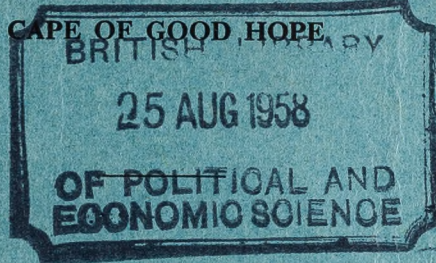


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DEPARTMENT OF PUBLIC EDUCATION



REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

FOR THE YEAR

1956



DEPARTMENT OF PUBLIC EDUCATION
CAPE OF GOOD HOPE

REPORT

OF THE

SUPERINTENDENT-GENERAL

OF

EDUCATION

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DEPARTMENT OF PUBLIC EDUCATION CAPE OF GOOD HOPE

REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION

For the Period
1st JANUARY, 1956, to 31st DECEMBER, 1956

Department of Public Education,
Cape Town.
31st December, 1956.

The Honourable The Administrator,
Cape Town.

Sir,

I have the honour to submit to you my report for the period 1st January, 1956, to 31st December, 1956.

During the year, the Education Ordinance, 1956, consolidating and amending the Consolidated Education Ordinance, 1921, and the later amending and supplementary ordinances, was promulgated and will become effective as from 1st January, 1957. The Province now has its education laws in Afrikaans and English.

The Report of the Coloured Education Commission was published during the year. Many of the recommendations of this comprehensive and valuable report are already in operation, while others have been accepted and will come into operation as soon as circumstances permit.

It is most gratifying that the enrolment in the first year Primary Teachers' Course shows an increase in 1956 as compared with 1955. In fact the enrolment for all the Teachers' Courses has increased this year as compared with the previous year. It will, however, be a considerable time before the shortage of teachers is made good.

I wish to express my sincere thanks to you, Sir, and to the Executive Committee for your wise counsel and kind co-operation.

I have the honour to be, Sir,

Your obedient servant,

J. G. MEIRING,
Superintendent-General of Education.

CHAPTER I

ADMINISTRATION

During the year under review a new Education Ordinance was promulgated to take the place of the Consolidated Education Ordinance of 1921 and the numerous amending and supplementing ordinances subsequently passed. The completion of the new consolidating measure, which called for strenuous efforts on the part of a limited staff, has made it possible to place in the hands of those concerned in the administration of education in this Province an up-to-date and comprehensive ordinance. This should bear fruit in the form of enhanced efficiency.

Although some improvement was effected during 1956 in the headquarters staffing position by the appointment of permanent incumbents to vacant posts in the clerical division, the position is not yet entirely satisfactory, as several posts are still filled on a temporary basis.

Important changes in the structure of the Administrative Division of the Public Service were brought about as from the 1st February, 1956. A new post of Administrative Control Officer was instituted, and the posts of Chief Clerk, Grade I, and Chief Clerk, Grade II, were re-designated Principal Administrative Officer and Senior Administrative Officer, respectively. The grades of Senior Clerk and Principal Clerk were amalgamated and re-designated Administrative Officer.

As a result of the aforementioned changes, the post of Chief Clerk, Grade I, on the Department's establishment was converted to that of Administrative Control Officer, while the posts of Chief Clerk, Grade II, Principal Clerk and Senior Clerk were converted to posts of Principal Administrative Officer, Senior Administrative Officer and Administrative Officer, respectively.

Mr. S. W. Coetzee was promoted to the post of Administrative Control Officer, while Messrs. J. F. Lighton, G. W. Meister and J. de Villiers were promoted as Principal Administrative Officers. Messrs. G. R. O'Bree, D. G. Joubert and P. J. le Grange were promoted as Senior Administrative Officers.

During 1956 a number of changes took place in the inspection staff. Dr. E. J. Voigt was appointed as Medical Inspector of Schools. Miss V. M. Searle, Miss F. Grobler and Mrs. M. van Niekerk were appointed as Inspectresses of Drawing and Art, Infant School Method, and Needlework, respectively. Mr. S. S. van Rensburg was appointed as Inspector of Drawing and Art and Messrs. N. H. Bernard and E. G. Mesk as Inspectors of Special Classes and School Guidance.

Mr. J. G. Kesting was appointed to the newly created post of Organiser of School Libraries, and Miss B. K. Williams as Organiser of Hard-of-hearing and Speech-defective Classes.

Dr. H. M. Daleboudt, Principal of the Zwaanswyk Primary School, was seconded to the Department as Organiser of Audio-visual Education.

It is with deep regret that I have to record the deaths of Dr. M. Sheehan, Medical Inspector of Schools, and of Miss M. E. Bruwer, School Nurse. Their passing is mourned by a wide circle of friends.

Mrs. M. S. Kihn, Organiser of Hard-of-hearing and Speech-defective Classes, has retired on pension. I wish to express my sincere appreciation of the services rendered by her.

Mr. C. A. Buchner, Inspector of Drawing and Art, and Miss A. C. Fourie, Inspectress of Infant School Method, resigned their appointments, the latter on account of marriage.

Mr. A. Clark resigned as Inspector of Special Classes and School Guidance to take up an appointment as Inspector of Schools in the Department of Native Affairs.

The names of the incumbents of the senior posts on the headquarters establishment and of posts on the field staff as at the beginning of 1957 are given in Appendix A to this report.

CHAPTER II
THE NEW EDUCATION ORDINANCE

The Education Ordinance, 1956, consolidating and amending the Consolidated Education Ordinance, 1921, and the later amending and supplementing ordinances, was promulgated in the Official Gazette of 14th September, 1956. The date of effect of the new Ordinance is 1st January, 1957.

During the period of thirty-five years following the promulgation of the Consolidated Ordinance of 1921 many important changes were made in the educational system of this Province, and no fewer than sixty amending or supplementing ordinances were passed. The new consolidating measure has met a need that has long been felt and that would have been met sooner had not the dearth of trained personnel hampered the Department in its efforts to complete the preparation of the draft.

The 1921 Ordinance was framed before Afrikaans became an official language and was therefore promulgated in English and Nederlands. With the advent of the 1956 Ordinance the Province now has its education laws in Afrikaans and English.

While the new Ordinance has not brought about any radical change in the broad educational policy of the Province, a number of improvements, chiefly of an administrative nature, have been introduced.

Among these changes is a new approach to the subsidisation of recognised boarding institutions which are not conducted at the financial risk of the Administration.

Under the old Ordinance, 185 hostels intended primarily for the accommodation of indigent pupils received capitation grants, staff subsidies and full rent grants, whereas some 110 private hostels received merely a limited form of assistance in respect of rent. Hostels intended primarily for indigent pupils often accommodated large numbers of paying boarders, while private hostels catered for indigent as well as paying boarders, and it became evident that the time had arrived for the removal of the distinction between hostels for the indigent and hostels for paying boarders.

All aided hostels for European pupils are now to receive uniform treatment. They are to be paid capitation grants in respect of indigent boarders, in addition to full rent grants or the free use of buildings belonging to the Administration where such are available. The capitation grants will be calculated to provide for a subsidy on staff salaries as well as maintenance costs (excluding maintenance charges for buildings, which will be covered by the rent grants). The details of the basis and conditions of aid have been laid down by regulations made under the new Ordinance.

Another noteworthy change made by the Ordinance concerns the retiring age of teachers.

The age limit is raised from 60 to 63 for men and from 55 to 58 for women, but it will still be possible for a teacher to retire vol-

untarily on pension on or after attaining an age five years lower than the age limit. The interests of serving teachers have been protected by the provision enabling them to elect, during the period from the promulgation of the Ordinance until 31st December, 1957, to retain the lower age limit.

Coupled with the raising of the age limit is the removal of the limitation placed on the percentage (of average salary for the last five years) at which a pension is calculated—and as this percentage is based on length of service, the added years of service will thus have their full effect on the amount of the pension. The limitation to a maximum of 65 per cent is retained, however, in the case of a teacher electing, in terms of the provision mentioned above, to retain the lower age limit.

Under the new Ordinance the salary scales and allowances of teachers, together with the grading of schools and the classification of teachers according to their qualifications, will henceforth be prescribed by regulation instead of being laid down by ordinance. This will promote administrative efficiency and will serve to expedite the process of effecting any necessary change in the emoluments of teachers.

In terms of the new Ordinance the provision made in 1945 for the appointment of Coloured education committees, to exercise the powers of school boards where boards were unwilling to deal with Coloured education, falls away, and all school boards are accordingly vested with the responsibility for the management of both European and Coloured undenominational schools.

The provisions of the Ordinance relating to the use of the official languages as media and as subjects of instruction apply to European and Coloured schools alike. Whereas under the old Ordinance the medium of instruction in schools for Coloured pupils was a matter of discretion, the medium provisions applicable to schools for European pupils are now expressly applied also to all Coloured schools maintained or aided by the Administration. At the same time the Department is empowered to permit any necessary change in the organisation of a school to be made gradually.

The new Ordinance embodies numerous drafting improvements and should be carefully studied by all concerned in the administration of education in this Province.

Regulations framed under the Ordinance and promulgated in the Official Gazette before the end of 1956 included those relating to hostels, teachers' salaries, religious instruction and the election of school committees.

CHAPTER III

EUROPEAN EDUCATION

The following table shows the growth in the enrolment of European pupils during the last ten years:

June	Pupils in Primary Area	Pupils in Secondary Area	Total
1947	128,860	28,453	157,313
1948	131,429	28,152	159,581
1949	134,157	28,603	162,760
1950	137,324	29,607	166,931
1951	138,991	31,144	170,135
1952	141,534	32,652	174,186
1953	129,300*	48,807*	178,107
1954	132,493	49,801	182,294
1955	134,966	50,684	185,650
1956	135,919	54,066	189,985

* Standard VI (15,148 pupils) was incorporated in the secondary area in 1953

It will be observed that the annual increase in the total enrolment was 3,356 and 4,335 in 1955 and 1956 respectively.

In October an improved basis for the staffing of schools was announced. The new basis, which takes effect from the beginning of 1957, will bring relief particularly to the smaller schools where teachers have to deal with classes comprising pupils in more than one standard.

In recent years there has been a considerable increase in the number of applications received for the creation of music teacher posts. Music teachers give individual instruction in instrumental music to pupils who pay a quarterly fee of £1. 17s. 6d. and receive one hour's instruction per week. In the year under review 39 additional music posts were created.

The scheme for the exchange of posts between teachers under the Department and teachers in Great Britain, which was suspended during the war and for some years thereafter, is again in operation. Three teachers exchanged posts with teachers in Great Britain for the year 1956. To be eligible for an exchange a teacher must be at least 25 but not more than 45 years of age and have rendered at least 5 years' satisfactory service. A teacher for whom an exchange is arranged continues to be paid full salary oversea by the Cape Administration at the same rate as if the exchange had not been made, but all travelling expenses have to be met by the teacher.

