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DEPARTMENT OF EDUCATION

CAPE OF GOOD HOPE

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REPORT
OF THE
SUPERINTENDENT-GENERAL
OF
EDUCATION
FOR THE YEAR
1968



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CAPE OF GOOD HOPE

REPORT

OF THE

SUPERINTENDENT-GENERAL

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DEPARTMENT OF EDUCATION CAPE OF GOOD HOPE

REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION

For the Period

1st JANUARY, 1968, to 31st DECEMBER, 1968

Department of Education,
CAPE TOWN.

3rd January, 1969.

The Honourable the Administrator,
CAPE TOWN.

Sir,

I have the honour to submit to you my report on the state of education in the Cape Province for the period 1st January to 31st December, 1968.

The steps taken during 1968 to secure uniformity, with a view to bringing about a national policy for education, are set out in some detail in Chapter I. The part played by the Committee of the Heads of Education in this regard merits special attention. You will note that 1968 was a particularly busy year.

The following are mentioned as being amongst the most important events of educational significance (Chapter II): the reorganisation within Head Office in order to lay the foundations for and advance planning on a scientific basis, measures for the closer control of private schools, a system of more generous bursary awards for student teachers to combat the teacher shortage and a more favourable post-structure to create more promotion posts in schools and training colleges. These measures should undoubtedly do much to raise the standard of education in schools gradually and make the teaching profession a more attractive one.

The increase of 9,641 in secondary enrolment is largely attributable to the taking over of the 21 vocational schools. During the year under review, the number of smaller primary and farm schools decreased by 18. One new high school (in Cape Town) was established.

The number of pupils from areas outside those served by the Department's maintained hostels was 1,704. This figure is slightly lower than that for the previous year. In the aided hostels, the corresponding figure was 4,253. The number of school conveyance services increased by 7.

The scope of the work of the Psychological Services is gradually expanding. For example, 27 new special classes have been established, arrangements have been made to provide accommodation for 150 additional pupils at each of 3 special secondary schools, the number of teacher-psychologist posts has been increased by 30 and approval has been granted for the building of 2 new clinics.

The shortage of primary school teachers has increased by 2.23%; the corresponding figure for secondary teachers is 2.25%. In addition there was a marked decline in the number of first year students enrolled at training colleges. In order to counteract this shortage, the Executive Committee decided to institute a more generous bursary scheme, becoming operative as from 1st January, 1969. Details of this scheme are given in Chapter VII.

It is gratifying to be able to report that there was an appreciable increase in the capital expenditure which could be assigned for school buildings and additions. The amount was nearly 10.5 million Rand, an increase of about 2 million Rand on the figure for the previous financial year.

Once again, I express my sincere thanks to you, to Mr. J. C. Heunis, (the M.E.C. responsible for educational matters) and to the Executive Committee for your support for all the measures taken and efforts made during the year to provide additional educational facilities. The demands increase from year to year, in proportion as the needs arise which the rapidly changing world of the 20th Century requires of present-day society.

I have the honour to be, Sir,

Your obedient servant,

G. J. J. SMIT,

Superintendent-General of Education.

CHAPTER I

SOME ASPECTS OF POLICY

In my previous annual report, I enlarged upon the far-reaching implications of the National Education Policy Act with regard to the existing education system of the Provinces. This Act (No. 39 of 1967) came into operation on 1st January this year. From now on it is the function of the Minister of National Education, after consultation with the Administrators, to determine national policy. Thereafter, it becomes the duty of the Administrators to implement such policy by means of ordinances or other suitable measures.

(1) *National Policy and its Implementation*

In determining the national policy the Minister is assisted by a National Advisory Education Council. Furthermore, both he and the Administrators may be advised by the Committee of Educational Heads in so far as the implementation of the policy on a co-ordinated basis is concerned. In the course of this annual report constant reference is made to the views expressed by the Committee of Educational Heads.

(2) *A National System of Teacher Training*

During the year under review new draft legislation dealing with this important matter was laid before Parliament. Owing to the divergent views expressed, especially on the future role of the Provinces in the training of primary school teachers, the matter was referred to a Select Committee. When Parliament was prorogued in June, the Prime Minister announced on 28th June that the State President would appoint a Commission of Inquiry into the Training of Teachers. Dr. J. S. Gericke, Moderator of the Dutch Reformed Church, was appointed Chairman and Mr. D. J. du Plessis, Chief Inspector of Education in the Cape Education Department, was nominated as a member.

Evidence before the Gericke Commission was given on behalf of the Cape Province by Mr. J. C. Heunis, (the M.E.C. responsible for educational matters) the Superintendent-General of Education (in his capacity as Head of Education) and the Deputy Superintendent-General of Education. The Cape Province unequivocally stated its point of view regarding the retention of teacher training,

especially the training of primary school teachers and teachers of certain secondary subjects, as well as the need for a national council to determine policy in the field of teacher training.

The Gericke Commission, in accordance with its terms of reference, submitted its report at the end of November. The Cabinet is at present studying the report, and its findings will serve as the basis for new legislation which the Minister will submit when Parliament meets again in January, 1969.

(3) *Exchange of views with the Executive Committee of the National Advisory Education Council*

The Committee of Educational Heads considered, *inter alia*, the following matters which were discussed at meetings of the Contact Body: the medium of instruction for immigrant pupils; school age limits for pupils subject to compulsory school education; co-ordination of syllabuses; free education; evaluation of teachers and differentiated education.

By far the most important subject upon which there was an exchange of ideas were the reports of the Committee on Differentiated Education and Guidance. Discussions took place on aspects such as a new structure in the school system, study trends, differentiated syllabuses, examining and promoting pupils, the issuing of certificates, differentiated requirements for admission to university study, and new types of schools. The discussions will be continued next year to enable the National Advisory Education Council to submit its recommendations to the Minister as soon as possible.

The practical problems which the institution of a three-term school year will entail also received attention. These matters were discussed with the Member of the Executive Committee responsible for education matters.

(4) *Activities of the Committee of Educational Heads*

The Committee of Educational Heads has functioned as a statutory body since January. Its main functions are —

- (i) to submit recommendations to the Minister and the Administrators in regard to the manner in which the national education policy may be carried out on a co-ordinated basis;
- (ii) to advise the Minister or an Administrator in regard to any other matter relating to education which is referred to it by the Minister or an Administrator or which the Committee may desire to bring to the notice of the Minister or an Administrator.

In order that the Cape Province's point of view may be clearly stated during a discussion, matters which appear on the agenda are discussed beforehand with the Member of the Executive Committee responsible for education matters.

Seven meetings of the Committee were held during the year under review, as against four the previous year. The Minister and the Administrators were advised, *inter alia*, with regard to the following matters: A uniform system of vacation, study and sick-leave; an improved post structure for promotion posts; a new system for the grading of educational institutions; more favourable salary scales for teachers, comparable with those offered by the private sector. By these measures a high degree of uniformity in the fields mentioned has been achieved in education in the Republic. These matters have been investigated by the Interdepartmental Advisory Committee for Educational Services, one of the most important sub-committees of the Committee of Educational Heads. Since it was established in 1964 this sub-committee has already submitted nineteen reports for consideration.

Ad hoc committees were also appointed to gather information on other problems of current interest. One interdepartmental committee investigated the scope of pre-primary education, especially nursery school education. This became necessary after the Minister had indicated that it was a matter for the Provinces. Another interdepartmental committee had to submit a report on the educational facilities available in the Republic for educable pupils with hearing defects. It had, *inter alia*, to state its views on —

- (i) the various categories of pupils with hearing defects for whose education provision should be made in separate, special schools;
- (ii) the criteria to be applied in order to ensure that pupils with hearing defects are placed in the right type of school or class, and
- (iii) the department(s) which should assume responsibility for the group of pupils known as "hard-of-hearing".

The report appeared towards the end of the year and will be considered early in 1969. It will have to be decided which authority should exercise control over such institutions as the Mary Kihn School (in Cape Town) and whether this type of school should be extended.

A permanent interdepartmental Advisory Committee on Matters connected with Examinations was established in May. It will have to find solutions for the problems arising from the fact that the Department of Higher Education, on behalf of the Provinces, conducts the examinations of pupils in vocational schools. It must also assist in the planning of these examinations and other related matters, in preparation for the eventual transfer of these examinations to the Provincial Education Departments, possibly from 1970.

The Committee of Educational Heads also assumed responsibility for drawing up basic syllabuses for all school subjects except those for Matriculation Exemption. The completed basic syllabuses were approved, with the proviso that an education

department may depart from them to a small extent and may supplement them as circumstances require. All basic syllabuses except those for the new agricultural courses of study and for class music had been approved by the end of 1968. An enormous undertaking was virtually completed within a period of three strenuous years.

(5) *The Principle of Evaluation of Teachers*

This principle was endorsed by the Educational Heads when discussing, in the Contact Body, the *Report on the Status and Prestige of the Teacher*. Since then the National Advisory Education Council has accepted the principle and recommended it to the Minister.

It was decided, after consultation with the Member of the Executive Committee responsible for educational matters, that an ordinance embodying this principle would be introduced during the session of the Provincial Council in 1969. This principle also embraces the principle of selection for promotion posts. The idea, as far as the Cape Province is concerned, is that selection will be applied only in the nomination of candidates for the highest promotion posts, such as Principal, Deputy Principal and Vice-principal. It is by no means the intention to deprive School Committees of their right of nomination, but rather to give information and guidance with regard to the *professional* ability of the most suitable applicants. It is often difficult for School Committees to obtain adequate information about the professional ability of applicants. The Education Department, on the other hand, has a thorough knowledge of the professional attainments and successes in the field of education of those seeking promotion. After the ordinance has been passed, further thought will be given to the constitution of a Departmental selection committee and its *modus operandi*.

The following section of the most recent (1968) annual report of the National Advisory Education Council is quoted in this connection:

"3.17.2 The evaluation of teachers, however, can enhance the status of the profession only if it is aimed at raising the standard of teaching and identifying teachers for promotion. It is the considered opinion of the Council that evaluation should be done only by senior professional officers."

"3.17.4 A system of evaluation should not be the only factor that counts in promotion. This means that over and above the teacher's qualities of personality and the qualities he possesses as a practising teacher there is always something that cannot be mathematically expressed in the form of a symbol. It stands to reason that factors such as experience and qualifications will, *per se*, have an important influence on promotion, in addition to evaluation based on the aspects mentioned above." (Page 15, par. 9.3.2.)

I am fully aware of the defects inherent in such a system of selection. In planning the system for the Cape Province, full cognizance will accordingly be taken of all aspects.

It is clear from this summary that, through the Committee of Educational Heads, the Contact Body, and the Provincial Authority, great progress in various fields of education was made in the Cape Province during 1968 in the matter of co-ordinating education in the Republic on a national basis.

CHAPTER II

EVENTS OF EDUCATIONAL IMPORTANCE

1968 was a year of noteworthy reform, affecting in various ways the school, the teacher, and the pupil. It may indeed be said to have been a remarkable year.

Expansion of the Professional Section at Head Office

Largely as a result of recommendations made after a Public Service inspection which took place at the beginning of the year under review, the professional personnel was appreciably increased. The creation of a second post of Deputy Superintendent-General of Education made it possible to divide the work of this section into two parts: viz. Advice and Planning, and Services. This division came into force on 1st November, the personnel of the professional section being accordingly increased from 5 to 10. The additional staff will alleviate the burden of professional work, particularly of the head of the Department, considerably.

The subdivision, Advice, will also be responsible for planning and research. These important functions are essential in a modern education department which must continually keep abreast of new trends and patterns taking shape within a rapidly changing society. One post of Chief Planner and three of Planner were created to carry out these functions efficiently. The incumbents of the last-named posts are responsible respectively for the humanities, the sciences, and vocational education. The directions for specific research in these fields of study have already been outlined.

The subdivision, Services, deals with school facilities such as the School Library, the Psychological Services, Audio-Visual Aids, and so on. It also controls school inspections and the functioning of this service. For this purpose two posts of Chief Inspector were created. The critical analysis of inspection reports will give the Head Office a clearer picture of the nature and extent of emerging problems and provide the Department with the opportunity of eliminating them.

Taking Over of Vocational Schools

The Minister of National Education laid down, in terms of the Education Services Act (No. 41 of 1967) that the vocational schools falling under the Department of Higher Education be transferred to the respective Provincial Administrations. The 21 vocational schools ultimately taken over by the Cape Province comprise: 7 technical high schools, 8 commercial high schools, 3 housecraft high schools and 3 commercial and technical high schools.

Thanks to the able spade-work done by the four inter-departmental committees, which ironed out most of the bottlenecks stemming from the transfer, the taking over of these vocational schools was effected smoothly. The buildings, equipment and personnel were taken over as a whole and, to begin with, the organisation of the schools continued as under the previous dispensation.

A permanent interdepartmental committee has also been instituted to investigate the questions of examination and promotion. The committee has to ensure that the four Provinces, to whom the task of conducting examinations and amending courses of study and syllabuses has been entrusted, act uniformly.

Closer Control over Private Schools

As from this year it is compulsory in this Province for private schools providing vocational education for remuneration, to be registered by the Administrator. They had, prior to this, to be registered by the Minister in charge of the former Department of Education, Arts and Science. Although schools previously registered by the Minister in terms of the Education Services Act, 1967, are deemed to be registered by the Administrator, the Act further empowers the Administrator to lay down from time to time conditions for the registration and continued existence of these schools and to cancel the registration of a school which does not comply with the conditions laid down. After an inspection of a number of private vocational schools in the Province by the Administration's Department of Education, conditions for the registration and continued existence of private vocational schools were approved by the Administration. In future, these schools will have to comply with the conditions laid down and will be subject to supervision by the Cape Education Department.

With regard to ordinary private schools, the Education Ordinance of 1956 lays down certain conditions which such schools must comply with and empowers the Education Department to inspect such schools. In the past, if a private school failed to comply with the conditions, or if the Department, after an inspection, found that conditions there were unsatisfactory, the Department did not have the power to close the school or cancel its registration. These powers have now been granted to the Department in terms of the provisions of the Education Amendment Ordinance (1968), which enables the Department to take more effective action against private schools, just as against

private vocational schools, which do not comply with satisfactory educational standards and principles.

In this way, complaints lodged from time to time about conditions at certain registered private nursery schools and the quality of the instruction at certain of the so-called "Cram Schools" may be removed by regular inspection and official action. To prevent misunderstanding, I place on record that in the Province there are many established private schools that produce work of a high standard and whose pupils do well academically. The new measures are not directed against such institutions.

Recruitment of Teachers

The growing shortage of trained primary and secondary teachers was mentioned in the previous Report. At the end of 1968 there was a teacher shortage of 26.21 per cent in primary schools and 14.48 per cent in high and vocational schools. This position is partly attributable to the fact that the pupils-per-teacher quota has been reduced and that a large number of additional teaching posts are created each year.

This does not, however, mean that the existing teaching posts in schools cannot be filled. On the contrary, the supply of married women and pensioner teachers was sufficient to fill the existing vacancies in primary schools. The position in secondary education was less favourable, however, as a growing need had arisen for properly trained subject teachers, especially of Science, English, Afrikaans and Mathematics. Since the standard of instruction is determined by the quality of the teaching personnel, the greatest possible effort has been made to encourage the recruitment of student teachers.

In order to resolve the shortage of permanently appointed primary and high school teachers, the Executive Committee decided to replace the existing system of bursary/loan grants by a more attractive one. Official notification was given in August and the scheme comes into operation on 1st January, 1969. In future, only bursaries will be granted to intending student teachers; those included in the old bursary/loan scheme will be given the opportunity of transferring to the new system. In addition, the financial assistance granted has been appreciably increased. Bursaries will range from R300.00 to R500.00 per annum and will be awarded for the full period of an approved course of study.

New salary scales for teachers were announced towards the end of the year under review. As far as the application of these scales is concerned, the notch-per-year principle has at last been accepted. The teachers' associations have striven for years to have this principle established. After the adjustments for the financial years 1969/1972 have been made, the new salary scales will result in additional expenditure of approximately R7 million as far as the Cape Province is concerned.

