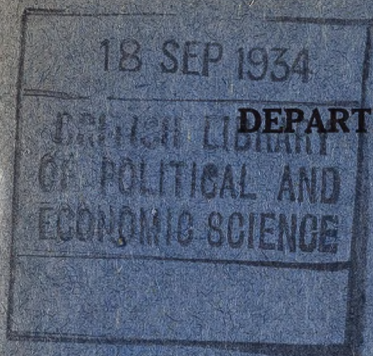


CAPE OF GOOD HOPE.



DEPARTMENT OF PUBLIC EDUCATION.

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REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE

TWO YEARS 1932 AND 1933.

THE GOVERNMENT PRINTER, PRETORIA.
1934.

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CONTENTS.

	PAGE
COVERING LETTER.....	3
THE REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION :	
Chapter :	
I. <i>Administration</i>	12
II. <i>Schools and Pupils (European)</i>	15
III. <i>The School.—Its Organisation and Work</i>	17
IV. <i>Teachers</i>	29
V. <i>Examinations</i>	36
VI. <i>School Buildings</i>	40
VII. <i>Coloured Education</i>	45
VIII. <i>Native Education</i>	52
IX. <i>Finance</i>	58

ANNEXURES.

	PAGE
Report of the Chief Inspector for Native Education.....	63
Report of Medical Inspectors for 1933.....	71
Report on Training Institutions.....	81
School Statistics, 1932 and 1933.....	96

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the Two Years 1932 and 1933.

Department of Public Education,
Cape Town,

15th May, 1934.

THE HONOURABLE THE ADMINISTRATOR,
CAPE TOWN.

Sir,

I have the honour to present to you my report on the work of the Department of Education for the years 1932 and 1933.

Owing to my absence from South Africa for nearly half of the year 1933 on a study-tour abroad I was hardly sufficiently conversant with educational events in the Cape Province to report on them from my own personal knowledge; and when the Executive Committee, in its efforts to regulate expenditure, made a £200 reduction in the Department's printing vote, permission was readily granted to me to wait until 1934 before reporting on the work of the Department for 1932. The usual practice of publishing a separate volume of educational statistics every year has not been departed from.

It is my very pleasant duty to express my sincere thanks to the South African Carnegie Committee for the award of the grant which enabled me to visit the United States of America and Canada and to gain first-hand knowledge of educational conditions in countries which have achieved great successes in the sphere of education, and which, the United States especially, may be regarded as the source of the most important educational movements of the last thirty or forty years. It may be that South Africa's comparative isolation is an advantage to the country in times of economic stress, but there is no doubt that in the sphere of science, art and culture, such isolation is a serious disadvantage which can only be minimised by intensive study here and study-tours abroad. Personal touch with the great leaders in education, and with the institutions in which they are striving to

develop their educational philosophy, is of inestimable value to us in South Africa, where the smallness of the white population thinly spread over a vast area, coupled with the prevailing conditions of national poverty, not only makes it very difficult to carry out educational experiments but also, to a great extent, prevents the introduction of such experiments.

At one time provision was made on behalf of the Government for the award of bursaries to enable young men to pursue their studies abroad, but unfortunately this is no longer done nowadays. We have all the more reason to be thankful to the Carnegie Corporation in New York for the generous way in which they have made it possible for so many educationists in our country to proceed to the United States and Canada to investigate educational questions; and the fact that the inquiry into the Poor White question, the greatest work that has ever been undertaken in this connection in South Africa, was also carried out, for the greater part, with the aid of American money, can hardly be flattering to our national pride. The Government would naturally run the risk of being blamed for reckless waste of public funds if people were sent overseas at the expense of the State, but such ignorant criticism would have little influence on those who realise the value of new contacts and their resultant new ideas to the intellectual leaders of the people.

The head of an education department, of which the administrative duties are very extensive, has little time left over for study; and, in view of the impossibility of separating the administrative and professional activities of such a department from each other without allowing administration to degenerate into a machine void of intelligence, it seems to me to be necessary that heads of education departments should be given the opportunity of going abroad every three or four years to refresh their knowledge of educational developments. At the moment no provision is made in the Public Service regulations for long leave for officers holding technical and professional posts; and for this reason I am all the more appreciative of the kindness of the Executive Committee in permitting me to accept the Carnegie Grant, visit America in my official capacity, and stay in England for a month to do *inter alia* some work in the offices of the Board of Education. To Dr. Malan, who acted for me during my absence, and to the senior officers my grateful thanks are due for their extra work most efficiently done without extra remuneration.

I must also remark on the generous hospitality which, as a South African, I met with throughout my tour. Educationists throughout the world are firmly convinced that the

school bears a great responsibility, and that the call for its contributions to the solution of the great world problems has become stronger than ever. In consequence, as the organisation of international education conferences, one of which is shortly to take place in South Africa, shows, they welcome opportunities of meeting together to exchange views and share experiences. In America and Europe alike I never experienced any difficulty in getting into contact with persons and affairs, and I was always treated with greater kindness and consideration than I considered myself entitled to.

It would be foolish to expect anyone to find in another country among people born and bred under other conditions a ready-made solution of any of his own national problems; but it would be far more foolish to be blind to the common factors peculiar to all educational questions, and to adopt the point of view that other nations can teach us nothing. Our own problems are often too close to enable us to see them in proper perspective, and it cannot but be to our advantage to be able from time to time to look at our affairs from a distance and discuss them with people who are capable of looking at them from a perfectly detached point of view. In this way we sometimes gain unexpected enlightenment through being confronted, to our surprise, with points of view which, in the stress of our daily work, had never occurred to us. One sometimes has to go abroad to discover one's ignorance of one's own country, and also to find out that the home product is not necessarily worse than the imported article. In the sphere of education, too, much that is good is to be seen in other countries side by side with much that we must avoid as being not good for us.

The South African runs the risk of fixing his attention too exclusively on South African questions until they assume such fantastic and distorted proportions that their connection with the rest of the world is overlooked. If those of us to whom, as servants of the State, the general interests of the nation are entrusted, could now and then escape from the heat of the day and the din of battle and get back to clear thinking and to the true perspective, even a little financial sacrifice on behalf of the State would be amply justified.

I do not propose to write at length here on the work which I went abroad to do. My report on it is to be laid before the Carnegie Committee in South Africa and is still to be written. My researches were concerned with the educational relations between the Federal Government and the State Governments in the United States and Canada. In 1932 the relation between the Union Government and the Provincial Councils was a much debated question. It still is so to-day and in all probability always will be. The aim of the policy of the then

Government, however, was to abolish the Provincial system and to introduce Union control of education. I gave evidence before the Committee appointed to draw up a scheme for such a system of Union control, and I pleaded for a great measure of decentralisation. I also issued a warning in my Annual Report for 1931 against a lifeless uniformity in education. Much water has flowed into the sea since then and the Government of to-day has adopted a contrary creed of Provincial government. Not only, it is asserted, is the continuance of the Provincial Councils now ensured, but the extension of their powers is also in prospect.

A second commission took the place of the first and heard evidence in all parts of the Union. Seeing that the Provincial question has so often been a pawn in the game of party politics in the past, it would have been somewhat hazardous for me as a public servant to make a candid attempt to apply the result of my researches in America to South African conditions. It is not safe for an official, even without any parti-political intention, to express opinions on public matters which may be contrary to those of the Government. That is why I have so far refrained from writing my report on my studies in America. Under normal conditions this would not have been necessary. I also gave evidence before the second commission, and, *inter alia*, advocated the formation of a Board of Education, without legislative and executive powers, for the whole of the Union. The Commission will certainly make a definite recommendation on this aspect of its inquiry. It was clear from the start, however, that there was a very sharp difference of opinion on this point. The difficulty that at once confronts statesmen and educationists alike in their deliberations on Union and Provincial relations, is that union elements and federal elements in the same governmental system are difficult to reconcile with each other unless an absolutely clear dividing line is drawn between the two and strictly observed. That there ought to be closer co-ordination between the Departments of Education, and, above all, between the Provincial Education Departments and the Union Education Department, no one connected with educational administration denies. In the past such co-ordination was sought through conferences, but such conferences are, as a rule, not very fruitful. They do not last long enough, and their resolutions, mostly vague, are often forgotten more quickly than they are taken. Some permanent standing body, to meet at specified times for the discussion of educational matters of general interest, seems to me to be necessary. The composition and functions of such a Board of Education is a matter for discussion, but these are to a certain extent matters of secondary importance. The main thing is that there should be co-operation and that educational matters should be dealt with as such and not merely from the standpoint of finance or party politics.

Two inter-Provincial conferences were convened by the Minister of Education in two successive years. The object of the first, which was held at Pretoria in September, 1933, was to bring the faculties of education of the universities and university colleges and the Provincial education departments into touch with each other with a view to arriving at more satisfactory arrangements for the training of teachers. This matter is discussed in greater detail further on in my report.

The second conference was held in 1934, but I am mentioning it here because I consider that it was of great importance. I am hopeful that it will lead to a greater measure of co-operation in a sphere where whole-hearted co-operation between the Department of Agriculture, the Union Department of Education, and the Provincial Departments of Education is imperative. It was chiefly concerned with the uplift of the rural population and their rescue from the economic and social submersion which threatens them to a great extent. The necessity for co-operation will be sufficiently apparent if I recall incidentally how pupils vanish from the indigent boarding-houses after Standard VI and, instead of finding their way into the industrial, trade and agricultural schools under other Government departments, go back to the condition of poor-whiteism from which they were previously removed at great expense to the State. Suffice it here to refer to the interesting report of the Inspector of Indigent Boarding Houses.

In this connection I wish to refer to the extremely important report of the commission which, with the aid of Carnegie funds, inquired into the age-old, but ever new, poor-white question. The information collected by the Committee, especially Dr. E. G. Malherbe's education report, is of inestimable value in connection with any efforts which may be made in the near future to solve this difficult problem. The matter is a many-sided one, and there may be differences of opinion regarding the recommendations of the Commission on specific points. On one point, however, there is complete unanimity of opinion, viz.: That education must play a very important part in the economic and social rehabilitation of the poor-whites. The report contains material of the utmost importance to our Department, for it enables us to see more clearly than ever how necessary a change in our educational organization, especially in the thinly-populated and poverty-stricken districts of our country, has become. Such a change was foreshadowed in my annual report for 1930, but the financial depression prevented effective steps in the right direction from being taken. Now that times are becoming better it behoves us to move forward again. I return to this matter later on. Meanwhile it is gratifying to observe the great enthusiasm with which the Church is attacking the

poor-white question. I anticipate that the exertions and interest of the Government and the Church in the matter will result in a great deal of good being done. The great Congress which is to be held towards the end of the year in connection with this question will undoubtedly be a landmark in the history of education in South Africa. The moral and intellectual uplift, through church and school, of the children of the poor-whites, is the momentous task that lies before us, but all efforts made in this direction will avail little if the social and economic conditions of these people remain unchanged. To reform these conditions will require great sacrifices from the nation as a whole.

A.C.V.V. AND HELPMEKAR.

Fortunately there are various organizations doing valuable work for the social uplift of our less privileged countrymen; and no praise is too high for the wonderful work which is being done by the A.C.V.V. and the Helpmekaar in this good cause. For three years the Administration found it impossible, on account of financial stringency, to provide money for school libraries, and many a necessitous pupil who wished to go on studying, but had not the means to do so, had to turn back disappointed from the Education Department and seek help elsewhere. The school library means a great deal to the "platteland", deprived as it is of almost all cultural and other privileges. The A.C.V.V. sprang into the breach and during the years 1932 and 1933 raised £587. 4s. 6d. for school libraries. In addition they helped a multitude of poor children, chiefly those in standards above Standard VI, to study further, by providing them with books and clothes, etc., free of charge; other children were helped by means of loans advanced for study purposes. The sum spent by the A.C.V.V. during two years' work of this kind amounted altogether to £5,820. 17s. 3d.

The Helpmekaar were no less industrious in their work in the interests of the education of indigent pupils. During 1932 and 1933 this body devoted the handsome sum of £8,784 to education. The benefit of this laudable work was not confined to primary and secondary education, but by far the greater part of the money was used to help pupils to obtain further education. Of this amount a sum of £6,088 was paid out in the form of study-loans, on which no interest was charged as long as the borrower was without employment. This made it possible for the Helpmekaar to continue to give help and at the same time to foster a sense of responsibility among the young. Several hundreds of pounds were also spent on school libraries. I consider it desirable that the Administration should make much more money available for school libraries, so that bodies like the A.C.V.V. and the

Helpmekaar may be able to devote their time and money to the provision of libraries and reading-rooms for adults. A great work can be done for our less privileged countrymen, in co-operation with the Education Department, if so desired, with a little help from Provincial funds. On the necessity for such help I have no need to expatiate.

Now that I am speaking of education in the "platteland", school libraries and public reading-rooms, I should like to refer to other auxiliaries to education, which, next to the school, in a narrower sense, can and ought to be made use of. Two of these especially I wish to discuss, namely, museums and broadcasting.

MUSEUMS AND BROADCASTING.

There are four museums in the Cape Province (Grahamstown, Kimberley, Kingwilliamstown and Port Elizabeth) supported by the Provincial Administration, and one (Cape-town) maintained by the Union Government. The facilities offered by these museums are available to the few urban schools in their immediate vicinity, but they are non-existent as far as the rural schools are concerned. At present there is no machinery whatever for bringing the rural schools into touch with the aids to biological and nature study instruction that are lodged in the museums and maintained at public expense. The establishment of an educational service for the benefit of schools in country areas and in towns where there are no museums is highly desirable.

This Department has been in consultation with the museum authorities for some time past on this important question, and a promising scheme has been evolved. Briefly the idea is the formation of travelling collections at one or more of our museums; the exhibits will be carefully chosen to illustrate all branches of biology and nature study; economic biology, including such subjects as plague rodents, noxious insects, parasitic worms, and so on, will be well represented but not too obtrusive; botanical specimens, fossils, minerals and rocks will also be included. The aim is to present in attractive fashion materials for stimulating interest in our fauna and flora and to serve as illustrative material for the study of biology and related science.

It has been suggested that a motor-van should be fitted up with these collections, to travel from school to school in charge of a qualified and competent lecturer. Failing this, the travelling collections might be sent by rail, on loan to the schools in turn, to be transferred after a stated period to other schools, and to be returned to the museums from time to time for repairs and renewal. It is understood that the

Carnegie Corporation has set aside the sum of 50,000 dollars for museum development in South Africa, and it is hoped that the above scheme will receive support from this fund.

School broadcasting is another subject that has occupied my attention of late as something that is capable of becoming a valuable auxiliary instrument in the field of rural education. I have before me at the present moment a report on "School Broadcasting" published by the League of Nations Assembly. This report contains information collected by the International Committee on Intellectual Co-operation on the experiments in school broadcasting now being carried out in most countries of the world. The object of the investigation by the International Committee was to determine the advantages and possibilities which broadcasting offered for the general education of school children and adults. The report clearly shows that this form of instruction, although only subsidiary, is full of possibilities that are perhaps still unsuspected in this country.

Broadcasting obviously cannot supplant the teacher and the direct influence which he exerts upon his pupils. Its function is to serve as a supplementary source of information, to aid the teacher in his difficult task. It is a method of teaching that can only be resorted to for certain subjects and only in so far as the teacher is unable to handle these with the means at his disposal. It should prove an invaluable aid in isolated country schools by annihilating distance and making it possible to introduce greater variety into the curriculum of these schools and thereby acting as a stimulus both to the teacher's methods of instruction and to the work of the pupils.

It seems to me that school broadcasting could be put to good use in dealing with the following branches of school curricula: Music, literature, the teaching of languages, history and geography, natural sciences and hygiene, ethics and citizenship. To these subjects may be added technical and vocational guidance, eye-witness accounts and running commentaries on important current events, occasional short talks by eminent people. In this connection it must be remembered that we have many single-teacher schools in which one teacher has to handle several classes and a multiplicity of subjects, whilst in many of our rural secondary and high schools two teachers have to deal with all the subjects of the secondary curriculum. School broadcasting cannot fail to be of great assistance in such cases, helping to broaden the outlook and to remove some of the disabilities under which our rural schools suffer at present.

The African Broadcasting Company has generously offered to place their staff and equipment at our disposal for the purpose of school broadcasting, but I am unable to avail

myself of this offer at present as I have no officer on my staff who is free to undertake the work of organizing the experiment. Such work must necessarily be undertaken by an official of this Department who is thoroughly conversant with the needs of the schools, with the content of the various syllabuses and courses, and one who is also a trained and experienced educationist. The success or failure of the experiment will depend mainly on the careful selection of the topics and of lecturers, on the way in which the school programmes are drawn up and handled. I have men on my staff who are competent to undertake this work but they are fully occupied with other duties.

I think it highly desirable that a start should be made with the suggested museum service to schools and with school broadcasting as soon as possible, but nothing can be done at present owing to shortage of staff. I should like to be able to release an experienced officer from a portion of his present duties so that he could co-operate with the museum authorities and with the African Broadcasting Company in introducing these amenities into our rural schools, schools which have long suffered under serious disabilities as compared with the schools in the large towns.

I have the honour to be,

Sir,

Your obedient servant,

M. C. BOTHA,

Superintendent-General of Education.

CHAPTER I.

ADMINISTRATION.

During the past two years six inspectors of schools retired on pension, viz., Mr. C. J. van der Merwe, B.A., at 31st December, 1932; Mr. R. Bowie, M.A., at 14th January, 1933; Mr. S. Boersma, at 30th June, 1933, and Miss L. C. Elton, B.A., at 31st December, 1933; and Messrs. W. H. Hall-Green, B.A., and H. Anders, B.A., Ph.D. (Transkeian inspectors) at 2nd November, 1932, and 15th March, 1933, respectively.

The following seven appointments to the inspectorate have been made: Messrs. F. P. Stander, B.A., Ph.D., principal of the Piquetberg High School, as from 15th January, 1933; A. C. Botha, B.A., principal of the Carnarvon High School, as from 1st July, 1933; A. J. van der Merwe, B.A., principal of the Vanrhynsdorp High School, as from 1st January, 1934; A. E. Puttick, B.A., principal of the Union High School, Graaff-Reinet, as from 1st January, 1934; and, for the Transkei, Messrs. W. Thurlbeck, B.A., principal of the Lovedale Native Training School, as from 1st January, 1933, and F. J. Scheepers, B.A., assistant teacher at the Kokstad High School, as from 16th March, 1934.

Miss W. M. Currey, Departmental Instructress in Domestic Science for the Eastern Districts of the Province, proceeded on three months' furlough at 1st January, 1934, prior to retirement on pension. Miss E. M. Gregory of the Huguenot College, Wellington, is her successor.

All the retiring officers served the Department long and faithfully and rest from their official labours in the assurance that their work is highly appraised.

Mr. Boersma has since joined the great majority. Our sincere sympathy with his relations is here reaffirmed.

Mr. J. L. Schoeler, for fifteen and a half years translator in the Head Office, retired on pension at 7th November, 1933, but was immediately reappointed in a temporary capacity to the same post. The task of a translator is at all times a particularly difficult one and, in a department from which the public rightly expects a high standard of proficiency in both official languages, calls for a thorough knowledge of these as well as a great deal of hard work. This being so, I have all the more reason to voice my appreciation of Mr. Schoeler's faithful service to the Department.

As regards the inspectorial staff I must point out that at the moment there are still two unfilled vacancies in this branch of the educational service. Now that the depression

is over, it is imperative that this shortage should be made good. Since 1929 the European school population has increased by over 10,000, the Coloured by over 18,000, and the Native by over 24,000. Further comment on the necessity for the appointment of more school inspectors would be superfluous.

The great majority of inspectors have been compelled to let their leave go on accumulating until, in some cases, it can almost be reckoned in years instead of months, but it is impossible for the Department to support applications for leave where it is evident that the work will have to suffer materially if leave be granted. The work of the school inspector is important and difficult and is deserving of more consideration, not to say more remuneration, than is sometimes accorded to it—especially in the matter of subsistence and transport allowances. In the circuit to which he is assigned—and the circuits, with few exceptions, consist of extensive geographical areas containing varying numbers of more or less impassable roads, along which the inspector has to struggle laboriously in all sorts of weather, acting as his own chauffeur—the inspector is expected to act as the leader and inspirer of educational activities. For that rôle time for study and spare time are necessary, but under present conditions such time is for the most part available only during the school vacations, when these are not employed in dealing with arrears of official correspondence or in attending committee meetings of all descriptions at the head office. It is therefore in the interests of education that inspectors should sometimes be given the opportunity of going on long leave in order that they may be the better able to keep themselves up to date with the advance of education in this country and elsewhere. To make this possible the appointment of one or two relieving inspectors is necessary; otherwise the leave months will be growing more and more into years and the inspectors will become less and less capable of accomplishing really effective educational reform.

The head office staff is also very inadequate. When I assumed duty in 1929 I found that the administrative staff had difficulty in dealing with the great quantity of work, and that there was no professionally trained official in the office at all, but it was only on condition that a senior administrative post was abolished that the appointment of a technical adviser was allowed. It soon became evident, however, that the administrative work of the Department could not possibly be done with one senior officer less, and the disappointing result was that Dr. Malan gradually became so overburdened with the ordinary work of the office that he had far too little time left over for giving the necessary general professional guidance, which I had in view in connection with his appointment.

and if we succeed in curtailing the primary course and (to speak of standards for the sake of convenience) incorporate Standard VI in the secondary school course, still more secondary schools will have to be established. As matters stand to-day, conveyance and secondary boarding bursaries are not adequate for the needs of the impoverished rural areas. It would seem to me that just as in the case of the Indigent Boarding Houses which were started in connection with the primary school, we shall have to centralize facilities on a large scale in the secondary field. And here it is imperative that there should be co-operation between the different departments. It seems to me a fairly simple matter to devise a scheme by which our ideal of "secondary education for all" can be attained; but whether the country will be able to find the money for it and especially will be able to continue to find the money, is a problem which we shall first have to consider, however unpleasant the task may be, before a start is made with reorganization of any kind.

CHAPTER III.

THE SCHOOL—ITS ORGANISATION AND WORK. INSPECTION.

At the beginning of 1934 an important change in the system of school inspection will come into operation, whereby the individual inspection of pupils in our primary schools for purposes of promotion will be abolished and the school year for all schools will synchronise with the calendar year. As this change will throw an added weight of responsibility upon the individual teacher and maybe cause some concern to school authorities and parents, a brief statement of the reasons which actuated me in taking this step may at this stage serve a useful purpose.

Up to the present the pupils in our primary schools, with the exception of the larger town schools, have been inspected individually once a year and, after such an inspection, they have been promoted. This thorough investigation of the work of every school was necessary in the past and it undoubtedly met with the approval of the principals of schools especially, and of the parents and public. In practice, however, it has meant that the inspector's work has of necessity been largely limited to the examination of the achievements of individual pupils. After careful consideration of this matter I have come to the conclusion that the time has arrived for a forward step in the inspection of our primary schools.

The abolition of individual inspection will mean that the inspectors will be enabled to devote much more time to the task of supervising the instruction in our schools, and acting as advisers and helpers to the teachers. This important aspect of school inspection could not receive its due attention in the past as the inspector's time was almost fully occupied with the testing of pupils and attending to the manifold administrative duties connected with his work. I appreciate the efforts that inspectors have made to do justice to this phase of their work, in spite of the obstacles in their way and the many demands on their time.

This changed system of inspection will also mean an enhanced status for the teacher. The responsibility of promoting pupils will largely devolve on him. At the annual inspection of the school, the inspector will concern himself mostly with the general standard of attainment reached by the different classes, with the methods of teaching used and with the organisation of the school as a whole. I am confident

that the teachers in our schools are eager and able to undertake this responsibility, and that parents and members of the public will have no cause to doubt the wisdom and practicality of this step.

In the larger schools, where there are several teachers on the staff, the one acting as a check on the other, and where the principal exercises the required supervision, this method of inspection has often been adopted in the past, with most beneficial results. The large number of single teacher schools has been an obstacle to the application of this system to all schools. I realise that these schools still constitute a difficulty in this respect and that the task of the teacher in this type of school will be made even harder. However, the improved qualifications of the teachers in these schools, coupled with the improved methods of training in our institutions, make me feel assured that the system can be introduced and will prove a success.

Although this new system of inspection of primary schools will not necessarily imply less time given by the inspector to each individual school, I am hoping that, when once it is in full operation, there will be more opportunity for inspectors to investigate the secondary departments of our schools.

In one standard of the primary school, viz., Standard VI, individual inspection of the pupils will be retained. Standard VI constitutes the final year of compulsory education, is still the entrance examination for certain vocations, and gives access to the secondary school. It is imperative that a more or less uniform standard of attainment in the basic subjects of the curriculum should be reached in all our schools. But this will not mean a uniform written test instituted by the Department. Inspectors, in consultation with the schools concerned, will be at liberty to use the Departmental written tests which are annually drawn up by a committee of inspectors, or to compile their own tests, or to supervise a final examination conducted by the schools themselves.

The synchronisation of the school year and the calendar year is a change which is long overdue. Its advantages are obvious: teachers join the service mostly at the beginning of the year and will therefore be enabled to start the year's work with their particular standards; transfer from one school to the other will be facilitated, and more especially the transfer of pupils to the secondary school on their completion of the primary school course; school statistics and educational achievements of pupils will be more easily comparable.

EDUCATIONAL RESEARCH AND EXPERIMENTATION.

The annual reports of the circuit Inspectors, which will be published in the *Education Gazette* in due course, have confirmed my belief that our schools have reached the stage

where developments along new and different lines may be expected of them. I have been especially pleased to read the accounts of educational experiments with courses of study, methods of teaching and school procedures that have been conducted in several schools. Special mention should be made of the scientifically planned experiment with the Decroly Method carried out in the Prieska Primary School. The attempts made in some centralised rural primary schools to adapt the curriculum and the methods of instruction to the environment and the daily occupations of the pupils are very promising. I have every reason to believe that in the near future more of the rural primary schools will be converted into *school farms*.

Experimentation with materials of study and methods of teaching can, however, be undertaken only by teachers who have been scientifically trained, who are acquainted with the methods of procedure in conducting educational experiments and above all are alive to the problems that need investigation. I am fully aware that primary teachers often do not have the necessary time or the required training and experience to deal with this difficult problem. An open eye for the problems that daily confront them and a willingness to contribute their share, however small that may be, is perhaps the most that can be expected of the majority of teachers. This attitude towards their daily tasks should be instilled into teachers during their courses of training. During the course of the two years under review. I have impressed this aspect of their work upon the Departmental training institutions and confidently expect that our training institutions will gradually develop into schools of educational research and experimentation on a small scale, and that the young teachers trained in them will not, as often is the case, fall into a rut and merely do routine work which gets pupils through examinations. The greater freedom allowed to the teacher of to-day carries with it the responsibility to grow in his daily work.

Our schools and training institutions cannot, however, be staffed and equipped for this important work. In the last analysis real educational research and experimentation requires a body of experts. I think the time has arrived for the institution of such a Research Committee. I intend approaching the universities of Capetown and Stellenbosch, and the two Teachers' Associations with regard to this matter. With the aid of these bodies, it seems to me practicable at the present time to form an Educational Research Committee which will be able to advise and assist students and teachers in their attempts to cope with school problems experimentally, and also itself conduct experiments and research.