Towards the end of 1956 teachers were paid a vacation savings bonus similar to that paid by the Union Government to public servants. The bonus, which was equivalent to five per cent of the annual salary (excluding cost-of-living allowance) payable to the

teacher on 30th June, 1956, was paid to full-time teachers eligible for permanent appointment who had continuous service from 1st February, 1956 to 30th September, 1956, and to full-time teachers not eligible for permanent appointment who had continuous service for the period 1st October, 1954, to 30th September, 1956.

The following tables give the distribution of pupils in Standards VI to X:

TABLE I

DISTRIBUTION OF PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1947 TO 1956

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1947	14,002	10,868	8,244	4,963	4,378
1948	14,047	11,015	8,147	4,786	4,204
1949	14,215	11,486	8,253	4,779	4,085
1950	14,872	11,896	8,695	4,865	4,151
1951	15,036	12,952	8,917	5,114	4,161
1952	15,531	13,727	9,366	5,237	4,322
1953	15,148	14,048	9,719	5,451	4,441
1954	15,580	13,889	10,122	5,608	4,623
1955	15,797	13,917	10,316	5,969	4,702
1956	15,822	14,175	10,987	6,134	5,002

TABLE II

PERCENTAGE DISTRIBUTION OF PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1947 TO 1956

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1947	100	75	55	33	28
1948	100	79	56	32	28
1949	100	82	59	33	27
1950	100	84	62	35	29
1951	100	87	63	36	30
1952	100	91	63	37	31
1953	100	90	65	37	31
1954	100	92	65	37	31
1955	100	89	68	38	31
1956	100	89	70	40	32

TABLE III

THE NUMBER OF SCHOOLS AND COLLEGES SINCE 1948

Third Quarter	1948	1949	1950	1951	1952	1953	1954	1955	1956
Training Colleges ...	9	9	8	7	7	7	7	7	7
High Schools ...	174	179	180	181	181	186	186	190	194
Agricultural High Schools ...	3	3	3	3	3	3	3	3	3
Secondary Schools	65	60	58	57	58	59	65	66	64
Special Secondary Schools ...	—	—	—	—	—	—	—	—	2
Primary Schools ...	1,032	1,007	968	948	918	900	876	863	847
Church Schools ...	28	28	28	28	28	28	28	28	28
Special Schools ...	6	8	9	9	8	8	8	8	9
Farm Schools ...	25	19	22	21	22	22	26	25	24
Total	1,342	1,313	1,276	1,254	1,225	1,213	1,199	1,190	1,178

The statement below shows the medium of instruction of pupils in European schools:

NUMBER OF SCHOOLS: MEDIUM OF INSTRUCTION

Fourth Quarter 1956	Afrikaans Only	English Only	Both Media	Total
High (including agricultural high schools) and secondary schools	105	37	121	263
Primary, Church, special and farm schools	499	125	284	908
Total	604	162	405	1,171

CHAPTER IV

COLOURED EDUCATION

The following figures indicate the expansion in the field of Coloured education during the past three years:

	1954	1955	1956
Total enrolment in schools	206,374	214,146	220,015
Enrolment in Stds. VII to X	7,337	7,553	8,219
Number of teachers	6,214	6,450	6,705
Number of schools	1,244	1,262	1,291

From the abovementioned figures it is evident that the expansion in recent years has not only been maintained, but that it is taking place at a steadily increasing pace. In this connection it should be remembered that, except in a few limited areas, compulsory education for Coloured children does not exist.

From the following table, in which details are furnished in regard to the types of schools, it may be seen how the expansion has taken place:

	1954	1955	1956
Training Colleges	2	2	2
Training Schools	8	8	8
High Schools	22	24	27
Secondary Schools	12	14	13
Undenominational Primary Schools	95	97	107
Farm Schools	29	32	39
Mission Schools	1,050	1,062	1,070
Part-time Schools	16	13	14
Special Schools	10	10	11
Total	1,244	1,262	1,291

The subjoined table indicates the enrolment in the secondary standards, that is Standards VII to X:

	1954	1955	1956
High Schools	5,352	5,548	6,269
Secondary Schools	847	930	840
Secondary Division in Training Schools	1,138	1,075	1,110
Total	7,337	7,553	8,219

Although the new Junior Secondary Course was introduced into all Coloured schools at the Standard VI stage in 1953, in a few

cases only have the Standard VI classes been transferred to secondary or high schools. The reason is that there are as yet too few high and secondary schools in existence and too little accommodation is available at the existing high and secondary schools.

Although the totals in the abovementioned tables indicate that there was a general increase in the enrolment, especially in high schools, the figures below indicate that there was in fact an abnormally rapid decrease in the percentage of pupils in the higher classes.

	Pupils	Per-centage	Pupils	Per-centage	Pupils	Per-centage
June	1954	1954	1955	1955	1956	1956
Sub-Std. A ..	50,690	24.3	50,806	23.5	48,655	21.9
Sub-Std. B ..	34,343	16.5	36,223	16.8	36,757	17.0
Std. I ..	30,678	14.7	32,604	15.1	34,743	15.6
Std. II ..	25,592	12.3	26,558	12.3	28,322	12.7
Std. III ..	22,023	10.5	22,471	10.4	23,659	10.6
Std. IV ..	17,028	8.2	17,604	8.2	18,317	8.2
Std. V ..	12,414	5.9	12,735	5.9	13,423	6.0
Std. VI ..	8,420	4.0	9,175	4.2	9,248	4.2
Std. VII ..	4,041	1.9	3,991	1.8	4,130	1.9
Std. VIII ..	2,382	1.1	2,387	1.1	2,740	1.2
Std. IX ..	728	0.4	815	0.4	891	.4
Std. X ..	436	0.2	554	0.3	681	.3
Total ..	208,775	100.0	215,923	100.0	222,766	100.0

During 1956 the report of the Coloured Education Commission was published. This comprehensive and valuable report has been studied carefully and many of its recommendations have already been put into operation, while others have been accepted and will come into operation as soon as circumstances permit. One recommendation of the Commission has, for example, been included in the consolidated Education Ordinance (Ordinance No. 20 of 1956), and in areas where compulsory education is in practice a Coloured child is now compelled to attend school up to the end of the year in which he turns fourteen, unless he passes standard V before that date or is in regular employment. In accordance with the provisions of the abovementioned Ordinance, rent allowances not exceeding 8% per annum of the establishment costs or purchase price may be paid for Coloured mission schools, with effect from 1st January, 1957.

It has further been decided, as a direct result of the recommendations of the Commission, that preference should be given to building projects where the introduction of compulsory education may be promoted. Several other recommendations in connection with syllabuses and directions for development have already been put into practice; others are under consideration.

CHAPTER V

EXAMINATIONS AND VACATION COURSES

Standard VI Examination

Although an external examination at the end of Standard VI conflicts with the aims of the Junior Secondary Course, it has been necessary to retain this examination in respect of a number of Coloured primary schools in which Standard VI remains the highest class. The chief reason for the retention of this examination is the necessity of providing a reasonable standard of education for the majority of pupils who will be unable to continue their education at a secondary or high school.

Accurate statistics of the number of candidates taking this examination have not been kept and their publication in the statistical tables is discontinued.

Junior Certificate Examination

The Junior Certificate examination in 1956 maintained the same high standard as in 1955 and both teachers and inspectors have reason to be satisfied with the results. Despite the problems that arise whenever a new system is introduced, a great measure of success is already evident. It can now be claimed that the course has been launched successfully.

During the two years that the present system has been in operation the percentage distribution of the marks gained by the candidates in Afrikaans, English and General Science, when taken for the Province as a whole, has compared very favourably with the standard distribution which is obtained by taking an average for a number of years. In General Science the deviation has been less than two per cent. This is of significance when one takes into account that the standard distribution is calculated from marks awarded at external examinations only, whereas under the present system the marks were awarded partly on an internal and partly on an external basis.

When the system of internal marking was introduced, it was not expected that the marking throughout the Province would be uniform but it was considered that a certain degree of uniformity could be achieved in an inspector's circuit, as the inspector is charged with the duty of moderating the marks awarded by the teachers. It is interesting to note that the internal marking compares favourably with the results gained at the former external examinations in the individual subjects; the differences that do exist need cause no concern.

In order to ensure that the essentials of the syllabuses in subjects examined internally have been fully covered and to enable the teachers to compare periodically their results with the median for the whole Province, comprehensive objective control tests were held at the end of the year. The tests were conducted in the following subjects: Agriculture (Theory), Needlework and Dress-making (Theory), Woodwork (Drawing and Technology), Art-crafts (Theory), Domestic Science (Theory), General Mathematics, Social Studies, German and Latin. The marks gained by the candidates in the control tests did not affect the candidates' results.

The results of the control tests were very satisfactory in all subjects tested, but in Social Studies it was evident that the test would have to be set on a different basis.

During the course of the year the difficulties encountered in the Junior Secondary Course received full consideration. One of the problems that appeared to be an obstacle in the selection of subjects according to aptitude was the requirement that all candidates for the Junior Certificate examination had to take either General Mathematics or Social Studies. It was therefore decided to remove this obstacle as from the beginning of 1957. The two official languages and General Science remain the only compulsory subjects in the third year of the course and candidates now have a free choice of three subjects.

The choice of subjects a secondary or high school can offer its pupils must of necessity be within the limits of the teaching units available so that the smaller schools can offer only a limited choice. At present a number of schools offer too great a selection of subjects and steps will have to be considered to limit the number of subjects such schools can offer; but it is difficult to impose a restriction of this nature without creating other problems. For example, should a pupil be compelled to enrol at another school which offers his choice of subjects, when the school nearest his home cannot cater for the subjects he desires to take? It has not been possible to formulate an answer to this problem that will satisfy all concerned, but the matter is receiving further consideration.

The special vocational post-primary course for mentally retarded pupils has passed from the experimental stage to a regular course which leads to the Technical Junior Certificate. The course can be completed in three years and consists of a technical subject, an official language on the higher grade, the other official language, General Mathematics and Social Studies. It is proposed to make provision for the instruction of boys in one of the following subjects: Hairdressing, Sheet Metal Work, Panel-beating, Painting, Sign-writing, Spray-painting, Upholstery, Bricklaying and Woodwork; and for instruction of girls in Domestic Science or Hairdressing. Emphasis is laid on the technical subject and the pupil has to pass the examination in the technical subject at the end of the third year in order to gain the certificate. In the academic subjects progress may vary according to the pupil's ability and the standard attained by the pupil in these subjects is endorsed on the certificate.

Negotiations with other Government Departments and employers of technicians for the recognition of the Technical Junior Certificate have reached a satisfactory stage, so that pupils who have completed the course may gain the advantage of their vocational training.

Pupils who do not complete the three-year technical course can obtain a certificate of attainment indicating the standard they have reached.

The syllabuses in the academic subjects for the technical course need revision in order to indicate more exactly the different stages the pupil may attain. This is receiving attention.