A More Favourable Post-Structure for Promotion

In addition to a more generous bursary scheme and more attractive salary scales, better opportunities for promotion were created in the education service. The improved working conditions resulting therefrom may, in turn, serve as an incentive to recruitment. Through the creation of the new posts of Deputy Principal and Senior Assistant, 1,000 additional promotion posts have been established in primary and high schools. In addition, a more favourable post-structure is under consideration for training colleges in order that the best possible personnel may be recruited as lecturers for teacher training.

When the policy has been fully implemented, there will be some 3,800 promotion posts for a teaching staff of about 10,800 in primary, secondary and high schools in the Province. The proportion of approximately 1 to 3 is very encouraging.

As far as conditions of service are concerned, the year 1968 was undoubtedly a golden one for the teaching profession. I hope and trust that its beneficial results will become apparent immediately, both as regards the calibre of the student teachers recruited and the standard of instruction.

The Teacher-Psychologist Scheme

The experiment initiated last year, namely, the appointment of a teacher-psychologist at each of six selected high schools, proved a great success. The teacher-psychologist at a particular school is responsible for diagnosing and providing uninterrupted treatment of a pupil's scholastic, emotional, personality and vocational problems. In this, he purposefully supplements the work of the Departmental School Psychologist and obtains a more effective liaison between the School Psychologist and the School Clinic.

As a result of the success achieved through this scheme, the Executive Committee authorised the extension of this branch of the Psychological Services. In future a teacher-psychologist will be assigned to every high school with an enrolment of 400 or more. This means that about 60 posts will be created. Candidates for the posts are, however, carefully screened. For this reason, only 35 of the posts were filled by the appointment of suitable candidates during the course of the year.

Refresher Courses

The accent has fallen on the Sciences in planning the refresher courses this year. This was necessary in view of the far-reaching revision of the old syllabuses. Refresher courses in Biology and Physiology for the Senior Secondary Course were arranged at six centres. In addition, a course in Physics and Chemistry was held in co-operation with the University of Stellenbosch. Through these courses some 450 teachers were orientated for the teaching of the content of the new syllabuses.

As far as the Primary School is concerned a course was held in General Science. This course had subsequently to be repeated by every Inspector of Education for the benefit of primary teachers in his circuit.

A course in English as the Second Language was also arranged for secondary teachers. Orientation courses in the official languages were conducted in other Provinces; these could be attended by representatives of the Department.

During the first half of the year you enabled me to send three Inspectors of Education overseas to investigate the most recent developments in the following fields: the natural sciences, mathematics, and linguistic and associated language studies. These investigations were related to the needs of both the primary and the high school. As far as circumstances necessitated this, the members worked together with those on a similar mission from the Natal Education Department. The educational experience gained will prove useful when the planning of supplementary refresher courses in respect of syllabus content, approach and examination techniques is undertaken.

The Designation of the Educational Head

In a report arising from a Public Service inspection conducted at the beginning of the year, it was recommended that the designation of the Head of the Education Department be changed to Director of Education. It would, amongst other things, bring about uniformity in designation in respect of the incumbents of similar posts in all Provinces. Your Executive Committee is at present considering this proposal with a view to the introduction of legislation at the next sitting of the Provincial Council (February, 1969).

The designation, Superintendent-General of Education, has been in use since the establishment in July, 1839, of the Cape Education Department, the oldest education department in South Africa. With the passing of the years the designation "S.G.E." has acquired a special status in educational circles, owing to its historical associations and the concept of leadership in the field of education which, thanks to the positive, professional guidance given by its incumbents, has become associated with it.

When the development of policy and the new measures affecting education during the year 1968 are reviewed, the conclusion is reached that it has been an especially significant year. Important changes on a wide front took place in the field of education in the Cape Province. These changes have had an effect upon, *inter alia*, the school system, courses of study and the content of syllabuses, post-structure and conditions of service, with far-reaching consequences as regards both the control of policy and the efficiency of education. In truth, the revitalization of education progressed at an accelerated tempo during the year 1968.

.....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	1965	1966	1967	1968
Training Colleges	7	7	7	7
Vocational Schools	—	—	—	21
High Schools	218	219	220	221
Agricultural High Schools	5	5	5	5
Secondary Schools	48	47	47	46
Special Secondary Schools	7	7	7	7
Primary Schools	757	737	721	704
Church Schools	27	25	25	25
Special Schools (at Hospitals)	11	11	10	10
Farm Schools	23	19	23	22
	1,103	1,077	1,065	1,068

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

In terms of the provisions of the Educational Services Act, 1967, twenty-one vocational schools were transferred to the Department on 1st April.

There was an increase of one high school as a result of the establishment of the Norman Henshilwood English Medium High School at Constantia, in the Cape school district, while the status of one secondary school, the Secondary School at Riebeeck-Kasteel, was reduced to that of a primary school.

Altogether 17 primary schools in the rural areas were closed, while 10 primary schools were reduced in status to farm schools. On the other hand three new primary schools were established — Seamount Primary School at Milnerton, Parow-West Primary School at Parow, and Goodwood Park Primary School at Goodwood. Six farm schools were classified as primary schools. In all,

this led to a decrease in the number of primary schools by 17. Six farm schools were closed while 10 primary schools were reduced in status to farm schools. One new farm school, Du Preez-kraal, was established at Willowmore. The number of farm schools has accordingly decreased by one.

The overall picture of the Province shows a net decrease of 18 primary and farm schools as compared with the number for the previous year.

Enrolment

The total enrolment in all the above-mentioned institutions (training colleges and vocational schools included) was 229,509 at the end of the second term of 1968. This represents an increase of 8,841, compared with the number of pupils and student-teachers enrolled in 1967.

The following table shows the enrolment and the annual increase for the years 1966 to 1968:

Second Quarter	Total Enrolment	Total Increase
1966	217,558	2,195
1967	220,668	3,110
1968	229,509	8,841

The enrolment figures for 1968 include 299 Chinese pupils, 114 of whom are pupils at a high school and 185 at a primary school.

The number of primary pupils at the end of the second quarter of 1968 was 151,488. This is a decrease of 718 compared with the number for 1967. In 1966 and 1967 the annual increases were 1,899 and 1,960 respectively.

The secondary enrolment for 1968 shows an increase of 9,641 pupils on that of the preceding year.

The following statistical table presents the figures for the period 1965 to 1968:

Second Quarter	Number of Secondary Pupils	Annual Increase
1965	64,894	45
1966	65,207	313
1967	66,309	1,102
1968	75,950	9,641

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 1966 to 1968:

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1966	100	92	75	55	42
1967	100	91	71	52	42
1968	100	90	80	59	45

SYLLABUSES AND EXAMINATIONS

Revision of Syllabuses

With the exception of Art, the new adapted syllabuses for the Junior Secondary Course, were introduced simultaneously into Stds. VI and VII in January, 1968, and the first Junior Certificate Examination on these syllabuses will be held at the end of 1969.

Good progress has been made with the adaptation to the core syllabuses of the Departmental syllabuses for non-Matriculation Exemption subjects for the Senior Secondary Course. The following syllabuses were finalised during the course of the year:

- Accountancy
- Art
- Commercial Mathematics
- Home Economics
- Music
- Needlework and Dressmaking
- Physiology

The following adapted syllabuses for the Primary School Course were published in the Education Gazette during 1968 and will come into force in January, 1969:

- Handwork for Boys, Stds. II to V
- Health Education.

Junior Secondary Course

The number of candidates who wrote the Junior Certificate Examination in 1968 was 13,214. This represents an increase of 501 as compared with the figures for 1967.

The following is an analysis of the results obtained in the 1968 examination:

First Grade passes		Second Grade passes		Failures		Total
Boys	Girls	Boys	Girls	Boys	Girls	
1,671 13%	2,051 15%	3,911 30%	3,627 27%	1,263 10%	691 5%	13,214

Senior Secondary Course

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

	Total	
	1967	1968
Number of European candidates who wrote the whole examination	8,232	8,039
Number of passes in the first grade	1,771	1,736
Number of passes in the second grade	5,278	5,164
Number of failures	1,183	1,139
Number who took a course leading to Matriculation Exemption	5,266	5,262
Number who obtained Matriculation Exemption	3,541	3,392

These figures reveal that the number of candidates in 1968 was 193 less than in the previous year. The pass lists of 1967 and 1968 show that in both years 22 per cent of the candidates obtained first grade passes, and, furthermore, that the same percentage, i.e. 86, passed the 1967 and 1968 examinations. Of the number that entered for Matriculation Exemption, 65 per cent were successful in 1968, while 67 per cent passed in 1967. The number of candidates who obtained Matriculation Exemption represents 42 per cent of the total number of candidates who wrote the Senior Certificate Examination in 1968.

EDUCATION LIBRARY SERVICE

Staff

The appointment of a typist has lightened the burden in connection with clerical work. Frequent changes of the professional staff have, however, caused serious disruptions in the activities of the Education Library and the work of the book selectors.

Model Library

Visits to the Model Library by teachers, and by students of the Cape Town Training College, have increased by more than 100%. Eighteen hundred titles have been added to the collection of books and a start has been made on a thorough sifting of the old collection.

Departmental Education Library

Three thousand one hundred and forty new books have been added to the collection. There has been a continuous increase in the use of the library. Four hundred and thirty new members have joined and seven thousand nine hundred and forty-nine publications have been borrowed.

During refresher courses for teachers at eleven different centres, one thousand and sixty-four books were displayed.

Good progress in connection with the general organization of the library has been made. The binding of all complete volumes of periodicals has been completed, and with the help of university students during their long vacation, a more efficient system of issuing books has been organized.

Schools and Training Colleges

Approximately two thousand six hundred approved titles have been inserted in the book lists for high and primary schools. A start has also been made with the drawing up of basic lists of English and Afrikaans books for high and primary school libraries.

The final planning of training college libraries has received attention and the building of the new library at Wellington Training College has started.

With a view to central classification and cataloguing for schools and college libraries, a post of typist has been created and an automatic typewriter provided. Next year it is hoped that catalogue cards will be supplied to schools and colleges.

AUDIO-VISUAL EDUCATION

Several progressive steps in audio-visual education in this province have been taken during the year under review. Thus it was decided to increase the contribution made by the Department in respect of audio-visual equipment, and also to extend the list of audio-visual aids in respect of which grants will be made. Such items as overhead projectors, copying machines for use with these projectors, animated diagrams and models, have been added to the list, while schools have been given greater assistance in building up their own collection of film strips. Provision has also been made for the purchase of adequate supplies of magnetic tape for use with tape recorders.

The Committee of Heads of Education Departments has approved of the establishment of a library of tape recordings; in addition, schools will ultimately be able to borrow certain filmstrips with accompanying tapes. At the request of the above-mentioned Heads of Education Departments, a small committee has been appointed to work in collaboration with the Bureau of Standards in drawing up specifications for various audio-visual aids. This information will be of great value to schools and help them in the purchase of equipment which will give satisfaction in every respect.

The National Council for Audio-Visual Education has decided to approach the Committee of Heads of Education Departments in connection with the Copyright Act. At present it is not clear what a school may or may not do, and it is hoped that the minister concerned will be prepared to revise the act to give schools, strictly for educational purposes alone, greater freedom.

The Cape Education Department has continued to make regular recommendations to the Film Board with regard to strip- and sound-films which schools require. Most of these requests have been carried into effect. The Department values the suggestions made in this respect by various schools.

The film-strip evaluation committee has continued to meet regularly. A further list of recommended film-strips has been sent to schools for their guidance when adding to the collections that they have built up.

CHAPTER IV

SCHOOL HOSTELS AND CONVEYANCE SERVICES

School Hostels

In 1968 there were 58 hostels maintained by the Department and 254 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 1968, the number of pupils accommodated, etc., are furnished in the following schedules:

HOSTELS MAINTAINED BY THE DEPARTMENT

Hostels Maintained in connection with —		Primary, Secondary and High Schools	Agricultural High Schools	Special Secondary Schools	Training Colleges
Accommodation available	Boys	1,540	780	324	426
	Girls	1,267	—	118	1,183
	TOTAL	2,807	780	442	1,609
Number accommodated	Boys	1,496	774	340	433
	Girls	1,219	—	103	1,104
	TOTAL	2,715	774	443	1,537
Vacancies	Boys	62	45	1	13
	Girls	76	—	15	85
	TOTAL	138	45	16	98
Excess number of pupils accommodated	Boys	18	39	17	20
	Girls	28	—	—	6
	TOTAL	46	39	17	26
Paying full fees	Boys and Girls	2,547	582	98	1,535
Remissions	Boys and Girls	168	192	345	2
	TOTAL	2,715	774	443	1,537
	Within area served by hostel	Boys and Girls	1,011	—	—
Outside area served by hostel	Boys and Girls	1,704	—	—	—
TOTAL		2,715	—	—	—

Vocational School Hostels

In 1968 there were 15 vocational schools with hostels. These hostels are conducted at the financial risk of the Administration.

Particulars of the accommodation available at these hostels during the year 1968, the number of pupils accommodated, etc., are furnished in the following schedule:

	Boys	Girls	Total
Accommodation available	1,923	1,334	3,257
Number accommodated	1,867	1,339	3,206
Vacancies	81	33	114
Excess number accommodated	25	38	63
Paying full fees:			
Boys and Girls	1,142		
Capitation grants:			
Boys and Girls	2,064		3,206

HOSTELS AIDED BY THE ADMINISTRATION

	Boys	Girls	Total
Accommodation available	11,379	11,133	22,512
Number accommodated	9,880	9,473	19,353
Vacancies	1,965	2,039	4,004
Excess number accommodated	466	379	845
Paying full fees			
Boys and Girls	11,216		
Capitation grants:			
Boys and Girls	8,137		19,353
Within area served by hostel	15,100		
Outside area served by hostel	4,253		19,353

School Conveyance Services

The following are particulars of school conveyance services for the years 1967 and 1968.

	Total number of conveyance services	Total number of pupils conveyed	Total distance of routes	Total cost of conveyance services
1967	349	14,847	9,614 miles	R783,601
1968	356	16,460	11,110 miles	R823,584

CHAPTER V

THE PSYCHOLOGICAL SERVICES

Staff

This year, owing to staff changes, there were more interruptions in the work of the Psychological Services than last year. The school clinics especially were hard hit by this. The Bellville Clinic had to manage for nine months with three temporary clinicians. The Head, Mr. W. L. Steenkamp, was absent on study leave and Mrs. J. C. Scheiflinger acted in his place. Miss A. Wessels acted as Assistant Head of the clinic for nine months in the place of Mr. V. Louw who had resigned, and Mr. L. Smit was appointed for the same period as clinical assistant in the place of Miss A. Roelofse who had resigned.

Mr. Hamilton was appointed Assistant Head of the Clinic and Miss S. Vlok was appointed clinical assistant with effect from January, 1969.

Mr. T. van B. Vaughan was appointed Head of the East London Clinic. During the last six months of the year, while he was on study leave, the clinic had no full-time clinician and only part-time assistance from the two local school psychologists.

Mr. J. A. le Roux, Head of the Port Elizabeth School Clinic, resigned to accept a post at the University of Stellenbosch and was succeeded by Mr. A. C. Greyling. Miss A. Wessels was appointed Assistant Head of the Clinic for a year from January, 1969.

Mr. J. J. Rademeyer and Mr. V. van der Merwe, who are stationed at East London, and Mr. G. D. Nortjé, who is stationed at George, were appointed as School Psychologists.

Mr. T. van Niekerk was appointed as a School Psychologist to replace Mr. H. B. Kruger who had accepted a post at the University of Potchefstroom.

So many staff changes, together with the problem of filling vacant posts owing to the shortage of applicants with the necessary training and experience, must inevitably have a detrimental effect on the psychological work in schools. This state of affairs can only be remedied by appointing relieving staff.

Special Education

At present there are 6,430 pupils in 528 special classes at 254 schools. This represents an increase of 27 special classes and 326 pupils compared with 1967.

Of the 528 teachers of special classes, 256 have been specially trained for the work they are now doing. More than half of the teachers have therefore had no training in special education.