CLASSES FOR MENTALLY BACKWARD PUPILS.

In my report for the year 1930, I made mention of the recommendations of a special committee appointed by me to investigate the problem of mental backwardness in our schools. I then stated that practical effect could not be given to these recommendations on account of the economy measures that the Provincial Executive had been forced to adopt. Since that time the financial position of the Province has improved and consequently it has been found possible to institute several additional classes of this type. There are at the present time over twenty classes for mentally backward pupils in operation in our schools. In all these cases standardised intelligence tests have been applied in the schools concerned and the circuit inspector and the medical inspector have co-operated with the principal in the final selection of the pupils intended for these special classes. Unfortunately it was found almost impossible to secure the services of teachers specially trained for this work. The few teachers trained in the special course conducted by the University of Stellenbosch were holding permanent positions and no others were available. I am pleased to hear that this course will be revived in 1934.

It should be pointed out, however, that this task of providing for the special instruction of mentally backward pupils in Provincial schools cannot be shouldered by the Provincial authorities, unless the Union Exchequer is prepared to pay an increased subsidy for such education. The increased training and qualifications demanded of such teachers, the decreased quota for such classes, the additional equipment required, necessitate increased expenditure. The Union Government a few years ago thoroughly investigated this problem of mental deficiency and is fully acquainted with the extent of it and the cost that would be involved if education is to be adapted to the mental level of all pupils who cannot profit by the instruction as given in the ordinary school.

SPECIAL CLASS FOR HARD OF HEARING.

I am indebted to the South African National Council for the Deaf for valuable services voluntarily rendered in conducting an extensive hearing survey in European schools in the Cape Division, which led to the successful establishment in August, 1933, of a special class for hard-of-hearing pupils, drawn from various schools in the Cape area, at the Mowbray primary school. The procedure followed in the selection of pupils suitable for such a special class is described in the Annual Report of the Medical Inspectors of Schools appended to this Report. The South African National Council for the Deaf has since conducted hearing surveys in schools in the Port Elizabeth and Paarl areas.

In consultation with the South African National Council for the Blind special investigations were instituted in 1933 (and are being continued) in the Cape Division by the medical inspection staff with a view to selecting suitable pupils for a special sight-saving class which it is proposed to establish, if a sufficient quota of pupils for such a class can be found.

PRIMARY CURRICULUM COMMITTEE.

During the two years under review this Committee has been engaged upon the revision of the primary school courses of study. A draft revised syllabus in singing has been drawn up and published in the *Education Gazette*. A draft drawing syllabus has been distributed amongst teachers for experimental purposes. Draft syllabuses in the other primary school subjects are in preparation. The most important task accomplished by this Committee has been the detailed course in health education. This new course of study will come into operation at the beginning of 1934. In my two previous reports special attention was devoted to health instruction in our schools and I promised to assist teachers in their efforts to do justice to this phase of education. The syllabus which has been prepared is the work of experts in this field and is more detailed than any other syllabus so far published by the Department. The aim has been to help the teacher and not to hamper his own individual efforts. As in the case with all other courses of study laid down by the Department, this syllabus is not intended to be slavishly followed. The wise teacher will find in it the materials for drawing up his own course in the subject adapted to his own particular needs. A note of warning in this connection may not be out of place. Health education is essentially a question of inculcating sound and healthy habits of living. Knowledge of the laws of health and of how the body works will serve a useful function in such education, but it does not constitute its main aim. Teachers are therefore encouraged to make the teaching of this subject as practical as possible and to divorce it from "mere bookishness".

In this connection I may state that it is my intention to make health training compulsory also in the secondary departments of schools. It has been brought to my notice that the recommendations in this respect contained in the secondary school courses of study published by the Department have not been carried out by all secondary schools, and that even large high schools have failed to devote sufficient time to the health of their pupils. Sport and athletics in which only a small percentage of the pupils partake and cadet drill cannot be considered sufficient for this purpose. In order to assist secondary teachers in drawing up schemes of work in health education, I intend publishing at a later date suggestions for their guidance.

AGE, RETARDATION AND ELIMINATION TABLES.

In my last two annual reports I made a special feature of tables showing the median ages of pupils in the different standards of the school and the retardation of pupils. I tentatively discussed the implications involved in the facts as presented by those tables and promised further investigation of this matter. In the meantime the Carnegie reports on the Poor White Question have been published, and the *Report on Education and the Poor White Question* especially contains most valuable information on this score. The conclusions at which I arrived seem to be borne out entirely by the more extensive and scientific research into these problems carried out by Dr. E. G. Malherbe.

The following tables show the median ages and percentages of retardation of the pupils in the different standards of our schools in 1933. For purposes of comparison I have included the corresponding figures for 1925, and in addition the corresponding figures for the Union (1930) as published in the Report of the Carnegie Commission: *Education and the Poor White*.

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN EUROPEAN HIGH, SECONDARY, PRIMARY, AND FARM SCHOOLS AT 7TH NOVEMBER, 1933.

AGES.	Sub-St. A.	Sub-St. B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclassified.	TOTAL.
Under 7 years.....	4,662	861	58	—	1	—	—	—	—	—	—	—	—	5,582
7 years.....	6,151	5,131	1,519	135	6	—	—	—	—	—	—	—	8	12,950
8 „	1,973	5,226	5,903	1,805	179	3	—	—	—	—	—	—	19	15,108
9 „	410	2,007	5,536	5,588	1,795	167	10	—	—	—	—	—	23	15,536
10 „	87	450	2,294	5,696	5,222	1,551	150	2	—	—	—	—	47	15,499
11 „	37	113	775	2,862	5,783	4,720	1,417	165	1	—	—	—	48	15,921
12 „	15	48	221	986	3,199	5,381	4,404	1,289	68	—	—	—	35	15,646
13 „	10	21	68	371	1,478	3,287	5,037	4,107	755	51	1	—	41	15,227
14 „	9	14	27	116	535	1,590	3,237	4,829	2,223	522	36	—	34	13,172
15 „	2	4	15	36	198	742	1,837	3,625	2,805	1,821	448	29	23	11,595
16 „	—	2	3	3	35	142	440	1,360	1,534	1,914	1,136	327	10	6,906
17 „	—	—	—	3	2	15	75	298	518	1,056	1,035	947	9	3,958
18 „	—	—	—	1	1	1	14	61	117	317	471	917	7	1,907
19 and over.....	—	—	—	—	—	—	—	8	23	91	173	740	19	1,054
Total number of Pupils	13,356	13,877	16,419	17,602	18,434	17,599	16,621	15,754	8,044	5,772	3,300	2,960	323	150,061
Median Age—1933.....	7.72		9.13	10.22	11.35	12.44	13.46	14.48	15.35	16.26	17.03	18.19	—	—
„ „ 1925.....	7.83		9.36	10.50	11.66	12.72	13.75	14.62	15.48	16.51	17.29	18.44	—	—
Percent. Retarded—			%	%	%	%	%	%	%	%	%			
1933.....	—	—	6.8	8.6	12.2	14.1	14.2	10.9	8.2	7.1	5.2	—	—	—
1925.....	—	—	12.8	16.5	22.2	21.2	19.8	14.2	13.5	13.4	9.4	—	—	—
In Union.....	—	—	9.1	13.0	17.7	19.6	18.4	15.9	9.1	7.8	5.9	—	—	—
(Carnegie Report.)														

I have again this year calculated the median age for each standard. As explained in my previous report, it is necessary to bear in mind that the age figures given above on which the medians were calculated are for November, that is, the end of the particular standard for the majority of pupils. The median age is a much more useful figure for our purpose than the average age, as it is not influenced to the same extent as the latter by a few extreme cases. It is the middle age, e.g. the median age for Standard VI in 1933 is 14.48 years, which is equivalent to stating that in November, 1933, exactly one half of the Standard VI pupils were below and exactly one half were above that age. It is of interest to note that the difference between the median ages of any two consecutive standards up to Standard VI is more than one year, the difference gradually diminishing until between Standards V and VI it is almost one year; whereas the difference in the case of the secondary standards is with one exception less than a year. The obvious explanation of this is that over-age-ness and retardation are greatest in Standards II-V and that, towards the end of the primary school stage and the beginning of the secondary school, the older pupils who have reached 16 years of age have left the school.

The comparative figures for the year 1925 given in the above table bear out my statement in previous reports that every effort is being made to speed up the promotion of pupils who are above the normal age for their particular class. In Standard IV, for example, the median age differs by .28 year, that is more than 3 months. Judging from the figures for the last few years, I have good reason to believe that this process of lowering the median age, so as to approximate more closely to the normal age for the class, will continue.

The percentages of retarded pupils in each standard of the school are even more deserving of study. It is necessary here to define what I mean by the term *retarded*. It is not used by me as merely synonymous with *over-age-ness*, for the latter may be anything from a month to several years. I have used the word *retarded* in its technical sense, that is, I consider a pupil only to be *retarded* if "the rate of his progress is such that administrative action is demanded". In this respect I have closely followed the procedure adopted by Dr. E. G. Malherbe in his report on *Education and the Poor White*. I have assumed that children normally start school at the age of seven and that they take one year to cover the work of each standard. The normal age for Standard I would therefore be nine years, for Standard II ten years, and so on. If a pupil is eleven years or older and he is still in Standard I, I consider him retarded in the technical sense used above. Bearing in mind that a large number of pupils come to school before they are seven years of age, that the Substandards do

not as a rule take two years, and that these ages refer to the end of a school year for the majority of the pupils, I think it is safe to say that retardation as used by me means over-age-ness of at least one-and-a-half to six years.

As in the case of the median-age figures, I have here also added comparative figures for 1925, and also the retardation figures given by Dr. Malherbe in his Report quoted above for all pupils in the schools of the Union.

To take the 1933 figures first. It is significant to note how the percentage of retardation steadily increases up to Standards IV and V, and appreciably diminishes after that stage. One explanation of this may be late entry to school, but it is more probably due to increased failure on the part of pupils. Such unsuccessful pupils bunch together in Standards IV and V and probably leave school because they have reached the age limit for compulsory education. The majority of those who proceed with their studies probably belong to the section of the class less advanced in age, which process seems to continue throughout the secondary school. Judging from these figures the retardation in the middle standards of our primary schools is sufficiently serious to warrant our immediate attention.

It is, however, most encouraging to find that in the period 1925-33 considerable progress has been made in reducing the percentage of retarded pupils in our schools. The percentages for Standards I, II and III have been reduced almost by one-half, and in the other standards the decreases are also considerable. Some comfort can also be derived from the fact that the percentages of retardation in our schools are a great deal lower than those for all pupils in the Union.

Before discussing further implications of these age figures, I wish to refer to the following three tables showing the number of pupils in Standards VI to X between the years 1925 to 1933, and the percentage increase in each standard during that period.

COMPARATIVE TABLE OF EUROPEAN PUPILS IN DIFFERENT STANDARDS.

	VI.	VII.	VIII.	IX.	X.
1925.....	12,332	6,123	4,141	2,269	2,077
1926.....	13,038	6,419	4,346	2,036	2,197
1927.....	13,182	6,824	4,558	2,252	2,092
1928.....	13,457	6,672	4,767	2,390	2,138
1929.....	13,610	6,708	4,697	2,514	2,210
1930.....	13,964	7,038	4,861	2,565	2,358
1931.....	14,735	7,534	5,270	2,743	2,496
1932.....	14,864	7,932	5,494	3,155	2,665
1933.....	15,754	8,044	5,772	3,300	2,960

NUMBERS BASED ON PRECEDING TABLE.

	VI.	VII.	VIII.	IX.	X.
1925.....	100	—	—	—	—
1926.....	100	52	—	—	—
1927.....	100	52	37	—	—
1928.....	100	51	36	19	—
1929.....	100	50	36	19	18
1930.....	100	52	36	20	18
1931.....	100	54	39	20	20
1932.....	100	54	39	23	20
1933.....	100	54	39	24	22

PERCENTAGE INCREASE: 1925-1933.

Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
27.7%	31.3%	39.1%	44.8%	42.6%

Taking the last table first it is particularly gratifying to note the considerable percentage increase in the different standards, and especially the increasing percentages in the secondary standards. This is sufficient proof that the attempts made to bring secondary education within the reach of all who

can profit by it and to equalise opportunity, coupled with the greater differentiation of the courses of study so as to adapt them better to the peculiar needs of different groups of pupils, have borne fruit and that more and more pupils enjoy the benefits of education beyond the primary stage. As stated by me in a previous report, it is imperative in South Africa that every normal European boy or girl should receive instruction above the primary stage for two or more years at least.

The first two tables given above have been prepared in such a way that they give some indication of the degree of elimination between the primary and the secondary school, and between the different standards of the secondary school. I need not point out that these are not statistically exact elimination tables. For such tables certain necessary adjustments in the figures for the different standards have to be made. This would have necessitated information with regard to the number of failures in each standard, the number skipping a standard, and so on, which I did not have available. I consider these figures, however, sufficiently reliable to show the general tendency of elimination between the successive stages. In the second table I have converted the figures for Standard VI into 100 in each case and calculated the corresponding percentages for the secondary standards. The general principle on which I have worked in this connection is that the majority of the pupils in Standard VI in a particular year, e.g., 1925, are to be found in Standard VII in 1926, and so on.

Taking these figures now in conjunction with the age figures discussed in another connection, I come to the conclusion that the pupils in our primary schools are too advanced in age, and that the elimination of pupils at the end of the primary stage and during the course of the secondary school is much too great. In my report for the year 1930 I discussed this matter at some length and hinted at certain changes in our school organisation which appeared necessary. More thorough investigation of this question has strengthened me in the belief that our present school system, consisting of primary schools which comprise two substandards and six standards and extend over 7 + years for the majority of pupils, and secondary schools of 4 years' duration, is in need of reorganisation. On careful study of the entire position as revealed by the figures given above I have come to the conclusion that a large number of pupils in our primary schools are too advanced in age for the type of education they receive, that this very circumstance is responsible for a great measure of retardation, the pupils losing interest in their work and consequently falling behind the rest of the class, but especially do I consider it responsible for the high percentage of elimination after Standard VI. I feel that the primary stage of education should be limited to six years for the normal pupil, so that

at 12+ he may start upon education of a different type. Those pupils who have the necessary bent and inclination will proceed to secondary schools; others will receive one or more years of post-primary education; while the minority who cannot profit by further courses of general education will proceed to trade and industrial schools. At 15 + there will be a further break. Those pupils who desire to continue their studies in the ordinary school will proceed to high schools and complete the full five years' secondary course leading to Senior Certificate and Matriculation. Some will enter technical and industrial schools, while others will enter the vocations.

If our school system were reorganised in this manner, we would bring it into line with the most recent thought on this question in England and America. I am aware that such a change would only be wholly effective if education should be made compulsory up to the age of 15, irrespective of the standard attained by the pupil. Otherwise there may be the danger that pupils in the sparsely populated rural areas will be deprived of one or more years of schooling which they would have enjoyed under the present system according to which education is compulsory up to the age of 16 or Standard VI, whichever is first attained. As I have already indicated, this will of course mean additional expenditure. Then there is the further objection that the perfect articulation of primary and secondary education as it exists under our present system of school organisation will be disturbed, and that pupils who have completed one or more years of post-primary education and desire to proceed to secondary schools will have to repeat one or more years of study. I am so convinced, however, of the necessity of such post-primary education, adapted to the special needs of certain types of children, and different in important respects from secondary education, that I do not think that the possible hardships of a small minority need deter us. It may also be necessary to state very clearly that my intention is not to minimise the opportunity of the rural child to obtain the necessary education which will fit him for the university and professional schools. As said before I firmly hold that the question whether a pupil should proceed to a secondary school, a post-primary school or a trade school on the completion of the primary stage of education, should be determined by ability to profit by further schooling and inclination, and not by other circumstances.

CHAPTER IV.

TEACHERS.

One of the difficult problems in teacher training with which the Department has had to deal in recent years is the over-production of teachers. To some extent this position was brought about by the financial stringency which forced the Administration to limit expenditure on salaries by refusing to increase the total number of teachers employed. This necessitated the raising of the quota of pupils required for an additional teacher—at first from 32 (30 for the first assistant) to 34, and later to 36. But this position was also due to an influx of recruits into the teaching profession, presumably because there was no other outlet for them. Matters became worse when leave privileges were partly withdrawn in 1932 and temporary appointments were greatly diminished. Loans without interest granted to student-teachers of course played their part in filling the training institutions.

It is difficult to determine the exact or even the approximate number of unemployed teachers. The position changes constantly; and when the teachers themselves neglect to keep the Department informed (which unfortunately is true of the majority) it becomes impossible ever to supply reliable information to the public on this point. Unemployment amongst teachers assumed such proportions that steps had to be taken to counteract this evil. After careful calculation of the approximate number of primary and secondary teachers required annually, it was possible to limit, according to a fixed scheme, the number of first year students enrolled in the training institutions. The details of the scheme need not be discussed here. Suffice it to say that this limitation of enrolment pleased no one, certainly not the training institutions and universities which were called upon to refuse applicants, nor the intending teachers who were so refused. In some quarters doubt was even expressed whether the Superintendent-General had the right to limit enrolment in any way, in spite of a definite provision to that effect in the Consolidated Education Ordinance No. 5 of 1921.

TRAINING AND LIMITATION.

The procedure to be adopted by the training institutions in giving effect to this limitation of student enrolment caused me much concern and has not yet been finally settled. For 1934 I have left it to the individual institutions to work out their own procedure; but I hope in the course of this year, in consultation with the Departmental institutions concerned, to devise a method of procedure which may be generally

applied. Before I proceed any further with this matter and discuss the recommendations which at my request were made from several quarters, it may be useful to explain briefly the implications of this problem.

The difficult question involved is that of selecting or sifting candidates for the teaching profession. To select the most suitable candidates in such a way that one can be assured in advance of their success as teachers seems to me almost as difficult a task as to get rid of unsuitable teachers when once they have secured permanent appointment. In the first case one is confronted with the impossibility of predicting with mathematical exactness the future development of the individual; in the second case ordinary feelings of humanity prevent one from depriving another of his means of livelihood in a seemingly reckless manner, especially when, as is often the case, wife and children are involved. But the child tends to become the victim of the teacher's incompetence and the Department's kindheartedness. In order to minimize this injustice towards the public, the Department was forced to adopt the policy of probationary periods of at least one year in the case of all first appointments. This period may of course be extended as circumstances warrant. Such a measure was necessary if new recruits to the teaching service were to be eliminated before they could work too much harm, or were to be enabled in time to look for other work more in accordance with their special abilities. It will certainly help also to make principals of high schools and training institutions realize more fully their responsibilities as vocational advisers of their students, and bring home to young people the seriousness of the choice of a career.

As regards the limitation of student enrolment in the training institutions, there are several possible methods of procedure and these I wish in this connection to discuss briefly.

(1) The simplest solution of the question would be to limit, not the entrants, but the output. This would mean in practice that all who applied for admission would be accepted, but that each year only such a percentage would be allowed to pass the final examination as would probably be absorbed by the profession. The percentage of failures would be arbitrarily determined on the basis of demand. Supply and demand would, if this procedure were followed, interact on each other, and only the very best teachers would be admitted to the profession.

There are, however, two serious objections to such a solution of the difficulty. Student teachers contribute only a small share of the cost of their training and consequently public money will be wasted on the professional education of teachers

not required by the country. To increase tuition fees so as to cover costs is obviously impracticable. The other objection affects the student himself. It would be tantamount to cruelty to train young people for a profession for which they are obviously not suited and which in all probability they will not be allowed to enter at the end of their course of training. Time and money would be largely wasted, because the knowledge acquired in the course of such training is too technical in nature to be easily applied to other professions.

(2) A second possible solution would be to raise the entrance requirements. This method was adopted several years ago when the Senior Certificate replaced the Junior Certificate as entrance examination. Since, however, a three-year course of a purely professional nature cannot be considered desirable, and our training institutions are not equipped for an academic first year course, this would of necessity mean a compulsory year at a university institution. There are those who even now are of opinion that our ideal for every teacher should be the possession of at least a B.A. degree. Undoubtedly more extensive knowledge on the part of those trained would mean better teachers. But there is the financial side of the question. If, therefore, improved qualifications cannot be accompanied by increases in salary, it is doubtful whether students will be willing to undergo four or five years' training at a university when they know that the salaries attached to their posts in primary schools will be those laid down in our present scales. Salary scales may of course be revised, but this will have to be done without increasing the total salary vote. It is my intention in any case to stiffen the existing examinations in our training institutions; but I do not at the present time contemplate a compulsory year at a university institution.

(3) A third solution would be to fix the total number of students to be enrolled by the training institutions, and to select the most suitable on the basis of educational and vocational tests. In the nature of things intelligence is a factor that has to be reckoned with and it can to some extent be tested by examinations. Intelligence by itself is, however, not enough. The successful teacher should in addition possess other, no less important attributes, and these cannot be tested by the ordinary written examination. Up to the present time the principals of our training institutions have largely been influenced in their selections by the recommendations of the principals of high schools. But the human factor, so misleading at times, plays its part in this matter. A too strong desire on the part of the high school principal to secure posts for his pupils or to pass them on to higher institutions may influence him to make a more charitable recommendation than the ability of the applicant warrants. To avoid this difficulty

it would be possible for the inspector and the principal jointly to interview all Standard X pupils who are desirous of entering the teaching profession. It is true that the only real test of suitability for teaching is contact with the practice of teaching; in other words that, in order to ascertain whether an applicant possesses the necessary qualities, he should be placed before a class and actually engage in teaching. Apart, however, from the fact that this trial and error method should extend over a period of several months and that it, moreover, leaves out of account the effects of training, it is not practicable in our case. If, however, the principal who is placed in the position to know the applicant intimately and the inspector act judiciously, they will be able, by means of such an interview, to find out a great deal which will assist them in their final selection. For if the number of students in the first year has to be limited, a selection will have to be made from the total number of applicants who present themselves for training.

(4) Personally I consider the method outlined under (3) above the most desirable in our present position. An immediate difficulty presents itself. There are at the present time about 130 high schools under the Department and presumably there will be applicants in each of them. As this testing out of the candidates will have to take place before the end of the year in which they write the Senior Certificate examination, it will be almost impossible to apply a uniform standard. With 130 principals and 41 inspectors who are not in a position to confer with one another, differences in standard would be unavoidable.

Still this seems to me the only feasible solution. Differences in standard will, I think, be minimized by the fact that all our high schools, in view of the final external examination at the end of the year, conduct their own internal qualifying examination in September of each year.

I shall also have to consider the advisability of recruiting student-teachers, as far as possible, from all parts of the Province. For this purpose it may become necessary to introduce a territorial factor into our schemes of limitation and to divide the Province into districts with a definite quota for each. I am still investigating the question of the most effective basis for such a division. Care will have to be exercised in any case that applicants residing in or near towns where training institutions are situated are not given preference over less fortunate applicants in more distant parts of the country.

(5) Closely related to this, is the question whether in the circumstances loans granted to teachers should not be abolished. The argument is often heard that if the teaching

profession is to become independent and really respectable, it should receive the same treatment as other professions. There is undoubtedly much truth in this, and the fact that we train more teachers than we require is certainly a strong reason for the abolition of loans. It does nevertheless appear to me a dangerous principle to allow the financial position of the parent to determine whether any one should become a teacher, irrespective of his suitability for the teaching profession. There is, as a rule, no system of bursaries attached to professional training; otherwise the promising intending teacher could be assisted in that way. As matters stand today, not only are the loans very small but even the £30 per student allotted to the training institutions according to a fixed quota is often divided amongst two or more students. This has meant that in the selection of applicants ability to pay often weighed more than educational qualifications. Such a position can hardly be regarded as satisfactory.

I have considered it necessary to explain the position rather fully so that the public may visualize the problem from the Department's point of view. Before adopting a uniform procedure I shall give the training institutions an opportunity of examining my proposed scheme, so that we may arrive at a better understanding and more general agreement with regard to this question.

THE DEPARTMENT AND THE UNIVERSITIES.

During September, 1933, the Minister of Education invited representatives of the universities and university colleges, the different Education Departments and the teachers to a conference at Pretoria in order to discuss the training of teachers. Both university and departmental training institutions are responsible for the training of teachers. As the Departments of Education, however, are almost solely the employers of these teachers trained by the university institutions, it stands to reason that there should be the closest co-operation between these bodies. The conference was convened to secure this necessary co-operation. The more immediate cause of this conference was the fact that teachers trained for the secondary school—with us practically exclusively the work of university institutions—were, as a result of a surplus of secondary teachers, finding their way into the primary school in increasing numbers. The question therefore arose whether the training of teachers should be general or specific, that is, whether the primary teacher should receive primary and the secondary teacher secondary training. As long as the existing difference in academic standing of entrants to training institutions continues, it will be impossible to prescribe the same training for all student-teachers, and to grant the same certificate or diploma to all. And as

long as the universities continue with a professional course for graduates extending over one year, it will be impossible to train the same teacher for primary and secondary work. A two-year professional training for all teachers would improve matters.

As regards the employment of secondary teachers in primary schools, the Department has come to an agreement with the universities and the schools that such teachers will be appointed only in the upper standards of schools with two or more teachers. There can be no question of their appointment in the lower standards, or in single teacher schools, for the obvious reason that the secondary training received by them is specifically intended for teaching in the secondary school, and that they are not conversant with the methods or the subject matter, that is, knowledge of the so-called non-essential subjects as singing, drawing, etc., required in the primary school. In the larger primary schools, where these special subjects may be taken by other teachers on the staff, and where more academic knowledge is undoubtedly desirable in the upper standards, graduates may be appointed. It is hardly necessary for me to add that the Department has no desire to set a limit to the number of graduates in the teaching profession. The greater the percentage of such teachers, the better it will be for the profession in general. We should not, however, lose sight of the fact that in the primary school the relation between teacher and pupil is of as much importance as the knowledge that must be imparted. With this end in view I suggested to the universities the desirability of primary training also for graduates. Unfortunately there is an appreciable difference between the salary scales for primary and secondary teachers, so that many secondary teachers remain in primary schools only until such time as they can secure secondary and consequently better remunerated posts. The ideal position would be reached when teachers are paid according to their qualifications and not according to the standard taught by them. But here again we are confronted with the financial difficulties involved and the revision of salary scales.

In the meantime the desired co-operation is being sought and I hope to give effect to one of the recommendations of the conference by instituting regional committees to secure this co-operation between the Department and all the institutions that train teachers. As far as the University of Cape Town is concerned, such a committee already exists in connection with the practice facilities of student-teachers in the Cape Peninsula. The Department is also represented at the meetings of the Faculty of Education. To extend the sphere of such co-operation should not be a difficult task.

THE APPOINTMENT OF TEACHERS.

In the appointment of teachers I have been forced to adopt a policy which differs from that followed by the Department for many years. School committees were in the past forced to nominate only ladies to the single-teacher schools unless they could make out a very good case for appointing men. In this way men were obliged, specially in times of depression, to compete on unequal footing with women. But it seems to me that there would be as much to say for the appointment of men to the single-teacher schools as for the appointment of women. School committees are now given a free hand in selecting their teachers.