The number of candidates who took the Junior Certificate examination in 1956 was 13,609. Compared with 1955 this is an increase of 1,450 candidates. The following table indicates the results of the 1956 examination:

	First Grade Passes		Second Grade Passes		Failures		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Europeans ..	1,493	1,721	3,526	3,187	640	410	10,977
Percentages ..	14	16	32	28	6	4	
Coloureds ..	107	55	951	757	399	363	2,632
Percentages ..	4	2	36	29	15	14	
Totals ..	1,600	1,776	4,477	3,944	1,039	773	13,609
Percentages ..	11	13	33	29	8	6	

Junior Certificate Examination for Bantu Candidates

The following table indicates the results of Bantu candidates at the 1956 Junior Certificate examination:

	First Grade Passes		Second Grade Passes		Failures		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Bantu Candidates	92	47	636	871	256	546	2,448
Percentages ..	4	2	26	35	11	22	

The total number of candidates who sat for the Junior Certificate examinations conducted by the Department has now reached the record figure of 16,057.

Senior Certificate Examination

At the beginning of the year the revised syllabuses for the Senior Secondary Course were introduced in Standard IX. As these syllabuses could not be drafted until those for the Junior Secondary Course had been completed, and as the syllabuses link up with the Junior Secondary Course, it was not possible to publish them long before they were introduced. On the other hand the revision did not materially alter the majority of syllabuses to such an extent that their immediate introduction would cause any hardship. Any difficulties that may arise as a result of revision will be taken into account when the examination results are considered.

The syllabus in History has undergone complete revision and an attempt has been made to introduce a new approach to the subject. The syllabus is divided into two sections, each of which contains six study themes of a comprehensive nature related to South African and to general history respectively. Not fewer than nine study themes have to be studied and of these at least four must be selected from each section. The old essay-type answers which led to lengthy answers and lent themselves to padding will disappear in the examination. Each question will consist of two parts. The first part of the question will consist of twenty short questions which will test the candidate's understanding of events and the application of what he has learnt. The answers will be short and to the point and the candidate will be spared the physical effort of a great deal of writing. The second part of the question will consist of an essay-type answer but shorter than heretofore. One-third of the marks will be allocated to the first part of the question.

The number of entrants for the Senior Certificate examination increased by 576 candidates in comparison with 1955. The following comparative table shows the number of candidates who have entered for this examination during the last three years:

Year	European	Coloured	Bantu	Total
1954	4,654	426	212	5,292
1955	4,726	544	253	5,523
1956	5,091	672	336	6,099

In 1936 3,171 European candidates took the Senior Certificate examination. By 1946 the number had increased to 4,602 and in 1956 it was 5,091. In 1936 there were 77 Coloured candidates; in 1946 this number increased to 136 and in 1956 to 672. Similarly Bantu candidates increased from 27 in 1936 to 163 in 1946 and 336 in 1956.

The following table indicates what percentage of candidates took the various subjects of the Senior Certificate course at the examinations held in 1936, 1946 and 1956:

	Percentages		
	1936	1946	1956
<i>Official Languages</i>			
Afrikaans, Higher Grade	55	60	57
English, Higher Grade	50	40	44
Afrikaans, Lower Grade	43	34	37
English, Lower Grade	50	58	55
<i>Science Subjects</i>			
Agricultural Science	10	6	5
Biology	22	38	48
Botany	16	3	0.8
Chemistry	24	15	5
Physical Science	37	37	42
Physics	0.3	0.5	0.4
Physiology and Hygiene	13	21	26
Zoology	0.5	2	2
Mathematics	54	46	56
<i>Foreign Languages</i>			
Latin	32	14	14
French	0.6	0.7	0.7
German	24	16	11
Hebrew	0.2	0.3	0.2
<i>Bantu Languages</i>			
Southern Sotho	0.1	0.4	—
Tswana	0.1	0.2	0.2
Xhosa	0.5	2	5
<i>Social Sciences</i>			
History	88	77	62
Geography	12	25	32
<i>Literature</i>			
Afrikaans and Nederlands	8	6	3
English	1	1	0.8
<i>Fine Arts</i>			
Art	0.5	1	3
Music	3	3	3
<i>Housecraft</i>			
Domestic Science	8	13	12
Needlework	8	8	8
Manual Training	2	4	8
<i>Commercial Subjects</i>			
Bookkeeping and Commercial Arithmetic	21	30	32
Shorthand (Afrikaans)	—	7	9
Shorthand (English)	—	9	7
Shorthand and Typewriting	7	—	—
Typewriting	—	11	12

In connection with the foregoing table the following should be noted:

Every candidate is required to take both official languages except that immigrants may be exempted under certain circumstances from taking a second official language, and Bantu candidates have to take both an official and a Bantu language on the higher grade. The number of candidates taking both official languages on the higher grade is decreasing.

Every candidate is required to take at least one science subject. If the percentages for the science subjects are totalled it will be observed that about one-fourth of the candidates take a second science subject. The number of candidates taking Botany as a subject is decreasing to such an extent that there is a danger that the subject will disappear from the curriculum. Chemistry and Agricultural Science also show a downward trend. Factors that influence the choice of science subjects are: (1) the decision of the Joint Matriculation Board no longer to recognise Agricultural Science as a science subject for purposes of exemption from the Matriculation examination and to withdraw the recognition of Physiology and Hygiene as a science subject after 1957, (2) the Junior Secondary Course with General Science as a compulsory subject which appears to favour the choice of Biology and Physical Science as subjects in the senior course, and (3) the requirements for students who wish to take a course in medicine.

As from 1948 the Joint Matriculation Board insisted on at least a pass in Mathematics or a "third language" before it would grant full or conditional exemption from the Matriculation examination. To some extent this has influenced the slight increase in the number of candidates taking Mathematics, but in Latin the position has been barely stabilised, while the choice of German as a subject is still decreasing. In French and Hebrew the numbers are fairly static.

Xhosa is the only Bantu language that shows a marked increase, this being due to the increase in the number of Bantu candidates taking the examination.

In the Social Science group History seems to be making way for Geography. It is too early to predict what effect the revised syllabus will have.

Literature as a subject is losing its appeal and if the present trend continues it will soon disappear altogether as a subject.

Art indicates a small increase while Music has continued to interest the same percentage of pupils.

Manual Training has caught up with Housecraft subjects and these subjects will probably show a gradual increase on account of the choice offered in the Junior Secondary Course.

Although the number of candidates taking commercial subjects has increased, the overall percentage increase in the last twenty years has been very small.

The full impact of the Junior Secondary Course is not yet obvious in the choice of subjects for the Senior Course. Moreover, the revised requirements of the Joint Matriculation Board permitting a wider choice of subjects in respect of exemption from the Matriculation examination are bound to influence the choice of subjects in future.

The following table is a summary of the results obtained by candidates at the Senior Certificate examination in 1956:

	European		Coloured		Bantu		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of first grade passes ..	534	535	20	1	6	2	560	538
Number of second grade passes ..	1,872	1,543	285	72	150	37	2,307	1,652
Number of failures ..	369	213	240	52	113	26	722	291
Number of candidates who took the whole examination ..	2,775	2,291	545	125	269	65	3,589	2,481
Number who offered subjects qualifying for exemption from Matriculation examination ..	2,352	1,043	285	47	266	66	2,903	1,156
Number who qualified for Matriculation exemption ..	1,499	782	100	20	60	17	1,659	819

Of the candidates who sat for the whole examination, 18 per cent passed in the first grade, 65 per cent passed in the second grade and 17 per cent failed.

Teachers' Certificate Examinations

Statistical details regarding the number of entries for the Teachers' Certificate examinations will be found in Appendix V.

During the first quarter of 1956 it was possible to hold a conference of principals of European training colleges. The purpose of the conference was to discuss matters of mutual interest and to find solutions to difficulties that confront principals. The agenda contained no less than 45 items and the discussions were of such a nature that it is expected that the colleges derived material benefit from them.

It was gratifying to note that the examiners in English and Afrikaans for the Primary Teachers' Course were able to report an improvement in the standard of the languages. The attempts to effect an improvement in this direction were therefore not in vain and even better results may be expected when the efforts of the additional teachers appointed at the training colleges for the purpose of improving language instruction bear fruit.

The fourth-year diploma course for teachers of Art, started in 1955, did not succeed in attracting sufficient students to enable the course to be continued in 1957. This is not surprising as the number of students taking the third-year Primary Higher Course

in Art is small. The need for teachers of Art, especially in the secondary standards, will continue and it is hoped that the course will be revived as soon as sufficient students apply to be enrolled for the diploma course.

The Professional Examinations Committee has been considering the subjects offered for the Primary Teachers' Certificate, more particularly the subjects to be taught in the primary school and has recommended some changes that will make it possible to place greater stress on these subjects.

The need for Coloured teachers of Domestic Science and Needlework in the secondary standards made it necessary to consider the introduction of teachers' courses in these subjects. Some years ago third-year courses were established in these subjects for teachers who had completed the Coloured Primary Teachers' Advanced Course but so few women took the Advanced Course that the third-year courses had to be discontinued. Teachers of Domestic Science and Needlework in schools for European pupils are trained in third-year courses that follow on the Primary Teachers' Course and it is considered that this will eventually be the method of training Coloured teachers for this purpose. Whilst the number of women taking the Advanced Course is rapidly increasing, it has not yet been possible to re-introduce the third-year courses. As a temporary measure it was decided to modify the Coloured Primary Teachers' Advanced Course for women who wish to specialise in Domestic Science and Needlework to meet the immediate needs. If, at a later stage, specialist teachers with higher qualifications become available to replace teachers who have followed the modified course, the latter will have had sufficient training to revert to posts of class teachers in primary schools.

The following table indicates the results of the Primary Teachers' Certificate examinations in 1954, 1955 and 1956:

	1954	1955	1956
Number of candidates	646	618	645
First grade passes	81	96	80
Percentage	13	15	12
Second grade passes	429	368	413
Percentage	67	60	64
Failures	131	154	152
Percentage	20	25	24
Absentees	5	—	—

The results of the Coloured teachers' examinations were as follows:

(i) Coloured Primary Teachers' Lower Certificate

	1954	1955	1956
Number of candidates	552	556	530
First grade passes	12	13	12
Percentage	2	2	2
Second grade passes	353	361	337
Percentage	64	65	64
Failures	187	182	181
Percentage	34	33	34

(ii) Coloured Primary Teachers' Advanced Course

	1954	1955	1956
Number of candidates	141	159	152
First grade passes	6	10	7
Percentage	4	6	5
Second grade passes	94	95	97
Percentage	67	60	64
Failures	41	54	48
Percentage	29	34	31

Examination of Bantu Candidates

The Department has continued to conduct the examination of Bantu candidates in the Province at the request of the Department of Native Affairs. This arrangement will continue for a few more years.