Some of them are prepared to make a special effort, by means of study, consultation with trained colleagues and in other ways, to make a success of their work, and these teachers are doing meritorious work. Others, however, are not willing to make this effort, and the shortage of trained teachers therefore continues to be a special education problem.

There is a possibility that this position may improve, however, as there has been a slight increase in the enrolment of students for the course in Special Education at the Universities of Stellenbosch and Cape Town, and the University of Port Elizabeth has decided to introduce an after-hours course in Special Education for serving teachers. It is hoped that this course will start in January, 1970.

The policy of making School Psychologists responsible for both Guidance and Special Education in their individual circuits has shown good results in those circuits in which the School Psychologist has been trained in both branches of study. Unfortunately it has not yet been possible to apply this policy in all circuits as most of the School Psychologists have not obtained the necessary qualifications in both subjects. This problem may soon be solved as the University of Stellenbosch has decided to institute a post-graduate course in Guidance as well as a post-graduate course in Special Education. Both courses extend over a period of three years and School Psychologists will be able to take the courses while they continue with their work. They will have to attend the University for lectures and examinations for a period of two weeks twice a year, in January and June. During the year they will be given further assignments to complete in connection with their studies. The first post-graduate course in Special Education, for which 21 School Psychologists have enrolled, will start in January, 1969.

The enrolment at the seven special secondary schools is 1,565. The shortage of accommodation is still serious. Approval has been granted for extensions to provide for 150 pupils at each of the three Special Secondary Schools, Westcliff, Batavia and Westview, and for a new special secondary school with a hostel for boys and one for girls. Extensions to provide for 150 pupils and a hostel for girls at the Baysville Special Secondary School, East London, are being considered.

A new course for girls, Institutional Management, and a new course for boys, Motor Mechanics, will be introduced as soon as the extensions to the above schools have been completed. A new course, Hair-dressing for boys, will also be introduced at the Westcliff Special Secondary School.

Instruction in the special secondary schools is of a high standard and parents have shown great appreciation of what is being done for their children in these schools.

Guidance

A comprehensive psychometric programme was once again carried out at both primary and high schools in order to obtain a more complete picture of the intellectual potential, scholastic standard, aptitude, interests and other personality traits of pupils.

This programme of tests included, *inter alia*, the conduct of more than 53,200 group and individual intelligence tests, 39,700 scholastic tests, 7,700 aptitude, technical, trade and interest tests and questionnaires and 2,500 personality and other tests and questionnaires.

The information obtained in the tests was a valuable means of helping pupils to achieve results in accordance with their individual ability. This information also assists teachers in obtaining a clearer and more objective picture of the individual pupil's abilities, level of achievement, plans for the future and personality traits.

Apart from the above psychometric programme and the follow-up work involved, educational, vocational and personality guidance was given to pupils by means of 8,730 individual interviews at the schools or at the offices of the School Psychologists. Furthermore, 5,800 interviews were conducted with parents and other interested persons with regard to one or more of the above-mentioned matters.

Once again it was noticeable that school principals, teachers, parents and other interested persons sought the aid of School Psychologists to an increasing extent in connection with various problems experienced by pupils.

Moreover, individuals and bodies not associated with schools, such as officers of the Department of Social Welfare, other welfare organizations and the Department of Labour, continually co-operated with members of the Psychological and Guidance Services in connection with the problems of pupils at school.

Students taking a three-year course in Guidance Psychology at the University of Stellenbosch again worked for two weeks under the guidance and supervision of the School Psychologists as part of their practical training in their third year. A number of students studying for the Secondary Teachers' Diploma at the University of Cape Town also worked under the direction of the School Psychologists for 10 days in the course of one quarter in order to acquire experience in school guidance work.

On behalf of the National Bureau for Educational and Social Research, now the Human Sciences Research Council, School Psychologists this year again carried out various programmes of tests at a number of schools in connection with the standardization of tests.

As a result of the success of the experimental scheme of appointing a teacher-psychologist at each of six selected high schools in 1967, it has been decided to introduce this post from 1969 at all high schools with an established enrolment of 400 pupils or more in the secondary standards.

Speech Defective and Hard of Hearing Pupils

During the year the number of posts for speech and hearing therapists increased from 75 to 78. The three additional posts were approved for De Aar, East London and Parow. Of the 78 posts, 70 were filled. The vacant posts were in the country areas, where difficulty is experienced in filling these posts. The urban posts in Cape Town, Port Elizabeth and East London were all filled.

In order to determine the existence of speech and hearing defects 20,000 pupils at 184 schools were tested. Of the pupils who received treatment, 958 had hearing defects and 4,642 had speech defects. Of these pupils, 217 with hearing defects and 1,274 with speech defects improved to such a degree that they could be discharged.

The new Mary Kihn School was completed and opened this year. It is a fine building, specially fitted out with effective modern equipment. The school was officially opened by the Superintendent-General of Education.

Accommodation for the full-time classes for hard of hearing pupils in Port Elizabeth, East London and Worcester is also satisfactory. Enrolment at the Mary Kihn School is 52. In the full-time classes at Worcester the enrolment was 9, in the classes at Port Elizabeth it was 36, and 21 pupils attended the classes in East London. A total of 118 pupils therefore attended these classes.

As in the past, the Adviser for Hard of Hearing and Speech Defective Classes this year again gave a series of lectures at all training colleges in connection with the detection and treatment of speech and hearing disabilities in children. The training colleges welcome these lectures and the students show great interest in the subject.

During the year a very successful 3-day conference was held for speech and hearing therapists to keep them abreast of new developments in their field of work.

The Clinical Service

As was the case last year, the staff at the clinics were unable to treat all the pupils referred to them. At every clinic there is a waiting list for next year. The position worsened this year owing to the disruption of the service as a result of frequent staff changes. The willingness of the clinicians to treat urgent cases even during their vacations is praiseworthy. Clerical assistance was approved for the clinics this year, and consequently the administrative work of the clinics improved greatly and was carried out smoothly.

The work done at the clinics is of a high standard. This is possible because the clinicians continually keep abreast of new techniques and new developments in the clinical sphere. At present all the full-time clinicians employed at the clinics are engaged in advanced post-graduate studies. Two new clinics have been approved, one at Kimberley and one for the Southern Suburbs of the Peninsula. These clinics will fill a great need. Parents often make great sacrifices to bring their children to the clinics themselves, and the work done at the clinics is greatly appreciated by both schools and parents. The goodwill of schools and the public is a particular source of encouragement to the clinics to continue to play their part selflessly to contribute to the happiness and welfare of our school children.

Post-Graduate Diploma in Special Education

The policy of making the School Psychologist responsible, where possible, for both Guidance and Special Education in his circuit increases the effectiveness of psychological work. It is also more economical if one person visits a school instead of two (one for Guidance and one for Special Education), especially where long distances have to be covered.

An undertaking of this kind can only succeed, however, if the School Psychologist has been trained in both Guidance and Special Education. Very few of the School Psychologists have qualifications in both subjects. In 1968, however, it was announced that the University of Stellenbosch would introduce a post-graduate course in Special Education from January, 1969, for persons with a degree in Psychology or an equivalent qualification who occupy posts in Special Education or in the Psychological Services of the Department. The students will attend the University for lectures and examinations for a period of two weeks twice a year, in January and June. During the year they will have to complete further assignments in connection with their studies. The course extends over a period of three years and may be completed while the student continues with his ordinary work.

In order to encourage School Psychologists to take the course the Administration pays their transport costs to and from their headquarters and Stellenbosch, as well as their class and registration fees and their board at the rate of R3 with a maximum of R5 per day. These concessions apply only to School Psychologists employed by the Department and not to other students who qualify to take the course.

Teacher-Psychologists

The appointment of six Teacher-Psychologists at six selected high schools at the beginning of 1967 as an experimental scheme for a trial period of one year proved such a success that the Executive Committee at its meeting on 16th July, 1968, resolved: "that posts of Teacher-Psychologist be established with effect from 1st January, 1969, at all high schools with an established

secondary enrolment of 400 pupils or more and that only properly qualified teachers be appointed to the posts”.

On the basis of these requirements 68 schools will qualify immediately for a post of teacher-psychologist.

The six schools involved in the experiment are representative of high schools in the Cape Province with approximately the same enrolment, in respect of language medium, type of pupil, socio-economic circumstances of pupils, schools for girls only, schools for boys only, schools for boys and girls, schools with hostels and schools without hostels.

The problems which may be expected in other high schools have to a great extent been ironed out in the experimental schools. It should be possible, therefore, to follow the same Guidance pattern with the same success in other high schools.

This new, important development in the Guidance Services of the Department is being watched with great interest.

CHAPTER VI

THE MEDICAL AND DENTAL SERVICES

Medical Inspections

Of the five vacancies that existed at the end of 1966, two were filled in the fourth quarter of 1968, when two medical inspectors of school were appointed. The services of a retired medical inspector of schools were also obtained for that quarter. There were thus three vacancies at the end of 1968. The year 1968 was indeed one of the most disrupted years of the service. A senior dental inspector of schools and a nursing sister died suddenly within a period of ten days, and later one of the younger medical inspectors of schools died very suddenly. To aggravate matters, the senior medical inspector of schools was on sick and vacation leave for the greater part of the year and another medical inspector of schools for one term. In addition, two medical inspectors of schools were each away on three months' vacation leave which could not very well have been withheld. Further, the two senior medical inspectors of schools had to assist, or relieve, the Chief Medical Inspector of Schools for 102 days at Head Office. The actual medical inspection was thus seriously curtailed.

Work done by Medical Inspectors

Number of schools visited	338
Number of pupils examined	38,665
Number of pupils re-examined	6,640
Number of follow-up examinations	2,508
Number of pupils with one or more defects	9,539
Number of pupils recommended for treatment	9,539
Number of directions to teachers	8,593
Number of pupils whose parents or guardians were present at medical inspection	14,283

Analysis of Defects found among the Pupils examined

Defect	Number of Pupils
Malnutrition	99
Teeth	5,048
Nose and throat	1,041

Speech	121
Glandular system:	
Lymphatic	14
Endocrine	23
Eyes:	
Vision	2,220
Other	142
Ears	644
Hearing	53
Skin diseases	246
Heart and circulation	90
Anaemia	27
Lungs	189
Nervous system	73
Genito-urinary system	160
Abdomen	113
Deformities	220
Infectious diseases	9
Nits and vermin	9
Other diseases and defects	195

Treatment

Number of pupils recommended for treatment at the previous inspections	11,950
Number treated since	7,993
Percentage of treatment	66.9
Percentage of children examined showing evidence of successful vaccination against smallpox	99.6

Bellville School Clinic

Number of visits by medical inspector	29
Number of pupils examined	68
Number of parents present	63

General Remarks on Aspects of Medical Inspection

All the medical and dental inspectors, as well as the school sisters and nurses, pay tribute to the co-operation of most of the principals and their staffs in providing the best possible facilities for the examinations and treatment, etc., that demand so much preparation, space and privacy, very often under difficult conditions, such as the overcrowding of some of the schools.

The healthy co-operation 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, is something very real in this Department, and its value can hardly be over-estimated.

Since 1964 this Department has included the eleven-year-old child for routine medical inspection and this has proved very

worthwhile. Not only is this an age group when certain visual defects become apparent, often for the first time, but our children are undoubtedly maturing much earlier, and much interesting clinical data has been obtained by our medical inspectors on this phenomenon.

The general health and nutrition of the children examined are satisfactory, although several medical inspectors report on the number of children who are grossly overweight, due more to dietary causes than an inherent tendency to obesity, i.e. a type of malnutrition. It is the right place to state once again with emphasis that the medical and dental inspectors remain concerned about the harmful effects of tuck shops at schools where mainly sweets, cakes, sugared dried fruit products, and mineral drinks are sold.

The medical inspectors are ever vigilant in checking on the sizes and suitability of school furniture in relation to the size of the pupil, and report regularly on this. Special attention is paid to the younger children. They also check on the types of beds used in school hostels, and encourage the use of firm, level surfaces. They also report fully on all the health aspects of school hostels and make recommendations where necessary.

Some medical inspectors reported on the superb design and equipment of new schools and the happy blending of aesthetic and functional aspects of these schools. Frequent mention is also made of the beautiful gardens that grace the environment of some schools. Reports of excessive traffic noise near some schools and air pollution (smog) in some cities are becoming more frequent.

From all reports, the incidence of upper respiratory allergies and asthma remains very high, especially in the coastal areas.

Too many children still wear unsuitable and restrictive footwear which leads to foot deformities and causes much disability in later life. This unsuitable footwear is not limited to economic factors.

Visual defects remain second in incidence only to dental defects, and the discovery of the so-called "lazy eye" comes too late only too often. This fact alone justifies inclusion of the pre-school child, e.g. in nursery schools, in the medical inspection services. It is to be hoped that this very essential medical service will attract more doctors in future.

The problem of emotionally disturbed children remains a challenge that cannot be evaded, even if the intensive and long-term investigation of the individual that is often required is time-consuming.

There are still several schools where separate toilet and washing facilities, and in some instances suitable accommodation, for school caretakers and cleaners are not available. The supply of pure drinking water at some small country schools, dependent on rainwater stored in tanks, is sometimes not satisfactory.

The treatment of children with defects, referred by the medical inspectors, is on the whole fairly satisfactory. In some schools very special trouble is taken by the staff to ensure the treatment especially of necessitous children. However, it is noticed that the percentage of treatment is usually much better at the primary schools than at the high schools.

One medical inspector of schools reported on a matter that is assuming serious proportions, viz., the abuse of drugs such as tranquilisers and especially stimulants, and he is at a loss to suggest how the problem could be tackled. What is worse, there is evidence of this most dangerous practice even in the primary schools.

Another medical inspector of schools reported favourably on the routine hearing surveys by the teachers of the hard of hearing classes, resulting in a far earlier diagnosis of many ear and hearing defects.

Another medical inspector of schools reported on the increasing incidence of traffic noise round some schools, assuming in fact nuisance proportions.

Infectious Diseases

The position with regard to vaccination of school children against smallpox has, on the whole, remained satisfactory. Of the children examined 99.6% showed evidence of successful vaccination. The position with regard to immunisation against poliomyelitis is difficult to assess, but it would appear as if too many have not had the full course. This also applies in the case of diphtheria and tetanus and is a matter for concern, as there is a justifiable fear that such a number of unprotected persons in a community may become a serious hazard from a public health point of view. Very few children suffering from an infectious disease were found during the actual medical inspections.

There was no alarming outbreak of infectious disease at schools during the year. There was one case of enteric fever at a girls' hostel in Worcester, an outbreak of infectious hepatitis in a school hostel at Jansenville and an outbreak of food poisoning at a hostel in Clanwilliam.

School Dental Services

WORK DONE BY DENTAL INSPECTORS

	Cape Town	Kimberley	Port Elizabeth	Total
Number of pupils examined	3,354	329	2,612	6,295
Number of pupils treated	1,305	114	2,160	3,579
Number of prophylactic treatments	80	4	186	270
Number of teeth filled	1,592	328	510	2,430
Number of teeth extracted	1,057	51	3,963	5,071

In addition to the above, a great deal of work is done by the Cape Town Municipal Dental Clinics, the East London Dental Clinic and private dentists under contract. Without the excellent service rendered to necessitous pupils by these bodies, the dental picture would be even more unhappy than it is.

With the sudden death of Dr. D. J. Stofberg, there were two vacancies out of the five posts at the end of the year. Dr. Stofberg's death was indeed a serious loss to the Department as he had rendered outstanding work in the North Western Cape. He served an extensive area that would have challenged the stamina of many a younger man. The work of the dental inspectors comprises the dental inspection of *all* school children, operative treatment of necessitous children, and dental health education, which is the most important, but for which there is so little time available because of the staff position. The dental health position for many thousands of children remains deplorable, and the problem can only be tackled on a national basis. What the position would be without the excellent but limited service administered by this Department, cannot be contemplated.

Up to date nothing definite has come of the proposed Municipal Dental Scheme in Port Elizabeth. Such a service is urgently needed in that area.

There is very little orthodontic treatment for not only necessitous children but also many middle and upper income group children. There is a great need of such treatment.