The method adopted by school committees in selecting teachers and the factors influencing their choice are matters which have caused the Department more trouble than necessary and have struck at the root of the teachers' confidence in such local bodies. Sometimes the local candidate is preferred, although there are many other candidates with higher qualifications and longer experience; sometimes the best applicant is passed over merely because he has grown up in the town or the district. Up to the present the Department has followed the easier way of appointing the applicant nominated by the school committee provided he possesses the minimum qualifications for the post and has nothing against him in the records of the Department. The question will however have to be faced, whether this *laissez faire* attitude towards school committees is just to other applicants who have taken the trouble to continue their studies and by so doing have fitted themselves better for their life's task; and specially whether it is fair to the school to which a teacher has to be appointed. However disagreeable such a task may sometimes be and however much work it may occasion the Department, it seems to me that the time has come when the appointment of teachers should be more strictly supervised. If necessary, the powers of the Department should be extended for this purpose.

THE DEPARTMENT AND THE TEACHERS.

Good faith and co-operation still characterize the relations of the teachers with the Department of Education. In the various Departmental Committees the teachers have the opportunity of voicing their opinions and of directly influencing educational policy; in all important enquiries touching the interests of any teacher, a teacher member is appointed with school inspectors on the commission of enquiry; and the Joint Committee of the S.A.T.A. and the S.A.O.U. are without exception given the opportunity of voicing their opinion before any important change in Departmental policy is introduced.

CHAPTER V.

EXAMINATIONS.

In 1933 the entries for all departmental examinations totalled 12,022. The number of candidates and the percentage of passes in the case of each examination are shown for 1932 and 1933 in the following tables:—

<i>Examination.</i>	1933.	1932.	<i>Increase.</i>
Senior Certificate.....	2,637	2,230	407
Junior Certificate.....	6,207	5,751	456
European Teachers—			
Primary Teachers' Certificate.....	458	397	61
Primary Teachers' Higher Certificate—			
Infant School.....	52	48	4
Physical Culture.....	11	10	1
Manual Training.....	18	15	3
Needlework.....	10	16	— 6
Housecraft.....	10	16	— 6
Old Primary Higher.....	—	3	— 3
Old Primary Lower.....	1	9	— 8
Bilingual Certificate.....	79	102	— 23
Woodwork, Branch I.....	25	15	10
Woodwork, Branch II.....			
Coloured Teachers—			
Coloured Primary Lower I.....	338	344	— 6
Coloured Primary Lower III.....	251	287	— 36
Coloured Primary Higher I.....	—	73	— 73
Coloured Primary Higher II.....	95	53	42
Coloured I.S.T.....	—	4	— 4
Native Teachers—			
Native Primary Lower I.....	842	805	37
Native Primary Lower III.....	646	519	127
Native Primary Higher I.....	21	19	2
Native Primary Higher II.....	48	34	14
Native Housecraft.....	—	1	— 1
Duke and Duchess Competitions.....	220	203	17
General Botha Scholastic Certificate.....	53	57	— 4
TOTALS.....	12,022	11,011	1,011

PERCENTAGE OF PASSES.

<i>Examination.</i>	1933.	1932.
Senior Certificate.....	77	78
Junior Certificate.....	84	82
European Teachers—		
Primary Teachers' Certificate.....	89	92
Primary Teachers' Higher Certificate—		
Infant School.....	100	98
Physical Culture.....	100	90
Manual Training.....	89	80
Needlework.....	100	88
Housecraft.....	100	100
Bilingual Certificate.....	52	41
Teachers' Woodwork.....	70	73

<i>Examination.</i>	1933.	1932.
Coloured Teachers—		
Coloured Primary Lower I.....	64	70
Coloured Primary Lower III.....	75	70
Coloured Primary Higher I.....	Internal	94
Coloured Primary Higher II.....	82	98
Coloured I.S.T.....	—	100
Native Teachers—		
Native Primary Lower I.....	64	62
Native Primary Lower III.....	68	64
Native Primary Higher I.....	81	100
Native Primary Higher II.....	67	88
General Botha Scholastic Certificate.....	83	54

The number of candidates who took each subject at the Junior and Senior Certificate Examinations is indicated below:—

JUNIOR CERTIFICATE EXAMINATION.

<i>Subject.</i>	<i>No. of Candidates.</i>		<i>Percentage of Passes.</i>	
	1933.	1932.	1933.	1932.
Afrikaans, Higher.....	2,980	2,808	99	99
Afrikaans, Lower.....	2,959	2,735	92	93
English, Higher.....	3,545	3,400	98	96
English, Lower.....	2,600	2,335	98	97
Agriculture (Major).....	433	447	94	97
Agriculture (Minor).....	98	111	91	90
Arithmetic (Major).....	1,223	1,306	79	84
Arithmetic (Minor).....	512	457	86	89
Aural Training and Theory of Music.....	10	4	90	100
Biology.....	5,800	5,458	91	89
Bookkeeping and Commercial Arithmetic.....	1,521	1,355	85	82
Chwana.....	13	4	100	100
Cookery, Laundrywork and Housewifery..	303	307	97	99
Cookery, etc. (Minor).....	261	265	99	99
Drawing.....	15	17	100	100
French.....	47	59	98	98
Geography.....	939	848	92	97
German.....	1,448	1,348	86	88
Greek.....	6	9	100	100
Hebrew.....	5	11	100	73
History, Course I.....	4,381	4,068	90	89
History, Course II.....	428	471	93	88
Hygiene and Physiology.....	1,621	1,444	95	97
Instrumental Music.....	127	94	96	94
Latin.....	1,863	1,701	84	88
Mathematics.....	3,798	3,469	81	85
Metalwork.....	35	15	94	100
Needlework.....	608	594	91	88
Physics and Chemistry.....	5,006	4,668	86	92
Shorthand and Typewriting.....	651	580	86	87
Suto.....	28	23	100	95
Woodwork (Major).....	358	302	90	90
Woodwork (Minor).....	136	110	99	92
Xosa.....	125	111	98	98
Zulu.....	1	—	100	—

SENIOR CERTIFICATE EXAMINATION.

Subject.	No. of Candidates.		Percentage of Passes.	
	1933.	1932.	1933.	1932.
Afrikaans, Higher.....	1,613	1,417	97	98
Afrikaans, Lower.....	895	677	90	88
English, Higher.....	1,129	938	95	94
English, Lower.....	1,403	1,191	90	90
Agricultural Science.....	340	337	91	95
Art.....	4	4	100	100
Biology.....	462	330	90	94
Bookkeeping and Commercial Arithmetic.	460	361	88	76
Botany.....	487	395	88	88
Chemistry.....	773	590	79	81
Commercial Geography and History.....	43	40	81	88
Cookery, Laundrywork and Housewifery..	215	212	99	100
Drawing.....	10	6	100	100
French.....	12	11	92	91
Geography.....	151	122	86	90
Geology.....	39	29	95	99
German.....	768	695	77	85
Greek.....	2	7	100	100
Hebrew.....	6	2	83	100
History.....	2,359	1,979	86	86
Latin.....	766	599	78	79
Literature (Afrikaans and Nederlands)...	274	261	95	91
Literature (English).....	145	109	86	86
Manual Training.....	39	35	97	89
Mathematics.....	1,282	1,067	76	76
Mechanics.....	4	4	25	100
Music.....	63	54	100	100
Needlework.....	231	181	96	96
Physical Science.....	776	706	82	79
Physics.....	11	13	91	77
Physiology and Hygiene.....	223	220	89	98
Shorthand and Typewriting.....	215	179	77	78
Suto.....	3	5	100	100
Xosa.....	10	11	100	100
Zoology.....	49	28	80	90
Zulu.....	1	1	100	100

The tables given above contain figures relating to all the examinations under the control of the Department of Education. I am still constantly occupied, in conjunction with my Departmental Examinations Committee, in endeavouring to determine on scientific lines what is a reasonable standard to expect in the various subjects taken in the various examinations, more especially the Junior and Senior Certificate examinations. The information compiled over a course of years, which enables the results of the examinations to be tested from year to year, is of inestimable value in these researches. The Examinations Committee is at present still engaged in investigations with a view to determining what the most trustworthy method of awarding marks for composition is. Hitherto this has proved a somewhat thorny problem.

During the last two years a good many changes were introduced in the requirements of the *secondary school examinations*. The object of the changes was to bring the courses more into line with modern ideas and to make the examinations as a whole serve their purpose more effectively. Other means of achieving the last-named purpose were also adopted, and the result of the experimental introduction of questions of the Ballard type will be awaited with interest. In 1933 candidates were entered for the Matriculation Examination for the last time by some of the schools under the Cape Education Department. In future high and secondary schools will prepare candidates for the Departmental Senior and Junior Certificate examinations only.

Considerable changes have also been made in the courses of training for professional examinations. Sub-committees of my Departmental Examinations Committee were engaged for some considerable time in the revision of the courses of training for Coloured and Native Teachers. In fact, with the co-operation of teachers employed in Coloured and Native institutions, practically new courses were evolved. These courses are already in operation and promise well for the future.

CHAPTER VI.

SCHOOL BUILDINGS.

The provision of new school buildings and of extensions to existing school buildings is one requiring constant and careful attention. In the first place, the growth in enrolment obviously calls for the provision of additional accommodation. Then account has to be taken of the fact that buildings do not last for ever and that we have now to replace obsolete buildings erected in the latter part of the last century and the early part of the present century. Again, the rapidly increasing proportion which the secondary enrolment bears to the total enrolment has its share in calling for additional expenditure. And finally, the shifting incidence of population makes it necessary sometimes to provide what may almost be considered duplicate accommodation. The demand for additional accommodation, for whatever reason, shows no sign of slackening.

In all but the smallest cases, the cost of the work is met out of loan funds, not out of revenue; and it will be obvious to anyone that this fact presents a continual temptation to extravagance and makes any attempt at pruning look like parsimony. This feature is especially important at a time like the present when money is cheap, and when we shall have to pay only about 4 per cent. in the shape of interest and redemption charges on capital advances now made to us for school buildings. If you have to put up a large school building, the difference between spending £10,000 or £9,000 on it is not, in actual practice, £1,000, but is only £40 a year; and when the difference represents some highly desirable feature or some much to be desired additional handsomeness, it seems mean and short-sighted to haggle about a small additional expenditure.

Yet I feel that we must be constantly on our guard in this matter. Year by year the expenditure of the Province on interest and redemption charges is steadily mounting. Indeed we are arriving at the stage when we spend in any one year more on interest and redemption charges than we are laying out in capital expenditure. While I feel that in this matter we must give the children the best educational environment we can, and that we should not withhold from the schools one single necessity, I nevertheless feel it incumbent to ask local school authorities and school boards to do their utmost to co-operate with me in making our school building schemes as economical propositions as possible.

CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-1914.

	£	s.	d.
1913-14.....	205,711	12	5
1914-15.....	189,273	9	0
1915-16.....	110,803	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
	£2,992,382	3	4
1930-31.....	168,188	12	7
1931-32.....	222,192	19	10
	£3,382,763	15	9
1932-33.....	77,180	12	2
	£3,459,944	7	11

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

Expenditure for	£	s.	d.
1930-31.....	166,984	0	0
1931-32.....	175,551	10	1
1932-33.....	184,551	6	8

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED DURING 1932.

Division.	School.
Albany.....	Grahamstown Domestic Science Centre (additions).
Albert.....	Burghersdorp Primary (additions).
Aliwal North.....	Aliwal North Primary (additions).
Aliwal North.....	Aliwal North High (additions).
Barkly West.....	Barkly West Secondary (additions).
Caledon.....	Villiersdorp High (additions).
Cape.....	Athlone Coloured (additions).
Cape.....	Fish Hoek Primary (additions).
Cape.....	Jan van Riebeeck High (new building).
Cape.....	Perow High (additions).
Cape.....	Rondebosch Boys' High (additions).
Cape.....	Rondebosch Girls' High (new building).
Cape.....	Sea Point (King's Road), (additions).
Cape.....	South African College Junior (new building).
Cape.....	Wynberg Afrikaans Medium: Purchase of.
Cape.....	Wynberg Girls' High (additions).
Clanwilliam.....	Zandberg Primary (teacher's residence).
De Aar.....	De Aar High (additions).
East London.....	Macleantown Primary (new building).
East London.....	Umlanzani Primary (new building).
Kenhardt.....	Kakamas High (additions).
Kenhardt.....	Matjes River Primary (new building).
Kenhardt.....	Matjes River (teacher's residence).
Knysna.....	Ruigte Vlei Primary (additions).

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED
DURING 1932—*continued.*

<i>Division.</i>	<i>School.</i>
Kuruman.....	Deben Primary (new building).
Kuruman.....	Kalahari High (additions).
Kuruman.....	Oliphants Hoek (additions).
Kuruman.....	Van Zyls Primary (new building).
Mafeking.....	Mafeking Secondary (additions).
Petrusville.....	Petrusville High (additions).
Piquetberg.....	Eendekuil Primary (additions).
Piquetberg.....	Zuurfontein Primary (additions).
Port Elizabeth.....	Walmer Primary (additions).
Queenstown.....	Essex Primary (new building).
Stutterheim.....	Waterlily Primary (new school building and teacher's residence).
Tulbagh.....	Tulbagh Road Primary (new building).
Umtata.....	Umtata High (additions).
Van Rhynsdorp.....	Trawal Primary (new building).
Van Rhynsdorp.....	Vredendal Primary (new building).
Vryburg.....	Reivilo Secondary (additions).
Vryburg.....	Vryburg High (additions).
Worcester.....	Boys' Primary (new building).

HOSTELS.

<i>Division.</i>	<i>School.</i>
Cape.....	Rondebosch Girls' High (new building.)
Maclear.....	Maclear Indigent: Purchase of property.
Namaqualand.....	Garies Indigent Boarding-House (new building).
Namaqualand.....	Springbok Indigent Boarding-House (new building).
Tulbagh.....	Tulbagh High (new building).
Willowmore.....	Willowmore High (additions).

TRAINING INSTITUTIONS.

<i>Division.</i>	<i>School.</i>
Stellenbosch.....	Stellenbosch: Purchase of property and additions.

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED
DURING 1933.

<i>Division.</i>	<i>School.</i>
Britstown.....	Giesenskraal Primary (new building).
Cape.....	Ashley Street Coloured Primary (additions).
Cape.....	Brooklyn Primary (additions).
Cape.....	Koeberg Road Primary (additions).
Cape.....	Maitland Primary (additions).
Cape.....	Pinelands Primary (additions).
Clanwilliam.....	Graafwater Primary (new building).
East London.....	Gonubie Mouth Primary (new building).
Idutywa.....	Idutywa Secondary (teacher's residence).
Kenhardt.....	Grootdrink Primary (new building).
King William's Town.....	Afrikaans Medium Primary (new building).
Loxton.....	Loxton Secondary (new building).
Malmesbury.....	Rust Station Primary (new building).
Maraisburg.....	Middelpan Primary (new building).
Maraisburg.....	Middelpan Primary (teacher's residence).
Montagu.....	Laatste Rivier Primary (new building).
Oudtshoorn.....	Oudtshoorn Preparatory (new building).
Paarl.....	Kraaifontein Primary (additions).
Port Elizabeth.....	Newton Primary (additions).
Port Elizabeth.....	Paterson Coloured Secondary (additions).
Prieska.....	Stofkraal Primary (new building).
Prieska.....	Stofkraal Primary (teacher's residence).
Worcester.....	Bothas Halt Primary (new building).
Worcester.....	Worcester Boys' Primary (new building).

HOSTELS.

<i>Division.</i>	<i>School.</i>
Cape.....	Wynberg Girls' High (additions).
Stellenbosch.....	Boys' High, Industria (additions, etc.).
Van Rhynsdorp.....	Nieuwerust Indigent (additions, etc.).

GRANTS OF LAND FOR SCHOOL PURPOSES: 1932.

School Board.	School.	Area.			Donor.
		Mor-gen.	Rds.	Sq. Ft.	
Britstown....	Giesenskraal Primary.	1	—	—	Exchanged with Smartt Syndicate, Ltd.
Graaff-Reinet	Kendrew Primary....	1	277	12	The African Irrigated Land Co., Ltd.
Kakamas....	Kakamas High.....	2	—	21,352	Kakamas Labour Colony's Committee.
Knysna.....	Ruigte Vlei Primary..	1	—	—	Rolf F. Thesen.
Paarl.....	Klein Drakenstein Primary	1	108	95	B. Volks.
Tulbagh.....	Tulbagh Road Primary	2	—	—	P. J. and M. J. de Klerk.
Van Rhynsdorp	Vredendal Primary...	1	—	43,201	Isaac Barnett.

GRANTS OF LAND FOR SCHOOL PURPOSES, 1933.

School Board.	School.	Area.			Donor.
		Mor-gen.	Rds.	Sq. Ft.	
Albany....	Grahamstown Boys' High School	1	—	4,731	Municipality of Grahamstown.
Cape.....	Silo Primary Coloured School	1	—	—	J. F. Minicki.
Clanwilliam	Graafwater Primary School	1	—	47,660	Dutch Reformed Church.
Kimberley.	Transvaal Road Primary School	—	—	1,626	Kimberley City Council.
Kuruman..	Deben Primary School	2-3531	—	—	Dutch Reformed Church, Deben.
Piquetberg.	Elandsbaai and Rodeverlorenvlei Primary Schools	2	—	—	Daniel E. Smit.
Riversdale.	Riethuis Primary School	—	150	—	Dutch Reformed Church.
Worcester.	Boys' Primary School	1-3770	—	—	Town Council of Worcester.

PARLIAMENTARY GRANTS: 1932.

School Board.	School.	Morgen.	Rds.	Sq. Ft.
Bathurst.....	Port Alfred School Board Office	—	—	10,231
East London....	Umcantsi Primary.....	—	—	84,332
East London....	Gonubi Mouth Primary.....	—	—	81,647
George.....	Moeras River Primary.....	1	—	86,398
Kenhardt.....	Grootdrink Primary.....	3	—	—
Kenhardt.....	Karos Primary.....	3	—	38,890
Kuruman.....	Van Zyls Primary.....	2	—	—
Port Elizabeth..	Schoenmakerskop: School Site	1.9935	—	—
Port St. John...	Port St. John Primary.....	1	—	26,939
Van Rhynsdorp.	Thorn Bay Primary.....	—	—	12,600
Van Rhynsdorp.	Naastdrift Primary.....	1	—	43,200

PARLIAMENTARY GRANTS: 1933.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Stellenbosch.....	Sir Lowry Pass Primary....	2.0034	—	—

GRANTS UNDER SECTION 18 (b) OF ORDINANCE No. 13 OF 1927: 1932.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Alexandria.....	Bakanas Township: School site.....	1	—	—
Bredasdorp.....	L'Aghulhas Township: School site.....	—	—	78,148

GRANTS UNDER SECTION 18 (b) OF ORDINANCE No. 13 OF 1927: 1933.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Stellenbosch.....	Parel Valley Township: School site.....	—	—	81,742

CHAPTER VII.

COLOURED EDUCATION.

Coloured education has made considerable progress in several directions. At 30th September, 1931, there were 647 schools with a total enrolment of 79,018 pupils; at 30th September, 1933, the corresponding figures were 703 and 85,784, an increase of 56 schools and 6,766 pupils during the two-year period.

The position with regard to the teaching staff is also more satisfactory to-day than in 1931. Not only has the number of teachers increased from 1,968 to 2,118, but the number of uncertificated teachers has decreased from 240 to 186. This means that every certificated teacher who left the service in the last two years was replaced by a certificated teacher; that a certificated teacher was available for every additional post created, and that 54 uncertificated teachers were replaced by certificated teachers. In the two-year period the percentage of certificated teachers has thus increased from 87.8 to 91.2.

TRAINING OF TEACHERS.

This is undoubtedly a good sign; for the quality of the teaching in Coloured schools can improve only if the quality of the teachers improves. Unfortunately, the general standard of instruction in the primary school is not so satisfactory as it should be. Partly this is due to the fact that some of the teachers in Coloured schools have had no professional training of any kind or have failed to obtain any certificate of proficiency in teaching during their course of training. But the unsatisfactory nature of the training required for the lowest professional certificate is also a contributory cause. This professional certificate, viz., the Primary Lower Certificate, is obtained after a three-year course in a training school. The entrance requirement, however, is only Standard VI, which at the present stage of Coloured education can no longer be considered sufficient. This low entrance requirement has also meant that a fairly large percentage of pupils who proceed to training schools on the completion of Standard VI are eliminated in the course of the first year, because the sound foundation of a general education to serve as a basis for further instruction in the training institution has been lacking. The obvious solution of this difficulty would naturally be the raising of the level of the entrance requirement from Standard VI to Standard VIII, and it may well be asked why this necessary step has not yet been taken. The obvious reply would be that the situation was governed by supply and demand, which are

necessarily closely linked together. As long as the supply of Coloured teachers was insufficient for the demands of Coloured schools, the raising of the entrance requirement would only have served to aggravate the shortage of teachers. The position has now, however, improved to such an extent that not only is there no danger of a shortage, but a higher entrance standard will soon be the only way of avoiding a surplus of teachers. In these circumstances, I have decided to make the possession of the Junior Certificate compulsory for all entrants to the Primary Lower Course after 1935, and I feel convinced that the standard of the work in the primary school will improve as a result of this change. The name of the certificate and the salary attached to it will not be altered, but the Primary Higher Certificate will naturally entail a longer course of study and more advanced work. This change will also have the desired effect that more secondary schools will have to be established.

An alternative solution would have been to appoint more European teachers in Coloured schools. In our present position of a surplus of European teachers, this would have been possible. Only necessity, however, would have made me adopt this policy. I need not explain my reasons for this attitude. The truth is that the European teacher in general prefers to teach in a European school and accepts a position in a Coloured school only if he is forced to do so. The close proximity of the European and Coloured races to each other, coupled with the fact that they have grown used to each other, is not calculated to fill the former with the same missionary enthusiasm as actuates people from oversea who come to educate the Coloured people. Coloured people are grateful for what the Europeans have done and are still doing for them. At the same time they realize fully what still can and should be done. Rightly, too, they look forward to a time when there will be a sufficient number of efficiently trained Coloured teachers to fill all positions in Coloured schools. The task of uplifting the Coloured population still remains a momentous and difficult one. But the greater the number of properly educated and economically independent Coloured people there are to undertake the leadership in this work, the sooner and the more easily will progress be made. As things are to-day, the Coloured man is in dire need of the European's assistance. The most effective help is, however, always that which results in self-help. Judged from this point of view, it is to be regretted that European managers of schools sometimes show unwillingness to appoint Coloured teachers as principals. In a country where justice often is subordinated to colour prejudice and where the fact of colour prejudice is often confused with its right of existence, the situation undoubtedly becomes more acute if a Coloured man proves to be

the best applicant for the principalship of a school which already has European assistants on its staff. Several cases of this kind have already arisen under the Department. European teachers who apply in future for positions in Coloured schools should keep this fact in mind.

It is to be regretted that in our system of training for Coloured teachers it has not yet been possible to make provision for matriculated students. The Primary Higher Certificate is granted on the completion of two years' training after the Junior Certificate, but this course of training would be too elementary for matriculated students. Unfortunately the number of secondary students in Coloured schools has so far been too small. The training schools, it is true, make provision for Standards VII and VIII, but up to the end of 1933 there was only one high school in existence. At the beginning of this year (1934), three more high schools were started, so that Capetown, Claremont, Kimberley and Port Elizabeth each now has a high school with enrolments of 324, 157, 146 and 213, respectively. The number of Coloured graduate teachers for such schools is very small, which for the present will necessitate the further appointment of Europeans.

The total enrolment in the seven training schools is 1,045, of whom 718 are being trained for the Primary Lower and 327 for the Primary Higher Certificate. Up to the present, the Executive Committee has not seen its way clear to agree to the establishment of a training school under the Catholic Church. If we bear in mind that Coloured training institutions are under denominational control—there is only one inter-denominational training school—and that teachers have to be provided for the large number of pupils in Roman Catholic schools, this Church seems to have a just grievance.

This leads me to a discussion of the future policy of the Provincial Administration with regard to Coloured education.

CONTROL OF EDUCATION.

In the past, the Church school has been the rule, and the State school the exception. Whoever is acquainted with the development of Coloured education in our Province, knows to what extent its origin and progress must be ascribed to the missionary zeal of the different Churches. But in recent years protests have been raised everywhere against the existing system. There can be no question of transferring all existing Church schools to Provincial control; it would financially be impossible for the Province, in case of such a transfer, to repay the capital invested by the Churches in school buildings. The question is, however, whether the

development of Coloured education should be dependent on funds provided by the Churches. Since 1928 the Churches have received ample support from the Province, for in the Educational Ordinance of that year six per cent. interest was granted for all money spent on buildings. As a result of the financial stringency this interest grant was stopped during the last three years. At the present time this grant is again being paid, although in a modified form as regards the basis of calculation as well as the actual amount given.

But viewed from the mere economic point of view it seems doubtful wisdom to pay permanent interest on buildings that will never become Provincial property. At any rate, the question deserves serious consideration whether it would not be more profitable in every respect if the Administration itself in future provided the buildings, and all new schools for Coloured pupils were placed under School Boards. Existing Church schools will of course continue as long as they do satisfactory work; for far be it from me at this or at any other time to refer to the sacrifices made by the Churches on behalf of Coloured education in any but the highest terms of appreciation. Their spiritual and moral leadership was necessary in the past and will be necessary for a long time to come. The Coloured community has not yet reached the stage of education and development where it can manage its own affairs. A State system of Coloured schools for the future would not only financially ensure the sound development of education, but would at the same time enable the Churches, when they have been relieved of the financial burdens of schools, to devote all their energies to the spiritual and social uplift of the Coloured people.

CO-ORDINATING BOARDS.

The Co-ordinating Boards for Coloured Education, which were instituted in 1928 and which I discussed fairly fully in my last report, have received my further consideration since. Neither the School Boards nor the Coloured people themselves favour the idea that these boards should eventually develop into Coloured school boards. These boards have rendered good service, for which both the Department and the Coloured community owe them a debt of gratitude. But it is becoming increasingly evident that the system is not a success. The institution of a body of this kind, intermediary between the Department and the Churches in the one instance and the Department and the School Boards in the other, was in the long run bound to prove either superfluous or troublesome, according as too little or too much power was granted to it. I am therefore of opinion that these boards should be abolished as soon as their term of office expires. If the Administration should decide in the near future to establish schools under School Boards, wherever possible, the necessity for such co-ordinating boards would cease in any case.

COMPULSORY ATTENDANCE.

During the last few years the Department has received repeated requests from certain School Boards to make education compulsory for Coloured children in the same way as for Europeans. Theoretically there is no reason why this request should not be granted. Every child, irrespective of race or colour, is entitled to a minimum of education and the State should see to it not only that this minimum is brought within reach of its future citizens, but also that the necessary compulsion is applied so that these citizens, that is the State itself, are protected against the dangers of ignorance. The great stumbling-block, however, in the way of compulsory school attendance is the very fact that the system of Coloured education is practically wholly denominational. Financially, also, the matter is by no means simple. The enrolment in Coloured schools has in recent years increased to such an extent that the combined efforts of the Church and the State could not cope with it. Compulsion becomes necessary when parents *refuse* to send their children to school. But there is no proof that this is the case to-day. If we bear in mind that the State cannot, however much it may desire to do so, spend money which it cannot extract from the taxpayers, the increase in the enrolment as well as in the attendance of Coloured children in urban areas is highly satisfactory. If the money can be found, a strong case can certainly be made for an increased subsidy from the Union Government for Coloured education. The commission which is investigating the Provincial finances will before long publish its report, and the Minister of the Interior has placed in prospect the appointment of a commission to investigate the whole Coloured problem. In these circumstances, it would be wise for the Administration to leave this question of compulsory education for the Coloured people in abeyance until such time as there is more certainty regarding the future of Provincial finances.

