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DEPARTMENT OF PUBLIC EDUCATION

CAPE OF GOOD HOPE.

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REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE

YEAR 1946.





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# DEPARTMENT OF PUBLIC EDUCATION.

CAPE OF GOOD HOPE.

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## REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION FOR THE PERIOD 1ST JANUARY, 1946 TO 31ST DECEMBER, 1946.

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Department of Public Education,  
Cape Town.

2nd June, 1947.

THE HONOURABLE THE ADMINISTRATOR,  
Cape Town.

Sir,

I have the honour to submit my report for the period 1st January to 31st December, 1946.

It is with regret that the Department has to record its sense of loss sustained during the year by the death on 1st July of the Administrator of the Province, the Honourable P. A. Myburgh. A long and devoted career of service culminated in his appointment as President of the Senate in 1942. He resigned that high office last year and despite poor health returned to serve, as Administrator, the Province he had served so ably as Chairman of its Council. To Mrs. Myburgh and family we tender the Department's respectful sympathy.

In submitting this report to you, Sir, I should like on behalf of all concerned with education in the Province to express our deep satisfaction at your appointment as Administrator of the Province and to assure you of our faithful support in what is perhaps the most responsible of your new tasks—the development and gradual reconstruction of education for the benefit of the rising generation.



The year under review is the first complete year of peace since 1938, and, though conditions are still very far from normal, it is appropriate that this particular report should be not merely the usual record and assessment of progress but should rather lay emphasis on our post-war problems. It has been well said that there can be no finality in education; and certainly this Department has never adopted the complacent view that our educational system has attained perfection or denied that in certain respects it may have become obsolete in a changing world. Indeed, we would urge that the time is now ripe for a new and fearless advance in the general development of our system of education.

The issues raised in the main report and the special reports are not novel ones, but have engaged the attention of educationists the world over during the last half century. If we have erred in over-emphasising certain aspects of education, we have done so according to our lights and in common with many other countries of maturer experience. Two world wars have now left no doubt as to the main problem of reorganisation: the creation of a democratic system of education that will offer every boy and girl a real equality of opportunity. In this connection I quote a few paragraphs from the English Board of Education's White Paper on Educational Reconstruction, because they are so germane to our own particular problems at the present time. The Paper begins with the text: "*Upon the education of the people of this country the fate of this country depends,*" and then proceeds:

"The Government's purpose in putting forward the reforms described in this Paper is to secure for children a happier childhood and a better start in life; to ensure a fuller measure of education and opportunity for young people and to provide means for all of developing the various talents with which they are endowed and so enriching the inheritance of the country whose citizens they are. The new educational opportunities must not, therefore, be of a single pattern. It is just as important to achieve diversity as it is to ensure equality of educational opportunity. But such diversity must not impair the social unity within the educational system which will open the way to a more closely knit society and give us strength to face the tasks ahead. In the youth of the nation we have our greatest national asset. Even on a basis of mere expediency, we cannot afford not to develop this asset to the greatest advantage. It is the object of the present proposals to strengthen and inspire the younger generation. For it is as true to-day, as when it was first said, 'that the bulwarks of a city are its men'.

"With these ends in view the Government propose to recast the national education service. The new layout

is based on a recognition of the principle that education is a continuous process conducted in successive stages. For children below the compulsory school age of five there must be a sufficient supply of nursery schools. The period of compulsory school attendance will be extended to 15 without exemptions and with provision for its subsequent extension to 16 as soon as circumstances permit. The period from five to the leaving age will be divided into two stages, the first, to be known as primary, covering the years up to about 11. After 11 secondary education, of diversified types but of equal standing, will be provided for all children. At the primary stage the large classes and bad conditions which at present are a reproach to many elementary schools will be systematically eliminated; at the secondary stage the standard of accommodation and amenities will be steadily raised to the level of the best examples. The provision of school meals and milk will be made obligatory."

Another report, that issued by the Regents of the New York State, approaches the same problem from a slightly different angle:

"The upper grades . . . were originally planned almost entirely for those who were going on to college and perhaps into professional training. The Senior Schools have been 'college preparatory' institutions: *Now that only one-fifth of those in the high schools do, as a matter of fact, go to college, the time has come to make over the high schools so that they will also be useful to the four-fifths who finish their formal schooling when they leave the secondary school. . . . The idea that the school programme should be planned from the top down, primarily to meet the needs of the colleges, is wrong. . . . The school programme should be planned from the bottom up, fully to meet the needs of youth who have to live and work in America to-day and to-morrow without further formal schooling. What these boys and girls now need is a broad general education.*"

Those two passages from educational authorities in two widely different countries afford a summation of our own problems, in particular that of the provision of suitable post-primary education for every child.

In Chapter IV of this report I raise certain fundamental issues in our educational system at the present moment. It is a great disappointment to me that the Provincial Council has not yet found it possible to extend compulsory school attendance in the Cape Province to the completion of Standard VIII. As I have repeatedly stated in my annual reports during the last few years, educational reorganisation and reconstruction in the Cape Province are very closely bound up with this necessary and long overdue change in our school organisation.



With the approval and much appreciated assistance of the Administration, I am immediately proceeding overseas to study educational developments in England, Europe, Canada and the United States of America. I trust that on my return I shall be able to make some contribution in solving our peculiar problems of education.

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

I have the honour to be, Sir,

Your obedient servant,

W. DE VOS MALAN,

SUPERINTENDENT-GENERAL OF EDUCATION.

## CHAPTER I.

### ADMINISTRATION.

As an outcome of the inspection of the Department by a Public Service Inspector, to which I alluded in my last report, I am pleased to say that a number of additional posts were created in the Department. This met a long felt need, but owing to difficulties encountered in the filling of these posts by duly qualified permanent incumbents, the hope that the strain under which the Administrative staff was working would thereby be relieved, was not realised. It may here be mentioned that the introduction of revised salary scales for teachers was the cause of a considerable amount of additional work.

Many changes have occurred in the personnel at headquarters: Mr. P. S. Duffett retired on superannuation from the Secretaryship of the Department on 16th January, 1946, and I desire to place on record my high appreciation of the valuable services which this officer, through his ripe experience, his alert intellect and his outstanding administrative talent, rendered the cause of education. His retirement meant a loss not only to the Provincial Administration but to the Public Service of the Union. Mr. S. B. Hobson, Assistant Secretary, was appointed Secretary in succession to Mr. Duffett while Mr. J. H. Bonthuys succeeded Mr. Hobson as Assistant Secretary.

At the same time Mr. S. K. Lotz, the Examinations Officer, was appointed to the first grade chief clerkship vacated by Mr. Bonthuys; Mr. M. S. Leibbrandt being appointed Examinations Officer in the place of Mr. Lotz. Mr. J. F. Lighton was promoted to the newly-created principal clerkship in the Coloured Schools Branch and Mr. G. W. Meister to a similar post in the Examinations Branch.

Mr. A. H. Stander, Chief Inspector for Native Education, whose promotion to this post from the post of Inspector of Schools in succession to Mr. Hobson, was mentioned in my last report, assumed duty in the higher post early in the year.

Mr. H. S. Bowden, Inspector of Schools, was promoted to the post of Chief Inspector for Coloured Education in succession to Mr. H. R. Storey, retired.

Mr. T. Jansen van Vuuren and Miss J. Malherbe were appointed vocational Guidance officer and Assistant Vocational Guidance officer respectively.



In regard to the field staff I have to record the retirement on account of superannuation of School Inspectors J. C. Ross in August, 1946, and A. C. Botha in November, 1946. My sincere thanks are due to them for the valuable services they have rendered the Department.

Dr. G. H. M. Bobbins, Mr. G. J. J. Smit and Mr. J. D. le Roux were appointed as Inspector of Schools.

Dr. A. D. Nisbet, temporary Medical Inspectress of Schools, resigned her appointment, while Dr. B. Birch and Dr. H. J. Davies were appointed Medical Inspector and Medical Inspectress respectively to fill vacant posts.

I am pleased to record that authority was granted for the creation of four additional posts of Inspectors of Schools, as well as for two additional posts for Medical Inspectors of Schools and for a School Dentist. The officers appointed to the additional posts for Inspectors of Schools will assume duty in 1947. It is hoped also to fill during 1947 the additional posts for Medical Inspectors of Schools and School Dentist.

Mr. A. Burns, Inspector of Manual Training, retired in September, 1946, and was succeeded by Mr. J. van der Spuy Uys. Mr. Burns had long and meritorious service and through his retirement the Department has lost a valuable officer.

During the year Mr. P. Grobbelaar, Inspector of Special Classes, and Misses J. A. Olivier, Inspectress of Needlework, C. J. Dippenaar and O. Pienaar, Inspectresses of School Method, resigned their appointments.

The names of the incumbents of the higher posts on the headquarters establishment and of posts on the field staff as at the beginning of 1947 are given in the statement appended to this report (Appendix A).

## CHAPTER II.

### THE TRAINING AND SUPPLY OF TEACHERS

#### I. EUROPEAN TRAINING COLLEGES.

During the last few years legislation has been introduced by the Provincial Council which has materially affected the training of teachers.

##### 1. *Religious Instruction in Unsectarian Public Schools.*

By Section 308 of Ordinance No. 5 of 1921 all training institutions were excluded from the requirements of sections dealing with religious instruction in schools, with this proviso that all training institutions under the control of the Department had to provide for the teaching of the method of religious instruction, based on the Catechism and the syllabus, as an optional subject.

In Ordinance No. 10 of 1945 certain requirements were set which had to be carried out by all unsectarian public schools with regard to religious instruction and in Section 6 it was specifically laid down that "the provisions of Section 304 (of the main ordinance) shall apply *mutatis mutandis* to training colleges and student-teachers therein and in all training colleges the method of imparting religious instruction based upon the Catechism and the syllabus laid down in the second schedule to this ordinance, shall be taught."

The syllabuses which are prescribed in the schedules are of such a nature that the average teacher without some guidance could easily be lost in them as in a maze. I therefore considered it desirable to take the following steps:

- (a) To have vacation courses organised at some of our training colleges in order to give the necessary guidance to teachers in service. Such vacation courses were held in 1946 first at Grahamstown and later at Denneoord, Stellenbosch.
- (b) To make available at all training colleges, where the future teachers are being trained, the services, as part-time lecturers, of men who had had some theological training. Such lecturers at the training colleges take charge of the content of the primary school syllabus, whereas the method of religious instruction is dealt with in the ordinary method classes. The reports which I



have received of the work being done by these part-time lecturers are favourable, but I consider their appointments purely as a temporary measure.

- (c) To provide for visits to schools and training colleges by appointing two retired teachers as organisers of religious instruction. I consider myself fortunate in having secured the services of Miss E. B. Hawkins, formerly principal of the Girls' High School, Wynberg, and Mr. S. J. Malherbe, formerly principal of the Boys' High School, Paarl. The latter has already assumed duty and the work done by him in this connection is greatly appreciated by the teachers and by my Department. Miss Hawkins is soon to assume duty.

## 2. Making a Pass in the Second Language Compulsory for a Pass in Teachers' Examinations.

In Section 167 of Ordinance No 5 of 1921 as amended by Section 64 of Ordinance No. 18 of 1944 it is laid down that after a given date no candidate will be able to pass in his teachers' examination unless he passes in the second language, at least on the lower grade. Up to and including 1946 the old system remained in force under which a candidate could pass in his Primary Teachers' Examination without passing in the second official language. By a decision of the Administrator no candidate will at the teachers' examination of 1947 or thereafter be able to pass unless he also passes in the second official language. In future, therefore, nobody will be allowed to enter the teaching profession who has not the required minimum knowledge of the second language.

## 3. Medium of Instruction in Training Colleges.

- (i) In the article mentioned above, it is further laid down that: "Provision shall be made in every training college for the use of both languages as media of instruction in the case of all student teachers with the ultimate aim of achieving an equal use of the two languages."

This section obviously aims at improving students' command of the second language. And the Executive Committee decided that in 1945 a beginning would be made by taking one subject in the first year of the course through the medium of the second language and that thereafter a further subject would be added annually.

- (ii) In this connection the following statistics may be of interest:

*Bilingual Qualifications of Students at Training Colleges, 1940-46.*

Year.	Passed Primary Teachers' Examination.	Bilingual qualifications of successful Candidate.		
		1st Grade.	2nd Grade.	English only or Afrikaans only.
1940 .. .. .	451	104 (23%)	285 (63%)	62 (14%)
1941 .. .. .	461	104 (22%)	307 (67%)	50 (11%)
1942 .. .. .	454	127 (28%)	251 (55%)	76 (17%)
1943 .. .. .	440	95 (21%)	290 (66%)	55 (13%)
1944 .. .. .	397	94 (24%)	242 (61%)	61 (15%)
1945 .. .. .	379	86 (23%)	219 (58%)	74 (19%)
1946 .. .. .	343	74 (21%)	207 (61%)	62 (18%)

Judging by the statistics given above, it might be maintained that the introduction of the second language, as a medium of instruction, had not improved the students' language achievements appreciably. It may, however, be pointed out:

- (a) That of set purpose an attempt has been made to raise the standard required for a pass in the second language.
- (b) That the 1946 classes were the first to take the examination since the introduction of the new medium policy.
- (iii) To satisfy myself as to how the medium policy is being carried out in the training colleges, I made special arrangements for the two chief inspectors who are responsible for the inspection of the colleges to go into the question. Their report is as follows:
- (a) That at all training colleges every effort is being made to carry out the policy. Some colleges have gone further than was required of them.
- (b) That in the first and second years of the course it sometimes proved to be difficult to carry out the policy with all its implications. This was due partly to a faulty knowledge of the language as far as the students were concerned, partly to the language limitations of the lecturers.
- (c) That in the third and fourth year courses, because they are highly specialised courses matters proved even more difficult. Lecturers who know their



subjects, have not necessarily the necessary knowledge of the languages and in order to give full effect to the medium policy it may prove necessary to appoint additional lecturers.

(d) That the opinion is fairly general in the training colleges, that in the subjects taught through the medium of their second language, students cannot cover the same ground as before.

#### 4. The Supply of Teachers.

(a) The following tables for the year 1942-1947 give some idea of the position in the training colleges and leave no room for doubt that the position is a serious one:—

(i) Total enrolment of Training Colleges, 1942-47.

	1942	1943	1944	1945	1946	1947
Primary Teachers' Course (First Year) .. .. .	490	439	414	379	317	362
Primary Teachers' Course (Second Year) .. .. .	488	466	413	393	363	292
Primary Higher Teachers' Course (Third Year) .. .. .	275	278	278	252	252	209
Primary Higher Teachers' Course (Fourth Year) .. .. .	—	—	—	—	17	17
Total .. .. .	1,253	1,183	1,105	1,024	949	880

(ii) Enrolment for the Primary Higher Course for the training of teachers for the Infant School.

1942	1943	1944	1945	1946	1947
123	117	99	94	82	66

I have added the enrolment for 1947 which is available at the beginning of the year specially to show that the downward tendency in the enrolment of the training colleges as a whole has not ended yet, even after the publication of the new salary scales.

To the enrolment of the colleges as a whole I also added the enrolment for the third year course which is by far the largest and most typical course of its kind which is offered for women. This must indicate that women especially do not favour training beyond the two-year course.

(b) What does not appear from the foregoing tables, is that certain institutions have hardly been affected by this downward tendency in the enrolment at all whereas at other institutions the work has been seriously dislocated.

I have drawn up for you a memorandum in which proposals are put forward to meet the position in certain respects.

## II. COLOURED TRAINING INSTITUTIONS.

(a) Strangely enough the Coloured training college and schools have not during the last few years experienced the same difficulties as the European training colleges. Below is given a table showing the total enrolment at all the training institutions together in every year of each course for the years 1942-1947. The figures given are for the third quarter of each year together with those for the first quarter of 1947:—

Course.	1942	1943	1944	1945	1946	1947
Coloured Primary Lower (First Year) .. .. .	292	306	321	307	310	302
Coloured Primary Lower (Second Year) .. .. .	313	272	284	297	288	289
Coloured Primary Advanced (First Year) .. .. .	39	34	28	49	58	59
Coloured Primary Advanced (Second Year) .. .. .	45	37	35	25	45	54
Coloured Primary Higher .. .. .	37	45	68	50	61	71
Total .. .. .	726	694	736	728	762	775

From the foregoing table a few interesting and pleasing facts emerge:—

- (i) The total enrolment at the Coloured training institutions has not varied appreciably from year to year in the period under discussion. In 1942 there were in all classes in all institutions 726 students and the number had by 1947 risen to 775, which is the highest enrolment during the whole period.
- (ii) There is a clearly marked tendency for more students first to take the Senior Certificate before they enter on teacher training. In 1942 there was a total of 87 students at the Hewat Institute, in 1943 there were 71, in 1944 there were 60. From that date the numbers rise until in 1947 we find an enrolment of 113 students.
- (iii) And the number of students entering on a specialised third-year course is on the increase. In 1942 there were 37 students taking such courses and by 1947 the number has risen to 71.



From the above it would appear that notwithstanding the dislocation of the times there is a tendency among Coloured teachers not to rest satisfied with the minimum training of two years beyond the Junior Certificate.

(b) A problem which we have always had to face in Coloured education is that more men and fewer women than we need have come forward for teacher training. For this reason the table given below is of particular interest although not very encouraging.

The table shows the number of male and female student-teachers in training in the last year of each course during the years 1942-1946. Of these naturally a big percentage would be available as teachers in the next year.

Course.	Year.									
	1942		1943		1944		1945		1946	
	M	F	M	F	M	F	M	F	M	F
Coloured Primary Lower (Second Year) .. ..	159	154	140	132	132	152	150	147	141	147
Coloured Primary Advanced (Second Year) .. ..	38	7	25	12	29	6	18	7	34	11
Coloured Primary Higher ..	36	1	31	14	52	16	44	6	53	8
Total .. ..	233	162	196	158	213	174	212	160	228	166

From these figures it would appear:—

- (i) That as far as the Coloured Primary Lower Course is concerned, the position is growing worse instead of better.
- (ii) That in the Coloured Primary Advanced Course the position shows slight improvement in 1946 as compared with 1942. In the latter year the proportion was 38:7 in the former 34:11.
- (iii) That the proportion of women to men in the Primary Higher Courses is improving. For this reason and because there is such an acute shortage of female teachers who offer the special subjects such as Physical Education, Needlework and Domestic Science, it is my intention in the near future to make another effort to establish Primary Higher Courses for Coloured female teachers.

(c) The position as far as it concerns the bilingual qualifications of teachers who were taken into service in the years 1942-1946 is reflected in the following table:—

*Bilingual Qualifications of Teachers 1940-46.*

Year.	Passed Coloured Primary Lower.	Bilingual qualifications of successful Candidates.			
		1st Grade.	2nd Grade.	English only or Afrikaans only.	None.
1940 .. ..	289	122	154	4	9
1941 .. ..	294	137	152	3	2
1942 .. ..	268	112	147	7	2
1943 .. ..	214	103	102	8	1
1944 .. ..	249	104	132	12	1
1945 .. ..	247	83	150	14	0
1946 .. ..	248	88	149	11	0

If anything can be deduced from these figures, it is possibly:—

- (i) That in the course of years student-teachers as a group have not improved in their first language.
- (ii) That few of them fail to attain the standard required for the lower grade.

Both these phenomena are easily explained, if it is accepted that a fair number of students offer on the higher grade what is in fact their second language whereas they sometimes take their first language on the lower grade.

(d) Once more I consider myself in duty bound to draw attention to the unsatisfactory state of affairs as far as the provision of boarding facilities at the training institutions is concerned. At only a few of them is care taken to ensure that students who are drawn from all parts of the province are accommodated under proper supervision. It ought to be possible to find some way of ensuring that students who are perforce congregated in the cities and bigger towns, are provided with boarding facilities which will enable them to draw the greatest benefit from their course of training.



## CHAPTER III.

### TEACHERS' SALARIES.

#### EUROPEAN SCHOOLS.

In my previous report I indicated that the new salary-scales introduced in 1944 in pursuance of the recommendations of the Salaries Committee which reported in the previous year, could not be looked upon as a conclusive settlement of the question of teachers' remuneration. The Administration had found it necessary to set a limit of £200,000 to the annual cost of the new scheme, and although this limit was exceeded, the actual cost of the recommendations adopted being estimated at almost £250,000 per annum, it could not be said that the new scales were calculated to give satisfaction.

Representations made by the teachers' organisations and by other bodies interested in education culminated in the adoption by the Provincial Council in March, 1946, of a resolution requesting the Administrator "to appoint at an early date a Committee to investigate the present scale of all teachers' salaries with a view to improvement, especially in regard to the commencing salaries of teachers, the salaries of the lower-graded teachers and the annual increments." Enrolments of new student-teachers at the training colleges and at universities were giving evidence of a diminishing supply of recruits to the teaching service. At the same time new salary-scales were being introduced for professional officers in the Public Service as a result of the recommendations of the Public Service Commission of Enquiry (commonly known as the Centlivres Commission), and it was evident that the time had come for a comprehensive review of teachers' salary-scales.

Accordingly, in May, 1946, the Executive Committee appointed a Committee to investigate and report on the salaries of teachers in European schools. The Committee was constituted as follows:—

#### *Chairman:*

Dr W. de Vos Malan, B.A., Ph.D., Superintendent-General of Education.

#### *Representing the South African Teachers' Association:*

Miss E. B. Hawkins, B.A., D.Litt.  
Mr. E. O. Vaughan, M.A.  
Mr. L. L. Wahl, B.A.

#### *Representing the Suid-Afrikaanse Onderwysersunie:*

Miss J. J. Meyer, B.A.  
Dr. G. G. Cillié, M.A., Ph.D.  
Mr. J. B. Bonthuys.

#### *Representing the Provincial Administration:*

Mr. P. S. Duffett, M.Ed.  
Mr. C. J. Hofmeyr, B.A.  
Mr. J. E. P. Levyns.  
Mr. C. F. Kihn.  
Mr J. H. Bonthuys, B.Com (who also served as Secretary to the Committee).

The terms of reference were:—

- (i) To consider any representations that may have been made in regard to teachers' salaries by the teachers' organisations;
- (ii) to review the salary scales on which teachers employed in schools for European pupils are now remunerated, special attention being given to (a) the commencing salaries, (b) the rates of annual increment, (c) the salaries of the lower-graded teachers, and to ascertain in what respects these scales have failed to give satisfaction;
- (iii) to compare these scales with the salary scales of school inspectors, teachers in the Union Government service, and teachers in the services of the other Provinces, including the teaching service of the Mandated Territory of South-West Africa;
- (iv) to recommend new scales for teachers in European schools that are calculated to attract a sufficient supply of suitable recruits to the Cape teaching service;
- (v) to consider and make recommendations on other conditions of service which may militate against securing the objects aimed at in (iv); and
- (vi) to recommend the method of initial adjustment to the new scales of the salaries of teachers already in the Cape service.

It will be noted that the primary task of the Committee was to frame a salary-scheme calculated to attract a sufficient supply of suitable recruits to the Cape teaching service, and that the Committee was not required to keep within prescribed limits the expenditure entailed by its recommendations.

The Committee held a preliminary meeting in June; resumed its sittings in July, and presented its report in August, 1946. There followed a Conference convened at Pretoria by the Minister of Education to go into the question of Union-wide uniformity of



teachers' salaries. This Conference, which was attended by representatives of the Union Government and of each Province, had before it the proposed new scales for the Cape and adopted them, with slight alterations, as a basis for uniform teachers' scales for the other Provinces and the Union Education Department.

With these and other minor modifications the salary-scheme recommended by the Salaries Committee was adopted by the Executive Committee, and legislation was passed by the Provincial Council in November, 1946, bringing the new scales into operation with effect from 1st April, 1946.

A study of the new Ordinance will show that the Salaries Committee of 1946 took as its starting-point the scale of £300—25—600 prescribed by the Union Government, as a result of the Centlivres Commission's report, for professional officers with a three-year post-matriculation training. It adopted the same scale for a male primary assistant teacher with equivalent training, and from this particular scale evolved a series of consistent scales for teachers of all types. In the same way the salary-scales in the highest teaching posts were regulated with due regard to the maximum salary prescribed by the Union Government for inspectors of schools. All teachers, whatever the sphere of their employment—whether primary education, or secondary education, or the training of teachers—are assigned to one or other of eleven scales. The five lowest of these eleven scales are sub-divided into six sub-scales, varying according to the qualifications held by the teachers assigned to them.

The new scheme includes provision for much larger annual increments, which will greatly accelerate progress to the maxima of the various scales. These larger increments have brought about the abandonment of the old principle of the "common maximum" in favour of an arrangement whereby, in the scales varying according to the categories of the qualifications held, the salaries vary at the maximum as well as at the minimum, in order that there may be adequate compensation for the acquisition of higher qualification. At the same time the Ordinance enables consideration to be given to the case of a good teacher with low qualifications, for the Administrator is empowered to award to a teacher who is deserving, and who has reached the maximum salary prescribed for any category in any of the five lowest scales, annual increments up to the maximum salary prescribed for the next higher category in the scale.

An interesting point in the new scheme is the fact that women's salaries are 80 per cent. of those of men. Under the old scheme women's salaries represented a varying percentage of those of men—varying from a little below 75 per cent. to a little above 85 per cent. These differing percentages are replaced as nearly as possible by a uniform 80 per cent.

In addition to the greatly improved salary-scales, the new Ordinance provides for a considerably increased number of special-grade assistantships as compared with the number of chief assistantships allowed by the 1944 Ordinance, and for several other improvements in the conditions of service of teachers. Under an Ordinance of 1925 teachers entering the service were deprived of a portion of their first month's pay. If in January, for instance, the schools re-opened on the 25th of the month, the new entrant was deprived of his pay for the first 24 days; the 1925 Ordinance has been repealed and the Administration will again be able to pay the first month's salary in full to the new entrant. In the past, when a teacher was compelled by private circumstances to take a few days' leave without pay, he suffered not only the loss of pay but also interference with his rights to increment, furlough and pension; provision has been made for the granting of what is called "casual leave" to cover cases of this kind. A marked improvement has also been made in the pay-conditions attaching to sick leave. In the past a teacher was eligible for six months' sick leave in every five-year cycle—three months of it on full pay and three months on half pay; provision has now been made for a sliding-scale of sick-leave benefit, under which a teacher will be given four months' full pay and two months' half pay in his second cycle, five months' full pay and one month's half pay in his third cycle, and six months' full pay in any later cycle.

The one matter on which the Salaries Committee did not succeed in reaching unanimity was that entrusted to it under its sixth term of reference, viz. to recommend the method of initial adjustment to the new scales of the salaries of teachers already in the Cape service. The majority recommendation, to which all but two members subscribed, was in favour of a similar method to that employed in 1944, when credit was given for previous teaching experience in the form of increments calculated at the old rates. The Administration was unable to adopt this recommendation. The method of adjustment decided upon and embodied in the Ordinance as passed by the Provincial Council is based on the addition of an amount of not less than £30 to the annual salary drawn by the teacher immediately before 1st April, 1946 (subject to the appropriate maximum salary not being exceeded), and the fixing of subsequent incremental dates so as to equalise as far as possible the cash advantage received by teachers in the year of adjustment.

#### COLOURED SCHOOLS.

The Executive Committee resolved that the question of increased salary scales for Coloured teachers be enquired into as soon as possible after the conclusion of the work of the Com-



mittee appointed to enquire into the salary scales of European teachers. The following Committee was appointed:—

*Chairman:*

Dr. W. de Vos Malan, B.A., Ph.D., Superintendent-General of Education.

*Representing the Coloured Teachers:*

Miss S. Curry.  
The Rev. R. Joorst.  
Mr. J. H. Rhoda, B.A., B.Ed.  
Mr. D. van der Ross, B.A.

*Representing the Provincial Administration:*

Mr P. S. Duffett, M.Ed.  
Mr. H. S. Bowden, B.A.  
Mr J. E. P. Levyns.  
Mr. J. F. Lighton (who also served as Secretary to the Committee).

The Coloured Salaries Committee's terms of reference were very similar to those of the European Salaries Committee, and need not be repeated.

As was the case when Coloured teachers' salaries were under review in 1943, the teacher-representatives urged most strongly that the time had arrived for salary equality with European teachers, but while agreeing that Coloured teachers' salaries should have a close relationship to European teachers' salaries the Committee as a whole took the view that salary equality was not possible at present. The salary scales recommended by the Committee were on the basis of four-fifths of those for European teachers. This recommendation was accepted by the Executive Committee and its action was subsequently confirmed by the Provincial Council.

An important change has been made in the system of classifying the qualifications held by Coloured teachers. Since the year 1921 certificated European teachers have been classified in six categories according to the qualifications held by them, varying in standard from approximately the Senior Certificate level to a level six years higher. In the 1930 revision of the salaries of Coloured teachers it was felt that the stage at which Coloured education then stood made these categories inapplicable; and accordingly a system of eight grades was introduced. As time has gone on, however, Coloured education has made rapid strides, and the qualifications now obtained by European and Coloured teachers are in most cases readily comparable. The European system of categories has now been adopted for Coloured teachers, a new category (*aa*) being inserted between categories (*a*) and (*b*) to provide for teachers with the Coloured Primary Higher Certificate—a qualification which has no European counterpart.

CHAPTER IV.

EUROPEAN EDUCATION.

The following comparative table of enrolment of European pupils shows a slight increase during the year under review:—

June.	Secondary Area Pupils.	Primary Area Pupils.	Total Pupils
1943 .. .. .	28,479	126,666	155,145
1944 .. .. .	29,524	126,378	155,902
1945 .. .. .	29,625	126,476	156,101
1946 .. .. .	29,441	126,963	156,404

The decline in the number of pupils on the secondary registers is probably attributable to the post-war prosperity of the country and the consequent increased opportunities for employment. The various administrative departments, in particular the Railways, Post Office and Police, had to make good the depletion of their staffs during the war years, with the result that a number of pupils have curtailed their secondary courses.

The number of schools still shows a declining trend, due mainly to the Departmental policy of centralisation. It will be observed from the following figures that the decrease is almost entirely limited to the primary schools:—

	1943	1944	1945	1946
Training Colleges .. .. .	9	9	9	9
High Schools .. .. .	166	169	170	174
Secondary Schools .. .. .	75	71	71	66
Primary Schools .. .. .	1,309	1,240	1,184	1,133
Farm Schools .. .. .	60	61	38	30
Church Schools .. .. .	29	29	29	29
Special Schools .. .. .	3	3	3	5
Agricultural Schools .. .. .	3	3	3	3
Totals .. .. .	1,654	1,585	1,507	1,449

The slight increase in the number of special schools is due to the opening of two schools for pupils requiring orthopaedic treatment—one at Pinelands, Cape Town, and the other in the orthopaedic block of the East London hospital. During 1945, an epidemic of infantile paralysis occurred in certain towns, and the children affected were sent to the Conradie Home, Pinelands, where special provision was made for their treatment.



A study of the following tables is, in my opinion, the starting-point in the task of educational reconstruction which now faces the Administration:—

TABLE I.

DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X FOR THE YEARS 1937 TO 1946.

Year.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
1937 .. ..	15,755	10,298	7,229	4,215	3,554
1938 .. ..	15,511	10,411	7,745	4,328	3,670
1939 .. ..	15,668	10,899	7,991	4,711	3,838
1940 .. ..	15,764	11,119	8,208	4,880	4,096
1941 .. ..	15,412	11,032	8,083	4,880	4,114
1942 .. ..	15,558	10,972	8,020	4,611	4,092
1943 .. ..	15,398	11,389	8,275	4,840	3,975
1944 .. ..	15,189	11,807	8,571	5,022	4,124
1945 .. ..	14,897	11,467	8,624	5,347	4,187
1946 .. ..	14,507	11,161	8,451	5,312	4,517

TABLE II.

PERCENTAGE DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1937 TO 1946.

Year.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
1937 .. ..	100	66	48	27	23
1938 .. ..	100	66	49	29	24
1939 .. ..	100	70	50	30	25
1940 .. ..	100	70	52	30	26
1941 .. ..	100	70	52	31	26
1942 .. ..	100	71	51	29	26
1943 .. ..	100	73	54	31	25
1944 .. ..	100	77	56	33	26
1945 .. ..	100	75	56	34	27
1946 .. ..	100	74	55	34	29

The figures given in Table II above call for serious consideration.

A steady progression will be noted in the various standards until 1944: in 1945, the first post-war year, the progression changes. It continues in Standards IX and X, but stops in Standards VIII and VII. In 1946 the percentage declines in Standards VII and VIII, remains stationary in Standard IX, and rises in Standard X. It has been suggested in the opening paragraph of this chapter that these variations are due to post-war conditions, which induced many pupils to enter employment at an earlier stage.

Although the figures disclose a gradual improvement during the last decade (1937-1946) in the number of pupils who continued their education beyond Standard VI, the general position is still far from satisfactory. Tracing the 1942 group of Standard VI pupils, it appears that 73 per cent. proceeded to Standard VII, 56 per cent. to Standard VIII and only 29 per cent. attained Standard X. It will be seen, moreover, that in the subsequent years the wastage is more or less constant.

It is, indeed, disquieting to contemplate the number of boys and girls whose education, through one cause or another, thus comes to a premature end; especially if it is borne in mind that it is the character and intelligence, not merely of the matriculants, but of the great mass of boys and girls, that will determine our national future. Further, it is common knowledge that the great majority of children leaving school at the end of the primary course do not pursue any formal education, and that the effects of such schooling as they have received, are thin and liable to wear off rapidly.

Entering, as we do, a period of reconstruction, I cannot stress too strongly the importance of extending the school life of every child for whom my Department becomes responsible. I would, therefore, reaffirm in this report my public statements to the effect that education should be compulsory at least to Standard VIII and to an age-limit of sixteen. If it is the true function and privilege of an education service to enable both boys and girls alike to bring to fruition the innate character and abilities with which they are severally endowed, then we must be spared the embarrassment of working against time in our efforts to discharge our important social duty. The idea that an efficient acquaintance with the three R's connoted "literacy" was put out of court nearly half a century ago: likewise, in the conditions of modern society, the idea must now be dispelled that a pupil who has completed a primary course is "educated" and thereby equipped to enter the competition of life on fair terms.



A system which tolerates the abrupt termination of a child's education at about the age of thirteen, when his intellect is half-trained and his character still in process of formation, in order that he may take up wage-earning employment, is obviously indefensible on social and economic grounds, and inconsistent with educational reconstruction and progress.

There is the serious waste of public money expended on the initial education of the child and the futile laying of foundations on which nothing is built.

There is the lost labour and devotion of the teacher—an aspect of this question which is apt to be overlooked.

There is an overriding social and moral consideration which cannot be exaggerated: as things are, large numbers of pupils are leaving school just as they are entering the most critical years (those of adolescence) in the formation of character and the training of mind and body. They are being turned adrift in commerce and industry without the supervision and help they need.

