                                | 50                                    |
| Art Crafts                      | —      | —  | —  | 14 | 22 | 43 | 7   | 14      | —  | 28                                 | —                                     |
| Bookkeeping                     | 2      | 9  | 5  | 12 | 22 | 19 | 15  | 10      | 6  | 3,118                              | 50                                    |
| Commercial Arithmetic           | 3      | 8  | 3  | 13 | 17 | 18 | 16  | 13      | 9  | 2,991                              | 53                                    |
| Chemistry                       | —      | 4  | —  | 4  | 19 | 38 | 23  | 8       | 4  | 26                                 | —                                     |
| Domestic Science                | —      | —  | —  | 4  | 34 | 44 | 16  | 2       | —  | 946                                | 52                                    |
| French                          | —      | 1  | 3  | 6  | 36 | 26 | 17  | 9       | 2  | 100                                | 51                                    |
| General Science                 | 2      | 9  | 7  | 15 | 18 | 24 | 14  | 8       | 3  | 149                                | 49.5                                  |
| Hebrew                          | 22     | 4  | —  | 8  | 22 | 24 | 14  | 18      | 8  | 50                                 | 56                                    |
| Letterkunde(Afr. en Ned.)       | 1      | 2  | 3  | 11 | 30 | 31 | 14  | 5       | 3  | 180                                | 51                                    |
| Literature (English)            | —      | 1  | —  | 25 | 33 | 16 | 13  | 9       | 3  | 68                                 | 47                                    |
| Metalwork                       | —      | 1  | 1  | 8  | 38 | 30 | 19  | 2       | 1  | 194                                | 51                                    |
| Woodwork                        | —      | —  | 1  | 10 | 31 | 34 | 18  | 5       | 1  | 835                                | 52                                    |
| Music                           | —      | —  | —  | 2  | 8  | 16 | 28  | 30      | 16 | 173                                | 68.5                                  |
| Needlework and Dress-<br>making | —      | —  | 1  | 8  | 30 | 42 | 16  | 3       | —  | 558                                | 52.5                                  |
| Physics                         | —      | 8  | —  | 11 | 19 | 14 | 35  | 8       | 5  | 37                                 | 55                                    |
| Physiology and Hygiene          | —      | 3  | 3  | 11 | 33 | 26 | 19  | 5       | —  | 1,609                              | 50                                    |
| Snelskrif                       | 3      | 9  | 2  | 11 | 16 | 15 | 20  | 18      | 6  | 582                                | 56                                    |
| Shorthand                       | 2      | 8  | 6  | 12 | 16 | 18 | 15  | 14      | 9  | 353                                | 53.5                                  |
| Typewriting (Major)             | 1      | 6  | 3  | 11 | 25 | 27 | 18  | 7       | 2  | 1,555                              | 51                                    |
| Typewriting (Minor)             | 3      | 7  | 4  | 10 | 21 | 27 | 18  | 8       | 2  | 187                                | 52                                    |
| Zoology                         | —      | —  | —  | —  | —  | No | Can | didates | —  | —                                  | —                                     |
| Agricultural Theory             | —      | —  | —  | 6  | 25 | 37 | 20  | 10      | 2  | —                                  | —                                     |
| Agricultural Practical          | —      | —  | —  | —  | 8  | 54 | 30  | 7       | 1  | —                                  | —                                     |