The acceptance by the Provincial Administration of the new scale for payment of private dentists for contract work for necessitous pupils, has been a great relief to all concerned.

Ophthalmic Services

Ophthalmic Work Done

The Departmental Clinic at Vasco

Number of first attendances	116
Total number of consultations (including first attendances and re-tests)	387
Pairs of spectacles supplied	275

Municipal Ophthalmic Clinics

New cases	188
Total number of visits	841
Pairs of spectacles supplied	243

Cases referred to Eye Clinics at Provincial Hospitals

Examinations	312
Pairs of spectacles supplied	308

Total number of pairs of spectacles supplied 826

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.

There is also a close and happy liaison between the Worcester School for the Blind and the medical services of this Department, particularly as far as the partially-sighted child is concerned and especially since classes for children so handicapped were established at this school.

Nursing Services

Work done by School Sisters and Nurses

Number of schools visited for medical inspection	374
Number of school visits for medical inspection	1,494
Number of schools visited apart from medical inspection	729
Number of school visits apart from medical inspection	3,239
Number of pupils prepared for medical inspection	48,084
Number of pupils examined at routine inspection	95,705
Number of pupils examined apart from routine inspection	11,627
Number of pupils with nits	197
Number of pupils with vermin	18
Number of homes visited	1,162
Number of hostels and other institutions visited	119
Number of eye clinic sessions at which assisted	39
Number of lectures given	1,834

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 mother-

craft and home nursing delivered by the nurses. With few exceptions, they find the principals co-operative and appreciative of their services. The improved subsistence and transport allowances were a great relief to the nursing staff.

The death of Sister Mrs. M. J. Kriel, after much suffering, is deeply regretted. She rendered valuable services.

School Hostels

Medical inspectors inspected school hostels regularly and on the whole the reports are satisfactory. A close check is kept on sickroom facilities. Particular notice is taken of sanitary facilities for servants, especially those working with food. The recreational facilities for servants are also reported on. Several medical inspectors commented on the lack of fresh vegetables, milk and meat in some of the country areas.

It was indeed a loss to the Department when the Senior Dietitian, Miss H. H. Robertson, resigned at the end of June. Her services were very outstanding. Miss F. M. Claassen was appointed as senior dietitian and the Department welcomes her to this post.

The Senior Dietitian reports:

"In 1968 only about half of the hostels were visited as there is still one vacancy, and one dietitian was on sick leave. At headquarters urgent matters also required attention, e.g. kitchen planning and equipment.

Food: In spite of the struggle to cope with rising food prices, the work remains a challenge to the matrons and they strive to maintain the required standard throughout.

Kitchens and Equipment: As a result of the supply of basic equipment for kitchens by the Department, the gradual modernising of existing kitchens and the progress made in planning new kitchens, working conditions have been greatly simplified and made more pleasant.

The aim is still to have kitchens efficiently equipped with all the necessary conveniences, especially in the Western Province where there is such a shortage of suitable servants.

Staff: Committees still have difficulty in obtaining competent assistant matrons, especially kitchen matrons.

The general organisation and progress of the hostels are praiseworthy."

General

Dr. J. C. G. Lockyer and Dr. I. Rosen joined the service of the Department towards the end of the year as medical inspectors of schools. Dr. M. S. Marchand, a retired medical inspector of schools, was appointed temporarily for the fourth term. This greatly relieved the acute staff shortage. It was a great shock and

loss to the Department when such a valuable member of the Inspectorate, Dr. T. J. Bouma, died so suddenly at such a young age. His work was excellent. During the year Dr. J. C. S. Steytler, an orthopaedic surgeon in Cape Town, active in the National Council for the Care of Cripples in S.A., was given the Department's blessing to undertake a survey of postural defects among school children. The report is eagerly awaited.

The establishment of a Clinic for Corrective Exercises and the creation of a post for a specially qualified teacher fulfil a long-felt want.

In addition to the routine office work, the Chief Medical Inspector of Schools attended a course at TARA Hospital in Randberg, Transvaal, on the mental health of school children. He was accompanied by the chief school sister (Female Supervisor of Nursing Services). It was a most valuable and instructive course. He also attended the 29th annual general meeting of the National Council for the Care of Cripples at Port Elizabeth and the regional conference of the Cape Cripple Care Association at Oudtshoorn, where he delivered a paper on the locomotor-handicapped child in the ordinary school. The Chief Medical Inspector of Schools and the Director of Hospital Services were afforded the great privilege of attending the Rhodesian Medical Congress in Bulawayo. This was a very stimulating experience and of great value especially in the personal contacts made in the field of child health.

He was also given leave to serve on the executive committee of the S.A. National Epileptic League (S.A.N.E.L.) in his personal capacity and attended several meetings in Pretoria.

He continued to serve on the Board of Management of the Dominican School for the Deaf and represented the school at an inter-provincial meeting in Pretoria to discuss the implications of the Educational Services Act. He also attended the National Council for Child Welfare in Bloemfontein.

All these meetings were interesting and the personal contacts invaluable, especially as far as the health of the school child, and in particular the handicapped child, is concerned.

Once again during these absences, and while on vacation leave and sick leave, the Senior Medical Inspector of Schools, Dr. S. B. Lange and also Dr. J. P. Liebenberg, acted most ably at Head Office for the Chief Medical Inspector of Schools.

CHAPTER VII

SUPPLY, TRAINING AND CONDITIONS OF SERVICE OF TEACHERS

Supply of Teachers

The increase in the number of teachers in the various groups of schools, and the percentage shortage of teachers in these groups for the period 1964 to 1968 are indicated in the following tables:

	Increase in number of teachers				
	1964	1965	1966	1967	1968
Primary Schools	82	79	169	1	105
Special classes and Special Secondary Schools	20	24	18	32	40
Secondary, High and Vocational Schools	4	17	110	182	2
Training Colleges	11	8	3	6	6
Music Posts	16	26	12	26	30
Total	133	154	306	245	183
Percentage increase	1.40	1.60	3.12	2.42	1.70

	Percentage shortage of teachers				
	1964	1965	1966	1967	1968
Primary Schools	19.86	21.35	23.61	23.98	26.21
Special classes and Special Secondary Schools	32.71	30.76	33.10	31.18	32.35
Secondary, High and Vocational Schools	12.76	12.12	12.48	12.17	14.42
Training Colleges	0.86	6.67	7.57	10.14	12.50
Music posts	51.05	45.67	43.79	43.79	44.61
Total	19.58	20.17	21.33	21.98	23.22

During the past five years, 1,021 additional teaching posts have been created and the teacher shortage has increased by 681; that is, the number of teaching posts has increased by 10.57% and the teacher shortage by 7.05%.

During the same period, the shortage of primary teachers increased by 425, to bring the total present shortage to 1,467 or 23.98%. The shortage of secondary teachers has increased by 174 and the total shortage now stands at 579 or 14.42%.

While the teacher shortage appears to be statistically better in the secondary area than in the primary, the problem here is indeed much more serious, for an appreciable percentage of secondary teaching posts is being filled by teachers with an inadequate grounding in the subjects they are required by necessity to teach. The subjects especially affected are: English, Mathematics, Science and Afrikaans. The further and the in-service training of the teachers concerned is receiving careful attention.

A full table reflecting the position in Schools and Training Colleges during the past three years is given on the next page.

The total shortage of teachers now stands at 2,571 or 23.22%; it was 2,277 or 21.98% in 1967. The intake of teachers is, therefore, not sufficient to counter the shortage.

During 1968, the Executive Committee decided to take further, and active steps to counter the shortage of teachers by granting increased financial support to students wishing to qualify as teachers. The scheme, whereby bursaries and loans were made available to teachers, has been superseded — as from 1st January, 1969 — by one which makes provision for bursaries only.

The Granting of Bursaries and Loans

(i) *Secondary Teachers*

In order to increase the supply of secondary teachers, the granting of bursaries and interest-free loans to students following approved courses at Universities and Technical Colleges has been continued.

An amount of R308,690 in the form of bursaries and R215,570 in interest-free loans, i.e. a total amount of R524,260, was made available to students following approved courses at Universities and Technical Colleges during 1968. 1,382 students at Universities and Technical Colleges received assistance in 1968, as against 1,343 in 1967. Of these, 77 studied at Technical Colleges. The number of new students who received assistance in 1968 was 591, an increase of 19 on the number assisted in 1967. There had been a decrease of 14 the previous year.

(ii) *Primary Teachers*

1,696 students at Training Colleges received bursaries and loans during 1968, five more than in 1967. The sum of

SECOND QUARTER 1968

			(a) Married Women	(b) Pensioners	(c) Uncertificated Teachers	Total number of temporary appointments: (a) + (b) + (c)	(d) Certificated temporary appointments	(e) Probationary and permanent appointments	Total number of appointments (d) + (e)	Total number of teachers
Primary Teachers	Men		—	28	9	37	52	2,414	2,466	2,503
	Women		1,325	74	31	1,430	116	1,549	1,665	3,095
	Total	1968	1,325	102	40	1,467	168	3,963	4,131	5,598
	Total	1967	1,196	87	34	1,317	160	4,016	4,176	5,493
Teachers in special classes and in special secondary schools	Men		—	12	2	14	23	262	285	299
	Women		182	12	1	195	20	132	152	347
	Total	1968	182	24	3	209	43	394	437	646
	Total	1967	159	26	7	192	32	382	414	606
Secondary Teachers	Men		—	75	54	129	65	2,370	2,435	2,564
	Women		377	21	52	450	63	939	1,002	1,452
	Total	1968	377	96	106	579	128	3,309	3,437	4,016*
	Total	1967	274	94	76	444	94	2,946	3,040	3,484
Lecturers at Training Colleges	Men		—	2	—	2	2	71	73	75
	Women		15	—	1	16	2	51	53	69
	Total	1968	15	2	1	18	4	122	126	144
	Total	1967	13	1	—	14	—	124	124	138
Music Teachers	Men		—	6	6	12	6	41	47	59
	Women		210	19	57	286	15	308	323	609
	Total	1968	210	25	63	298	21	349	370	668
	Total	1967	221	30	59	310	10	318	328	638
Summary of all groups	Men		—	123	71	194	148	5,158	5,306	5,500
	Women		2,109	126	142	2,377	216	2,979	3,195	5,572
	Total	1968	2,109	249	213	2,571	364	8,137	8,501	11,072
	Total	1967	1,863	238	176	2,277	296	7,786	8,082	10,359
Total		1966	1,803	195	179	2,177	386	7,551	7,937	10,114

* The Technical, Commercial, and Housecraft High Schools of the Department of Higher Education were transferred, together with 536 teachers, to this Department in April, 1968. This accounts for the unusual increase in the number of secondary teachers.

R412,825 was made available for this purpose: R195,990 in the form of bursaries and R216,835 in interest-free loans.

Training of Primary Teachers

The two-year Primary Teachers' Certificate (P.T.C.) Course ended in December, 1968, and a start has been made with the new three-year training course, the Primary Teachers' Diploma (P.T.D.) Course. The one-year Higher Primary Course, which follows on the Primary Teachers' Certificate Course, will be continued for two years, i.e. until the end of 1970, to give serving teachers with only two years' training the opportunity to improve their qualification.

The policy of providing adequate and modern teaching and boarding facilities was continued. The capital expenditure for the financial year ended March, 1968, was as follows:

	Colleges	Hostels	Total
	R	R	R
Denneoord (Stellenbosch)	—	900.00	900.00
Graaff-Reinet	4,439.88	80,468.15	84,908.03
Oudtshoorn	—	8,106.00	8,106.00
Paarl	5,125.00	—	5,125.00
Wellington	201,011.00	—	201,011.00
Cape Town	28,049.91	30,949.30	59,599.21
	239,225.79	120,423.45	359,649.24

Enrolment at Training Colleges

The following table shows the supply of student-teachers over the past five years (statistics for first term):

Year	Primary Teachers' Course			Higher Primary Courses	Diploma Course	Total	
	First Year Men	First Year Women	First Year Total				
1964	188	698	886	757	428	—	2,071
1965	204	675	879	783	473	15	2,150
1966	176	686	862	781	475	11	2,129
1967	174	658	832	781	527	23	2,163
1968	130	559	689	769	586	24	2,068

The enrolment of first-year students declined by 17.2% in 1968: 25.3% in the number of men and 15.0% in the number of women students. Since 1964, there has been a decline of 22.2% in the enrolment of students at Training Colleges.

Teachers' Examinations

In 1968, 724 candidates gained the Primary Teachers' Certificate, 32 less than in the previous year.

The results in this examination for 1967 and 1968 were as follows:

Year	Training College Candidates		Private Candidates		Total
	First Grade	Second Grade	First Grade	Second Grade	
1967	62	652	—	42	756
1968	64	621	—	39	724

There was a decline of 4.2% in the number of candidates who gained the Primary Teachers' Certificate in 1968.

The following table shows the figures in respect of the number of candidates who passed the various Primary Higher Courses in 1967 and 1968:

	1967	1968
Academic	111	113
Agricultural Science	35	36
Art	19	19
Handwork	39	37
Music	20	15
Needlework	38	39
Physical Education	32	52
Infant School Method	226	274
Total	520	585

Once again there was a substantial increase in the number of candidates who successfully completed the Infant School Method Course, viz. 21.2%.

Twenty-two candidates passed the examination for the Teachers' Diploma in Agricultural Science in 1968.

Bilingual Certificate

The number of candidates who gained a Bilingual Certificate in 1968 was as follows:

Student-teachers			Private Candidates			Grand Total
Higher Grade	Lower Grade	Total	Higher Grade	Lower Grade	Total	
180	518	698	101	67	168	866

Refresher Courses

Teachers had the opportunity of attending the following Refresher Courses (the number of teachers who attended each course is indicated in brackets):

Utilization of South African *Timber*, for teachers at Secondary and High Schools: Stutterheim: 19th to 21st June (73).

Biology and Physiology, for the Senior Secondary Course: 5th February to 26th July at six centres: Kimberley, Paarl, Oudtshoorn, Port Elizabeth, East London, Cape Town (326).

Physics and Chemistry, for the Senior Secondary Course, by the University of Stellenbosch: 8th to 19th July (114).

English (Second Language), for the Junior and Senior Secondary Courses at the University of Stellenbosch: 8th to 12th July (112).

Art, for the Primary and Secondary Courses: Stellenbosch: 30th September to 4th October (122).

Speech Correction and Hard of Hearing: Cape Town: 7th to 9th October (60).

Motor Mechanics, by General Motors: Port Elizabeth (2).

General Science for the Primary School, for Inspectors of Education and Science Lecturers at Training Colleges: Stellenbosch: 15th to 26th January (50).

This last-mentioned course was followed by courses in General Science which Inspectors of Education organised in their Circuits for Primary School teachers.

In addition, representatives of the Department attended the following courses held in other Provinces:

English (Lower Grade): Johannesburg.

Arithmetic (Standards VI-VIII): Pretoria.

Remedial Education: Johannesburg.

Biology: Johannesburg.

Elementary Science: Pretoria.

Science: Balmowan, Natal.

English (Higher Grade): Durban.

Afrikaans (Higher Grade): Pietermaritzburg.

Approximately R11,000 was spent on the In-service Training of teachers and Inspectors of Education.

Conditions of Service of Teachers

During the course of the year an Interdepartmental Committee, to which reference was made in my previous report, enquired into further aspects with regard to uniform conditions of service for teachers and, in particular attention was given to a new classification of schools, improved posts structure and new salary scales. The new classification of schools, posts structure and salaries, which were agreed upon by the Minister of National

Education and the Administrators, have already been announced. As the new classification and posts structure of schools will be effective from 1st April, 1969, and the salary adjustments will be effected on 1st April, 1970, and 1st April, 1971, it is my intention to report more fully thereon in my report for the year 1969.

Teachers' contributions towards the teachers' pension fund have been reduced from 7½ per cent per annum of their salaries to 4 per cent from 1st April, 1968.

The vacation savings bonus which previously was 8½ per cent of the basic salary of a teacher, has been increased to 10 per cent for the year 1968 with a limit of R260 (maximum), compared with the previous R200, for married persons and R130, compared with R100, for single persons.