Finally, whatever structural reforms your Administration may contemplate in the matter of education, they must necessarily aim at improving the content of education. But, until it is laid down that every child in the Province shall pass through a definite minimum period of post-primary education, it is impossible for my Department to plan a coherent system of education or for the principals of schools to devise curricula with any degree of unity. For there can be no clarification of the purpose of the primary and secondary schools or any improvement in the quality of both without a uniform lengthening of school life for all children.

## CHAPTER V.

### COLOURED EDUCATION.

The expansion in Coloured Education over the period 1941-1945, to which I referred in my last report, was maintained during 1946. During that year the enrolment in schools for Coloured children increased from 154,197 to 160,550, the number of schools from 1,055 to 1,070 and the number of teachers in these schools from 4,056 to 4,325. The secondary enrolment rose from 3,085 to 3,228.

The following table shows the number of Coloured schools in operation during the last four years:—

	1943	1944	1945	1946
<i>Training College and Schools:</i>				
College .. .. .	1	1	1	1
Schools .. .. .	8	8	8	8
<i>High and Secondary Schools:</i>				
High .. .. .	4	4	5	5
Secondary .. .. .	8	8	9	9
<i>Primary Schools:</i>				
Undenominational Primary Schools	49	50	54	59
Farm Schools .. .. .	6	4	7	13
Mission Schools .. .. .	899	918	931	936
Part-time Schools .. .. .	34	36	38	36
<i>Special Schools</i> .. .. .	2	2	2	3
Total .. .. .	1,011	1,031	1,055	1,070

In addition, secondary education is also provided in the seven secondary departments attached to the training schools.

The following table shows the secondary enrolment in the Coloured schools:—

#### SECONDARY ENROLMENT.

	1943	1944	1945	1946
High Schools .. .. .	1,100	1,229	1,399	1,408
Secondary Schools .. .. .	358	455	433	470
Secondary Departments .. .. .	1,083	1,146	1,253	1,350
Total .. .. .	2,541	2,830	3,085	3,228



The distribution among the various standards in June, 1946, was as follows:—

	Pupils.	Percentage.
Sub-standard A. .. .. .	47,915	29.5
Sub-standard B. .. .. .	25,134	15.5
Standard I. .. .. .	23,788	14.6
"  II. .. .. .	19,937	12.3
"  III. .. .. .	16,620	10.2
"  IV. .. .. .	12,063	7.4
"  V. .. .. .	8,214	5.0
"  VI. .. .. .	5,470	3.4
"  VII. .. .. .	1,870	1.1
"  VIII. .. .. .	1,163	.7
"  IX. .. .. .	221	.1
"  X. .. .. .	129	.1
Unclassified .. .. .	123	.1
Total .. .. .	162,647	100.0

In addition to the above, there were 760 student teachers.

Whilst the total enrolment of pupils in Coloured schools has increased rapidly in recent years, it is a regrettable feature that the bulk of the children leave school before they have passed the sixth standard. Approximately 75 per cent. of the children who enter Standard I leave before they enter the sixth standard and considerable numbers of these drop out long before they reach that stage.

In my last report, I stated that provision had been made in the Coloured Education Ordinance, 1945, for, inter alia:—

- (a) The constitution of Coloured Education Committees in districts in which the Schools Boards were not prepared to maintain or to continue to maintain all un-denominational schools for Coloured pupils;
- (b) the introduction of compulsory education for all Coloured pupils between the ages of seven and fourteen years who are resident within three miles of an un-denominational public school for such pupils, subject to the conditions laid down in Section 2 of that Ordinance;
- (c) for the expenditure of an amount of not less than £100,000 per annum on school buildings for Coloured pupils.

Most school boards have now signified their willingness to assume responsibility for Coloured education in their districts. Few, however, have applied for the introduction of compulsory education for Coloured children within their areas, but no doubt

this has been largely due to the lack of existing school accommodation for pupils, and much progress in this direction cannot be expected until such time as the position in regard to building materials improves and the necessary accommodation becomes available. It may be mentioned that, whilst the ordinance provides that not less than £100,000 shall be spent annually for ten years on school buildings for Coloured pupils, provision to the extent of £248,422 was made in the Capital Estimates for 1946/47 for this service.

During the year 1946 an important step forward was taken as regards the salary scales and conditions of service of Coloured teachers. A Committee consisting of representatives of the teachers and of the Administration was appointed with wide terms of reference to consider these matters, and their recommendations were embodied in the Education (Teachers' Salaries) Amendment Ordinance, 1946. I refer elsewhere in this report under the heading "Teachers' Salaries" to this ordinance, which provides not only for greatly improved salary scales for Coloured teachers but also for improved conditions of leave. The prospects of earlier promotion for these teachers have also been increased by this ordinance, which makes provision for the creation of posts of special-grade assistants on a liberal scale.



## CHAPTER VI.

### NATIVE EDUCATION.

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During 1946, 57 additional primary schools were established and the number of primary teachers increased by 348, i.e. the total number of primary schools is now 2,055 and the total number of primary teachers 5,391. The number of primary pupils increased during the year by 9,799 to 249,688.

Eight new secondary schools were established, increasing the number of these to 27, which, with the 10 High Schools in operation, now carry an enrolment of 6,381 as compared with 5,482 last year. The new secondary schools, intended as day schools, besides supplying local needs, should have the effect of relieving congestion at existing institutions in the Transkei.

During the year, funds were provided for gymnastic equipment and school libraries whilst increased expenditure in connection with furniture and rentals was authorised.

The position as regards the supply of teachers and teacher-training is shown in Tables D and E below. The decrease in the number of Primary Lower students (Table E) is accounted for by the exclusion of men from this course. This was done partly to restore the balance between supply and demand, because the Department was training more teachers than it could employ, but mainly with a view to raising the qualification of entrants to the teaching profession. Unfortunately, this could not be done in the case of women students owing to the acute shortage of female teachers. It is trusted, however, that eventually every girl who completes the Lower Course will also take the one-year Infant School Teachers' Course which is being offered by most of the training centres.

Specialist Courses in Music, Physical Education and Woodwork were started in 1945, and an Agricultural Course in 1946. These, together with the older courses in Domestic Science, Housecraft and Infant School work, it is hoped, will ultimately produce specialist teachers in sufficient numbers to cope with the demand in all grades of schools.

For the Department's needs, at the present rate of expansion, an adequate number of primary teachers is being trained. In any attempt, however, to bring primary education within the reach of every child, the supply of teachers is likely to be one of the most serious limiting factors. Very few, if any, of the existing training schools could afford to increase their numbers. Additional training facilities would therefore have to be provided.

The position in regard to secondary education has already become extremely difficult. Of the 340 secondary teachers employed in Secondary, High and Training Schools, 133 are European and 207 are Native. Of the latter, less than half hold a University degree, indeed several hold qualifications no higher than the Primary Higher Certificate and are being employed on a purely temporary basis. The number of European graduates offering to take service in Native Schools has shown a considerable decrease in recent years, and to aggravate matters many of those in employment, believing as they do that there is no future in Native Education, are trying to get out.

Lack of adequate accommodation provides another serious handicap to expansion. Already it has been found that it is the lack of accommodation rather than the lack of funds that determines the number of additional teachers that can be appointed and the number of new schools that can be recognised. The missions are unable to satisfy this demand and the building position is such that even if adequate funds were provided it would take years to overtake arrears. Ways and means have been considered by the Union Advisory Board for Native Education and recommendations have been made to the Union Government. In the meantime the Department has decided to set aside a considerable amount for the payment of rentals to encourage building by missions and other approved bodies.

These two factors, viz., the supply of trained teachers, especially secondary teachers, and the provision of adequate accommodation, will during the next five-year period largely determine the rate of progress of Native Education.

At the beginning of this year a special one-year course in agriculture was started at Umtata Training School. At the same time an Inspector of Agriculture was appointed for the purpose of organising agriculture and gardening in Native schools. Provision for tools and equipment has also been made on a far more liberal basis than in the past. There are two secondary schools of the "School Farm" type in operation at Freemantle and Mount Arthur, for boys and girls respectively, and one primary school at Nyanga (Engcobo). There are possibilities of this type also at other centres, e.g. at Taungs, where the Native Affairs Department has released a considerable extent of irrigable land for the purpose. It is the Department's intention to develop these and to organise school gardening wherever possible with a view not only to teach scientific methods of agriculture but also to encourage the production of food for the children's use.

Statistics showing the growth of Native Education are given below. Wherever possible these are so arranged that a comparison may be made between the progress achieved during the



war period (1940 to 1945) with that during the five-year pre-war period (1935-1940), and to show development during the first post-war year (1946).

Table A: Number of Schools.

	1946.	1945.	1940.	1935.
Training Schools .. ..	14	14	14	14
High Schools .. ..	10	10	4	—
Secondary Schools .. ..	27	19	15	8
Higher Mission Schools .. ..	261	245	183	154
Practising Schools .. ..	14	14	14	14
Higher Boarding Schools .. ..	5	6	4	3
Other Mission Schools .. ..	1,742	1,702	1,633	1,545
Primary Schools under Boards .. ..	6	4	1	—
Special School under Board .. ..	1	—	—	—
Part-time Schools .. ..	7	7	3	3
Industrial Schools .. ..	19	20	22	15
Industrial Departments .. ..	[7]	[7]	[5]	[8]
Total .. ..	2,106[7]	2,041[7]	1,893[5]	1,756[8]

Table B.: Number of Pupils.

	1946.	1945.	1940.	1935.
Training Schools .. ..	2,118	2,107	2,350	1,865
High Schools .. ..	3,187	2,960	754	—
Secondary Schools .. ..	3,194	2,522	1,252	1,005
Higher Mission Schools .. ..	62,208	58,057	43,203	32,559
Practising Schools .. ..	4,093	4,132	4,257	3,653
Higher Boarding Schools .. ..	854	997	600	642
Other Mission Schools .. ..	178,837	173,334	158,116	129,343
Primary Schools under Boards .. ..	2,301	2,021	461	—
Special Schools under Boards .. ..	14	—	—	—
Part-time Schools .. ..	528	495	78	109
Industrial Schools and Industrial Departments .. ..	853	853	744	647
Totals .. ..	258,187	247,478	211,815	169,823

Table C: Distribution of Pupils among the various standards in Primary, Secondary and High Schools on 4th June, 1946.

	1946.	1945.	1940.	1935.
Sub-Standards .. ..	128,121	121,075	106,155	93,930
Standard I. .. ..	34,536	33,095	31,805	23,573
"  II. .. ..	25,855	25,163	21,963	18,196
"  III. .. ..	22,624	22,206	18,772	14,149
"  IV. .. ..	15,640	15,229	11,883	8,877
"  V. .. ..	11,261	10,607	8,294	5,752
"  VI. .. ..	8,958	8,463	6,062	4,430
"  VII. .. ..	3,382	3,354	1,277	460
"  VIII. .. ..	1,259	1,034	542	201
"  IX. .. ..	272	202	79	27
"  X. .. ..	145	148	71	33
Unclassified .. ..	1,138	1,124	1,057	772
Total .. ..	253,191	241,700	207,960	170,400

Table D: Number of Teachers Employed.

1946.	1945.	1940.	1935.
5,731	5,349	4,555	3,651

Table E: Number of Students in Training Schools.

	1946.	1945.	1940.
Native Primary Lower Certificate .. ..	1,389	1,512	1,998
Native Primary Higher Certificate .. ..	583	493	354
Infant School Teachers' Certificate .. ..	103	79	28
Physical Education Teachers' Certificate .. ..	20	7	—
Housecraft Teachers' Certificate .. ..	6	8	1
Music Teachers' Certificate .. ..	5	9	—
Departmental Visiting Teachers, Jeans' Course .. ..	—	—	4
Woodwork Teachers' Certificate .. ..	1	6	—
Agricultural Teachers' Certificate .. ..	10	—	—
Domestic Science Teachers' Certificate .. ..	28	21	—
Total .. ..	2,145	2,135	2,385

Table F: Number of Junior Certificate and Senior Certificate Candidates.

	1946.	1945.	1940.	1935.
Junior Certificate .. ..	1,257	1,039	469	156
Senior Certificate .. ..	165	164	80	33

Table G: Growth in Expenditure (Calendar Year).

1935 .. ..	169,823 pupils .. ..	£368,201
1940 .. ..	211,815 pupils .. ..	£471,525
1945 .. ..	247,478 pupils .. ..	£909,777
1946 .. ..	258,187 pupils .. ..	£1,010,774

Reference to these statistics will show amongst other things that:—

- (1) Progress during the difficult war years, although it may not have been proportional to actual needs, has nevertheless been substantial and compares very favourably with the pre-war period;
- (2) development during 1946, the first post-war year, has been very encouraging indeed;
- (3) the number of pupils who reach Standard VI and pass on to Secondary and High Schools is steadily increasing;



- (4) the loss of enrolment in the Primary Lower Course at Training Schools is gradually being compensated for by an increase in the Primary Higher and specialist courses ;
- (5) the cost per pupil has increased from £2 3s. 5d. in 1935 to £3 18s. 3d. in 1946.

It will be noticed that the number of Senior Certificate candidates in 1946 was only 165 as compared with 164 in 1945. This is entirely due to regrettable disturbances at some of the Institutions during the year, as a result of which many students were excluded from the examination. It is hoped that this may serve as a warning to students that the authorities do not intend to condone such irresponsible behaviour.

## CHAPTER VII.

### RELIGIOUS INSTRUCTION.

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In reporting last year the promulgation of the Education Amendment Ordinance, No. 10 of 1945, of which the main feature was the new syllabus for religious education, I indicated that I was aware that an onerous task had been placed upon the shoulders of the teachers and expressed the hope that they would once again show themselves "willing and eager to direct the religious and moral education of their pupils into proper channels, and that the trust put in them would not be misplaced."

Since I submitted that report on 1st June, 1945, a fair measure of assistance has been afforded to the teachers.

Those in training are receiving the fullest preparation for the task that awaits them. To help those already in the service to whom this work has been entrusted, Mr. S. J. Malherbe, B.A., has been appointed organiser of Religious Education and he has already visited a good many schools. In these he has offered assistance and advice to principals and staffs alike in planning the work for the year and seeing to it, in general, that the new syllabus now laid down by law is fully carried out not only in the primary but also in the secondary departments of all schools.

A very important part of his work is to recommend books for the use of teachers and pupils. It is my hope that every school will have a carefully chosen collection of reference books for the use of teachers so that they may have access not only to the Bible but also to authoritative and scholarly works which may serve to give them some knowledge of the modern approach to bible study as well as help with its geographical, historical and archaeological back-ground.

Suggestions will also be made about maps, charts and other material likely to be of use.

Besides the books generally recognised as valuable there will be available shortly, handbooks specially written to use with the syllabus. Their publication is long overdue owing to unavoidable printing and paper difficulties. These should be valuable, but they will not release the teacher from the obligation of drawing up his own lessons, and finding and making material for himself. All teachers receive training in the technique of teaching, and it is unreasonable to imagine that there is some



one special method for religious education, quite different from any method used in other subjects; and it is educationally unsound to believe that notes of lessons compiled by one man from experience in one or two schools will suit every teacher in every type of school.

For the pupils, too, there should be in every school library a range of such books as may serve to widen and deepen any interest aroused by lessons given in school or in church or at home, or found in his general reading.

Lists of suitable books will be published in the Education Gazette from time to time and I hope to make it possible for all schools to obtain some of them.

In some centres short vacation courses have been held; in others, series of talks given calculated to add to the knowledge of the subject matter already possessed by the teacher. I am grateful to all clergy and teachers alike, who have helped in this valuable work, and I trust that these courses will be held from time to time as long as it may be necessary, and until we have a supply of teachers specially trained for this work.

Thus I can report briefly that a fair start has been made with work on the new syllabus: that teachers are being trained for this work, while those already in the service are receiving some help.

I realise that success depends almost entirely on what the teacher puts into the work, and I once more express the hope that by the exercise of time and thought upon this important subject, many will develop individual methods which will result in valuable and fruitful work being done in the schools.

## CHAPTER VIII. EDUCATIONAL RESEARCH.

The purpose of this chapter is to give an account of educational research conducted by various experts and committees at the invitation of the Department. It is hoped that it will be found useful not only by students of education but by the wider public who are to-day taking an active interest in educational developments. "There is no such thing as finality in educational progress," and therefore the Department has over a period of years encouraged exploratory work of this sort to clarify aims and promote new developments in the schools.

### (a) *Dual Medium Language Experiments.*

1. In my report for the years 1941-45 I went very fully into the early history of the experiments which have been initiated in order to determine the influence of the use of the second language as a medium of instruction:

- (a) on the pupils' second language,
- (b) on the pupils' first language,
- (c) on the pupils' knowledge of the content subjects taken through the medium of the second language.

2. As schools were beginning to come into the experiment from a great number of inspectorial circuits, but hardly in sufficient numbers, I considered it essential that circuit inspectors should get the fullest information with regard to the inner workings of the experiments. I therefore asked for and obtained permission to hold an inspectors' conference in July, 1946, at which the language experiments would form the main subject of discussion. At this Conference four members of the Committee for Language Experimentation were asked to address the conference on various aspects of the work that is being done. They were:—

- (i) *Dr. J. A. Jansen van Rensburg* on: „Die taalproefnemings—hulle doel en aard en die toetse wat in verband daarmee gebruik word.”
- (ii) *Professor H. A. Reyburn* on: “What we have been doing in language experimentation and how it is being done.”
- (iii) *Dr. F. P. Stander* on: „Moeilikhede wat ondervind is om taalproefnemings aan die gang te sit en te hou in plattelandse skole.”
- (iv) *Inspector H. S. Bowden* on: “The dual medium experiments in action in the schools of the Cape Peninsula.”



The papers read were stimulating and the discussions and questions which followed evinced keen interest on the part of the inspectorate.

3. The immediate result of this Conference was a stimulation of interest in the experiments even in the outlying circuits. Numbers of schools which had not done so before, now signified their willingness to participate in such experiments.

4. The statistical data gathered in connection with the experiments in 1945 were dealt with during 1946 and are embodied in a special report which is being submitted by me, covering the work of the Committee for 1946. This report contains a full list of the schools now participating in the experiment.

It has not yet been possible to deal with the statistical data for 1946, partly because Dr. J. A. Jansen van Rensburg, on whom the responsibility for this work in the country districts mainly rests, has been absent from the country since December, 1946, on study leave.

5. In conclusion I wish to emphasise:—

- (i) That the task that has been undertaken in this matter is an enormous one.
- (ii) That a number of schools of a type needed to make the picture given by the experiment a complete one have been included in the experiment only since the beginning of 1947.
- (iii) That with new schools coming in from a large number of circuits, it has proved imperative to second for duty in supervising the experiments two inspectors of schools.
  - (a) Dr. F. P. Stander has since July, 1946, been given the schools outside the Cape Peninsula.
  - (b) Inspector E. R. O. Gardiner has since January, 1947, undertaken the work of supervising the experiments in the Cape Peninsula. This work was done from July to December, 1946, by Mr. E. T. Logie, Principal of the Lansdowne High School, because at the time it was difficult to release a second inspector for the work.

With the large number of schools now participating in the experiments and the problems that are continually arising in connection with these, I consider the work being done by these two inspectors of the very greatest importance.

In a controlled experiment, it is essential that conditions in the various schools participating in the experiment,

should be, as nearly as possible, identical. If steps are not taken to ensure this, the whole of the results of the experiment may be vitiated. For this reason I consider that the best course to follow is to appoint men to supervise the experiments, and the best men to use for this purpose would obviously be experienced inspectors of schools. I have also taken the necessary steps to ensure that there will be the closest co-operation between the supervisors concerned.

(iv) That as indicated in the final paragraph of Chapter V of my report for the years 1941-45, "the Committee will not be able to report until such time as it considers that it has sufficient data on which to base reliable conclusions."

(b) *Arithmetic.*

At the instance of the Universities of Stellenbosch and Cape Town a meeting was convened in the office of the Department of Education towards the end of 1944 to consider a general allegation that many pupils were leaving school with an inadequate knowledge of fundamental arithmetic. The meeting was attended by representatives of the above-named Universities, of the Department of Education and of the teaching profession. The representatives of the Universities expressed the view, which had the general support of the meeting, that the matter called for serious and urgent consideration. I therefore decided to appoint a Committee of Enquiry with the following terms of reference:

To report on the question:—

(1) Whether primary pupils at the Standard VI stage attain a standard in arithmetic adequate for (a) the ordinary needs of life, employment and apprenticeship, and (b) post-primary courses;

(2) whether the attainments of pupils in Standard VII and Standard VIII in Arithmetic are adequate for (a) apprenticeship and (b) for courses for which the entrance requirement is the Junior Certificate;

(3) whether the attainments of pupils in Standard X in arithmetic are adequate for courses for which the entrance requirement is the Senior Certificate or Matriculation Certificate; and, in the event of its being found that pupils leave school at any stage inadequately equipped, to report on and make recommendations (where necessary) in regard to—

- (4) the effectiveness of the methods of teachings;
- (5) the suitability of the primary and secondary syllabuses;
- (6) the adequacy of the time given to the teaching of the subject;



(7) the desirability of including arithmetic in the Junior and Senior Certificate courses as a compulsory subject.

Inspectors N. E. Lambrechts, G. C. Theron, A. E. Puttick, Chief Inspector H. R. Storey, Miss D. F. Olver, Professor W. F. Grant, Professor B. Taute, Mr. H. A. Rust and Mr. J. B. Bonthuys were appointed as members of the Committee, with Inspector B. F. Barnard as Chairman.

Towards the end of 1945, when Chief Inspector Storey retired from the service on pension, Chief Inspector H. S. Bowden was appointed in his place as a member of the Committee.

Up to 1921, when the Department instituted its own Junior Certificate Examination, Arithmetic was compulsory for all candidates at the Junior Certificate Examination. The new Junior Certificate Examination made provision for a choice (the equivalent of six major subjects) from a wide variety of major and minor subjects. Likewise, the new Senior Certificate Examination instituted in 1923 allowed a similar wide choice of subjects, whereby arithmetic ceased to be a compulsory subject for all candidates. The result of these options was a steady increase in the number of candidates who omitted arithmetic and mathematics from their courses, until in 1945 there were 1,848 European candidates for the Junior Certificate Examination who offered no Arithmetic or Commercial Arithmetic or Mathematics out of a total of 8,451 candidates, i.e. almost 22 per cent.

Consequently, the main task of the Committee was to determine whether in the changed circumstances, pupils leaving school at the different stages were equipped with a knowledge of Arithmetic sufficient for the needs of life or for further courses of study. The initial question of present standards of attainment was largely a quantitative one, calling for a concrete answer. The original intention of the Committee, therefore, was to apply suitable arithmetical tests to Standards VI, VIII and X, but it was found impracticable to set an extra examination towards the end of the year to pupils about to sit for the Junior and Senior Certificate examinations. Accordingly, it was decided to test all European pupils in Standard VI, VII and IX and the Committee are of opinion that the results throw considerable light on the arithmetical standards which obtain in Standards VIII and X.

Because of the nature of the enquiry the tests were not based on the existing Standard VI syllabus but on the needs of everyday life and of institutions for post-primary education, secondary education, etc. Some questions, therefore, were included which would not have been set if the Standard VI

syllabus had been the basis. Some sums, moreover, were included which were simpler than those usually found in the Department's Test "A."

The Committee also wished to include in the tests some other types of sums which the intelligent citizen would wish to use in his ordinary unspecialised life; but it was considered doubtful whether pupils at the Standard VI stage were mature enough to grasp the concepts of which they would have to make use. The Committee quote as an example the calculation of the amount to be paid on a bill in settlement of an overseas account where the rate of exchange is known. The actual calculation is simple enough in itself, but, if a teacher were to attempt to explain the process known as rate of exchange, the immaturity of a Standard VI pupil would be at once apparent. It was decided, therefore, to exclude such sums from the tests. The possibility was also considered of devising tests to gauge the pupils' arithmetical vocabulary and their ability to grasp and appreciate various arithmetical concepts. This plan was, however, finally abandoned, owing to the difficulties involved in carrying out the test programme.

To ensure that the tests would serve the twofold purpose indicated above, they were referred in draft form to various people with a natural interest in the matter under enquiry. The Committee, therefore, consulted representatives of commerce, industry, the railways, the postal and other public services, teachers of all high school subjects, lecturers in continuation classes and technical schools, as well as a number of university professors. These people were asked in a questionnaire to express their opinion as to whether the proposed tests would provide the Committee with the data necessary for carrying out the terms of reference. Most of them were of opinion that the tests would achieve their purpose. A few who replied desired a still higher standard of competence but realised that this could only be attained by making arithmetic and mathematics compulsory up to Standard VIII at least. Several indeed, stated that they took no pupil into their service without a Junior or Senior Certificate.

After the tests had been applied in 1945 another "jury" was consulted—housewives, tradesmen, farmers and others—as to whether the tests were related to the practical needs of everyday life; and, for the most part, the sums selected by the Committee met with approval. In passing it may be mentioned that more than one of those who replied intimated that they would like to be able to do certain sums and thus improve upon their own cumbersome methods.

As is customary in the Departmental Standard VI examination, the pupils' scripts were corrected and marked by the



teachers themselves under the general supervision of the inspectors and in accordance with a scheme of marking drawn up by the Committee. In due course the marks of about 30,000 pupils were codified and analysed, and the results thus obtained are embodied in the final report.

Before the various tests were applied the Committee tried to find a criterion or norm by which to assess the pupils' ability. For this purpose it was decided to make an experiment with a number of Standard VI classes selected at random. Some 26 teachers and 530 pupils were concerned in this experiment.

Finally, after careful consideration of all the available data, and after hearing the views of the inspectors and three independent investigators, the Committee reached agreement on the following conclusions and recommendations (the numbers correspond with those of the terms of reference shown on pages 37 and 38):

1. (a) (i) That the standard attained by primary pupils in arithmetic at the Standard VI stage is *not* adequate for the ordinary needs of life. It must be emphasised that there is a considerable number of schools where the defects indicated do not occur in a striking degree and also that there is a considerable number of pupils that may be considered competent; but the fact remains that a large number of pupils leaving school after Standard VI can only comply with the arithmetical demands of everyday life in plodding fashion.

(ii) That too many pupils who obtain work or are enrolled as apprentices after Standard VI, must feel handicapped as far as arithmetical attainment is concerned.

(b) That the progress of pupils taking post-primary courses is sometimes retarded in subjects where certain basic calculations are a requirement. It must also be emphasised here that there is a number of schools and classes whose Standard VI pupils are sufficiently well grounded in Arithmetic to take post-primary courses.

2. (a) (i) That pupils taking Arithmetic and Mathematics in Standards VII and VIII are on the whole competent to do the necessary arithmetical work during apprenticeship. There will, of course, be a number who will be handicapped as a result of less thorough instruction in Arithmetic.

(ii) That pupils taking Arithmetic or Mathematics in Standards VII and VIII are less competent than the first mentioned group; and that pupils taking neither Arithmetic nor Mathematics in Standards VII and VIII do not possess the necessary arithmetical competence for apprenticeship where Standard VIII is the entrance qualification.

(b) That pupils taking Arithmetic and Mathematics in Standards VII and VIII are on the whole well enough grounded in Arithmetic for further studies at high schools or other educational institutions. Those not taking Arithmetic and Mathematics in Standards VII and VIII will be considerably handicapped in their progress. This will be more evident in the case of some subjects than in that of others.

3. That pupils taking Arithmetic and Mathematics either to Standard VIII or to Standard X are as a rule quite competent to do the necessary calculations in connection with their subjects at the Universities or Technical Colleges. This is to a lesser extent the case with pupils taking Arithmetic or Mathematics up to Standard VIII or Standard X. Those taking no Arithmetic or Mathematics after Standard VI will be badly handicapped in a large number of subjects at the Universities, Technical Colleges and Training Institutions.

4. (i) The variety of methods used by pupils in doing certain basic operations creates confusion and causes inaccuracy. Uniform methods and patterns for these basic sums should be prescribed and made compulsory.

(ii) The importance of systematic drill in the basic arithmetical facts is as a rule not sufficiently appreciated. A statement as to how the work in Arithmetic should be tackled, such as formerly appeared in the publication of the Department of Education "The Primary School—Suggestions for the Consideration of Teachers," should again be made available to teachers. Such a statement should indicate clearly the latest teaching methods in connection with the subject.

5. (i) The primary syllabus is too comprehensive and subject-matter is prescribed for some standards for which the pupils of those standards are not mature enough. A revised syllabus is suggested in this Report.

(ii) The secondary syllabuses in Mathematics include a little Arithmetic. This Arithmetic, however, is quite insufficient and of little practical value. The syllabus in Commercial Arithmetic is specialised and does not meet all the needs of everyday life. The syllabus in ordinary arithmetic is comprehensive enough as far as the pure arithmetic is concerned, but offers no opportunity to pupils of making contact with wider mathematical concepts. An integrated general mathematics syllabus for Standards VII and VIII is suggested, which will offer further opportunity to pupils of developing proficiency in arithmetical operations.

6. There is a tendency, according to the evidence of Inspectors, to devote more time to Arithmetic in the primary standards than that suggested by the Department. The time for the



subject suggested by the Department should be sufficient if it is used judiciously.

7. An integrated course in Arithmetic and Mathematics should be compulsory for all pupils up to the Junior Certificate stage.

The full report of the Committee has been published and I am considering at the present moment the steps to be taken to implement the recommendations of this Committee.

(c) *Handwriting.*

Handwriting is an issue which divides the teaching profession itself, and, as the following resolutions show, our own teaching service has its views on this important aspect of education.

In 1943 the Joint Council of the South African Teachers' Association adopted the following resolution:—

“That the Department is urged to bring to the notice of all primary schools and training colleges the Marion Richardson method of teaching handwriting.”

Again, in 1944, the Suid-Afrikaanse Onderwysersunie resolved:—

“Die Kongres versoek die Departement om vas te stel dat van drukskrif na lopende skrif nie later as by standerd I oorgeslaan word nie.”

“Die Kongres versoek die Departement om die daargestelling van 'n memorandum wat as leidraad vir onderwysers ten opsigte van 'n eenvoudige skrifstelsel en skrifonderrig op skool kan dien.”

The Committee of Heads of Education Departments has also discussed the matter from time to time.

It was decided, therefore, to set up a Handwriting Committee, with Inspector O. P. Truter as convener, with the following terms of reference:—

“To investigate the standard of handwriting in primary as well as in secondary and high schools.”

It is intended that the Committee should address itself to the general question of present-day standards of handwriting instruction in our schools and suggest means whereby such instruction could be improved. In particular, it is hoped that the Committee will deal with the question as to whether there should be more uniformity in our policy regarding this matter, e.g., as to the use of script writing, the stage at which the change to cursive writing should be made, the desirability of adopting a uniform style, and so on.

Between the years 1937-1941 a member of the Committee, in collaboration with officials of the Department and principals of schools, applied a series of handwriting tests to 24,600 pupils in 317 secondary schools of the Province. The purpose of these tests was to measure the standard of writing for speed and legibility in the secondary schools. It is proposed in due course to prepare and apply appropriate tests to the primary schools.

The Committee is at present continuing its deliberations and will submit in due course a comprehensive report on its investigations.

(d) *Psychological Research.*

The problem which the psychologist has for some years been investigating may perhaps best be described as an enquiry into the economically most suitable and reliable methods of evaluating intellectual and other behaviour deviations; and, at the same time, of determining which character and other personality traits are fundamental to success in school and industrial occupations.

The problem has been tackled from three aspects. First, an extensive study of the available literature was made, as a result of which a comprehensive model of a case history or record was drawn up, to which was attached a careful discussion of the best method of completing it. This portion of the work is ready and has been considered and approved by a Committee of representatives from all the provinces and from the Union Government. There is every hope that in the near future it will be tried out in our schools to determine its practical utility and its value for vocational guidance.

Next, the standardisation of a minimum number of scholastic or achievement tests received attention, to assist in the determination of retardation or scholastic backwardness, as well as to implement and support the results of intelligence tests. In addition to tests in the fundamental operations of arithmetic, in arithmetical problems, reading and spelling, which are ready for use, a test in arithmetical concepts for Standard II, III and IV is nearly complete. A mechanical reading test and a test for vocabulary will be tried out in the following year. Two factors which have considerably retarded development in this direction were the lack of clerical assistance and the fact that in a bilingual country all work of this kind is doubled, quite apart from the further problems raised in regard to the selection of reliable samples.

In the third place, the problem of the most suitable tests of intelligence was investigated. It was approached from two points of view. There was first of all a comparison made between the results of the well-known Individual Scale of the National Bureau with those of the S.A. Group Intelligence Test,



applied to the same children after an interval of a few years. Provisional results showing very clearly the reliability of both tests have already been submitted to the Committee referred to above. But the investigation is still continuing.

Next, the individual test itself was investigated to determine which tests were less suitable or could be improved; how greater uniformity could be attained; which tests could be replaced by improved ones; and lastly to what extent the number of tests could be diminished and a more even distribution could be obtained. A report on uniformity and improvement of the tests, based on the results obtained so far, has been drawn up and issued to Inspectors of Special Classes. At present the question of a smaller number of tests with a more even distribution is receiving consideration.

*(e) Activity Method of Instruction.*

A committee of enquiry was appointed in 1943 to examine the effect of the "activity method" adopted in one of the primary schools in the Cape Peninsula. This initial experiment was limited almost entirely to the ordinary subjects of the standard curriculum, and the Committee considered that, without widening the scope of the enquiry, it was not in a position to give an opinion on the advantages claimed for this method.

Accordingly the enquiry was extended to two other schools—one in which the activity method was in operation, and the other which was regarded as a suitable control school. The tests applied on this occasion fell into three groups: (a) those dealing directly with the standard syllabus, in particular with arithmetic and geography, (b) those dealing with language subdivisions taught in most schools, and (c) those designed to allow children trained by activity methods an opportunity of displaying any superiority they might have over children taught on traditional lines.

Schools employing the activity method showed a slight superiority in their grasp of the real nature of arithmetical processes. They showed definite superiority in their ability to look up information for themselves in history and geography and in supplying general knowledge. The Committee's general recommendation was that further experiments should be made.

A full account of the way in which the tests were applied and the results obtained can be seen in the Education Gazette of the 1st November, 1945.

*(f) Survey of Vocations Followed by School Leavers.*

In 1936 the Department circularized schools in order to ascertain the occupations taken up by pupils who had left the

schools in the previous year. Dr. J. A. Jansen van Rensburg, Professor at the University of Stellenbosch, kindly undertook to collate the data, and an extract from his report was published in the Education Gazette of the 18th November, 1937.

Since then principals of schools have been asked to supplement those data from year to year. Subsequently, Dr. van Rensburg surveyed the period 1937-1940 and a full report may be found in the Education Gazette of the 21st January, 1943.

In view of the special problems connected with juvenile employment created by the war period, a new investigation has been undertaken covering the years 1941-1943, and a report will be published in due course.