COLOURED PUPILS IN EUROPEAN SCHOOLS.

A problem which is constantly causing me much concern is the presence, in schools for Europeans, of pupils who are not wholly of European descent. The Provincial ordinances governing the organisation of schools make provision for (1) schools for Europeans, (2) schools for non-Europeans. In all cases where a court of law has given a decision in cases of this kind, it has been accepted not only that, in the ordinances referred to, separate schools are meant, but also that *European* must be taken to mean of unmixed European birth or descent. The decision of the Chief Justice, Lord de Villiers, in the well-known Keimoes case, on which the Department in the past has based its policy in this matter, is in accord with this view. Whoever has to determine the degree of

colour in any particular instance, or still more to prove it, is confronted with insurmountable difficulties. School committees and parents take a much more serious view of their duties in this connection than apparently was intended by the Chief Justice; for in the decision referred to we read as follows:—

“ In no case is it the duty of a school committee to inquire into the descent of a child, if it is not obvious from the appearance of the child that he or she is of other than European descent. If any objection is made by the parents of other children to a child not obviously coloured the onus is on them to produce clear proof of the non-European element, and in the great majority of cases it would be impossible to produce such proof in regard to an ancestor of a remoter degree than that of grandparent.”

Of course, as a rule, no difficulty arises in the case of children who are obviously coloured and seek admission to a school for Europeans, although the possibility is not excluded that a 100 per cent. European child may be refused admission on the ground of colour. Colour in South Africa is often as misleading as names. If, therefore, the objection to a child who is not obviously coloured is raised at the time of his admission to school or immediately thereafter, the Committee and Board can in most cases settle matters. But it sometimes happens that pupils who have attended a particular school for years suddenly learn that they no longer are considered Europeans. An investigation would follow in order to find the necessary proofs of colour, even in the third and fourth generation; and should these proofs not be satisfactory from a legal point of view, the objecting parents will think nothing of removing their children from school and hindering the work of the Department in diverse ways. So much of my time as well as that of the Legal Advisers is taken up with cases of this kind that it seems to me desirable to have legislation which will furnish a sounder basis for the settlement of such cases.

MEDIUM OF INSTRUCTION.

Another necessary change in the training of Coloured teachers is related to the medium of instruction. The chapter in Ordinance No. 5 of 1921, which lays down the medium of instruction for European children, applies to schools for Europeans only. According to section 332 of this Ordinance the question of the medium of instruction in schools for non-Europeans is left to the discretion of the Superintendent-General of Education. In the past, this has in practice meant parental choice. But as the schools in the majority of cases were Church schools and the English-

speaking Churches were largely responsible for their management, the language of the Church also became the language of the school. This is easily understood, but it cannot be justified on educational grounds. Many schools under the management of Dutch Mission Churches followed the old practice of former years and used English as medium. The result of all this was that English had to be the medium of instruction in training schools, because the medium was English in the primary schools. *Vice versa*, the medium in the primary schools had to be English because it was English in the training schools—a vicious circle, therefore, which might continue in perpetuity. This is, however, most unfair to Afrikaans-speaking pupils, especially if it is borne in mind that the majority of them leave the primary school before reaching the final standard. Provision will therefore have to be made in future that, in all Coloured schools subsidised by the State, the general principle of mother-tongue instruction is applied. And this would entail corresponding modification of teacher training courses. In practice it will mean that some of the training institutions will have to develop into institutions in which the medium is predominantly Afrikaans, others in which the medium is predominantly English. In the nature of things it would be necessary to use the other medium also, although to a less extent. This can and ought also to be the practice in the primary school. With a view to securing a satisfactory standard of bilingualism it would be advisable to use both languages as medium, as long as care is exercised that the second language is introduced gradually and that the interests of the pupils always receive due consideration.

The Ordinance makes provision for this in schools for Europeans; and in consultation with the Circuit Inspector, it ought not to be difficult to solve the medium question in each school satisfactorily. The main consideration in such an arrangement would seem to me to be the educational as well as the economic needs of the individual pupils. In the near future, provision will also have to be made for a bilingual certificate for Coloured teachers, adapted of course to the stage of development attained by them at the time of the examination.

CHAPTER VIII.

NATIVE EDUCATION.

The period which this report covers has been a period of very severe stress and strain in the field of Native education. During these two years of depression, a substantial increase of over 14,000 pupils has taken place in enrolment—a fact which would normally be viewed as a most encouraging sign of progress. This increase has, however, been accompanied by a *decrease* in the teaching staff, and by a reduction of some £11,000 per annum in expenditure, involving, amongst other things the almost complete stoppage of grants for school furniture and equipment. The resultant condition of the schools affords little cause for satisfaction.

During a period of almost four years, the Department has been unable to open any new schools or to appoint any additional teachers in existing schools; under-staffing has become the rule rather than the exception; school furniture and equipment are now so seriously inadequate that thousands of children in the schools are unprovided even with seating accommodation; the payment of salary increments to Native teachers has been out of the question; and all schemes involving additional expenditure, however slight, for the improvement of the educational services provided for Natives have had to be shelved.

As has been pointed out in previous reports, this unfortunate condition of Native education cannot be regarded as a merely temporary setback. On the contrary, the present system of financing Native education is such as to offer no hope, even to the most optimistic, of any appreciable improvement in the future. The question of the reforms necessary in that system will no doubt be treated at some length in the report of the Provincial Finances Commission, and I need not therefore here elaborate my views—which were placed before the Commission last year—as to the directions which those reforms should take.

The report of the Native Economic Commission which appeared in 1932 is a document of great value and interest to all who directly and indirectly are concerned with Native affairs in the Union. That part of the report which deals specifically with the school education of Natives raises a number of fundamental issues and deserves the close consideration of those engaged in Native educational work.

The majority report of the Commission expresses strong dissatisfaction with the existing systems of Native education in the Union, and in particular levels a vigorous attack on (1) their general aim, (2) the content of the courses of instruction, and (3) their ineffectiveness in influencing Native life.

As to general aim, the Commission expresses the view that “the orientation of present education is wrong”, that it aims at producing educated Natives fit only for ‘white-collar’ jobs, that it “pays altogether insufficient attention to the social education of the Native masses”, and that “it inculcates the idea and proceeds on the assumption that the Native must rise on the shoulders of the White man and in a non-Native environment”. The correct aim, the Commission suggests, should be to transform the Native’s outlook on life so as to enable him to discard his present ideal of a good life, namely, the possession of ample food, beer and leisure, women to work for him, herds of cattle and the opportunity and means of sacrificing to his ancestral spirits; and to replace this low ideal by the higher ideal of a life of steady application and unremitting effort through which he may hope to attain the benefits of civilisation.

As to the content of courses, the Commission finds that the promoters of Native education have fallen into error through blindly applying the European model to Native schools. The three R’s are the foundation of European primary education, but for the tribal Native the Commission considers that there is a great deal which precedes the three R’s and that is far more important than the three R’s; and they suggest that the fundamentals of a proper course of education for Natives should be instruction in simple hygiene, in elementary agriculture and in the futility of a belief in spirits.

In referring to the ineffectiveness of Native education, the Commissioners point out that the average school life of Native pupils is very short, and that, as a result, the influence of the school on the individual Native is so slight as to be almost negligible. Emphasis is also laid on the view that the use of a foreign language as medium in Native schools is an important factor in rendering school education artificial and largely inoperative in influencing the Native outlook. On the question of medium, the educational authorities, the Commissioners suggest, have very unwisely given way to Native prejudice.

Finally, in regard to the financing of Native education the Commission indicates general approval of the principle laid down in an Act of the Union Parliament and applied to the Provinces since 1925, viz., that the cost of developing and extending the education of Natives should be met entirely from the proceeds of direct taxation of the Natives themselves.

With the views summarised above a minority of two members of the Commission was unable to agree; and in a minority report these members embodied opinions very much more appreciative of and sympathetic towards the efforts of the Provincial Education Departments.

In attempting to assess, as impartially as may be, the weight to be attached to the findings of the majority of the Commission, one is faced with the serious difficulty that in the report there is very little indication of the data on which those findings are based. In regard to general aim, for instance, it need hardly be said that the educational aims which the Commission alleges to be operative in our systems are certainly not the *avowed* aims of the Cape or any other Provincial Education Department. Nor does the Commission attempt to prove by actual figures either that the Education Departments unduly concentrate their efforts on trying to educate Natives for 'white collar' employment in a non-Native environment, or that a large majority of educated Natives do in fact obtain such employment. On the former point, indeed, statistics seem to point all the other way. In 1933, for example, 156,000 pupils were enrolled in Native schools in this Province; and of these 153,000 were in primary classes and only 3,000 in post-primary classes (1,900 in teacher-training schools, 600 in trade or industrial schools, 500 in secondary schools). It can hardly be seriously contended that a primary education—partial or even complete—qualifies a Native for 'white collar' employment in any environment, Native or non-Native. As to the small post-primary group, the student-teachers are being trained for employment in purely Native schools; the industrial school students are being trained with close attention, in the case of men, to the very limited need of and opportunities for skilled Native tradesmen in Native Reserves or large urban locations, and in the case of women to the actual domestic conditions of Native homes and the native woman's need of wider knowledge in matters of cookery housecraft and child welfare; while the secondary school students represent the select few, the economic position of whose parents enables them to aim at higher-grade teaching posts, at entry into the professions, or at employment as clerks in the service of such bodies as the Transkeian General Council. These considerations and the lack of any responsible evidence that Natives are in fact sweeping in substantial numbers into 'white collar' employment in European areas seem to me to show that the conclusions of the Commission on this question of aim are perhaps somewhat more picturesque than well-founded.

What, however, may be admitted is that the Native, as his education extends, becomes more and more alive to the fact that there are, economically, better things to aim at and hope for than the life of a small peasant-farmer, and quickly learns that in an economic system controlled by the White man the prizes of life in a material sense fall far more often to the head-worker than to the hand-worker. That, if opportunity offers, he tends, as a result, to seek a training which will

qualify him to join the ranks of the head-workers is hardly surprising; nor, considering the extreme lack of opportunity in tribal life for the individual to rise materially above his fellows, is this hankering after a less-restricted life essentially reprehensible. The remedy I would suggest for what may certainly become a dangerous phase of Native ambition seems to lie in increasing the opportunities available for skilled and educated Natives to secure attractive and useful employment amongst their own people. The creation of more openings for Natives as agricultural demonstrators, as medical aids and health workers, as nurses and in various branches of public service whether under the State (in Native administration) or under Native Councils, would go far to keep the Native of education and ability satisfied and at the same time in the closest touch with his own people, their problems and their needs.

The Commission's conclusions on the subject of the content of courses of instruction seem to me to suffer from a regrettable vagueness. Assuming, however, that the Commission's strictures on our present practice are to be taken to mean little more than that too little attention is devoted in the schools to hygiene, elementary agriculture and the breaking down of superstitious beliefs, and too much to merely bookish instruction, I would at once agree that there is some justice in the criticism. It may, however, be pointed out that elementary agriculture, hygiene and other "practical" subjects such as Native handwork, needlework and housecraft have for many years been included in the curriculum of our elementary schools; and if, as is undoubtedly true, these subjects do not receive as much or as thorough instruction as they should, this is to be ascribed not to the wrong-headedness of educational authorities, but rather to the fact that the funds required to make these subjects of real force and influence, have never been available. "Practical" education is notoriously expensive education. The cost of fencing land, of securing water supplies and of providing seed and implements (for the proper teaching of elementary agriculture), of providing and equipping housecraft rooms, and of supplying the staff and equipment required to allow of hygiene being made a vital matter in the *homes* of pupils and not merely a bookish school study—the cost of all these things is extremely high, far higher than that of providing merely academic elementary education. A great deal has actually been accomplished in the past twelve years, with practically no financial aid from the State, in providing instruction of a more practical nature in the elementary schools. Over 1,400 schools are, for instance, to-day provided with fenced school gardens, and over 60 are furnishing instruction to senior girls in housecraft. But, without much increased financial provision, there is, I would suggest, little hope of rapid and substantial progress in the directions indicated.

Literacy as a desirable end in itself for the mass of the Native people is not apparently regarded by the Commission as a matter of any great importance. This view is interesting; but it may be questioned whether any Native in the entire country could be found to subscribe to it.

With the views expressed by the Commission in regard to the short school-life of the Native pupil and the consequent comparative ineffectiveness of education in influencing the Native outlook, everyone acquainted with the facts is likely to agree. The question of securing improvement is, however, almost entirely a question of finance; for only the most incorrigible optimist could cherish any real hope of accomplishing by means of an expenditure on education of £600,000 per annum a rapid and marked change in the way of life of six million people of more or less primitive type. If the necessary buildings, and funds for a large increase in the teaching staff were available, it would be possible almost immediately to apply some form of compulsion in Native education, and to double, treble or quadruple the enrolment of Native pupils within a very few years. Intelligent Native opinion, too, would, I believe, be entirely favourable to some such policy.

It may, however, be doubted whether a policy aiming at the rapid and complete change of the Native's way of life, even if it were financially possible, would be a policy of wisdom. The adjustment which the Native is called upon to make in breaking away from primitive tribalism is one which, in my opinion, should be gradual and unhurried, for it involves great and fundamental changes in his attitude towards life.

On the vexed question of the medium of instruction in the Native school, the Commission expresses strong condemnation of what it finds to be the practice in our Native educational systems. That practice in the Cape is that during the first four years of a child's school life his instruction proceeds through his mother-tongue, an official language (which has been learnt as a subject from an early stage) being introduced as medium as rapidly as possible thereafter. The Commission in its report leaves one uncertain what variation in policy on this question would receive their approval; but one may venture to doubt whether all the factors in the language situation for Natives were fully appreciated by its members. The question is one of great intricacy and difficulty, a decision on which involves such considerations as the multiplicity of Bantu languages spoken in the Union, their almost complete lack of literature, the lack of a terminology for numerous concepts in many branches even of elementary knowledge, the absence of any Bantu *lingua*

franca, and the existence of two official European languages, some knowledge of both of which the Native is anxious for economic reasons to acquire.

In concluding this survey, I desire to express my conviction that there is to-day a great need of fuller investigation of the problems of Native education in the Union, of the collection of reliable data on the trends and results of our educational efforts in the past and of a pooling of the experience of the various Provincial authorities charged with the control of Native education. Of divergent "opinions", "impressions", "views" on these problems there are enough and more than enough; but of established facts on which reasoned and well-thought-out policies for the future may be based there is a singular lack. A Union-wide survey of all the questions involved—economic, linguistic, financial—by the best brains available in the country is required as the basis on which to build, not a five-year, but a fifty-year plan for the future.

CHAPTER IX.

FINANCE.

The following statement shows the expenditure upon educational services during the financial year ended 31st March, 1933, as compared with the expenditure for the year ended 31st March, 1932; and, in order to show the growth of expenditure over the four-year period during which I have been in the Department, the figures for the year ended 31st March, 1929, are also given:—

	1932-33.			1931-32.			1928-29.		
	£	s.	d.	£	s.	d.	£	s.	d.
A. Administration....	20,073	16	8	21,020	12	7	20,779	2	1
B. School Boards and School Committees	50,735	7	4	54,025	8	1	53,282	13	1
C. School Inspection.	32,838	15	0	37,271	2	1	38,265	3	0
D. Medical Inspection	8,886	14	3	8,595	2	1	8,035	0	3
<i>European Education.</i>									
E. Training of Teachers	45,471	7	0	51,448	4	1	66,941	1	2
F. Secondary Education	165,577	14	0	158,976	12	4	123,623	5	4
G. Primary Education	1,218,584	6	4	1,262,086	14	3	1,161,219	18	7
H. Combined Primary and Secondary Education.....	828,538	13	2	865,072	9	4	884,143	14	2
J. Coloured Education.	374,586	14	4	377,803	17	10	256,773	5	2
K. Native Education..	348,182	9	8	357,644	13	2	335,213	6	3
L. General.....	124,421	2	7	121,423	10	4	107,124	12	5
M. Minor Works.....	3,817	16	9	5,557	5	4	6,218	3	11
TOTAL.....	3,221,714	17	1	3,320,925	11	6	3,061,619	5	5
Decrease 1932-33 compared with 1931-32.	£99,210	14	5						
Increase 1932-33 over 1928-29.....	£160,095	11	8						

It should be noted, however, that during the year 1932-33 the temporary deductions which the Provincial Council found it necessary to make from the salaries of teachers and other officials paid out of the Education vote, and the temporary deductions from the salaries of the head office staff imposed by Parliament, were in operation. The amount represented by such deductions, viz.: £152,498, must be added to the expenditure before a true comparison with the other years can be made. The gross expenditure for 1932-33 may, therefore, be taken as £3,374,213, representing an increase over 1931-32 of £53,287 and over 1928-29 of £312,594. Interest and redemption charges on school building loans are not included in any of these figures.

During 1932-33 there were considerable reductions in many heads of expenditure compared with the previous year, the most notable being those relating to school hostels, equipment, primary bursaries, and repairs and renovations. Such

reductions amounted to about £38,000 and were forced upon the Department by the economic depression. The savings thus effected were, however, more than off-set by an increase of about £94,000 in the teachers' salary votes, caused mainly by statutory commitments in respect of increments and furlough to teachers in European schools, and partly by some much needed expansion in Coloured education.

The real growth in expenditure of £312,594 per annum since 1928-29 is accounted for mainly as follows:—

	<i>European Schools.</i>		<i>Increases.</i>	<i>Decreases.</i>
	£		£	£
Training of Teachers.....	—		—	19,200
Teachers' and caretakers' salaries other than in training institutions.....	212,800		—	—
Secondary boarding bursaries.....	8,800		—	—
Equipment and books.....	—		—	20,000
Repairs, renovations, etc.....	—		—	15,200
Hostels.....	—		—	25,000
<i>Coloured Schools.</i>				
Training of Teachers.....	5,800		—	—
Teachers' and caretakers' salaries other than in training institutions.....	120,000		—	—
Equipment and books.....	1,600		—	—
Bursaries (Secondary).....	1,400		—	—
Rent, etc.....	4,500		—	—
Repairs, etc.....	2,600		—	—
<i>General.</i>				
Examination expenses.....	3,200		—	—
Contributions to Pension Funds.....	30,000		—	—
Student-teachers' Loan Fund.....	2,000		—	—
Printing, stationery, etc.....	—		—	2,900
TOTALS.....	£392,700		£82,300	
NET INCREASE.....			£310,400	

It will be observed that the services in connection with which the growth of expenditure in 1932-33 as compared with 1928-29 are most striking are the salaries of teachers and contributions to teachers' pension funds, the growth under these heads being no less a sum than £362,800. Teachers' salaries in European schools account for £212,800, and in Coloured schools for £120,000. The factors which have been responsible for these increases are the following:—

	<i>European.</i>	<i>Coloured.</i>
	£	£
Teachers' salary increments, etc.....	146,181	20,755
Regrading of schools.....	11,638	2,080
Furlough to teachers.....	24,626	316
Additional schools and teachers.....	32,129	42,877
New salary scale in 1931.....	—	52,687
Sick leave.....	—	362
	£214,574	£119,077
Less Saving on sick leave.....	6,916	—
	£207,658	£119,077

The difference between these totals and the figures quoted above is probably accounted for by increased payments for caretakers' and cleaners' services, of which I have no record in my office.

A noteworthy feature of the above statement is that the portion of the salary vote representing growth of educational services through the establishment of new schools and the appointment of additional teachers accounts for only £32,129 in the European sphere, and for only £42,877 in the Coloured sphere. With this relatively small increased annual expenditure on the salaries of teachers, 10,600 more European children and 16,300 more Coloured children were under instruction in 1932 than in 1928; and I may be allowed to emphasize that the revenue side of the Administration's account has benefited from these additional pupils to the extent of £219,013 (European: £141,281, and Coloured: £77,732), through increased subsidy received from the Union Government, calculated on the average attendances for the years in question, exclusive of student-teachers. That such a large number of additional children have been brought into the schools at such a small cost to the salary vote reflects, I think, efficient administration of this side of the Department's activities; and there have also been substantial savings on expenditure upon equipment and repairs, when an appreciable increase could have been expected.

The somewhat heavy increase in expenditure upon furlough to European teachers was necessitated by the provisions of Ordinance No. 17 of 1930, which conferred upon teachers a right to furlough under certain conditions, whereas previously the granting of furlough was permissive on the part of the Administration. A sudden rise in expenditure upon this service was to be expected in the early stages of the operation of the Ordinance, as much leeway had to be made up.

From 1928 to 1932 many measures were passed by the Provincial Council which necessitated increased expenditure upon educational services; and it will not be out of place to recapitulate these here. They are as follows:—

Ordinance No. 25 of 1928.—Aid for new buildings for non-European pupils was raised (permissively) from 5 per cent. to 6 per cent. of the cost of erection or purchase.

Grants were introduced for repairs to old school buildings for Coloured pupils, on the basis of two per cent. of the Provincial valuation.

Fees for indigent secondary pupils in Coloured schools were remitted on the same basis as for European pupils.

Ordinance No. 28 of 1929.—Managers of non-European schools were granted an allowance at the rate of 7s. 6d. per school per annum.

Ordinance No. 17 of 1930.—Free education was extended to the age of fifteen, irrespective of the standard reached.

An improved scale of salaries was introduced for teachers in Coloured schools, as from 1st January, 1931. It should be noted, however, that the additional expenditure of £52,000 per annum thus caused is partly offset by a saving of some £17,000 per annum in Good Service Allowance, which was simultaneously abolished.

The granting of furlough to European teachers was made obligatory instead of permissive.

Boarding bursaries were introduced for student-teachers and secondary pupils in Coloured schools.

Travelling allowances for vacation purposes were introduced for teachers in outlying areas under school boards.

Ordinance No. 9 of 1931.—A higher contribution by the Provincial Administration to the Teachers' Pension Fund was provided for.

On the other hand, many legislative measures leading to a reduction of expenditure have been passed, viz.:—

Ordinance No. 25 of 1928.—Allowances to members of school boards for attending meetings were reduced.

Salaries of European teachers in Native Training and Practising schools appointed after 31st December, 1928, were reduced.

Boarding bursaries for European pupils in Standards IX and X were reduced from £25 to £20.

Ordinance No. 17 of 1930.—Study grants to Coloured student-teachers were replaced by loans.

Ordinance No. 26 of 1931.—A temporary reduction was made from the salaries of European and Coloured teachers and certain other Provincial servants, from 1st January, 1932.

Ordinance No. 3 of 1932.—A further restriction was imposed on allowances to school-board members for attending meetings.

Grants to boarders in indigent boarding-houses were temporarily reduced by ten per cent.

In times of economic stress such as those through which we have recently been passing, it is natural that economy and the restriction of expenditure should be the order of the

day. There is a limit, however, beyond which it is not possible to go, and by the end of 1933 we had reached this limit in such matters as the raising of the staffing quota and the denial of necessary equipment to schools. Fortunately there are signs that the clouds of depression are lifting. At the moment that I write these signs are so reassuring that I am happy to look forward to a return to normal times and therefore to a more efficient administration of educational matters in the Province.

In this section of my report there has been an absence of any reference to expenditure on Native education. With the exception of a sum of about £14,000 for administration and inspection charges, the financing of this service is borne by the Native Development Account and a block grant from the Union Government; and, owing to the inability of the Native Development Account to make any appreciable additional grants, the expansion of educational facilities in Native centres has been almost entirely neglected. If proper attention is to be given to this important branch of educational activities, a different system of finance will be necessary. Whether Union control of Native education will necessarily ensure more money for it, as the Native Affairs Commission seems to think, is difficult to say. To me, at any rate, it seems desirable that the existing system of financing Native education should be replaced by another which will more effectively keep pace with the reasonable demands of the times.

REPORT OF THE CHIEF INSPECTOR FOR NATIVE EDUCATION.—MR. G. H. WELSH, B.A.

1. For the fourth year in succession, a complete absence of any development in the sphere of Native education falls to be recorded. It is unnecessary for me to recapitulate here the sad tale of the gradual breakdown in the system of financing Native education from the Native Development Fund, of the stoppage of all development in and after 1930, and of the imposition of "cuts" in expenditure from 1932. *De mortuis* (or at least *morituris*) *nil nisi bonum*. A gloomy satisfaction may perhaps be derived from the consideration that the Development Fund is now so irretrievably ruined that some change in the system of financing Native education has become inevitable and cannot much longer be delayed. In this connection, the report of the Provincial Finances Commission, which during the year took full evidence on the question of Native education, its control, extent and finance, is being awaited with lively interest. That report, when it is available, may, it is hoped, lead to action which will inaugurate a new era of advance, both quantitative and qualitative, in Native education.

2. SUPPLY OF SCHOOLS.

The number and classification of Native schools drawing aid during the third quarter of 1933 and the corresponding totals for 1932 are given in the following table:—

	Tr.	Sec.	Indus.	Part-time.	Miss. (Prov. Instr. up to Std. VI).	Miss. (Other).	Totals.
1933...	14	7	16	3	159	1,525	1,724
1932...	14	7	16	3	158	1,525	1,723

3. NUMBER OF PUPILS.

(a) *Enrolment*.—The average number of pupils enrolled in Native schools aided by the Department during the third quarter of 1933 with the corresponding totals for 1932 is as follows:—

	Tr.	Sec.	Indus.	Part-time.	Miss. (Prov. Instr. up to Std. VI).	Miss. (Other).	Totals.
1933...	1,861	457	629	115	33,553	119,776	156,391
1932...	1,819	464	591	85	31,975	114,439	148,373

The total increase in enrolment was therefore 8,018. During the last two years, enrolment has increased by 14,000 pupils without any addition being made to the teaching staff.

(b) *Attendance*.—The average attendance during the same quarter represented 82·5 per cent. of the average enrolment, a considerable improvement on the percentage for the previous year.

4. TEACHERS.

The total number of teachers employed in Native schools during the fourth quarter of 1933 was 3,648, of whom 139 were European and 3,509 were non-European; 92·3 per cent. of these teachers are fully certificated, an increase of ·7 per cent. on the figures for 1932.

The "cuts" imposed in European teachers' salaries in January, 1932, are to be restored at the beginning of 1934. It is also hoped that the "cuts" in Native Teachers' salaries which came into effect in July, 1932, will be restored during the financial year 1934-35.

5. DEPARTMENTAL EXAMINATION STATISTICS.

The following figures show the measure of success attained in 1933 by Native students from secondary schools and teacher-training centres in the Province:—

(a) *Secondary School Examinations.*

	Candidates.	Successes.	Percentage of Successes.
Junior Certificate.....	159	125	78
*Senior Certificate.....	19	14	84

* Including the supplementary examination.