## EXPENDITURE ON EDUCATION

Statement for the Financial Year ended 31st March, 1966

|   | 1965-66           |
|---|-------------------|
|   | R c               |
| <i>Administration</i>   |                   |
| 1. Salaries, Wages and Allowances   | 227,815.11        |
| 2. Subsistence and Transport Allowances to Officials,<br>including Out-of-Pocket Expenses                           | 657.58            |
| 3. Transport  | 1,800.27          |
| 4. Incidentals  | 73,960.90         |
| <b>Total</b>  | <b>304,233.86</b> |
| <i>School Boards and School Committees</i>  |                   |
| 1. Salaries, Wages and Allowances   | 204,015.11        |
| 2. Subsistence and Transport Allowances including Out-<br>of-Pocket Expenses and Holiday Concessions                | 34,388.67         |
| 3. Transport  | 9,213.78          |
| 4. Office Equipment, Material and Furniture, including<br>Repairs, printing, stationery and advertising             | 16,616.20         |
| 5. Rent and Assessment Rates  | 25,731.48         |
| 6. Fuel, Light, Power, Water, Cleaning, Sanitary and<br>Fire Brigade Services and payments in lieu thereof          | 6,294.97          |
| 7. Election Expenses  | 3,652.93          |
| 8. Incidentals  | 679.78            |
| <b>Total</b>  | <b>481,571.84</b> |
| <i>School Inspection</i>  |                   |
| 1. Salaries, Wages and Allowances   | 204,015.11        |
| 2. Subsistence and Transport Allowances to Inspectors of<br>Education, including Out-of-Pocket Expenses             | 16,405.45         |
| 3. Transport  | 17,571.71         |
| 4. Incidentals, including expenses in connection with<br>Inspectors' Conferences                                    | 66.16             |
| <b>Total</b>  | <b>238,058.43</b> |
| <i>Medical Inspection and Treatment</i>   |                   |
| 1. Salaries, Wages and Allowances   | 126,584.81        |
| 2. Subsistence and Transport Allowances to Medical<br>Inspectors, Nurses, etc., including Out-of-Pocket<br>Expenses | 17,690.67         |
| 3. Transport  | 8,031.15          |
| 4. Medical treatment of school children   | 40,304.73         |
| 5. Incidentals  | 760.31            |
| <b>Total</b>  | <b>193,371.67</b> |

## APPENDIX P (continued)

| EUROPEAN EDUCATION   |  | 1965-66              |
|--|--|----------------------|
|  |  | R c                  |
| <i>Training of Teachers</i>  |  |                      |
| 1. Salaries, Wages and Allowances .....  |  | 862,133.46           |
| 2. Subsistence and Transport Allowances to Organisers of Special Subjects and Teachers, including Out-of-Pocket Expenses ..... |  | 28,225.66            |
| 3. Transport .....   |  | 21,644.93            |
| 4. School Equipment, Material and Furniture, including Repairs .....   |  | 54,641.08            |
| 5. Hostels .....   |  | 298,090.03           |
| 6. Rent and Assessment Rates, including Rent Grants .....  |  | 4,402.17             |
| 7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof .....                  |  | 12,372.23            |
| 8. Training of serving teachers .....  |  | 12,828.47            |
| 9. Miscellaneous .....   |  | 4,017.76             |
| Total .....  |  | <u>1,298,355.79</u>  |
| <i>Secondary Education</i>   |  |                      |
| 1. Salaries, Wages and Allowances .....  |  | 6,896,981.26         |
| 2. Subsistence and Transport Allowances .....  |  | 938.10               |
| 3. School Equipment, Material and Furniture, including Repairs .....   |  | 400,048.94           |
| 4. Bursaries .....   |  | 3,710.14             |
| 5. Hostels .....   |  | 524,989.87           |
| 6. Rent and Assessment Rates .....   |  | 13,451.37            |
| 7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof .....                  |  | 114,569.38           |
| 8. Incidentals .....   |  | 320.03               |
| Total .....  |  | <u>7,955,009.09</u>  |
| <i>Primary Education</i>   |  |                      |
| 1. Salaries, Wages and Allowances .....  |  | 11,329,028.49        |
| 2. Subsistence and Transport Allowances .....  |  | 2,880.20             |
| 3. School Equipment, Material and Furniture, including Repairs .....   |  | 370,976.43           |
| 4. Hostels .....   |  | 15,603.36            |
| 5. Rent and Assessment Rates .....   |  | 63,091.03            |
| 6. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof .....                  |  | 126,720.63           |
| 7. Incidentals .....   |  | 338.01               |
| Total .....  |  | <u>11,908,638.15</u> |