Provision has been made for teachers to join, subject to certain conditions, a medical aid scheme which is subsidised by the State.

During the year 1968 provision was also made for the Department, in cases where a teacher assumes duty in his first appointment under the Department, to authorise the payment, on the same basis and conditions as those applicable from time to time to officers on first appointment in the public service, of the travelling expenses incurred by such teacher in respect of himself and the members of his household and the transport expenses incurred by him in connection with the removal of his household and personal effects.

If a teacher had had employment other than teaching service, the Department could previously recognise only half of such employment, provided that it was regarded as suitable for recognition for salary purposes, in determining the teacher's salary. During 1968 provision was made for such employment to be recognised in full for salary purposes in cases where, in the opinion of the Department, the employment is closely connected with the work of a teacher.

CHAPTER VIII

SCHOOL BUILDINGS AND SITES

The demand for new buildings and additions to existing buildings 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, 1968, the total capital expenditure on school buildings was R10,479,216, as compared with a total of R8,588,573, for the year ended 31st March, 1967. In addition an amount of R1,769,450 was spent on school hostels during the year under review as compared with R2,053,657 for the previous year.

Particulars of new buildings and additions to existing buildings, completed during 1968, 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 1968 in the standard plans for classrooms.

A list of properties acquired and land reserved, donated and exchanged during 1968 will be found in appendices C and D.

Particulars of capital expenditure on school buildings since 1958-59, and of interest and redemption charges during the past 10 years are as follows:

TABLE I

Capital expenditure on school buildings (excluding hostels):

	R
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
1966-67	8,588,573
1967-68	10,479,216

TABLE II

Interest and redemption charges on government loans for school buildings (including hostels):

	R
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
1966-67	4,644,284
1967-68	5,209,863

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1967-68	5,209,863

CHAPTER IX

FINANCE

During the financial year ended 31st March, 1968, expenditure on educational services, exclusive of interest and redemption charges, amounted to R45,659,326. Details of expenditure under the main heads, together with the expenditure in 1966/67, are given hereunder:

	1967/68	1966/67
	R	R
European Education:		
Administration	361,253	352,363
School Boards and School Committees	553,586	535,754
School Inspection	246,733	239,050
Medical Inspection	232,114	218,582
Training of teachers	1,434,067	1,327,399
Secondary Education	9,095,790	8,775,463
Primary Education	14,233,105	13,451,643
Combined Primary and Secondary Education	7,377,990	7,071,692
Minor Works	2,745,589	2,707,964
Agricultural Education	615,077	556,472
Vacation Savings Bonus	1,366,506	1,326,207
General	7,359,594	7,151,376
European Education	45,621,404	43,713,965
Non-European Education (Chinese)	37,922	45,040
Total	R45,659,326	R43,759,005

Additional expenditure amounting to R1,907,439 was incurred in respect of European education. The increase was due chiefly to normal expansion of the education services (during 1967, for example, the European enrolment increased by 3,110) and to the rising prices of supplies.

GROSS COST PER PUPIL

	Enrolment	Attendance
	R	R
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
1966/67	212.70	223.58
1967/68	218.39	228.26

NET COST PER PUPIL

	Enrolment	Attendance
	R	R
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
1966/67	206.70	217.28
1967/68	212.41	222.02

Revenue

Revenue collected from education sources were as follows:

	1967/68	1966/67
	R	R
School fees (including music and training)	392,726	380,743
Boarding fees (including training)	1,083,335	884,355
Examination fees	97,242	93,788
Rent	—	94,983
Agricultural schools	123,896	230,930
Miscellaneous education receipts	68,749	154,999
Total	R1,765,948	R1,839,798

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 sources of revenue in respect of miscellaneous education receipts fluctuate from year to year. The appreciably greater increase for 1966/67 was due chiefly to refunds of bursaries by student teachers who did not complete their studies. Rent is no longer regarded as an education receipt.

Interest and Redemption

Interest and redemption charges on loans raised for the erection of school and hostel buildings amounted to R5,269,863 compared with R4,644,284 during 1966/67.

CHAPTER X

ADMINISTRATIVE AND PROFESSIONAL STAFF

In the course of the year a Public Service Inspector carried out an inspection of the office, as a result of which the activities of the office were re-organized with the approval of the Public Service Commission. This also involved a review of the posts structure.

The professional division was divided into three sub-divisions, namely, Advice, Services and Education Inspectorate. Apart from the two posts of Deputy Director (Professional), there are now two posts of Chief Education Planner, two posts of Chief Inspector of Education and three posts of Education Planner in Head Office, against the three posts of Chief Inspector of Education which existed formerly. The Education Inspectorate has also been enlarged as a result of the take-over of vocational schools and normal growth. Four additional posts of Inspector of Education and five additional posts of Subject Inspector have been approved.

In the Administrative Division there has also been a re-allocation of duties. An additional post of Administrative Control Officer and five additional posts of Administrative Officer have been approved. Three of the five last-mentioned posts have been instituted with a view to promoting efficiency in the administrative work at educational institutions and hostels, and the officers holding these posts will therefore be concerned mainly with inspection work. The number of posts of Administrative Assistant has been reduced, while the number of posts of Woman Assistant has been increased.

Mr. D. J. du Plessis, Chief Inspector of Education, was promoted to the vacant post of Deputy Director of Education (Professional). Messrs. J. G. Perry and A. D. Lückhoff, Chief Inspectors of Education, were transferred to the two newly created posts of Chief Education Planner, while Messrs. J. C. van der Westhuizen and M. M. Wiggett, Inspectors of Education, were appointed Chief Inspectors of Education. Messrs. P. S. Meyer, D. H. Rickett and J. C. Roelofse, Inspectors of Education, were appointed to the newly created posts of Education Planner.

Mr. E. N. Volsteedt, Administrative Control Officer, was transferred from the Roads Department to the Department, while

Miss D. E. Hockly and Messrs. J. N. A. Steenkamp and A. P. Venter were promoted to posts of Administrative Officer.

This year the Department has to record the death of four members of its staff, namely, Mr. W. McD. Dodds, Inspector of Education, Dr. D. J. Stofberg, Dental Inspector of Schools, Dr. T. J. Bouma, Medical Inspector of Schools, and Mrs. M. J. Kriel, School Nurse.

Several changes took place in the Inspectorate. Messrs. J. J. Dreyer and J. H. J. van der Merwe, Inspectors of Education, retired from the Service on superannuation, while Messrs. J. P. N. de Jongh, L. Goosen, D. G. Malan, F. A. Siebörger, A. J. Viljoen and J. J. Visser were appointed as Inspectors of Education. Messrs. D. H. Rickett and D. J. A. Rust, Inspectors of Education, were transferred to this Department from the Department of Higher Education when this Administration took over Vocational Education. Messrs. R. W. Oliphant (Building Trade Subjects), P. M. Stander (Motor Mechanics), P. J. Wilmans (Electrical Trades) and C. E. van der Merwe (Fitting and Turning) were appointed as Subject Inspectors of Technical Subjects. Mr. J. P. P. Hugo was appointed Subject Inspector (Music). Miss S. de Beer, Subject Inspectress (Needlework), resigned from the Service to get married, and Mrs. N. B. Sterrenberg was appointed as Subject Inspectress (Needlework). Mrs. M. A. Phillips, Subject Inspectress (Domestic Science), retired from the Service on superannuation. Miss H. H. Robertson, Senior Dietician, retired on superannuation and was succeeded by Miss F. M. Claassen, Dietician. Misses C. Canin and Y. Becker and Mrs. E. C. M. Russell, Selectors of School Library Books, resigned from the Service, while Miss M. L. Ritter and Messrs. H. G. Haw and J. van Huyssteen were appointed Selectors of School Library Books.

Mr. H. B. Kruger, School Psychologist, resigned from the Service, while Messrs. J. J. Rademeyer and T. J. K. van Niekerk were appointed as School Psychologists.

Drs. J. C. G. Lockyer and I. Rosen were appointed Medical Inspectors of Schools. Mrs. N. P. Wessels, School Nurse, retired from the Service on superannuation. Mesdames S. E. Bam, G. J. Bester, E. Hall and E. R. Joubert and Miss E. Stofberg, School Nurses, resigned from the Service, while Misses S. M. Fourie, J. Kramer and P. Maguire were appointed as School Nurses.

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 staff in the Service 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, 1969, are given in Appendix A.

STAFF (1st JANUARY, 1969)

SUPERINTENDENT-GENERAL OF EDUCATION

.....	G. J. J. Smit, M.A., D.Ed., A.I.E.
Deputy Superintendent-General of Education	S. Theron, B.Sc. D. J. du Plessis, B.A., M.Ed.
Secretary	J. H. Bonthuys, B.Com.
Under Secretary	A. C. Moore.
Administrative Control Officers	J. de Villiers. P. R. Schoeman. W. A. J. Pretorius, B. Econ. E. N. Volsteedt, M.A.
<i>Accommodation Section.</i>	
Administrative Officer	A. M. Hanekom.
<i>Examinations Section.</i>	
Administrative Officer	A. M. Visser.
<i>Teachers Section.</i>	
Administrative Officer	P. A. Stegmann.
<i>School Organization Section.</i>	
Administrative Officer	J. J. H. Blomerus.
<i>Grants Section.</i>	
Administrative Officer	H. R. Mouton.
<i>Hostels and Conveyance Section.</i>	
Administrative Officer	P. J. le Roux.
<i>Non-teaching Staff Section.</i>	
Administrative Officer	S. du Bruyn.
<i>Requisites Section.</i>	
Administrative Officer	J. Crous.
<i>Teaching Staff Section (Appointments and Leave).</i>	
Administrative Officers	W. Vosloo. Miss D. E. Hockly.
<i>Teaching Staff Section (Other matters).</i>	
Administrative Officer	P. J. le Grange.
<i>Domestic Services Section.</i>	
Administrative Officer	Vacant.

CHIEF EDUCATION PLANNERS.

J. G. Perry, M.A.
A. D. Luckhoff, M.Sc.

CHIEF INSPECTORS OF EDUCATION.

J. C. van der Westhuizen, M.A., B.Ed.
M. M. Wiggett, B.Sc.

EDUCATION PLANNERS.

P. S. Meyer, B.A., B.Ed.
D. H. Rickett, B.Sc.(Eng.), M.Ed., C.Eng.
J. C. Roelofse, M.Sc.

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.

J. P. N. de Jongh, B.Sc.
R. K. de Villiers, M.Sc.
N. W. du Bois, B.Sc.
D. M. du Preez, B.A., M.Ed.
A. P. du Toit, M.Sc.
L. Goosen, B.A.
J. J. G. Grobbelaar, M.A., Ph.D.
R. A. Jansen, M.A.
A. J. Keulder, B.A., B.Ed.
B. D. Kleyn, M.A.
A. S. du P. le Roux, M.Sc., M.Ed.
H. G. J. Lintvelt, M.A.
G. F. Muller, B.A.
F. S. Robertson, B.A.
B. Rode, B.Sc., B.Ed.
R. J. C. Sahlertz, M.A., B.Ed.
F. A. Siebörger, M.Sc.
B. Strydom, B.Sc.
J. D. Theron, M.A.
J. D. van Graan, B.A.
G. J. Venter, B.A.
A. J. Viljoen, M.Sc., B.Com.
J. A. C. Visagie, B.Sc., D.Ed.
J. J. Visser, B.A.
I. P. Wait, B.Sc., B.Ed.
H. S. H. Weich, B.S., B.Sc., B.Ed.
C. H. Winckler, B.A., B.Ed.

RELIEVING INSPECTORS OF EDUCATION.

J. P. C. du Plessis, M.A.
D. G. Malan, B.Com.
C. H. Winckler, B.A., B.Ed.

INSPECTORS/INSPECTRESSES OF SPECIAL SUBJECTS.

Agriculture.

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

Trade Subjects.

P. W. Oliphant.
P. M. Stander.
C. E. van der Merwe.
P. J. Wilmans.

Home Economics.

Miss J. Malan.
Miss M. S. E. van Niekerk.
One vacant post.

Drawing and Art.

G. J. G. Gelderblom, B.A. (Fine Arts).
Mrs. R. M. Jensen, B.A. (Fine Arts).
C. N. Lombard.
J. H. Meyer, B.A.
L. B. J. van Rensburg.

Infant School Method.

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

Manual Training.

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

Music.

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

Needlework.

Miss D. S. Bosch.
 Mrs. G. A. Botha.
 Mrs. N. B. Sterrenberg.
 Mrs. M. van Niekerk.
 Miss M. M. Victor.

Physical Education.

J. J. Schoombee, B.A.
 H. E. K. McEwan.
 Miss M. Warren.
 Miss B. H. Fourie.

Commercial Subjects.

A. G. N. de Villiers, B.Com.
 I. van der Watt, B.Com.

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.

Selector of School Library Books.

H. G. Haw.
 Miss W. J. Retief, B.A.(Hons.).
 Miss M. L. Ritter, B.A.
 Miss G. J. Theron.
 J. van Huyssteen, B.A., B.Ed.

MEDICAL SERVICES.

Chief Medical Inspector of Schools.

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

Medical Inspectors of Schools.

A. H. Bischoff, M.B., Ch.B., D.C.H.
 M. Elion, B.A., M.B., Ch.B.
 P. Glatt, M.B., Ch.B., D.P.H.
 W. C. Heunis, L.M.S.S.A.(Lond.).
 S. B. Lange, M.R.C.S.(Eng.), L.R.C.R.(Lond.).
 J. P. Liebenberg, M.B., Ch.B.
 J. C. G. Lockyer, M.R.C.S., L.R.C.P., D.P.H.(Lond.), D.I.H.R.C.S.(Eng.).
 I. Rosen, M.R.C.S., L.R.C.P., D.P.H.
 R. J. van der Spuy, M.B., Ch.B.
 E. J. Voigt, M.B., Ch.B.
 Four Vacant Posts.

Dental Inspectors of Schools.

J. L. Neill, B.D.S.
 B. S. E. Roux, L.D.S.
 Three Vacant Posts.

Dietitians.

Miss F. M. Claassen.
 Miss W. A. Oosthuizen.
 One vacant post.

Chief School Nurse.

P. Erasmus.

School Nurses.

Mrs. D. D. Aucamp.
 Miss H. A. de Kock.
 Mrs. A. M. C. du Toit.
 Mrs. G. S. Fouché.
 Miss S. M. Fourie.
 Mrs. A. Gericke.
 Miss A. J. E. Hoencamp.
 Miss E. P. Klonus.
 Miss J. Kramer.
 Mrs. I. A. Kunitz.
 Miss A. E. Laubscher.
 Miss P. Maquire.
 Mrs. C. M. Olivier.
 Mrs. S. Pretorius.
 Miss H. Prins.
 Miss M. R. Sargent.
 Mrs. H. Schoombie.
 Miss S. J. Smith.
 Miss A. J. J. Smuts.
 Miss S. A. M. Swanepoel.
 Mrs. M. M. Terblanche.
 Mrs. M. C. Thomson.
 Mrs. V. C. Thyssen.
 Miss A. D. van der Spuy.
 Mrs. I. van der Westhuizen.
 Miss A. J. S. van Rooyen.
 Mrs. W. Venter.
 Miss J. D. Wagenaar.
 Eleven Vacant Posts.

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.

B. Olivier, B.A.

School Psychologists.

N. H. Bernard, B.A., M.Ed.
 J. C. E. Bouwer, B.A., M.Ed.
 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.

APPENDIX A (continued)

N. J. Gildenhuys, M.A.
 F. F. le Roux, B.A.(Hons.), B.Ed.
 Miss M. J. M. Marais, B.A.
 J. F. Millar, B.A.
 J. C. Neethling, B.A., B.Ed.
 G. D. Nortje, B.A.(Hons.).
 M. C. Potgieter, B.A., M.Ed.
 H. T. Pretorius, B.A., M.Ed.
 Miss L. E. A. Putterill, B.A.
 J. J. Rademeyer, B.A.
 J. W. S. Steyn, M.Sc.
 E. H. Thompson, B.A.
 V. van der Merwe, B.A., B.Ed.
 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, M.A.