In regard to the Senior Certificate, it is to be noted that the majority of Native students who proceed to the end of the secondary school course are enrolled at the South African Native College, Fort Hare, where in 1933 thirty-two candidates succeeded in passing the Matriculation or an equivalent examination.

The figures given above reflect credit on the abilities of the students and also on the efficiency of the teaching staff.

(b) *Native Teachers' Examinations.*

	Candidates.	Successes.	Percentage of Successes.
N.P.H. I.....	765	488	64
N.P.L. III.....	552	382	69
N.P.H. I.....	21	17	81
N.P.H. II.....	45	31	69

6. CONDITIONS IN THE PRIMARY SCHOOLS.

From the reports of Circuit Inspectors, some idea may be gained of the severe conditions under which teachers are carrying out their duties, and also of the courage and ability with which in many schools these difficulties are being met. Thus Inspector Houghton (Peddie, Victoria East, Fort Beaufort circuit) remarks:—"One cannot but admire the courage and inventiveness with which many teachers are overcoming difficulties that would dismay most ordinary people—lack of equipment, lack of suitable accommodation, lack of furniture, lack of books and slates, irregularity of attendance and unfavourable home conditions of the pupils."

Inspector Ross (Umtata, Idutywa, Mqanduli, Elliotdale circuit) writes:—"Many teachers are working under conditions which must be seen and experienced to be realized."

Inspector Bowden (Matatiele, Mount Fletcher, Qumbu circuit) reports that:—"Overcrowding, understaffing, want of suitable equipment and lack of school requisites continue to hamper efficiency. The teachers on the whole are, however, making praiseworthy efforts to maintain a satisfactory standard of attainment."

Inspector Thurlbeck (Tsolo, Libode, Port St. John, Ngqeleni, Lusikisiki circuit) also remarks on "the very grave position that has arisen owing to understaffing and lack of equipment."

The manner in which many Native communities have come to the assistance of their schools in the matter of staffing is recorded with cordial appreciation by a number of the Inspectors.

Inspector Siddle (Uitenhage, Somerset East circuit) states:—"Tribute must be paid to the grit and courage displayed by the Native parents in their struggle to secure schooling for their children. At several centres assistant teachers have been provided, their salaries being paid from local contributions."

Inspector Pope (Butterworth, Willowvale, Kentani circuit) reports that "at each of seven schools an extra teacher is being paid from local contributions."

Inspector Hofmeyr comments on the same pleasing signs of public spirit shown at a number of schools in his circuit (Mount Currie, Mount Ayliff, Bizana, Umzimkulu).

Inspector Thurlbeck likewise expresses appreciation of the fact that "many communities are supporting assistant teachers out of their poverty and at a time when many Natives are living below the subsistence level."

The picture which these reports call up is one which cannot but rouse the sympathy of even the most hard-hearted for the Native parent in his efforts to secure schooling for his children.

7. THE REVISED COURSE OF TRAINING FOR THE NATIVE TEACHERS' PRIMARY LOWER CERTIFICATE.

This revised course has now been put into final form and comes into force (for First Year students) at the beginning of 1934. The course provides a number of interesting innovations which may be briefly touched upon:—

(a) The external examination of students by means of written or practical tests is to be limited. External tests will be given in: one official language, a Native language, arithmetic, theory and methods of teaching and school organization, and in class teaching. In all other subjects, external tests are to be abandoned.

The object of this innovation is to enable the various training centres to adapt syllabuses in such subjects as nature-study, elementary agriculture, geography, and manual training to the conditions in the areas which they serve; and also to allow scope for that spirit of experiment in the courses followed, which an external examination on a rigid syllabus almost inevitably destroys.

(b) Provision is made in the list of elective subjects for the inclusion in the course of a second official language.

This innovation is essentially a compromise and will allow each training centre to decide for itself whether the inclusion in the course of a third language (in addition to the one official language and one Native language which have always been compulsory) is necessary or desirable in the area it serves. It is of interest to note that at some of the larger centres instruction will now be provided for students in English, Afrikaans, Xosa, Suto and Chwana. There is little doubt that in many areas a strong demand will be made by Native parents and students for instruction in Afrikaans. The danger of overloading the curriculum by the inclusion of a new additional subject has been avoided by the Department's insisting that where a second official language is taken it shall be in place of one of the other ordinary school subjects (history, geography, nature-study) included in the elective list.

Amongst other minor innovations in the new course may be mentioned the requirement that all students on entrance to a training school shall furnish a medical certificate of fitness; and that, to obtain a teaching certificate, students must secure a pass in a Native language as well as in other compulsory subjects of the course. The effect of the latter requirement will, it is hoped, be to secure a gradual improvement in the quality of the instruction provided in Native languages.

8. EXAMINATION OF STANDARD VI PUPILS.

In the past it has not been the practice of the Department to undertake a formal uniform examination of all pupils at the end of their primary school education, the tests set and the decision as to the success or failure of pupils having been left to the discretion of the individual Circuit Inspectors.

One of the results of this system was that successful Standard VI students on admission to post-primary courses were found to vary very considerably in their attainments. In 1933, for the first time, the Department arranged for uniform tests to be applied in the main subjects at the Standard VI stage, and for an approximately equal standard of attainment to be required throughout the Province. 2,652 candidates were entered for the examination, of whom 61 per cent. secured a pass. On the whole, the new system of examination seems likely to be an improvement.

9. XOSA ORTHOGRAPHY.

The long controversy on this question which has gone on for some five or six years past has now, so far as the Department is concerned, been brought to an end; and a decision has been announced in regard to the adoption of a revised system of Xosa orthography in the near future. The Department allowed ample time for consideration of the changes proposed; gave full attention to all representations on the questions which were submitted by missionaries, teachers, Native leaders and others; and was eventually satisfied that the proposed changes constitute a very substantial improvement on the existing system and will simplify the task of the Native child first learning to read and write his own language. The new orthography has therefore received the Department's official approval, and is to be made permissive in all Departmental examinations in 1935-36 and compulsory in 1937 and thereafter. Further, Xosa books for use in Native schools will be required to be in the new orthography in and after 1937.

It is hoped that teachers and all others concerned will fully acquaint themselves with the details of the changes proposed, and that even the "die-hards" who have throughout the past few years strenuously opposed most, if not all, of the suggested changes will loyally accept the Department's decision, and endeavour to bring the new system into operation in the schools with a minimum of difficulty for their pupils.

10. MANAGEMENT OF SCHOOLS.

Reference has been made in my reports of recent years to various questions which arise in connection with the management of Native mission schools. Three questions, namely, the relationship between managers and the Native communities, the relationship between managers and the teachers employed, and the efficiency with which managerial duties are conducted seem to me to deserve further comment.

On the first of these points, representations are now frequently made to the Department, or to individual field officers, on behalf of the Native people that they should be allowed some say in the control of their schools. The objective generally aimed at is that the control of schools should be placed in the hands of a committee elected by parents with the present mission manager as chairman. The main

argument in favour of this arrangement which is usually put forward is that the schools are really the property of the people, as the great majority of them have been erected from funds subscribed locally, and that the parents of children in attendance should therefore be allowed some say in the conduct and control of their schools. There is definite provision in existing Provincial Ordinances for the creation of a school committee to manage any school or group of schools, but, as the law stands, no such committee can be created except at the request of the manager. Experience has shown that no church body in the Province is at present prepared to take the necessary steps for the establishment of school committees for even the most central and developed of its schools. This attitude is, in my opinion, unfortunate and is leading to an increasing spirit of opposition amongst the more intelligent Natives to the whole denominational system of Native education.

The relationship between managers, particularly Native managers, and the teachers employed in the schools they control are unfortunately not always friendly or pleasant, and instances of violent friction are distressingly frequent. Without attempting to allocate the blame for this regrettable state of affairs, I would venture to suggest that the troubles of many managers would be substantially reduced if they were prepared to share with others the responsibilities which rest upon them. On the part of a number of teachers also there is clear evidence of a suspicious spirit which does not make for educational progress and of resentment at the exercise of even perfectly legitimate authority by the recognized managers.

In regard to the efficiency with which managerial duties are conducted, my administrative experience of the work of the Department compels me to express the view that a considerable proportion of managers of schools in this Province—almost exclusively Native managers—carry out their duties in a manner so careless, unbusinesslike and inefficient as to cause serious harm to the schools which are under their control. In particular, in regard to the provision of books and other school requisites from the Provincial Requisite Store, it is found that many managers seem to be altogether unable or unwilling to carry out their duties with the necessary care and accuracy, allow their schools to accumulate debt to the Store until further supplies are refused them, and generally permit their business relations with the Store to fall into a state of complete chaos. The question is one of such importance that it is proposed to place it before the Advisory Board for Native Education for discussion at its next meeting. Some action by the churches and by the Department seems to be necessary to ensure—

- (a) that men nominated as managers shall have attained a satisfactory standard of education;
- (b) that they are men specially recommended as likely to command the respect and confidence of teachers and parents;

- (c) that they shall be given reasonable facilities for acquainting themselves with the details of the duties they are to be called upon as managers to perform, and to obtain guidance from Departmental officers or from experienced colleagues in businesslike methods of carrying out their duties;
- (d) that proper records, particularly of all financial transactions, are kept by every manager in accordance with a definite system; and
- (e) that, when any manager is transferred by the church authorities from one station to another, he should be required to hand over all books and records in proper order to his successor.

It need hardly be added that the criticisms offered above apply only to a minority of managers, and that I fully and cordially appreciate the devoted and efficient service to the schools, which is rendered without cost to the Province, by the majority of school managers. The minority is, however, of such proportions as to constitute a very definite problem both for the Department and for the mission churches concerned.

11. ADVISORY BOARD FOR NATIVE EDUCATION.

The annual meeting of this Board took place at East London in July, 1933. Amongst the more important subjects which were discussed and on which the Board expressed its views were the need of establishing a "Jeanes teacher" training centre in the Province, the system of Government-aid for Native secondary schools, the orthography of Xosa and the procedure in regard to the discipline of teachers. A delegation from the Board subsequently assisted in the preparation of a memorandum on the general question of the finance and control of Native education, for presentation to the Provincial Finances Commission. This memorandum is noteworthy for its clear and concise statement of the facts and for its reasonable and clear recommendations for the future, and will no doubt be of much value to the Commission in elucidating the many complicated issues involved. The work of the Advisory Board continues to be much appreciated by the Department.

I cannot conclude this report without referring once again to the extremely disheartening effect of the constant deferring of hope in the matter of provision of reasonably adequate funds for Native education. Towards the end of 1933, numerous schemes for development and improvement of the Native educational service were under the Department's consideration, amongst these being the provision of bursaries for Native students in urban areas desirous of proceeding to post-primary courses of education; the establishment of a "Jeanes teacher" training school in the Transkei; the provision of rent grants for Native school buildings, particularly in urban areas; and the improvement of teachers' salaries. All these schemes have, it has since been learned, come to

nothing, owing to the parlous condition of the Native Development Account and the consequent inability of the Department to secure any additional funds. It is earnestly to be hoped that the year 1934 will prove to be the last of that series of "starvation" years in Native education which began in 1930.

REPORT OF MEDICAL INSPECTORS FOR 1933.

DR. H. MAUGHAN BROWN, M.D., CH.B., D.P.H., AND
DR. ELSIE M. CHUBB, B.A., M.D., B.S., D.P.H.

The following summary gives a brief indication of the amount of work done by the medical inspection branch of the Department. Fuller details are given in statistical form at end of this report:—

<i>Children Medically Examined.</i>	<i>European.</i>	<i>Non-European.</i>
Routine entrant and adolescent groups.....	16,753	610
Specially selected children.....	7,279	530
Re-examination.....	2,967	74
Children examined for special investigation.....	235	—
	<u>27,234</u>	<u>1,214</u>
Number of children examined by medical inspectors.....		28,448
Number of children examined by school nurses apart from medical inspection.....		20,720
TOTAL.....		<u>49,168</u>

During the year 415 European and 18 non-European schools were visited for medical inspection. In addition to this the school nurses visited 409 European and 99 non-European schools. Visits were also paid to 12 Training Colleges and schools and 54 Indigent Boarding-houses.

The medical inspectors gave 33 lectures and the nurses 315 lectures and in addition 494 visits were paid to homes in connection with "following up" work.

The drop in the figures shown in the school nurses' work is due to the fact that two of the nurses were absent for six months each on furlough while other nurses were unable to work full time owing to illness.

MEDICAL TREATMENT.

During the past year 5,980 European children who had on the occasion of the previous medical inspection been advised to get medical treatment were followed up by the school nurses, and others. Of this number 2,967 were personally re-examined by the medical inspectors; 3,947 of the total were found to have received treatment. This represents 66 per cent. of the total, compared with 63 per cent. last year. A somewhat similar percentage has been found every year during the past ten years, and it seems quite clear that if any improvement is to be brought about it can only be by the provision of increased facilities for treatment.

The cost of medical and dental treatment for their children is too great for many parents to meet. The children suffer because of these defects. The State suffers too in that less healthy citizens are growing up. Besides, some of the cost of education is wasted where children owing to these defects are

not able to make the necessary progress in school work. This matter cannot be left entirely to private and charitable enterprise. The State itself should provide greater facilities or make grants for this purpose.

At the present time, short of subsidising a few welfare societies, little is done by the Administration to meet this need. It is true that at Cape Town the Administration has voted a sum of £830 for the purpose of paying for medical treatment of school children at school clinics run under the control of the Municipality during the past year, and within recent months has voted a sum of £225 to pay for a scheme for dental treatment of school children at Port Elizabeth, but this is not enough. It does not even meet the needs in these two places.

At Cape Town the work done during the year ended 30th June, 1933, is shown by the following figures and facts taken from the report of the Medical Officer of Health:—

<i>General School Clinics.</i>	<i>European.</i>	<i>Non-European.</i>	<i>Total.</i>
New cases.....	1,320	852	2,172
Total attendances.....	4,339	2,577	6,916
Medical sessions held.....	—	—	136
<i>Ophthalmic Clinic.</i>			
New cases.....	363	188	551
Total attendances.....	617	284	901
Medical sessions held.....	—	—	41
<i>Children fitted with Spectacles.</i>			
Full paying.....	66	28	94
Part paying.....	20	16	36
Free.....	68	37	105

The attendances have not been confined to children from the Cape Town municipal area, a considerable number having come in from outside. This has been particularly the case in regard to the ophthalmic clinic to which many children came by appointment from schools outside Cape Town, in some cases a great distance away.

Children needing other specialist attention, particularly nose, ear and throat cases, have been dealt with by reference to the hospital out-patient departments.

Admission to convalescent homes has been obtained for a number of children suffering from under-nourishment and debility. No provision is made for dental treatment at this school clinic. In Cape Town dental treatment for school children is given at dental clinics run by the Cape Hospital Board at the Free Dispensary. These clinics have done very valuable work but they are unable to cope with the need in this large area. If the Administration would subsidise the Cape Hospital Board for this special purpose in order to extend the work done there it would help very materially to meet a crying need, and would probably at the present time be the most satisfactory way of solving the problem of the dental treatment of necessitous children in Cape Town at the least cost.

HEARING SURVEY, CAPE TOWN.

During the year, under the auspices of the National Council for the Deaf, a large number of schools were visited for the purpose of testing the hearing of the scholars by means of the 4A Audiometer. This is an instrument in appearance somewhat like a portable gramophone which makes it possible to test the degree of hearing of 40 children at a time. Each ear is tested separately. The test consists in writing out a series of numbers which are spoken by a male and a female voice in order to include both low and high tones, and the intensity of the sound gradually diminishes until no further sounds can be distinguished. The test forms are compared with a key and this indicates at once those children whose hearing fails to come up to a certain standard. The test was given to about 6,600 children in some of the primary schools in Cape Town excluding those in the sub-standards and Standard I. Of this number about 120 were found to have impaired hearing in both ears which might well interfere with their work. All these children were tested individually by one of the medical inspectors and 45 of them were selected for further and more detailed examination by an aural surgeon. The result of this selection was that 15 children were considered to be so deaf that education in a special class was necessary.

SPECIAL CLASSES.

One of the difficulties of education is the problem of how to deal with the child who fails to pass his standard and repeats his classes time after time. Many of these children are suffering from physical disabilities which cause them to fail time and again. Some of these can be put right and better facilities for medical treatment will improve matters. Some of these troubles, though, are not amendable to medical treatment, but could be alleviated by changed methods of teaching. For this purpose small classes are needed with specially trained teachers to give the necessary individual attention and expert knowledge in order to bring out the latent possibilities in these handicapped children.

Little has been done hitherto in this Province in providing such special classes. There have been a few for mentally retarded children, but these are inadequate to meet the needs.

This year a new departure has been made, arising out of the hearing survey carried out in some of the Cape Town schools. A group of children were found to be too deaf to get on in their school work. A class for the hard-of-hearing was established at the Mowbray primary school with about a dozen pupils at the beginning of August. The teacher of this class—Miss Gilchrist—who had had special training for work with such children writes as follows:—

“The most noticeable thing about the children enrolled in the partially deaf class was their dull apathetic appearance. They were all below the standards for their respective ages and were accustomed to being treated as the stupid members of the class.

It is difficult to describe the psychological effects of the transference of those children into a special class where they are treated as normal scholars and not as backward members of a group. Their transition into bright and animated children was very swift. When they had one or two lessons in lip-reading and realised what lip-reading meant they were delighted. Many of them came to the class unwillingly, chiefly owing to parental objections, but when they realised that lip-reading was something *more* than normal children could achieve they began to feel *superior* to normal children, not inferior to them as they usually did.

Hitherto these children had moved in a world of half-sounds and paid very little attention to the spoken word. This is understandable. The effort of trying to hear had been too strenuous and they had lapsed into the habit of paying very little attention to sounds unless compelled to do so.

It isn't only lack of hearing which handicaps the partially deaf but misinterpretation of sound as well. They are so accustomed to being unable to understand much of what is said that they accept absurdities readily.

The class takes a keen delight in having stories read aloud to them. It is probably the first time they have been able to follow a story told verbally. They are developing an appreciation of literature which will be of great assistance in developing their understanding of language which is very retarded.

The change in the appearance and demeanour of these children after two terms' work was most encouraging. Where previously they had been apathetic and uninterested, now they showed alertness and keenness with bright and happy faces. Most of the children passed their standard at the end of the year. The parents of these children were delighted with the progress made and expressed their great satisfaction with the change when they came up to attend the medical inspection of their children.

A class for the partially sighted is also needed. At the present time steps are being taken to select children suitable for such a class.

The crippled children at the Lady Michaelis Home receive such instruction as they can get in their handicapped condition. Special facilities are also needed to give attention to stammerers. In this case all that is needed is for the stammerer to attend a special class for one or two mornings a week, otherwise remaining in his own school.

Instruction in lip-reading for those who are permanently deaf and yet not bad enough to be drafted to a special class is a further extension of this specialised type of education which would lessen some of the difficulties under which deaf people labour throughout their lives. Such instruction is practically impossible to obtain privately, owing to the cost of private tuition and the lack of teachers. It might well be attached to a school with evening classes.

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARY.

(FOR YEAR ENDED 30TH SEPTEMBER, 1933.)

EUROPEAN SCHOOLS.

NUMBER OF EUROPEAN SCHOOLS VISITED DURING YEAR: 415.

	ROUTINE EXAMINATIONS.						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		TOTAL.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	4,806	4,028	4,643	3,276	9,449	7,304	3,624	3,655	7,279
Number defective.....	1,631	1,469	1,487	1,293	3,118	2,762	1,498	1,591	3,089
Number of defective children recommended for treatment.....	939	1,041	950	979	1,889	2,020	967	1,106	2,073
Number of directions to teachers.....	1,355	533	1,323	700	2,678	1,233	915	1,043	1,958
Number of parents (or guardians) present	2,059	492	1,968	655	4,027	1,147	1,340	1,410	2,750
Number of verminous children.....	59	10	432	89	491	99	56	273	329
Number of children vaccinated.....	3,422	3,435	3,307	2,803	6,729	6,238	2,894	2,941	5,835

MEDICAL INSPECTION STATISTICS—(continued).

ANNUAL SUMMARY—(continued).

(FOR YEAR ENDED 30TH SEPTEMBER, 1933)—(continued).

EUROPEAN SCHOOLS—(continued).

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Analysis of Defects:												
Malnutrition.....	222	49	152	31	3	—	—	1	185	105	4	1
Teeth.....	710	793	653	741	465	725	454	665	560	610	437	506
Nose and Throat.....	255	134	270	132	223	98	255	111	221	276	192	239
Eye.....	83	55	63	35	30	17	21	8	89	79	25	27
Vision.....	123	253	158	283	84	184	126	193	202	300	162	225
Ear.....	22	42	13	19	13	12	13	5	41	30	21	22
Hearing.....	17	41	24	20	5	12	6	4	44	26	20	11
Speech.....	31	38	3	2	1	—	2	—	25	10	7	2
Skin.....	92	60	77	31	51	24	49	13	87	61	64	38
Heart: Organic.....	26	37	27	29	—	—	—	—	47	47	1	—
Functional.....	30	13	41	13	—	—	—	—	24	34	—	—
Anaemia.....	103	27	127	31	25	11	25	12	99	104	34	37
Lung.....	24	8	29	4	7	3	15	3	19	26	2	5
Nervous System.....	5	11	10	6	2	—	2	1	19	14	2	4
Intelligence.....	23	13	12	17	—	—	—	1	46	37	—	—
Deformities.....	28	50	21	25	5	6	4	2	25	42	8	11
Other defects.....	237	120	143	52	71	18	45	15	180	153	58	57

76

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	BOYS.		GIRLS.		TOTAL.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
No. of Re-examinations.....	1,490		1,477		2,967	
No. of children recommended for treatment.....	2,928		3,052		5,980	
No. of children who obtained treatment.....	1,926		2,021		3,947	
Defects:						
Dental disease.....	986	506	987	488	1,973	994
Nose and Throat disease.....	375	304	404	321	779	625
Eye disease and defective vision.....	419	227	483	278	902	505
Ear disease and deafness.....	49	27	36	18	85	45
Other diseases.....	226	72	250	62	476	134

77

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARY.

(FOR YEAR ENDED 30TH SEPTEMBER, 1933.)

NON-EUROPEAN SCHOOLS.

NUMBER OF NON-EUROPEAN SCHOOLS VISITED DURING THE YEAR: 18.

	ROUTINE EXAMINATIONS.						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		TOTAL.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	157	180	159	114	316	294	289	241	530
Number defective.....	82	88	68	56	150	144	144	122	266
Number of defective children recommended for treatment.....	41	70	36	45	77	115	95	79	174
Number of directions to teachers.....	55	50	62	31	117	81	82	60	142
Number of parents (or guardians) present	58	28	63	34	121	62	50	58	108
Number of verminous children.....	12	13	34	15	46	28	11	65	76
Number of children vaccinated.....	106	145	104	90	210	235	216	173	389

78

MEDICAL INSPECTION STATISTICS.—(Continued).

ANNUAL SUMMARY.—(Continued).

(FOR YEAR ENDED 30TH SEPTEMBER, 1933.)—(Continued).

NON-EUROPEAN SCHOOLS.—(Continued).

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Analysis of Defects:												
Malnutrition.....	27	8	22	3	—	—	—	—	35	20	—	—
Teeth.....	24	54	27	35	20	49	16	34	61	49	53	39
Nose and Throat.....	11	5	10	6	7	5	10	6	13	12	8	12
Eye.....	2	7	2	1	2	2	1	—	9	5	1	3
Vision.....	5	16	1	7	3	13	1	4	28	26	26	18
Ear.....	10	4	1	—	4	2	1	—	7	2	3	—
Hearing.....	5	4	1	—	2	1	—	—	9	2	2	1
Speech.....	1	2	—	—	—	1	—	—	3	—	—	—
Skin.....	5	1	2	3	1	1	2	—	2	2	—	1
Heart: Organic.....	—	2	1	6	—	—	—	—	—	3	—	—
Functional.....	—	1	—	—	—	—	—	—	2	2	—	—
Anaemia.....	7	2	11	2	1	—	2	2	6	9	3	1
Lung.....	3	—	3	—	1	—	2	—	2	4	—	3
Nervous System.....	—	1	1	1	—	—	—	1	—	2	—	—
Intelligence.....	1	1	1	—	—	—	—	—	—	—	—	—
Deformities.....	—	2	1	1	—	1	—	—	3	3	—	—
Other defects.....	17	7	9	4	6	4	7	2	29	16	11	10

79

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	BOYS.		GIRLS.		TOTAL.	
No. of Re-examinations.....	45		29		74	
No. of children recommended for treatment.....	132		105		237	
No. of children who obtained treatment.....	66		59		125	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
Defects:						
Dental disease.....	51	42	33	30	84	72
Nose and Throat disease.....	10	7	8	11	18	18
Eye disease and defective vision.....	3	3	12	5	15	8
Ear disease and deafness.....	1	1	2	2	3	3
Other diseases.....	7	15	9	1	16	16

REPORT ON TRAINING INSTITUTIONS.

INSPECTOR: MR. A. L. CHARLES.

INSPECTOR: MR. C. J. HOFMEYR.

A special report on Training Colleges and Schools is certainly overdue. The post of Inspector of Training Colleges was abolished when Mr. H. J. Anderson retired on pension in 1929 and five years have elapsed since the last report by Mr. Anderson appeared as an annexure to the report of the Superintendent-General of Education for the two years 1927 and 1928.

EUROPEAN TRAINING COLLEGES.

A. *Training Courses*.—The courses at present followed came into operation in 1929 with the Senior Certificate (i.e., Standard X) or its equivalent as the minimum standard of entrance. There are three types of courses leading to certification after two, three or four years of professional training. They are:—

1. *Primary Teachers' Certificate* which is awarded on the successful completion of two years *general* training. This course is followed in all training colleges.
2. *Primary Higher Certificate* which is awarded to holders of *Primary Teachers' Certificate* on the successful completion of one or two years' *further* training in the teaching of a special subject. The courses at present in operation are:—
 - (i) *Primary Teachers' Certificate* plus *one* year of training leading to the *Primary Higher Certificate* in:—
 - (a) Infant School Work for women.
 - (b) Manual training for men and women.
 - (c) Physical Culture for women.
 - (ii) *Primary Teachers' Certificate* plus *two* years of training leading to the *Primary Higher Certificate* in:—
 - (a) Domestic Science for women.
 - (b) *Physical Culture for women.

* This two-year course in Physical Culture will cease at the end of 1934, and thereafter only a one-year course in that subject will be provided.

B. *Training Colleges*.—Since the issue of the last special report the number of training colleges has been reduced to nine. Uitenhage was closed at the end of 1930 and Cradock and Kimberley were closed in 1931. The existing colleges are:—

- (1) In South-Western area: Cape Town, Stellenbosch, Paarl and Wellington.
- (2) In Midland area: Graaff-Reinet and Oudtshoorn.
- (3) In Eastern area: Grahamstown, Kingwilliamstown and Steynsburg.

Two new buildings have been provided since 1929. The situation of the Cape Town college in the heart of the city had become increasingly unsatisfactory and in 1930 the college was removed to a handsome block erected on a site adjacent to the Mowbray Primary School. Similarly Stellenbosch had worked for many years in very inconvenient buildings, until in 1932 the Department secured a commodious private residence with large grounds. At a comparatively small cost this was converted into a very suitable college building.