General

Reports by examiners in the various subjects have been published in the *Education Gazette*. A number of examiners found it necessary to draw attention to poor spelling, illegible handwriting, failure of candidates to read questions and instructions correctly and the inability of candidates to express themselves correctly. Teachers will find it worth while to pay attention to these shortcomings.

The Departmental Examinations Committee and the Professional Examinations Committee each met twice during the year. The recommendations of these Committees are of great assistance to me and I wish to place on record my appreciation of their services and the sacrifices they have made to render these services.

In conclusion I wish to express my thanks to Inspectors and Teachers alike for the work they have done in connection with the internal examinations.

Vacation Courses and Teachers' Classes

During the year teachers' classes were held for European teachers in Handwork at the Paarl Training College, in Physical Education for women teachers at the Graaff-Reinet Training College, for Infant School Teachers at Beaufort West and at De Aar, in Art at Springbok, and in Agriculture at Stellenbosch University. Rhodes University at Grahamstown also conducted a successful vacation course on behalf of the Department for teachers of English and Afrikaans as second language.

Classes for Coloured teachers were held at Oudtshoorn in Bookbinding, at De Aar and at Oudtshoorn in Needlework and at Uitenhage in Handwork. The course at Uitenhage deserves special mention for it was a highly successful course and the Department wishes to express its appreciation to the Mayor and Municipality of Uitenhage and to the authorities of the Dower Training School for their assistance and interest in the course.

Inspectors also held conferences with European teachers at De Aar, East London, King William's Town, Cape Town, Cradock and Upington; and for Coloured teachers at Malmesbury and Athlone (Cape).

Vacation courses have been held from year to year and interest in these courses has varied. At one stage these courses were organised chiefly for specialist teachers in practical subjects, whereas the basic academic subjects received little or no attention. The offer of Rhodes University to conduct a vacation course in language instruction during the October vacation was, therefore, welcomed. Fifty-three teachers attended the course and found it most instructive.

CHAPTER VI
TRAINING AND SUPPLY OF TEACHERS
 EUROPEAN TRAINING COLLEGES

Shortage of Teachers

In the previous report attention was drawn to the shortage of teachers in primary schools. There is, unfortunately, no noticeable improvement for the period under review. At the end of the second quarter, 1956, there were in all the primary schools, including the primary departments of secondary and high schools, 1,351 (1,126 in 1955) vacancies which were filled on a temporary basis. These posts were occupied by 1,022 married women, 191 pensioners (33 men, 158 women), 49 uncertificated teachers (9 men, 40 women) and 89 teachers (32 men, 57 women) who were eligible for permanent appointment after completion of the probationary period. If these 89 teachers are not taken into account, then there were actually only 1,262 temporary vacancies. In addition 121 out of a total of 365 posts were filled on a temporary basis in special classes for mentally-handicapped pupils, by 15 pensioners, 102 married women and 4 teachers eligible for permanent appointment on completion of the probationary period. The actual number of temporary vacancies in special classes for mentally-handicapped pupils was therefore 117.

The increase in the enrolment for the First Year Primary Teachers' Course was maintained and exceeded the total enrolment for 1955 by 49. In 1956, 812 applications (including 22 applications from South West Africa) for admission to the training colleges were received and 188 men and 624 women were approved. Of the approved applicants 635 (136 men and 499 women) were admitted to the colleges. After enquiry the difference of 177 between the number of approved applications for admission and the actual number admitted, was accounted for as follows: 53 were failures in the Senior Certificate examination; 46 continued their studies at other institutions; 60 either went farming or accepted other occupations and 18 offered no explanation. Only nine applicants alleged that they could not gain admission or received notice of admission too late; no valid reason could be obtained from 80; 18 definitely changed their minds; 17 were prevented by circumstances beyond their control, while 53 (referred to above) failed to qualify for entrance to the training colleges by not passing the Senior Certificate examination.

The total enrolment in the First Year Course at all training institutions was 674, excluding 27 students from Rhodesia but including 19 students from South West Africa and failures who repeated the first year of the course. If all the colleges could have enrolled their full quota it would have been possible to admit 685 first year students, but inadequate hostel facilities had a limiting effect on the enrolment. In this respect considerable extensions are under way which should result in considerable improvements in 1959.

An English-medium first year class was instituted at the Graaff-Reinet Training College; the enrolment of students, who had to decide at very short notice, seemed to indicate that the experiment was justified. At the Oudtshoorn Training College, a third first year

class was started, the plans for a new hostel for 122 women students have reached an advanced stage, and the existing women's hostel is being converted into a hostel for men. On the completion of two new hostels at the Paarl Training College, a fourth first year class will be commenced. The plans for a new training college and a new hostel at Stellenbosch have progressed so well that Denneoord should be a complete two-class institution within the near future. At the same time large scale extensions are being considered at Wellington in an attempt to provide more adequate classroom and hostel accommodation. As soon as these extensions have been completed, it will be possible to accommodate a substantial increase in the total enrolment which rose from 881 in 1947 to 1,565 in 1956, and from 365 first year students in 1947 to 674 in 1956. It should then be possible to accommodate from 755 to 785 first year students.

The following table shows how the figures for 1956 compare with those of the previous years:

Year (First quarter)	Primary Teachers' Course		Primary Higher Courses	Diploma Courses	Total
	First year	Second year			
1947	365	290	209	17	881
1948	407	339	161	13	920
1949	377	376	193	8	954
1950	454	350	209	18	1,031
1951	492	430	196	10	1,128
1952	442	451	219	10	1,122
1953	621	419	218	11	1,269
1954	602	588	197	9	1,396
1955	625	562	293	11	1,491
1956	674	582	295	14	1,565

The increased enrolment in the various higher primary and diploma courses which was noticeable in 1955 was maintained and even surpassed in 1956.

The following table shows the comparative figures in respect of the various higher primary and diploma courses for the period 1947 to 1956:

Course (First quarter)	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956
Agricultural										
Nature Study	14	8	12	17	9	12	20	19	18	24
Handwork ...	15	14	11	20	22	18	24	21	36	37
Music ...	18	10	10	11	13	14	10	9	9	10
Needlework ...	15	16	12	14	17	24	31	28	40	42
Physical										
Education...	51	31	32	32	33	43	41	31	50	64
Housecraft ...	21	6	13	30	29	20	18	18	22	25
Infant School										
Method ...	65	68	96	78	63	72	61	62	102	79
Art	11	8	7	7	10	16	13	9	16	14
Diploma in										
Physical										
Education...	16	13	8	18	10	10	11	9	8	9
Art	—	—	—	—	—	—	—	—	3	5
Total ...	226	174	201	227	206	229	229	206	304	309

It was disappointing to note that the enrolment in the course for Infant School Method dropped from 102 in 1955 to 79 in 1956. There is a great demand for teachers competent to teach Art, but the number of students who entered for the primary higher course in Art remained extremely low. The only diploma course in Art which was established in 1955 was threatened with cancellation for lack of support. The principle of third year courses in subjects other than the practical subjects has already been accepted, but no such courses have yet been started at any of the colleges.

Bilingual Qualifications

The following table shows the bilingual qualifications obtained by students at training colleges at the end of each year for the period 1946 to 1956:

Year	Passed in Primary Teachers' Certificate	Bilingual Qualifications of Successful Candidates	
		First Grade	Second Grade
1947	245	59 (24%)	186 (76%)
1948	300	78 (26%)	222 (74%)
1949	317	64 (20%)	253 (80%)
1950	309	68 (22%)	241 (78%)
1951	349	68 (19%)	281 (81%)
1952	368	69 (18%)	299 (82%)
1953	317	52 (16%)	265 (84%)
1954	463	78 (17%)	385 (83%)
1955	442	68 (15%)	374 (85%)
1956	469	74 (16%)	395 (84%)

Each of the 469 candidates who were successful in the Primary Teachers' Certificate examination gained a bilingual certificate with 74 obtaining first grade and 395 second grade certificates. The number of candidates who gain a first grade bilingual certificate is still below expectation. It was decided therefore to grant an additional teacher to each training college from 1957 in an attempt to raise the standard of bilingualism by giving more intensive instruction in the second language and more individual attention to students and their language problems.

COLOURED TRAINING INSTITUTIONS

Supply of Student Teachers

(a) Training Colleges

There are at the moment two training colleges, viz. Hewat, Cape Town, where men and women are able to qualify for the Advanced Certificate, and at Bridgton, Oudtshoorn, where there are one first year and one second year class for the Primary Lower Certificate for women only, and two first year and two second year classes for the Advanced Certificate for men only.

For 1956 401 approved applications (336 men, 65 women) were received for admission to training colleges; only 180 (145 men, 35 women) were admitted. The total enrolment in the first year classes of the Advanced course was 191, including failures who were repeating the first year of the course. The total number of approved applications for 1956 exceeded the total number for 1955 by 94. The number of men and women who complete the Senior Certificate examination before seeking admission to a training college is increasing so steadily that serious consideration should be given to a request by the Teachers' Association in 1955, as well as a recommendation of the Coloured Education Commission in 1956, that the minimum qualification for men on admission to a teachers' training course should be the Senior Certificate. If this request is implemented, no men will ultimately be admitted to the Primary Lower Course and the contents of the course of training for women students will have to be reviewed. As long as standard VI is still attached to the primary school, training colleges will have to train men and women to give instruction up to at least the standard VI stage.

In 1956, 110 candidates qualified for the Advanced Certificate.

Consideration is being given to the erection of a new building for the Hewat Training College and a hostel on a more suitable site.

(b) Training Schools

There are indications that men holding the Primary Lower Certificate are not all absorbed in teaching posts, but there is still a shortage of women teachers for the lower primary standards. The rapid expansion in Coloured education will accentuate the demand for women teachers.

The total number of applications for 1956 amounted to 714, 236 from men and 478 from women. Compared with the previous year there was a decrease of 83 in the number of applications from women and 105 from men. All the applications were accepted by the Department, but only 480 applicants (156 men, 324 women) were actually admitted to the seven training schools, 12 fewer than in 1955. The total enrolment in all the first year classes was 508; failures who repeated the first year of the course are included in this figure.

In 1956 349 candidates qualified for the Primary Lower Certificate.

Medium of Instruction

The provisions of Ordinance No. 16 of 1952, which came into force in all training institutions in January, 1955, were gradually carried out. The equal use of both official languages as mediums of instruction in the practical and content subjects as envisaged by this Ordinance is gradually being put into practice.