## APPENDIX P (continued)

|  |  | 1965-66             |
|--|--|---------------------|
|  |  | R c                 |
| <i>Combined Primary and Secondary Education</i>  |  |                     |
| 1. Salaries, Wages and Allowances .....  |  | 5,972,927.09        |
| 2. Subsistence and Transport Allowances .....  |  | 6,360.34            |
| 3. Transport .....   |  | 7,001.53            |
| 4. School Equipment, Material and Furniture, including Repairs .....   |  | 258,660.49          |
| 5. Hostels .....   |  | 106,262.61          |
| 6. Rent and Assessment Rates .....   |  | 17,988.22           |
| 7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof .....                                |  | 61,077.60           |
| 8. Incidentals .....   |  | 78.75               |
| Total .....  |  | <u>6,430,356.63</u> |
| <i>EDUCATION FOR ASIATICS</i>  |  |                     |
| <i>Primary and Secondary Education</i>   |  |                     |
| 1. Salaries, Wages and Allowances .....  |  | 28,255.04           |
| 2. Subsistence and Transport Allowances .....  |  | —                   |
| 3. School Equipment, Material and Furniture including Repairs .....  |  | 157.05              |
| 4. Rent and assessment Rates .....   |  | 1,600.44            |
| 5. Fuel, Light Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof .....                                 |  | 58.44               |
| 6. Incidentals .....   |  | 7,980.34            |
| Total .....  |  | <u>38,051.31</u>    |
| <i>Miscellaneous</i>   |  |                     |
| 1. Examination Expenses .....  |  | 150,948.26          |
| 2. Pension Gratuities .....  |  | 916,785.47          |
| 3. Contributions to Pension and Provident Funds .....  |  | 3,170,190.62        |
| 4. Printing, Stationery and Advertising .....  |  | 67,544.09           |
| 5. Post Office Services, including telegrams, telephones and Post Office Box Rentals .....   |  | 51,187.37           |
| 6. Payments to schools .....   |  | 157,789.12          |
| 7. Subsidies to Nursery Schools and Miscellaneous Payments .....   |  | 18,391.59           |
| 8. Repayment under Section 228(5) of Ordinance 20 of 1956 of School Fees received from Primary and Secondary Pupils in certain schools ..... |  | 31,820.88           |
| 9. Payments to aided hostels for Europeans .....   |  | 1,537,512.14        |
| 10. Boarding and conveyance of school children .....   |  | 704,684.94          |
| 11. Appropriation of Hostel Profits .....  |  | 8,875.62            |
| 12. Railage, including railway fares of officials and teachers. ....   |  | 46,202.68           |
| 13. Bursaries for students, taking teachers' courses .....   |  | 441,660.00          |
| 14. Library books for schools, including model library .....   |  | 149,879.20          |
| 15. Incidentals .....  |  | 37,145.90           |
| 16. Transfer to Provincial Revenue Fund (Capital Account) of the amount required to finance additional cost of school halls .....            |  | —                   |
| Total .....  |  | <u>7,490,617.88</u> |

APPENDIX P (continued)

1965-66

R c

*Minor Works and Repairs*

|  |              |
|--|--------------|
| Minor Works and Repairs, including Site Transfer and Other Expenses, School Footbridges, Fencing and Boreholes | 2,412,862.75 |
|--|--------------|

*Agricultural Education*

*Educational Division*

|   |            |
|---|------------|
| 1. Salaries, Wages and Allowances   | 188,286.35 |
| 2. Subsistence and Transport Allowances   | 1,453.76   |
| 3. School Equipment, Material and Furniture, including Repairs  | 5,536.25   |
| 4. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof | 2,801.06   |
| 5. Incidentals  | 2,927.73   |
| 6. Minor Works, Repairs, Renovations and Maintenance  | 664.84     |
| <i>Hostel Division</i>  |            |
| 7. Hostels  | 140,596.91 |
| <i>Farming Division</i>   |            |
| 8. Salaries, Wages and Allowances   | 39,799.37  |
| 9. Maintenance Costs  | 78,718.94  |
| 10. Extraordinary Expenditure   | 52,585.49  |
| Total   | 513,370.70 |