Miss M. C. Thierry retired in 1931 from the principalship of the Stellenbosch Training College. She was its first principal and her tenure of office was marked by a constant struggle against adverse conditions. In spite of these she never faltered in her task of equipping teachers for service in rural areas. Her independence of thought and outlook, her high professional standards and her unceasing devotion to duty have their fruits to-day in many lonely schools and isolated communities.

C. *Student Enrolment and Teacher Supply*.—The changes in the total student enrolment are shown in the following table:—

TABLE I.

Year.	Number of Colleges.	Number of Students.	Average Enrolment per College.
1930.....	12	636	53
1931.....	11	748	68
1932.....	9	916	102
1933.....	9	1,056	117

It will be seen that between 1930 and 1934 there has been an increase in the enrolment of nearly 70 per cent. All the colleges have shared in this growth and some have had extraordinary increases, e.g., Graaff-Reinet jumped from 71 in 1931 to 125 in 1932 and Grahamstown from 113 to 160. It is doubtful even with the 1933 figures whether we have yet reached the peak of the curve of growth.

The number of teachers who have become available year by year is shown in Table 2 which gives the number of students who qualified in each of the years from 1927 to 1932:—

TABLE 2.

Year.	Primary Higher Certificate.	Primary Lower Certificate.	Special Certificates.	Total.
1927.....	306	240	83	629
1928.....	333	200	99	632
1929.....	276	177	105	558
1930.....	238	} —	117	355
1931.....	276		76	352
1932.....	352	—	97	449
1933.....	401	—	98	499

The Advisory Committee on Education which reported in 1927 investigated the whole question of teacher supply and estimated that the Province could absorb 600 additional teachers per annum, i.e., 500 primary teachers and 100 secondary teachers. Even then the Committee was of the opinion that the needs of the Province were being fully met. Since 1927 the position has changed considerably. The uncertificated teacher has practically disappeared and, owing to financial stringency, the schools have been worked on a higher quota of pupils per teacher; both these factors have considerably reduced the provincial demand. It is true that the effect of the higher standard of entrance began to be felt in 1929 but the limiting effect of this change no longer operates and the stream of supply has practically attained its 1927 volume.

In considering the question of teacher supply we must also take account of the fact that in the Cape Province there are four training departments attached to Universities and University Colleges. Two of these (Cape Town and Stellenbosch) train a small number of primary teachers, i.e., they offer courses (of two or three years) with matriculation as the standard of entrance. The great bulk of the students in training in these university departments are enrolled, however, for a one-year post graduate course with a view to later employment in the secondary area. In 1932 the combined first year enrolments in the four university departments was 243 of whom 184 were graduates, the great majority of whom were taking the one-year course. Even if we accept 100 as our annual requirement of secondary teachers—and this estimate of the 1927 Committee is probably in excess of our present day needs—it is clear that not more than 50 per cent. of the university trained graduates can be absorbed in the secondary area. The infiltration of trained graduates into the primary area is already in process and a minute trickle has reached even to the one-teacher rural school.

D. *Examination and Inspection.*—In 1931 the Department put the arrangements for the practical examination of students in training on a definite basis. Two inspectors of schools are now seconded from their ordinary duties for this work which consumes about eleven school weeks each year. The two officers conduct the practical tests which are part of the final examination of all students in training. The subjects thus tested are:—

- (1) Reading and recitation in English and Afrikaans.
- (2) Class teaching.

They are also responsible for the conduct of the oral part of the examination for the Bilingual Certificate. We have been in charge of this work for the past three years and have visited each training college together. By working together we ensure similar procedure and a common standard in the tests in the two official languages and for the Bilingual Certificate; this arrangement has the further advantage that it reduces to a minimum the interruption in the work of the training colleges.

During this work of examination we are concerned with the students and their attainments and there is no time to consider the work and organization of the college as a whole. For this purpose each college is visited biennially either by the two of us together or by one of us in company with the inspector in whose area the college is situated. At these visits we observe the ordinary activities of the college and discuss with the staff the general problems of teacher-training as well as the work, organization and the special difficulties of the particular institution. We give below some of the impressions and conclusions which emerge from our limited experience of three years. We advance these with some diffidence and with no intention to reflect adversely on the work of a body of teachers who have had long experience and who were selected in the first instance because of their special competence.

E. *Practising Schools.*—We have given special attention to the question of Practising or Demonstration Schools, the use made of these schools and the relationship of each to the training college. We give first a brief statement of the present provision.

Four colleges—Paarl, Wellington, Graaff-Reinet and Grahamstown—have practising schools directly attached to them, each with the full range of primary classes while Grahamstown in addition has a permanent one-teacher school on the college grounds and directly under the college control. Two colleges—Oudtshoorn and Stellenbosch—have no practising school of any kind and are dependent for facilities on the goodwill of the principals of the town schools. Kingwilliamstown has a one-teacher school carried on in the college building. Cape Town and Steynsburg have no definite practising schools but each works in close association with a large primary school. In Cape Town the proximity of this

primary school was the determining factor in the choice of the site for the college building while in Steynsburg there is a special and close relationship between the school and the college.

The position cannot be wholly satisfactory unless the principal of the training college has *under his sole control* a primary school with the full range of classes—and this is true of only three centres. Where the principal has to work through another authority he may be hampered in his arrangements, he has to compromise on important matters and experimental work in primary school problems is almost impossible. The demonstration school should be an integral part of the college and the teacher in charge should be a member of the college staff working under the control and direction of the principal. Only thus can the school function properly as the college laboratory and demonstration centre. We are investigating the position at each college and are making definite suggestions where, in our opinion, there is a possibility of improvement.

As a rule, each college uses its practising school for demonstration and criticism lessons only and depends on other schools in the neighbourhood for facilities for the students' teaching practice. Where this was not possible we found that the demands of the college on the practising school tended to become unduly heavy and this again militated against the right functioning of the school.

Nearly all the training colleges have full schemes of criticism and demonstration lessons which cover the whole primary school course with the lessons in each subject arranged continuously from the sub-standards upwards. These schemes are the result of many years of actual use and are generally admirable. After watching them in operation we suggest that the emphasis is far too much on the traditional type of criticism lesson and too little on the demonstration lesson. In our opinion the value of the former is considerably overrated and insufficient use is made of the latter. As a result of this misplaced emphasis some colleges segregate their first-year students for criticism lessons. It seems to us that a lesson given by a raw beginner can have no value whatsoever to students at the same stage of training, and these students are equally incapable of offering any helpful or original criticism on the performance. A beginner is bound to make mistakes but these should be made under the eye of the method master only or in the classroom of a competent teacher where they can be immediately corrected by sympathetic advice or skilled demonstration.

It is generally admitted that we learn to teach mainly by imitation and students' practice should be preceded by a full course of demonstration lessons given by skilled practitioners. The traditional type of criticism lesson shows the student mainly those things he should avoid and therefore violates the sound principle that a student should see and hear only what is worthy of his imitation. It would be profitable, in our opinion, to replace most of the work now done in the form

of criticism lessons by real demonstration lessons given by members of the college staff, by skilled teachers in the practising school and by senior students chosen for their special promise and known ability.

A last word on demonstration schools: These schools leave their impress on successive generations of students, and their influence persists and remains active for good or ill, long after the training period is over. They should therefore present to the students a high standard of all-round efficiency and at the same time should be permeated by a spirit of enquiry and experiment which will determine the student's future attitude to professional problems. So far as we have been able to discover, these schools undertake very little experimental work, and this is to be regretted, especially when there are so many problems of organization, curriculum and method on which expert guidance is needed.

One example will serve: In spite of the fundamental importance of this subject to South Africa there is practically no body of ascertained facts on the teaching of the second language. Owing to this lack of knowledge based on actual experiment we are forced to discuss almost every aspect of this major problem *in vacuo*, while our views are fixed and our policies are settled either by doctrinaires or by a reference to conditions which do not obtain in our own country. For example, do not know with any certainty—

- (a) At what stage a child may begin with most profit to study the second language;
- (b) at what point in his study of the second language a child should be taught to read;
- (c) what is a possible standard of attainment in the second language at the end of the primary school course;
- (d) what is the effect of the use of the second language as a subsidiary medium of instruction—
 - (i) on the pupil's attainment in that first language, and
 - (ii) on the pupil's attainment in his first language?

This list could be extended almost indefinitely and to include every subject of the primary curriculum. The truth in these and other matters is ascertainable, but only after definite and continuous enquiry conducted by experts under controlled conditions. We believe that some of our training colleges are in a position to carry out successfully many of these investigations and with departmental encouragement they would be ready to undertake them.

F. *Students' School Practice.*—This is an indispensable part of any system of teacher-training and the regulations prescribe that "each student-teacher, during his course of training, must have a minimum of 150 hours of *responsible* teaching practice apart from demonstration and criticism lessons". Second year students are allowed to make their own arrangements for 50 hours practice and most of them carry this out during the first and third quarters in schools near their homes.

We have found that every training college is able to arrange for this minimum period of practice and that some provide for much more. In some centres there are difficulties owing to uncertainty in regard to the right of the college to use all available schools for practice purposes. As a rule the relations between the colleges and the local schools and authorities are excellent; the college is an asset to the community and also serves the schools by supplying student substitutes for teachers who are absent for short periods. In spite of this, some schools raise difficulties when it is proposed to use them for practice purposes. We therefore suggest that definite action be taken, by legal enactment if necessary, to make available for teaching practice (within prescribed limits) all schools at training centres.

Even where the right of entry is conceded without question, we have sometimes found that the whole time spent by the student in the school for practice purposes is not given to actual responsible teaching. This is due to a reluctance on the part of class teachers to entrust their work to students. Such reluctance is easily understood but nevertheless the colleges should insist that the Departmental regulation in this important matter shall be rigorously observed and should do everything possible to minimise any possible ill-effects on the classes used.

In the first place a student's teaching practice should be thoroughly supervised and controlled, not only by the class teacher but by the training college staff; and close co-operation between the school and the college in this supervision, should lead to agreement on the important question of the methods to be used by the student.

In the second place, the bulk of a student's teaching practice should fall in his second year. We have found that some colleges make arrangements for nearly all the teaching practice in the student's first year and are thus able, in the second year, to concentrate on the preparation for the final written examination. This is unjust to the students and unfair to the schools. During their first year the students will acquire a considerable background of educational theory, they will attend demonstration lessons in all subjects of the curriculum and they will spend much time in observing skilled teachers at work in the classroom. They will then enter on their own practice in the second year with greater confidence and the classes used will be less exposed to the ill-effects of gross professional blunders.

The actual arrangement of the 150 hours of teaching practice is a matter of importance and we have found considerable diversity in different colleges. In some centres the students attend the practice schools for 2 to 2½ hours on one day a week. In our opinion this is unsatisfactory since continuity is impossible and the student's teaching tends to become a series of disjointed lessons. The student does not acquire his experience under normal conditions and he is unable to assess with any certainty the value and effect of his teaching. In addition, this arrangement produces the maximum amount of interference with the work of the schools.

To give the greatest benefit to the student the teaching practice should be continuous for one week with one class. This will give him during the period of training a week's teaching under supervision with at least four different standards of the primary school. He will carry on the usual work of the class and his practice will thus be under ordinary school conditions.

G. *The Bilingual Certificate.*—Every student in training in 1933 took the examination for the Bilingual Certificate and the training colleges give special attention to the study of the students' second language.

The Department issues two grades of Bilingual Certificates—a First Grade Certificate and a Second Grade Certificate. For each certificate there are three forms of test—

- (1) an oral test;
- (2) a written test in composition and grammar;
- (3) a test in class teaching.

For the written test (on the lower grade) the standard is approximately the same as that required at the Senior Certificate or Matriculation for the official language taken at the higher (or A) stage; requirements for the written test for the First Grade Bilingual Certificate are considerably more advanced. These standards were defined in 1929 and are much higher than those formerly applied. At the same time there was a corresponding lift in the requirements for a pass in the two other tests. Generally, it may be stated that a student before beginning his course of training, should take his second language as a subject in the qualifying examination; without this preliminary equipment his prospects of obtaining the Bilingual Certificate will be remote.

We are not responsible for the conduct of the written test but we give the major portion of our time at the training colleges to the conduct of the oral tests. It is not necessary to detail the methods employed in these tests but they ensure, as far as possible, a common standard in the two languages.

The following statement is interesting. It shows the bilingual qualification achieved in the past five years by candidates from training colleges who have been awarded the Primary Teachers' Certificate:—

EXAMINATION FOR THE PRIMARY TEACHERS' CERTIFICATE.

Year.	Number of Passes.	Bilingual Qualification of Successful Candidates.		
		1st Grade.	2nd Grade.	English or Afrikaans only.
1929.....	276*	191 (69%)	78 (28%)	7 (3%)
1930.....	238	125 (53%)	99 (41%)	14 (6%)
1931.....	276	119 (43%)	139 (50%)	18 (7%)
1932.....	337	56 (17%)	262 (77%)	19 (6%)
1933.....	390	67 (17%)	297 (76%)	26 (7%)

* These include only the candidates who passed the old Primary Higher Certificate.

The old standard was applied for the last time in 1929. The new standard which came into operation in 1930 could not at first be rigorously applied although in each successive year we have approached nearer to it. As a result there has been a substantial decrease in the percentage of successful candidates who have gained a First Grade Certificate. It must be remembered, however, that a candidate must pass on the First Grade in *each* of the three forms of the test and that a failure to reach the minimum requirement in any one test will put him into the Second Grade. Many candidates who were successful in the written examination failed in the oral test and *vice versa*. It would be wrong to infer from the above figures that the level of the students' attainment has fallen since 1930 or that the colleges have given less attention to the second language. The changed result is due mainly to the increased severity of standard applied, and this is borne out by the comparatively small number of candidates who have failed to get any bilingual endorsement on their certificates.

There is a remarkably close agreement between the 1932 and 1933 results. This agreement is evidence that a real standard has now been reached and we are satisfied that a candidate who now gets a First Grade Bilingual Certificate satisfies the criterion laid down earlier in this paragraph. It is also interesting to note that of the 26 candidates who failed to get any bilingual qualifications 13 failed in English and 13 failed in Afrikaans.

A number of acting teachers are coming forward to take the Bilingual Certificate and the procedure for this group was changed in 1932. They are now required to pass in the written examination before presenting themselves for the oral tests which are now the same for them as for students in training.

Finally we wish to draw attention to an important point. As a consequence of the much higher standard now required for the Departmental Bilingual Certificate we have heard some criticism of the standard required for similar certificates issued by university training departments and recognized by the provincial authority. This criticism was not directed against any particular university or university college and we are certainly not in a position to state whether or not it is justified. But the possession of a Bilingual Certificate is of supreme importance and without it, the financial loss and professional penalties may be very serious. It is therefore no more than just that the Department which employs all the teachers should ensure a minimum standard for all Bilingual Certificates whether they are issued by its own training colleges or by universities. We are not suggesting that there should be any interference with the existing autonomy enjoyed by university training departments but that a common standard be laid down as a result of a conference with all the parties concerned.

H. *Training Courses.*—The present courses have been in full operation since 1930 and the opinion in the colleges after four years' experience is, on the whole, favourable. The

Departmental Examinations Committee provides the machinery for dealing immediately with unexpected difficulties and some minor changes have been made to promote smoother working. Under the new scheme the colleges were given a considerable measure of autonomy in regard to curricula and examination. There is now no external examination for first year students and each college draws up its own curriculum in History, History of Education, Geography, Literature and Hygiene. During our visits of inspection we gave special attention to the subjects which are not controlled by an external examination. We examined critically the curricula followed in these subjects, we called for the tests in each subject and scrutinized carefully the students' scripts to get an evaluation of the quality of the work and the college standard. As a result of our enquiries we are satisfied that all the colleges are giving adequate attention to these subjects and that the curricula and the standard of work attained are satisfactory.

I. *Libraries.*—The library represents the most important part of the equipment of a training college and it should be adequate and up-to-date on both the professional and literary sides. In addition in every college library the leading educational periodicals should be available for the use of staff and students. During our ordinary inspections we have given special attention to this part of the equipment and of only one college can it be said that the library is reasonably adequate; in some it is miserably inadequate. Additions have been made to all through the Jagger bequest but, apart from this, there have been no additions for several years in some colleges.

This lack of adequate reference facilities has a crippling effect on the work of the staff and makes it practically impossible for most colleges to use the project method with their students. In our opinion this deficiency should be dealt with immediately and we suggest that an annual grant be made to each college for library additions and for the supply of current educational periodicals. A capitation basis would probably be the best means of fixing the amount of such a grant.

COLOURED TRAINING SCHOOLS.

J. *Institutions and their Buildings.*—Since the appearance of the last special report on training institutions the growing needs of the Coloured training schools have been met by the following additions and extensions.

In 1928 provision was made at Perseverance, Kimberley, for the teaching of domestic science by building a special classroom for this subject at a cost of £850.

In 1929 the buildings of Wesley College, Salt River, were renovated and extended at a total cost of £8,198 and in the same year £3,600 was expended at Worcester to provide suitable accommodation for the Rhenish Training School.

At Zonnebloem £7,122 was spent on enlarging the hostel for girls and an extra classroom for domestic science was built for £510.

In 1930 proper provision was made for the teaching of domestic science at Dower College, Uitenhage, by adding a special classroom at a cost of £855.

For some time the grant to the various churches of 6 per cent. interest on money which was expended by them for buildings, helped to make it possible to provide the extra accommodation required at the Coloured training institutions. The fact that such grants have been stopped has certainly stood in the way of further expansion. Yet even last year a science room and an extra classroom were added to the Rhenish Training College, Worcester. Also at Athlone, Paarl, great improvements were brought about in the grounds by the continued efforts not of one church, but of all the churches interested in Mission work.

K. *Boarding Facilities for Students.*—Dower College, Uitenhage, and Zonnebloem College, Capetown, provide hostels for their student teachers and Wesley College, Salt River, makes provision in a small way for boarding its students. The present position cannot be regarded as anything but unsatisfactory. At institutions where no suitable boarding facilities are available the position is serious. Students from all parts of the Province come to them for their training, these students are under supervision when they are actually in school, but for the rest of the time they must be left to their own resources in urban environments where they are exposed to serious temptations to which they sometimes succumb.

L. *Admission to Training Institutions.*—The standard of admission to the training courses is Standard VI for the primary lower course and Junior Certificate for the primary higher course. During our visits to the institutions it has been shown that difficulties arise from the fact that the term "Standard VI" does not always bear the same connotation. In consequence some training schools have begun to institute their own entrance examination to enable them to make a better selection of students for entrance to their primary lower course. That some step of this nature is desirable is definitely proved by the large percentage of failures year by year in the C.P.L. (I) examination. The following table shows this clearly:—

Year.	Number in C.P.L. (1).	Following Year.	Number in C.P.L. (2).
1928.....	258	1929.....	162
1929.....	299	1930.....	191
1930.....	307	1931.....	188
1931.....	335	1932.....	184

From the above figures it is clear that a large number of students in the C.P.L. (1) classes is eliminated only after they have spent a year at the training institutions. Such elimination can take place only after considerable expenditure by the pupils concerned and their parents, as well as by the Department of Education. For this reason it is satisfactory to note that the Department has carefully considered the position, and steps have been taken which tend to the elimination of unsuitable applicants from the first year of the training course.

As early as 1925 the inspector of training institutions drew attention to the fact that those responsible for the training schools were beginning to realize that the admission of Native students to Coloured training colleges was, as a rule, not desirable. He concludes with the words: "The place for Native students, whose home language is one or other form of Bantu, is clearly one of the special training institutions for Natives". The reason for this dictum was evidently that, even then the feeling had arisen, which has since grown stronger that (1) Coloured and Native students do not mix well, and (2) that the presence of Native students in Coloured institutions creates additional difficulties when provision has to be made for teaching practice for the students.

M. Supply of Teachers.—During our visits to the training institutions, it was abundantly clear, as was to be expected, that the students attracted to the training courses after completing Standard VIII, were of a much better type than the students admitted after completing Standard VI. A definite advance has been made by the decision that from the beginning of 1934 no further loans will be available for students in the C.P.L. (1) course. The inevitable result of this decision will be to compel even more of those who wish to become teachers to take the Junior Certificate examination before entering on a training course.

This raises the question as to whether it would not be desirable to raise the standard of admission to training courses from Standard VI to Standard VIII. Education as a whole would certainly benefit greatly from such a step if it were in any way feasible. The following figures, however, furnish food for thought:—

In 1925 the pupil enrolment in the primary classes of Coloured schools throughout the Province was 52,634 and in 1932 it was 79,501. In the seven years therefore the enrolment had increased by 26,867 pupils or 51 per cent. In 1925 the number of students in training who were completing the final year of their course was 227, and in 1932 the number was 258—of whom there were 4 in the infant School Course, 50 in the Primary Higher Course and 204 in the third year of the Primary Lower Course. From these figures we see that there was an increase of 41 students or 18 per cent. in the seven years. On the other hand the average increase in the primary enrolment over the same period was 3,838 per annum against an increase of 6 per annum in the number of

student-teachers. The most hopeful feature of the present situation is the rapid rate of increase in the enrolment in the Primary Higher Course. If this rate of increase is maintained in the future then it is possible that the raising of the standard of entrance to Standard VIII may be made at a not too distant date.

N. Language Teaching and the Medium of Instruction.—There is little doubt that Afrikaans is the home-language of a large percentage of the students who are trained as teachers. In the circumstances, it is sometimes strange to find that, almost without exception, English as language is taken on the higher grade, sometimes together with Afrikaans. In this connection the question arises whether the candidates concerned would not derive greater benefit from a thorough study of the home-language alone on the higher grade, and the second language on the lower grade. This question is raised, because at times there seems to be some danger of candidates leaving the institutions without a thorough knowledge of either of the two official languages.

Closely related to this question is the question of the medium of instruction used in the various subjects in the courses of training.

In the big majority of the institutions the medium of instruction is almost exclusively English. It is questionable whether the Afrikaans-speaking pupils can obtain the full benefit from the teaching of subjects through the medium of a language, of which their knowledge, at the best, is far from adequate.

O. Bilingual Test.—At present Coloured teachers are at liberty to take the examinations for the Bilingual Certificate intended for European teachers. For Coloured teachers as such, there is no special test. Anyone who has a knowledge of the conditions obtaining in our Coloured primary schools, will realize that this is a serious omission. It is certainly desirable that a Bilingual Certificate should be instituted for Coloured teachers which would be granted after an oral and a written test. Such tests could be similar to the present tests for European teachers but the requirements in the languages should approximate closely to those set in Junior Certificate both on the higher and on the lower grade. Such tests, if instituted, should be open to teachers in the service as well as to new entrants to the teaching profession.

P. Practice Facilities.—A practising school is attached to each of the training institutions. In this respect the Coloured institutions are in a more favourable position than the European training colleges. It is a pity that no educational experiments are undertaken in these practising schools, although the training institutions are clearly the places where such experiments should be carried out. During our visits of inspection we have emphasized the importance of this matter. It would be as well if the practising schools were used only for demonstration and criticism lessons and opportunities given for carrying out educational experiments.

Otherwise there is the danger of too much use being made of the practising schools. Practice facilities could then possibly be arranged for, to a greater extent in the neighbouring schools where the Department of Education could possibly arrange for right of entry by the training institutions. By allowing Coloured training institutions to reopen a week later in the first quarter—a privilege which is granted to the European training colleges—it would be possible to provide a week's teaching practice in the students' home towns.

It is worthy of mention here, that some institutions seem to be under a wrong impression as to what is actually meant by teaching practice. Students are sometimes sent out in pairs for teaching practice and while the one student is teaching, the other is kept occupied with trivialities which do not justify the name of teaching practice.

Q. The New Courses for Coloured Training Institutions.—For some time a sub-committee of the Departmental Examinations Committee, under the chairmanship of Inspector H. Z. van der Merwe, was engaged in drafting new courses of training for Coloured teachers. The sub-committee which had the wholehearted co-operation of representatives of the training institutions, submitted its report in 1932 to the Examinations Committee and after a few minor changes, the courses were approved of by the Superintendent-General of Education. These courses came into operation at the beginning of 1933.

Formerly the final year of the P.L. (3) course was considered as being parallel to the P.H. (1) course but this principle has now been abandoned. The P.H. (1) is now considered as forming with the P.H. (2) an integrated course and has no relation to the P.L. (3) course as such. This is a step in the right direction and should benefit both the P.L. (3) and the P.H. (1) candidates as it would be extremely difficult to draw up any course which would be appropriate for both the final year of P.L. and the first year of P.H.

As many of the subjects in the new courses have been approached from a new point of view there is every prospect that students who have gone through these courses will enter the teaching profession well equipped for their life work.

A final word in regard to the inclusion of Woodwork and Domestic Science as subjects in the new Courses of Training.

It should be an essential requirement for any training course that it shall meet the actual needs of the primary schools in which the students will work when their training is completed. There is not the slightest doubt, of course, that the instruction in Woodwork and Domestic Science which is now given is beneficial to the student-teachers; it is unfortunately true, however, that the Coloured primary schools as a group are not equipped for these subjects and not a single student now in training will be required to teach them.

It should also be borne in mind that in view of the abolition of loans for C.P.L. 1 students an increasing number of students will be likely to be entering on their course of training after they have completed the course for Standards VII and VIII, and that a large percentage of them will have already taken Woodwork or Domestic Science as a subject of that course.

For the effective teaching of these subjects the classes must be small and this leads to difficulties in organization and a considerable increase in the teaching power for each training school. It is certainly a matter for consideration whether, in view of all the circumstances, the inclusion of these subjects in the training courses is justifiable.

SCHOOL STATISTICS, 1932 AND 1933.

	PAGE
INSPECTORS AND INSTRUCTORS, 1933.....	97
SCHOOLS AND PUPILS :	
European, Coloured and Native schools.....	{ 1932 99 1933 100
Enrolment of European, Coloured and Native pupils.....	{ 1932 101 1933 102
European schools and enrolment.....	{ 1932 103 1933 103
Non-European schools and enrolment.....	{ 1932 104 1933 104
Average attendance of pupils.....	{ 1932 104 1933 105
Number of European pupils at each year of age.....	{ 1932 105 1933 105
Average age of European pupils in each standard.....	{ 1932 106 1933 106
Classification of European pupils in standards.....	{ 1932 106 1933 107
Classification of Coloured pupils in standards.....	{ 1932 107 1933 108
Classification of Native pupils in standards.....	{ 1932 108 1933 109
TEACHERS :	
European, Coloured and Native teachers.....	{ 1932 110 1933 111
Sex of teachers.....	{ 1932 112 1933 113
Race of teachers.....	{ 1932 112 1933 113
Teachers holding professional and academic certificates....	{ 1932 119 1933 120
FINANCE :	
Expenditure for public education for years ended 31st March, 1932, and 31st March, 1933.....	114
Student teachers' fund for year ended 31st March.....	{ 1932 118 1933 118

ABBREVIATIONS.

- Sec..... Secondary School.
 Prim..... Primary School.
 Sp..... Special School or Institution.

INSPECTORS AND INSTRUCTORS, 1933.