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

Miss B. K. Williams.

Lecturers in Social Hygiene.

Two Vacant Posts.

APPENDIX B

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS
 COMPLETED DURING 1968.

School District	School	Type of Work
Albany	Victoria Girls' High School	Change Rooms, etc.
Caledon	Overberg High School	Additions, Alterations, Sewerage and Hall.
Caledon	Hermanus High School	New Site: Building of Road.
Cape	Batavia Special Secondary School	Additions.
Cape	Kirstenhof Primary School	New Building.
Cape	New Eisleben Primary School	Sanitation.
Cape	Ottery Primary School	Additions.
Cape	Regent Street Primary School	Sanitation.
Cape	Seamount Primary School	New Building.
Cape	The Grove Primary School	Additions.
Cape	Vredehoek Primary School	Additions.
Cape	Wynberg Boys' High School	Additions and Alterations to Handicraft Room
Clanwilliam	Augsburg Agricultural High School	Deviation and Tarring of divisional road No. 57.
Cradock	Marlow Agricultural High School	New Residences and additions to existing residences.
Cradock	Schools and Hostels	Site Works.
Cradock	Marlow Agricultural High School	Sewerage.
East London	Abbotsford Primary School	Sanitation.
East London	Grens High School	Additions.
George	Blanco Primary School	Additions.
Gordonia	Gariep Primary School	Site Works.
Hopefield	Vredenburg High School	New stairs and storerooms.
Kimberley	H. F. Verwoerd Primary School	Additions.
Kimberley	Warrenton High and Primary Schools	Additions.
Knysna	Sedgefield Primary School	Additions.
Malmesbury	Jan Malan High School, Koringberg	Water Supply and Sanitation.
Mount Currie	Franklin High School	Additions.
Oudtshoorn	Oudtshoorn South Primary School	Additions.
Oudtshoorn	Oudtshoorn High School	New Building.
Oudtshoorn	Van Rheede Primary School	Additions.
Paarl	Drakenstein Primary School	Change Rooms.
Paarl	Gymnasium Primary School	Sanitation.
Paarl	Paarl Boys' High School	Additions.
Parow	Bellpark Primary School	New Building.
Parow	Bellville High School	Additions.
Parow	Bellville High School	Alterations.
Parow	Labiance Primary School	Additions.
Parow	Monte Vista Primary School	Additions.

APPENDIX B (continued)

<i>School District</i>	<i>School</i>	<i>Type of Work</i>
Parow	Parow West Primary School	New Building.
Piketberg	Porterville High School	Alterations.
Port Elizabeth	Clarendon Park Primary School	Additions.
Port Elizabeth	Cotswold Primary School	Additions.
Port Elizabeth	Framesby High School	New Building.
Port Elizabeth	Linton Grange Primary School	Additions.
Port Elizabeth	Môrewag Primary School	Additions.
Port Elizabeth	Summerwood Primary School	Additions.
Robertson	Le Chasseur Primary School	Additions.
Somerset East	Kommadagga Primary School	New Building.
Stellenbosch	A. F. Louw Primary School	Additions.
Stellenbosch	Stellenbosch Primary School	New Building.
Sterkstroom	John Vorster High School	Additions.
Uitenhage	Susannah Fourie Primary School	Additions and Alterations.
Van Rhynsdorp	Klawer Primary School	Additions.
Van Rhynsdorp	Vredendal High School	New Building.
Victoria West	Victoria West High School	Additions and Reconstruction Work.
Wellington	School Board Offices	New Building.
Willowmore	Willowmore High School	Additions.
Worcester	Girls' Primary School	Additions.

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

<i>School District</i>	<i>School</i>	<i>Type of Work</i>
Cape	Cape Town Training College Hostel (Viljoenhof)	Additions.
East London	Clarendon Girls' High School Hostel	Replacement of Hostel.
Kakamas	Martin Oosthuizen High School: Hostel	New Building.
King William's Town	De Vos Malan High School: Hostel	New Building.
Kuruman	Kalahari High School Hostels	Sewerage and cracks in walls.
Oudtshoorn	Training College Men's Hostel (Pinehurst)	Additions.
Paarl	Agricultural High School Hostel	Additions.
Queenstown	Queens College Boys' High School Hostel (Connaught House)	Replacement of Hostel.
Worcester	Rawsonville High School Hostel (Goudini)	Additions and Conversions.

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

<i>School District</i>	<i>School</i>	<i>Type of Work</i>
Worcester	Touws River High School: Aided Hostel: Albertyn House	Additions.

PROPERTIES ACQUIRED FOR EDUCATIONAL PURPOSES IN 1968

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Albert	Burgersdorp High School	55,672 sq. ft.	R2,00
Barrydale	Barrydale High School	208 sq. roods 48 sq. ft.	R2,950
Bredasdorp	Bredasdorp Primary School	16,646 sq. ft.	R2,100
Bredasdorp	Bredasdorp Primary School	16,647 sq. ft.	R2,100
Caledon	Grabouw High School	256 sq. roods 38 sq. ft.	R30,000
Caledon	Grabouw High School	162 sq. roods 70 sq. ft.	R12,000
Caledon	Riviersonderend High School	4.5540 morgen	R50,00
Cape	Muizenberg Primary School	3,682 sq. ft.	R11,416
Cape	Muizenberg Primary School	30 sq. roods 80 sq. ft.	R9,000
Cape	Observatory Boys' Primary School	11,673 sq. ft.	R24,000
Cape	Observatory Boys' Primary School	88 sq. roods 106 sq. ft.	R25,000
Cape	Plumstead Primary School	43,947 sq. ft.	R52,700
Cape	Plumstead High School	33 sq. roods 136 sq. ft.	R877
Cape	Simonstown High School	39 sq. roods 3.6 sq. ft.	R700
Cape	Simonstown High School	51 sq. roods 62.8 sq. ft.	R50
Cape	Simonstown High School	26 sq. roods 3.6 sq. ft.	R2,645
Cape	Simonstown High School	50,950 sq. ft.	R2,000
Cape	Simonstown High School	1 morgen 7,342 sq. ft.	R19,543
Cape	Simonstown High School	3 morgen 113 sq. roods 102 sq. ft.	R32,080
Cape	Simonstown High School	52 sq. roods 7.2 sq. ft.	R200
Cape	Simonstown High School	14,211 sq. ft.	R9,407
Cape	Simonstown High School	168 sq. roods 138 sq. ft.	R6,123
Cape	Simonstown High School	2.599 morgen	R21,122
Cape	Simonstown High School	13 sq. roods 1.8 sq. ft.	R100
Cape	Second Afr. Med. Primary School in Cape Town	25 sq. roods 27 sq. ft.	R10,500

APPENDIX C (continued)

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Cape	Second Afr. Med. Primary School in Cape Town	11 sq. roods 32 sq. ft.	R8,000
Cape	Bishopscourt Primary School	4.5 morgen	R104,040
Carnarvon	Van Wyksvlei Secondary School	4.2479 morgen	R2.00
Clanwilliam	Citrusdal High School	258 sq. roods 48 sq. ft.	R2,400
Clanwilliam	Citrusdal High School	55,800 sq. ft.	R3,300
Cradock	Cradock Boys' High School	52,650 sq. ft.	R10
East London	Amalinda Primary School	1 morgen 533 sq. roods 132 sq. ft.	R6,500
East London	Nahoon Afr. Med. Primary School	4.4388 morgen	R1.00
East London	Sunnyridge Primary School	9,870 sq. ft.	R9,850
Garies	Garies High School	1.2013 morgen	R750
Graaff Reinet	Volks High School	338 sq. roods 27 sq. ft.	R30,000
Hope Town	Hope Town High School	1.6031 morgen	R2.00
Hopefield	Vredenburg High School	296 sq. roods 94 sq. ft.	R1,600
Hopefield	Vredenburg High School	99 sq. roods 123 sq. ft.	R800
Humansdorp	Paul Sauer High School	1.2221 morgen	R2,610
Humansdorp	Stulting Primary School	11,653 sq. ft.	R6,260
Humansdorp	Stulting Primary School	14,802 sq. ft.	R6,560
Humansdorp	Stulting Primary School	11,745 sq. ft.	R10,947
Humansdorp	Stulting Primary School	7,980 sq. ft.	R9,471
Humansdorp	Uys Primary School	1.9089 morgen	R10,000
Kenhardt	Kenhardt High School	152 sq. roods 112 sq. ft.	R600
Kenhardt	Kenhardt High School	76 sq. roods 56 sq. ft.	R5,000
Kenhardt	Kenhardt High School	76 sq. roods 56 sq. ft.	R5,500
Kimberley	Du Toitspan Primary School	4,048 sq. ft.	R500
King William's Town	Dale College Boys' High School	3.6956 morgen	R2.00
Lady Grey	David Ross High School	269 sq. roods 57 sq. ft.	R1,420

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APPENDIX C (continued)

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Laingsburg	Laingsburg High School	10.0602 morgen	R1.00
Matatiele	Cedarville Secondary School	416 sq. roods 96 sq. ft.	R49,965.39
Malmesbury	Dirkie Uys Primary School at Moorreesburg	182 sq. roods 42 sq. ft.	R7,180
Malmesbury	Dirkie Uys Primary School at Moorreesburg	182 sq. roods 42 sq. ft.	R8,740
Malmesbury	Jan Malan High School at Koringberg	116 sq. roods 46 sq. ft.	R100
Oudtshoorn	De Rust High School	104 sq. roods 24 sq. ft.	R526
Paarl	Gymnasium Primary School	235 sq. roods 64 sq. ft.	R48,500
Paarl	Eben Dönges High School	18,108 sq. ft.	R1.00
Paarl	La Rochelle Girls' High School	115 sq. roods	R16,200
Paarl	La Rochelle Girls' High School	51 sq. roods	R4,300
Paarl	La Rochelle Girls' High School	64 sq. roods 94 sq. ft.	R9,000
Paarl	La Rochelle Girls' High School	5,290 sq. ft.	R5,800
Paarl	La Rochelle Girls' High School	7,043 sq. ft.	R5,200
Paarl	La Rochelle Girls' High School	100 sq. roods	R5,000
Paarl	La Rochelle Girls' High School	51 sq. roods 80 sq. ft.	R10,400
Paarl	La Rochelle Girls' High School	51 sq. roods 80 sq. ft.	R4,600
Paarl	Paarl Boys' High and Primary School	7.8919 morgen	R45,002
Paarl	Proposed Primary School No. 2 and Future High School	14 morgen 558 sq. roods 48 sq. ft.	R71,100
Paarl	Kraaifontein Primary School	51,271 sq. ft.	R1.00
Port Elizabeth	Coega Primary School	4.3335 morgen	R130
Port Elizabeth	Collegiate Girls' High School	5,061 sq. ft.	R2.00
Port Elizabeth	Kabega Township Ext. No. 6	2 morgen 60 sq. roods 101 sq. ft.	R8,082.19
Port Elizabeth	Westering High School	488 sq. roods 44 sq. ft.	R9,000
Port Elizabeth	Sydenham Primary School	42 sq. roods 102 sq. ft.	R9,550
Port Elizabeth	Sydenham Primary School	42 sq. roods 102 sq. ft.	R8,178
Port Elizabeth	Sydenham Primary School	42 sq. roods 102 sq. ft.	R8,500

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APPENDIX C (continued)

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Port Elizabeth	Proposed High School in Lorraine Township Ext. 3	1,992 morgen	R2,600
Parow	Goodwood Primary School	4,990 sq. ft.	R12,920
Parow	Goodwood Primary School	52 sq. roods 12 sq. ft.	R13,320
Parow	Goodwood Primary School	19,980 sq. ft.	R2,00
Parow	Goodwood Primary School	5,000 sq. ft.	R12,061
Parow	Proposed 2nd Primary School in Goodwood Ext. No. 2	30,000 sq. ft.	R17,976
Parow	Tigervalley Primary School	3,000 sq. ft.	R1,00
Parow	Townsend Primary School	20,523 sq. ft.	R2,178
Parow	Townsend Primary School	20,523 sq. ft.	R2,178
Parow	Westcliff Secondary School	7,222 sq. ft.	R1,697
Parow	Monte Vista Primary School	286 sq. roods 30 sq. ft.	R2,800
Parow	Bellville North Primary School No. 2	386 sq. roods 110 sq. ft.	R1,00
Parow	Bellville North Primary School No. 2	69 sq. roods 64 sq. ft.	R1,800
Parow	Parow West Primary School	4,947 sq. ft.	R6,200
Parow	Parow West Primary School	4,947 sq. ft.	R7,060
Parow	Proposed Fourth High School at Goodwood	10,000 sq. ft.	R1,600
Parow	Proposed Fourth High School at Goodwood	138 sq. roods 128 sq. ft.	R1,716.63
Parow	Tiger Valley West Primary School	416 sq. roods 93 sq. ft.	R6,200
Parow	Platteklouf High School	14.7929 morgen	R36,982.25
Parow	Proposed English Med. High School	2 morgen 530 sq. roods 16 sq. ft.	R48,625.22
Parow	Proposed English Med. High School	69 sq. roods 64 sq. ft.	R2,100
Parow	Proposed English Med. High School	34 sq. roods 104 sq. ft.	R3,731
Parow	Table View Township Primary School No. 1	15,655 sq. ft.	R3,000
Parow	Table View Township Primary School No. 1	421 sq. roods 126 sq. ft.	R8,400
Parow	Table View Township Primary School No. 1	10,125 sq. ft.	R10,000
Parow	Table View Township Primary School No. 1	11,086 sq. ft.	R11,000

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APPENDIX C (continued)

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Parow	Table View Township Primary School No. 1	10,013 sq. ft.	R1,400
Parow	Table View Township Primary School No. 1	20,250 sq. ft.	R2,800
Parow	Table View Township Primary School No. 1	10,013 sq. ft.	R1,400
Parow	Table View Township Primary School No. 1	10,125 sq. ft.	R1,400
Parow	Table View Township Primary School No. 1	20,138 sq. ft.	R12,216
Parow	Table View Township Primary School No. 1	20,250 sq. ft.	R2,800
Parow	Table View Township Primary School No. 1	10,125 sq. ft.	R1,400
Parow	Table View Township Primary School No. 1	350 sq. roods 113 sq. ft.	R8,640
Parow	Table View Township Primary School No. 1	30,375 sq. ft.	R4,200
Parow	Table View Township Primary School No. 1	20,250 sq. ft.	R2,800
Parow	Table View Township Primary School No. 1	24,446 sq. ft.	R7,330
Parow	Table View Township Primary School No. 3	10,125 sq. ft.	R1,300
Parow	Table View Township Primary School No. 3	20,250 sq. ft.	R4,836.06
Parow	Table View Township Primary School No. 3	10,125 sq. ft.	R2,500
Parow	Table View Township Primary School No. 3	10,125 sq. ft.	R3,040
Parow	Table View Township Primary School No. 3	10,125 sq. ft.	R2,600
Parow	Table View Township Primary School No. 3	20,250 sq. ft.	R2,600
Parow	Table View Township Primary School No. 3	10,125 sq. ft.	R1,300
Parow	Table View Township Primary School No. 3	10,013 sq. ft.	R1,400
Parow	Table View Township Primary School No. 3	10,125 sq. ft.	R1,600
Parow	Table View Township Primary School No. 3	10,013 sq. ft.	R1,300
Parow	Table View Township Primary School No. 3	10,013 sq. ft.	R1,300
Robertson	Robertson High School	283 sq. roods 37.5374 sq. ft.	R2,762.56
Stellenbosch	Hendrik Louw Primary School	169 sq. roods 29 sq. ft.	R18,000
Stellenbosch	De Kuilen Primary School at Kuilsrivier	22,752 sq. ft.	R2,716
Uitenhage	Muir College Boys' Primary School	7,653 sq. ft.	R3,360

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APPENDIX C (continued)