*Vacation Savings Bonus*

|                        |                |
|------------------------|----------------|
| Vacation Savings Bonus | 1,222,135.78   |
| Grand Total of Vote    | R40,486,633.88 |

APPENDIX Q

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1966

| SCHOOL BOARD        | TEETH       |          |           |          | EYES         |            |
|---------------------|-------------|----------|-----------|----------|--------------|------------|
|                     | Extractions | Fillings | Treatment | Dentures | Examinations | Spectacles |
| Aberdeen            | 15          | 1        | —         | —        | —            | —          |
| Albany              | 74          | 207      | —         | 1        | 5            | 5          |
| Albert              | 101         | —        | —         | —        | 4            | 4          |
| Alexandria          | —           | —        | —         | —        | 1            | 1          |
| Aliwal North        | 35          | 18       | —         | —        | —            | —          |
| Barkly West         | —           | —        | —         | —        | 1            | 1          |
| Barrydale           | 9           | —        | —         | 2        | 3            | 3          |
| Bathurst            | 4           | —        | —         | —        | —            | —          |
| Beaufort West       | 29          | 13       | —         | —        | 1            | 1          |
| Bedford             | 7           | 14       | —         | —        | —            | —          |
| Bredasdorp          | 48          | 112      | —         | —        | —            | —          |
| Caledon             | 524         | 224      | —         | 18       | —            | —          |
| Calitzdorp          | 59          | 29       | —         | —        | —            | —          |
| Calvinia            | —           | —        | —         | —        | 1            | 1          |
| Cape                | 1,870       | 1,799    | —         | —        | —            | —          |
| Cathcart            | —           | —        | —         | —        | 1            | 1          |
| Ceres               | 100         | 129      | —         | 2        | —            | —          |
| Clanwilliam         | 168         | 252      | —         | 3        | 1            | 1          |
| Colesberg           | 22          | 15       | —         | —        | 2            | 2          |
| Cradock             | 60          | 24       | —         | 1        | 4            | 2          |
| De Aar              | 26          | 33       | —         | —        | 2            | 2          |
| East London         | —           | —        | —         | —        | 14           | 14         |
| Elliot              | —           | 8        | —         | —        | —            | —          |
| Fort Beaufort       | 3           | 2        | —         | —        | —            | —          |
| Franschoek          | 6           | 34       | —         | —        | —            | —          |
| Fraserburg          | 5           | 8        | —         | —        | —            | —          |
| Garies              | 9           | 5        | —         | —        | —            | —          |
| George              | 1,123       | 316      | —         | 12       | 20           | 20         |
| Gordonia            | 2           | 13       | —         | —        | 1            | 1          |
| Graaff-Reinet       | 62          | 2        | —         | 1        | 3            | 3          |
| Hanover             | 1           | 9        | —         | 1        | —            | —          |
| Heidelberg          | 8           | 15       | —         | 1        | —            | —          |
| Hopefield           | 56          | 399      | 1         | 1        | 2            | 2          |
| Humansdorp          | 408         | 78       | —         | 12       | 6            | 6          |
| Indwe               | 27          | 44       | —         | —        | —            | —          |
| Jansenville         | 12          | 3        | —         | —        | 3            | 3          |
| Kakamas             | —           | —        | —         | —        | 1            | 1          |
| Kimberley           | 22          | 30       | —         | —        | 8            | 8          |
| King William's Town | 58          | 154      | —         | 1        | 3            | 3          |
| Knysna              | 876         | 195      | —         | 1        | 4            | 4          |
| Kuruman             | —           | —        | —         | —        | 2            | 2          |
| Ladismith           | 89          | 29       | —         | 1        | —            | —          |
| Lady Grey           | 1           | 2        | —         | —        | —            | —          |
| Maclear             | 138         | 367      | 5         | —        | 8            | 8          |
| Malmesbury          | 28          | 218      | —         | 3        | —            | —          |
| Middelburg          | 26          | 6        | —         | —        | 3            | 3          |
| Montagu             | 68          | 3        | —         | —        | —            | —          |
| Mossel Bay          | 346         | 340      | —         | 2        | 1            | 1          |
| Mount Currie        | 11          | —        | —         | —        | —            | —          |
| Nieuwoudtville      | 16          | —        | —         | —        | —            | —          |
| Oudtshoorn          | 478         | 192      | 1         | 9        | 10           | 10         |
| Paarl               | 177         | 249      | —         | —        | —            | —          |
| Parow               | 1,483       | 1,790    | —         | 17       | 4            | 4          |
| Piketberg           | 36          | 88       | —         | 5        | —            | —          |
| Port Elizabeth      | —           | —        | —         | —        | 67           | 67         |
| Prince Albert       | 30          | 3        | —         | —        | —            | —          |