Enrolment in Various Courses

The table below shows the enrolment in the various courses at Coloured training institutions for the period 1947 to 1956:

Course (First quarter)	Primary Teachers' Lower Course		Advanced Primary Teachers' Course		Primary Higher Course	Total
	First Year	Second Year	First Year	Second Year		
1947 ...	302	289	59	54	71	775
1948 ...	378	287	58	57	47	827
1949 ...	387	348	96	51	33	915
1950 ...	410	354	103	86	39	992
1951 ...	445	360	118	87	37	1,047
1952 ...	501	403	142	106	47	1,199
1953 ...	501	456	151	127	58	1,293
1954 ...	510	444	180	131	45	1,310
1955 ...	497	455	166	153	69	1,340
1956 ...	508	444	191	147	68	1,358

From the above table it is clear that

- the enrolment in the first year course for the Primary Lower Teachers' Certificate has almost doubled since 1947, but has remained more or less constant since 1952;
- the enrolment in the first year course for the Advanced Certificate has more than trebled since 1947. As more candidates obtain the Senior Certificate an increased enrolment in this course may be expected.

The table below shows the actual number of students who successfully completed the third year courses at the end of each year for the period 1950 to 1956:

Course (First Quarter)	1950	1951	1952	1953	1954	1955	1956
Art and Artcraft ...	9	3	6	7	4	10	10
Handwork ...	4	3	7	11	7	8	8
Physical Education							
—Men ...	15	11	17	24	14	17	16
—Women ...	—	7	5	—	—	5	5
Music ...	3	4	6	9	11	13	18
Infant School Method ...	5	5	5	6	5	14	11
Needlework ...	—	—	—	—	3	—	—
Domestic Science ...	—	—	—	—	—	—	—
Total ...	36	33	46	57	44	67	68

From the above table it appears that

- the enrolment in the third year courses in 1955 and 1956 remained constant although the total enrolment had almost doubled since 1950;
- only 51 student teachers have completed the course for Infant School Method since 1950. In Coloured education this limited supply is creating a problem which merits serious consideration;

- the third year courses in Needlework and Domestic Science are non-existent. In order to cope with the serious shortage of teachers competent to teach these subjects up to the Senior Certificate stage, the Professional Examinations Committee has already submitted proposals for the introduction of a modified course in 1957.

Inspection

During 1956 five training institutions were inspected. Periodic inspections are being held regularly and the institutions welcome these visits.

LOANS TO UNIVERSITY STUDENTS TAKING TEACHERS' CERTIFICATE COURSES

A scheme whereby loans are granted to students to enable them to become qualified to teach secondary pupils was instituted with effect from 1st January, 1955.

Loans, free of interest, in respect of four years or less and not exceeding £120 for one calendar year are granted at the discretion of the Department. More favourable conditions for the granting of these loans are at present under consideration.

Students already in possession of a bachelor's degree who intend taking up the Teachers' Certificate course, and students who intend taking a bachelor's degree course with the intention of also obtaining a Teachers' Certificate, will be eligible for loans, but preference is given to students following courses at universities in the Province.

142 loans (57 in 1955 and 85 in 1956) amounting to £15,929 (£6,390 in 1955 and £9,539 in 1956) were granted during 1956 to students taking a bachelor's degree course with the intention of also obtaining a Teachers' Certificate at a university.

CHAPTER VII

RADIO, FILM AND MUSEUM SERVICES

The Radio

Poor reception in many parts of the country as well as the difficulty of being able to listen in at the regular broadcast times caused a decline of interest in the school radio service for a period. It is pleasing to report, however, that a distinctly perceptible revival of interest can be discerned in the schools.

Not only have the transmitters of the South African Broadcasting Corporation been strengthened, but some broadcast lessons are now regularly recorded on discs whereby it has been made possible for schools to use the lessons at any convenient time. Other schools, again, record the talks on tape-recorders so that the lessons are available in the school at any time. An increasing number of schools are therefore making use of the broadcast service.

In the past the lessons were usually in the form of straight talks. It is now customary to present subjects, which lend themselves to it, in dramatised form or, for variety, to employ two or more voices in reading a talk. This has undoubtedly made the lessons more attractive to the pupils and has contributed to the increasing popularity of the broadcast service.

Statistics

The following table shows the number of schools using the school broadcast:

Transvaal	...	...	...	...	120
Natal	...	...	...	...	111
Orange Free State	...	...	...	...	20
Cape					
European schools					
High	...	...	...	...	10
Secondary	...	...	...	...	11
Primary	...	...	...	...	142
					163
Coloured schools					
High	...	...	...	...	3
Secondary	...	...	...	...	2
Primary and Mission	...	...	...	...	133
					138
					301
Total	...	...	...	...	552

This represents approximately 12 per cent of the total number of schools.

The Film

The sound film and the strip film are being used on an ever-increasing scale in the schools in the Cape Province. There is still a keenly felt shortage of films on South African topics but the Film Services Division of the Department of Education, Arts and Science is doing everything in its power to make up leeway in this respect.

During the past year the number of strip film projectors in use in the schools has increased remarkably. Many schools also purchase strip films and so build up their own supply of basic films. This means that these films are constantly available to the teachers and pupils. Having one's own supply of films is especially useful for revision work and when particular films are not available on a fixed date from the central Film Library.

Museum Services

The demand for museum cases increases regularly each year. The South African Museum in Cape Town and the Albany Museum in Grahamstown, which provide the museum service to schools, unfortunately do not have a sufficient number of cases at their disposal to send more than four cases per year to the same school. More cases are being brought into service each year, however, in order to meet the growing demand.

The artistically arranged material in the museum cases is being well used by the schools and in many instances serves as an incentive to them to collect biological specimens themselves and to build up their own school museums.

As the cases are more particularly intended for those schools which are situated far away from the museums, few schools in the vicinity of Cape Town and Grahamstown have an opportunity of studying them. In view of the fact that numerous requests are being received from schools in these areas also to have access to them, an exhibition of a series of duplicate cases in the museums at Cape Town and Grahamstown is being considered so that pupils there may also participate in the benefits of the service.

CHAPTER VIII

SCHOOL BUILDINGS

For the year ended 31st March, 1956, the total amount of capital expenditure on school buildings was £1,674,314 7s. 7d. as compared with the highest expenditure to date, namely, £1,740,492 for the year ended 31st March, 1953.

In spite of rapid progress having been made with the provision of school and hostel accommodation, the need for additional accommodation was as great as ever. The Department, although not in favour of prefabricated school buildings, therefore had no alternative but to agree to the erection of structures of this nature where schools could not wait for the erection of permanent accommodation.

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

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

TABLE I

CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-14

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

	£	s.	d.
1942-43	291,180	1	0
1943-44	127,234	8	4
1944-45	179,978	7	2
1945-46	278,110	19	8
1946-47	475,923	13	2
1947-48	626,820	1	5
1948-49	725,561	13	3
1949-50	853,069	13	4
1950-51	887,617	12	4
1951-52	991,467	0	0
1952-53	1,740,492	0	0
1953-54	1,419,935	10	3
1954-55	1,073,967	11	4
1955-56	1,674,314	7	7
£16,402,268		5	7

TABLE II

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

Expenditure for:	£	s.	d.
1950-51	376,520	0	0
1951-52	308,861	0	0
1952-53	454,213	0	0
1953-54	520,409	6	3
1954-55	616,613	6	10
1955-56	681,097	4	6

CHAPTER IX

FINANCE

During the financial year ended 31st March, 1956, expenditure on education services, exclusive of interest and redemption charges, amounted to £16,353,601. Particulars of expenditure under the main heads are furnished below with a comparison of expenditure in 1954-55:

	1955-56	1954-55
	£	£
Administration	111,593	108,722
School Boards and School Committees ..	189,334	181,283
School Inspection	100,107	89,156
Medical Inspection	80,051	80,514
<i>European Education</i>		
Training of Teachers	297,805	275,848
Secondary Education	1,828,116	1,771,026
Primary Education	3,908,478	3,918,572
Combined Primary and Secondary Education	2,504,614	2,661,089
<i>Coloured Education</i>	4,804,861	4,387,678
General:		
<i>European</i>	1,543,947	1,379,729
<i>Coloured</i>	224,328	168,871
Minor Works	679,669	231,144
Agricultural Education	80,698	69,994
Total	£16,353,601	£15,323,626

The increase of £1,029,975 in educational expenditure on the previous financial year is due, for the most part, to improved salaries for matrons and assistant matrons in school hostels; higher tariff of charges laid down by the Railways; granting of loans of £120 per annum free of interest for a maximum of four years to students taking teachers' courses at universities; additional expenditure incurred on the general election of school board members; increased expenditure on the appointment of additional teachers to meet the increased enrolment at schools; the improvement of the salary scales for Coloured teachers as from 1st April, 1955 as a result of the recommendations of the Coloured Education Commission; the increase in the Administration's £-for-£ contribution to the Teachers' Pension Fund. (Increases in teachers' salaries carry with them automatic increases in contributions to the Fund.)

GROSS COST PER PUPIL

Year	European		Coloured	
	Enrolment	Attendance	Enrolment	Attendance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1954-55	57 2 6	60 11 1	21 17 3	24 11 3
1955-56	59 16 6	63 11 8	23 8 3	26 1 1

NET COST PER PUPIL

1954-55	55 10 3	58 16 10	21 12 0	24 5 4
1955-56.... .. .	58 1 4	61 14 4	23 2 1	25 14 3

Revenue

Revenue collections from educational sources were as follows:

	1955-56	1954-55
School fees, including music and training ..	141,308	138,831
Boarding fees, including training	301,401	277,748
Saleable requisites	182,292	154,777
Examination fees	33,852	30,857
Rents	31,695	30,674
Agricultural schools	25,292	25,822
Miscellaneous education receipts	14,756	14,718
Total	£730,596	£673,427

The increase in the revenue from school fees is due to the increased enrolment at fee-paying schools and the increased revenue from boarding fees is due to an increase in the number of boarders and increased boarding fees at a number of institutions. Revenue from saleable requisites supplied to pupils increased owing to higher prices coupled with an increase in the school enrolment. There has been an increase in the number of candidates taking the Departmental examinations with the result that the revenue from examination fees has increased.

Interest and Redemption

Interest and redemption charges on loans raised for the erection of school and hostel buildings rose from £616,613 during 1954-55 to £681,097 during 1955-56, a fact which can be ascribed not only to higher building costs but also to increased building activity. The latter figure represents the highest figure recorded in any financial year.

CHAPTER X

AGRICULTURAL EDUCATION

The Department pursues two clearly outlined objects in its agricultural education but, as they are not yet clearly understood by everybody, it is perhaps desirable that they should be explained as follows:

General Object

The object is to cultivate in the pupils a love for nature, the soil and the rural way of living so that they may not become estranged from the land even if they do not settle in the country. The object here is decidedly not the training of the future farmer. This agricultural education is offered by the ordinary high, secondary and primary schools.

Specific Object

The object in this instance is the training of boys to enable them to qualify for farming or related professions. This education is provided by the agricultural high schools and two ordinary high schools where professional agricultural courses are offered. Only pupils wishing to follow a professional course are admitted to these courses.