<i>School District</i>	<i>School</i>	<i>Extent</i>	<i>Purchase Price</i>
Uitenhage	Muir College Boys' Primary School	7,654 sq. ft.	R4,600
Uniondale	McLachlan High School	134 sq. roods 104 sq. ft.	R570
Uniondale	McLachlan High School	134 sq. roods 104 sq. ft.	R773
Victoria-East	Alice Secondary School	2 morgen 427 sq. roods 131 sq. ft.	R1,763
Vryburg	Stellaland Primary School	10,862 sq. ft.	R1,000
Vryburg	Stella High School	1.42 morgen	R1.00
Williston	Williston High School	15,000 sq. ft.	R10,507
Williston	Williston High School	13,388 sq. ft.	R709
Williston	Williston High School	14,280 sq. ft.	R1.00

APPENDIX D

LAND RESERVED IN TERMS OF THE TOWNSHIPS ORDINANCE,
DONATED AND EXCHANGED DURING 1968

(i) RESERVED

<i>School</i>	<i>Area</i>
Parow: Bothasig High School No. 1	8.3111 morgen
Parow: Bothasig Primary School	4.0265 morgen
Parow: Bothasig Primary School No. 2	4.1928 morgen
Vryburg: Vryburg Ext. No. 10	2,9828 morgen

(ii) DONATED

<i>School</i>	<i>Area</i>	<i>Donor</i>
Hopefield: Dwarskersbos Primary School	4.0004 morgen	A.S. and T.D.P. Smit
Paarl: Boland Agricultural High School	3.0040 morgen	Divisional Council
Stellenbosch: Mostertsdrift Primary School	13.4305 morgen	Municipality
Wellington: Groenberg Primary School	1.00 morgen	F. S. Malan

(iii) EXCHANGED

<i>School</i>	<i>Area</i>	<i>Exchanged with</i>
East London: Kuswag Afr. Medium Primary School	8,086 sq. ft.	Municipality
Knysna: Knysna Primary School	18,805 sq. ft.	Municipality
Port Elizabeth: Forest Hill Primary School	2.9724 morgen	Municipality
Parow: Excelsior Primary School	1.2744 morgen	Municipality
Umtata: Umtata High School	17,598 sq. ft.	Municipality

NUMBER OF SCHOOLS AS AT 30th SEPTEMBER, 1968

	Schools Vocational	Colleges Training	Schools							Total Sept., 1968	Total Sept., 1967	Difference
			High	Agricultural High	Secondary	Special Secondary	Primary	Special	Farm			
Under School Boards	—	4	219	—	45	7	682	10	21	988	1005	-17
Church Schools	—	—	—	—	—	—	25	—	—	25	26	-1
Other Schools	21	3	2	5	1	—	22	—	1	55	34	+21
Total September 1968	21	7	221	5	46	7	729	10	22	1068	—	+3
Total September 1967	—	7	220	5	46	7	747	10	23	—	1065	—
Difference	+21	—	+1	—	—	—	-18	—	-1	—	—	+3

SUMMARY

	September 1968	September 1967	Difference
Number of Schools	1,068	1,065	+3

AVERAGE ENROLMENT OF PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1968, ARRANGED ACCORDING TO TYPE OF SCHOOL

	Vocational Schools	Training Colleges	Schools							Total Sept., 1968	Total Sept., 1967	Difference
			High	Agri-cultural High	Secondary	Special Secondary	Primary	Special	Farm			
Under School Boards	—	1,082	83,378	—	7,069	1,592	118,185	105	141	211,552	210,224	+1,328
Church Schools	—	—	—	—	—	—	4,140	—	—	4,140	4,329	-189
Other Schools	8,270	969	1,241	776	99	—	1,508	—	7	12,870	4,594	+8,276
Total September 1968	8,270	2,051	84,619	776	7,168	1,592	123,833	105	148	228,562	—	+9,415
Total September 1967	—	2,138	83,766	778	7,414	1,490	123,313	99	149	—	219,147	—
Difference	+8,270	-87	+853	-2	-246	+102	+520	+6	-1	—	—	+9,415

SUMMARY

	September 1968	September 1967	Difference
Number of Pupils	228,562	219,147	+9,415

APPENDIX G

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

Average Attendance		Percentage Attendance	
1968	1967	1968	1967
217,634	208,658	96	95

APPENDIX H

I—DISTRIBUTION OF PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1958 TO 1968

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
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
1967	18,132	16,554	12,812	9,505	7,594
1968	19,837	17,940	15,776	11,675	8,963

II—PERCENTAGE DISTRIBUTION OF PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1958 TO 1968

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
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
1967	100	91	71	52	42
1968	100	90	80	59	45

APPENDIX I

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, AGRICULTURAL HIGH, SECONDARY, SPECIAL SECONDARY, PRIMARY, FARM AND VOCATIONAL SCHOOLS AS AT JUNE, 1968, PERCENTAGE RETARDED, ETC.

Age last birthday	PRIMARY								SECONDARY						Total	Percentage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Special Classes for handicapped pupils	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X	Special Secondary Classes		
Under 6 years	765	1	—	—	—	—	—	—	—	—	—	—	—	—	766	.3%
6 but not 7 years	16,563	787	—	—	—	—	—	2	—	—	—	—	—	—	17,352	7.6%
7 " " 8	4,196	15,177	951	7	—	—	—	22	—	—	—	—	—	—	20,353	9.0%
8 " " 9	359	4,291	15,072	1,119	7	—	—	142	—	—	—	—	—	—	20,990	9.2%
9 " " 10	43	589	4,495	14,108	1,093	13	—	286	—	—	—	—	—	—	20,627	9.1%
10 " " 11	7	74	899	4,512	13,429	1,097	10	503	2	—	—	—	—	—	20,533	9.0%
11 " " 12	2	4	125	1,108	4,434	12,569	1,241	699	10	1	—	—	—	—	20,193	8.9%
12 " " 13	1	5	26	225	1,391	4,471	11,682	976	1,251	26	—	—	—	—	20,054	8.8%
13 " " 14	1	1	3	36	279	1,491	4,253	1,224	11,100	1,224	47	—	—	1	19,660	8.7%
14 " " 15	—	2	—	2	47	357	1,369	1,258	4,871	10,047	1,203	35	—	103	19,294	8.5%
15 " " 16	—	—	2	2	7	49	357	877	1,975	4,544	9,111	1,095	54	562	18,635	8.2%
16 " " 17	—	1	—	—	—	5	41	232	549	1,639	3,930	7,122	1,005	584	15,108	6.6%
17 " " 18	—	—	—	—	—	—	6	35	69	408	1,216	2,755	5,509	424	10,422	4.6%
18 " " 19	—	—	—	—	—	—	—	7	10	49	243	599	2,010	129	3,047	1.3%
19 and over	—	—	—	—	—	—	—	3	—	2	26	69	385	26	511	.2%
Tot. No. of Pupils, 1968	21,937	20,932	21,573	21,119	20,687	20,052	18,959	6,266	19,837	17,940	15,776	11,675	8,963	1,829	227,545	100.0%
Tot. No. of Pupils, 1967	22,157	21,572	21,372	21,004	20,587	20,183	19,166	5,875	18,132	16,554	12,812	9,505	7,594	1,553	218,066	—
Median Age, 1968	6.62	7.64	8.65	9.67	10.69	11.71	12.70	—	13.78	14.77	15.73	16.66	17.62	—	—	—
* Percentage retarded, 1968	—	—	.7	1.3	1.6	2.1	2.1	—	3.0	2.6	1.7	.6	—	—	—	—
Percentage of pupils in various Standards, 1968	9.7	9.2	9.5	9.3	9.1	8.8	8.3	2.8	8.7	7.9	6.9	5.1	3.9	.8	—	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 6th JUNE, 1968.

	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	Afrikaans and English	Other Languages	Total Number of Pupils
Sub-Std. A	7,449	13,918	570		21,937
Sub-Std. B	7,287	13,101	544		20,932
Std. I	7,425	13,598	550		21,573
Std. II	7,154	13,405	560		21,119
Std. III	7,078	13,118	491		20,687
Std. IV	6,808	12,830	414		20,052
Std. V	6,476	12,084	399		18,959
Std. VI	6,316	12,101	1,441		19,858
Std. VII	5,975	10,733	1,268		17,976
Std. VIII	5,502	9,264	1,020		15,786
Std. IX	4,273	6,582	742		11,597
Std. X	3,234	5,240	500		8,974
Special Classes: Handicapped Pupils	1,771	4,318	177		6,266
Special Secondary Classes	730	953	146		1,829
TOTAL	77,478	141,245	8,822		227,545

APPENDIX K

MEDIAN AGE OF PUPILS TO STANDARD VI ON 6th JUNE, 1968

Standard	Median Age
Sub-Std. A	6.62
Sub-Std. B	7.64
Std. I	8.65
Std. II	9.67
Std. III	10.69
Std. IV	11.71
Std. V	12.70
Std. VI	13.78

SEX OF TEACHERS, ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1968

Sex of Teachers	Itinerant Teachers	Training Colleges	High	SCHOOLS							Total
				Agricultural High	Secondary	Special Secondary	Primary	Farm	Special	Vocational Schools	
Male	29	87	2,303	55	213	88	1,503	2	—	355	4,635
Female	82	95	2,058	1	226	41	3,713	16	24	181	6,437
Total 1968	111	182	4,361	56	439	129	5,216	18	24	536	11,072
Total 1967	122	172	4,299	56	443	121	5,110	16	23	—	10,362
Percentage of Male Teachers:											
1968:	26.1	47.8	52.8	98.2	48.5	60.5	28.8	11.1	0.0	66.0	41.9
1967:	24.6	47.7	53.1	96.4	48.3	68.6	28.8	0.0	0.0	0.0	40.7

TEACHERS ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1968

	Itinerant Teachers	Training Colleges	SCHOOLS								Total
			Vocational Schools	High	Agricultural High	Secondary	Special Secondary	Primary	Farm	Special	
Total 1968	111	182	536	4,361	56	439	129	5,216	18	24	11,072
Total 1967	122	172	—	4,299	56	443	121	5,110	16	23	10,362

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TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1968

Certificate	Training Colleges	SCHOOLS									Itinerant Teachers	Total
		Vocational Schools	High	Agricultural High	Secondary	Special Secondary	Primary	Church Primary	Farm	Special		
T.1. Certificate	—	—	7	—	—	—	1	—	—	—	—	8
Secondary Higher	74	165	1,928	30	90	16	49	2	—	1	11	2,366
Secondary Lower:												
Graduate	5	3	50	—	2	1	14	—	—	1	—	76
Non-Graduate	—	3	53	—	4	1	18	—	—	—	—	79
Infant School Teachers	8	2	160	—	35	1	1,013	8	1	3	—	1,231
Primary Teachers:												
Graduate	4	2	69	2	7	5	46	1	—	—	1	137
Non-Graduate	—	15	376	—	107	7	1,598	80	8	4	45	2,240
Primary Higher or												
T.2. Certificate:												
Graduate	15	10	103	—	9	1	97	1	—	1	1	238
Non-Graduate	32	22	722	13	120	36	1,546	23	3	6	26	2,549
Primary Lower or												
T.3. Certificate:												
Graduate	—	3	3	—	2	1	2	1	—	—	—	12
Non-Graduate	—	3	24	—	4	3	113	10	3	3	2	165
Miscellaneous:												
Graduate	13	19	133	—	3	—	29	—	—	—	1	198
Non-Graduate	31	206	589	1	41	15	503	7	2	5	19	1,419
Uncertificated:												
Graduate	—	9	61	6	7	—	2	—	—	—	—	85
Non-Graduate	—	74	83	4	8	42	52	—	1	—	5	269
Total No. of Teachers	182	536	4,361	56	439	129	5,083	133	18	24	111	11,072

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APPENDIX O

NUMBER OF ENTRIES AND PERCENTAGE OF PASSES IN ALL DEPARTMENTAL EXAMINATIONS, 1968

Examination	Number of Candidates	Percentage of Passes
Senior Certificate	9,272	83
Senior Certificate Supplementary (March the following year)	1,482	—
Junior Certificate	13,214	85
<i>European Teachers' Certificates:</i>		
Primary Teachers'	857	87
<i>Primary Teachers' Higher:</i>		
Academic Subjects	120	93
Agricultural Science	36	94
Art	18	100
Infant School	276	99
Manual Training	35	97
Music	15	100
Needlework	39	100
Physical Education	53	98
Diploma Course in Agricultural Science (4th Year Course)	23	95
Bilingual Certificate (written tests in English and Afrikaans)	521	32

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE JUNIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE OF PASSES IN 1968

Subject	Number of Candidates	Percentage of Passes
Afrikaans Higher	8,362	99
English Higher	5,108	97
Afrikaans Lower	4,751	91
English Lower	8,039	90
General Science	13,138	94
Mathematics	7,908	83
Social Studies	9,040	92
Art and Art Crafts	260	89
Agriculture	991	97
Domestic Science	2,032	99
Woodwork	2,260	97
Needlework	831	94
Music	201	99
Bookkeeping and Commercial Arithmetic	9,215	82
Typewriting	4,019	97
French	188	83
German	1,225	96
Hebrew	—	—
Latin	1,182	89
Xhosa	42	97

APPENDIX O (continued)

CAPE SENIOR CERTIFICATE EXAMINATION, 1968
APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS

Subject	SYMBOL									Total No. of candidates	Approx. median percent marks
	H	G	FF	F	E	D	C	B	A		
Afrikaans Higher	—	—	1	3	22	40	26	7	1	6,051	56
English Higher	—	2	3	13	37	31	12	2	—	3,456	49
Afrikaans Lower	—	2	2	11	33	31	16	4	1	3,261	51
English Lower	—	5	7	18	31	24	11	3	1	5,675	46.5
Latin	1	4	2	7	18	25	21	16	6	836	57
German	1	5	6	13	25	25	16	8	1	1,160	49
German Higher	—	3	3	16	28	42	5	3	—	36	—
History	—	4	2	8	21	26	24	12	3	4,830	56
Geography	1	6	2	15	28	26	14	6	2	2,626	49.5
Mathematics	8	15	7	14	21	15	11	6	3	5,187	43
Physical Science	1	5	4	14	25	23	16	9	3	4,348	51
Biology	1	7	5	15	28	23	13	6	2	6,050	48
Agricultural Science	—	—	1	7	20	36	22	12	2	413	56
Agric. Economics	—	—	1	19	35	32	9	4	—	111	49
Art	—	1	1	4	31	45	16	2	—	194	52.5
Art Crafts	—	—	—	—	38	39	15	8	—	23	53
Bookkeeping	10	20	8	15	18	13	9	5	2	3,168	38.5
Commercial Arithmetic	7	13	3	14	20	19	12	8	4	3,026	46.5
Chemistry	—	3	—	18	32	11	18	18	—	34	49
Domestic Science	—	—	1	8	43	37	10	1	—	1,065	50
French	2	25	7	9	25	16	8	6	2	122	43
General Science (Agric.)	—	4	2	11	36	34	11	1	1	116	49
Hebrew	—	1	3	6	19	29	19	16	7	75	57.5
Letterkunde (Afr. en Ned.)	—	4	4	10	33	26	15	6	2	192	50
Literature (English)	—	3	—	16	25	25	17	9	5	89	52
Metalwork	—	2	—	14	34	22	23	4	1	196	50
Woodwork	—	1	1	7	20	33	28	9	1	839	56.5
Music	—	—	1	2	8	20	34	28	7	181	65.5
Needlework & Dressmaking	—	1	2	13	38	30	13	3	—	493	49
Physics	—	—	—	15	20	26	18	12	9	34	56
Physiology and Hygiene	—	4	3	14	35	27	13	3	1	1,745	48.5
Shorthand (Afrikaans)	4	9	3	13	15	17	17	12	10	548	54
Shorthand (English)	2	11	3	13	14	20	15	15	7	396	54
Typewriting (Major)	1	9	5	13	25	27	16	4	—	1,843	49
Typewriting (Minor)	1	4	4	11	30	32	16	2	—	173	50
Agriculture Theory	—	—	1	3	28	38	19	8	3	143	—
Agriculture Practical	—	—	—	—	11	58	25	5	1	143	—
Xhosa	—	—	—	—	46	36	18	—	—	11	51