APPENDIX Q (continued)

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1966

| SCHOOL BOARD                                | TEETH         |              |           |            | EYES         |            |
|---|---------------|--------------|-----------|------------|--------------|------------|
|   | Extractions   | Fillings     | Treatment | Dentures   | Examinations | Spectacles |
| Queenstown                                  | 99            | 122          | 2         | —          | 7            | 7          |
| Riversdale                                  | 205           | 41           | —         | 2          | 3            | 3          |
| Robertson                                   | 142           | 28           | —         | 6          | 1            | 1          |
| Somerset East                               | 3             | 11           | —         | —          | 1            | 1          |
| Springbok                                   | 38            | 59           | —         | —          | —            | —          |
| Stellenbosch                                | 176           | 231          | —         | 1          | —            | —          |
| Stellenbosch, Paul Roos Gymnasium Committee | 13            | 52           | —         | 1          | —            | —          |
| Sterkstroom                                 | 16            | 16           | —         | —          | —            | —          |
| Steynsburg                                  | —             | —            | —         | —          | 1            | 1          |
| Stutterheim                                 | 3             | 7            | —         | —          | —            | —          |
| Sutherland                                  | 7             | 8            | —         | —          | 2            | 1          |
| Swellendam                                  | 326           | 330          | —         | —          | 12           | 8          |
| Tarka                                       | —             | 2            | —         | —          | 1            | 1          |
| Tulbagh                                     | 58            | 64           | 1         | 1          | —            | —          |
| Uitenhage                                   | 589           | 53           | —         | —          | 29           | 29         |
| Umtata                                      | 25            | 18           | —         | —          | —            | —          |
| Uniondale                                   | 147           | 80           | —         | 8          | 2            | 2          |
| Vaalharts                                   | 12            | —            | —         | —          | 2            | 2          |
| Vanrhynsdorp                                | 86            | 267          | —         | —          | —            | —          |
| Victoria East                               | 17            | —            | —         | —          | —            | —          |
| Vryburg                                     | 16            | 5            | —         | 1          | 3            | 3          |
| Wellington                                  | 68            | 157          | —         | 4          | —            | —          |
| Williston                                   | —             | 4            | —         | —          | —            | —          |
| Willowmore                                  | 6             | —            | —         | —          | 4            | 4          |
| Worcester                                   | 67            | 191          | —         | 4          | 7            | 7          |
| <b>TOTAL</b>                                | <b>10,875</b> | <b>9,218</b> | <b>10</b> | <b>122</b> | <b>261</b>   | <b>254</b> |

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1966

CAPE TOWN MUNICIPAL CLINICS  
MEDICAL CLINICS

|                     | Ophthalmic School Clinics | General School Clinics |
|---------------------|---------------------------|------------------------|
| Number of sessions  | 22                        | 30                     |
| New cases           | 155                       | 57                     |
| Total attendances   | 779                       | 329                    |
| Spectacles supplied | 242                       | —                      |

APPENDIX Q (continued)