Since 1944 regular surveys of vocations followed by school leavers has become one of the activities of the Department's Vocational Guidance Service.



## CHAPTER IX.

### RADIO, FILMS AND MUSEUM SERVICE.

#### RADIO SERVICE:

Although the war has only recently come to an end, a considerable improvement is already discernible in the School Broadcasting Service. Schools have been able to purchase radio sets and batteries as more of these are now obtainable. The South African Broadcasting Corporation reports that improvements in reception have already been made and that it is the intention to obtain more transmitters and land lines which will contribute considerably towards the success of the School Broadcasting Service. During the past year the Secretary of the Natal Education Department was also appointed to the National Council for School Broadcasting, as that Department had expressed its desire to join the National School Broadcasting Service, as soon as there was an improvement in reception.

An important Commission of Enquiry into Broadcasting Services was appointed during the year and at the invitation of the Commission evidence was given by the Chairman of the National Council for School Broadcasting (Dr. J. J. G. Grobbelaar) and myself. The members of the Commission, which at that juncture had already taken down considerable evidence, spoke in general appreciatively of the School Broadcasting Service.

Since the inception of this service, 4,330 school talks have been broadcast covering a wide range of subjects. Much interest has been shown in these talks not only by the schools but also by the general public, and I have been approached with a view to co-operation between the National Council for School Broadcasting and the Adult Education Division of the Union Education Department.

The news talks which were curtailed to a certain extent during the war years, are again being broadcast as before the war, viz. separate talks for the primary and the secondary classes. This is a big improvement as it was always felt that the two types of classes could not benefit equally from the same talk.

In order to place the School Broadcasting Service on a still higher level, I was approached by the National Council for School Broadcasting with the request that representations be

made to the Provincial Administration to enable the Chairman, Dr. J. J. G. Grobbelaar, to go overseas for a period of approximately six months for the purpose of making a thorough study of the School Broadcasting Service in countries where it is regarded as a complete success. I succeeded in this commission and Dr. Grobbelaar will leave shortly. On his return to South Africa he will submit a report on his findings.

#### FILM EDUCATION:

The Administration has spent the following amounts under this Vote since 1945:—

		<i>Financial Year.</i>		
				£
1945-46	For Projector Fund (Union Education) .. .. .	..	..	7,000
	Contribution to Film Library .. .. .	..	..	2,490
	Contribution to Schools £ for £ .. .. .	..	..	570
1946-47	Contribution to Film Library .. .. .	..	..	4,500
	Contribution to Schools £ for £ .. .. .	..	..	1,440
	Total .. .. .	..	..	£16,000

In regard to the amount of £7,000 it should be explained that the amount was advanced to the Union Education Department's Film Library in Pretoria to purchase projectors and appliances overseas, but up to the present not a single projector has been supplied to Cape schools and it would appear that the scheme has failed. As far as the use of the film in our schools is concerned, it may be stated that it is most valuable in class teaching if used with discretion. In general there are many factors which retard the progress of film education:

- (a) Projectors and spare parts are well-nigh unobtainable;
- (b) There is a general lack of suitable rooms for the showing of films.
- (c) Much time is lost in despatching the films to and from Pretoria which often also inconveniences the schools.
- (d) The inefficient use of the film as an aid to teaching.

#### THE MUSEUM SERVICE:

At the beginning of the year 1946 the museum service completed the eleventh year of its existence. The school service is provided by the museums at Cape Town and Grahamstown. The Cape Town Museum restricts its services to the loan of specimen cases to schools situated in the western part of the Cape Province and as this museum is aided by the Union Government the cost of despatching cases is borne by the museum itself.



The Albany Museum at Grahamstown meets the needs of schools in the eastern part of the Cape Province. This museum is aided by the Provincial Administration which grants it an annual amount of approximately £2,000. The transport of cases is covered by a standing railway order issued by the Education Department. Apart from supplying the museum cases the two institutions also assist with the grouping, classification and identification of specimens found in the vicinity of schools. In this way every school should be able to build up its own museum in course of time.

The number of schools making use of this important service is still increasing; at the moment there are more than two hundred schools. Nearly eighteen hundred cases were despatched to schools during 1946.

## CHAPTER X.

### VOCATIONAL GUIDANCE.

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The Union Department of Labour has now accepted responsibility for assistance in finding suitable employment and for the supervision of young employees during the first stage of their careers. The Departmental Vocational Guidance staff are, therefore, mainly concerned with three aspects of vocational guidance, namely, providing information regarding careers, studying the individual pupils, and advising them and their parents in the choice of a career.

In April of this year two vocational guidance officers were appointed, so that certain developments of the service could then be planned.

The first step was to organise an information bureau on occupations, and a fairly extensive reference library on careers has been collected. A useful pamphlet entitled "Literature on Occupations," was published during the year containing a catalogue of the books, pamphlets, magazine articles and other materials in this library which are available on loan to the schools.

Next, the staff on this section of the Department have made contact with business and professional men and representatives of all classes of occupation in the Union. In this way very valuable assistance has been received from such bodies as the Vocational Service Committee of the Cape Town Rotary Club.

Another development is the system of group interviews at which groups of pupils meet representatives of various occupations for purposes of discussion. During the last quarter of the year, when many pupils were about to take up a career, sixty-three such group interviews were arranged. The experiment has already produced many useful results.

The study of individual pupils has made only limited progress, as a good deal of preparatory work had first to be carried out. Questionnaires have been prepared to obtain the personal information necessary for dealing with special cases, and the southern universities and national research organisations are collaborating in devising standardised aptitude tests and other methods of psychological measurement.



A steadily increasing number of pupils and parents are being interviewed at head office and in the course of visits to schools. These are for the most part special cases referred to the vocation guidance officers by teacher-counsellors, principals and inspectors of schools.

It is gratifying to record one important development in the guidance services. Both the Universities of Cape Town and Stellenbosch have instituted special courses for the training of guidance workers during the past year.

It remains, finally, to emphasise that the problem of assisting and advising a pupil in the choice of a career cannot be studied in isolation. Hence a system of teacher-counsellors is being encouraged in the schools. It is their part to study their charges individually, to observe and note their idiosyncrasies and aptitudes and then, where necessary, to call in specialist advice.

## CHAPTER XI.

### EXAMINATIONS AND VACATION COURSES.

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

#### STANDARD VI:

For the Standard VI examinations papers were set, printed and distributed amongst circuit inspectors. The use of these tests is optional but all inspectors made use of them. The following tests were printed:—

- (a) For Standard VI pupils other than Native: Afrikaans, Arithmetic, English, Geography and History;
- (b) for Standard VI pupils in special classes: Afrikaans, Arithmetic, Civics and Vocational knowledge, English, Geography, Handwork and History; and
- (c) for Native pupils in Standard VI: Arithmetic, English, Geography, History, Hygiene, Southern Sotho, Tswana, Xhosa.

Memoranda containing the answers to these papers and the schemes of marking were also printed.

The examinations were conducted by the schools under the direction of the circuit inspectors. The subjects of the curriculum for which no papers were printed were tested by the teachers or the inspectors.

#### JUNIOR CERTIFICATE:

There was a slight increase in the number of candidates who entered for the Junior Certificate examination. Whilst the number of European candidates decreased by 166, the Coloured and Native candidates increased by 92 and 218 respectively, as the following table will show:—

	European.	Coloured.	Native.	Total.
1945 .. .. .	8,451	1,043	1,039	10,533
1946 .. .. .	8,285	1,135	1,257	10,675



Of the 10,675 candidates who entered for the Junior Certificate examination, 10,526 took the examination. The results, as well as those for 1945, are summarised in the following table:—

	1945.	1946.
Number of candidates who took the whole examination .. .. .	10,446	10,526
Number of first grade passes .. .. .	1,820	1,998
Percentage .. .. .	17	19
Number of second grade passes .. .. .	7,070	7,013
Percentage .. .. .	68	67
Number of failures .. .. .	1,556	1,515
Percentage .. .. .	15	14

#### SENIOR CERTIFICATE:

The following comparative table shows the number of candidates who entered for the Senior Certificate examinations held at the end of 1945 and 1946:—

	European.	Coloured.	Native.	Total.
1945 .. .. .	4,239	128	164	4,531
1946 .. .. .	4,602	136	163	4,901

Of the total of 4,901 entries, 4,800 candidates took the whole examination. The increase over 1945 was chiefly in the number of European candidates, the numbers of non-European candidates having remained much the same.

The results of the examination, as well as those for 1945, are summarised in the following table:—

	1945.	1946.
Number of candidates who took the whole examination .. .. .	4,431	4,800
Number of first grade passes .. .. .	793	873
Percentage .. .. .	17	18
Number of second grade passes .. .. .	2,967	3,137
Percentage .. .. .	67	65
Number of failures .. .. .	671	790
Percentage .. .. .	15	17
Number qualifying for exemption from matriculation .. .. .	2,352	2,506

#### TEACHERS' EXAMINATIONS:

The shortage of European teachers is dealt with in Chapter II of this report. At the end of the year the first examination was held in the fourth year course for the Diploma in Physical Education, eight students qualifying at the Cape Town Training College and nine at the Paarl Training College. Permission was granted for the introduction of a fourth year course in Music as from January, 1947, at the Wellington Training College.

The total number of Coloured males offering themselves for a course of training was far in excess of the number required. Coloureds are finding it difficult to obtain remunerative employment as more and more Natives drift to the towns and offer themselves for employment at a lower rate of pay. This factor, coupled with the improved salary scales for teachers, has resulted in an increase in the numbers desiring to be trained as teachers. Women students are still not coming forward in sufficient numbers. No new courses for Coloured teachers were introduced during the year.

The number of Native students training as teachers has kept pace with the requirements. A new Primary Higher Teachers' course in Agriculture was introduced at the Umtata Training School at the beginning of the year, nine out of the ten candidates qualifying in this course at the examination in December.

#### GENERAL:

The Departmental Examinations Committee and the Professional Examinations Committee continue to be of great assistance in matters concerning examinations. It is pleasing to note in what spirit these committees continue to carry out their duties and I am grateful to them for their assistance.

An important decision taken during the year was the raising of the minimum requirement for a pass in a subject of the Junior Certificate Examination from 30 per cent. to 33 $\frac{1}{3}$  per cent. This change comes into force at the examination to be held in 1948. A further change coming into force in 1948 is that to pass the Junior Certificate Examination a candidate must pass in both official languages.

The Joint Matriculation Board has altered its regulations regarding exemption from the matriculation examination. As from 1948 a candidate, in addition to present requirements, will be required to pass in either a third language (that is, an approved language, other than English, Afrikaans or Netherlands) or Mathematics, if he desires to qualify for exemption.



Some Departments are calling on their employees to produce school certificates to prove that they have passed a certain standard and certain subjects. For example, a Standard VI certificate obtained thirty years ago is accepted as sufficient proof that the holder is bilingual if a pass in both languages is endorsed on the certificate, no matter whether the holder can in practice speak, read and write both languages. And promotion depends upon the production of such certificates! The result is that there is a constant demand for copies of certificates, some as far back as 1915. Much time is wasted by principals and inspectors in an endeavour to trace the records of such applicants.

#### VACATION COURSES:

Twenty-five European teachers attended a refresher course in book-binding during the second quarter. The course was held in Cape Town on Wednesday afternoons from 4 p.m. to 6 p.m. and consisted of ten sessions.

From the 24th to the 29th June a vacation course in vegetable gardening for Native teachers was held at Fort Cox Agricultural School. Thirty teachers attended this course.

The Organiser of Classes for Hard of Hearing and Speech Defective Pupils held a conference for teachers of hard of hearing and speech defective classes on 26th and 27th September, 1946. The conference was opened by the Honourable the Administrator. Twenty-seven teachers attended this conference.

A most popular vacation course in music was held in October at Umtata for Native teachers. So many applications were received from teachers that less than one-third of the applicants could be accepted. One hundred and thirty-four teachers were accepted and one hundred and five attended the course.

A vacation course in religious instruction was held for European teachers at Stellenbosch from 9th to 12th December, 1946. Fifty-six teachers attended the whole course and twenty-five teachers attended part-time.

The Church Council also held a series of lectures on religious instruction for teachers in the Cape Peninsula during the fourth quarter. The lectures were well attended.

I would like to extend my grateful appreciation to the organisers of these courses and to the many willing helpers who contributed to the success of these courses, for their unstinted assistance.

## CHAPTER XII.

### SCHOOL BUILDINGS.

During the year ended 31st March, 1946, the total amount of capital expenditure on school buildings was £278,110 19s. 8d. as compared with an amount of £179,978 7s. 2d. for the year ended 31st March, 1945.

In accordance with the practice in previous years, particulars of capital expenditure since 1913-14 and of the interest and redemption charges during the last six years are given hereunder.

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

#### CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-1914.

	£	s.	d.
1913-14	205,711	12	5
1914-15	189,273	9	0
1915-16	110,806	0	10
1916-17	205,095	0	0
1917-18	236,483	0	0
1918-19	213,809	5	1
1919-20	182,503	0	0
1920-21	236,053	1	3
1921-22	161,493	11	10
1922-23	104,993	7	4
1923-24	104,551	4	2
1924-25	137,412	8	1
1925-26	178,316	5	5
1926-27	150,003	17	6
1927-28	183,645	4	10
1928-29	176,360	2	4
1929-30	215,866	13	3
1930-31	168,188	12	7
1931-32	222,192	19	10
1932-33	77,180	12	2
1933-34	56,897	13	3
1934-35	101,861	15	7
1935-36	148,997	5	3
1936-37	208,850	1	6
1937-38	200,212	2	8
1938-39	200,879	17	2
1939-40	230,805	12	4
1940-41	283,707	11	8
1941-42	164,443	19	5
1942-43	291,180	1	0
1943-44	127,234	8	4
1944-45	179,978	7	2
1945-46	278,110	19	8
	£5,933,099	2	11



INTEREST AND REDEMPTION CHARGES ON ADVANCES BY UNION GOVERNMENT FOR SCHOOL BUILDING.

Expenditure for					£	s.	d.
1940-41	..	..	..	..	214,761	14	3
1941-42	..	..	..	..	223,042	0	2
1942-43	..	..	..	..	232,946	12	4
1943-44	..	..	..	..	241,010	17	0
1944-45	..	..	..	..	248,788	15	7
1945-46	..	..	..	..	262,423	18	10

In my report last year I stated that there were indications that, in view of the difficult building position, the Department would not succeed in building for more than £300,000 of the £1,283,197 for which new buildings and additions to existing buildings had been authorised. The figures on the preceding page show that an expenditure of only £278,110 was incurred. Although this is almost £100,000 more than in the previous financial year, the leeway to be made up is very much greater than it was and the position as regards building materials has worsened.

The situation is therefore even more critical than it was last year. It can only be hoped that the position will improve so that during the financial year 1946-47 the capital expenditure on school buildings will not be less than it was during the financial year 1945-46.

CHAPTER XIII.

FINANCE.

During the financial year ended 31st March, 1946, expenditure, exclusive of interest and redemption charges, on Education services amounted to £7,516,988. Particulars of the expenditure under the main heads are furnished below with a comparison of expenditure in the previous year:—

	1945-46	1944-45
	£	£
A. Administration .. .. .	60,398	47,242
B. School Boards and School Committees	90,976	78,085
C. School Inspection .. .. .	50,527	46,582
D. Medical Inspection .. .. .	33,228	32,054
<i>European Education:</i>		
E. Training of Teachers .. .. .	118,989	113,061
F. Secondary Education .. .. .	406,702	391,362
G. Primary Education .. .. .	2,061,728	1,910,958
H. Combined Primary and Secondary Education .. .. .	1,569,054	1,459,982
J. Coloured Education .. .. .	1,565,490	1,319,904
K. Native Education .. .. .	936,557	852,443
L. General		
<i>European</i> .. .. .	470,385	344,388
<i>Coloured</i> .. .. .	94,979	84,971
M. Minor Works .. .. .	23,235	20,286
N. Agricultural Education .. .. .	34,740	28,489
Total .. .. .	£7,516,988	£6,729,807

Expenditure on educational services in the Province since the passing of the first Financial Relations Act in 1913-14 is subjoined.—

	£
1913-14 .. .. .	1,208,454
1930-31 .. .. .	3,278,981
1934-35 .. .. .	3,594,324
1938-39 .. .. .	4,343,832
1942-43 .. .. .	5,026,430
1945-46 .. .. .	7,516,988

It will be observed that there has been an increase of more than 522 per cent. in the educational expenditure since 1913-14.

It is not possible to indicate the growth for some years after 1913-14 in the expenditure on European, Coloured and Native Education separately owing to the system of school board



finance in operation at the time, but the following figures will give some indication of the expansion since 1930-31:—

	1930-31.	1934-35.	1938-39.	1942-43.	1945-46.	Percentage increase 1945-46. over 1930-31.
	£	£	£	£	£	
European .. ..	2,597,137	2,774,365	3,260,892	3,543,157	4,919,962	89
Coloured .. ..	323,811	461,373	631,631	876,082	1,660,469	413
Native .. ..	358,033	358,586	451,309	607,191	936,557	161

The increase in the expenditure in 1945-46 over the previous year was £787,181, the increase being under the following main headings:—

	£
European Education .. ..	447,473
Coloured Education .. ..	255,594
Native Education .. ..	84,114

The additional amount spent on European education is due chiefly to salary scale increments to teachers, higher cost-of-living allowance, extra cost in respect of the feeding of school-children and also higher costs in respect of repairs, renovations and maintenance to buildings. The additional expenditure also includes a new item of £110,000 towards the Liquidation of the Estimated Deficit in the School and Hospital Board Officials' Pension Fund.

The increased expenditure on the Coloured education vote largely consists of salary scale increments to teachers, higher cost-of-living allowance, appointment of additional teachers owing to abnormal increase in the school enrolment, cost of the extension of the furlough privileges of European teachers to Coloured teachers and extra expenditure on the feeding of school children.

As far as Native education is concerned, the increase is due chiefly to salary increments, new posts for teachers and higher cost-of-living allowance.

#### INTEREST AND REDEMPTION.

Interest and redemption charges on loans raised for the erection of school and hostel buildings rose from £248,789 during last year to £262,424 during the financial year 1945-46.

#### REVENUE.

The following statement shows the revenue from educational sources for the years 1944-45 and 1945-46:

	1945-46	1944-45
	£	£
School Fees .. ..	172,153	171,352
Boarding Fees .. ..	150,910	142,187
Saleable Requisites .. ..	68,089	68,336
Examination Fees .. ..	25,245	26,980
Rents .. ..	16,482	16,690
Agricultural Schools .. ..	8,180	8,019
Miscellaneous Education Receipts .. ..	30,787	9,254
Grant from Native Trust Fund .. ..	918,588	834,081
Total .. ..	£1,390,434	£1,276,899

From the 1st April, 1945, expenditure on education earns the same general subsidy as other Provincial Expenditure.



## CHAPTER XIV.

### SCHOOL BOARDING HOUSES.

School boarding houses fall into three groups: (a) Provincial (b) Private and (c) Good Hope.

(a) *The Provincial Hostels* are managed, usually by school boards, on the financial responsibility of the Administration. The quarterly boarding fees vary from £10 in the rural districts to £18 in the towns, with the exception of the hostels attached to the three agricultural schools where, by arrangement with the Union Education Department, the fee remains at £6 per quarter.

With three exceptions (at Worcester, Uitenhage and Grahamstown) the buildings are all the property of the Administration. Since 1945 the hostels are debited with a rental equal to a net 5 per cent. of the boarding fees payable to the institution, instead of the usual debit of interest and redemption on the capital outlay on the buildings. Moreover, the cost of repairs is not brought to book. Notwithstanding this arrangement the majority of the annual financial reports disclose deficits, large ones in some cases. Abnormal conditions in recent years are responsible for this state of affairs e.g. the obligation of paying cost-of-living allowances to employees and the general increase in the cost of living. A number of buildings need repairs and additions, but in 1946 a good start was made, under the supervision of the Departmental Clerk of Works, to make good the deficiencies.

In spite of these difficulties the evidence before me goes to show that in general a good standard of living is maintained in these hostels. Management is efficient and the Superintendents see to it that the spare time of the pupils is well occupied with social, religious, cultural and other interests.

There are hostels at the three Agricultural High Schools at Clanwilliam, Cradock and Riversdale, which have a total of 162 boarders. The boarding fees are still £6 each per quarter, which fees are the same as those in force when the hostels were taken over from the Union Government on 1st April, 1938.

(b) *Private Hostels* are those under the control of private bodies or persons on whom devolves the full financial responsibility, though, as will be seen, the Administration grants certain indirect subsidies.

Where the buildings are the property of the Administration, a rental equal to 5 per cent. on the boarding fees payable is claimed. In cases where the rentals payable on the old basis were less than those payable on the new basis of 5 per cent. net on the boarding fees, the Superintendent's grants authorised were allowed to remain, the maximum amount of the grant being

£25 per annum. In the case of other buildings, which are mostly church property, the Administration pays a rent allowance to a maximum of £3 per annum in respect of each boarder, if the hostel buildings were erected prior to 1st January, 1946. In the case of a hostel building erected subsequent to that date by the person or body which is responsible for the financial control of the hostel, the rent grant is slightly higher. Prior to 1935 it was the policy of the Administration to grant a Superintendent's allowance in respect of these hostels, but no such grants are paid in respect of hostels established subsequent to 1935. The balance of the rent or interest on the capital has to be found by the institution itself.

The boarding fees in these private hostels vary from £6 per quarter in the country to £16 10s. 0d. per quarter in the urban areas. The fees of boarders who receive secondary boarding bursaries are usually made up to the required amount by their parents or from school funds.

In general these institutions find difficulty in making ends meet, and in areas where only a low rate of fees can be fixed it is practically the rule that the deficits must be supplemented out of the proceeds of fairs, concerts and such-like functions.

From the preceding statements it is to be expected that the Departmental Inspectors of hostels encounter a diversity of conditions.

A considerable number of the buildings, usually those which were originally erected for other purposes, are unsuitable as hostels and do not satisfy modern requirements. There is often congestion and a lack of such standard requirements as common rooms, reading rooms and separate study rooms.

The standard of living varies from place to place in accordance with the monetary resources of the local community.

Facilities for games and other extra-mural activities are generally amply available.

(c) *Good Hope Hostels*: In most cases these buildings belong to the local Dutch Reformed Church Councils, but a few belong to the Administration or private owners. Where the buildings belong to the Church Council, the Administration pays a rent not exceeding 8 per cent. on the valuation or the capital invested, but in all cases the Administration recovers 50 per cent. *pro rata* of the rent for paying boarders. Where the buildings belong to the Administration they are leased to the hostel committees free of rent in respect of the children in receipt of capital allowances.

The Administration pays 50 per cent. of the salaries of the hostel European staff who are appointed with the Administrator's approval.



The great majority of the managing committees succeed in balancing income and expenditure. Indeed some have good credit balances, but these will shrink as soon as furniture and equipment can be replaced at reasonable prices and in larger quantities.

There is room for improvement in many hostels in regard to furniture, equipment and feeding. Likewise, the condition of some buildings is unsatisfactory. The Departmental Inspectors from time to time direct attention to inadequate washing and bathing facilities and to primitive sanitary arrangements. Paying boarders are at present charged a minimum fee of £30 each per annum.

#### GENERAL.

In respect of indigent boarders in any hostel the Administration contributes capitation grants on the following basis:—

£22 each per annum for the first 30 boarders,  
 £19 " " " " " next 30 boarders,  
 £18 " " " " " additional boarders within the quota.

In addition a cost-of-living allowance is paid, which in 1946 stood at 17 per cent.

The number of children in receipt of capitation grants is approximately 8,900.

Maintenance or indigent boarding (maximum £12 per annum per child) grants are authorised in respect of children within the compulsory age-period, whose parents or guardians are in absolutely indigent circumstances, and who reside more than three miles from the nearest public school or farm school. The grants are authorised on condition that the children are in attendance at an approved school for European pupils and are accommodated and maintained at a recognised boarding department or other approved place (*e.g.* private home) or institution. The number of children in receipt of maintenance grants is about 3,100.

The following figures for 1946 show the number of hostels and the distribution of boarders in the three categories:—

	Number.	Number of Boarders.
Provincial Hostels .. .. .	41	2,894
Private Hostels .. .. .	141	5,970
Good Hope Hostels .. .. .	173	10,133
Total	355	18,997

Of the total school enrolment of 158,362, the percentage of boarders in hostels is approximately 12 per cent.

## CHAPTER XV.

### SCHOOL FEEDING.

During 1945 a circular was issued, in which the views of School Boards and Managers of Aided European and Coloured Schools were sought on the subject of selective feeding, centralised buying in bulk and kindred matters. The replies received were considered by the Departmental Committee for the administration of the National Feeding Scheme on the 17th January, 1946, and its recommendations were embodied in an Executive Committee resolution which *inter alia* extended the feeding scheme on a permanent basis with effect from the 1st April, 1946.

As a result of the feeding of primary school children attending European and Coloured Departmental and aided schools becoming a permanent part of the educational system of the Cape Province, it became essential that greater control of the expenditure of Provincial funds should be exercised. It was, therefore, decided to change, as from the 1st April, 1946, the method of financing local Feeding Scheme Committees. Instead of receiving a quarterly advance to be adjusted by the submission of a statement of meals supplied (*i.e.* a grant based on the actual attendance), the Committees now receive a fixed annual grant (based on enrolment) paid quarterly. This grant for each financial year from the 1st April, 1946, is calculated at the rate of 2d. per primary pupil enrolled during the preceding December quarter in each year in the school or schools controlled by the Committee, multiplied by the number of school days in the following year. Where the enrolment in the first quarter of the school year (January to March) increases by more than 5 per cent., Committees are paid, on application made after the enrolment figures have been submitted, an additional grant for the financial year of 2d. per primary pupil per day for all additional children enrolled in excess of 5 per cent. Grants for the equipment are paid on the same basis as before.

The annual grant is paid in four equal instalments at the beginning of each school quarter, provided that receipted vouchers and statements of receipts and payments have been submitted for the quarter which commenced six months earlier. This method enables the Administration to keep a closer watch on the expenditure of the Committees in order to ensure that there is no wastage of public funds.

In addition the Administration also assumed full financial responsibility for the erection of kitchens, for purposes of the



feeding scheme, at schools under school boards, while in regard to aided schools not under school boards, the rent grant applicable to the schools may be extended to cover such kitchens.

The scheme, as far as the primary standards are concerned, is nearing the limits of expansion and during 1946 only 78 European schools with an enrolment of 3,079 pupils and 30 Coloured schools with an enrolment of 1,572 pupils were added to those already participating in the scheme.

The extension of the scheme to include pupils in Standards VII and VIII should receive serious consideration. This is especially desirable in secondary schools with a secondary roll of say 20 pupils and a primary enrolment of 150. The average age of pupils in Standard VIII is low enough to make the supply of protective foods to them as important as in the case of the primary pupils.

During 1946 the Department applied itself to the improvement of the financial administration of the scheme, and also to the improvement of the quality of the food supplied at the schools.

To achieve the latter, the two dietitians who were appointed on the 1st January, 1946, were requested to visit schools, inspect the local administration of the scheme, and to give advice to feeding committees on the most suitable foods and where to obtain them. Although the inspection areas are extensive, a considerable number of schools has already been inspected. In addition the recommendations of the dietitians were conveyed to all schools by articles published in the *Education Gazette*.

The dietitians have also applied themselves to the improvement of the supply of food to schools, with regard to both quality and quantity. Representations have been made to the Deciduous and Citrus Boards, and I would like to acknowledge the helpful attitude of the Citrus Board in taking steps to ensure a regular supply of citrus fruit to schools. At the same time the Department is investigating the possibility of increasing the production of food yeast, of tomato juice and orange juice of the desired standard for schools that cannot obtain the fresh products, and of milk, milk powder and cheese.

It is felt that more drastic action to improve the supply of milk and dairy products, fresh fruit and fresh raw vegetables, or of suitable substitutes, is imperative if the scheme is to succeed in its aim of supplementing dietary deficiencies.

In this connection the Departmental dietitians report:—

“Because the protective foods are not obtainable, more harm than good is done in many cases where the sweets and other unsuitable foods that are served to the children not only

encourage undesirable feeding habits but impair their appetites for the midday meal so that even the vegetables served at it are not eaten. Many complaints to this effect have been received from parents and matrons of school boarding houses. Because of these facts the general public do not understand the purpose of the scheme and look upon it as an unnecessary burden on the taxpayer without any beneficial results.”

In short, while the Department guarantees the payment of 2d. per pupil per school day, the required quantity of protective foods on which this grant could be spent is not available to schools. There are only two alternatives: either the National Feeding Scheme will have to be suspended, which in view of the serious and widespread malnutrition among school children, would be a national calamity, or the desired foods must be made available to schools, whether by priority allocation or other methods. This applies especially to milk and citrus fruit.

#### MILK AND MILK PRODUCTS.

In this connection it is felt that:—

(i) In urban areas schools should receive priority over all but pre-school-age children for whom separate provision should be made. In rural areas it should be insisted upon that the requirements of schools and hostels be met before milk is transported elsewhere. Malmesbury schools and school hostels experience great difficulty in obtaining their milk supplies because all the milk is transported to Cape Town. (This is the case also with vegetables and Malmesbury retailers purchase their supplies of locally grown vegetables from the Cape Town market!)

(ii) As the regular supply of half a pint of milk per child per day (250,000 pupils in the Cape Province) would necessitate an increased milk production and increase in stock, the problem arises of the disposal of this milk during school holidays. In the Cape Peninsula the influx of holiday-makers during the summer vacation might partly solve the problem. A more desirable solution might be the following:—

The scarce period for production of milk in the Western Province is approximately from the 1st February to the 30th June and the plentiful season is roughly from 1st August to 31st January. If production during the scarce period is raised to meet the requirements of the schools and the general public, it follows that during the plentiful season there will be a considerable surplus over and above the average public requirements. But both the long school vacations fall in this period i.e. the June-July and December-January vacation. If, therefore, this surplus from the end of June to the end of January can be diverted to a milk-powder industry, with more intensive



production during the actual holidays, it will solve also the problem of the supply of powdered milk to schools that cannot obtain fresh milk. From September to December, 1944, the members of the Cape Milk Marketing Organisation produced an average of 1385 gallons per day over and above the requirements of the public and the schools. This figure will be still higher if the production during the scarce period is increased, and if powdered milk is manufactured from this surplus, it will go far to meet the urgent need for powdered milk in districts where fresh milk is not obtainable.

Milk is most important not only as a source of first class protein and calcium but also as a source of the Vitamin B-complex, of which the avitaminosis is fairly common. It is felt that factories should be allowed to produce powdered milk if not for the general public then at least for schools and hostels.

(iii) Where the supply of cheese is desirable, schools should be assured of a fixed quota. Often, in exactly those areas in which the cheese is needed, it cannot be supplied in summer because of deterioration. It is suggested that cheese which will keep in warm climates should be manufactured for use in such districts.

#### CITRUS FRUIT.

Although the Citrus Board has taken steps to ensure a regular supply of citrus fruit to schools during the citrus season, it is felt that the Director of Food Supplies should be requested to encourage the production and supply to schools at reasonable prices of citrus fruit juices or tomato juice (which will also supply Vitamin C) for use in areas where fresh fruit is unobtainable or for use during scarce periods.

#### DECIDUOUS FRUIT.

Complaints as to the unavailability of fruit, its quality and delivery are numerous. Schools should not be regarded as a dumping ground for surplus fruit, but should be given priority especially during scarce periods. The quality is sometimes deplorable. The highest grade should be used. The National Feeding Scheme is not a charity scheme—the funds have been voted for the combating of malnutrition, not for the disposal of inferior and surplus products.

#### FOOD YEAST.

This excellent source of the Vitamin-B-complex and first class protein can be used to advantage in the scheme. It could be used in fortified biscuits, the manufacture of which is being taken up with biscuit manufacturers.

#### EDUCATIONAL VALUE OF FEEDING SCHEME.

At the same time the supply of the correct foods is also necessary to achieve the secondary aim of the scheme to make pupils food conscious and inculcate correct food habits. For this reason also, it is insisted that the food be distributed in the classrooms, and that the children should be seated and eat in an orderly fashion under supervision. Individual attention can then be given to children who, for example, have to acquire a taste for milk or raw vegetables. By serving all the food simultaneously the restful atmosphere of a meal (even though it is a supplementary one) is created.



## CHAPTER XVI.

### PHYSICAL EDUCATION.

#### EUROPEAN PHYSICAL EDUCATION.

"Physical Exercises" were included in the primary school syllabus as early as 1892 and by 1909 at least nine girls' high schools had Physical Education specialists on their staffs. In January, 1921, Physical Education courses for training women specialists were established at the Cape Town Training College, the first courses of their type in Southern Africa. By the end of 1946, 206 women, already holding a teaching qualification in ordinary subjects, had specialised for one year in Physical Education and 68 had gone on to specialise for a second year in the subject.

Physical Education was made a compulsory subject of the secondary school course in July, 1934. As an interim measure, more than 150 teachers attended vacation courses in Physical Education and did a good deal of valuable work in secondary and high schools in the period before specialists became available in sufficient numbers.

In January, 1936, a one-year course in Physical Education was instituted at the Paarl Training College for men teachers holding primary or secondary teaching qualifications. By December, 1946, 314 men teachers had successfully completed this course with far-reaching effects on the Physical Education of this and other provinces. Half of these men have remained in the service of the Cape Province. As, however, only one-third of the women specialists trained at the Cape Town Training College remained in the service of this Department, a second one-year specialist course for women teachers was established at the Graaff-Reinet Training College in 1941. Of the 104 women trained in the latter course by the end of 1946, more than half are still in the service of the Province.

Specialist lecturers in Physical Education were appointed to all Training Colleges to cater for the needs of the large number of schools too small to appoint specialists on their staffs. Radio lessons were also provided to assist this type of school in spite of the special difficulties involved in teaching gymnastics by radio.

Although the newly-qualified specialists have been readily absorbed by the vacancies occurring under the normal staffing rules, the supply of and ultimate demand for the men began to approximate sufficiently closely to justify the establishment of

a Diploma Course in Physical Education. This qualification indicates a further year of specialisation in Physical Education by men already holding primary or secondary teachers' qualifications together with the one-year specialist qualification in Physical Education. A parallel course for women was also established at the same time, at the Cape Town Training College, where the second-year specialised course had been terminated in 1936. Nine men and eight women successfully completed these Diploma Courses in December, 1946. These courses place strong emphasis on Anatomy, Physiology and Hygiene in order to cater for schools offering these subjects for examination.

It is also pleasing to record that a major obstacle to the extension of Physical Education was removed by the setting up of the school feeding system.

In the meantime the appointment of the National Advisory Council for Physical Education, consisting of the heads of the five education departments, together with representatives of the Department of Defence, the South African Railways and other bodies, enabled Physical Education policy and syllabuses to be co-ordinated. Bilingual syllabuses and a comprehensive bilingual terminology of sports, games and educational gymnastics were compiled and distributed to schools and training colleges.