CIRCUIT INSPECTORS :

- J. H. Aucamp, B.A. : *Mafeking, Vryburg.*
 R. J. Baigrie, M.A. : *Headquarters Circuit (Cape Division) No. 3.*
 B. F. Barnard, B.A. : *Humansdorp, Uniondale.*
 W. J. Barker, B.A. : *Engcobo, Nqamakwe, Tsomo.*
 A. C. Botha, B.A. : *Britstown, Carnarvon, De Aar, Hopetown, Loxton, Philips-
town, Victoria West, Vosburg.*
 H. S. Bowden, B.A. : *Matatiele, Mount Fletcher, Qumbu.*
 A. L. Charles, B.Sc. : *Cathcart, Queenstown, Tarka.*
 J. Chisholm, M.A. : *East London, Komgha, Stutterheim.*
 Miss L. C. Elton, B.A. : *Port Elizabeth.*
 S. B. Hobson, M.A. : *Albany, Alexandra, Bathurst, Bedford.*
 C. J. Hofmeyr, B.A. : *Paarl, Worcester.*
 W. A. Hofmeyr, B.A. : *Bizana, Mount Ayliff, Mount Currie, Umzimkulu.*
 K. A. H. Houghton, M.A. : *Fort Beaufort, Peddie, Stockenstrom, Victoria
East.*
 S. G. Joubert, B.A. : *Oudtshoorn, Prince Albert.*
 N. E. Lambrechts, B.A. : *Gordonia, Kenhardt, Prieska.*
 R. E. le Roux, B.A. : *Calitzdorp, Ladismith, Riversdale.*
 G. J. Louw, B.A. : *Colesberg, Graaff-Reinet, Hanover, Middelburg, Murrays-
burg, Pearston, Richmond.*
 H. B. Luckhoff, B.A. : *Beaufort West, Laingsburg, Montagu, Sutherland.*
 J. E. Pope, B.A. : *Butterworth, Kentani, Willowvale.*
 J. C. W. Radloff : *Barkly West, Kimberley.*
 P. J. Retief, B.A. : *Bredasdorp, Heidelberg, Robertson, Swellendam.*
 S. G. E. Rosenow, B.A. : *Ceres, Malmesbury, Tulbagh.*
 J. C. Ross, M.A. : *Elliotdale, Idutywa, Mqanduli, Umtata.*
 P. D. Rousseau, B.A. : *Caledon, Stellenbosch.*
 J. Roux, B.A. : *George, Knysna, Mossel Bay.*
 F. J. Scheepers, B.A. : *Flagstaff, Mount Frere, Ntabankulu.*
 G. Siddle, M.A. : *Somerset East, Uitenhage.*
 A. Sinton, M.A. : *Headquarters Circuit (Cape Division) No. 2.*
 G. M. J. Slabbert, B.A. : *Namaqualand, Van Rhynsdorp.*
 A. H. Stander, B.A. : *Hay, Herbert, Kuruman.*
 F. P. Stander, B.A., Ph.D. : *Albert, Aliwal North, Herschel, Lady Grey.*
 J. F. Swanepoel, B.A. : *King William's Town.*
 G. C. Theron, B.A. : *Cradock, Maraisburg, Molteno, Sterkstroom, Steynsburg,
Venterstad.*
 W. Thurlbeck, B.A. : *Libode, Lusikisiki, Ngqeleni, Port St. John.*
 O. P. Truter, B.A. : *Barkley East, Elliot, Indwe, Maclear, Wodehouse.*
 H. Z. van der Merwe, B.A. : *Headquarters Circuit (Cape Division) No. 1.*
 F. C. Wahl, B.A. : *Aberdeen, Jansenville, Steytlerville, Willowmore.*
 D. J. W. Wium, B.A. : *Clanwilliam, Piquetberg.*
 J. C. Zuidmeer, B.A. : *Calvinia, Fraserburg, Williston.*

CHIEF INSPECTOR FOR NATIVE EDUCATION : G. H. Welsh, B.A.

INSPECTOR FOR INDIGENTS BOARDING-HOUSES : D. J. J. de Villiers, M.A.

MEDICAL INSPECTOR OF SCHOOLS : H. Maughan Brown, M.D., Ch.B., D.P.H. ;
Elsie M. Chubb, B.A., M.D., B.S., D.P.H.

ASSISTANT MEDICAL INSPECTOR OF SCHOOLS : L. v. D. Cilliers, M.D. ; Gertrude
M. Neale, M.B., Ch.B.

HONORARY PSYCHIATRIST : R. A. Foster, M.B., Ch.B.U.

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

Domestic Science :

Miss W. M. Currey : *Eastern Districts.*

Miss R. Fouché, B.Sc. : *Western Districts.*

Drawing :

Mr. J. E. Rawson, A.R.C.A.

Handwork :

Mr. J. M. Dovey : *Eastern Districts.*

Mr. A. Burns : *Western Districts.*

Infant School Method :

Mrs. M. de Villiers.

Needlework :

Miss A. L. Joubert : *Eastern Districts.*

Miss M. E. Barry : *Western Districts.*

Miss A. A. Rowe : *Transkei.*

Miss M. Tebbatt : *Transkei.*

Science and Agriculture :

Dr. S. H. Skaife, M.A., M.Sc., Ph.D., F.E.S.

Vocal Music :

Mr. S. J. Newnes, B.A. : *Eastern Districts.*

Mr. P. K. de Villiers, A.R.A.M., A.R.C.O. : *Western Districts.*

School Nurses :

Mrs. G. E. Davies : Chief School Nurse.

Miss D. Ackerman : Assistant School Nurse.

Miss G. N. Botha : Assistant School Nurse.

Mrs. R. E. Clark : Assistant School Nurse.

Miss R. de Waal : Assistant School Nurse.

Miss A. M. Glendining : Assistant School Nurse.

Miss E. Krige : Assistant School Nurse.

Miss K. D. E. Rouse : Assistant School Nurse.

STATISTICS, 1932—SCHOOLS.

EUROPEAN, COLOURED, AND NATIVE SCHOOLS IN OPERATION, 30TH SEPTEMBER, 1932.

	European Training Colleges.	High.	Sec.	Prim.	Sp.	Part-time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total Sept., 1932.	Total Sept., 1931.	Increase.
<i>European :</i>															
Schools under School Boards....	4	124	80	1,873	—	—	243	—	—	—	—	—	2,324	2,295	29
Labour Colony Schools.....	—	1	—	8	—	—	—	—	—	—	—	—	9	9	—
Church Schools.....	1	—	—	28	—	—	—	3	—	—	—	—	32	32	—
Aided Schools.....	—	—	—	—	1	—	—	—	—	—	—	—	1	1	—
Other European Schools.....	4	2	2	28	—	—	5	—	—	—	—	—	41	44	— 3
<i>European Schools, Sept., 1932.</i>	9	127	82	1,937	1	—	248	3	—	—	—	—	2,407	—	—
<i>European Schools, Sept., 1931</i>	11	125	83	1,895	1	—	263	3	—	—	—	—	—	2,381	—
Increase.....	— 2	2	— 1	42	—	—	— 15	—	—	—	—	—	—	—	26
<i>Coloured :</i>															
Schools under School Boards....	—	1	3	19	—	2	—	—	—	—	—	—	25	21	4
Other Coloured Schools.....	—	—	1	4	—	1	4	—	7	617	—	—	634	626	8
<i>Coloured Schools, Sept., 1932..</i>	—	1	4	23	—	3	4	—	7	617	—	—	659	—	—
<i>Coloured Schools, Sept., 1931..</i>	—	1	4	21	—	—	—	—	7	614	—	—	—	647	—
Increase.....	—	—	—	2	—	3	4	—	—	3	—	—	—	—	12
<i>Native :</i>															
Schools under School Boards....	—	—	1	—	—	—	—	—	—	—	—	—	1	1	—
Other Native Schools.....	—	—	6	—	—	3	—	—	—	—	14	1,699	1,722	1,729	— 7
<i>Native Schools, Sept., 1932....</i>	—	—	7	—	—	3	—	—	—	—	14	1,699	1,723	—	—
<i>Native Schools, Sept., 1931....</i>	—	—	6	1	—	4	—	—	—	—	14	1,705	—	1,730	—
Increase.....	—	—	1	— 1	—	— 1	—	—	—	—	—	— 6	—	—	— 7
Total Schools, 1932.....	9	128	93	1,960	1	6	252	3	7	617	14	1,699	4,789	—	—
Total Schools, 1931.....	11	126	93	1,917	1	4	263	3	7	614	14	1,705	—	4,758	31

	Sept., 1932.	Sept., 1931.	Increase.
European Schools.....	2,407	2,381	26
Coloured Schools.....	659	647	12
Native Schools.....	1,723	1,730	— 7
Total Number of Schools.....	4,789	4,758	31

STATISTICS, 1933—SCHOOLS.

EUROPEAN, COLOURED, AND NATIVE SCHOOLS IN OPERATION, 30TH SEPTEMBER, 1933.

	European Training Colleges.	High.	Sec.	Prim.	Sp.	Part-time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total Sept., 1933.	Total Sept., 1932.	Increase.
European :															
Schools under School Boards....	4	124	80	1,884	2	—	203	—	—	—	—	—	2,297	2,324	- 27
Labour Colony Schools.....	—	1	—	8	—	—	—	—	—	—	—	—	9	9	—
Church Schools.....	1	—	—	28	—	—	—	3	—	—	—	—	32	32	—
Aided Schools.....	—	—	—	—	1	—	—	—	—	—	—	—	1	1	—
Other European Schools.....	4	2	2	30	—	—	3	—	—	—	—	—	41	41	—
European Schools, Sept., 1933.	9	127	82	1,950	3	—	206	3	—	—	—	—	2,380	—	—
European Schools, Sept., 1932.	9	127	82	1,937	1	—	248	3	—	—	—	—	—	2,407	—
Increase.....	—	—	—	13	2	—	- 42	—	—	—	—	—	—	—	- 27
Coloured :															
Schools under School Boards....	—	1	3	23	1	4	—	—	7	654	—	—	32	25	7
Other Coloured Schools.....	—	—	1	4	—	1	4	—	—	—	—	—	671	634	37
Coloured Schools, Sept., 1933..	—	1	4	27	1	5	4	—	7	654	—	—	703	—	—
Coloured Schools, Sept., 1932..	—	1	4	23	—	3	4	—	7	617	—	—	—	659	—
Increase.....	—	—	—	4	1	2	—	—	—	37	—	—	—	—	44
Native :															
Schools under School Boards....	—	—	1	—	—	—	—	—	—	—	—	—	1	1	—
Other Native Schools.....	—	—	6	—	—	3	—	—	—	—	14	1,700	1,723	1,722	—
Native Schools, Sept., 1933....	—	—	7	—	—	3	—	—	—	—	14	1,700	1,724	—	—
Native Schools, Sept., 1932....	—	—	7	—	—	3	—	—	—	—	14	1,699	—	1,723	—
Increase.....	—	—	—	—	—	—	—	—	—	—	—	1	—	—	1
Total Schools, 1933.....	9	128	93	1,977	4	8	210	3	7	654	14	1,700	4,807	—	18
Total Schools, 1932.....	9	128	93	1,960	1	6	252	3	7	617	14	1,699	—	4,789	—

100

	Sept., 1933.	Sept., 1932.	Increase.
European Schools.....	2,380	2,407	- 27
Coloured Schools.....	703	659	44
Native Schools.....	1,724	1,723	1
Total Number of Schools.....	4,807	4,789	18

ENROLMENT.

ENROLMENT OF EUROPEAN, COLOURED, AND NATIVE PUPILS AT 30TH SEPTEMBER, 1932.

	European Training Colleges.	High.	Sec.	Prim.	Sp.	Part-time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total Sept., 1932.	Total Sept., 1931.	Increase.
European :															
Schools under School Boards....	494	40,122	14,429	83,152	—	—	1,701	—	—	—	—	—	139,898	137,642	2,256
Labour Colony Schools.....	—	394	—	626	—	—	—	—	—	—	—	—	1,020	997	23
Church Schools.....	154	—	—	4,567	—	—	—	265	—	—	—	—	4,986	4,723	263
Aided Schools.....	—	—	—	—	125	—	—	—	—	—	—	—	125	117	8
Other European Schools.....	258	996	523	1,111	—	—	47	—	—	—	—	—	2,935	3,017	- 82
European Pupils, Sept., 1932..	906	41,512	14,952	89,456	125	—	1,748	265	—	—	—	—	148,964	—	—
European Pupils, Sept., 1931..	750	39,567	15,522	88,461	117	—	1,827	252	—	—	—	—	—	146,496	—
Increase.....	156	1,945	- 570	995	8	—	- 79	13	—	—	—	—	—	—	2,468
Coloured :															
Schools under School Boards....	—	217	612	4,532	—	101	—	—	824	73,196*	—	—	5,462	4,766	696
Other Coloured Schools.....	—	—	437	644	—	55	69	—	—	—	—	—	75,225	74,252	973
Coloured Pupils, Sept., 1932....	—	217	1,049	5,176	—	156	69	—	824	73,196*	—	—	80,687	—	—
Coloured Pupils, Sept., 1931....	—	165	1,028	4,584	—	—	—	—	751	72,490	—	—	—	79,018	—
Increase.....	—	52	21	592	—	156	69	—	73	706	—	—	—	—	1,669
Native :															
Schools under School Boards....	—	—	333	—	—	85	—	—	—	—	1,819	145,703	148,040	141,950	6,090
Other Native Schools.....	—	—	433	—	—	—	—	—	—	—	—	—	—	—	—
Native Pupils, Sept., 1932....	—	—	766	—	—	85	—	—	—	—	1,819	145,703	148,373	—	—
Native Pupils, Sept., 1931....	—	—	433	430	—	126	—	—	—	—	1,753	139,638	—	142,380	—
Increase.....	—	—	333	- 430	—	- 41	—	—	—	—	66	6,065	—	—	5,993
Total Enrolment, European, Coloured, and Native, Sept., 1932.....	906	41,729	16,767	94,632	125	241	1,817	265	824	73,196*	1,819	145,703	378,024	—	—
Total Enrolment, Sept., 1931.....	750	39,732	16,983	93,475	117	126	1,827	252	751	72,490	1,753	139,638	—	367,894	10,130

101

	Sept., 1932.	Sept., 1931.	Increase.
European Pupils.....	148,964	146,496	2,468
Coloured Pupils.....	80,687*	79,018	1,669
Native Pupils.....	148,373	142,380	5,993
Total Number of Pupils.....	378,024	367,894	10,130

* Including 25 students in Training and 148 in Secondary Departments.

ENROLMENT.

ENROLMENT OF EUROPEAN, COLOURED, AND NATIVE PUPILS AT 30TH SEPTEMBER, 1933.

	Euro- pean Training Colleges.	High.	Sec.	Prim.	Sp.	Part- time.	Farm.	Aided Church School.	Coloured Training School.	Coloured Mission.	Native Training School.	Native Mission.	Total Sept., 1933.	Total Sept., 1932.	Increase.
<i>European :</i>															
Schools under School Boards....	595	40,399	14,740	83,635	18	—	1,335	—	—	—	—	—	140,722	139,898	824
Labour Colony Schools.....	—	426	—	650	—	—	—	—	—	—	—	—	1,076	1,020	56
Church Schools.....	147	—	—	4,601	—	—	—	288	—	—	—	—	5,036	4,721	315
Aided Schools.....	—	—	—	—	123	—	—	—	—	—	—	—	123	125	2
Other European Schools.....	311	957	513	1,119	—	—	19	—	—	—	—	—	2,919	3,200	-281
<i>European Pupils, Sept., 1933..</i>	1,053	41,782	15,253	90,005	141	—	1,354	288	—	—	—	—	149,876	—	—
<i>European Pupils, Sept., 1932..</i>	906	41,512	14,952	89,456	125	—	1,748	265	—	—	—	—	—	148,964	—
Increase.....	147	270	301	549	16	—	-394	23	—	—	—	—	—	—	912
<i>Coloured :</i>															
Schools under School Boards....	—	265	813	5,688	16	276	—	—	—	—	—	—	7,058	5,462	1,596
Other Coloured Schools.....	—	—	337	666	—	39	61	—	948	76,675*	—	—	78,726	75,225	3,501
<i>Coloured Pupils, Sept., 1933...</i>	—	265	1,150	6,354	16	315	61	—	948	76,675*	—	—	85,784	—	—
<i>Coloured Pupils, Sept., 1932...</i>	—	217	1,049	5,176	—	156	69	—	824	73,196	—	—	—	80,687	—
Increase.....	—	48	101	1,178	16	159	-8	—	124	3,479	—	—	—	—	5,097
<i>Native :</i>															
Schools under School Board.....	—	—	312	—	—	—	—	—	—	—	—	—	312	333	—
Other Native Schools.....	—	—	403	—	—	115	—	—	—	—	1,861	153,708	156,087	148,040	—
<i>Native Pupils, Sept., 1933.....</i>	—	—	715	—	—	115	—	—	—	—	1,861	153,708	156,399	—	—
<i>Native Pupils, Sept., 1932.....</i>	—	—	766	—	—	85	—	—	—	—	1,819	145,703	—	148,373	—
Increase.....	—	—	-51	—	—	30	—	—	—	—	42	8,005	—	—	8,026
Total Enrolment, European, Coloured, and Native, Sept., 1933.....	1,053	42,047	17,118	96,359	157	430	1,415	288	948	76,675*	1,861	153,708	392,059	—	14,035
Total Enrolment, Sept., 1932.....	906	41,729	16,767	94,632	125	241	1,817	265	824	73,196	1,819	145,703	—	378,024	—

102

	Sept., 1933.	Sept., 1932.	Increase.
European Pupils.....	149,876	148,964	912
Coloured Pupils.....	85,784	80,687	5,097
Native Pupils.....	156,399	148,373	8,026
Total Number of Pupils.....	392,059	378,024	14,035

* Including 30 students in Training and 278 pupils in Secondary Departments.

EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1932.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools.....	4	5	9
High Schools.....	124	3	127
Secondary Schools.....	80	2	82
Primary Schools.....	1,873	64	1,937
Farm Schools.....	243	5	248
Special Schools.....	—	1	1
Aided Church Schools.....	—	3	3
TOTAL, 1932.....	2,324	83	2,407
TOTAL, 1931.....	2,295	86	2,381
<i>European Enrolment :</i>			
Training Schools.....	494	412	906
High Schools.....	40,122	1,390	41,512
Secondary Schools.....	14,429	523	14,952
Primary Schools.....	83,152	6,304	89,456
Farm Schools.....	1,701	47	1,748
Special Schools.....	—	125	125
Aided Church Schools.....	—	265	265
TOTAL, 1932.....	139,898	9,066	148,964
TOTAL, 1931.....	137,642	8,854	146,496

EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1933.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools.....	4	5	9
High Schools.....	124	3	127
Secondary Schools.....	80	2	82
Primary Schools.....	1,884	66	1,950
Farm Schools.....	203	3	206
Special Schools.....	2	1	3
Aided Church Schools.....	—	3	3
TOTAL, 1933.....	2,297	83	2,380
TOTAL, 1932.....	2,324	83	2,407
<i>European Enrolment :</i>			
Training Schools.....	595	458	1,053
High Schools.....	40,399	1,383	41,782
Secondary Schools.....	14,740	513	15,253
Primary Schools.....	83,635	6,370	90,005
Farm Schools.....	1,335	19	1,354
Special Schools.....	18	123	141
Aided Church Schools.....	—	288	288
TOTAL, 1933.....	140,722	9,154	149,876
TOTAL, 1932.....	139,898	9,066	148,964

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1932.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools.....	7	824	14	1,819
Students in Training and Mission Schools.....	—	25	—	—
High Schools.....	1	217	—	—
Secondary Schools.....	4	1,049	7	766
Secondary Departments.....	—	148	—	—
Primary Schools.....	23	5,176	—	—
Part-time Schools.....	3	156	3	85
Farm Schools.....	4	69	—	—
Mission Schools.....	617	73,023	1,699	145,703
TOTAL, 1932.....	659	80,687	1,723	148,373
TOTAL, 1931.....	647	79,018	1,730	142,380

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1933.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools.....	7	948	14	1,861
Students in Training and Mission Schools.....	—	30	—	—
High Schools.....	1	265	—	—
Secondary Schools.....	4	1,150	7	715
Secondary Departments.....	—	278	—	—
Primary Schools.....	27	6,354	—	—
Part-time Schools.....	5	315	3	115
Farm Schools.....	4	61	—	—
Mission Schools.....	654	73,367	1,700	153,708
Special School.....	1	16	—	—
TOTAL, 1933.....	703	85,784	1,724	156,399
TOTAL, 1932.....	659	80,687	1,723	148,373

AVERAGE ATTENDANCE OF PUPILS AT 30TH SEPTEMBER, 1932.

	1932.	1931.	Increase.
European Schools.....	138,158	135,070	3,088
Coloured Schools.....	69,687	66,399	3,288
Native Schools.....	120,057	116,674	3,383
TOTAL.....	327,902	318,143	9,759

AVERAGE ATTENDANCE OF PUPILS AT 30TH SEPTEMBER, 1933.

	1933.	1932.	Increase.
European Schools.....	139,892	138,158	1,734
Coloured Schools.....	74,106	69,687	4,419
Native Schools.....	129,054	120,057	8,997
TOTAL.....	343,052	327,902	15,150

AGE OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY, AND FARM SCHOOLS ON 1ST NOVEMBER, 1932.

Age in Years.	High.		Secondary.		Primary.		Farm.		TOTAL.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1932.	1931.
Under 7....	420	436	249	259	2,107	2,066	67	66	5,670	5,663
7.....	911	877	634	566	5,014	4,741	99	106	12,948	12,720
8.....	1,172	1,215	727	692	5,815	5,529	125	130	15,405	14,960
9.....	1,172	1,295	764	743	5,727	5,475	142	93	15,411	15,716
10.....	1,320	1,413	825	786	5,914	5,381	136	116	15,891	15,580
11.....	1,430	1,610	774	753	5,507	5,215	131	113	15,533	15,545
12.....	1,500	1,806	840	753	5,487	4,942	90	92	15,510	14,164
13.....	1,759	1,897	771	714	4,599	4,228	89	70	14,127	14,974
14.....	2,624	2,495	833	733	3,896	3,416	66	43	14,106	13,525
15.....	2,957	2,536	728	675	2,424	1,894	44	24	11,282	11,035
16.....	2,545	2,027	425	361	738	496	12	7	6,611	6,605
17.....	1,920	1,340	195	139	207	71	6	4	3,882	3,979
18.....	1,084	668	57	29	36	13	2	—	1,889	1,766
Over 18....	619	267	19	13	3	1	—	—	922	853
TOTAL..	21,433	19,882	7,841	7,216	47,474	43,468	1,009	864	149,187	147,085

AGE OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY, AND FARM SCHOOLS ON 7TH NOVEMBER, 1933.

Age in Years.	High.		Secondary.		Primary.		Farm.		TOTAL.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1933.	1932.
Under 7....	407	449	249	225	2,091	2,059	57	45	5,582	5,670
7.....	903	945	632	603	4,965	4,727	88	87	12,950	12,948
8.....	1,133	1,170	808	708	5,732	5,354	104	99	15,108	15,405
9.....	1,296	1,311	792	753	5,805	5,363	108	108	15,536	15,411
10.....	1,251	1,328	749	761	5,733	5,482	115	80	15,499	15,891
11.....	1,432	1,521	872	789	5,749	5,339	122	97	15,921	15,533
12.....	1,556	1,636	819	761	5,533	5,107	99	85	15,646	15,510
13.....	1,903	2,023	831	798	4,987	4,568	59	58	15,227	14,127
14.....	2,313	2,305	816	739	3,571	3,328	58	42	13,172	14,106
15.....	3,075	2,687	779	654	2,387	1,954	37	22	11,595	11,282
16.....	2,745	2,050	468	360	812	460	8	3	6,906	6,611
17.....	1,978	1,416	206	131	149	76	2	—	3,958	3,882
18.....	1,084	684	55	34	33	17	—	—	1,907	1,889
Over 18....	740	286	16	5	3	4	—	—	1,054	922
TOTAL..	21,816	19,861	8,092	7,321	47,550	43,838	857	726	150,061	149,187

AVERAGE AGE IN YEARS OF EUROPEAN PUPILS IN EACH STANDARD ON 1ST NOVEMBER, 1932.

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High.....	7.9	9.4	10.4	11.6	12.6	13.4	14.6	15.4	16.5	17.2	18.1	18.2
Secondary	8.0	9.5	10.6	11.8	12.8	13.8	14.8	15.6	16.6	17	—	11.5
Primary..	7.8	9.2	10.3	11.5	12.6	13.6	14.6	15	16.8	17	17.8	12.5
Farm.....	7.6	8.8	9.8	11.0	12.0	13.3	14.2	13.8	—	—	—	—

AVERAGE AGE IN YEARS OF EUROPEAN PUPILS IN EACH STANDARD ON 7TH NOVEMBER, 1933.

	Sub-Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High.....	7.9	9.4	10.4	11.5	12.6	13.5	14.5	15.4	16.3	17.1	18.2	17.9
Secondary	8	9.4	10.5	11.8	12.8	13.8	14.7	15.5	16.5	16.4	—	13
Primary..	7.8	9.2	10.3	11.4	12.5	13.5	14.5	14.9	17.2	17.5	19.3	12.1
Farm.....	7.6	8.8	9.8	10.7	12.1	13	14.1	13.8	—	—	—	—

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 1ST NOVEMBER, 1932.

	High.	Secondary.	Primary.	Farm.	TOTAL.	
					1932.	1931.
Sub-Standards.....	4,287	2,844	20,618	391	28,140	28,675
Standard I.....	2,620	1,667	12,078	240	16,605	16,483
" II.....	2,849	1,774	12,794	279	17,696	17,675
" III.....	3,238	1,897	13,167	271	18,573	18,231
" IV.....	3,458	1,772	11,962	270	17,462	17,175
" V.....	3,655	1,692	10,757	236	16,340	15,868
" VI.....	3,941	1,455	9,285	183	14,864	14,735
" VII.....	6,708	1,179	42	3	7,932	7,534
" VIII.....	4,717	769	9	—	5,494	5,270
" XI.....	3,151	2	1	—	3,155	2,743
" X.....	2,654	—	3	—	2,665	2,496
Unclassified.....	37	6	226	—	261	200
TOTAL.....	41,315	15,057	90,942	1,873	149,187	147,085

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 7TH NOVEMBER, 1933.