DENTAL CLINICS

|                        |       |
|------------------------|-------|
| New cases              | 866   |
| Total attendances      | 2,290 |
| Extractions (persons)  | 801   |
| Fillings (persons)     | 1,083 |
| Other dental treatment | 439   |
| Sessions               | 386   |

DEPARTMENTAL OPHTHALMIC CLINIC AT VASCO: 1966

|   |     |
|---|-----|
| Number of first attendances                                 | 159 |
| Total number of consultations (including first attendances) | 374 |
| Number of pairs of spectacles supplied                      | 249 |

WORK DONE BY DENTAL INSPECTORS OF SCHOOLS DURING 1966

|                                   | Cape Town | Kimberley | Port Elizabeth |
|-----------------------------------|-----------|-----------|----------------|
| Number of pupils examined         | 5,878     | 2,158     | 2,747          |
| Number of pupils treated          | 2,123     | 862       | 2,008          |
| Number of prophylactic treatments | 269       | 26        | 133            |
| Number of teeth filled            | 2,239     | 2,327     | 506            |
| Number of teeth extracted         | 2,026     | 465       | 3,813          |

WORK OF SCHOOL NURSES FOR THE YEAR 1966

|  |         |
|--|---------|
| Visits to schools                      | 1,636   |
| Pupils examined                        | 106,377 |
| Pupils with nits                       | 156     |
| Pupils with lice                       | 11      |
| Homes visited                          | 917     |
| Lectures given                         | 1,916   |
| Hostels and other institutions visited | 148     |

## MEDICAL INSPECTION STATISTICS: 1966

| Number of schools visited during the year 1966:<br>348     | ROUTINE EXAMINATIONS |               |       |         |               |       |         |               |        | SPECIAL EXAMINATIONS |       |       |
|--|----------------------|---------------|-------|---------|---------------|-------|---------|---------------|--------|----------------------|-------|-------|
|  | BOYS                 |               |       | GIRLS   |               |       | TOTAL   |               |        | Boys                 | Girls | Total |
|  | Younger              | Inter-mediate | Older | Younger | Inter-mediate | Older | Younger | Inter-mediate | Older  |                      |       |       |
| Number examined ... ..                                     | 6,830                | 5,815         | 5,900 | 6,128   | 5,421         | 5,909 | 12,958  | 11,236        | 11,809 | 3,234                | 2,803 | 6,037 |
| Number defective ... ..                                    | 1,334                | 1,552         | 1,943 | 1,209   | 1,521         | 1,918 | 2,543   | 3,073         | 3,861  | 1,052                | 992   | 2,044 |
| Number of defective children recommended for treatment ... | 1,334                | 1,552         | 1,943 | 1,209   | 1,521         | 1,918 | 2,543   | 3,073         | 3,861  | 1,052                | 992   | 2,044 |
| Number of directions to teachers                           | 2,109                | 1,369         | 1,379 | 1,893   | 1,321         | 1,503 | 4,002   | 2,690         | 2,882  | 1,070                | 984   | 2,054 |
| Number of parents or guardians present ... ..              | 3,244                | 1,595         | 422   | 3,290   | 1,983         | 653   | 6,534   | 3,578         | 1,075  | 746                  | 772   | 1,518 |
| Number of verminous children                               | 1                    | 3             | 1     | —       | 3             | —     | 1       | 6             | 1      | 2                    | 9     | 11    |
| Number of children vaccinated                              | 6,722                | 5,784         | 5,892 | 6,033   | 5,411         | 5,905 | 12,755  | 11,195        | 11,797 | 3,229                | 2,792 | 6,021 |
| Remedial exercises:<br>Boys: 592<br>Girls: 418             |                      |               |       |         |               |       |         |               |        |                      |       |       |

Total number of pupils examined ... 42,040  
 Total number of pupils re-examined ... 8,609  
50,649