With the aid of the pound-for-pound system in almost all cases and with some aid from the Department of Defence in schools having Cadet Detachments, 210 of the 392 high, secondary and larger primary schools were able to acquire sets of portable gymnastic apparatus.

#### COLOURED PHYSICAL EDUCATION.

One hundred and twenty-eight Coloured men teachers have gained Coloured Primary Higher Certificates in Physical Education at the Wesley Training School, Salt River, since the course was established in January, 1938. It is still difficult, however, to secure qualified men teachers for Physical Education posts outside Cape Town and many such teachers are still required to meet the needs of the Cape Town schools.

Specialist teachers have been appointed for the students of the teachers' training schools and for the Hewat Training College to ensure a more satisfactory training in the subject for all primary student teachers.

A one-year specialist course for Coloured women teachers will, it is hoped, commence at the Zonnebloem Training School in January, 1948.



#### NATIVE PHYSICAL EDUCATION.

A one-year course, exclusively in Physical Education, was established for male Native teachers at the Healdtown Native Training Institution in January, 1943. Forty-five men had successfully completed this course by December, 1946. Obviously this is only a small fraction of the number of specialists which will eventually be required. All Native primary schools with 200 or more pupils are now required to appoint these specialists should they make application for a vacant post.

Most Native teacher training institutions now have a Native specialist on the staff to cater for male Native student teachers.

A one-year specialist course for Native women teachers will commence at the Healdtown Native Training Institution in January, 1948.

#### FUTURE REQUIREMENTS AND POSSIBILITIES.

Physical Education has been one of the subjects hardest hit by the war. The building of new halls has had to be suspended and one-third of existing halls have had to be appropriated as class rooms. The reluctance with which this was done becomes obvious by the mere statement of the uses to which a school hall is normally devoted and of the reasons which necessitate a school hall. The most effective and ultimately the most economical method of providing basic Physical Education is by means of educational and corrective gymnastics. To teach these effectively a hall can hardly be dispensed with. Educational gymnastics, gymnastics for girls and corrective gymnastics for physically deviate pupils of both sexes all require the privacy of a hall. Climatic conditions, especially in the winter rainfall area, are responsible for the cancellation of a serious proportion of gymnastic lessons. Pupils also require protection from sunstroke, from excessive sunlight, from wind and dust and require a level, clean and safe surface as the most important item of gymnastic equipment. Furthermore, the increased use of the film, the radio and the gramophone in education, as well as provision for musical appreciation and singing, for dramatics, concerts and assemblies, also reinforce the claim of every school having 300 or more pupils to a general-purpose gym-hall, carefully designed for all these activities. A gym-hall would be used full-time by a school with 300 or more pupils. Primary schools are not normally provided with playing fields and need gym-halls even more urgently than high schools.

A great deal has been done for and through Physical Education in the Cape Province and the claim of the Province to be the

pioneering place in Southern Africa would hardly be gainsaid. On the other hand, this very progress has rendered possible and necessary, further advances which must be made if the youth of the country is to be adequately prepared for the strains and trials which the coming years may bring, be they years of peace or war.

The problems connected with the training of specialist European teachers of Physical Education for boys have been very largely solved. Both student-teachers and pupils are coming to the theory and practice of Physical Education with a more adequate background and with improved technique. Improved athletic techniques have become obvious in most school sports meetings and greater initial fitness for football has been evidenced. Swimming and life-saving, however, remain in general neglected arts. This is the more surprising in view of the Union's high summer temperatures and length of coastline. The revived interest in things nautical emphasises the need of providing more facilities for swimming, when building conditions allow of this.

Most of the larger schools have the use of at least one playing field for a major game. It would be wise to encourage the acquisition of playing fields for the exclusive use of schools, were there not more pressing needs. The most worth-while benefit to be gained by schools having their own fields would be the release of pupils from the usual obligation of playing senior football in return for the school's use of the field.

#### SUMMARY.

In the sphere of non-European Physical Education, the social desirability of diverting the energies of the school population from anti-social activities into the constructive channels of gymnastics, sports and games, is too obvious to need emphasis. The Wesley Physical Education Course has been largely responsible for training club leaders to this end.

In the industrial field, job-analysis and motion-study are as much within the orbit of Physical Education as within that of Industrial Psychology. More important, however, is the awakening of industry and commerce to the value of Physical Education in maintaining the health, efficiency and output of all workers. The next step is the realisation that the foundations of industrial and commercial efficiency in its physical as well as its mental aspects are laid, often decisively, in our schools.

There are few subjects in the school curriculum which one can advocate so unreservedly as Physical Education, few subjects so justified by the utilitarian and educational values which accrue from its thorough practice and few subjects which reach so deeply to the fundamental needs of school and adult



life. The healthy and efficient functioning of the living machinery of the human body can vitalise much of life. Conversely, its malfunctioning can cast a deep shadow over the most vigorous intellect. An impairment of physical function often precludes the development of a full and mellow outlook on life and society, whereas a harmoniously functioning bodily mechanism predisposes to a harmonious and constructive outlook.

The pressing problems of the hour relate to defence, industrial expansion and the future of the non-European. Physical Education has a vital contribution to make to all three problems if thoroughly applied. The necessary expenditure, however onerous, will be an investment which will yield higher dividends than an equivalent outlay on hospitals, necessary though these may be and would conform to the preventative trend in modern medical thought.

## CHAPTER XVII.

### MANUAL TRAINING.

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It is more than ten years since my annual report took particular cognisance of this important aspect of education. The present chapter is intended, therefore, not merely as a record over a period of years, but also as an assessment, of the progress made in the provision of manual training in both primary and secondary schools.

In 1922 only the larger European schools in the Province were staffed and equipped for the teaching of woodwork. It is true that there were various forms of handwork in the kindergarten classes, but at that stage of education the aim is rather to encourage the child's natural impulse to give visible form to his ideas than to develop manual skill, for the learning of handicrafts obviously belongs to a later stage of school life. The striking deficiency was in respect of any graded course of handwork in the junior schools. Indeed, except in a few urban high schools, woodwork was all but disregarded up to the Junior Certificate stage.

The first task of those responsible for the organisation of manual training was, therefore, to bridge the gap in such practical work between kindergarten and Standard VI. Accordingly, it was decided to make a start with cardboard modelling, because children get a special satisfaction from working in three dimensions. The medium of cardboard was selected because the subject could be taught in an ordinary classroom, the equipment was inexpensive and the material was suited to the strength and skill of younger pupils. At the same time, a progressive syllabus could be planned from simple to complex models, thus giving the child the essential preliminary training in measurement, drawing and construction. It was realised that many teachers were unfamiliar with this form of practical teaching, and therefore special courses were instituted in the training colleges, and demonstrations and lectures were given to various groups of teachers throughout the Province. In this way systematic and continuous courses of handwork became integral parts of the primary curriculum as a whole.

The development of handwork in the secondary schools on the foundations thus laid in the junior schools presented greater difficulties. Only in the urban centres were tradesman-teachers available who could make a success of such work; but the first-class tradesmen were not tempted by the initial salaries



and conditions of service to leave their own more lucrative sphere of employment. In any case, there was the further difficulty that such tradesmen, even if they were willing to transfer to the teaching service, could not be employed in the rural schools where only part of their time could be occupied in handwork. The Department was, therefore, forced to the conclusion that the only means of providing suitable manual instructors was to select teachers with a natural bent for such work and give them the necessary training through special courses. An experiment in this direction was made at the Paarl Training College in 1925 but was abandoned at the end of the year, for this first course was an overloaded whole without coherence, comprising as it did Art, Hygiene, Woodwork and Metalwork. It was not until 1930, when the present primary higher course in woodwork and metalwork was established, that a body of efficient and enthusiastic teachers became available to create and develop a sound system of woodwork in the secondary schools.

Nevertheless, through causes beyond the Department's control, the period from 1922 to 1946 has not been one of uninterrupted progress, for it has been punctuated with droughts, trade and financial depressions, the war and the aftermath of war. Furthermore, a variety of new claims have been advanced on the school time-table—for more physical training, more religious instruction, a greater variety of practical subjects, more agricultural education, radio and cinema instruction, nutrition schemes, cadets and so on. It has been represented to me from time to time by those with a special interest in woodwork that, as a result of these competitive claims, woodwork is now in real danger of being relegated to its former position of a "cinderella" subject or a mere adjunct to the ordinary school curriculum.

The claim of manual training on general educational merit to a place in any balanced curriculum is established, and, as the preceding record of progress shows, is freely acknowledged by the Department. Our difficulty is, however, to align it with an ever-increasing number of subjects with competitive claims for inclusion in the curriculum. It is, indeed, a piece—an important piece—of that kaleidoscopic problem of Educational Reconstruction, to which I allude in my covering letter to this report. It is appropriate, therefore, that I should here set on record, without comment at this stage, the various points submitted by those concerned with this subject, because naturally they must be carefully considered when facing the general question of reorganisation.

In 1922 the average time for each woodwork lesson was two hours, particularly in the urban schools. To-day the average

is one lesson per week of from sixty to eighty minutes, though a few schools still manage to arrange longer lessons.

The number of lessons per year is too often reduced by the practice of suspending all handwork during the terminal examinations, and lessons are often abbreviated or lost altogether at the beginning and end of each term. The handwork teacher is fortunate, therefore, if in a given year he loses not more than 25 per cent. of the time allotted to his subject.

The short periods available for handwork have the effect of denying pupils the satisfaction of completing something worth-while, with the result that his time is necessarily spent on pure bench-work.

Drawing appears to be taught at irregular intervals, so that when pupils begin woodwork they lack the preliminary training that will enable them to correlate the drawing and the work in hand.

Correlation of the work with general class subjects, such as language, arithmetic, geography and general knowledge, is neglected.

In most schools a steadily decreasing amount of time is allotted to handwork, on a variety of pretexts.

Staffing arrangements, too, often militate against the satisfactory development of handwork. In many primary schools and primary departments of high schools, there are often only two or three male teachers. The appointment of teachers qualified in woodwork as physical training instructors has also retarded the progress of woodwork.

During recent years the schools, in common with many trades and industries, have had to encounter the shortage of wood supplies. This particular difficulty, though it called for resourcefulness on the part of organisers and teachers, did not prove unsurmountable.

In the same way, the war occasioned a shortage of equipment which has also held up the development of handwork. Many of the tools now in use are old and beyond repair, and the replacement of these is still a major difficulty. To aggravate the difficulty, the general shortage of tools in towns has led to numerous burglaries of school workshops. It is estimated that about £4,000 worth of tools will be required for necessary replacement and about another £2,000 for immediate development.

The following matters pertain to the development of handwork in secondary and high schools only:



The main difficulty is the time-table. Whilst the total time is generally adequate, the distribution of time and subjects is often unsatisfactory. It has been well said that the time-table should reflect the ideas underlying the curriculum. If that criterion is applied to many school time-tables, the conclusion is inevitable—that many teachers have yet to be convinced of the educational value of handwork in providing pupils with a means by which their thinking can be put to the hard test of practicability.

In many schools no attempt is made to group the periods for manual instruction, with the result that the woodwork teachers are compelled to take pupils outside school hours and on Saturdays. Woodwork, for example, is often an alternative to a language, and, because the teaching of languages can be divided into six short lessons distributed throughout the week, the instruction in woodwork has been made to follow suit. Reference has already been made above to the undesirable effects of attempting to teach practical subjects in the usual short periods, yet many time-tables continue to transgress an elementary principle of school organisation—that the syllabus must be made to fit the child rather than the child made to fit the syllabus. Elasticity in the framing of time-tables is of vital importance to the successful teaching of handwork.

Most schools rightly take mathematics and woodwork in conjunction, but a few persist in offering the subjects as alternatives to one another. This is contrary to common-sense, and is one of the points levelled in criticism of our schemes of work by the technical college authorities.

The existing Junior Certificate courses in practical subjects are restrictive in their effects on handwork instruction. It is suggested that these should be replaced by a composite course of woodwork, metalwork, drawing and theory.

It is gratifying to record from reports reaching the Department that, in both cardboard modelling and woodwork, a high standard of work was produced at the European training colleges. The students have followed well conceived schemes of work, and the necessity of correlating the teaching of art and craftwork is being duly stressed. Those responsible for the training in these subjects fully realise that design—the character of which is determined, in each art, by the experiences it expresses and the medium employed, and, in each craft, by its practical purpose and the material used—provides a very real link between the arts and crafts.

The work in the Coloured High and Training schools has been handicapped by the shortage of materials and equipment.

It is unfortunate that very few pupils receive training in either cardboard modelling or woodwork in the primary standards, so that they have to begin work in the secondary schools without the basic training in neatness, accuracy and finish. Nevertheless, graded courses are being carried out and a reasonably satisfactory standard of work has been achieved.

The remarks in the preceding paragraphs apply to the Native high schools and training colleges. The instructors have, moreover, to contend with a certain reluctance on the part of Native pupils to take an interest in manual training.

The standard of work in the Native Industrial School varies considerably. At some institutions the apprentices receive a good all-round training: at others the training is very superficial. The reason for the latter unsatisfactory state of affairs is the failure on the part of the instructors to draw up comprehensive schemes of work or to consider what steps should be taken to secure improvement or in what directions the course and methods of approach need modification. Moreover, some institutions are yielding to the temptation of gauging progress and the quality of the work by the market value of the finished article. The immediate needs are a complete and progressive scheme of work, training in technical drawing and the teaching of the theory of tools and materials.



## CHAPTER XVIII.

### AGRICULTURAL EDUCATION.

#### AGRICULTURAL HIGH SCHOOLS.

It has been represented to me that the purpose of these schools and the facilities they offer are not sufficiently well known to parents and pupils, and that they are not receiving the support they deserve. A brief account of this particular feature of our educational system may, therefore, not be inopportune.

There are three agricultural high schools in the Province: Marlow (Cradock), Oakdale (Riversdale) and Augsburg (Clanwilliam). The total enrolment at present is 196 pupils, though provision will ultimately be made for approximately 300 at the three schools.

The above-mentioned schools were transferred to this Department in terms of Act No. 30 of 1937, which took effect on 1st April, 1938. These agricultural high schools for which the Administration is now responsible are definitely vocational, differing in this respect from certain other high and secondary schools which only provide a bias in the direction of agriculture. Further, it should be clearly understood that when a pupil is admitted to an agricultural high school he is assumed to have made up his mind about his future occupation, because the specific aim of these schools is to train future farmers or men to be gainfully employed in farming pursuits.

It is regrettable that hundreds of boys each year leave school to take up farming without any suitable preparation for their future work. The agricultural high schools are designed, therefore, to fulfil a twofold purpose: first, to prepare pupils of normal intelligence to become self-supporting farmers, and second, to equip pupils with a lesser degree of intelligence to become efficient foremen on the farms.

Previously, such vocational training could only be obtained at the agricultural colleges, but entrance to these was restricted to pupils who had passed Standard VIII. The agricultural high schools now supply the needs of pupils who have passed Standards VI or VII.

The agricultural high schools offer a four years' course (Junior and Senior Certificate) comprising the two official languages, science (chemistry, physics, biology, bacteriology, etc.), agricultural economy, and a major in agriculture.

The schools are situated on farms which represent the farming activities of the areas in which they are located. All the boys live in hostels attached to these schools so that they can take a hand in doing farm chores, e.g. feeding stock,

milking, etc. In addition to this practical work, the pupils receive more than eight hours' instruction per week on agriculture.

When the Administration took over these schools the cost per pupil was £178 17s. 1d. per annum. Yet, in spite of large expenditure on improvements and increases of staff, the cost has been reduced to £106 12s. 4d. It is anticipated, moreover, that, when each school has its full quota of about 100 pupils, the annual cost will drop still further to about £70.

Perhaps the most serious problem facing these schools is the scarcity of agricultural teachers, due to resignations and the fact that so few students qualify for the profession. Two solutions have been proposed to me: that we should train teachers of agriculture in our own training colleges, or that we should approach the Department of Agriculture with a view to sharing the services of professional agricultural officers.

#### SECONDARY AND HIGH SCHOOLS.

A steady development of agricultural work has been going on almost unseen in our secondary schools during the past 24 years. It is but one instance of the Department's policy, which aims at diversifying the forms of provision for secondary education and securing more elasticity and reality in the framing of curricula.

Agriculture was first introduced as a secondary subject in the high schools at George and Robertson in 1922. To-day 44 of our high schools offer a four-year course in Agriculture as one of the subjects for the Senior Certificate. Three of these schools, viz. Outeniqua High School at George, Vaalhartz High School and Kakamas High School, moreover, offer a special course in the subject for the training of future farmers—in other words a vocational course. In addition to the high schools, there are seven secondary schools which offer a two-year agricultural course as a subject for Junior Certificate. The time allotted to instruction of the subject is at least four hours per week, and in all the schools a good deal of practical work is done as a requirement of the course.

#### PRIMARY SCHOOLS.

Agriculture in the form of agricultural nature study began to occupy the serious attention of the primary schools about 1935. Previously the subject had been all but disregarded, but at present some 150 primary schools give it a fair place in the time-table for Standards III to VI. No uniform syllabus is prescribed or followed, for the obvious reason that conditions vary so widely throughout the Province. The teacher is required to draw up his own syllabus under the direction of the inspector of agricultural education. In this subject, practical work is emphasised and the children are required to grow vegetables individually.



#### TRAINING COLLEGES.

The introduction of any new subject into the curriculum, especially of the primary school, almost invariably confronts the Department with the problem of discovering a sufficient number of teachers with the qualifications or aptitude to teach it. Agricultural nature study was no exception. It was decided, therefore, to institute, for selected teachers, a year's course of special training in the subject at one of the teacher-training colleges after the Primary Teachers' Diploma.

#### NATIVE SCHOOLS.

With regard to Native Agricultural Education, despite droughty conditions which prevailed throughout the year and the lack of adequate equipment and fencing material, progress can be reported at most of the schools inspected.

The teachers have been keen and enthusiastic and many, whose schools have not been visited, have even written for advice. A short course in vegetable gardening was held at Fort Cox Agricultural School during the winter vacation which was attended by 40 teachers. Another encouraging sign was that in the Transkei 300 teachers assembled at 13 different centres for agricultural and garden lectures and demonstrations.

In most schools gardening work is, quite rightly, made the starting-point in agricultural or rural education, because it touches indoor teaching at many points and makes it real. It also provides a foundation on which to develop more advanced courses or projects in the conservation of soil, rotation of crops, livestock, afforestation and other aspects of agricultural education.

In many areas, however, schools are facing almost insuperable difficulties:

There are schools without the ground for a garden; many are badly sited on windswept ridges; equipment and fencing are lacking, and the water-supply is often inadequate. Until these problems are solved, it is impossible to provide for some form of practical agricultural and garden work at all rural schools. Before any expansions to such schools are approved, the question of shifting and rebuilding them should, in my view, be first considered.

Lastly, there can be little doubt that the position in the Native reserves as regards soil depletion, erosion and malnutrition is steadily getting worse, in spite of the efforts of the agricultural officers and demonstrators. It is felt that little progress will be made in remedying the present unsatisfactory state of affairs in the reserves—and the problems are economic as well as agricultural—without the intelligent co-operation of the Natives themselves. That postulates a changed attitude in the Natives towards the soil which, in my submission, can only be effected by a liberal provision of agricultural education in the schools.

## CHAPTER XIX.

### DOMESTIC SCIENCE.

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As in the case of other practical subjects, those responsible for domestic science and kindred subjects stress the shortage of accommodation, staff, equipment and materials. But, before recounting the difficulties which have been experienced, it is opportune on the eve of a period of reconstruction to re-state the Department's policy regarding those domestic arts and crafts which may conveniently be combined under the composite title of "Housecraft." Two extracts from reports by our inspectresses suggest that teachers in some quarters do not appreciate the high ideal of creating better citizens and better homes which should inspire the whole teaching of this important group of subjects:—

"It is disappointing to have to state that many teachers aim only at getting the pupils through their examination without due regard to its practical application in the home." and again:—

"It is, however, still a great pity that domestic science as a subject is not made more practical and that girls in very many cases are not being taught to apply in practice what they are taught in theory."

Other evidence has been put before me to the same effect. that, unless teachers of practical subjects, and particularly of domestic subjects, have a clear conception of objectives, instruction may easily degenerate into what is colloquially known as "Chalk and Talk." The following general observations are intended, therefore, to emphasise that housecraft is essentially a practical activity and that proficiency in the craft should be the chief aim of any school course.

The broad purpose of any well-planned housecraft course is a social one—to set a higher standard of life in the home. The pupil should be trained at school in the ordinary household processes which she will later be called upon to carry out, with as much scientific theory as she may easily comprehend. The starting-point should, therefore, be the necessary daily work involved in the running of a small home. With many girls housecraft is synonymous with drudgery under difficult conditions; and it is the task of the teacher to lead girls to feel that unsatisfactory home conditions are not inevitable but can be improved with knowledge and skill.

Next, in planning the preliminary work it is important to bear in mind the particular outlook and rather limited skill



of the younger pupils and to set such tasks as are within their power to carry out effectively. But the elementary exercises thus provided should awaken interest in larger problems and a sense of satisfaction in order and cleanliness.

In the intermediate stage the girls should, by a natural and gradual process, come to regard their work, not as unrelated lessons, but as a series of household tasks. The normal work of a house will still be the foundation of the course, but attention should now be given to apportioning the time at their disposal and the business-like preparation demanded by the various domestic duties in collecting and preparing the ingredients required for particular recipes, anticipating seasonal requirements, e.g. the period of fruit bottling and so on.

The final stage of work in housecraft, towards which the preceding courses should be directed, is the independent management of a day's work in the home and the putting into practice of the various lessons which comprised their school course. In a word the girls should now be given opportunities of planning and carrying out the work of a house as a whole which will involve cookery, housewifery and laundrywork.

My purpose in thus outlining the aims and methods of any well-considered scheme of housecraft is not only to provide a criterion by which to assess progress but to call the attention of those concerned with the instruction in housecraft to two important points.

Firstly, it is clearly beyond the power of the Department to frame a syllabus of work appropriate for every type of school. The Department, it is true, has included in its pamphlet "Secondary School Courses" certain general suggestions regarding cookery, housewifery and laundrywork. That does not, however, absolve the teachers from the responsibility of preparing their own schemes which should be at once practical and based on careful consideration of the homes, the interests and the needs of their pupils.

Secondly, the Department has very much in mind the various deficiencies to which the inspectresses have invited attention and these will be made good as soon as opportunity allows. But meanwhile it is the part of the teachers to review their schemes of work in the light of the preceding statement of policy, and above all to inspire this important branch of education with reality.

Other points which call for mention are:—

The work in the primary schools is generally disappointing and ineffective in some instances because unqualified teachers have been obliged to teach it. The Department will give con-

sideration to the proposal that selected primary teachers should take a year's course in housecraft.

Ingredients for cookery still remain scarce, but the special needs of the domestic science classes has been brought to the notice of the Controller of Foodstuffs. It should also be mentioned that the quality of domestic science equipment is inferior and the prices excessive.

Finally, the Department does not underrate the material difficulties which the housecraft teachers not only faced but in many cases surmounted by improvisation and resourcefulness. I would, here, in a general way, acknowledge our appreciation of their efforts during a period when the Department was beset with obstacles in every branch of its administration.

It is of interest to note the following statistics in regard to the number of schools in which domestic science was taught in 1946:—

*European:*

82 High Schools.

13 Secondary Schools.

146 Primary Schools.

*Coloured:*

6 High Schools.

5 Secondary Schools.

20 Primary Schools.

*Native:*

5 High Schools.

8 Secondary Schools.

104 Primary Schools.

In many Native Institutions.

In addition a three-year post matriculation course is offered at Healdtown Training Institution.



## CHAPTER XX.

### MUSIC.

In one form or another, music touches the life of every school child from the time of his or her enrolment to the end of the school career, and those who enter our Training Institutions extend their musical associations for periods varying from one to three years. The importance and potential scope of music in our schools are thus seen to be considerable.

Group musical activities in our schools include rhythmic movement and percussion band (these mostly in the infant classes), musical "appreciation," orchestra practice and singing, the last named receiving the most general attention.

During the war years, percussion band instruments, gramophones and gramophone records being virtually unprocurable, instruction in percussion band and "appreciation" laboured under difficulties that have only recently begun to recede.

Orchestral work needs guidance from persons equipped to give instruction in the playing of string instruments. At present such people are distressingly few, and consequently orchestral experience, even on a small scale, is unavoidably denied to large numbers of our scholars.

Singing has also suffered in recent years through the prevalent shortage of teachers, both directly and indirectly: directly because of the paucity of teachers fitted to compass this subject, and indirectly owing to the difficulty of arranging timetables under the present strained conditions.

Singing is the branch of music that requires least in the way of equipment and apparatus for its performance; hence, it is the obvious medium of musical instruction for those who are to study it without specified goal. Even the training of the voice is, to such students, not a primary aim, desirable as it is: the main objective is to learn to read music and acquire a repertoire of songs. It cannot, however, be too strongly emphasised that the latter necessarily involves the former. It is, of course, possible to learn songs without being able to read music. It is also possible to speak without being able to read or write. But the educational aspect cannot be ignored in either case without danger of barrenness. If, therefore, a child is to have any musical future to speak of, he or she must be able to read the notation. This demands continuous work from year to year, which in turn postulates co-operation and periodic consultation

between the teachers responsible for the subject. Gaps, overlaps and aimless repetition can only thus be avoided.

The limited time available renders it difficult to accomplish work of a finished character, which means that there is little opportunity during school hours to develop the talents of the more musically gifted children. Yet it is highly desirable that those who have abilities above the average plus a desire to exploit them should be given their chance. To this end the formation of school choirs is strongly recommended, and experience has shown that inter-school choir competitions produce choral singing of a high order that has to be heard to be believed. There is room for no doubt that the South African child, of whatever race, can, with thorough training, sing as well as any. But singing is for all: "man always sang, and will for ever sing, because singing is for him both a necessity and a joy."

The training of teachers in school music achieves, on the whole, all that can be expected under prevailing conditions. It is, indeed, fortunate that music staff casualties in the Training Institutions have not been numerous during the war years. It may, however, be doubted whether students in training have sufficient chance of practice teaching in singing. But the last few years have witnessed a gratifying development in the founding of primary higher music courses at two European Training Colleges (Wellington and Grahamstown), two Coloured Training Schools (Battswood and Dower) and one Native Institution (St. Matthews). These courses last one year each and may confidently be said to have attained their necessarily limited objective. There is a big demand for the services of teachers holding this special musical qualification—a demand that it will take many years to meet. Meanwhile a fourth year course in music for European teachers has been established at Wellington and is due to commence in 1947.

In 1942 the Administration revoked the long-standing policy of declining to create new posts for the teaching of instrumental music. The result has been a large number of applications for music-teacher posts in the schools under this Department. There are now 127 music-teacher posts, of which twenty are vacant.

The number of children learning instrumental music, mostly pianoforte, is higher than ever before, and most of their teachers are working overtime. While these students of the pianoforte often derive more lasting benefit from their studies than they themselves realise, their instrument is mainly a solo instrument and many pianists remain individualist-



musicians. More concerted playing is needed to create real music communities and to make music a social force. It is thus to be hoped that more parents will encourage their children to learn string or even (where possible) wind instruments, and that more intending teachers will qualify to teach these instruments.

Particular mention should be made of the vacation course in music for Native teachers in the Transkeian and Ciskeian areas held at Umtata in October, 1946. The hundreds of teachers who attended the course saw performances and demonstrations by Europeans and Natives illustrative of both types of music. Perhaps the most important result of the course was the general feeling that teachers must be on their guard against regarding school music as a purely casual and social amusement on the one hand, or as a grimly competitive task on the other hand. It was felt that music is an expression of deep-seated instinct in human nature, and, whilst its appeal is fundamentally to the feelings and emotions, it has an intellectual side of no little importance. Moreover, for children music has this special value, that it provokes rhythmic bodily activity and promotes a desire to share emotional and intellectual experiences with others.

The Native Primary Higher Music Course continued to attract teachers and it is hoped that the influence of these specially trained teachers will spread throughout the schools.

SPECIAL REPORTS.

CHAPTER XXI.

REPORT OF THE CHIEF MEDICAL INSPECTOR OF SCHOOLS.

STAFF.

Two of the five vacancies on the medical staff were filled by the appointment of Dr. J. H. Davies in March and Dr. B. Birch in July. Dr. R. C. Jurgens was transferred to Cape Town from George in July, and as soon as the other vacancies are filled a medical inspector will be sent to take over the area left vacant by his transfer.

During the year four school nurses resigned and eight were appointed.

At the end of the year there were three vacancies on the medical, and four on the nursing staff.

Two dietitians were appointed to the staff in January.

GENERAL.

The following table is a summary of the medical inspection work done during the year under review.

	1946.		
	European.	Non-European.	Total.
Number of children examined by Medical Inspectors: Entrants and adolescents (routine examinations) .. .. .	18,768	858	19,626
Specially selected children .. .. .	8,960	604	9,564
Re-examinations .. .. .	5,165	147	5,312
Total .. .. .	32,893	1,609	34,502
Number of children examined by nurses .. .. .	91,065	31,232	122,297
Total .. .. .	123,958	32,841	156,799
Number of schools visited by medical inspectors .. .. .	316	8	324
Schools visited separately by School Nurses (number of visits) .. .. .	2,485	684	3,169
House visits paid by School Nurses .. .. .	2,084	259	2,343
Lectures given by School Nurses .. .. .	1,455	166	1,621



Detailed statistics of the work of medical inspection during 1946 are given in appendices AA, BB and CC at the end of this report.

It has been mentioned in previous reports that medical inspectors visit Coloured schools under School Boards only. Since the increase in the nursing staff, however, school nurses are required to visit all Coloured schools, irrespective of whether they fall under a School Board or not, with the result that 31,232 Coloured children were examined by the school nurses during 1946 as compared with 10,544 during 1945.

From the detailed statistics the following figure of incidence for certain types of defects has been calculated. In calculating this figure only those children seen at routine medical examinations have been taken into account, as those seen at special examinations are submitted for such examination because they are suspected of suffering from some physical defect or known to suffer from some such defect, and if taken into account in working out the figure of incidence, would unduly weight such figure.

Of 10,275 children in the younger age group, 2,931 or 28.5 per cent. were found to suffer from some defect, and of 8,493 in the older age group 3,567 or 41.9 per cent.

The percentage for each type of defect for the younger and older age group, as well as the percentage for both groups together, is given separately in the following table.

For comparative purposes the figures for England for 1938, the last year for which details are available, are given.

	Younger.	Older.	Younger and Older.	England (1938).
Malnutrition .. .. .	2.9	1.1	2.0	.5
Teeth .. .. .	15.3	29.6	21.9	75.0
Nose and Throat .. .. .	6.2	4.5	5.4	4.0
Eye .. .. .	.5	.2	.34	.66
Vision .. .. .	1.8	6.3	4.0	5.0
Ear .. .. .	1.6	1.2	1.4	.4
Hearing .. .. .	.27	.3	.28	.28
Speech .. .. .	.01	.01	.02	.16
Skin .. .. .	1.4	.9	1.2	1.0
Heart .. .. .	.5	.65	.58	—
Ana mia .. .. .	.6	.4	.5	—
Lungs .. .. .	.69	.43	.56	—
Nervous System .. .. .	.1	.16	.13	.15
Deformities .. .. .	.4	1.0	.7	1.4
Other defects .. .. .	2.3	2.0	2.1	—

#### TREATMENT.

Out of the total number of 13,491 Europeans recommended for treatment 8,589 or 64 per cent. received treatment, and out of 685 non-Europeans 357 or 52 per cent.

The following table gives the number of children who were advised to obtain treatment at a previous medical inspection, the types of defects recommended for treatment, and the number and percentage who obtained treatment for each type of defect.

EUROPEANS.			
Type of Defect.	Number Re-commended.	Number Treated.	Per Cent. Treated.
Teeth .. .. .	6,062	3,841	63
Nose and Throat .. .. .	2,114	1,055	49
Vision .. .. .	1,574	1,038	66
Ears .. .. .	301	208	69
Other conditions .. .. .	3,440	2,447	71
NON-EUROPEANS.			
Type of Defect.	Number Re-commended.	Number Treated.	Per Cent. Treated.
Teeth .. .. .	332	181	55
Nose and Throat .. .. .	67	23	34
Vision .. .. .	58	25	43
Ears .. .. .	36	22	61
Other conditions .. .. .	192	106	55

It would appear that in all cases, except in the case of treatment for vision (Europeans), which shows a 2 per cent. increase on 1945, and nose and throat (non-Europeans), which shows a 5 per cent. increase on 1945, there has been a drop in the percentage of children treated for each of the other defects. This is contrary to expectations, as it was thought that, by the release of doctors and dentists from military service, there would be a marked increase in the number of children treated.

For the first time since 1942, an ophthalmic surgeon visited centres in outlying areas in the Eastern Province on behalf of the Department.

Children whom the medical inspectors suspect of being candidates for a Sight-Saving class are sent for further examination to eye specialists, who complete a prescribed form stating what the condition of a child's eyes is, together with their recommendation as to whether the child should attend a Sight-Saving class. Thirty children were recommended to attend such a class during 1946, i.e. enough to warrant the establishment of two classes. As these 30 children are spread all over the Province, the classes will have to be established in one or two centres, which will necessitate the provision of boarding facilities for the children at these centres.



The difficulty of getting tonsillectomies performed in Cape Town was pointed out in the previous report. It is gratifying to be able to state that a beginning was made during the year to have such operations performed at the Wynberg Hospital.

An Orthopaedic surgeon has started a practice in Port Elizabeth and he also visits East London and Umtata. It is therefore hoped that treatment facilities will be more readily available than has been the case in the past when all orthopaedic cases had to be sent to Cape Town, where there was not enough accommodation to deal with the number of cases needing treatment.

#### DENTAL TREATMENT.

As long ago as April, 1944, the creation of two dental posts were sanctioned, but, in spite of repeated advertisements in the *Government Gazette* as well as in the professional press, it took well over a year to fill one of the posts, and it was so filled only by dint of personal persuasion which was exercised upon our present dental officer. It has not been possible to fill the remaining post yet.

It is felt to be essential that, hand-in-hand with our expanding medical and nursing staff, there should be a properly planned and comprehensive dental service which should be in a position to cope with the vast amount of preventive and remedial dental work which is waiting to be done among our indigent and semi-indigent school children.

It is a well-established fact that dental disease is one of the commonest diseases to be met with, and that a large amount of general disease results therefrom. Many gastric, ear, eye and other diseases, found in children, are associated with bad dental conditions, so that dental disease is to be regarded as fundamental and to be dealt with, not merely because of the pain and suffering and loss of masticatory power it causes, but because much general disease will thereby be prevented and, in the long run, much money and trouble saved.