Agricultural High Schools

During the past few years the agricultural high schools have made very good progress. There are at present three agricultural high schools in the Province, namely Marlow (Cradock), Oakdale (Riversdale) and Augsburg (Clanwilliam). Authority has been granted for the establishment of a fourth agricultural high school at Vaalharts with effect from 1st January, 1957, and it is expected that a fifth agricultural high school will shortly be established in the Western Province for which purpose a farm has already been allotted. The hostels at all the agricultural schools are full to overflowing. Marlow has accommodation for 180 pupils, but 181 were admitted at the beginning of the year; Oakdale has room for only about 100 pupils, but a classroom was converted into a bedroom and 153 pupils are now enrolled there. A hostel for 80 more pupils will be erected during the course of the year.

The popularity of the agricultural schools must be attributed to the good work done in training the future farmer and the realisation among farmers that a thorough agricultural training is a prerequisite for the modern farmer.

Secondary and High Schools

There are at present 11 secondary and 45 high schools in the Cape Province which offer the ordinary agricultural courses. These

courses are of professional value but are not organised on a professional basis, and may be followed by any boy or girl irrespective of the profession he or she may wish to practise later. Since the practical part of the course plays such an important part in the education, only schools which have the necessary land and water at their disposal are allowed to offer the agricultural courses.

Agricultural education would be offered by more schools if there were not so many schools which do not have the necessary land and water at their disposal. Where possible, land is being purchased and agricultural education is extending gradually.

In the secondary area agricultural education is offered from the beginning of Standard VI to the end of Standard X.

Primary Schools

There are about 150 primary schools which offer nature study with an agricultural background (agricultural nature study) and horticulture as a form of handicraft. All schools having the necessary land and water are encouraged to teach horticulture. Girls as well as boys take part in it. In this manner an endeavour is made to cultivate in the pupils, from childhood, a love for the soil. Soil conservation and the combating of soil erosion is an important part of the course of study.

Training Colleges

One of the training colleges offers a third year course for the training of teachers to teach agricultural nature study in primary schools. These students are thoroughly trained and generally do good work. The Department is compelled to employ these teachers in the secondary division after they have proved that they are able to do the work, in view of the fact that the universities are producing practically no teachers of agriculture. It is today, and has been for four years, a serious problem to find suitable teachers of agriculture.

Coloured Schools

At present there are two Coloured secondary schools offering agriculture as a subject, and with the limited facilities at their disposal they do good work. In quite a number of primary schools horticulture is also taught as a form of handicraft.

Refresher Course

In co-operation with the University of Stellenbosch, the Department offers a refresher course for teachers every three years. The course is always well supported, and the one held at the end of 1956 was, as usual, a great success. This course has been offered for many years.

CHAPTER XI

REPORT OF THE CHIEF MEDICAL INSPECTOR OF SCHOOLS

Staff

The staff suffered a severe loss through the sudden death of Dr. M. Sheehan in January. He had rendered many years of faithful service to the Department and will be missed by his colleagues as well as by the schools for which he was responsible. A medical officer was appointed to fill this vacancy but had not yet assumed duty by the end of the year. The post of medical inspector with headquarters at East London which fell vacant in October, 1955 could only be filled in August by the appointment of Dr. E. Voigt.

The dental inspector with headquarters at Cape Town was appointed to a post in the Transvaal in April, but was at his own request transferred back in December to the post he had previously held on the staff in Cape Town. In August a dental inspector was appointed to fill the post in Kimberley which had become vacant in December, 1955. He had, however, not yet assumed duty by the end of the year under review.

It will be noted that for the greater part of the year the staff was without the services of two medical and two dental inspectors, and this has had an appreciable effect on the amount of work done.

There were many changes in the nursing staff during the course of the year and at the end of the year there were seven posts vacant. These posts have been advertised and it is hoped that they will be filled in the near future.

It is with regret that we have to mention that Sister M. E. Bruwer died in July. We would record here our appreciation of the work she did during the years she was on the nursing staff.

In spite of all efforts it has not yet been possible to fill the two vacant posts of dietitian.

Medical Inspection

The following summary gives in tabular form the work carried out during the year:

	Europeans	Coloureds
Number of children examined by medical inspectors:		
(a) Routine examinations	23,233	7,468
(b) Specially selected children	16,785	4,163
(c) Re-examinations	9,051	3,240
Total	49,069	14,871
Number of children examined by nurses	102,126	91,434
Total	151,195	106,305
Number of schools visited by medical inspectors	423	89
Number of visits to schools by school nurses	2,618	1,913
Home visits by school nurses	1,973	892
Lectures given by school nurses	1,603	360

Detailed statistics in regard to medical inspection are given in Appendices Y, Z, AA, BB.

From these statistics it can be seen that of the 23,233 European children examined in the routine group, 5,570 or 23.9 per cent were found to be suffering from some defect, and of the 16,785 who were specially selected for examination, 5,188 or 30.8 per cent. Of the 7,468 Coloured children in the routine group 2,245 or 30 per cent had defects and of the 4,163 in the specially selected group 1,629 or 39 per cent.

The percentage of all European children examined during the year who had been vaccinated against smallpox was 91.9 per cent. The relevant figure for Coloured children is 88.7 per cent. This is a marked improvement on the figures for previous years. A notice dealing with vaccination against smallpox was published in the EDUCATION GAZETTE and teachers were instructed to make a special effort to have all children vaccinated.

The state of cleanliness of the children seen at medical inspections continues to be fairly satisfactory in so far as Europeans are concerned, of whom only 0.2 per cent were found to have nits or vermin on the head. The position is less satisfactory in the case of Coloured children of whom 7.2 per cent were found to have nits or vermin.

Treatment

During the period under review the following up of children by medical inspectors and school nurses showed that of 13,222 European children recommended for treatment on the occasion of the previous medical inspection at their school, 9,157 had received treatment. Of 4,899 Coloured children recommended for treatment 3,415 had received treatment. Of the children recommended for treatment 9,051 European and 3,240 Coloured children were re-examined by the medical inspectors. No information was available in respect of 2,122 European and 882 Coloured children who had left school since the previous medical inspection, and 1,943 European and 602 Coloured children had not been treated.

It must be clearly understood that the above figures do not reflect the actual number of children who had received treatment during the year. Between the inspections, cases are referred by teachers and school nurses to doctors, dentists, clinics and hospitals, but none of these records are available except in the case of the Cape Town Municipal School Clinics. The numbers are, however, considerable as will be seen from the statistics in Appendix Y of the work done at these clinics.

The following table gives the number of children who were advised to obtain treatment, the types of defects recommended for treatment and the number and percentage about whom information was available who had obtained treatment.

EUROPEANS

Type of Defect	Number recommended	Number about whom information was available	Number from previous column who had received treatment	Percentage treated
Teeth	7,270	5,995	4,761	79.4
Nose and throat ..	1,844	1,506	1,097	72.8
Vision	2,295	1,956	1,648	84.2
Ears	974	833	679	81.5
Other conditions ..	2,192	1,910	1,721	81.1

COLOUREDS

Teeth	2,891	2,266	1,939	85.5
Nose and throat ..	399	339	276	81.4
Vision	449	378	322	85.2
Ears	531	450	348	77.3
Other conditions ..	1,658	1,396	1,130	80.9

The treatment facilities for necessitous pupils remained the same as mentioned in previous reports.

Dental treatment suffered a severe setback on account of the fact that the services of only one dental inspector were available for the whole year. Of the two remaining posts one was vacant for nine months and the other for the whole year.

The following is a summary of the work done by the dental inspectors:

	Europeans	Coloureds
Number of children examined	2,901	1,167
Number of children treated	2,352	1,153
Number of teeth extracted	4,886	3,532
Number of teeth filled	1,070	—
Number of prophylaxis treatments	100	20

Statistics in regard to dental treatment provided at the Cape Town Municipal Dental Clinic and by private dental practitioners are given in Appendix Y.

Ophthalmic treatment was provided at the Departmental Ophthalmic Clinic at Vasco, the Cape Town Municipal Ophthalmic Clinic, provincial hospitals in Kimberley, East London and Port Elizabeth and by an ophthalmologist who visited certain school board areas during the year.

Work done at the Vasco Ophthalmic Clinic is given in the following table:

	Europeans	Coloureds
Number of sessions of three hours each	22	19
Number of first attendances	104	110
Total number of consultations, including first attendances	245	207
Number of spectacles supplied	130	98

Two tours covering 12 school board areas were arranged for the ophthalmologist, and a total of 223 cases were dealt with by him.

Statistics in regard to work done at the Cape Town Municipal Ophthalmic Clinic are given in Appendix Y.

Treatment for the removal of tonsils and adenoids was undertaken in provincial hospitals and a few cases were dealt with in private hospitals subsidised by the Administration.

Report of Dietitian on School Feeding and School Boarding Establishments

Mention has been made of the fact that it has not as yet been possible to fill the two vacant posts of dietitian. One of these posts has been vacant since 1953 and the other since the beginning of 1955. It is most important that schools and school boarding establishments be visited regularly if proper supervision is to be exercised over the diet of the children, and it requires at least three dietitians to do this. Owing to the lack of staff it was not possible to arrange for vacation courses for hostel matrons.

At the end of the year 2,224 schools with an enrolment of 337,583 pupils were participating in the school feeding scheme.

The dietitian reports as follows:

School Feeding

Only 188 schools were visited during 1956. As one dietitian has to cope with the work, visits are mainly confined to areas where—

- (a) schools managers or feeding committees request that schools under their control be visited;
- (b) some irregularity or difficulty in connection with the scheme is reported to the Department.

In comparison with the previous year, less unsuitable foodstuffs were used and fewer irregularities were reported. This improvement is largely due to strict scrutiny by the Accounts Branch of the quarterly accounts which are submitted by schools. The majority of difficulties occur at schools which are seldom or never visited. Incidentally it must be stated that it is impossible for the dietitian to visit many schools owing to lack of transport. This applies especially to schools in the Namaqualand, North West and Transkei areas.

Foodstuffs

The value of milk and fresh fruit is not yet sufficiently realised. Unfortunately in many cases it is not possible to provide one-third of a pint of milk more than three times a week due to the increase in price.

Although powdered milk is inexpensive and large quantities are available for schools, transport and storage are often serious problems. European schools especially are still not keen on using this form of milk.

Schools are making more and more use of flavourings as a means of encouraging pupils to drink milk.

A large number of principals still consider that soup contains a higher food value than milk and that it should take the most

important place in the supplementary meal. Although soup can be of high nutritive value, it is almost impossible to prepare a satisfactory soup with the present grant of 2d. per child because (a) the desired ingredients are generally expensive and scarce; (b) too much fuel is used and (c) cooks require higher wages because they work longer hours.

In the past dehydrated soup mixtures were often used, but the firm which manufactured this product stopped production for 1½ years.

It has been found that an increasing number of children bring their own sandwiches to school. In cases where all the parents can provide sandwiches, principals are asked to concentrate on milk and fruit only and to eliminate bread.

Fruit is generally expensive and scarce. In many cases it can only be provided once or twice a week and sometimes only once or twice a quarter. The main substitutes still being used for fresh fruit are guava juice, raisins and peanuts.