## ANALYSIS OF DEFECTS

| DEFECTS                      | ROUTINE EXAMINATIONS           |               |       |         |               |       |   |               |       |         |               | SPECIAL EXAMINATIONS |                                |       |  |       |
|------------------------------|--------------------------------|---------------|-------|---------|---------------|-------|---|---------------|-------|---------|---------------|----------------------|--------------------------------|-------|--|-------|
|                              | 1<br>Number of defects present |               |       |         |               |       | 2<br>Number of defects listed under column 1 which were recommended for treatment |               |       |         |               |                      | 3<br>Number of defects present |       | 4<br>Number of defects listed under column 3 recommended for treatment |       |
|                              | Boys                           |               |       | Girls   |               |       | Boys  |               |       | Girls   |               |                      | Boys                           | Girls | Boys   | Girls |
|                              | Younger                        | Inter-mediate | Older | Younger | Inter-mediate | Older | Younger   | Inter-mediate | Older | Younger | Inter-mediate | Older                |                                |       |  |       |
| Nutrition ... ..             | 39                             | 56            | 51    | 42      | 52            | 65    | 39  | 56            | 51    | 42      | 52            | 65                   | 38                             | 25    | 38   | 25    |
| Teeth ... ..                 | 471                            | 991           | 1,299 | 478     | 900           | 973   | 471   | 991           | 1,299 | 478     | 900           | 973                  | 547                            | 438   | 547  | 438   |
| Nose and Throat ... ..       | 40                             | 29            | 11    | 27      | 22            | 16    | 40  | 29            | 11    | 27      | 22            | 16                   | 26                             | 20    | 26   | 20    |
| Tonsils ... ..               | 211                            | 111           | 76    | 222     | 156           | 130   | 211   | 111           | 76    | 222     | 156           | 130                  | 71                             | 73    | 71   | 73    |
| Adenoids ... ..              | 36                             | 6             | —     | 18      | 7             | 5     | 36  | 6             | —     | 18      | 7             | 5                    | 6                              | 7     | 6  | 7     |
| Glandular system:            |                                |               |       |         |               |       |   |               |       |         |               |                      |                                |       |  |       |
| Lymphatic ... ..             | 1                              | 3             | 2     | 5       | 2             | 3     | 1   | 3             | 2     | 5       | 2             | 3                    | —                              | 2     | —  | 2     |
| Thyroid ... ..               | 1                              | 1             | 1     | 3       | 2             | 21    | 1   | 1             | 1     | 3       | 2             | 21                   | 5                              | 8     | 5  | 8     |
| Eyes:                        |                                |               |       |         |               |       |   |               |       |         |               |                      |                                |       |  |       |
| External ... ..              | 52                             | 18            | 12    | 48      | 20            | 13    | 52  | 18            | 12    | 48      | 20            | 13                   | 14                             | 18    | 14   | 18    |
| Vision ... ..                | 202                            | 284           | 456   | 173     | 336           | 609   | 202   | 284           | 456   | 173     | 336           | 609                  | 269                            | 356   | 269  | 356   |
| Ears ... ..                  | 121                            | 66            | 61    | 98      | 72            | 88    | 121   | 66            | 61    | 98      | 72            | 88                   | 63                             | 54    | 63   | 54    |
| Hearing ... ..               | 6                              | 9             | 3     | 2       | 6             | 4     | 6   | 9             | 3     | 2       | 6             | 4                    | 9                              | 7     | 9  | 7     |
| Skin diseases ... ..         | 52                             | 33            | 24    | 48      | 22            | 26    | 52  | 33            | 24    | 48      | 22            | 26                   | 27                             | 11    | 27   | 11    |
| Heart and circulation ... .. | 20                             | 17            | 9     | 20      | 9             | 12    | 20  | 17            | 9     | 20      | 9             | 12                   | 18                             | 13    | 18   | 13    |
| Anaemia ... ..               | 14                             | 4             | 3     | 4       | 12            | 12    | 14  | 4             | 3     | 4       | 12            | 12                   | 6                              | 4     | 6  | 4     |
| Lungs ... ..                 | 65                             | 16            | 14    | 47      | 21            | 9     | 65  | 16            | 14    | 47      | 21            | 9                    | 13                             | 16    | 13   | 16    |
| Nervous System ... ..        | 10                             | 9             | 4     | 6       | 4             | 8     | 10  | 9             | 4     | 6       | 4             | 8                    | 24                             | 8     | 24   | 8     |
| Genito-urinary System ... .. | 38                             | 28            | 14    | 15      | 19            | 24    | 38  | 28            | 14    | 15      | 19            | 24                   | 20                             | 17    | 20   | 17    |
| Abdomen ... ..               | 50                             | 27            | 16    | 21      | 15            | 18    | 50  | 27            | 16    | 21      | 15            | 18                   | 21                             | 19    | 21   | 19    |
| Deformities ... ..           | 45                             | 31            | 41    | 21      | 32            | 28    | 45  | 31            | 41    | 21      | 32            | 28                   | 28                             | 18    | 28   | 18    |
| Infectious diseases ... ..   | —                              | 1             | —     | —       | 1             | —     | —   | 1             | —     | —       | 1             | —                    | —                              | —     | —  | —     |
| Speech ... ..                | 41                             | 19            | 14    | 13      | 6             | 7     | 41  | 19            | 14    | 13      | 6             | 7                    | 23                             | 5     | 23   | 5     |
| Other diseases or defects    | 34                             | 33            | 53    | 28      | 23            | 44    | 34  | 33            | 53    | 28      | 23            | 44                   | 20                             | 18    | 20   | 18    |
| Posture ... ..               | 1                              | 1             | 1     | 1       | —             | —     | 1   | 1             | 1     | 1       | —             | —                    | —                              | —     | —  | —     |
| Intelligence ... ..          | —                              | 1             | —     | —       | 1             | —     | —   | 1             | —     | —       | 1             | —                    | 2                              | 1     | 2  | 1     |
| General appearance ... ..    | 1                              | —             | —     | 1       | —             | —     | 1   | —             | —     | 1       | —             | —                    | —                              | —     | —  | —     |
| Body ... ..                  | —                              | 1             | 1     | —       | —             | —     | —   | 1             | 1     | —       | —             | —                    | —                              | —     | —  | —     |