The appointment of our dental officer has provided not only much valuable information and assistance, and given relief to a large number of school children, albeit only in one isolated area of this vast Province, namely the Port Elizabeth area, but has also served to bring home the fact that a comprehensive scheme of dental service with sufficient personnel and material facilities is long overdue, and your Chief Medical Officer feels greatly disturbed at the hopeless position at which we would appear to have arrived.

The School Dental Officer reports as follows:—

In view of there being no available premises in Port Elizabeth suitable for a dental clinic, and there being no prospect

of a military mobile dental clinic becoming available, it was decided to endeavour to obtain a portable dental outfit and this was obtained by making purchases from various firms in Cape Town until a suitable outfit had been got together. Owing to the scarcity of dental equipment and instruments, this took some considerable time and was not finally achieved until near the end of the first school term.

In the meantime, facilities were obtained from the Cape Town City Council for doing dental treatment at their premises and a number of clinics were arranged at Salt River and at Lansdowne where children were treated who had previously been selected during a survey of certain schools in the Peninsula made during the last term of 1945.

In this way 15 clinics in all were held and 59 children were treated, some of them more than once:

Thus:—

Clinics held	..	..	..	..	..	15
Children completed	..	..	..	..	..	59
No. of treatments	..	..	..	..	..	92
No. of fillings	..	..	..	..	..	129
No. of extractions	..	..	..	..	..	61

At the commencement of the second term the portable equipment was assembled and prepared for use in Port Elizabeth. Inspection and treatment of pupils were then undertaken in the schools themselves in rotation according to the urgency and the type of school, that is, whether there were many indigent and semi-indigent children attending the particular school.

During the second term, about three weeks were spent at each of the three large schools in Port Elizabeth and a smaller school at Zwarkops, which is about nine miles outside Port Elizabeth, was completed.

This procedure was continued in the third term but in addition inspections were held at several outlying schools all under the Port Elizabeth School Board but situated 30 to 45 miles away and some of these were completed during the fourth term. One further preparatory school in Port Elizabeth and one school somewhat more distant, namely, the Kirkwood Primary School at Kirkwood, where a week was spent, were also inspected during the fourth quarter.

The following figures show the extent of the inspections and treatments carried out in the Port Elizabeth area:—

Total number of inspections	..	..	..	3,550
Total number of treatments	..	..	..	1,489
Total number of filling treatments	..	..	..	230 (503 fillings)
Total number of extraction treatments	..	..	..	1,358 (4,500 teeth)



In addition, further treatment administered since the opening of the clinic is as follows:—

Total number of treatments .. .. .	127
No. of treatments for filling .. .. .	15 (28 fillings)
No. of treatments for extraction .. .. .	111 (250 teeth)
Other .. .. .	1

Thus a total of about 3,500 inspections and about 1,600 treatments have been carried out in the Port Elizabeth area in three school terms.

In addition, the opportunity was taken, during visits to schools, to give considerable instruction to children as far as the time available permitted in regard to dental health, the care of the teeth and their treatment, nutrition, etc. This was also done at the clinic, but the school atmosphere was probably more suited to this purpose.

There is urgent need of expansion of the school dental service, as one dental officer cannot hope to cope with the vast amount of work that needs to be done.

#### DIETITIANS' REPORT ON SCHOOL BOARDING HOUSES.

In most institutions, hostels as well as Good Hope Boarding Houses the feeding is as yet not satisfactory. The matrons are generally interested but find it impossible to adhere to the ideal diet scale for the following reasons:—

- (i) Insufficient grant.
- (ii) Insufficient supplies, particularly at present.
- (iii) Inadequate knowledge in regard to correct feeding.

In practice the dietitians have little control over the carrying out of their recommendations by matrons. The temporary solution is greater co-operation and proper contact with boarding-house committees. They should be made conscious of their responsibility towards the feeding conditions of the institution.

It is imperative that matrons should receive training in regard to the management of the feeding department.

Most of the dietaries are still unbalanced. The consumption of milk is very low, far less even than the minimum requirement of a half-pint per person daily. The production of powdered milk is recommended for use in areas where milk is scarce. The cheese supplies are insufficient, particularly where cheese has to supplement milk.

Butter is scarce—usually only half of the required 7 ozs. per person per week can be supplied. The use of peanut-butter instead of fat to supplement butter is being recommended.

It is regretted that it has not yet been possible to include all Good Hope Boarding Houses in the State-aided Butter Scheme.

In only a few cases the required minimum of two or three eggs per week is supplied throughout the year.

The keeping of fowls and preservation of eggs is being encouraged.

The consumption of meat is satisfactory, in some cases even too high.

Carbohydrate foods are often consumed in excess of the theoretical maximum, not only because it is supplied in large quantities on account of the relative low cost, but also because the children are accustomed thereto and actually prefer it to vegetables.

The consumption of vegetables is still low although the matrons are aware that vegetables should be supplied. The main problem is the obtaining thereof, especially during the scarce seasons. The serving of raw vegetables is being encouraged, also the attractive serving of vegetables and salads, and the correct cooking methods.

More fruit should be served, particularly also when the deciduous fruit season has passed.

The serving at table should be attractive. Tablecloths or runners have to be used and food should be placed on the table in dishes and not previously served on plates.

The kitchens are reasonably neat, but most of them are poorly planned. Very few kitchens are provided with gauze—this is strongly to be recommended. It is very desirable that every institution should have a refrigerator or cooler.

#### SICK-LEAVE.

The following statistics were compiled in regard to sick-leave granted to European and Coloured teachers during the period 1st July, 1946, to 31st December, 1946:—



Age Groups.	Circulatory.						Skeletal.				Muscular.				Nervous.				Eyes.				Ears.			Glands.			Number of Defects for each Age Group.							
	Heart.	Blood Pressure.	Anaemia.	Varicose Veins.	Miscell.	Total.	Fractures.	Arthritis.	Miscell.	Total.	Rheumatism.	Sprain.	Fibrositis.	Lumbago.	Miscell.	Total.	Neuritis.	Neurosis.	Migraine.	Epilepsy.	Miscell.	Total.	Glaucoma.	Conjunctival.	Corneal.	Miscell.	Total.	Otitis.		Mastoid.	Total.	Goitre.	Hyper-Thyroidism.	Total.		
19-25			1			1	1	1	2	4								1			1	2						3		3				10		
26-30	2	1	3			6				1						1										1	1							7		
31-35																																			5	
36-40		1	2			3		1	1	1						2																		9		
41-45			1	1	1	3	2	1	1	3	1	1	1	1	1	3																		9		
46-50	3		1		4	8		1	1	4						1			1				1	1									9			
51-55								1	2	3																	2								3	
56-60																																				
Total ..	5	2	10	1	1	19	4	4	4	12	2	2	1	1	1	7	1	1	1		1	4	1	1	1	3	4	1	5	1	1	2		52		
21-25																																				1
26-30																		1																		5
31-35	1									1						1																			5	
36-40																																				6
41-45	2	1	1		1	5								1	1																				3	
46-50	2					2																													4	
51-55	2					2																														2
56-60																																				
Total ..	7	1	1	2	2	13		1	2	3	1		2		1	4		2				2		1	1	3	1		1					26		
18-25						2											1		1				3													5
26-30																	1																			1
31-35	1																1	1																	3	
36-40																																				1
41-45	1	1				2											1		1									1							4	
46-50	1					1											1																		2	
51-55	1	1				2											2																		4	
56-60																																				
Total ..	4	2	3			9					3		1			4	4		1			1	6					1						20		
20-25			1			1					1					1							2													4
26-30	2				1	3					1												1												7	
31-35	1					1																	1												3	
36-40	1					1										1							1												5	
41-45	1					1	1	1	2														4												6	
46-50																										1	1									2
51-55	1					1																														2
56-60	1					1																														2
Total ..	6	1	1		2	10	2	2	2	6	2			1		3				1	9	10		1	1	2	1		1		1	1		33		

Age Groups.	Digestive.								Uro-Genital.								Liver.				Infectious.						Number of Defects for each Age Group.									
	Colitis (incl. Dysentery).	Enteritis.	Gastritis.	Appendix.	Gastric Ulcer.	Duodenal Ulcer.	Miscellaneous.	Total.	Erosion (incl. Cervicitis).	Menorrhagia.	Metrorrhagia.	Uterine Tumours.	Ovarian Cyst.	Menopause.	Pregnancy, etc.	Dysmenorrhoea.	Pyelitis and/or Cystitis.	Nephritis (incl. Pyelo-Nephritis).	Hernia.	Miscellaneous.	Total.	Catarrhal Jaundice.	Cholecystitis.	Gallstones.	Miscellaneous.	Total.		Influenza.	Amoebic Dysentery.	Glandular Fever.	Enteric Fevers.	Common Infectious Diseases.	Miscellaneous.	Total.		
19-25	1			5			6	1	1							3					7	1				1	4							22	36	
26-30	1		3	3			8														4														15	
31-35	1		1	1			3	1								1					1														9	
36-40	2			2			4				1										5														14	
41-45				2			3									1					2														13	
46-50		1		2			3														6		1	1		2									12	
51-55							1														3															8
56-60							1				1										3															1
Total ..	5	2	4	14			28	3	2	5	2	1	5	2	1	5	2	1	4	33	1	3	1		5	16	1	1		24		42		108		
21-25																					1														2	
26-30																					1														12	
31-35	1	2	1	2			6													1	1														10	
36-40				2			3														2														6	
41-45			2	2			4														4					1	1								9	
46-50	1		1				2														1						2								8	
51-55							2														1						1								4	
56-60																					1															1
Total ..	2	2	7	12	1	3	27									1	2	3	3	9			1	1	2	7	1	1		4		14		52		
18-25				4			6			1											3						4								14	
26-30							1			1	1					2					6														8	
31-35			1	1			2																												3	
36-40				1			1																												2	
41-45							1																												2	
46-50						1	1														1		1												3	
51-55																																				1
56-60																																				1
Total ..			3	12	6		22			2	2		1		1	5			11			1	1		6						1	1		9	36	



	Age Group.	Respiratory.											Teeth.				Other.	Number of Defects for each Age Group.	Grand Total of Defects for each Age Group.	
		Tonsillitis.	Laryngitis.	Pharyngitis.	Bronchitis.	Pneumonia.	Pleurisy.	Broncho-Pneumonia.	Tuberculosis.	Sinusitis.	Asthma.	Miscellaneous.	Total.	Pyorrhoea.	Extractions.	Miscellaneous.	Total			Total Miscellaneous.
EUROPEAN FEMALES.	19-25 .. ..	10	6	1	4	3	-	2	-	1	-	-	27	-	-	-	-	10	37	83
	26-30 .. ..	6	7	-	4	-	-	-	-	1	-	-	19	-	-	-	-	6	25	47
	31-35 .. ..	4	3	1	1	-	-	-	-	-	-	-	9	-	-	-	1	3	13	27
	36-40 .. ..	5	3	1	1	-	-	-	-	-	-	-	10	2	-	-	2	3	15	38
	41-45 .. ..	4	3	-	5	2	2	-	-	1	1	-	18	-	-	-	-	3	21	43
	46-50 .. ..	-	2	-	7	1	-	-	-	1	-	-	11	-	-	-	-	5	16	37
	51-55 .. ..	-	1	2	2	-	-	-	-	-	-	-	5	-	-	-	-	1	6	17
56-60 .. ..	-	1	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	1	2
	Total .. ..	29	26	5	24	6	2	2	1	3	1	1	100	2	-	1	3	31	134	294
EUROPEAN MALES.	21-25 .. ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	4
	26-30 .. ..	3	1	-	1	1	-	-	-	-	-	-	6	-	-	-	-	2	8	25
	31-35 .. ..	1	-	-	-	-	-	-	-	1	-	-	2	-	-	-	-	1	3	18
	36-40 .. ..	-	-	1	2	2	-	-	-	1	-	-	6	-	1	-	1	2	9	15
	41-45 .. ..	1	-	-	2	1	-	-	-	1	-	1	5	1	1	-	2	4	11	26
	46-50 .. ..	-	1	-	1	-	-	-	-	-	-	1	4	-	-	-	-	4	8	19
	51-55 .. ..	1	1	-	3	1	-	-	-	-	-	-	6	1	-	-	1	1	8	16
56-60 .. ..	1	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	1	4	
	Total .. ..	7	3	1	9	5	-	-	3	-	2	30	2	2	-	4	15	49	127	
COLOURED FEMALES.	18-25 .. ..	5	2	-	6	-	3	-	1	-	2	19	-	-	-	-	-	8	27	46
	26-30 .. ..	1	1	1	-	-	-	-	-	1	-	4	-	-	-	-	-	2	6	15
	31-35 .. ..	-	-	-	2	-	-	-	-	-	-	2	-	-	-	-	-	1	3	9
	36-40 .. ..	-	1	-	-	-	-	-	-	-	-	1	-	-	-	-	-	2	3	6
	41-45 .. ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6
	46-50 .. ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
	51-55 .. ..	-	1	-	1	-	-	-	-	-	-	-	2	-	-	-	-	1	3	7
56-60 .. ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total .. ..	6	5	1	9	-	3	-	1	1	2	28	-	-	-	-	14	42	94	
COLOURED MALES.	20-25 .. ..	1	1	-	2	2	2	-	4	1	-	13	1	-	-	1	-	4	18	36
	26-30 .. ..	2	1	-	3	2	1	1	-	1	-	11	-	-	-	-	-	11	22	43
	31-35 .. ..	1	-	-	2	2	2	1	-	-	-	9	-	-	-	-	-	4	13	18
	36-40 .. ..	1	1	-	-	1	-	-	-	-	-	3	-	-	-	-	-	-	3	10
	41-45 .. ..	-	-	-	1	-	-	-	-	-	-	1	-	-	-	-	-	-	1	7
	46-50 .. ..	-	1	-	-	1	-	-	1	1	-	4	-	-	-	-	-	-	4	11
	51-55 .. ..	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2
56-60 .. ..	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	1	4	
	Total .. ..	5	4	-	9	8	5	2	5	3	1	42	1	-	-	1	19	62	131	



From the above table it is clear that diseases of the respiratory, digestive and circulatory systems together with infectious diseases are most often responsible for sick-leave in the case of European males; diseases of the respiratory, digestive, circulatory and nervous systems in the case of Coloured males; disease of the respiratory, uro-genital, digestive systems and infectious diseases in the case of European females; diseases of the respiratory, digestive, uro-genital, circulatory systems and infectious diseases in the case of Coloured females.

During this period there were 3,058 European male teachers, 3,939 European female teachers, 2,426 Coloured male teachers and 1,736 Coloured female teachers in the service of the Department.

From the above statistics it appears that 294 or 7.5 per cent. of the European female teachers were granted sick-leave as compared with 127 or 4.2 European male teachers during the six months under review.

In the case of Coloured teachers the percentages are 5.4 per cent. for both males and females.

The conditions for which sick-leave was granted expressed in percentages for the different races and sexes, are as follows:—



					Circulatory System.	Skeletal System.	Muscular System.	Nervous System.	Glandular System.	Digestive System.	Uro-genital System.	Respiratory System.	Eyes.	Ears.	Liver.	Teeth.	Infectious Conditions.	Miscellaneous.	Total.
<i>EUROPEANS:</i>																			
Male	..	..	..	..	10.2	2.4	3.1	1.6	0.0	21.3	7.1	23.6	2.4	0.8	1.6	3.1	11.0	11.8	100.0
Female	..	..	..	..	6.5	4.1	2.4	1.4	0.7	9.5	11.2	34.0	1.0	1.7	1.7	1.0	14.3	10.5	100.0
<i>COLOUREDS:</i>																			
Male	..	..	..	..	7.6	4.5	2.3	7.6	.8	16.8	3.1	32.1	1.5	.8	.8	.8	6.8	14.5	100.0
Female	..	..	..	..	9.5	0.0	4.3	6.4	0.0	12.7	11.7	29.8	0.0	1.1	1.1	0.0	8.5	14.9	100.0



## CHAPTER XXII.

### REPORT OF THE DEPARTMENTAL PSYCHOLOGIST.

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In the last report a somewhat gloomy view was taken of the possibilities of extending special educational facilities to schools in the province at a rate commensurate with the demand. Ample justification for this view is given by the fact that since July, 1945, only 28 new classes could be started. Since 10 of these were additions to existing establishments, only the remaining 18, in 13 "new" schools, may be considered real extensions.

A considerable number of schools, in which some 30 classes had been recommended as the result of investigations carried out in 1945, still found themselves unable to make a start. It was, in consequence, decided to undertake only exceptionally urgent investigations during the year, six schools not visited before being selected for this purpose. The position at present is, then, that at the beginning of 1947 there will be 269 special classes in the Cape, while 39 classes will be awaiting establishment when teachers and classrooms become available. The Department was regretfully compelled to close down one class in a small school in the Peninsula as the numbers did not justify its continuation.

Progress of this kind may seem grievously slow to the ardent educator. Teachers, in particular, who have from time to time somewhat impatiently criticised the Department and its officials for apparent neglect of appeals for assistance, should realise the practical difficulties involved. It will surely be agreed that no useful purpose can be served by carrying out investigations which are not only costly, but also make heavy demands on officials already overburdened with the duty of maintaining the existing establishment; and then to find that two or even more years pass, before a commencement is made, or that the success of the start is endangered by injudicious measures.

Comparison with other countries will show that we have much for which we can be thankful. In a recent report\* on conditions in New Zealand, published in 1944, the writer states that, though teachers had been agitating since the beginning of the century for suitable provision for mentally backward children, early attempts to deal with the problem were slow and uncertain. A single special school was started in 1911, the first special class in 1917 and the second, two years later. It took two more years (1921) for two further classes to be estab-

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\* Ralph Winterbourn: *Educating Backward Children in New Zealand.*



lished. Twenty-two years later (1943) the number of these had increased to 44 schools for the whole of New Zealand, with a solitary Departmental official to cater for their needs!

If we turn to England, with its much older historical background, we find an equally serious state of affairs prevailing. In spite of good intentions exemplified by a number of excellent laws, the practical results were regrettably inadequate. According to Duncan \* special school accommodation could be provided in 1938 for only about one-seventh of the estimated number.

Compared with these countries, developments in this province have been rapid. Some attempt has at any rate been made to come to grips with the problem. Much remains, of course, to be done. The need for measures in dealing with deviates in smaller schools has already been stressed in my previous report. Suitable provision for after-school vocational training and placement has still to be made, a problem which will be fully discussed in this report. But in the ten years that have passed our progress has been a very steady one.

The appointment of an additional Inspector of Special Classes and a temporary Inspectress during the year is an indication of further progress. The staff for dealing with mental deviates now consists, therefore, of three male Inspectors, one temporary Inspectress and the Psychologist. This increase in staff has not only brought relief to seriously overworked officials, but will also enable a number of improvements to be made in the methods of inspection as well as examination.

The resignation earlier in the year of Mr. P. Grobbelaar, M.A., who had been appointed Psychologist to the Union Education Department, was a setback in more ways than one. For, apart from the loss of an exceptionally able and conscientious colleague, his post could not be suitably filled for six months, with the result that certain essential services had to be curtailed. Through the ready co-operation and zeal especially of the newly-appointed Inspector of Special Classes, Mr. N. J. Heyns, B.A., M.Ed., most of the ground lost could fortunately be recovered. It is a pleasure to express to him and all other members of the staff one's appreciation of their loyal support and keen sense of duty during a very trying period. Mr. I. J. du Plessis, B.A., has been appointed as successor to Mr. Grobbelaar and by reason of his sympathetic disposition, wide knowledge and experience is expected to prove a valuable acquisition to the staff.

The following tables summarise the work done during the year:—

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\* Duncan: Mental Deficiency, p. 33.



TABLE 1 (a) NUMBER OF SCHOOLS AND CHILDREN EXAMINED.

No. of Schools Visited.	No. of Children Examined.	No. recommended for Sp. Classes.	Percentage.	Total number in and recommended for Sp. Classes.	Number enrolled in Schools	Percentage.
111 .. .. .	2,805	1,226	43.7	3,760	38,381	9.8

TABLE 1 (b) DISTRIBUTION OF INTELLIGENCE QUOTIENTS.

	50 and below.			51—60			61—70			71—80			81—85			Above 85.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Numbers .. .. .	19	20	39	111	61	172	421	296	717	1,030	652	1,682	480	318	798	225	127	352
Percentages .. .. .	—	—	1.0	—	—	4.6	—	—	19.1	—	—	44.7	—	—	21.2	—	—	9.4

These tables, and particularly Table 1 (b) should be interpreted with caution. The I.Q.'s given here were got from two different kinds of tests, an individual and a group test. Since the distributions of these tests are known to be different, any conclusions regarding the agreement, or disagreement, of these figures with results expected from a theoretical normal distribution are statistically unjustifiable.



The steady development which has been recorded here is the more encouraging when we find it attended by evidence that our efforts to cope with a grave defect in our educational system are meeting with a fair amount of success. Some of the main features of this will be found later in this report when the results of an exhaustive enquiry made towards the end of the year are discussed. Most of the credit for this is, of course, due to the teachers. Of this there can be no doubt, for they had to bear the brunt of the struggle, at a time when only the minimum amount of assistance from the State was available. Many difficult problems, of course, have still to be solved. But the foundation seems to have been well and truly laid.

Probably the most urgent and insistent problem at the present juncture is that of providing adequate facilities for suitable vocational selection, training and placement. How insistent the problem is may be judged when we recall that during the year School Boards, and at least one charitable institution, made representations to the Department, emphasising the gravity of the situation and urging the immediate provision of State-aid for its relief. And the Provincial Council also appealed to the Union Government, as the institution which had so far been held responsible for such work, to make the necessary provision.

In view of its importance as a prerequisite for eventual success of a system of special education, a searching enquiry was instituted, which, in the main, attempted to assess the magnitude of the problem, and the extent to which the existing, often utterly ineffective, methods of dealing with it had been able to cope with it. The following table gives the principal results of this enquiry:—



TABLE 2.

	1945.									1946.								
	Boys.			Girls.			Boys and Girls.			Boys.			Girls.			Boys and Girls.		
	Cities.	Country.	Total	Cities.	Country.	Total	Cities.	Country.	Total	Cities.	Country.	Total	Cities.	Country.	Total	Cities.	Country.	Total
S.L. ... ..	161	219	380	98	137	235	259	356	615	170	207	377	88	138	226	258	345	603
N.W. ... ..	23	64	87	21	47	68	44	111	155	73	120	193	28	66	94	101	186	287
Per Cent	14	29	23	21	34	29	17	31	25	48	58	52	32	48	42	39	54	48
Cert. ... ..	132	155	287	63	89	152	195	244	439	142	143	285	63	88	151	205	231	436
Per cent.	82	71	76	64	65	65	75	69	71	84	71	76	72	64	67	79	67	72
C.N.W. ... ..	18	53	71	5	31	36	23	84	107	68	69	137	19	49	68	87	118	205
Per cent.	14	34	25	8	35	24	12	34	24	48	48	48	30	56	45	42	51	47
N.C. ... ..	29	64	93	35	48	83	64	112	176	28	64	92	25	50	75	53	114	167
N.C.N.W. ... ..	5	11	16	16	16	32	21	27	48	5	51	56	9	17	26	14	68	82
Per cent.	17	17	17	46	33	39	33	24	27	18	80	61	36	34	35	13	60	49

## Explanation of Abbreviations:—

S.L.: Number of children leaving school for good.

N.W.: Number who, at the end of 1946, had no work of a permanent nature.

Cert.: Number passing the Alternative Std. VI examination.

C.N.W.: Number possessing this certificate but unemployed at the end of 1946.

N.C.: Number leaving school for good without such certificate.

N.C.N.W.: Number of previous group (N.C.) who were unemployed at the end of 1946.

Per Cent.: Percentages (to nearest whole number) are given in Rows 3, 5, 7 and 10 to facilitate comparison.

Row 3=Percentage of S.L. who were N.W.; Row 5=percentage of S.L. who were Cert.; Row 7=percentage of Cert. who were C.N.W.;

Row 10= per cent. of N.C. who were N.C.N.W.

Cities: Children from special classes in Cape Town, Port Elizabeth, East London and Kimberley.

Country: Children in all other special classes.



From the point of view of the problem under consideration here, perhaps the most instructive figures in the table are to be found in the first three rows. It will be noted that, while the number of children leaving school in the two years remained approximately the same (615 and 603), the percentage of unemployment shows a rather alarming increase in 1946 as compared with 1945 (48 per cent. as compared with 25 per cent.), the increase being greater for boys as compared with girls in both "city" and country areas. Particularly striking is the sharp rise in the number of unemployed boys in "city" areas (14 per cent. in 1945—43 per cent. in 1946).

A possible explanation for this increase may, of course, be the fact that the 1945 group had had a whole year to look for work, a chance which the 1946 children had not got. But it would surely be unwise to ascribe it solely to this fact. For, if this were so, why should the boys be affected so much more than the girls? Wise statesmanship would surely consider the possibility that the figures indicate that children leaving special classes will, in the near future, as economic conditions become more normal, find it increasingly difficult to obtain work; and so adopt measures to combat the evil before it is too late.

Nor is this the only aspect of the matter which demands our earnest consideration. From the same table we learn that, after an interval of a year, there were 155 children (see second row, last column 1945) still without work—and this in spite of the fact that 107 (69 per cent.) of them possessed a Standard VI Certificate. In their search for jobs they have now to compete with a further 287 children, fresh from school, 205 (71 per cent.) of them being certificated (see 1946, rows 2 and 6, last column). And so year after year there comes a steady influx of young people, each addition merely helping to swell the ranks of the unemployed, with disastrous results to the State as well as to themselves. For they are doomed ultimately to sink to the level of the poor white. The following distribution of ages of the children still in special classes will indicate to what extent such wastage of human material may be expected to accumulate:—

TABLE 3.—AGE DISTRIBUTION OF CHILDREN IN SPECIAL CLASSES  
(Data for November, 1946.)

	Below 13	13	14	15	Totals (last three columns only)
Boys .. .. .	943	329	390	382	1,101
Girls .. .. .	636	244	267	226	737
Total .. .. .	1,579	573	657	608	1,838

Still more disquieting is the situation when we ask what provision "wise statesmanship" has made to deal with it. According to information available to this Department, there are at present three institutions catering specifically for backward children, while a fourth is about to be established. Since admission to these is, however, limited to so-called committed children, there would seem to be every justification for the cynical reflection that the only way to get the best treatment is to become a delinquent, an offender under the Children's Act.

In certain quarters, it is true, a spirit of optimism seems to prevail. The new powers, they say, conferred on the Department of Labour by law will form the solution to our problem. Since every child leaving school for good and seeking employment, has now to be registered, this will enable the necessary provision to be made. Though no one in his right senses would fail to give a hearty welcome and loyal support to the new movement, this does not mean that we should be blind to the somewhat less pleasant practical issues involved. For the tremendous task facing this Department is such a very complicated one that many years must pass before the Departmental machine can operate efficiently. And human nature being what it is, if any section of the school population has to suffer, it will be the candidates from special classes.

Be that as it may, this new venture will clearly only deal with one aspect of our problem, that of placement or provision of employment. We are, therefore, still faced with the urgent need for some form of vocational training. And it is this aspect, quite apart from others, which so insistently calls for a solution.

With characteristic thoroughness the inter-Departmental Committee on Deviates considered this problem in detail. While most mentally backward children — so they declare (pages 203-4)—are suited only for work for which no special training is necessary (i.e., unskilled or semi-skilled work of a routine nature), a considerable number (with an I.Q. of approximately 80) will be found able to become skilled workmen, for example, in trades such as carpentry, painting and decorating, bricklaying and plastering, and the like.

To have some idea of the number of children for whom provision for training of this kind might have to be made, the investigation already referred to asked teachers to state, according to their judgment, how many of the children in their classes, between the ages of 13 and 15—the ages at which a prognosis of this kind may be most successfully made—



(a) would be entirely unable to earn a living by manual labour without external support (e.g., from the State or charitable organisations),

(b) would be suited only for unskilled labour or semi-skilled labour of a routine type.

The following table gives a summary of their estimates:—

TABLE 4.—VOCATIONAL UNSUITABILITY (AGES 13—15.)

	(a) State or other assistance.	(b) Unskilled labour.	Totals.	Number in age-group.	Percentage
Boys .. ..	92	398	490	1,101	45
Girls .. ..	49	241	290	737	39
Totals ..	141	639	780	1,838	42

In the opinion of their teachers, then, more than half of the children (58 per cent.) over the age of 13 in the classes during the year would profit by special vocational training. Sceptics may consider these figures exaggerated, and maintain that the wish is father to the thought. But they may be reminded that the considered views of teachers, who are intimately acquainted with the abilities and the capacity of their pupils cannot be lightly dismissed purely on theoretical grounds. It may be advantageous to recall that, when some years ago, officials of this Department expressed the view that, with suitable instruction and an improved syllabus, more than 60 per cent. of the children who, under ordinary circumstances would leave school without a Standard VI Certificate, would be enabled to acquire one, this view was greeted with polite scepticism and even open scorn. Reference to Table II (see percentage of certificated in row 5) will show how unjustifiable this attitude was. In view of the finding of the inter-Departmental Committee that no evidence based on actual attempts to give vocational training of a definite kind was available, it would be unwise to adopt a dogmatic attitude.

From this it follows that it is very important for us to know the number of children at present in special classes for whom provision of different kinds of vocational training may have to be made. To increase the reliability of their estimates, teachers were asked to confine themselves to the children aged 14 and 15 only. In the case of this group they were asked to state the number who possessed the ability and interest to

derive benefit from training (a) in one of the three provincial agricultural schools; (b) in one of the existing Union Trade Schools. Table 5 supplies the figures got from their replies:—

TABLE 5.—SUITABILITY FOR VOCATIONAL TRAINING.

	Agriculture	Trades.	Number in age-group.
Age 14 Boys .. ..	99	210	390
Girls .. ..	29	127	267
Age 15 Boys .. ..	114	215	382
Girls .. ..	28	115	226
Totals Age 14 .. ..	128	337	657
15 .. ..	142	330	608

With this table we reach the really vital part of our problem. We have to ask what provision can immediately be made for the 215 boys and 115 girls aged 15, who have already left, or will soon be leaving school. And if they are not to have an opportunity for developing the abilities they may possess—and common justice demands that at least their right to this be recognised—because we adults have neglected our duty, what steps can be taken to meet the demands of the 14-year-olds, who will be pressing their claims upon us at the end of another year?

That the prospects of real solution are gloomy, none acquainted with existing conditions will be prepared to deny. With the possible exception of the agricultural schools, the attitude of institutions for vocational training is definitely hostile; or, at best, indifferent. This statement is in no sense intended as a criticism: they may, and do, have excellent reasons for their attitude. It is merely a plain statement of facts. And no useful purpose can be served by trying to camouflage an unpleasant truth.

Some four or five years ago, for example, officials of this Department, realising the urgent need for specific vocational training, made efforts to organise a scheme which, while not excessively costly, would, nevertheless, to some extent, provide for future needs. At that time it was felt that, as soon as the war ended, there would be a big demand for workmen in the



building trade. Accordingly plans were made to anticipate this demand. Unfortunately, when practically all arrangements had been made, protests from the Union authorities forced the Department to relinquish its plans. They declared that vocational training had been relegated, not to the provinces but to the Union Education Department; but undertook to make special provision for children from special classes. But this promise, apart from sporadic cases, was never fulfilled, at any rate so far as this province is concerned.

Since the success of the whole system is so closely dependent on a sound policy of post-school vocational training, it is clear that this Department must be prepared to take action, if the Union authorities are unable or unwilling to do so. Teachers of special classes realise only too well the necessity for such training. A few schools, indeed, have taken the initiative and are already supplying a limited amount of this training. All that is required is to encourage others to do the same, and to supply expert advice and financial assistance when needed. When asked whether they could undertake such training, if their pupils were allowed to remain at school for a further year, 44 of the 129 schools who were able to reply, answered in the affirmative in regard to training for boys; and 36, for girls; while 34 schools were willing to undertake both. It seems obvious then that, with the resources at its disposal, and the enthusiastic co-operation of its teachers, this Department can do much towards the solution of its own difficulties.

Another problem which has proved very perplexing is that of reading defect. This examiners have found to be almost more serious from a purely educational point of view than that which we have just discussed. Again and again children are submitted for examination whose main difficulty proves to be backwardness in ability to read. Some teachers are apparently of opinion that the special class is the only class in which methods differing from those ordinarily used may be applied. And it was not always easy, for obvious reasons, to convince them that they were wrong.

To get some idea of the conditions prevailing in our schools, and especially of the range of individual differences in reading ability, it was decided some years ago to apply two tests of reading efficiency in a number of randomly selected schools. The tests chosen were such that each tested a somewhat different aspect of the reading process. One of them—Test A—proved somewhat too difficult for the lower standards. Hence, for this test, only the results for Standards III to VI were considered valuable enough to be used. These results are given in Tables 6 and 7.

TABLE 6.—READING TEST B.

Score.	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Total.
48—50 .. ..	—	—	—	—	2	1	2	5
45—47 .. ..	—	—	—	—	2	4	9	15
42—44 .. ..	—	—	—	1	5	13	12	31
39—41 .. ..	—	—	1	4	10	21	15	51
36—38 .. ..	—	—	1	8	21	22	7	59
33—35 .. ..	—	—	2	12	11	19	6	50
30—32 .. ..	—	—	6	28	28	15	3	80
27—29 .. ..	—	—	6	24	29	21	4	84
24—26 .. ..	—	—	6	28	30	12	22	98
21—23 .. ..	—	3	27	28	17	6	2	83
18—20 .. ..	2	11	22	29	20	6	1	91
15—17 .. ..	5	11	14	32	8	1	—	71
12—14 .. ..	5	17	26	16	6	—	—	70
9—11 .. ..	10	26	14	10	1	1	—	62
6—8 .. ..	17	20	11	2	1	—	1	52
3—5 .. ..	18	15	3	2	1	—	—	39
0—2 .. ..	70	27	12	3	4	—	—	116
No. of Cases ..	127	130	151	227	196	142	84	—
Arith. Mean ..	4.3	8.9	16.1	22.7	27.4	33.2	37.8	—

TABLE 7.—TEST A.