	High.	Secondary.	Primary.	Farm.	TOTAL.	
					1933.	1932.
Sub-Standards.....	4,239	2,774	14,705	298	27,233	28,140
Standard I.....	2,615	2,665	11,855	218	16,419	16,605
" II.....	2,861	1,823	12,709	209	17,602	17,696
" III.....	3,199	1,883	13,108	244	18,434	18,573
" IV.....	3,267	1,807	12,307	218	17,599	17,462
" V.....	3,590	1,706	11,105	220	16,621	16,340
" VI.....	3,884	1,607	10,090	173	15,754	14,864
" VII.....	6,813	1,204	24	3	8,044	7,932
" VIII.....	4,930	836	6	—	5,772	5,494
" IX.....	3,289	7	4	—	3,300	3,155
" X.....	2,956	—	4	—	2,960	2,665
Unclassified.....	34	35	254	—	323	261
TOTAL.....	41,677	15,413	91,388	1,583	150,061	149,187

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION IN 1932 ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	High.	Secondary Schools and Departments.	Primary.	Mission.	Farm.	Part-time.	TOTAL.
							Total.
Sub-Standard A.....	—	—	898	18,307	18	—	19,223
" B.....	—	—	583	9,093	3	—	9,679
Standard I.....	—	—	550	8,667	4	24	9,245
" II.....	—	—	555	6,987	3	6	7,551
" III.....	—	—	541	4,999	—	3	5,543
" IV.....	—	45	357	2,974	—	12	3,388
" V.....	—	46	275	1,707	—	12	2,040
" VI.....	—	63	226	1,006	—	—	1,295
" VII.....	108	217	—	—	—	—	325
" VIII.....	73	105	—	—	—	—	178
" IX.....	24	5	—	—	—	—	29
" X.....	18	6	—	—	—	—	24
Unclassified.....	—	—	—	4	—	—	4
TOTAL.....	223	487	3,985	53,744	28	57	58,524

Student teachers are not included. Of the pupils present at two consecutive inspections 76.8 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION IN 1933, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standard.	High.	Secondary Schools and Departments.	Primary.	Mission.	Farm.	Total.
Sub-Standard A.....	—	—	907	17,628	21	18,556
„ B.....	—	—	623	10,113	13	10,749
Standard I.....	—	—	720	9,559	8	10,287
„ II.....	—	—	652	8,036	3	8,691
„ III.....	—	—	704	5,856	3	6,563
„ IV.....	—	84	560	3,475	2	4,121
„ V.....	—	44	425	1,870	—	2,339
„ VI.....	—	46	282	1,042	—	1,370
„ VII.....	148	291	—	—	—	439
„ VIII.....	81	178	—	—	—	259
„ IX.....	21	5	—	—	—	26
„ X.....	23	6	—	—	—	29
Unclassified.....	—	—	—	2	—	2
TOTAL.....	273	654	4,873	57,581	50	63,431

Student teachers are not included. Of the pupils present at two consecutive inspections 77.3 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION IN 1932, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	Secondary.	Part-time.	Industrial.	Mission.	Total.
Sub-Standard A....	32	8	73	43,976	44,089
„ B....	29	2	38	21,183	21,252
Standard I.....	23	1	29	17,811	17,864
„ II.....	23	3	35	12,896	12,957
„ III.....	24	—	25	10,086	10,135
„ IV.....	21	—	31	6,582	6,634
„ V.....	48	—	36	3,864	3,948
„ VI.....	116	—	65	2,525	2,706
„ VII.....	125	—	—	11	136
„ VIII.....	56	—	—	—	56
„ IX.....	12	—	—	—	12
„ X.....	10	—	—	—	10
Unclassified.....	—	—	28	—	28
TOTAL.....	519	14	360	118,934	119,827

Student teachers are not included. Of the pupils present at two successive inspections 66.7 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION IN 1933, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	Secondary.	Part-time.	Industrial.	Mission.	Total.
Sub-Standard A.....	34	22	—	46,179	46,235
„ B.....	38	8	—	21,989	22,035
Standard I.....	24	3	—	18,766	18,793
„ II.....	23	4	—	14,485	14,512
„ III.....	16	6	—	10,525	10,547
„ IV.....	21	2	16	6,738	6,777
„ V.....	41	5	17	4,346	4,409
„ VI.....	134	—	52	2,326	2,512
„ VII.....	153	—	—	—	153
„ VIII.....	94	—	—	—	94
„ IX.....	27	—	—	—	27
„ X.....	7	—	—	—	7
TOTAL.....	612	50	85	125,354	126,101

Student teachers are not included. Of the pupils present at two consecutive inspections 66.9 per cent. were placed in a higher class.

SEX OF TEACHERS AS AT 30TH JUNE, 1932, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	European Training Colleges.	High.	Secondary.	Primary.	Part-time.	Farm.	Aided.	Coloured Training.	Coloured Mission.	Coloured Farm.	Native Training.	Native Mission.	Total.
Male.....	28	18	838	288	1,218	[1]	14	2	23	830	—	35	2,046	5,340
Female.....	41	38	942	366	2,696	[6]	226	9	23	945	1	39	1,497	6,823
Total, 1932.....	69	56	1,780	654	3,914	[7]	240	11	46	1,775	1	74	3,543	12,163
Total, 1931.....	66	64	1,732	667	3,874	1+[5]	278	12	40	1,761	—	79	3,542	12,116
Percentage of Male Teachers, 1932.	40·6	32·1	47·1	44·1	31·1	14·3	5·8	18·2	50	46·7	—	47·3	53·3	43·9
Percentage of Male Teachers, 1931.	39·4	31·3	46·4	41·4	30·9	50·0	7·6	16·6	45	46·2	—	49·4	57·4	43·3

RACE OF TEACHERS AS AT 30TH JUNE, 1932, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European.									Coloured.							Native.					Total Number of Teachers.	
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	Aided.	Total.	Training Schools.	High.	Secondary.	Primary.	Part-time.	Mission.	Farm.	Total.	Training Schools.	Secondary.	Primary.	Part-time.	Mission.		Total.
European Teachers....	69	56	1,771	589	3,784	240	11	6,520	35	8	8	14	[3]	225	1	291	71	15	—	—	58	144	6,955
Coloured Teachers.....	—	—	—	—	—	—	—	—	11	1	26	114	—	1,463	—	1,615	1	—	—	—	6	7	1,622
Native Teachers.....	—	—	—	—	—	—	—	—	—	—	—	2	—	87	—	89	2	16	—	[4]	3,479	3,497	3,586
TOTAL, 1932....	69	56	1,771	589	3,784	240	11	6,520	46	9	34	130	[3]	1,775	1	1,995	74	31	—	[4]	3,543	3,648	12,163
TOTAL, 1931....	66	64	1,724	611	3,741	278	12	6,496	40	8	36	123	—	1,761	—	1,968	79	20	10	1+[5]	3,542	3,652	12,116

SEX OF TEACHERS AS AT 30TH JUNE, 1933, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	European Training Colleges.	High.	Secondary.	Primary.	Part-time.	Farm.	Aided.	Coloured Training.	Coloured Mission.	Coloured Farm.	Native Training.	Native Mission.	Total.
Male.....	27	19	862	293	1,231	[9]	16	2	25	897	3	38	2,036	5,449
Female.....	39	43	902	366	2,696	[4]	216	11	24	959	2	35	1,494	6,787
Total, 1933.....	66	62	1,764	659	3,927	[13]	232	13	49	1,856	5	73	3,530	12,236
Total, 1932.....	69	56	1,780	654	3,914	[7]	240	11	46	1,775	1	74	3,543	12,163
Percentage of Male Teachers, 1933.	40·9	30·6	48·9	44·5	31·3	69·2	6·9	15·4	51	48·3	60	52·1	57·7	44·5
Percentage of Male Teachers, 1932.	40·6	32·1	47·1	44·1	31·1	14·3	5·8	18·2	50	46·7	—	47·3	53·3	43·9

RACE OF TEACHERS AS AT 30TH JUNE, 1933, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European.									Coloured.							Native.					Total Number of Teachers.
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	Aided.	Total.	Training Schools.	High.	Secondary.	Primary.	Part-time.	Mission.	Farm.	Total.	Training Schools.	Secondary.	Part-time.	Mission.	Total.	
European Teachers.....	66	62	1,753	593	3,765	232	13	6,484	42	10	19	23	—	222	—	316	68	13	—	58	139	6,939
Coloured Teachers.....	—	—	—	—	—	—	—	—	7	1	16	135	[9]	1,547	5	1,711	—	—	—	12	12	1,723
Native Teachers.....	—	—	—	—	—	—	—	—	—	—	4	—	—	87	—	91	5	18	[4]	3,460	3,483	3,574
TOTAL, 1933.....	66	62	1,753	593	3,765	232	13	6,484	49	11	35	162	[9]	1,856	5	2,118	73	31	[4]	3,530	3,634	12,236
TOTAL, 1932.....	69	56	1,771	589	3,784	240	11	6,520	46	9	34	130	[3]	1,775	1	1,995	74	31	[4]	3,543	3,648	12,163

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEARS ENDED 31ST MARCH, 1932, AND 31ST MARCH, 1933.

<i>Administration.</i>		1932.		1933.	
		£	s. d.	£	s. d.
A	1. Salaries, Wages, and Allowances.....	20,165	19 10	19,219	9 6
	2. Subsistence and Transport.....	93	13 6	127	12 1
	3. Office Equipment, Material and Furniture, including Repairs.....	138	4 9	65	0 8
	4. Rent, Rates, and Insurance.....	20	12 9	18	16 0
	5. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	160	3 2	142	15 6
	6. Repairs, Renovations, and Maintenance	96	17 5	136	5 4
	7. Incidentals.....	345	1 2	363	17 7
TOTAL 2 A.....		£21,020	12 7	£20,073	16 8
<i>School Boards and School Committees.</i>					
B	1. Salaries, Wages, and Allowances.....	42,735	4 11	41,165	11 8
	2. Subsistence and Transport.....	4,556	17 6	4,425	10 6
	3. Office Equipment, Material and Furniture, including Repairs.....	387	15 0	340	7 10
	4. Rent, Rates, and Insurance.....	4,215	16 1	4,129	10 7
	5. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	339	11 6	272	1 4
	6. Repairs, Renovations, and Maintenance	123	17 7	120	17 5
	7. Election Expenses.....	1,474	14 1	98	3 10
	8. Incidentals.....	191	11 5	183	4 2
	9. Actuarial Examination of School Board Officials' Pension Fund.....	—	—	—	—
TOTAL 2 B.....		£54,025	8 1	£50,735	7 4
<i>School Inspection.</i>					
C	1. Salaries, Wages, and Allowances.....	27,741	1 6	24,163	10 10
	2. Subsistence and Transport.....	9,515	2 10	8,673	8 1
	3. Incidentals.....	14	17 9	1	16 1
TOTAL 2 C.....		£37,271	2 1	£32,838	15 0
<i>Medical Inspection.</i>					
D	1. Salaries, Wages, and Allowances.....	6,246	17 3	5,788	15 7
	2. Subsistence and Transport.....	2,312	13 0	2,201	11 0
	3. Incidentals.....	35	11 10	896	7 8
TOTAL 2 D.....		£8,595	2 1	£8,886	14 3

European Education: Training of Teachers.

		£	s. d.	£	s. d.
E	1. Salaries, Wages, and Allowances.....	33,825	8 10	30,648	5 9
	2. Subsistence and Transport.....	2,311	7 10	2,328	18 6
	3. School Equipment, Material and Furniture, including Repairs.....	776	14 0	557	12 11
	4. Hostels.....	10,046	8 11	7,895	10 9
	5. Grants-in-aid, including Hostels under Private Control.....	3,188	0 3	3,095	10 1
	6. Rent, Rates, and Insurance.....	293	11 4	176	5 5
	7. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	682	5 2	442	14 4
	8. Repairs, Renovations, and Maintenance	264	2 6	274	19 2
	9. Incidentals.....	60	5 3	51	10 1
TOTAL 2 E.....		£51,448	4 1	£45,471	7 0

		2			
<i>Secondary Education.</i>					
F	1. Salaries, Wages, and Allowances.....	108,724	7 3	112,306	6 10
	2. Subsistence and Transport.....	36	3 4	38	5 6
	3. School Equipment, Material and Furniture, including Repairs.....	2,609	17 10	2,669	11 11
	4. Bursaries.....	40,513	15 4	45,059	19 8
	5. Hostels.....	3,876	8 8	3,080	16 5
	6. Grant-in-aid, including Hostels under Private Control.....	—	—	—	—
	7. Rent, Rates, and Insurance.....	920	8 0	408	14 9
	8. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	1,182	5 2	1,102	5 2
	9. Repairs, Renovations, and Maintenance	1,012	1 2	841	3 6
	10. Incidentals.....	101	5 7	70	10 3
TOTAL 2 F.....		£158,976	12 4	£165,577	14 0

<i>Primary Education.</i>					
G	1. Salaries, Wages, and Allowances.....	984,762	10 11	963,665	1 5
	2. Subsistence and Transport.....	660	15 7	792	0 5
	3. School Equipment, Material and Furniture, including Repairs.....	38,242	5 8	31,897	19 5
	4. Bursaries.....	189,016	13 10	177,052	5 1
	5. Hostels.....	2,086	14 5	1,951	2 1
	6. Grants-in-aid, including Hostels under Private Control.....	1,249	18 0	1,080	9 0
	7. Rent, Rates, and Insurance.....	28,828	2 9	27,302	4 9
	8. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	8,138	16 1	7,737	12 6
	9. Repairs, Renovations, and Maintenance	8,978	2 11	7,041	10 3
	10. Incidentals.....	122	14 1	64	1 5
TOTAL 2 G.....		£1,262,086	14 3	£1,218,584	6 4

<i>Combined Primary and Secondary Education.</i>					
H	1. Salaries, Wages, and Allowances.....	742,853	10 8	719,784	6 6
	2. Subsistence and Transport.....	408	4 8	366	19 0
	3. School Equipment, Material and Furniture, including Repairs.....	25,712	7 9	22,598	9 0
	4. Hostels.....	69,875	14 4	61,697	17 1
	5. Grants-in-aid, including Hostels under Private Control.....	7,039	12 4	6,352	18 6
	6. Rent, Rates, and Insurance.....	2,752	15 9	2,056	2 8
	7. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	8,888	13 8	8,029	18 10
	8. Repairs, Renovations, and Maintenance	7,432	14 1	7,547	4 2
	9. Incidentals.....	111	16 1	104	17 5
TOTAL 2 H.....		£865,072	9 4	£828,538	13 2

Coloured Education : Training of Teachers.

	£	s.	d.	£	s.	d.
J 1. Salaries, Wages, and Allowances.....	19,656	12	9	18,671	3	7
2. Subsistence and Transport.....	162	0	1	180	0	11
3. School Equipment, Material and Furniture, including Repairs.....	513	0	4	427	0	11
4. Bursaries.....	8,217	8	3	6,372	1	2
5. Rent, Rates, and Insurance.....	3,164	11	4	3,200	12	6
	14	17	8			
6. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	166	11	8	109	8	5
7. Repairs, Renovations, and Maintenance	211	16	11	39	1	0
8. Incidentals.....	66	10	9	62	7	10
SUB-TOTAL.....	£32,173	9	9	£29,061	16	4

Primary and Secondary Education.

J 9. Salaries, Wages, and Allowances.....	307,690	10	8	307,820	6	10
10. Subsistence and Transport.....	12	13	4	6	7	6
11. School Equipment, Material and Furniture, including Repairs.....	18,853	11	5	17,887	14	10
12. Bursaries.....	978	7	11	1,416	1	9
13. Rent, Rates, and Insurance.....	11,466	2	10	11,369	4	2
14. Fuel, Light, Water, Cleaning Supplies, and Sanitary Services.....	3,605	2	5	3,865	17	1
15. Repairs, Renovations, and Maintenance	3,020	14	6	3,155	6	0
16. Incidentals.....	3	5	0	3	19	10
SUB-TOTAL.....	£345,630	8	1	£345,524	18	0
TOTAL 2 J.....	£377,803	17	10	£374,586	14	4

NATIVE EDUCATION.

*School Inspection.**Inspection by Europeans.*

	£	s.	d.	£	s.	d.
K 1. Salaries, Wages, and Allowances.....	11,775	15	6	10,578	12	11
2. Subsistence and Transport.....	3,883	19	1	3,628	6	6
SUB-TOTAL.....	£15,659	14	7	£14,206	19	5

Native Supervisors.

K 3. Salaries, Wages, and Allowances.....	697	10	8	686	17	6
4. Subsistence and Transport.....	460	8	3	479	7	0
SUB-TOTAL.....	£1,157	18	11	£1,166	4	6
SUB-TOTAL.....	£16,817	13	6	£15,373	3	11

Training of Teachers.

K 5. Salaries, Wages, and Allowances.....	29,291	7	4	27,955	19	7
6. Subsistence and Transport.....	865	16	0	813	10	11
7. School Equipment, Material and Furniture, including Repairs.....	315	2	7	289	4	9
8. Bursaries.....	4,533	3	3	4,076	7	4
9. Vacation Courses.....	45	15	4	—	—	—
10. Miscellaneous.....	572	0	3	559	2	3
SUB-TOTAL.....	£35,623	4	9	£33,694	4	10

Secondary Education.

	£	s.	d.	£	s.	d.
K 11. Grants-in-aid.....	£4,292	4	10	£4,358	7	11

Primary Education.

K 12. Salaries, Wages, and Allowances.....	259,775	4	4	254,820	8	11
13. Subsistence and Transport.....	3	1	6	—	—	—
14. School Equipment, Material and Furniture, including Repairs.....	13,485	6	1	11,642	8	2
15. Miscellaneous.....	413	10	2	402	18	0
SUB-TOTAL.....	£273,677	2	1	£266,865	15	1

Technical and Industrial Education : Boys.

K 16. Salaries, Wages, and Allowances.....	6,956	19	2	6,640	17	9
17. School Equipment, Material and Furniture, including Repairs.....	13	4	10	11	10	0
18. Bursaries.....	945	0	0	838	16	8
19. Miscellaneous.....	15	6	9	14	9	5
SUB-TOTAL.....	£7,930	10	9	£7,505	13	10

Technical and Industrial Education : Girls.

K 20. Salaries, Wages, and Allowances.....	3,540	0	5	3,652	9	3
21. School Equipment, Material and Furniture, including Repairs.....	99	5	1	68	8	11
22. Bursaries.....	264	0	0	240	0	0
23. Miscellaneous.....	8	18	8	5	2	10
SUB-TOTAL.....	£3,902	4	2	£3,966	1	0
SUB-TOTAL.....	£11,832	14	11	£11,471	14	10

General.

K 24. Good Service Allowances and Bonuses	13,290	0	9	14,263	1	1
25. Examination Expenses.....	2,007	3	3	2,063	5	5
26. Incidentals.....	93	9	1	92	16	7
SUB-TOTAL.....	£15,390	13	1	£16,419	3	1
TOTAL NATIVE EDUCATION	£357,644	13	2	£348,182	9	8

General.

L 1. Examination Expenses.....	877	19	7	10,832	3	4
	9,657	10	1			
2. Good Service Allowances.....	540	3	3	—	—	—
3. Pensions and Gratuities.....	323	14	4	260	8	5
4. Contributions to Pension Funds.....	100,294	15	8	103,911	13	2
5. Printing, Stationery, and Advertising	6,293	13	10	4,290	14	10
6. Telegraphs and Telephones.....	2,548	1	3	2,412	5	3
7. Grants to Student-teachers' Loan Fund	—	—	—	2,000	0	0
8. Grants to Private Hostels for General Educational Purposes.....	352	18	0	423	2	0
9. Miscellaneous.....	534	14	4	290	15	7
TOTAL 2 L.....	£121,423	10	4	£124,421	2	7

Minor Works.

M 1. Minor Works, including Site Transfer and other Expenses, School Footbridges, Fencing, and Boreholes...	5,557	5	4	3,817	16	9
GRAND TOTAL, VOTE 2....	£3,320,925	11	6	£3,221,714	17	1

STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

(1) ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1932.

£ s. d.		£ s. d.	
To Balance, 1st April, 1931	—	By Allowance to Student-	
„ Cash Receipts.....	378 4 8	teachers'.....	378 4 8
	£378 4 8		£378 4 8

(2) ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1933.

£ s. d.		£ s. d.	
To Balance, 1st April, 1932	—	By Allowance to Student-	
„ Cash Receipts.....	378 4 8	teachers'.....	292 3 6
	£378 4 8	„ Balance.....	86 1 2
			£378 4 8

[See overleaf for the following Tables:—

Teachers Holding Certificates at 30th June, 1932 and 1933.]

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES AT 30 JUNE, 1933, ARRANGED ACCORDING TO CLASSES OF SCHOOL.

SUMMARY.	CERTIFICATED.				UNCERTIFICATED.				TOTAL.				PERCENTAGE OF CERTIFICATED.			
	Number in European Schools.	Number in Coloured Schools.	Number in Native Schools.	Total.	Number in European Schools.	Number in Coloured Schools.	Number in Native Schools.	Total.	Number in European Schools.	Number in Coloured Schools.	Number in Native Schools.	Total.	In European Schools.	In Coloured Schools.	In Native Schools.	Total.
Province, excluding Territories.....	6,313	1,898	1,199	9,410	41	175	128	344	6,354	2,073	1,327	9,754	99.35	91.56	90.35	96.47
Territories.....	128	34	2,158	2,320	2	11	149	162	130	45	2,307	2,482	98.46	75.56	93.54	93.47
TOTAL, 1933.....	6,441	1,932	3,357	11,730	43	186	277	506	6,484	2,118	3,634	12,236	99.34	91.22	92.38	95.86

Class of School.	Privy Council Certificate.			Other British Government Certificates.		Other European Government Certificates.		TI Certificate.	Secondary Higher.	Secondary Lower.			Infant School Teachers.				Primary Teachers.				Primary Higher Or T2 Certificate.				Coloured Primary Higher.	Native Primary Higher.	Primary Lower. or T3 Certificate.				Coloured Primary Lower.	Native Primary Lower.	Miscellaneous.			Uncertificated.			Total Number of Certificated Teachers.	Total Number of Uncertificated Teachers.	Total Number of Teachers.
	Degree.	Intermediate.	No Academic Qualification.	Degree.	No Academic Qualification.	Degree.	No Academic Qualification.			Degree.	Intermediate.	Matriculation.	Degree.	Intermediate.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Matriculation.	No Academic Qualification.	Degree.	Intermediate.	Matriculation.	No Academic Qualification.			Degree.	Intermediate.	Matriculation.	No Academic Qualification.			Degree.	Intermediate.	Matriculation.	No Academic Qualification.	Degree.	Matriculation.			

TEACHERS IN EUROPEAN SCHOOLS.

Training Colleges.....	3	—	4	1	2	2	—	6	8	—	—	—	—	2	2	—	—	—	—	13	4	6	1	—	—	1	—	—	1	—	—	1	3	2	—	—	62	—	62		
High.....	39	3	17	15	—	—	1	160	299	115	16	20	1	1	47	87	—	1	5	2	170	65	354	25	—	—	19	6	55	119	—	—	8	26	58	18	1	—	1,734	19	1,753
Secondary.....	3	1	4	—	—	—	—	18	60	23	8	6	—	1	26	51	—	1	6	1	41	19	194	18	—	—	5	2	14	88	—	—	1	1	1	—	—	593	—	593	
Primary.....	5	—	30	3	7	—	—	13	34	28	10	18	—	—	108	221	2	—	184	48	42	31	979	110	—	—	13	14	151	1,677	—	—	6	11	2	5	13	3,745	20	3,765	
Farm.....	—	—	—	—	—	—	—	—	—	—	1	—	—	—	3	—	—	—	32	10	—	—	35	2	—	—	—	1	12	133	—	—	—	—	—	3	229	3	232		
Aided.....	1	—	—	—	—	—	—	2	—	—	—	—	—	—	3	—	—	—	1	—	—	1	1	—	—	—	—	—	—	3	—	—	—	—	—	1	12	1	13		
Itinerant Teachers.....	—	—	1	—	—	—	—	—	1	1	—	—	—	—	—	—	—	—	—	1	—	4	2	—	—	—	—	—	—	3	—	—	—	—	—	—	66	—	66		
TOTAL.....	51	4	56	19	9	2	1	199	402	167	34	45	1	2	183	367	2	2	227	62	267	119	1,573	159	—	—	38	23	232	2,024	—	—	10	53	108	20	6	17	6,441	43	6,484

TEACHERS IN COLOURED SCHOOLS.

Training.....	2	1	3	1	—	1	—	2	5	5	—	—	3	—	—	—	—	—	4	2	4	1	—	—	1	—	2	8	—	—	1	1	1	—	—	—	49	—	49		
High.....	1	—	—	—	—	—	—	4	—	—	—	—	—	—	—	—	—	—	3	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	—	11		
Secondary.....	1	—	1	—	—	—	1	5	3	—	—	—	—	—	—	—	—	—	1	1	3	—	4	—	—	—	1	6	6	—	—	2	—	—	—	—	35	—	35		
Primary.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12	—	—	—	—	2	3	—	2	24	—	3	—	1	52	60	—	—	—	—	2	160	2	162			
Part-time.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mission.....	—	—	5	—	5	—	6	—	1	1	—	—	—	—	33	—	—	2	1	3	—	9	13	138	2	[1]	1	9	354	1,042	47	2	2	—	2	4	174	1,676	180	1,856	
Farm.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	—	4	1	4	5	5		
TOTAL.....	4	1	9	1	5	1	6	3	15	9	—	—	3	—	46	—	—	2	1	13	7	16	16	166	2	4	1	13	421	1,108	47	5	3	4	2	4	180	1,932	186	2,118	

TEACHERS IN NATIVE SCHOOLS.

Training.....	9	3	8	3	—	—	5	2	9	5	—	—	—	—	—	—	—	—	1	—	4	6	—	1	—	—	1	7	—	1	1	2	4	—	1	—	72	1	73		
Secondary.....	5	—	—	—	—	—	—	4	—	2	—	1	—	—	—	—	—	—	5	1	—	—	1	2	—	—	5	—	2	2	—	—	—	—	1	—	30	1	31		
Industrial.....	—	—	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	5	—	—	—	—	—	4	—	—	—	—	—	33	—	—	51	3	54		
Part-time.....	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Higher Mission.....	—	—	—	—	1	—	—	—	—	1	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	[2]	—	[2]	—	—	—	—	—	—	44	634	45	679	
Mission.....	1	1	—	—	—	—	1	—	1	1	—	—	—	—	3	—	—	—	1	1	3	—	—	64	—	—	1	122	5	436	—	—	1	—	—	227	2,570	227	2,797		
TOTAL.....	15	4	9	4	1	—	5	3	13	9	—	1	—	5	—	—	—	7	2	9	11	1	131	—	—	9	628	21	2,426	2	2	39	1	2	274	3,357	277	3,634			

TOTALS.

In European Schools.....	51	4	56	19	9	2	1	199	402	167	34	45	1	2	183	367	2	2	227	62	267	119	1,573	159	—	—	38	23	232	2,024	—	—	10	53	108	20	6	17	6,441	43	6,484
In Coloured Schools.....	4	1	9	1	5	1	6	3	15	9	—	—	3	—	—	46	—	—	2	1	13	7	16	16	166	2	4	1	13	421	1,108	47	5	3	4	2	4	180	1,932	186	2,118
In Native Schools.....	15	4	9	4	1	—	5	3	13	9	—	1	—	—	—	5	—	—	—	—	7	2	9	11	1	131	—	—	9	628	21	2,426	2	2	39	1	2	274	3,357	277	3,634
TOTAL.....	70	9	74	24	15	3	12	205	430	185	34	46	4	2	183	418	2	2	229	63	287	128	1,598	186	167	133	42	24	254	3,073	1,129	2,473	17	58	151	23	12	471	11,730	506	12,236

PART-TIME SCHOOLS:—The bracketed figures refer to teachers also employed in day schools.