APPENDIX T

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT

|   | Boys            |       | Girls |                     | Total  |       |   |       |       |
|---|-----------------|-------|-------|---------------------|--------|-------|---|-------|-------|
| Number of pupils who obtained treatment ...                                     | 4,424           |       | 4,481 |                     | 8,905  |       |   |       |       |
| Number of pupils who did not obtain treatment ...                               | 1,239           |       | 991   |                     | 2,230  |       |   |       |       |
| Number of pupils about whom information was not obtainable                      | 1,328           |       | 1,233 |                     | 2,561  |       |   |       |       |
| Total number of pupils recommended for treatment at the previous inspection ... | 6,681           |       | 6,650 |                     | 13,331 |       |   |       |       |
| Number of pupils re-examined ...  | 4,378           |       | 4,231 |                     | 8,609  |       |   |       |       |
| Number of follow-up cases ...   | 1,060           |       | 1,040 |                     | 2,100  |       |   |       |       |
| 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 ...  | 2,391           | 2,249 | 4,640 | 827                 | 671    | 1,498 | 895   | 805   | 1,700 |
| Nose and throat ...   | 400             | 439   | 839   | 144                 | 129    | 273   | 108   | 123   | 231   |
| Ear ...   | 290             | 303   | 593   | 55                  | 69     | 124   | 68  | 84    | 152   |
| Eye ...   | 883             | 1,119 | 2,002 | 125                 | 126    | 251   | 195   | 210   | 405   |
| Other ...   | 853             | 686   | 1,539 | 134                 | 71     | 205   | 182   | 127   | 309   |

Printed in the Republic of South Africa by  
PREMIER PRINTING WORKS (PTY.) LTD.  
6-12 Alfred Street, Cape Town