Score.	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Total.
57—59 .. ..	—	—	—	—	1	1
54—56 .. ..	—	—	—	1	—	1
51—53 .. ..	—	—	—	—	—	0
48—50 .. ..	—	—	1	1	5	7
45—47 .. ..	—	—	1	1	1	3
42—44 .. ..	—	1	1	3	7	12
39—41 .. ..	—	—	3	6	11	20
36—38 .. ..	1	4	7	13	9	34
33—35 .. ..	—	6	12	23	14	55
30—32 .. ..	—	3	15	31	17	66
27—29 .. ..	2	11	24	38	8	83
24—26 .. ..	6	23	34	38	17	118
21—23 .. ..	8	33	38	41	5	125
18—20 .. ..	11	47	49	42	10	159
15—17 .. ..	31	62	72	38	1	204
12—14 .. ..	35	85	66	19	5	210
9—11 .. ..	64	88	61	35	2	250
6—8 .. ..	95	69	41	11	4	220
3—5 .. ..	75	61	17	4	—	157
0—2 .. ..	56	25	5	—	—	86
No. of Cases ..	384	518	447	345	117	1,811
Arith. Mean ..	8.5	12.99	17.1	22.5	29.95	—



Even a superficial study of these tables will make two facts exceedingly clear. There are, first, the great individual differences existing between children officially in the same standard, such differences becoming greater in their range, the higher the standard is.

Almost equally striking is a second fact: the alarmingly large number of children in each standard whose performance is dangerously below par. If we take Test A, for example, we find in Standard IV 155 children (more or less 30 per cent.) who lie below the average for Standard III. In Standard V there are 63 cases (14 per cent.) who are also below this level; while about 124 or 28 per cent. lie below the average for Standard IV; and similarly elsewhere. If the ability of the average child in Standard V be considered the minimum essential for success in work in High Schools, 31 per cent. of the children in Standard VI failed to satisfy this requirement.

It would seem that this state of affairs is serious enough to merit earnest attention, in order that the reasons for such differences may be discovered, and suggestions for improvement made.

## CHAPTER XXIII.

REPORT OF THE ORGANISER OF HARD OF HEARING  
AND SPEECH CORRECTION CLASSES.

The number of pupils receiving treatment during 1946 was 2,179, a slight increase on the numbers for 1945, whilst the number of teachers remained the same. The number of pupils cured or rehabilitated was 471.

Stutterers continue to be among the major problems of speech defects. The number being treated this year was 588, out of a total of 1,610, of whom only 85 are reported fully rehabilitated. This latter figure is disturbingly low, due partly to change in, and shortage of, staff. In their anxiety to help as many handicapped children as possible specialist teachers have been admitting more pupils than they can reasonably treat in one class, and they have been cutting down the amount of time devoted to each group. All teachers have been instructed that in future they must have a minimum of 30 to 40 minute periods twice weekly for each group. Principals and class teachers have been asked to co-operate in this matter.

There has been a gratifying increase in the co-operation of parents and principals regarding medical treatment for diseases of the ear. Many potentially hard-of-hearing and many hard-of-hearing pupils have been cured as the result of early medical inspection recommended by the specialist teacher.

With one exception, due to adverse home conditions, all pupils who have returned to normal classes from full-time hard-of-hearing classes have adapted themselves to normal school routine. Two boys are to be sent to a school for the deaf to learn a trade in 1947.

No towns had new centres opened this year owing to lack of staff, nor is there any staff available for expansion in this direction in the near future. There are 86 schools with these classes established in seven towns, and with the exception of Oudtshoorn each town will have existing posts filled in 1947.

Eleven students in training qualified this year and are being employed by the Department next year, but as five teachers are leaving, three to be married, one because she is married and one to do further study, there is a gain of only six teachers. During the year these 11 students did their practical teaching under the supervision of the organiser and the teachers in the Cape Town area.



By arrangement with the Cape School Board and the Groote Schuur Hospital it was agreed that one of our teachers would give audiometer tests to children of school age at the Out-Patients Ear, Nose and Throat Department at Groote Schuur Hospital. This was greatly to our advantage since the children could have both an otological examination and an audiograph taken in one visit, thus saving both time and the expense of paying another visit to the Mowbray Hard-of-Hearing Centre for audiometer testing. The service, too, is greatly appreciated by the hospital staff.

As the result of an appeal by the plastic Surgeon at Groote Schuur Hospital for facilities for post-operative speech training for cleft palate cases of pre-school age, a committee was formed to discuss ways and means of achieving this. This committee consisted of a chief inspector, the principal of a school for the deaf, a speech teacher and the organiser. The committee made arrangements for both European and non-European children to be treated. Boarding facilities were included in this arrangement, and therefore no child having a cleft palate operation need be deprived of the very important post-operative treatment.

We regard this request for help and the audiometrical work being done at Groote Schuur Hospital as an increasing indication of the realisation of the need for close co-operation between members of the medical profession and specialist teachers.

A conference of teachers of children handicapped in speech and hearing was held in Cape Town during the last four days of the third term. The conference was opened by His Honour the Administrator and was attended by the Chief Inspectors of Education, all the teachers in this branch of education, an Education Officer from the Rhodesian Education Department, teachers from the Dominican School for the Deaf, Cape Town, a representative from the South African National Council for the Deaf and a representative from the Cape Town and District Deaf and Dumb Association. Addresses were given on the following subjects: (a) The psychology of handicapped children (b) Dr. Lempert's Fenestration operation (c) physics of sound (d) speech therapy (e) speech recording instruments (f) plastic surgery on the Cleft Palate and (g) Vocational Guidance. Discussion periods followed each address.

All those attending the conference expressed their appreciation of its value and it was unanimously agreed that further conferences would be of the utmost benefit. It is hoped that a full report of the addresses will be widely circulated in the near future.

All training colleges and institutions for European and non-European teachers were visited during the year and a short course of lectures given to outgoing students on the problems of hearing-loss and speech defects in children. In some areas schools were visited where no specialist teacher was available and advice given to teachers about handicapped pupils.

An increasing number of hearing and speech defects continue to be reported by medical inspectors, particularly in country districts, thus indicating the need for greater expansion of this work.

Our major problems are lack of staff and poor classroom accommodation.

The following are the relevant statistics for the period under review:—



1946 HARD OF HEARING AND SPEECH CORRECTION CLASSES.

Centre.	Number of Staff.	Number of Vacancies.	Pupils on Roll Jan., 1946.		Pupils Enrolled during 1946.		Pupils Cured or Rehabilitated.		Pupils Left for Other Reasons.		Pupils on Roll Dec., 1946.		Approximate Known Waiting list.		No. of Schools With Classes.
			Hearing Loss.	Speech Defects.	Hearing Loss.	Speech Defects.	Hearing Loss.	Speech Defects.	Hearing Loss.	Speech Defects.	Hearing Loss.	Speech Defects.	Hearing Loss.	Speech Defects.	
Cape Town .. ..	12	0	294	485	88	219	62	116	45	78	276	509	13	68	39
Paarl .. ..	2	0	16	98	16	47	0	17	11	33	21	75	0	19	7
Worcester .. ..	1	0	5	56	7	37	5	33	1	0	6	60	0	16	3
Oudtshoorn .. ..	1	1	17	42	5	70	5	25	2	3	15	82	8	16	6
Port Elizabeth .. ..	5	5	45	158	37	148	26	93	22	74	34	139	19	292	16
East London .. ..	2	1	16	117	9	66	6	60	1	17	18	124	3	17	9
Kimberley .. ..	1	2	21	57	1	2	11	12	0	0	11	47	12	62	5
Total .. ..	24	9	414	1,013	163	589	115	356	82	205	381	1,036	55	490	85



STAFF AND SCHOOL STATISTICS.

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APPENDIX A.

STAFF (1st January, 1947).

SUPERINTENDENT-GENERAL OF EDUCATION.

W. de Vos Malan, B.A., Ph. D.

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 Senior Clerk .. .. . P. J. le Grange.

Native Schools Branch.

Principal Clerk .. .. . A. L. Young.  
 Senior Clerk .. .. . W. N. Galloway.

Coloured Schools Branch.

Principal Clerk .. .. . J. F. Lighton.  
 Senior Clerk .. .. . J. van der M. Louw (Actg.).

School Buildings and Requisites Branch.

Senior Clerk .. .. . J. de Villiers.

Staff and General Branch.

Senior Clerk .. .. . A. Rother.

CHIEF INSPECTORS OF SCHOOLS.

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CHIEF MEDICAL INSPECTOR OF SCHOOLS .. .. .

L. van D. Cilliers, M.D.

ORGANISER OF SCHOOL BROADCASTING .. .. .

J. J. G. Grobbelaar, M.A., Ph.D.

TRANSLATOR .. .. .

R. A. de K. Jooste, M.A.

INSPECTORS OF SCHOOLS.

J. H. Aucamp, B.A.: *George, Mossel Bay.*  
 B. F. Barnard, B.A.: *Headquarters Circuit (Cape Division) No. 2.*  
 G. H. M. Bobbins, M.A., Ph.D.: *King William's Town No. 1.*  
 W. B. Caley, B.A.: *Mount Frere, Ntabankulu (West), Qumbu.*  
 W. A. H. Chesters, B.A.: *Fort Beaufort, King William's Town No. 2, Peddie, Victoria East.*  
 L. P. Deary, B.A.: *Albany, Alexandria, Bathurst, Port Elizabeth No. 3.*  
 G. H. P. de Bruin, B.A.: *Britstown, De Aar, Hay, Hopetown, Kenhardt No. 2. Petrusville, Philipstown, Prieska, Strydenburg, Vosburg.*  
 D. J. J. de Villiers, M.A.: *Headquarters Circuit (Cape Division) No. 3.*  
 F. J. de Villiers, B.A.: *Cathcart, Queenstown, Stockenström, Stutterheim.*  
 J. H. Dugard, B.Sc.: *Elliotdale, Mqanduli, Tsolo, Umtata.*  
 F. v. S. Hanekom, B.A.: *Barrydale, Bredasdorp, Montagu, Swellendam.*  
 N. E. Lambrechts, B.A.: *Franschhoek, Paarl, Stellenbosch No. 1.*  
 J. D. le Roux, B.A.: *Engcobo, Idutywa, Willowvale.*  
 R. E. le Roux, B.A.: *Heidelberg, Ladismith, Riversdale.*  
 D. J. Liebenberg, M.A., B.Ed.: *Albert, Aliwal North, Colesberg, Herschel, Lady Grey, Venterstad.*  
 H. Liebenberg, M.A.: *Matatiele, Mount Currie, Mount Fletcher.*  
 G. J. Louw, B.A.: *Port Elizabeth No. 1.*  
 J. D. Möhr, B.Sc.: *Clanwilliam, Piquetberg.*  
 P. J. Nel, B.A.: *Steytlerville, Uitenhage.*  
 J. L. Omond, B.A.: *Bizana, Mount Ayliff, Ntabankulu (East).*  
 S. W. Pienaar, B.A., B.Sc., D.Ed.: *Calvinia, Carnarvon, Fraserburg, Loxton, Nieuwoudtville, Sutherland, Williston.*  
 C. J. Potgieter, M.Sc.: *Glen Grey, St. Marks, Tsomo.*  
 A. E. Puttick, B.A.: *Headquarters Circuit (Cape Division) No. 4.*  
 H. le R. Retief, B.A.: *Humansdorp, Port Elizabeth No. 2.*  
 P. J. Rossouw, B.A.: *Beaufort West, Laingsburg, Murraysburg, Prince Albert, Richmond, Victoria West.*  
 H. E. Rudd, M.A., M.Ed.: *Knysna, Uniondale, Willowmore.*  
 F. J. Scheepers, B.A.: *East London, Komgha.*  
 E. L. G. Schnell, M.A., B.Ed.: *Herbert, Kimberley.*  
 G. J. J. Smit, M.A., B.Ed.: *Barkly East, Elliot, Indwe, Maclear, Sterkstroom, Wodehouse, Xalanga.*  
 P. J. Smuts, B.Sc.: *Calitzdorp, Oudtshoorn.*  
 F. P. Stander, B.A., Ph.D.: *Ceres, Robertson, Worcester.*  
 G. C. Theron, B.A.: *Headquarters Circuit (Cape Division) No. 5.*  
 O. P. Truter, B.A.: *Headquarters Circuit (Cape Division) No. 1.*  
 N. J. Uys, M.A.: *Aberdeen, Graaff-Reinet, Jansenville, Middelburg, Pearston.*  
 A. J. van der Merwe, B.A.: *Hopefield, Malmesbury, Tulbagh, Wellington.*  
 P. J. van der Walt, B.A.: *Caledon, Stellenbosch No. 2.*  
 A. Vlok, B.A.: *Bedford, Cradock, Maraisburg, Molteno, Pearston, Somerset East, Steynsburg, Tarka.*  
 G. H. Welsh, B.A.: *Butterworth, Kentani, Nqamakwe.*  
 M. M. Wiggett, B.Sc.: *Flagstaff, Libode, Lusikisiki, Ngqeleni, Port St. Johns.*  
 J. C. Zuidmeer, B.A.: *Namaqualand, Van Rhynsdorp.*  
 Vacant: *Barkly West, Kuruman, Vryburg No. 2.*  
 Vacant: *Gordonia, Kenhardt No. 1.*  
 Vacant: *Mafeking, Vryburg No. 1.*



*Relieving Inspectors.*

W. A. Hofmeyr, B.A.  
D. B. van Rensburg, B.A.  
T. F. T. Malherbe, M.A., M.Sc.  
E. R. O. Gardiner, B.A.

*Inspectors of School Boarding Houses.*

J. H. Barnard, B.A.: *Western Districts.*  
P. A. J. Botha, B.A.: *Eastern Districts.*

INSPECTORS OF SPECIAL SUBJECTS.

*Agriculture.*

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

*Agricultural Education.*

A. L. van der Plank.

*Domestic Science.*

Miss G. F. B. Rose: *Western Districts.*  
Miss A. E. Lambrechts: *Western Districts.*  
Miss M. van der Vyver: *Midland Districts.*  
Miss E. Willmot: *Eastern Districts.*

*Drawing and Art.*

Vacant.

*Infant School Method.*

Miss E. M. Olivier: *Western Districts.*  
Vacant: *Eastern Districts.*

*Manual Training.*

J. J. Brand: *Western Districts.*  
J. van der S. Uys, B.A.: *Midland Districts.*  
C. T. du P. Martin: *Eastern Districts.*

*Needlework.*

Miss S. W. Cloete: *Western Districts.*  
Miss W. A. Louw: *Western Districts.*  
Miss A. F. Human: *Midland Districts.*  
Miss I. Lewis: *Eastern Districts.*  
Miss J. Barbour: *Transkei.*  
Miss J. Peddie: *Transkei.*

*Physical Education.*

H. J. Taylor, M.A.: *Western Districts.*  
Vacant: *Eastern Districts.*  
Miss M. M. Logeman: *Western Districts.*  
Miss F. M. Maskew: *Eastern Districts.*

*Music.*

W. Poles, L.R.A.M., F.R.C.O.: *Western Districts.*  
P. J. Britton, B.A.: *Eastern Districts.*  
J. MacLachlan, L.R.A.M.: *Midland Districts.*

*Native Handwork.*

G. Papp, B.A.

*Vocational Guidance.*

J. F. A. Swartz, M.A.

MEDICAL INSPECTORS OF SCHOOLS.

R. C. Jurgens, B.A., M.B., Ch.B., D.P.H.  
A. H. Bischoff, M.B., Ch.B.  
N. van der Merwe, M.B., Ch.B.  
S. B. Lange, M.R.C.S., L.R.C.P.  
B. Birch, M.B., Ch.B.  
H. J. Davies, B.Sc., M.D.  
Vacant.  
Vacant.  
Vacant.

*School Dental Officers.*

M. Braun, L.D.S., R.C.S.  
Vacant.

*Dietitians.*

Miss E. Norval, B.Sc. (Dom. Sc.): *Eastern Districts.*  
Miss J. J. Retief, B.Sc. (Dom. Sc.): *Western Districts.*

SCHOOL NURSES.

*Chief School Nurse.*

Miss K. H. Luttig.

*School Nurses.*

Miss C. A. Bestbier.  
Miss R. Borchers.  
Miss M. E. Bruwer.  
Miss A. Brÿnard.  
Miss E. Burger.  
Miss A. de Beer.  
Miss E. E. du Toit.  
Miss E. H. Forbes.  
Miss A. J. E. Hoencamp.  
Miss E. Kromberg.  
Miss A. Laubscher.  
Miss H. S. le Roux.  
Miss A. M. S. Malherbe.  
Miss E. S. Ras.  
Miss J. S. Roelofse.  
Miss J. Schultz.  
Miss A. J. J. Smuts.  
Miss G. J. Swart.  
Mrs. E. J. Taberer.  
Miss A. D. van der Spuy.  
Miss G. van Zyl.  
Miss A. F. Wainwright.  
Mrs. F. A. de Wet (Temp).  
Four vacant posts.



DEPARTMENTAL PSYCHOLOGIST.

J. J. Strasheim, M.A., Ph.D.

INSPECTORS OF SPECIAL CLASSES.

P. van A. van der Spuy, B.Ed., B.Sc.: *Western Districts.*

I. J. du Plessis, B.A.: *Midland Districts.*

N. J. Heyns, B.A., M.Ed.: *Eastern Districts.*

Mrs. R. O. Muller (Temp.): *Cape Peninsula.*

LECTURERS IN SOCIAL HYGIENE.

P. J. Roos, B.A.

Miss M. E. Kistle, M.A.

ORGANISER OF HARD OF HEARING AND SPEECH DEFECTIVE WORK.

Mrs. M. S. Kihn.

INSTRUCTORS IN RELIGIOUS INSTRUCTION.

S. J. Malherbe, B.A. (Temp.).

Vacant (Temp.).

HONORARY PSYCHIATRIST.

R. A. Foster, M.B., Ch.B.U.

APPENDIX B.

NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED.

(a) SCHOOLS.

Division.	School.	Remarks.
Beaufort West ..	Beaufort West High .. ..	Additions.
Caledon .. ..	Greyton Secondary .. ..	"
" .. ..	Villiersdorp High .. ..	"
Cape .. ..	Athlone North Coloured Primary ..	New Building.
" .. ..	Wynberg Aliwal Road .. ..	Additions.
" .. ..	Oranje Primary .. ..	"
" .. ..	Weltevreden Primary .. ..	"
" .. ..	Wynberg Flats Primary .. ..	"
De Aar .. ..	De Aar High .. ..	"
East London ..	St John's Road Coloured Primary ..	"
" .. ..	Cambridge High .. ..	"
" .. ..	Cambridge Junior .. ..	"
" .. ..	Girls' High .. ..	"
" .. ..	Rocklands Primary .. ..	New Building.
Hay .. ..	Niekerkshoop Secondary .. ..	Additions.
" .. ..	Postmasburg High .. ..	"
Humansdorp ..	Karreedouw High .. ..	"
Kenhardt .. ..	Grootdrink Primary .. ..	"
Mossel Bay ..	Mossel Bay Primary .. ..	"
Namaqualand ..	Garies High .. ..	"
Piketberg .. ..	Verlorenvlei Primary .. ..	Teachers' residence.
Port Elizabeth ..	Loerie River Primary .. ..	Additions.
" .. ..	Victoria Park High .. ..	New Building.
Riversdale ..	Albertinia High .. ..	Additions.
Robertson .. ..	Wakkerstroom West Primary .. ..	"
Stellenbosch ..	Bloemhof Girls' High .. ..	Cycle sheds, showers, boundary wall and repairs.
" .. ..	Stellenbosch Boys' High .. ..	New building.
Strydenburg ..	Strydenburg High .. ..	Additions and repairs.
Stutterheim ..	Stutterheim High .. ..	Additions.
Swellendam ..	Zuurbraak Primary .. ..	"
Uitenhage .. ..	Despatch Primary .. ..	"
" .. ..	Kirkwood High .. ..	New library.
Uniondale .. ..	Uniondale High .. ..	Additions.
Vanrhynsdorp ..	Vanrhynsdorp High .. ..	"
" .. ..	Nuwerus High .. ..	Additions and further additions.
Vaalharts .. ..	Andalusia High .. ..	Principal's residence.
" .. ..	Vaalharts High .. ..	"
" .. ..	Andalusia Primary .. ..	Additions.
" .. ..	Magogong Primary .. ..	New building.
" .. ..	Magogong Primary .. ..	Principal's residence.
Worcester .. ..	Goudini High .. ..	Further additions.



(b) AGRICULTURAL SCHOOLS AND HOSTELS.

Riversdale .. Oakdale Agricultural School Hostel Additions.

(c) HOSTELS.

Butterworth .. Butterworth Boys' High .. .. Additions.  
 Gordonia .. Upington High .. .. New building.  
 Uitenhage .. Muir College Boys' High .. .. Additions and im-  
 provements.

(d) NATIVE SCHOOLS.

Port Elizabeth .. New Brighton (Cowen) Higher New building.

APPENDIX C.

PARLIAMENTARY GRANTS OF SCHOOL SITES DURING, 1946.

School Board.	School.	Extent.		
		Morgen.	Square Roods.	Square Feet.
East London ..	Amalinda Primary .. ..	1.4234	—	—
Knysna ..	Karatara Primary .. ..	6.6329	—	—
Port Elizabeth	New South End Coloured Primary .. ..	2.2289	—	—
Stellenbosch ..	Sir Lowry's Pass Primary ..	—	—	38,336

APPENDIX D.

GRANTS OF SCHOOL SITES UNDER TOWNSHIP ORDINANCE.

School Board.	Place.	Extent.		
		Morgen.	Square Roods.	Square Feet.
Caledon ..	Gansbaai Township .. ..	3.4099	—	—
Cape .. ..	Pinelands Extension No. 2 Township .. ..	1.7372	—	—
Cradock ..	Cradock Extension No. 1 Township .. ..	1.0352	—	—
Paarl .. ..	Vrykyk Subdivided Estate ..	—	—	31,744

APPENDIX E.

GRANTS OF LAND FOR EDUCATIONAL PURPOSES.

School Board.	School.	Extent.			Donor.
		Morgen.	Square Roods.	Square Feet.	
Mafeking ..	Mafeking Township Extension No. 7 .. ..	—	—	83,550	Mafeking Municipality.
Port Elizabeth	Victoria Park High .. ..	4.1266	—	—	Walmer Municipality.
„ „	Cunningham Primary .. ..	—	—	5,876	Port Elizabeth Municipality.



## APPENDIX F.

## PROPERTIES PURCHASED.

School Board.	School.	Extent.			Purchase Price.			
		Morgen.	Square Roods.	Square Feet.	Square Inches.	£	s.	d.
Barkly West .. ..	Barkly West High School Hostel .. ..	—	133	240	108	30	0	0
” ” .. ..	Barkly West High School Hostel .. ..	—	212	303	96	45	0	0
” ” .. ..	Barkly West High School Hostel .. ..	—	174	144	—	10	0	0
Cape .. ..	Tafelberg Primary .. ..	—	94	1	—	1,750	0	0
” .. ..	Ellerslie Girls' High .. ..	—	27	112	—	3,200	0	0
” .. ..	Retreat High .. ..	4	484	38	—	7,750	0	0
” .. ..	Parow North Primary .. ..	—	61	45	—	173	15	0
” .. ..	Albert Road Primary .. ..	—	75	90	—	3,600	0	0
” .. ..	Groote Schuur Primary .. ..	1	384	53	—	10,250	0	0
” .. ..	Thornton Road Coloured Primary .. ..	—	293	108	—	1,050	0	0
” .. ..	Bellville South Primary .. ..	—	127	72	—	380	0	0
” .. ..	Parow North Primary .. ..	—	69	64	—	250	0	0
” .. ..	Sea Point Boys' High .. ..	—	19	126	—	3,536	0	0
” .. ..	Bellville South Primary .. ..	—	42	72	—	65	0	0
” .. ..	Maitland Primary .. ..	—	54	138	—	845	7	4
” .. ..	Maitland Primary .. ..	—	28	23	—	800	0	0
” .. ..	Stephen Reagon Coloured Primary .. ..	—	135	11	—	2,000	0	0
Paarl .. ..	Paarl Training College .. ..	—	325	46	—	1,125	0	0
” .. ..	Kraaifontein Primary .. ..	1	163	128	—	460	0	0
Philipstown .. ..	Philipstown Secondary .. ..	1	36	34.2	—	1,100	0	0
Piketberg .. ..	Aurora High and Hostel .. ..	1	432	108	—	2,000	0	0
Somerset East .. ..	Somerset East Preparatory .. ..	—	560	71.4	—	2,500	0	0
Vryburg .. ..	Vryburg Primary .. ..	—	133	127	—	1,500	0	0



APPENDIX G.

NOTARIAL LEASES: NATIVE SCHOOLS: 1946.

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NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS AS ON 30TH SEPTEMBER, 1946.

APPENDIX H.

	Training Institutions.		Schools.								Total Sept., 1946.	Total Sept., 1945.	Difference.
	Colleges.	Schools.	High.	Secondary.	Primary.	Agricultural.	Special.	Farm.	Part-time.	Mission.			
<i>European:</i>													
Under School Boards .. ..	4	—	169	65	1,101	—	4	28	—	—	1,371	1,429	- 58
Labour Colony Schools .. ..	—	—	1	—	7	—	—	—	—	—	8	8	—
Church Schools .. ..	1	—	—	—	29	—	—	—	—	—	30	30	—
Aided Schools .. ..	—	—	—	—	—	—	1	—	—	—	1	1	—
Other Schools .. ..	4	—	4	1	25	3	—	2	—	—	39	39	—
Total September, 1946 .. ..	9	—	174	66	1,162	3	5	30	—	—	1,449	—	—
Total September, 1945 .. ..	9	—	170	71	1,213	3	3	38	—	—	—	1,507	—
Difference .. ..	—	—	+4	-5	-51	—	+2	-8	—	—	—	—	- 58
<i>Coloured:</i>													
Under School Boards .. ..	1	—	5	9	55	—	3	—	20	—	93	88	+ 5
Other Schools .. ..	—	8	—	—	4	—	—	13	16	936	977	967	+ 10
Total September, 1946 .. ..	1	8	5	9	59	—	3	13	36	936	1,070	—	—
Total September, 1945 .. ..	1	8	5	9	54	—	2	7	38	931	—	1,055	—
Difference .. ..	—	—	—	—	+5	—	+1	+6	-2	+5	—	—	+ 15
<i>Native:</i>													
Under School Boards .. ..	—	—	3	8	6	—	1	—	—	—	18	13	+ 5
Other Schools .. ..	—	14	7	19	—	—	—	—	7	2,041	2,088	2,028	+ 60
Total September, 1946 .. ..	—	14	10	27	6	—	1	—	7	2,041	2,106	—	—
Total September, 1945 .. ..	—	14	10	19	4	—	—	—	7	1,987	—	2,041	—
Difference .. ..	—	—	—	+8	+2	—	+1	—	—	+54	—	—	+ 65
Total European, Coloured and Native, 1946 .. ..	10	22	189	102	1,227	3	9	43	43	2,977	4,625	—	+ 22
Total European, Coloured and Native, 1945 .. ..	10	22	185	99	1,271	3	5	45	45	2,918	—	4,603	—

SUMMARY.

	September, 1946.	September, 1945.	Difference.
European Schools .. ..	1,449	1,507	-58
Coloured Schools .. ..	1,070	1,055	+15
Native Schools .. ..	2,106	2,041	+65
Total .. ..	4,625	4,603	+22



## AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30TH SEPTEMBER, 1946, ARRANGED ACCORDING TO TYPE OF SCHOOL.

	Training Institutions.		Schools.								Total Sept., 1946.	Total Sept., 1945.	Difference.
	Colleges.	Schools.	High.	Secondary.	Primary.	Agricultural.	Special.	Farm.	Part-time.	Mission.			
<i>European:</i>													
Under School Boards .. ..	474	—	52,983	10,855	83,574	—	49	217	—	—	148,152	147,888	+ 264
Labour Colony Schools .. ..	—	—	265	—	848	—	—	—	—	—	1,113	1,111	+ 2
Church Schools .. ..	176	—	—	—	4,457	—	—	—	—	—	4,633	4,687	— 54
Aided Schools .. ..	—	—	—	—	—	—	105	—	—	—	105	113	— 8
Other Schools .. ..	283	—	1,571	110	2,220	162	—	13	—	—	4,359	4,127	+ 232
Total September, 1946 .. ..	933	—	54,819	10,965	91,099	162	154	230	—	—	158,362	—	—
Total September, 1945 .. ..	1,029	—	53,825	11,742	90,736	177	138	279	—	—	—	157,926	—
Difference .. ..	-96	—	+994	-777	+363	-15	+16	-49	—	—	—	—	+ 436
<i>Coloured:</i>													
Under School Boards .. ..	103	—	1,831	839	17,112	—	41	—	947	—	20,873	19,584	+ 1,289
Other Schools .. ..	—	657	—	—	825	—	—	214	538	*137,443	139,677	134,613	+ 5,064
Total September, 1946 .. ..	103	657	1,831	839	17,937	—	41	214	1,485	*137,443	160,550	—	—
Total September, 1945 .. ..	75	651	1,777	768	16,658	—	35	105	1,596	**132,532	—	154,197	—
Difference .. ..	+28	+6	+54	+71	+1,279	—	+6	+109	-111	+4,911	—	—	+ 6,353
<i>Native:</i>													
Under School Boards .. ..	—	—	1,633	1,335	2,301	—	14	—	—	—	5,283	4,628	+ 655
Other Schools .. ..	—	2,118	1,554	1,859	—	—	—	—	528	246,845	252,904	242,850	+10,054
Total September, 1946 .. ..	—	2,118	3,187	3,194	2,301	—	14	—	528	246,845	258,187	—	—
Total September, 1945 .. ..	—	2,107	2,960	2,522	2,021	—	—	—	958	236,910	—	247,478	—
Difference .. ..	—	+11	+227	+672	+280	—	+14	—	-430	+9,935	—	—	+10,709
Total European, Coloured and Native Pupils, 1946 .. ..	1,036	2,775	59,837	14,998	11,1337	162	209	444	2,013	384,288	577,099	—	+17,498
Total European, Coloured and Native Pupils, 1945 .. ..	1,104	2,758	58,562	15,032	109,415	177	173	384	2,554	369,9442	—	559,601	—

## SUMMARY.

	September, 1946.	September, 1945.	Difference.
European Pupils .. ..	158,362	157,926	+ 436
Coloured Pupils .. ..	160,550	154,197	+ 6,353
Native Pupils .. ..	258,187	247,478	+10,709
Total .. ..	577,099	559,601	+17,498

\* Including 719 pupils in Higher Primary Departments and 1,456 pupils in Secondary Departments.  
 \*\* Including 781 pupils in Higher Primary Departments and 1,355 pupils in Secondary Departments.



APPENDIX J.

AVERAGE ATTENDANCE AND PERCENTAGE ATTENDANCE OF PUPILS IN EUROPEAN, COLOURED AND NATIVE SCHOOLS.

Pupils in.	Average Attendance.		Percentage Attendance.	
	1946.	1945.	1946.	1945.
European Schools .. .. .	151,107	146,803	93.7	93.4
Coloured Schools .. .. .	140,666	134,638	86.7	87.3
Native Schools .. .. .	212,378	202,788	85.1	84.8



## APPENDIX K.

## I.—DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1937 TO 1946.

Year.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
1937 .. ..	15,755	10,298	7,229	4,215	3,554
1938 .. ..	15,511	10,411	7,745	4,328	3,670
1939 .. ..	15,668	10,899	7,991	4,711	3,838
1940 .. ..	15,764	11,119	8,208	4,880	4,096
1941 .. ..	15,412	11,032	8,083	4,880	4,114
1942 .. ..	15,558	10,972	8,020	4,611	4,092
1943 .. ..	15,398	11,389	8,275	4,840	3,975
1944 .. ..	15,189	11,807	8,571	5,022	4,124
1945 .. ..	14,897	11,467	8,624	5,347	4,187
1946 .. ..	14,507	11,161	8,451	5,312	4,517

## II.—PERCENTAGE DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1937 TO 1946.

Year.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
1937 .. ..	100	66	48	27	23
1938 .. ..	100	66	49	29	24
1939 .. ..	100	70	50	30	25
1940 .. ..	100	70	52	30	26
1941 .. ..	100	70	52	31	26
1942 .. ..	100	71	51	29	26
1943 .. ..	100	73	54	31	25
1944 .. ..	100	77	56	33	26
1945 .. ..	100	75	56	34	27
1946 .. ..	100	74	55	34	29



## APPENDIX L.

## DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL AND FARM SCHOOLS AS ON 4TH JUNE, 1946, PERCENTAGE RETARDED, ETC.

Age last Birthday.	PRIMARY.										SECONDARY.				Total.	Percentage.	
	Sub.- A.	Sub.- B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Unclassified.		Std. VII.	Std. VIII.	Std. IX.	Std. X.			
									§ (a)	(b)							
Under 6.. .. .	1,367	8	—	—	—	—	—	—	—	—	—	—	—	—	—	1,375	.9
6 .. .. .	8,806	1,760	81	—	—	—	—	—	—	4	4	—	—	—	—	10,655	6.8
7 .. .. .	5,055	6,952	3,111	162	4	—	—	—	—	22	8	—	—	—	—	15,314	9.8
8 .. .. .	983	3,838	7,689	3,249	171	3	—	—	—	94	11	—	—	—	—	16,038	10.3
9 .. .. .	129	788	4,245	6,863	3,278	255	2	—	—	231	24	—	—	—	—	15,815	10.1
10 .. .. .	34	149	1,092	4,043	6,463	3,150	254	3	—	356	27	—	—	—	—	15,571	10.0
11 .. .. .	3	38	251	1,195	3,966	5,760	2,891	205	—	454	32	4	—	—	—	14,799	8.7
12 .. .. .	5	8	53	335	1,444	3,664	5,382	2,927	—	570	39	216	3	—	—	14,646	9.4
13 .. .. .	1	5	13	65	499	1,562	3,613	5,206	—	602	39	2,614	237	1	—	14,457	9.2
14 .. .. .	1	3	6	24	137	594	1,917	3,684	—	654	44	4,457	2,322	202	2	14,047	9.6
15 .. .. .	1	—	1	8	42	173	676	1,931	—	553	28	2,789	3,484	1,808	209	11,703	7.5
16 .. .. .	1	—	—	—	1	16	106	475	—	154	9	890	1,783	2,218	1,688	7,341	4.7
17 .. .. .	—	—	—	—	1	2	8	67	—	20	6	165	528	875	1,750	3,422	2.2
18 .. .. .	—	—	—	—	—	—	—	2	—	4	5	22	76	171	704	993	.6
19 and over .. .. .	—	—	—	—	—	—	—	—	—	3	2	4	18	37	164	228	.2
Total No. of Pupils, 1946	16,386	13,549	16,542	15,944	16,006	15,179	14,851	14,507	3,721	278	11,161	8,451	5,312	4,517	156,404	100.0	
Total No. of Pupils, 1945	16,084	13,017	16,380	15,861	15,787	15,109	15,661	14,897	3,533	147	11,467	8,624	5,347	4,187	156,101	—	
Median Age, 1946 .. .. .	6.78	7.72	8.66	9.66	10.70	11.74	12.80	13.79	—	—	14.62	15.48	16.29	17.21	—	—	
*Per cent. retarded, 1946	—	—	1.9	2.7	4.2	5.2	5.3	3.8	—	—	1.7	1.1	.6	—	—	—	
Percentage of Pupils in Various Standards, 1946 .. .. .	10.5	8.6	10.6	10.2	10.2	9.7	9.5	9.3	2.4	.2	7.1	5.4	3.4	2.9	100.0	—	

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

§ (a) Pupils in special classes for backward children. (b) Other unclassified pupils.