Transport, Buying and Delivery of Foodstuffs

These three items afford the greatest problems of the feeding scheme. In many parts the transport costs are so high that schools cannot order foodstuffs from other towns and have to be satisfied with the inferior products obtainable locally. In one district a school had to stop feeding as the lack of transport and the high cost of delivery practically absorbed the grant.

Principals of schools situated in remote areas often complain about the fact that they have to use their own cars to convey foodstuffs in their own time from the nearest town or station. It often happens that they themselves have to go to farms or to the market to obtain supplies.

Kitchens and Equipment

On the whole, European schools have well-equipped and satisfactory kitchens. Large schools without kitchens are the exception.

At most of the mission schools, however, the kitchens are in a very unsatisfactory state. The rooms are often dilapidated, unhygienic and completely unsuitable for the purpose. It is consequently impossible to recommend that equipment be provided for use in such kitchens.

Cooks and Salaries

Many schools have great difficulty in obtaining satisfactory persons to do the preparations. Frequently when they are successful in obtaining cooks, these persons demand higher wages than those stipulated by the Department. It is often necessary to raise the wage by a third. In cases where more than a third is demanded, schools are asked to cover the extra cost by calling for voluntary contributions from the pupils.

It is naturally impossible to amend the wage scale while the grant remains unchanged.

In spite of the fact that there are still many difficulties in connection with the feeding scheme and that ignorance about the purpose of the scheme still exists, mention must be made that pupils in many schools benefit greatly from the scheme.

School Boarding Establishments

Only 38 establishments were visited. The general complaint was that the allowances were inadequate. The small increases effected in boarding fees are not enough to cover the rise in the prices of products.

Matrons must expend all their energy in order to comply with the minimum requirements and also to obtain sufficient variety in the daily menus. In spite of the financial difficulties it is most encouraging to note the initiative and courage displayed to obtain satisfactory results.

Incompetent assistance is another obstacle generally encountered. The salaries offered for assistant matrons are exceptionally low and consequently mostly young, inexperienced girls apply for such posts.

During the year a large number of matrons and hostel committees applied for guidance in connection with suitable menus and inexpensive recipes. Special emphasis was laid on recipes for supper dishes and puddings.

CHAPTER XII

REPORT OF THE DEPARTMENTAL PSYCHOLOGIST

Staff

The number of posts attached to this section is 32, as compared with 31 during 1955, i.e. an increase of one owing to the creation of the post of clinical psychologist at Port Elizabeth. Unfortunately all these posts are not filled, owing to resignations and promotions. The continuity of the work in certain areas has suffered in consequence.

Mr. N. H. Bernard, School Guidance Worker at George, was appointed Inspector of Special Classes with Kimberley as headquarters. Mr. E. G. Mesk, previously supervising teacher at Port Elizabeth and later a School Guidance Worker, was appointed as Inspector of Special Classes with headquarters at Beaufort West.

At the end of 1955 Mrs. M. Kihn, Organiser of Classes for Hard-of-Hearing and Speech-Defective Pupils, reached retirement age. Mrs. Kihn pioneered these classes in the Province and organised the training of specialist teachers for them. Miss B. Williams was appointed in her place.

In view of the large number of maladjusted children in the district of Port Elizabeth a second clinic has now been established at this centre. A building belonging to the administration and easily accessible for most children in Port Elizabeth is being altered and equipped for this purpose. Mr. H. J. van Aarde, psychologist at the School for Cerebral Palsy children at Kimberley, has been appointed as head of the new clinic.

Special Classes and Special Schools

In addition to the fully-equipped Special Technical School, Westcliff, Cape Town, with its 12 classes, there are 18 post-primary classes, namely, 8 at Port Elizabeth, 6 at Uitenhage and 4 at East London, making a total of 30 post-primary classes.

There are 363 primary classes, attended by 4,454 children and attached to 167 schools. These classes cater for barely 50% of the mentally retarded pupils in our schools. It is worthy of note that the area situated between Springbok, De Aar, Graaff-Reinet and Touwsrivier has a total of only 22 classes with an average of 10.6 pupils per teacher, while the average for the whole Province is 12.6. According to the staffing scale recently drawn up, the maximum number of pupils per teacher is fixed at 15, the minimum at 9. There are 78 classes with an enrolment of less than 10. This sounds less disturbing if account is taken of the fact that 16 pupils justify 2 teachers and 32 pupils 3 teachers. Then there are 67 single classes, i.e. where there is one class attached to a school, and of these there are only 11 with an enrolment of less than 10 pupils. The closing of these classes with small enrolments perhaps might be considered, but the question immediately arises—what is to happen to these

children, some of whom have been receiving special education for a number of years? We have no facilities for bringing them together in hostels, and to try and cater for this type of child at 14 years of age in the ordinary secondary school is to labour in vain. Then there are places like Tulbagh, Robertson, Ugie, Steynsburg and the Place of Safety, Port Elizabeth, where the increase or decrease in the number of mentally retarded children varies according to the periodic transfers of committed children by the Department of Social Welfare. The number of special classes at Montagu was previously 3, but with the transfer of the orphanage the number has now fallen to one class. In these cases it is impractical to abolish the classes, even though their enrolment over a long period is small.

At the moment the Port Elizabeth circuit, with 80 classes and 1,069 children, carries the heaviest load. Special education continues to be in steady demand and will increase steadily if the necessary accommodation is available. The Bellville circuit with 70 classes and 903 children is a rapidly expanding area where the number of mentally retarded pupils will ensure a steady increase in classes, but where growth is hindered by the acute shortage of classroom accommodation.

The Kimberley circuit with 34 classes and 313 children has 17 classes with an enrolment of less than 10. In the past this circuit was far too big and could not be properly controlled by one person. With its division into two circuits, marked improvement may be expected.

Of the 167 schools with special classes there are 67 (40%) with only one class, 54 (33%) with two classes, 24 (14%) with three classes and 22 (13%) with four or more classes. There are 5 schools with 6 classes each, one school with 8 classes and one special school with 12 classes.

Post-Primary Classes

Children have of necessity to be selected for admission to the post-primary classes because all the 14-year-olds cannot do the work and only a limited number can be admitted.

At present the demand by boys for training as panel-beaters is so great that only a fraction of the number can be admitted. Painting (except for sign-writing) is unpopular because placement is made difficult by competition from non-Europeans. Only the weakest boys are trained as painters, but sign-writing is an exception. Spray-painting and panel-beating are at present offered as a single course, but will have to be separated in future. This will also be the case with painting and sign-writing.

After representatives of the Cape Apprenticeship Board and of the Railways had visited Westcliff, Uitenhage and Port Elizabeth and investigated the various courses offered, they stated that they were prepared to allow pupils who completed the full courses an exemption of 1 year and 5 months to 1 year and 7 months from their apprenticeship.

Many applications for admission to the post-primary courses are received from parents whose children have not been certified. They are mostly children who fall within the dull-normal group and for whom the adjustment to an academically orientated Junior Secondary Course is much too difficult. A number of these children, soon after their admission to the Junior Secondary Course, are referred to the Department's clinics for treatment as behaviour prob-

lems. The adjustment of this group of children could well have been different. A training similar to that provided for those certified as mentally retarded would possibly be the solution, but the Department does not provide technical training for them as this is the function of the technical high schools of the Department of Education, Arts and Science. Unfortunately these technical high schools are unable to cater for all these children. The lot of the dull-normal pupil at present is an unenviable one, for he is not dull enough to enjoy proper technical training in special schools and too dull to derive sufficient benefit from ordinary education.

At the end of the year 2 girls and 17 boys from Uitenhage, Port Elizabeth and Cape Town passed the examination for the Junior Certificate (Technical). The form of this certificate has now been finalised and it will be issued to successful candidates. The difficulties connected with the validity of the certificate have also been resolved.

The alterations and repairs to the Queen Mary Hospital buildings, Uitenhage, which is to be equipped as a special school, have been seriously delayed by the fact that the building has not yet been vacated.

At East London the old orphanage, which was taken over from the Railways, has been equipped for 60 boys and girls and for two technical courses, viz. domestic science and woodwork. A supervising teacher, Mr. Fenwick, is acting temporarily as head. Everything is ready for the new special school at Kimberley to open in January, 1957. The buildings of the Central Primary School have been adapted for this purpose.

Trained and Untrained Teachers

Of the 363 teachers in service, 224 are employed permanently and 139 temporarily. The total includes 10 instructors who were previously full-time in trades, but had no previous teaching experience. Yet these 10 instructors have been found to be efficient in respect of handling the difficult type of pupil and in imparting knowledge.

Of the permanent staff of 224, there are 162 in possession of the Diploma for Teachers of Special Classes or of an equivalent certificate of training. This means that 72% of the permanent teachers are specially trained for the work. Of the 139 temporary staff, there are 14 (10%) who are specially trained for the work. Of the total of 363 teachers, 176 (49%) are in possession of a special diploma.

Where teachers without special training show that their work in the special classes is satisfactory, they may be given permanent appointments. 62 permanent posts have been filled in this way.

Pupils per Teacher

During the past 15 years, the average number of pupils per teacher has fallen from 15.6 to 12.6. It is clear that the first figure was too high, while the second is rather low.

Of the 363 classes there are 78 with less than 10 pupils each; 216 with 10-15 pupils each; 65 with 16-20 pupils each; 4 with 21-25 pupils each.

There are thus still 69 teachers who are responsible for large or very large classes.

The number of certified mentally retarded pupils, which stands at present at 4,454, represents only a fraction of the actual number of mentally retarded pupils.

School Clinics

During the past year there has been no change in the policy or programme of work of the clinics. The head of the clinic at Port Elizabeth was appointed at the beginning of the fourth quarter, and he was only able to begin work a few weeks before the end of the year. The building, where the clinic is housed, had to be altered for the purpose and is still not complete.

In general the work in both clinics at Bellville and Port Elizabeth is of a high standard, and if we had had the necessary boarding facilities, children from outlying parts would also have made use of this service. There is close co-operation between the clinics and the schools, the school boards, welfare organisations and officers of the Psychological Services.

At Bellville the contract for the transport of children to the clinic was renewed for another year. It has made possible regular visits by children to the clinic.

Attendances at Clinics

Number of new cases entered at the Clinics during 1956	..	204
Number of cases carried over from 1955	.. ..	9
Number of cases carried over from 1954	.. ..	2
Number of children who attended the Clinics	.. ..	215
Number of visits	.. ..	2,232

Of the 204 new cases, the	
Number who attended for psycho-therapeutic treatment	.. 84
Number who attended for remedial work	.. .. 71

Analysis of Cases

Age	..	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Number	..	2	10	18	21	28	29	27	26	16	9	10	3	3	2

Standard																
Pre-School	A	B	I	II	III	IV	V	VI	VII	VIII	IX	X	Special Class			
Number	4	17	18	28	17	26	36	29	6	6	2	1	2	12		

These figures show that the work of our school clinics is directed chiefly at the primary school level. This is as it should be, for this branch of the Psychological Services should be not so much re-adjustive as preventive, especially in the early years of the child's development.