EXPENDITURE ON EDUCATION

Statement for the Financial Year ended 31st March, 1968

	R	c
<i>Administration</i>		
1. Salaries, Wages and Allowances	283,763.51	
2. Subsistence and Transport Allowances to Officials, including Out-of-Pocket Expenses	948.76	
3. Transport	2,212.22	
4. Incidentals	74,328.82	
Total	361,253.31	
<i>School Boards and School Committees</i>		
1. Salaries, Wages and Allowances	453,052.45	
2. Subsistence and Transport Allowances including Out-of-Pocket Expenses and Holiday Concessions	35,921.32	
3. Transport	11,486.29	
4. Office Equipment, Material and Furniture, including Repairs, Printing, Stationery and Advertising	16,908.73	
5. Rent and Assessment Rates	26,449.97	
6. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	9,141.31	
7. Election Expenses	135.86	
8. Incidentals	489.85	
Total	553,585.78	
<i>School Inspection</i>		
1. Salaries, Wages and Allowances	208,545.14	
2. Subsistence and Transport Allowances to Inspectors of Education, including Out-of-Pocket Expenses	20,581.75	
3. Transport	17,603.34	
4. Incidentals including expenses in connection with Inspectors' Conferences	2.89	
Total	246,733.12	
<i>Medical Inspection and Treatment</i>		
1. Salaries, Wages and Allowances	161,189.00	
2. Subsistence and Transport Allowances to Medical Inspectors, Nurses, etc., including Out-of-Pocket Expenses	15,567.16	
3. Transport	11,002.10	
4. Medical treatment of school children	43,574.13	
5. Incidentals	782.00	
Total	232,114.39	

EUROPEAN EDUCATION

R c

Training of Teachers

1. Salaries, Wages and Allowances	947,439.43
2. Subsistence and Transport Allowances to Organisers of Special Subjects and Teachers, including Out-of-Pocket Expenses	35,104.18
3. Transport	31,062.11
4. School Equipment, Material and Furniture, including Repairs	42,354.53
5. Hostels	291,666.91
6. Rent and Assessment Rates, including Rent Grants	4,554.09
7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	14,299.39
8. Training of serving teachers	55,445.42
9. Miscellaneous	12,140.56
Total	1,434,066.62

Secondary Education

1. Salaries, Wages and Allowances	7,951,089.61
2. Subsistence and Transport Allowances	3,127.19
3. School Equipment, Material and Furniture including Repairs	393,581.16
4. Bursaries	7,743.85
5. Hostels	577,568.76
6. Rent and Assessment Rates	8,490.43
7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	153,815.71
8. Incidentals	373.28
Total	9,095,789.99

Primary Education

1. Salaries, Wages and Allowances	13,577,106.56
2. Subsistence and Transport Allowances	3,652.18
3. School Equipment, Material and Furniture, including Repairs	380,204.14
4. Hostels	14,186.65
5. Rent and Assessment Rates	75,976.10
6. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	181,419.09
7. Incidentals	560.54
Total	14,233,105.26

Combined Primary and Secondary Education

1. Salaries, Wages and Allowances	6,912,659.53
2. Subsistence and Transport Allowances	3,375.28
3. Transport	714.24
4. School Equipment, Material and Furniture, including Repairs	249,898.81
5. Hostels	114,293.64
6. Rent and Assessment Rates	20,227.89
7. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	76,637.20
8. Incidentals	182.99
Total	7,377,989.58

APPENDIX P (continued)

R c

EDUCATION FOR ASIATICS

Primary and Secondary Education

1. Salaries, Wages and Allowances	35,792.93
2. Subsistence and Transport Allowances	—
3. School Equipment, Material and Furniture, including Repairs	453.89
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	15.70
Total	37,921.40

Miscellaneous

1. Examination Expenses	147,278.16
2. Pensions and Gratuities	969,562.00
3. Contributions to Pension and Provident Funds	2,781,288.06
4. Printing, Stationery and Advertising	78,055.28
5. Post Office Services, including telegrams, telephones and Post Office Box Rentals	60,142.07
6. Payments to schools	118,728.34
7. Subsidies to Nursery Schools and Miscellaneous payments	33,629.52
8. Repayment under section 228(5) of Ordinance 20 of 1956 of School Fees received from Primary and Secondary Pupils in certain schools	30,218.11
9. Payments to aided hostels	1,476,281.44
10. Boarding and conveyance of school children	871,641.16
11. Appropriation of Hostel Profits	2,881.36
12. Railage, including railway fares of Officials and Teachers	50,053.67
13. Bursaries for Students taking Teachers' Courses	461,580.00
14. Library books for Schools including model library	220,901.63
15. Incidentals	57,352.96
Total	7,359,593.76

Minor Works and Repairs

Minor Works, Repairs, including Site transfer and Other Expenses, School Foot-Bridges, Fencing and Boreholes	2,745,589.13
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Agricultural Education

Educational Division

1. Salaries, Wages and Allowances	229,080.38
2. Subsistence and Transport Allowances	1,502.95
3. School Equipment, Material and Furniture, including Repairs	25,792.52
4. Fuel, Light, Power, Water, Cleaning, Sanitary and Fire Brigade Services and payments in lieu thereof	3,717.97
5. Incidentals	3,096.29
6. Minor Works, Repairs, Renovations and Maintenance	7,843.50

Hostel Division

7. Hostels	151,369.02
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Farming Division

8. Salaries, Wage sand Allowances	50,017.88
9. Maintenance Costs	83,275.62
10. Extraordinary Expenditure	59,381.16

Total	615,077.29
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APPENDIX P (continued)

R c

Vacation Savings Bonus

Vacation Savings Bonus	1,366,506.07
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Grand Total of Vote	R45,659,325.70
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APPENDIX Q

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1968

SCHOOL BOARD	TEETH			EYES		EAR, NOSE AND THROAT	
	Extractions	Fillings	Treatment	Dentures	Examinations		Spectacles
Aberdeen	10	—	—	—	2	2	—
Albanie	48	150	—	—	8	7	—
Albert	67	25	—	2	1	1	—
Aliwal North	4	3	—	—	1	1	—
Barkly East	5	8	—	—	—	—	—
Barrydale	73	2	—	4	—	—	—
Bedford	7	60	—	—	—	—	—
Bredasdorp	26	69	—	—	—	—	—
Caledon	184	168	—	9	1	1	—
Calitzdorp	144	89	—	8	6	6	—
Calvinia	—	—	—	—	1	1	—
Cape	2,506	2,090	—	—	—	—	—
Cathcart	11	—	—	—	—	—	—
Ceres	29	76	—	4	—	—	—
Clanwilliam	37	255	—	2	—	—	—
Colesberg	6	18	—	—	—	—	—
Cradock	10	7	—	—	3	3	—
De Aar	1	—	—	—	2	2	—
East London	—	—	—	1	18	18	—
Elliot	4	7	—	—	—	—	—
Franschhoek	19	37	—	—	—	—	—
Fraserburg	9	—	—	—	1	1	—
Garies	3	8	—	—	—	—	—
George	999	403	—	23	18	18	—
Gordonia	1	2	—	—	1	1	—
Graaff-Reinet	37	41	—	—	6	6	—
Hay	1	2	—	—	1	1	—
Heidelberg	75	10	—	2	5	4	—
Hopefield	27	101	—	2	—	—	—
Humansdorp	263	116	—	42	6	5	—
Indwe	1	21	—	—	—	—	—
Jansenville	40	50	—	—	1	1	—
Kimberley	19	14	—	—	16	16	—
King William's Town	159	337	—	2	9	9	—
Knysna	747	181	—	5	12	12	—
Ladismith	135	8	—	4	3	3	—
Laingsburg	7	14	—	—	—	—	—
Maclear	162	557	4	—	5	5	—
Mafeking	10	—	—	—	—	—	—
Malmesbury	89	266	—	3	1	1	—
Middelburg	—	—	—	—	3	3	—
Montagu	109	1	—	6	—	—	—
Mossel Bay	401	574	—	6	11	11	—
Mount Currie	4	34	1	—	—	—	—
Murraysburg	—	—	—	—	2	2	—
Oudtshoorn	386	158	—	5	7	7	—
Paarl	169	263	—	1	—	—	—
Parow	1,672	1,167	—	14	—	—	—
Pearston	1	1	—	—	—	—	—
Peddie	—	—	—	—	1	1	—
Petrusville	29	—	—	1	—	—	2
Philipstown	—	—	—	—	—	—	—
Piketberg	26	99	—	1	—	—	—
Port Elizabeth	10	—	—	3	90	90	—
Prieska	4	4	—	—	2	2	—
Prince Albert	128	35	—	4	6	6	—

APPENDIX Q (continued)

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1968

SCHOOL BOARD	TEETH				EYES		AND THROAT EAR, NOSE
	Extractions	Fillings	Treatment	Dentures	Examinations	Spectacles	
Queenstown	31	44	—	—	—	—	—
Richmond	—	—	—	—	1	1	—
Riversdale	646	173	—	3	4	4	—
Robertson	101	14	—	6	—	—	—
Somerset East	10	61	—	1	1	1	—
Springbok	9	16	—	—	—	—	—
Stellenbosch	121	145	—	—	1	1	—
Stellenbosch, Paul Roos Gymnasium Committee	7	16	—	1	—	—	—
Sterkstroom	23	2	—	—	—	—	—
Steynsburg	3	3	—	—	2	2	—
Stutterheim	63	44	1	—	1	1	—
Sutherland	—	—	—	—	3	3	—
Swellendam	116	153	—	4	3	3	—
Tarka	—	—	—	—	1	1	—
Tulbagh	40	42	—	2	4	3	—
Uitenhage	846	174	—	4	27	27	—
Umtata	8	27	—	1	2	2	—
Uniondale	106	31	—	3	9	9	—
Vanrhynsdorp	52	199	1	—	—	—	—
Venterstad	21	1	—	—	—	—	2
Vryburg	32	9	—	—	3	3	—
Wellington	190	273	1	2	—	—	—
Willowmore	13	5	—	—	—	—	—
Worcester	149	436	—	8	—	—	—
TOTAL	11,501	9,399	8	189	312	308	4

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1968

CAPE TOWN MUNICIPAL CLINICS
OPHTHALMIC CLINICS

Number of sessions	31
New cases	188
Total attendances	841
Spectacles supplied	243

APPENDIX Q (continued)

DENTAL CLINICS

New cases	1,230
Total attendances	2,373
Extractions (persons)	786
Fillings (persons)	1,353
Other dental treatment	412
Sessions	886

DEPARTMENTAL OPHTHALMIC CLINIC AT VASCO: 1968

Number of first attendances	116
Total number of consultations (including first attendances)	387
Number of pairs of spectacles supplied	275

WORK OF SCHOOL NURSES FOR THE YEAR 1968

Visits to schools for medical inspection	1,494
Visits to schools for routine inspection	3,239
Pupils examined	107,332
Pupils with nits	197
Pupils with lice	18
Homes visited	1,162
Lectures given	1,834
Hostels and other institutions visited	119

MEDICAL INSPECTION STATISTICS: 1968

Number of schools visited during the year 1968: 338	ROUTINE EXAMINATIONS									SPECIAL EXAMINATIONS		
	BOYS			GIRLS			TOTAL			Boys	Girls	Total
	Younger	Inter-mediate	Older	Younger	Inter-mediate	Older	Younger	Inter-mediate	Older			
Number examined	6,873	5,629	4,580	6,200	5,016	5,097	13,073	10,645	9,677	2,807	2,463	5,270
Number defective	1,287	1,352	1,440	1,129	1,178	1,576	2,416	2,530	3,016	816	761	1,577
Number of defective children recommended for treatment	1,287	1,352	1,440	1,129	1,178	1,576	2,416	2,530	3,016	816	761	1,577
Number of directions to teachers present	1,791	1,064	891	1,465	1,034	964	3,256	2,098	1,855	725	659	1,384
Number of parents or guardians present	3,632	1,723	1,180	3,519	1,992	815	7,151	3,715	1,995	684	738	1,422
Number of verminous children	1	—	1	3	—	—	4	—	—	—	4	4
Number of children vaccinated	6,815	5,615	4,573	6,159	5,011	5,095	12,974	10,626	9,668	2,795	2,459	5,254
Remedial exercises												
Boys: 384												
Girls: 225												

Total number of pupils re-examined: **6,640**Total number of pupils examined: **38,665****45,305**

ANALYSIS OF DEFECTS

DEFECTS	ROUTINE EXAMINATIONS												SPECIAL EXAMINATIONS			
	1 Number of defects present						2 Number of defects listed under column 1 which were recommended for treatment						3 Number of defects present		4 Number of defects listed under col. 3 recommended for treatment	
	Boys			Girls			Boys			Girls			Boys	Girls	Boys	Girls
	Young- er	Inter- mediate	Older	Young- er	Inter- mediate	Older	Young- er	Inter- mediate	Older	Young- er	Inter- mediate	Older	Boys	Girls	Boys	Girls
Nutrition	6	12	14	2	11	45	6	12	14	2	11	45	4	5	4	5
Teeth	500	776	956	502	634	855	500	776	956	502	634	855	451	374	451	374
Nose and Throat	36	24	33	18	18	9	36	24	33	18	18	9	10	11	10	11
Tonsils	171	81	69	187	108	88	171	81	69	187	108	88	47	70	47	70
Adenoids	16	7	4	16	7	5	16	7	4	16	7	5	2	4	2	4
Glandular system:																
Lymphatic	5	—	1	3	1	2	5	—	1	3	1	2	1	1	1	1
Thyroid	3	2	1	5	2	7	3	2	1	5	2	7	1	2	1	2
Eyes:																
External	39	19	5	36	11	5	39	19	5	36	11	5	15	12	15	12
Vision	199	263	309	165	301	564	199	263	309	165	301	564	175	244	175	244
Ears	132	83	52	130	76	70	132	83	52	130	76	70	40	61	40	61
Hearing	15	9	3	10	2	1	15	9	3	10	2	1	6	7	6	7
Skin diseases	44	28	43	42	20	29	44	28	43	42	20	29	27	13	27	13
Heart and circulation	16	9	7	16	14	6	16	9	7	16	14	6	9	13	9	13
Anaemia	5	3	1	9	2	2	5	3	1	9	2	2	3	2	3	2
Lungs	70	31	8	26	15	14	70	31	8	26	15	14	20	5	20	5
Nervous System	13	9	6	9	9	5	13	9	6	9	9	5	16	6	16	6
Genito-urinary System	38	39	6	15	15	23	38	39	6	15	15	23	16	8	16	8
Abdomen	38	24	7	11	11	10	38	24	7	11	11	10	7	5	7	5
Deformities	41	26	35	21	20	28	41	26	35	21	20	28	25	24	25	24
Infectious diseases	3	3	—	1	—	—	3	3	—	1	—	—	2	—	2	—
Speech	43	26	16	9	6	3	43	26	16	9	6	3	15	3	15	3
Other diseases or defects	28	30	29	21	20	29	28	30	29	21	20	29	21	17	21	17
Posture	2	—	2	—	1	1	2	—	2	—	1	1	—	1	—	1
Gen. Appearance	—	—	—	1	1	1	—	—	—	1	1	1	1	—	1	—
Body	2	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—

APPENDIX T

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT

	Boys			Girls			Total		
Number of pupils who obtained treatment	4,000			3,993			7,993		
Number of pupils who did not obtain treatment	836			700			1,536		
Number of pupils about whom information was not obtainable	1,185			1,243			2,428		
Total number of pupils recommended for treatment at the previous inspection	5,973			5,977			11,950		
Percentage of pupils recommended for treatment who obtained treatment	66.9			66.8			66.9		
Number of pupils re-examined	3,449			3,191			6,640		
Number of follow-up cases	1,259			1,249			2,508		
Nature of Defect	Defects treated			Defects not treated			Defects about which information was not available		
	Boys	Girls	Tot.	Boys	Girls	Tot.	Boys	Girls	Tot.
Dental	1,940	1,713	3,653	611	476	1,087	783	767	1,550
Nose and throat	358	387	745	79	82	161	97	103	200
Ear	290	286	576	34	34	68	65	189	154
Eye	882	1,151	2,033	117	101	218	180	237	417
Other	880	726	1,606	97	93	190	196	191	387

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