APPENDIX M.

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN SCHOOLS ON 4TH JUNE, 1946.

	Number of Pupils Receiving Instruction through the Medium of:					Total number of Pupils
	Mainly or Exclusively English.	Mainly or Exclusively Afrikaans.	English and Afrikaans (more or less equally).	Total		
				Boys.	Girls.	
Sub-std. A. . . . .	5,190	10,910	286	8,635	7,751	16,386
Sub-Std. B. . . . .	4,226	9,036	287	7,125	6,424	13,549
Std. I. . . . .	5,169	10,803	570	8,643	7,899	16,542
Std. II. . . . .	4,955	10,260	729	8,210	7,734	15,944
Std. III. . . . .	4,852	10,438	716	8,103	7,903	16,006
Std. IV. . . . .	4,503	9,776	900	7,698	7,481	15,179
Std. V. . . . .	4,315	9,534	1,002	7,447	7,404	14,851
Std. VI. . . . .	4,426	9,283	798	7,489	7,018	14,507
Std. VII. . . . .	3,590	6,991	580	5,838	5,323	11,161
Std. VIII. . . . .	2,789	5,214	448	4,494	3,957	8,451
Std. IX. . . . .	1,915	3,137	260	3,007	2,305	5,312
Std. X. . . . .	1,598	2,664	255	2,540	1,977	4,517
Unclassified . . . . .	762	3,122	115	2,444	1,555	3,999
Total . . . . .	48,290	101,168	6,946	81,673	74,731	156,404

APPENDIX N.

MEDIAN AGE OF EUROPEAN AND COLOURED PUPILS IN EACH PRIMARY STANDARD ON 4TH JUNE, 1946.

Standard.	European.	Coloured.
Sub. A. . . . .	6.78	7.80
Sub. B. . . . .	7.72	9.20
Std. I. . . . .	8.66	10.28
Std. II. . . . .	9.66	11.29
Std. III. . . . .	10.70	12.27
Std. IV. . . . .	11.74	13.12
Std. V. . . . .	12.80	13.84
Std. VI. . . . .	13.79	14.62

APPENDIX O.

I.—DISTRIBUTION OF COLOURED PUPILS IN THE PRIMARY STANDARDS FOR THE YEARS 1937 TO 1946.

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
1937.. .. .	15,889	13,248	11,065	7,609	4,767	3,105
1938.. .. .	17,713	14,303	11,470	7,801	5,114	3,582
1939.. .. .	18,743	15,678	11,971	8,191	5,317	3,746
1940.. .. .	20,028	16,477	13,148	8,876	5,570	3,872
1941.. .. .	20,092	17,312	13,727	9,394	5,833	3,835
1942.. .. .	20,029	17,643	14,222	9,791	6,186	3,925
1943.. .. .	20,425	17,678	14,695	10,304	6,743	4,296
1944.. .. .	21,455	17,912	15,004	11,031	7,152	4,634
1945.. .. .	22,610	19,169	15,539	11,564	7,739	4,931
1946.. .. .	23,788	19,937	16,620	12,063	8,214	5,470

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

Year.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.
1937.. .. .	100	90	75	53	35	23
1938.. .. .	100	90	78	53	36	26
1939.. .. .	100	89	75	56	36	26
1940.. .. .	100	88	74	56	38	27
1941.. .. .	100	86	73	53	37	26
1942.. .. .	100	88	71	52	35	25
1943.. .. .	100	88	73	51	36	24
1944.. .. .	100	88	75	55	36	25
1945.. .. .	100	89	76	58	39	25
1946.. .. .	100	88	77	59	41	27



## APPENDIX P.

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 4TH JUNE, 1946, PERCENTAGE ABOVE NORMAL AGE, ETC.

Age last Birthday.	PRIMARY.									SECONDARY.				Total.	Per-centage.
	Sub.-A.	Sub.-B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Un-classified.	Std. VII.	Std. VIII.	Std. IX.	Std. X.		
Under 7 years .. ..	12,956	491	44	—	—	—	—	—	78	—	—	—	—	13,569	8.3
7 but not 8 years .. ..	13,765	4,271	716	38	—	—	—	—	15	—	—	—	—	18,805	11.6
8 " " 9 " " .. ..	9,290	6,653	3,666	630	57	3	—	—	12	—	—	—	—	20,311	12.5
9 " " 10 " " .. ..	5,311	5,671	6,048	3,109	688	56	—	1	6	—	—	—	—	20,890	12.8
10 " " 11 " " .. ..	2,965	3,576	5,153	4,899	2,464	523	40	4	5	—	—	—	—	19,629	12.1
11 " " 12 " " .. ..	1,522	1,986	3,587	4,398	4,048	2,004	395	39	4	1	—	—	—	17,984	11.1
12 " " 13 " " .. ..	966	1,232	2,232	3,342	3,855	3,088	1,655	375	1	18	—	—	—	16,764	10.3
13 " " 14 " " .. ..	514	643	1,248	1,846	2,773	2,962	2,397	1,308	2	236	10	—	—	13,939	8.6
14 " " 15 " " .. ..	255	309	584	987	1,580	1,967	1,984	1,618	—	591	148	6	—	10,029	6.2
15 " " 16 " " .. ..	145	157	288	404	732	961	1,137	1,231	—	559	341	46	6	6,007	3.7
16 " " 17 " " .. ..	74	71	120	168	282	352	450	585	—	305	347	96	21	2,871	1.8
17 " " 18 " " .. ..	31	20	41	66	81	97	114	228	—	110	190	49	45	1,072	.6
18 " " 19 " " .. ..	22	17	26	16	22	26	25	57	—	36	77	13	34	371	.2
19 and over .. ..	99	37	35	34	38	24	16	25	—	14	50	11	23	406	.2
Total number of pupils, 1946 .. ..	47,915	25,134	23,788	19,937	16,620	12,063	8,214	5,470	123	1,870	1,163	221	129	162,647	100.0
Total number of pupils, 1945 .. ..	45,810	24,177	22,610	19,169	15,539	11,564	7,739	4,931	51	1,851	1,068	172	129	154,810	—
Median Age, 1946 .. ..	7.80	9.20	10.28	11.29	12.27	13.12	13.84	14.62	—	15.16	16.24	16.61	17.84	—	—
*Percentage above normal age, 1946 .. ..	—	—	34.3	34.4	33.1	28.4	21.2	16.4	—	8.6	10.9	5.0	—	—	—
Percentage of pupils in various Standards, 1946 .. ..	29.5	15.5	14.6	12.3	10.2	7.4	5.0	3.4	.1	1.1	.7	.1	.1	100.0	—

\* Based on the assumption that pupils normally enter school at 7.



## APPENDIX Q.

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED SCHOOLS ON 4TH JUNE, 1946.

Standard.	Mainly or Exclusively English	Mainly or Exclusively Afrikaans.	English and Afrikaans (more or less equally)	Total.		Total number of Pupils.
				Boys.	Girls.	
Sub. A. .. ..	42,720	3,233	1,962	24,061	23,854	47,915
Sub. B. .. ..	21,176	2,282	1,676	12,770	12,364	25,134
Std. I. .. ..	18,235	2,401	3,152	11,987	11,801	23,788
Std. II. .. ..	13,939	2,850	3,148	9,849	10,088	19,937
Std. III. .. ..	10,046	2,708	3,866	8,260	8,360	16,620
Std. IV. .. ..	5,955	2,724	3,384	6,255	5,808	12,063
Std. V. .. ..	3,641	2,522	2,051	4,454	3,760	8,214
Std. VI. .. ..	2,398	1,762	1,310	3,089	2,381	5,470
Std. VII. .. ..	420	1,147	303	1,084	786	1,870
Std. VIII. .. ..	303	648	212	691	472	1,163
Std. IX. .. ..	—	213	8	179	42	221
Std. X. .. ..	—	119	10	98	31	129
Unclassified .. ..	122	—	1	68	55	123
Total .. ..	118,955	22,609	21,083	82,845	79,802	162,647



## APPENDIX R.

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN NATIVE SCHOOLS ON 4TH JUNE, 1946.

Standards.	Mainly or Exclusively English.	Mainly or Exclusively Afrikaans.	Mainly or Exclusively Native Language(s)	Official and Native Languages used almost equally.	Total.		Total Number of Pupils.
					Boys.	Girls.	
Sub. A.	786	362	77,139	12,307	44,529	46,065	90,594
Sub. B.	423	176	28,484	8,444	17,484	20,043	37,527
Std. I.	668	172	20,976	12,720	15,867	18,669	34,536
Std. II.	872	87	13,805	11,091	11,014	14,841	25,855
Std. III.	3,232	54	4,667	14,671	9,128	13,496	22,624
Std. IV.	3,613	33	1,595	10,399	5,886	9,754	15,640
Std. V.	6,456	27	354	4,424	4,129	7,132	11,261
Std. VI.	6,004	34	88	2,832	3,147	5,811	8,958
Std. VII.	3,234	—	—	148	1,732	1,650	3,382
Std. VIII.	1,215	—	—	44	729	530	1,259
Std. IX.	272	—	—	—	201	71	272
Std. X.	145	—	—	—	111	34	145
Unclassified..	834	—	261	43	542	596	1,138
Total	27,754	945	147,369	77,123	114,499	138,692	253,191

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## APPENDIX S.

## DISTRIBUTION OF PUPILS ACCORDING TO AGE IN NATIVE SCHOOLS ON 4TH JUNE, 1946.

Age last Birthday.	PRIMARY.									SECONDARY.				Total.	Percentage.
	Sub. A.	Sub. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Un-classified.	Std. VII.	Std. VIII.	Std. IX.	Std. X.		
Under 7	11,655	270	21	—	—	—	—	—	215	—	—	—	—	12,161	4.8
7	19,044	1,907	370	13	4	—	—	—	30	—	—	—	—	21,368	8.4
8	17,911	4,781	1,647	228	25	1	—	—	17	—	—	—	—	24,610	9.7
9	13,341	6,184	3,711	1,090	221	26	—	—	19	—	—	—	—	24,592	9.7
10	10,927	6,941	5,730	2,759	987	196	14	2	9	—	—	—	—	27,565	10.9
11	6,456	5,428	5,868	4,056	2,327	764	140	18	2	—	—	—	—	25,059	9.9
12	5,079	4,836	6,093	5,204	3,930	1,848	568	155	2	7	—	—	—	27,722	10.9
13	2,948	3,324	4,845	4,864	4,869	2,956	1,540	533	1	43	—	—	—	25,923	10.3
14	1,757	2,003	3,263	3,703	4,379	3,470	2,353	1,241	7	191	5	3	—	22,375	8.8
15	777	1,056	1,734	2,223	2,975	2,959	2,543	2,029	15	459	40	2	—	16,812	6.7
16	355	450	802	1,094	1,803	1,927	2,064	2,133	62	572	138	15	5	11,420	4.5
17	134	148	267	368	657	894	1,074	1,370	81	616	205	49	7	5,870	2.3
18	77	97	100	155	273	390	589	820	98	577	204	53	26	3,459	1.4
19 and over	133	102	85	98	174	209	376	657	580	917	667	150	107	4,255	1.7
Total	90,594	37,527	34,536	25,855	22,624	15,640	11,261	8,958	1,138	3,382	1,259	272	145	253,191	100.0
Median Age	9.43		11.99	12.92	13.78	14.58	15.40	16.24	—	17.68	19.06	19.09	19.33	—	—
Percentage of Pupils in Various Standards	35.8	14.8	13.6	10.2	8.9	6.2	4.4	3.5	0.5	1.3	0.5	0.2	0.1	100.0	—

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SEX OF TEACHERS ON 30TH JUNE, 1946, ARRANGED ACCORDING TO TYPE OF SCHOOL.

	EUROPEAN SCHOOLS.									COLOURED SCHOOLS.									NATIVE SCHOOLS.					Total Number of Teachers.				
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	*Special.	Agricultural.	Total.	Itinerant Teachers.	Training College.	Training Schools.	High.	Secondary.	Primary.	Mission.	Farm.	Part-time.	Special.	Total.	Training Schools.	High.	Secondary.		Mission.	Part-time.	Special.	Total.
Male .. ..	35	38	1,471	251	1,224	1	3	24	3,047	7	4	35	64	64	270	2,147	9	[53]	—	2,600	55	86	92	2,747	[13]	—	2,980	8,627
Female .. ..	93	52	1,120	239	2,437	27	5	—	3,973	3	2	23	14	22	258	1,398	3	[5]	2[4]	1,725	62	21	24	2,644	[3]	[1]	2,751	8,449
Total, 1946 ..	128	90	2,591	490	3,661	28	8	24	7,020	10	6	58	78	86	528	3,545	12	[58]	2[4]	4,325	117	107	116	5,391	[16]	[1]	5,731	17,076
Total, 1945 ..	118	90	2,531	518	3,668	36	6	24	6,991	10	6	58	78	82	460	3,354	6	[65]	2[3]	4,056	115	97	94	5,043	[16]	—	5,349	16,396
Percentage of Male Teachers—1946 ..	27.3	42.2	56.8	51.2	33.4	2.8	50.0	100.0	43.4	70	66.7	60.3	82.1	74.4	51.1	60.6	75	91.4	0	60.1	47.0	80.4	79.3	51.0	81.3	0	52.0	50.5
1945 ..	29.7	42.2	55.0	50.2	33.6	11.1	50.0	100.0	42.8	70	66.7	56.9	74.4	63.4	46.9	59.5	50	90.8	0	58.4	43.5	76.3	76.6	51.7	81.3	0	52.4	49.8

Note.—The bracketed figures refer to teachers employed in more than one school.  
\* This includes S.A.T.S. "General Botha."

RACE OF TEACHERS ON 30TH JUNE, 1946, ARRANGED ACCORDING TO TYPE OF SCHOOL.

	EUROPEAN SCHOOLS.									COLOURED SCHOOLS.									NATIVE SCHOOLS.					Total Number of Teachers.				
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	*Special.	Agricultural.	Total.	Itinerant Teachers.	Training College.	Training Schools.	High.	Secondary.	Primary.	Mission.	Farm.	Part-time.	Special.	Total.	Training Schools.	High.	Secondary.		Mission.	Part-time.	Special.	Total.
European .. ..	128	90	2,591	490	3,661	28	8	24	7,020	1	6	34	16	25	15	117	1	—	2[4]	217	82	36	15	54	—	[1]	187	7,424
Coloured .. ..	—	—	—	—	—	—	—	—	—	—	—	24	61	61	513	3,404	10	[57]	—	4,082	—	—	—	8	—	—	8	4,090
Native .. ..	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	24	1	[1]	—	26	35	71	101	5,329	[16]	—	5,536	5,562
Total, 1946 ..	128	90	2,591	490	3,661	28	8	24	7,020	10	6	58	78	86	528	3,545	12	[58]	2[4]	4,325	117	107	116	5,391	[16]	[1]	5,731	17,076
Total, 1945 ..	118	90	2,531	518	3,668	36	6	24	6,991	10	6	58	78	82	460	3,354	6	[65]	2[3]	4,056	115	97	94	5,043	[16]	—	5,349	16,396

Note.—The bracketed figures refer to teachers employed in more than one school.  
\* This includes the S.A.T.S. "General Botha."



APPENDIX V.

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL (ON 30TH JUNE, 1946).

European Schools.

Certificate.	Training Colleges.	High.	Secondary.	Primary.	Farm.	*Special.	Agricultural.	Itinerant Teachers.	Total.
T.1 Certificate .. ..	6	101	4	1	1	—	—	—	113
Secondary Higher .. ..	32	989	73	39	1	2	10	3	1,149
Secondary Lower:									
Graduate .. ..	—	30	6	8	—	1	—	—	45
Non-Graduate .. ..	—	23	4	14	—	—	—	—	41
Infant School Teacher's ..	5	161	46	549	2	1	—	2	766
Primary Teacher's .. ..	2	154	63	803	7	1	—	19	1,049
Primary Higher or T.2 Certificate:									
Graduate .. ..	12	202	36	63	—	—	1	1	315
Non-Graduate .. ..	24	609	170	1,083	2	—	1	52	1,941
Primary Lower or T.3 Certificate:									
Graduate .. ..	—	17	1	8	—	—	—	—	26
Non-Graduate .. ..	1	119	66	921	6	3	—	11	1,127
Miscellaneous:									
Graduate .. ..	2	23	2	8	—	—	—	2	37
Non-Graduate .. ..	6	152	15	128	—	—	—	33	334
Uncertificated:									
Graduate .. ..	—	3	2	—	—	—	8	2	15
Non-Graduate .. ..	—	8	2	36	9	—	4	3	62
Total Number of Teachers ..	90	2,591	490	3,661	28	8	24	128	7,020

\* This includes the S.A.T.S. "General Botha."

APPENDIX V

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL.

Coloured Schools.

Certificate.	Training Colleges.	Training Schools.	Secondary			Primary.	Higher Primary Departments.	Part-time.	Mission.	Farm.	Special.	Itinerant Teachers.	Total.
			High.	Schools.	Departments.								
Coloured Primary Advanced .. ..	—	1	5	2	2	20	5	—	55	—	—	—	90
Coloured Primary Higher .. ..	—	3	10	7	7	162	9	[20]	677	—	—	9	884
Coloured Primary Lower .. ..	—	2	3	4	6	241	7	[21]	2,058	4	—	—	2,325
Primary Lower or T.3 Certificate:													
Graduate .. ..	—	—	—	—	—	3	—	[2]	4	—	—	—	7
Non-Graduate .. ..	—	4	3	3	2	64	4	[12]	493	1	[3]	—	574
Miscellaneous:													
Graduate .. ..	5	31	48	17	31	6	1	[3]	14	—	—	—	153
Non-Graduate .. ..	1	17	9	2	3	4	—	—	85	2	2[1]	1	126
Uncertificated:													
Graduate .. ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate .. ..	—	—	—	—	—	2	—	—	159	5	—	—	166
Total Number of Teachers ..	6	58	78	35	51	502	26	[58]	3,545	12	2[4]	10	4,325

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

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL.

Native Schools.

Certificate.	Training Schools.	High.	Secondary.	Industrial Schools and Departments.	Part-time.	Higher Mission, Higher Boarding and Higher Primary	Mission, Primary and Practising.	Special.	Total.
Native Primary Higher .. ..	11	14	33	8	[6]	424	537	—	1,027
Native Primary Lower .. ..	6	9	9	8	[6]	680	2,209	—	2,921
Primary Lower or T.3 Certificate:									
Graduate .. ..	3	3	5	—	—	1	—	—	12
Non-Graduate .. ..	12	4	5	—	[3]	230	809	—	1,060
Miscellaneous:									
Graduate .. ..	28	62	48	1	—	1	—	—	140
Non-Graduate .. ..	54	12	7	49	[1]	108	179	[1]	409
Uncertificated:									
Graduate .. ..	1	1	1	—	—	—	—	—	3
Non-Graduate .. ..	2	2	8	4	—	25	118	—	159
Total Number of Teachers ..	117	107	116	70	[16]	1,469	3,852	[1]	5,731

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



APPENDIX W.

ENTRIES FOR ALL DEPARTMENTAL EXAMINATIONS.

<i>Examination.</i>	1946.	1945.	1944.
Senior Certificate .. .. .	4,901	4,531	4,484
Junior Certificate .. .. .	10,675	10,533	10,016
Senior Certificate Supplementary (February— March of following year) .. .. .	511	536	504
“General Botha” Senior Certificate .. .. .	30	26	26
“General Botha” Junior Certificate .. .. .	25	27	27
<i>European Teachers:</i>			
Primary Teachers' Certificate .. .. .	354	397	416
Primary Teachers' Higher Certificate:			
Agricultural Nature Study .. .. .	21	10	18
Manual Training .. .. .	20	24	28
Music .. .. .	17	18	19
Needlework .. .. .	16	17	13
Physical Education .. .. .	62	68	58
Housecraft .. .. .	26	22	21
Infant School .. .. .	82	103	107
Art .. .. .	11	9	11
Diploma in Physical Education .. .. .	17	—	—
Bilingual Certificate (Written tests in English and Afrikaans) .. .. .	207	243	238
Primary Teacher's Supplementary (June) .. .. .	8	11	22
Bilingual Certificate (Written test) June .. .. .	58	55	69
<i>Coloured Teachers:</i>			
Advanced Course for Coloured Primary Teachers	45	25	38
Coloured Primary Lower .. .. .	308	315	310
Coloured Primary Higher .. .. .	61	49	68
Coloured Bilingual Certificate .. .. .	10	11	21
Coloured Primary Lower Supplementary (June)	37	43	45
Coloured Teacher's Advanced Supplementary (June) .. .. .	—	5	—
<i>Native Teachers:</i>			
Native Primary Lower I .. .. .	572	565	707
Native Primary Lower III .. .. .	461	620	624
Native Primary Higher .. .. .	315	312	249
Native Infant School .. .. .	104	80	89
Native Physical Education .. .. .	20	7	8
Native Post Matriculation Domestic Science .. .. .	9	4	3
Native Housecraft .. .. .	5	8	3
Native Woodwork .. .. .	1	6	—
Native Music .. .. .	5	9	—
Native Agricultural Course .. .. .	11	—	—
Native Primary Lower III Supplementary (June)	87	98	127
Native Primary Higher Supplementary (June) .. .. .	50	52	51
Duke and Duchess Competitions .. .. .	119	159	276
Totals .. .. .	19,261	18,998	18,696
No. of European Primary Teachers' Certificate Candidates who satisfied the requirements for the Bilingual Certificate .. .. .	279	305	336
No. of Coloured Primary Teachers' Lower Certi- ficate Candidates who satisfied the require- ments for the Coloured Teachers' Bilingual Certificate .. .. .	237	261	267

APPENDIX W.

PERCENTAGE OF PASSES IN ALL DEPARTMENTAL EXAMINATIONS.

<i>Examination.</i>	1946. %	1945. %
Senior Certificate .. .. .	83	85
Junior Certificate .. .. .	86	85
“General Botha” Senior Certificate .. .. .	73	69
“General Botha” Junior Certificate .. .. .	60	88
<i>European Teachers:</i>		
Primary Teacher's Certificate .. .. .	97	96
Primary Teachers' Higher Certificate:		
Agricultural Nature Study .. .. .	86	100
Manual Training .. .. .	100	100
Music .. .. .	100	100
Needlework .. .. .	100	100
Physical Education .. .. .	95	94
Housecraft .. .. .	96	95
Infant School .. .. .	100	100
Art .. .. .	100	100
Diploma in Physical Education .. .. .	100	—
Bilingual Certificate (Written tests in English and Afrikaans) .. .. .	55	51
Primary Teacher's Certificate (Supplementary June) .. .. .	75	91
Bilingual Certificate (Written test) Supplementary (June) .. .. .	64	50
Percentage of Primary Teacher's Certificate Candidates who satisfied the requirements for the Bilingual Certi- ficate .. .. .	82	78
<i>Coloured Teachers:</i>		
Coloured Advanced Certificate .. .. .	93	100
Coloured Primary Lower .. .. .	80	79
Coloured Primary Higher .. .. .	91	90
Coloured Bilingual Certificate .. .. .	50	45
Coloured Primary Lower Supplementary (June) .. .. .	62	79
Coloured Advanced Certificate Supplementary (June)	—	—
Percentage of Coloured Primary Teacher's Lower Certi- ficate Candidates who satisfied the requirements for the Coloured Teacher's Bilingual Certificate .. .. .	82	78
<i>Native Teachers:</i>		
Native Primary Lower I .. .. .	60	68
Native Primary Lower III .. .. .	79	77
Native Primary Higher .. .. .	79	74
Native Infant School Teachers' .. .. .	100	100
Native Teacher's Physical Education .. .. .	95	100
Native Post Matriculation Domestic Science .. .. .	11	50
Native Housecraft .. .. .	20	88
Native Woodwork .. .. .	100	83
Native Music .. .. .	100	100
Native Agricultural Course .. .. .	—	—
Native Primary Lower III Supplementary (June) .. .. .	61	93
Native Primary Higher Supplementary (June) .. .. .	63	94



APPENDIX W.

NUMBER OF CANDIDATES IN EACH SUBJECT OF THE SENIOR CERTIFICATE EXAMINATIONS AND THE PERCENTAGE OF PASSES.

	No. of Candidates.	Percentage of Passes.
Afrikaans (Higher Grade) .. .. .	2,979	99
Afrikaans (Lower Grade) .. .. .	1,668	87
Agricultural Economics .. .. .	21	100
Agricultural Science .. .. .	333	98
Art .. .. .	70	90
Biology .. .. .	1,868	93
Bookkeeping and Commercial Arithmetic .. .. .	1,472	84
Botany .. .. .	167	91
Chemistry .. .. .	758	85
Cookery, Laundrywork and Housewifery .. .. .	636	100
English (Higher Grade) .. .. .	1,981	92
English (Lower Grade) .. .. .	2,845	91
French .. .. .	37	97
Geography .. .. .	1,227	83
Geology .. .. .	29	73
German .. .. .	823	89
Hebrew .. .. .	16	94
History .. .. .	3,786	88
Latin .. .. .	694	84
Literature (Afrikaans and Nederlands) .. .. .	337	93
Literature (English) .. .. .	53	96
Manual Training .. .. .	226	95
Mathematics .. .. .	2,252	82
Music .. .. .	158	98
Needlework .. .. .	427	99
Physical Science .. .. .	1,814	88
Physics .. .. .	25	92
Physiology and Hygiene .. .. .	1,054	88
Shorthand .. .. .	462	88
Snelskrif .. .. .	366	91
Southern Sotho (Higher Grade) .. .. .	21	100
Tswana (Higher Grade) .. .. .	12	100
Tswana (Lower Grade) .. .. .	1	100
Typewriting .. .. .	561	91
Xhosa (Higher Grade) .. .. .	112	100
Xhosa (Lower Grade) .. .. .	5	100
Zoology .. .. .	116	89

APPENDIX W.

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

Subject.	No. of Candidates.	Percentage of Passes.
Afrikaans (Higher Grade) .. .. .	6,034	99
Afrikaans (Lower Grade) .. .. .	3,308	95
Agriculture Economics .. .. .	25	96
Agriculture (Major) .. .. .	767	95
Agriculture (Minor) .. .. .	56	100
Arithmetic (Major) .. .. .	694	88
Arithmetic (Minor) .. .. .	656	86
Art (Major) .. .. .	13	100
Art (Minor) .. .. .	78	87
Biology .. .. .	9,278	91
Bookkeeping .. .. .	4,387	91
Commercial Arithmetic .. .. .	3,966	89
Cookery, Laundrywork and Housewifery (Major) .. .. .	1,029	100
Cookery, Laundrywork and Housewifery (Minor) .. .. .	482	100
English (Higher Grade) .. .. .	4,737	97
English (Lower Grade) .. .. .	5,767	97
French .. .. .	34	97
Geography (Major) .. .. .	3,786	93
Geography (Minor) .. .. .	124	96
German .. .. .	1,762	92
Hebrew .. .. .	24	100
History (Major) .. .. .	7,872	97
History (Minor) .. .. .	255	89
Hygiene and Physiology .. .. .	5,056	92
Latin .. .. .	1,802	88
Mathematics .. .. .	4,521	87
Metalwork .. .. .	124	100
Music .. .. .	169	100
Needlework (Major) .. .. .	761	98
Needlework (Minor) .. .. .	416	93
Physics and Chemistry .. .. .	6,911	90
Shorthand (English) .. .. .	1,273	85
Shorthand (Afrikaans) .. .. .	993	87
Southern Sotho Higher .. .. .	160	100
Southern Sotho Lower .. .. .	3	100
Tswana Higher .. .. .	46	100
Tswana Lower .. .. .	7	100
Typewriting .. .. .	1,763	84
Woodwork (Major) .. .. .	731	92
Woodwork (Minor) .. .. .	412	93
Xhosa Higher .. .. .	1,005	100
Xhosa Lower .. .. .	8	100



APPENDIX W.

PERCENTAGE DISTRIBUTION OF SYMBOLS FOR THE SENIOR CERTIFICATE EXAMINATION, 1946.

Subject.	SYMBOL.									No. of Candidates.	Approx. Median per cent. Marks.
	A.	B.	C.	D.	E.	F.	FF.	G.	H.		
Afrikaans (Higher Grade) ..	—	5	23	41	25	5	1	—	—	2,979	54
Afrikaans (Lower Grade) ..	1	6	17	24	25	14	5	7	1	1,668	49
Agricultural Economics ..	—	19	19	43	14	5	—	—	—	21	—
Agricultural Science ..	—	3	14	41	34	6	1	1	—	333	51
Art ..	1	3	24	24	34	4	3	6	1	70	—
Biology ..	—	5	16	31	29	12	3	3	1	1,868	50
Bookkeeping and Commercial Arithmetic ..	4	9	12	16	20	14	4	15	6	1,713	45
Bookkeeping ..	3	9	14	22	22	14	5	9	2	1,472	49
Botany ..	1	10	12	37	24	7	4	3	2	167	52
Chemistry ..	4	10	17	21	22	11	5	7	3	758	51
Commercial Arithmetic ..	6	11	15	19	20	11	5	9	4	1,483	50
Cookery, Laundrywork and Housewifery ..	—	2	11	39	43	5	—	—	—	636	50
English (Higher Grade) ..	1	6	16	28	30	11	3	5	—	1,981	50
English (Lower Grade) ..	1	8	20	23	27	12	5	4	—	2,845	51
French ..	3	13	24	22	24	11	3	—	—	37	—
Geography ..	1	3	9	22	32	16	6	10	1	1,227	45
Geology ..	7	4	17	17	21	7	3	17	7	29	—
German ..	2	6	13	26	31	11	4	5	2	823	49
Hebrew ..	19	25	19	12	13	6	6	—	—	16	—
History ..	2	8	18	26	23	11	3	7	2	3,786	52
Latin ..	3	7	11	20	26	17	5	8	3	694	46
Literature (Afrikaans and Nederlands) ..	1	5	16	29	30	12	4	3	—	337	50
Literature (English) ..	—	2	22	53	17	2	4	—	—	53	—
Manual Training ..	3	16	28	25	16	7	3	2	—	226	59
Mathematics ..	5	10	15	25	17	10	5	9	4	2,252	52
Music ..	1	10	42	33	11	1	1	1	—	158	50
Needlework ..	1	9	24	47	14	4	1	—	—	427	58
Physical Science ..	2	8	18	25	23	12	5	5	2	1,814	52
Physics ..	—	16	24	20	20	12	—	8	—	25	—
Physiology and Hygiene ..	1	3	13	26	31	14	5	6	1	1,054	48
Shorthand ..	9	12	15	17	20	15	4	5	3	462	52
Snelskrif ..	13	12	15	19	22	10	3	5	1	366	55
Southern Sotho Higher ..	—	—	14	57	29	—	—	—	—	21	—
Tswana Higher ..	—	—	8	50	42	—	—	—	—	12	—
Tswana Lower ..	—	—	100	—	—	—	—	—	—	1	—
Typewriting ..	3	8	16	24	28	12	7	2	—	561	50
Xhosa Higher ..	—	10	61	27	2	—	—	—	—	112	—
Xhosa Lower ..	—	—	40	20	40	—	—	—	—	5	—
Zoology ..	—	—	11	23	36	19	6	5	—	116	—

Note.—A=80—100 per cent; B=70—79 per cent;  
 C=60—69 per cent; D=50—59 per cent;  
 E=40—49 per cent; F=33½—39 per cent;  
 FF=30—33 per cent; G=20—29 per cent;  
 H=below 20 per cent.

APPENDIX W.

PERCENTAGE DISTRIBUTION OF SYMBOLS FOR THE JUNIOR CERTIFICATE EXAMINATION, 1946.

Subject.	SYMBOL.									No. of Candidates.	Approx. Median per cent. Marks.
	A.	B.	C.	D.	E.	F.	G.	H.			
Afrikaans (Higher Grade) ..	1	6	23	36	25	8	1	—	—	6,034	54
Afrikaans (Lower Grade) ..	2	11	19	30	20	13	4	1	—	3,308	52
Agricultural Economics ..	—	4	32	20	20	20	4	—	—	25	—
Agriculture (Major) ..	2	8	19	28	23	15	4	1	—	767	52
Agriculture (Minor) ..	2	11	13	43	25	6	—	—	—	56	—
Arithmetic (Major) ..	7	12	16	19	18	16	9	3	—	694	52
Arithmetic (Minor) ..	7	11	16	15	18	19	10	4	—	656	50
Art (Major) ..	8	8	23	38	8	15	—	—	—	13	—
Art (Minor) ..	—	4	18	20	15	30	12	1	—	78	—
Biology ..	1	7	17	25	24	17	7	2	—	9,278	50
Bookkeeping ..	2	6	14	22	27	20	7	2	—	4,387	48
Commercial Arithmetic ..	6	11	16	19	21	16	9	2	—	3,966	51
Cookery, Laundrywork and Housewifery (Major) ..	—	9	16	39	28	8	—	—	—	1,029	54
Cookery, Laundrywork and Housewifery (Minor) ..	—	2	16	43	34	5	—	—	—	482	52
English (Higher Grade) ..	1	7	18	30	27	14	3	—	—	4,737	52
English (Lower Grade) ..	2	8	18	26	28	15	3	—	—	5,767	51
French ..	3	18	15	20	29	12	3	—	—	34	—
Geography (Major) ..	1	5	15	26	27	19	6	1	—	3,786	49
Geography (Minor) ..	1	3	20	27	30	15	4	—	—	124	—
German ..	3	8	15	22	26	18	6	2	—	1,762	49
Hebrew ..	10	33	24	19	14	—	—	—	—	21	—
History (Major) ..	2	7	13	20	24	21	10	3	—	7,872	47
History (Minor) ..	1	8	11	20	27	22	11	—	—	255	47
Hygiene and Physiology ..	1	6	13	23	28	21	7	1	—	5,056	47
Latin ..	4	9	15	22	21	17	9	3	—	1,802	50
Mathematics ..	5	8	15	19	23	16	9	5	—	4,521	49
Metalwork ..	5	12	17	29	23	14	—	—	—	124	—
Music ..	7	23	33	25	9	3	—	—	—	169	64
Needlework (Major) ..	1	7	23	36	22	9	2	—	—	761	54
Needlework (Minor) ..	—	4	12	28	26	23	6	1	—	416	48
Physics and Chemistry ..	3	10	18	22	21	16	8	2	—	6,911	51
Shorthand (English) ..	4	8	15	18	21	19	12	3	—	1,273	48
Shorthand (Afrikaans) ..	3	10	17	21	21	15	9	4	—	993	50
Southern Sotho Higher ..	—	2	27	98	29	4	—	—	—	160	—
Southern Sotho Lower ..	—	—	33	67	—	—	—	—	—	3	—
Tswana Higher ..	—	—	—	24	63	13	—	—	—	46	—
Tswana Lower ..	—	—	57	43	—	—	—	—	—	7	—
Typewriting ..	2	5	12	19	25	21	11	5	—	1,763	45
Woodwork (Major) ..	2	8	17	22	22	21	6	2	—	731	50
Woodwork (Minor) ..	1	5	21	22	24	20	6	1	—	412	50
Xhosa Higher ..	—	2	10	50	31	7	—	—	—	1,005	52
Xhosa Lower ..	—	13	38	25	12	12	—	—	—	8	—

Note.—A=80—100 per cent; B=70—79 per cent;  
 C=60—69 per cent; D=50—59 per cent;  
 E=40—49 per cent; F=30—39 per cent;  
 G=20—29 per cent; H=below 20 per cent.



APPENDIX X.

EXPENDITURE ON PUBLIC EDUCATION.

Statement for the Year ended 31st March, 1946.

		£	s.	d.
<i>Administration.</i>				
A.	1. Salaries, Wages and Allowances .. .. .	46,090	0	5
	2. Subsistence .. .. .	82	19	8
	3. Transport .. .. .	97	3	11
	4. Office Equipment, Material and Furniture, including Repairs .. .. .	193	7	8
	5. Rent, Rates and Insurance .. .. .	27	5	8
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	382	5	8
	7. Repairs, Renovations and Maintenance .. .. .	133	12	6
	8. Incidentals .. .. .	13,391	8	7
	<b>Total A .. .. .</b>	<b>£60,398</b>	<b>4</b>	<b>1</b>
<i>School Boards and School Committees.</i>				
B.	1. Salaries, Wages and Allowances .. .. .	73,347	7	7
	2. Subsistence .. .. .	700	2	9
	3. Transport .. .. .	7,252	17	0
	4. Office Equipment, Material and Furniture, including Repairs .. .. .	767	19	1
	5. Rent, Rates and Insurance .. .. .	4,749	8	7
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	559	6	6
	7. Repairs, Renovations and Maintenance including grounds .. .. .	1,198	14	9
	8. Election Expenses .. .. .	2,168	17	4
	9. Incidentals .. .. .	231	0	6
	<b>Total B .. .. .</b>	<b>£90,975</b>	<b>14</b>	<b>1</b>
<i>School Inspection.</i>				
C.	1. Salaries, Wages and Allowances .. .. .	37,078	1	5
	2. Subsistence .. .. .	4,150	2	2
	3. Transport .. .. .	9,292	10	7
	4. Incidentals .. .. .	6	5	5
	<b>Total C .. .. .</b>	<b>£50,526</b>	<b>19</b>	<b>7</b>
<i>Medical Inspection.</i>				
D.	1. Salaries, Wages and Allowances .. .. .	15,591	0	3
	2. Subsistence .. .. .	3,087	13	11
	3. Transport .. .. .	2,176	8	9
	4. Medical Treatment of School Children .. .. .	12,065	14	3
	5. Incidentals .. .. .	306	17	5
	<b>Total D .. .. .</b>	<b>£33,227</b>	<b>14</b>	<b>7</b>

		£	s.	d.
<i>European Education: Training of Teachers.</i>				
E.	1. Salaries, Wages and Allowances .. .. .	75,012	18	1
	2. Subsistence .. .. .	3,948	7	7
	3. Transport .. .. .	4,079	8	10
	4. School Equipment, Material and Furniture, including Repairs .. .. .	2,012	14	11
	5. Hostels .. .. .	24,243	11	8
	6. Grants-in-aid, including Hostels under Private Control .. .. .	7,635	0	2
	7. Rent, Rates and Insurance .. .. .	129	13	3
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	596	19	7
	9. Repairs, Renovations and Maintenance including grounds .. .. .	1,137	14	0
	10. Incidentals .. .. .	192	19	11
	<b>Total E .. .. .</b>	<b>£118,989</b>	<b>8</b>	<b>0</b>
<i>Secondary Education.</i>				
F.	1. Salaries, Wages and Allowances .. .. .	250,550	3	2
	2. Subsistence and Transport .. .. .	98	3	6
	3. School Equipment, Material and Furniture, including Repairs .. .. .	5,707	6	7
	4. Bursaries .. .. .	120,366	3	6
	5. Hostels .. .. .	20,824	4	1
	6. Grants-in-Aid, including Hostels under Private Control .. .. .	—	—	—
	7. Rent, Rates and Insurance .. .. .	618	8	2
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	2,499	9	5
	9. Repairs, Renovations and Maintenance including grounds .. .. .	6,031	12	7
	10. Incidentals .. .. .	6	12	4
	<b>Total F .. .. .</b>	<b>£406,702</b>	<b>3</b>	<b>4</b>
<i>Primary Education.</i>				
G.	1. Salaries, Wages and Allowances .. .. .	1,477,348	11	9
	2. Subsistence and Transport .. .. .	876	0	9
	3. School Equipment, Material and Furniture, including Repairs .. .. .	62,983	1	8
	4. Bursaries .. .. .	263,487	4	9
	5. Hostels .. .. .	3,505	13	2
	6. Grants-in-Aid, including Hostels under Private Control .. .. .	403	5	6
	7. Rent, Rates and Insurance .. .. .	23,686	0	11
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	14,527	10	9
	9. Repairs, Renovations and Maintenance including grounds .. .. .	48,286	3	6
	10. Feeding of School children .. .. .	166,601	0	0
	11. Incidentals .. .. .	23	14	7
	<b>Total G .. .. .</b>	<b>£2,061,728</b>	<b>7</b>	<b>4</b>
<i>Combined Primary and Secondary Education.</i>				
H.	1. Salaries, Wages and Allowances .. .. .	1,341,410	6	9
	2. Subsistence and Transport .. .. .	921	18	3
	3. School Equipment, Material and Furniture, including Repairs .. .. .	45,152	13	11
	4. Hostels .. .. .	116,518	3	4
	5. Grants-in-Aid, including Hostels under Private Control .. .. .	11,142	3	4
	6. Rent, Rates and Insurance .. .. .	5,084	5	9
	7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	12,338	0	11
	8. Repairs, Renovations and Maintenance including grounds .. .. .	36,320	15	2
	9. Incidentals .. .. .	165	2	5
	<b>Total H .. .. .</b>	<b>£1,569,053</b>	<b>9</b>	<b>10</b>



<i>Coloured Education: Training of Teachers.</i>			
J.	1.	Salaries, Wages and Allowances .. .. .	37,540 6 2
	2.	Subsistence and Transport .. .. .	418 0 2
	3.	School Equipment, Material and Furniture, including Repairs .. .. .	779 6 3
	4.	Bursaries .. .. .	6,199 8 4
	5.	Grants-in-aid, including Hostels under Private Control .. .. .	185 19 6
	6.	Rent, Rates and Insurance .. .. .	4,700 1 7
	7.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	170 15 2
	8.	Repairs, Renovations and Maintenance, including grounds .. .. .	44 8 10
	9.	Incidentals .. .. .	29 14 7
		Sub-total .. .. .	£50,068 0 7

<i>Primary and Secondary Education.</i>			
J.	10.	Salaries, Wages and Allowances .. .. .	1,150,613 7 7
	11.	Subsistence and Transport .. .. .	128 11 0
	12.	School Equipment, Material and Furniture, including Repairs .. .. .	61,358 2
	13.	Bursaries .. .. .	14,926 10 11
	14.	Grants-in-Aid including Hostels under Private Control .. .. .	17,710 10 0
	15.	Rent, Rates and Insurance .. .. .	32,914 17 8
	16.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	11,193 4 7
	17.	Repairs, Renovations and Maintenance including grounds .. .. .	9,655 12 7
	18.	Feeding of School Children .. .. .	216,898 10 8
	19.	Incidentals .. .. .	22 8 9
		Sub-Total .. .. .	£1,515,421 16 2
		Total J .. .. .	£1,565,489 16 9

<i>Native Education: School Inspection.</i>			
<i>Inspection by Europeans.</i>			
K.	1.	Salaries, Wages and Allowances .. .. .	14,942 8 3
	2.	Subsistence and Transport .. .. .	4,026 18 1
		Sub-Total .. .. .	£18,969 6 4

<i>Native Supervisors.</i>			
K.	3.	Salaries, Wages and Allowances .. .. .	9,521 8 4
	4.	Subsistence and Transport .. .. .	1,609 10 10
		Sub-Total .. .. .	£11,130 19 2

<i>Training of Teachers.</i>			
K.	5.	Salaries, Wages and Allowances .. .. .	48,344 13 11
	6.	Subsistence and Transport .. .. .	1,674 4 6
	7.	School Equipment, Material and Furniture including Repairs .. .. .	679 1 4
	8.	Bursaries .. .. .	5,453 7 9
	9.	Vacation Courses .. .. .	—
	10.	Miscellaneous .. .. .	1,240 15 5
		Sub-Total .. .. .	£57,392 2 11

<i>Secondary Education.</i>			
K.	11.	Salaries, Wages and Allowances .. .. .	13,991 2 11
	12.	Subsistence and Transport .. .. .	7 18 1
	13.	School Equipment, Material and Furniture, including Repairs .. .. .	629 3 4
	14.	Bursaries .. .. .	—
	15.	Grants-in-Aid .. .. .	39,802 7 9
	16.	Miscellaneous .. .. .	688 2 1
		Sub-Total .. .. .	£55,118 14 2

<i>Primary Education.</i>			
K.	17.	Salaries, Wages and Allowances .. .. .	675,342 8 11
	18.	Subsistence and Transport .. .. .	—
	19.	School Equipment, Material and Furniture, including Repairs .. .. .	36,257 2 2
	20.	Miscellaneous .. .. .	3,524 0 9
		Sub-Total .. .. .	£715,123 11 10

<i>Combined Primary and Secondary Education.</i>			
K.	21.	Salaries, Wages and Allowances .. .. .	11,149 8 1
	22.	Subsistence and Transport .. .. .	—
	23.	School Equipment, Material and Furniture, including Repairs .. .. .	371 14 2
	24.	Miscellaneous .. .. .	650 12 1
		Sub-Total .. .. .	£12,171 14 4

<i>Technical and Industrial Education.</i>			
K.	25.	Salaries, Wages and Allowances .. .. .	18,665 3 3
	26.	School Equipment, Material and Furniture, including Repairs .. .. .	62 6 3
	27.	Bursaries .. .. .	1,497 0 0
	28.	Miscellaneous .. .. .	122 16 0
		Sub-Total .. .. .	£20,347 5 6

<i>General.</i>			
K.	29.	Good Service Allowances .. .. .	29,801 10 0
	30.	Examination Expenses .. .. .	6,349 0 6
	31.	Incidentals .. .. .	—
	32.	Teachers Salaries: Substitutes for teachers on Active Service .. .. .	10,152 16 7
		Sub-Total .. .. .	£46,303 7 1
		Total K, Native Education .. .. .	£936,557 1 4

<i>Miscellaneous.</i>			
L.	1.	Examination Expenses .. .. .	25,174 17 10
	2.	Pensions and Gratuities .. .. .	11,951 19 2
	3.	Contributions to Pensions and Provident Funds .. .. .	488,315 19 2
	4.	Printing, Stationery and Advertising, including Publications and Bookbinding .. .. .	13,549 18 9
	5.	Telegraphs and Telephones .. .. .	4,181 18 7
	6.	Grants to Student Teachers Loan Fund .. .. .	—
	7.	Grants to Private Schools and Hostels for General Educational Purposes .. .. .	6,743 14 7
	8.	Payment to the Repayable School Fees Fund of portion of Fees received from pupils in certain schools .. .. .	3,788 15 9
	9.	Incidentals .. .. .	11,656 16 10
		Total L .. .. .	£565,364 0 8



		<i>Minor Works.</i>		
M.	Minor Works, including Site Transfer and other Expenses, School Foot-bridges, Fencing and Bore-holes .. .. .	£23,235	9	2
		<hr/>		
		<i>Agricultural Education.</i>		
N.	1. Salaries, Wages and Allowances.. .. .	18,075	8	3
	2. Subsistence and Transport .. .. .	282	7	3
	3. School Equipment, Material and Furniture, including Repairs .. .. .	498	16	9
	4. Livestock .. .. .	406	13	1
	5. Farm Equipment (including repairs) and material ..	3,760	12	5
	6. Bursaries .. .. .	—	—	—
	7. Hostels .. .. .	7,693	17	8
	8. Rent, Rates and Insurance .. .. .	465	6	5
	9. Fuel, Light, Cleaning Supplies, Water and Sanitary Services .. .. .	387	7	10
	10. Repairs, Renovations and Maintenance, including grounds .. .. .	1,052	3	3
	11. Minor Works, including Site Transfer and other Expenses, School Foot-bridges, Fencing and Bore-holes .. .. .	309	1	4
	12. Miscellaneous .. .. .	1,808	5	8
		<hr/>		
	Total N .. .. .	£34,739	19	11
		<hr/>		
	GRAND TOTAL, VOTE 2 .. .. .	£7,516,988	8	8
		<hr/>		

APPENDIX Y.

STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION, AND BIBLE AND SCHOOL FUNDS.

(Section 376 of the Consolidated Education Ordinance.)

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st MARCH, 1946.

<i>Receipts.</i>			<i>Payments.</i>		
	£	s. d.		£	s. d.
Balance at 1st April, 1945 .. .. .	8,860	8 0	Purchase of Library Books.. .. .	218	8 8
Interest for year .. .. .	223	8 0	Balance at 31st March, 1946:		
			Investments held by Public Debt Commissioners ..	8,549	17 8
			Cash in hand of accounting Officer	315	9 8
				<hr/>	
Total .. .. .	£9,083	16 0	Total .. .. .	£9,083	16 0
				<hr/>	



## NECESSITOUS PUPILS TREATED IN 1946 UNDER THE DEPARTMENT'S MEDICAL SCHEME.

Fiscal Division.	School Board Area.	Ear, Nose and Throat.	TEETH.				Minor Ail- ments.	EYES.					Vitamin Oil.	
			Extrac- tions.	Fillings.	Treat- ment.	Artificial Den- tures.		Examina- tions.	Spectacles Supplied.	Medicine and Lotions.	Opera- tions Advised.	Eye Drops.		
Aberdeen .. ..	Aberdeen .. ..	5	50	11	—	—	—	—	—	—	—	—	—	—
Albany .. ..	Albany .. ..	6	217	139	1	—	1	2	1	—	—	—	2	420
Albert .. ..	Albert .. ..	—	17	—	—	—	—	13	8	—	—	—	—	—
Alexandria .. ..	Alexandria .. ..	—	61	78	10	—	—	—	—	—	—	—	—	55
Aliwal North .. ..	Aliwal North .. ..	8	68	—	—	—	—	1	1	—	—	—	—	60
Barkly East .. ..	Barkly East .. ..	8	16	—	—	—	—	1	1	—	—	—	—	—
Barkly West .. ..	Barkly West .. ..	3	70	15	—	—	—	3	—	—	—	—	—	57
Bathurst .. ..	Bathurst .. ..	—	—	—	—	—	—	3	—	—	—	—	—	—
Beaufort West .. ..	Beaufort West .. ..	20	33	—	—	—	3	—	—	—	—	—	—	—
Bedford .. ..	Bedford .. ..	—	93	32	—	—	—	—	—	—	—	—	—	165
Bredasdorp .. ..	Bredasdorp .. ..	51	391	270	—	—	—	6	1	—	—	—	—	450
Britstown .. ..	Britstown .. ..	—	—	—	—	—	—	1	—	—	—	—	—	87
Caledon .. ..	Caledon .. ..	16	564	50	—	—	2	1	1	—	—	—	—	920
Calitzdorp .. ..	Calitzdorp .. ..	5	80	22	—	—	—	1	—	—	—	—	—	120
Calvinia .. ..	Calvinia .. ..	18	1	2	—	—	—	1	1	—	—	—	—	387
.. ..	Nieuwoudtville .. ..	3	—	—	—	—	—	—	—	—	—	—	—	60
Cape .. ..	Cape .. ..	2	20,125	1,711	133	—	—	3	2	—	—	—	—	9,950
Carnarvon .. ..	Carnarvon .. ..	36	—	—	—	—	—	4	3	—	—	—	—	60
Cathcart .. ..	Cathcart .. ..	—	201	2	2	—	—	2	2	—	—	—	—	30
Ceres .. ..	Ceres .. ..	12	61	139	8	—	4	4	2	—	—	—	—	120
Clanwilliam .. ..	Clanwilliam .. ..	59	403	44	2	—	—	2	2	—	—	—	—	625
Colesberg .. ..	Colesberg .. ..	—	—	—	—	—	—	2	4	—	—	—	—	—
Cradock .. ..	Cradock .. ..	8	—	—	—	—	—	2	1	—	—	—	—	120
De Aar .. ..	De Aar .. ..	—	49	—	—	—	—	—	—	—	—	—	—	264
East London .. ..	East London .. ..	19	480	82	5	—	7	9	2	—	—	—	—	450
Elliot .. ..	Elliot .. ..	4	42	42	—	—	—	5	3	—	—	—	—	—
Fort Beaufort .. ..	Fort Beaufort .. ..	—	49	66	—	—	—	—	—	—	—	—	—	330
Fraserburg .. ..	Fraserburg .. ..	7	—	—	—	—	—	—	—	—	—	—	—	60
George .. ..	George .. ..	15	298	73	—	5	—	—	—	—	—	—	—	570
Glen Grey .. ..	.. ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Gordonia .. ..	Gordonia .. ..	—	18	23	—	—	—	5	4	—	—	—	—	360
Graaff-Reinet .. ..	Graaff-Reinet .. ..	14	36	7	—	—	—	—	—	—	—	—	—	326
Hanover .. ..	Hanover .. ..	1	—	—	—	—	—	2	2	—	—	—	—	—
Hay .. ..	Hay .. ..	4	—	—	—	—	—	2	3	—	—	—	—	120
Heidelberg .. ..	Heidelberg .. ..	16	—	—	—	—	—	19	8	—	—	—	1	120
Herbert .. ..	Herbert .. ..	2	—	—	—	—	5	—	—	—	—	—	—	60
Herschel .. ..	Herschel .. ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Hope Town .. ..	Hope Town .. ..	—	—	—	—	—	—	—	—	—	—	—	—	30
.. ..	Strydenburg .. ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Humansdorp .. ..	Humansdorp .. ..	5	1,559	361	—	29	—	—	—	—	—	—	—	387
Indwe .. ..	Indwe .. ..	7	—	—	—	—	—	4	3	—	—	—	2	—
Jansenville .. ..	Jansenville .. ..	—	—	—	—	—	—	—	—	—	—	—	—	90
Kenhardt .. ..	Kakamas .. ..	7	—	—	—	—	—	—	—	—	—	—	—	390
.. ..	Kenhardt .. ..	13	—	—	—	—	—	9	6	—	—	—	—	300
Kimberley .. ..	Kimberley .. ..	11	893	85	6	—	13	—	—	—	—	—	—	1,320
King William's Town .. ..	King William's Town .. ..	—	385	181	11	—	—	—	—	—	—	—	—	240



NECESSITOUS PUPILS TREATED IN 1946 UNDER THE DEPARTMENT'S MEDICAL SCHEME—continued.

152

Fiscal Division.	School Board Area.	Ear, Nose and Throat.	TEETH.				Minor Ailments.	EYES.					Vitamin Oil.
			Extractions.	Fillings.	Treatment.	Artificial Dentures.		Examinations.	Spectacles Supplied.	Medicine and Lotions.	Operations Advised.	Eye Drops.	
Knysna .. .. .	Knysna .. .. .	5	838	60	—	—	—	6	3	—	—	—	600
Komgha .. .. .	Komgha .. .. .	—	—	—	—	—	—	—	—	—	—	—	30
Kuruman .. .. .	Kuruman .. .. .	13	1	—	—	—	1	1	1	—	—	—	327
Ladismith .. .. .	Ladismith .. .. .	2	333	102	—	—	—	—	—	—	—	—	300
Lady Grey .. .. .	Lady Grey .. .. .	2	63	—	—	—	—	2	—	—	—	—	60
Laingsburg .. .. .	Laingsburg .. .. .	4	55	—	—	—	—	—	—	—	—	—	120
Loxton .. .. .	Loxton .. .. .	2	—	—	—	—	—	7	—	—	—	—	60
Maclear .. .. .	Maclear .. .. .	41	—	—	—	—	—	16	—	—	—	—	420
Mafeking .. .. .	Mafeking .. .. .	—	—	—	—	—	—	—	—	—	—	—	60
Malmesbury .. .. .	Malmesbury .. .. .	55	129	176	—	—	3	15	12	—	—	—	360
	Hopefield .. .. .	1	23	9	—	—	4	6	4	—	—	—	150
Maraisburg .. .. .	Mariasburg .. .. .	1	—	—	—	—	—	22	7	—	—	—	—
Middelburg .. .. .	Middelburg .. .. .	6	—	—	—	—	—	—	—	—	—	—	60
Molteno .. .. .	Molteno .. .. .	1	20	29	—	—	—	12	7	—	—	—	—
Montagu .. .. .	Montagu .. .. .	1	383	19	—	—	—	4	1	—	—	—	30
Mossel Bay .. .. .	Mossel Bay .. .. .	2	115	55	—	—	—	—	—	—	—	—	90
Murraysburg .. .. .	Murraysburg .. .. .	10	—	—	—	—	2	5	—	—	—	—	300
Namaqualand .. .. .	Garies .. .. .	1	—	—	—	—	—	—	—	—	—	—	90
	Springbok .. .. .	18	—	—	—	—	—	—	—	—	—	—	570
Oudtshoorn .. .. .	Oudtshoorn .. .. .	14	2,359	362	—	14	2	30	30	—	—	—	690
Paarl .. .. .	Paarl .. .. .	20	270	294	—	1	—	30	24	—	—	—	1,230
	French Hoek .. .. .	2	29	19	—	—	—	2	—	—	—	—	—
	Wellington .. .. .	20	201	142	—	—	—	—	—	—	—	—	180
Pearston .. .. .	Pearston .. .. .	2	—	—	—	—	—	—	1	—	—	—	—
Peddie .. .. .	Peddie .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Philipstown .. .. .	Philipstown .. .. .	—	—	—	—	—	—	1	1	—	—	—	—
	Petrusville .. .. .	—	—	—	—	—	—	1	1	—	—	—	—
Piquetberg .. .. .	Piquetberg .. .. .	11	1	13	—	—	—	5	1	—	—	1	660
Port Elizabeth .. .. .	Port Elizabeth .. .. .	11	7	—	—	—	2	56	39	—	—	—	1,050
Prieska .. .. .	Prieska .. .. .	2	—	—	—	—	—	—	—	—	—	—	330
Prince Albert .. .. .	Prince Albert .. .. .	19	—	—	—	—	—	—	—	—	—	—	390
Queenstown .. .. .	Queenstown .. .. .	1	23	—	1	—	—	—	1	—	—	—	60
Richmond .. .. .	Richmond .. .. .	—	—	—	—	—	—	—	—	—	—	—	60
Riversdale .. .. .	Riversdale .. .. .	10	1,136	458	—	—	—	17	13	—	—	—	540
Robertson .. .. .	Robertson .. .. .	6	477	178	17	—	2	4	4	—	—	—	390
Somerset East .. .. .	Somerset East .. .. .	3	40	—	—	—	—	—	—	—	—	—	420
Stellenbosch .. .. .	Stellenbosch .. .. .	7	323	307	—	—	—	7	2	—	—	—	540
Sterkstroom .. .. .	Sterkstroom .. .. .	—	51	4	—	—	—	5	1	—	—	—	60
Steynsburg .. .. .	Steynsburg .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Steytlerville .. .. .	Steytlerville .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Stockenström .. .. .	Stockenström .. .. .	—	6	7	—	—	—	1	1	—	—	—	—
Stutterheim .. .. .	Stutterheim .. .. .	1	38	6	—	—	1	—	5	—	—	—	120
Sutherland .. .. .	Sutherland .. .. .	—	—	—	—	—	—	—	—	—	—	—	30
Swellendam .. .. .	Swellendam .. .. .	1	330	178	—	—	—	6	4	—	—	—	180
	Barrydale .. .. .	—	175	—	—	—	—	5	2	—	—	—	—
Tarka .. .. .	Tarka .. .. .	—	20	43	6	—	—	6	5	—	—	—	—
Tulbagh .. .. .	Tulbagh .. .. .	—	127	25	—	—	—	9	3	—	—	—	240
Uitenhage .. .. .	Uitenhage .. .. .	—	707	39	14	—	—	7	5	—	—	—	570
Uniondale .. .. .	Uniondale .. .. .	4	184	14	—	—	—	2	2	—	—	—	90
	Vaalbarts .. .. .	1	—	—	—	—	—	2	1	—	—	—	30
Van Rhynsdorp .. .. .	Van Rhynsdorp .. .. .	14	—	—	—	—	—	—	—	—	—	—	1,800

NECESSITOUS PUPILS TREATED IN 1946 UNDER THE DEPARTMENT'S MEDICAL SCHEME—continued.

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Fiscal Division.	School Board Area.	Ear, Nose and Throat.	TEETH.				Minor Ailments.	EYES.					Vitamin Oil.
			Extractions.	Fillings.	Treatment.	Artificial Dentures.		Examinations.	Spectacles Supplied.	Medicine and Lotions.	Operations Advised.	Eye Drops.	
Venterstad .. .. .	Venterstad .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Victoria East .. .. .	Victoria East .. .. .	—	9	13	—	—	—	—	2	—	—	—	60
Victoria West .. .. .	Victoria West .. .. .	3	—	—	—	—	—	—	—	—	—	—	240
Vosburg .. .. .	Vosburg .. .. .	2	—	—	—	—	—	—	—	—	—	—	—
Vryburg .. .. .	Vryburg .. .. .	—	—	—	—	—	—	—	—	—	—	—	60
Williston .. .. .	Williston .. .. .	16	—	—	—	—	—	—	—	—	—	—	90
Willowmore .. .. .	Willowmore .. .. .	—	—	—	—	—	—	—	—	—	—	—	150
Wodehouse .. .. .	Wodehouse .. .. .	—	—	—	—	—	—	7	7	—	—	—	60
Worcester .. .. .	Worcester .. .. .	21	381	131	40	—	38	4	3	—	1 artificial eye	—	950
<i>Magistracy:</i>													
Bizana .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Butterworth .. .. .	Butterworth .. .. .	—	—	2	—	—	—	—	—	—	—	—	—
Elliotdale .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Engcobo .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Flagstaff .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Idutywa .. .. .	Idutywa .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Kentani .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Libode .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Lusikisiki .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	60
Matatiele .. .. .	Matatiele .. .. .	4	59	49	—	—	—	—	—	—	—	—	—
Mount Ayliff .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Mount Currie .. .. .	Mount Currie .. .. .	—	56	21	—	—	—	2	1	—	—	—	30
Mount Fletcher .. .. .	Mount Fletcher .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Mount Frere .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Mqanduli .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Ngqeleni .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	30
Nqamakwe .. .. .	Nqamakwe .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Ntabankulu .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Port St. John .. .. .	Port St. John .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Qumbu .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	30
St. Mark's .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	23
Tsolo .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Tsomo .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Umtata .. .. .	Umtata .. .. .	6	73	54	—	1	—	12	3	—	—	3	60
Umzimkulu .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Willowvale .. .. .	.. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Xalanga .. .. .	Cala .. .. .	1	4	—	—	—	—	—	—	—	—	—	27
Total .. .. .		752	35,306	6,244	256	51	93	424	258	—	1	10	34,260

MUNICIPAL CLINICS.

CAPE TOWN.

Ophthalmic.			General.		
Eur.	Non-Eur.	Total.	Eur.	Non-Eur.	Total.
85	402	487	442	2,222	2,664

CAPE TOWN CLINICS.

Municipal Dental Clinic:

Eur.	Non-Eur.	Total.
43	2,389	2,432

School Board Dental Clinic:

Eur.	Non-Eur.	Total.
2,883	4,671	7,554

7,596 Extractions.

Extractions—17,622  
Fillings — 1,476  
Dressings — 183



## APPENDIX AA.

## MEDICAL INSPECTION STATISTICS, 1946.

## EUROPEAN SCHOOLS.

	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older	Yngr.	Older	Yngr.	Older			
Number of children examined .. ..	5,444	4,580	4,831	3,913	10,275	8,493	4,840	4,120	8,960
Number defective .. ..	1,556	1,964	1,375	1,603	2,931	3,567	2,121	1,768	3,889
Number of defective children recommended for treatment .. ..	1,218	1,763	1,072	1,387	2,290	3,150	2,000	1,707	3,707
Number of directions to teachers .. ..	2,908	2,195	2,546	1,597	5,454	3,792	2,963	2,235	5,198
Number of parents (or guardians) present ..	2,315	404	2,007	506	4,322	910	1,170	1,158	2,328
Number of verminous children .. ..	47	11	256	153	303	164	35	282	317
Number of children vaccinated .. ..	4,483	4,341	4,017	3,455	8,500	7,796	4,488	3,788	8,276

## NON-EUROPEAN SCHOOLS.

	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older	Yngr.	Older.	Yngr.	Older.			
Number of children examined .. ..	174	323	166	195	340	518	295	309	604
Number defective .. ..	50	162	36	88	86	250	133	137	270
Number of defective children recommended for treatment .. ..	50	160	36	87	86	247	130	135	265
Number of directions to teachers .. ..	113	162	106	94	219	256	191	200	391
Number of parents (or guardians) present ..	94	51	84	39	178	90	128	149	277
Number of verminous children .. ..	28	13	67	37	95	50	24	114	138
Number of children vaccinated .. ..	141	298	131	183	272	481	255	300	555

## NUMBER OF SCHOOLS INSPECTED.

Year.	European.	Non-European.	Total.
1946 .. ..	316	8	324



ANALYSIS OF DEFECTS: 1946.  
EUROPEAN SCHOOLS.

Defects.	Routine Examinations.								Special Examinations.			
	1. Number of defects.				2. Number of defects listed under column 1 which were recommended for treatment.				3. No of Defects.		4. Number of defects listed under column 3 which were re- commended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Malnutrition .. .. .	179	71	116	23	176	61	111	17	217	92	211	84
Teeth .. .. .	817	1,487	757	1,028	795	1,421	736	1,014	1,177	923	1,146	886
Nose and Throat .. .. .	310	202	336	180	291	189	326	176	319	336	309	328
Eye: External .. .. .	22	10	28	5	18	9	27	5	24	31	21	31
Eye: Vision R. and L. .. .. .	102	261	81	281	101	251	81	279	355	375	353	359
Ear .. .. .	82	57	90	44	81	49	85	38	117	66	112	57
Hearing .. .. .	11	17	18	11	8	12	11	9	41	40	31	16
Speech .. .. .	1	1	1	—	—	—	1	—	—	1	—	—
Skin diseases .. .. .	80	46	68	30	74	45	65	29	69	53	64	51
Heart:												
Organic and functional .. .. .	30	35	25	21	28	25	23	14	46	40	29	30
Anaemia .. .. .	32	20	31	14	29	14	30	14	27	44	25	31
Lung .. .. .	42	26	29	10	33	15	23	10	40	24	37	23
Nervous System .. .. .	7	7	5	7	5	7	5	6	17	22	15	15
Intelligence .. .. .	—	3	—	3	—	1	—	2	4	3	1	1
Deformities .. .. .	26	43	15	44	23	37	14	35	44	21	37	15
Other defects .. .. .	158	91	76	79	141	77	72	65	161	104	149	98



ANALYSIS OF DEFECTS: 1946.  
NON-EUROPEAN SCHOOLS.

Defects.	Routine Examinations.								Special Examinations.			
	1. Number of defects.				2. Number of defects listed under column 1 which were recommended for treatment.				3. Number of defects.		4. Number of defects listed under column 3 which were recom- mended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Malnutrition .. .. .	25	30	16	1	25	30	16	1	50	33	50	33
Teeth .. .. .	14	108	10	57	14	108	10	57	63	76	62	74
Nose and Throat .. .. .	2	8	1	4	2	8	1	4	13	9	11	9
Eye: External .. .. .	1	3	—	1	1	3	—	1	1	3	1	3
Eye: Vision R. and L. .. .	3	28	1	21	3	28	1	21	21	27	21	26
Ear .. .. .	1	8	1	5	1	8	1	5	8	8	8	8
Hearing .. .. .	—	5	—	—	—	2	—	—	1	5	1	5
Speech .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Skin diseases .. .. .	2	5	—	4	2	5	—	4	8	5	8	5
Heart:												
Organic and functional .. .	2	—	—	—	2	—	—	—	3	4	3	4
Anaemic .. .. .	—	1	1	—	—	1	1	—	—	—	—	—
Lung .. .. .	2	—	—	—	2	—	—	—	—	2	—	1
Nervous System .. .. .	—	1	—	1	—	—	—	1	2	—	2	—
Intelligence .. .. .	—	—	—	—	—	—	—	—	—	—	—	—
Deformities .. .. .	1	7	—	—	1	5	—	—	6	3	5	2
Other defects .. .. .	—	8	4	3	—	7	4	3	9	6	7	4



## APPENDIX CC.

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1946.  
EUROPEAN SCHOOLS.

	Boys.			Girls.			Total.		
	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.
No. of re-examinations .. ..	2,774			2,391			5,165		
No. of children recommended for treatment ..	6,148			5,477			11,625		
No. of children who obtained treatment .. ..	4,016			3,597			7,613		
No. of children who did not receive treatment ..	866			743			1,609		
No. of children who have left the school without information on this point ..	1,266			1,137			2,403		
<i>Defects.</i>									
Dental .. ..	2,075	444	795	1,766	336	646	3,841	780	1,441
Nose and Throat .. ..	542	305	255	513	268	231	1,055	573	486
Eye .. ..	466	101	167	572	98	170	1,038	199	337
Ear .. ..	114	17	37	94	25	14	208	42	51
Other .. ..	1,315	204	286	1,132	180	323	2,447	384	609

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1946.  
NON-EUROPEAN SCHOOLS.

	Boys.			Girls.			Total.		
	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.	Treatment obtained.	No treatment obtained.	No information available.
No. of re-examinations .. ..	77			70			147		
No. of children recommended for treatment .. ..	279			285			564		
No. of children who obtained treatment .. ..	161			144			305		
No. of children who did not receive treatment ..	17			25			42		
No. of children who have left the school without information on this point ..	101			116			217		
<i>Defects.</i>									
Dental .. ..	93	6	68	88	5	72	181	11	140
Nose and Throat .. ..	9	8	11	14	1	14	23	9	25
Eye .. ..	11	4	9	14	4	16	25	8	25
Ear .. ..	13	1	9	9	—	4	22	1	13
Other .. ..	62	4	20	44	20	42	106	24	62