For medical examinations we have the excellent services of Dr. N. van der Merwe, one of our medical inspectors of schools, who does duty at the clinic at Bellville regularly one afternoon per week. During 1956 he attended for 29 sessions, examined 103 children, and 80 parents attended these examinations. Of these children 60 were referred for medical or surgical treatment and 27 were referred to specialists. The visits paid by the parents to the clinic are of the greatest value.

Remedial Teaching

The three diagnostic-remedial teachers did full-time service throughout the year and were responsible for 71 pupils in urgent need of help. Of these 13 received remedial instruction for 4 quarters, 2 for 3 quarters, 51 for 2 quarters and 5 for only 1 quarter. These 71 pupils came from 15 schools in the Northern Suburbs of Cape Town, which means an average of less than 5 pupils per school. As most of these schools have a large enrolment, the number of cases referred is a small fraction of the school population. Since the founding of the clinic at Bellville 3½ years ago, 564 children have been admitted, of whom only 215 received remedial instruction. This is only 38% of the total entered at the clinic.

34 pupils received remedial instruction in arithmetic only, 24 in reading and spelling, and 13 in reading, spelling and arithmetic. All the cases showed marked improvement as determined by standardised tests. The average improvement in arithmetic was 14 months, in reading 9-12 months, and in spelling 14 months. 65 of these cases improved sufficiently to be fully re-adjusted in their classes at school and to be able to make the expected progress in the basic subjects without further additional help. The remaining 6 will have to continue with further treatment in 1957.

It is striking how many of these remedial cases show serious behaviour problems as well, and, on the other hand, what a high percentage (44%) of the psycho-therapeutic cases experience difficulty with their school work. As a result of the experience of the past 3 years, it can be said that a clinical psychologist could not rehabilitate a large number of his cases without remedial work.

The school clinic is not only a treatment centre for maladjusted pupils. The constant contact with the schools and the mutual consultations between the clinic and principals and teachers has had a formative effect on all concerned. Children are referred with greater care now, and although cases are still selected by the Inspector of Special Classes and the School Guidance Workers, most of the cases are now referred by school principals.

Because of their difficulties in connection with the basic subjects, especially reading, principals and teachers have brought much extra work to the head of the clinic. The principals of primary schools in this area have formed a study circle and launched a reading project. When remedial classes were begun at the clinic, the problem of reading norms and measures of achievement came more and more to the fore. What is even more striking is how uncertain and variable are the ideas about reading. What constitutes a satisfactory achievement in reading, and what comprises spelling in the different classes of the primary school, are not problems of an academic nature; at the clinic they are a practical issue, because the results of remedial teaching must be judged in school practice. To make a beginning, a provisional basic reading vocabulary for children with English as the second language has been drawn up after testing 996 children. In normal circumstances one would not expect such activities of a school clinic, but a serious lack of these norms and pressure from the teaching profession have forced us to undertake them. In any case a certain amount of research will always be part of the work of any clinic.

The constant requests for the heads of our clinics to address bodies such as teachers' associations, parent associations, and uni-

versities, the psychological associations, etc., are proof enough that we are dealing with problems of adjustment that touch the public very closely. The rising figures of juvenile delinquency are reflections of the same problem, the aftermath of the two wars, the throwing overboard of the standards of the pattern of living of a previous generation with the maladjustments that follow as a result. The actual work of the clinics still has to continue; these many papers and addresses are additional burdens which the clinics must accept. And they do it willingly and gladly because the children and the public need this help.

Hard-of-Hearing and Speech-Defective Pupils

During 1956 instruction for hard-of-hearing and speech-defective pupils was provided in 113 schools. Classes of this kind exist only in the larger centres. 39 teachers have been appointed of whom 31 are itinerant. During the past year they have dealt with 5,451 pupils of whom 913 have been discharged and satisfactorily placed in the ordinary classes. 913 are not receiving any further teaching or treatment as a result of the resignation of teachers at Port Elizabeth, Cape Town and Worcester. The great majority of the children who attend the classes have made good progress.

Of the 3,031 speech-defectives who received therapeutic treatment for their speech, 903 were stutterers. Altogether 817 children with some form of speech defect were satisfactorily treated and of these 133 were stutterers. Where necessary and possible stutterers are referred to a clinic for psychological advice and treatment. The co-operation between these two sections is good.

304 hard-of-hearing pupils attended part-time classes. In these they received instruction in lip-reading and in most cases a medical examination was also arranged. Of this group 95 made such good progress that further attendance was not necessary. Most of these children were only slightly hard-of-hearing.

After long deliberation it has been decided that it is in the interests of the children and the work to turn the classes attached to the Mowbray Practising Class into an independent school with its own principal from 1957. Since there are many hard-of-hearing children for whom this new school is not within daily reach, the Department has decided to develop it eventually into a residential school.

During the year the work of each of the 39 teachers was inspected. In general the work is meritorious in spite of the difficult circumstances at some of the schools. Fourteen of the 53 posts are vacant and because of this a number of applications for the establishment of classes have had to be refused. In all the circumstances of staff shortages, it is encouraging to state that the number of students offering themselves for this highly specialised course at the University of Cape Town has remained constant for the past 15 years. It amounts to an average of 7 students per year. The number being trained each year will never be able to eliminate the shortage, but the yearly additions do at least balance the number of resignations.

New Group Intelligence Test

The old South African Group Test was in use in our schools for about 24 years. For some time it had been clear that the test was no longer reliable and that a new scale, more reliable and more suited to the demands of the modern world, would have to be de-

vised. It was difficult to give up altogether an instrument that had served for so many years and whose classifications were accepted by so many institutions, but the results of specific research in connection with this test showed that the test was too heavily loaded in respect of language, and that it measured too high—on an average 14 points too high for the English-speaking child and 7 points too high for the Afrikaans-speaking. In addition, the test gave the best results with children 11-14 years old. As compulsory school attendance has now been raised to 16 years of age, it was necessary to find something that would measure a wider range, be a better measuring instrument, and discriminate more carefully.

The test was sponsored by the South African Psychological Association; its compilation and standardisation, the calculation of norms, etc., were undertaken by the National Bureau for Educational and Social Research and our field-staff of the Psychological Services helped with both the preliminary and final application. After the test had been put into use it was found that there were significant differences with which school principals did not agree, and if the results of the old and new group tests are compared, the differences are almost incomprehensible. For this reason we did not know whether we should continue with the old, or whether we should substitute the new despite its results. A meeting of the field-staff was held in Cape Town on 12th June, 1956. The member of the National Bureau, who was in large measure responsible for the compilation and the standardisation of the test, was also present. It was finally decided to abandon the old South African Group Test in all cases, and to accept the New South African Group Intelligence Test as the recognised scale of measurement, and to determine new limits for the classification of the different groups in our schools as follows:

I.Q.	
of less than 75 ..	Mentally retarded, special class cases
76-80	Border-line cases
81-87	Dull-normal group
88-112	Normal group
113-119	Upper limits for normal group
120-125	Above normal
126 and plus ..	Superior

It should be the responsibility of the different departments, and especially of our field-workers, to test out these limits and to collect data relevant to cases. Also we should test as many as possible of the present matriculants and send the particulars to the National Bureau. At this date it was not possible for the field-staff to test many matriculants, since it would interfere too greatly with the work arranged for the last half of the year. All the same, a certain amount of work in this direction has been done and will continue to be done. In general the field-staff have indicated their satisfaction with the test, its application and results.

School Guidance

At the beginning of 1956 there were 14 recognised posts for school guidance workers. One of these 14 posts was vacant at the beginning of the year but was also filled during the course of the year. During the year two additional posts of school guidance

worker were created and the year closed with 16 recognised posts. Of these, 3 were vacant at the end of the year.

The school guidance workers carried out a gigantic task. As in the past they did their work faithfully and conscientiously as is reflected in the following data relating to their activities:

Number of tests and interest questionnaires applied by school guidance workers

Group intelligence tests	26,416
Individual intelligence tests	366
Scholastic tests	26,059
Manual dexterity tests	104
Differential ability tests	792
C.V. interest questionnaires completed and interpreted	1,704

Number of interviews at schools

Vocational guidance interviews with pupils ..	3,044
School guidance interviews with pupils	796
Interviews with pupils regarding behaviour problems	388
Interviews with school principals and teachers ..	997
Interviews with parents	488

Apart from vocational guidance, the school guidance workers are also responsible for the local adjustment and treatment of pupils whose lives are being made difficult as a result of behaviour problems. In this connection the school guidance workers have done considerably more this year than in the past. This is clear from the number of interviews with pupils with behaviour problems.

During the year the school guidance workers had a total of 997 interviews with principals and teachers. These concerned pupils with problems connected with vocational guidance, school guidance and behaviour difficulties. 488 interviews of a similar kind were arranged with parents.

Interviews of this sort are held, on the one hand, to obtain information about the pupils' problems, and, on the other, to advise parents and teachers so that they in turn may help and guide the pupils, and assist in the elimination of their problems.

Number of interviews held in offices

Vocational guidance interviews with pupils	705
School guidance interviews with pupils	149
Interviews with pupils regarding behaviour problems	69
Interviews with principals and/or teachers	71
Interviews with parents	285
Interviews with past pupils	82

The incorporation of school guidance workers as members of the field staff, and the provision of cars and offices for them, have made it possible for them to carry out their work very much more effectively. Apart from their clerical work, a great deal of work, for which they could not find time during their visits to schools, can now be done in their offices after school hours.

The school guidance workers had 705 vocational guidance interviews with pupils at their offices; 149 school guidance interviews and 69 interviews regarding behaviour problems.

285 interviews were held at their offices with parents of children with problems in respect of vocational guidance, school guidance and behaviour difficulties, and 71 interviews of a similar kind with principals and/or teachers.

It sometimes happens that past pupils, after they have left school and are working or attending a university, need help with study problems, matters relating to their careers, or personality difficulties. The school guidance workers help such individuals as far as their time permits and they held 82 interviews with past pupils at their offices.

Apart from the above-mentioned activities of the school guidance workers, they also undertook fairly large-scale testing during 1956 in response to a request from the National Bureau for Social and Educational Research to collect data to check on the new South African Group Intelligence test.

School guidance workers again, as in the past, frequently addressed meetings of various societies such as the South African Teachers' Association, Women's Agricultural Association, and parent-teacher associations.

The services of the school guidance workers are becoming so popular with parents and principals that they find it difficult to meet all the demands made upon them. At a conference of the field personnel of the Psychological Services in June, 1956, it was decided therefore to investigate during 1957 the possible help which teacher-counsellors might give school guidance workers and to put on a firm footing the activities of the teacher-counsellors as part of the Psychological Services.

Social Hygiene

The work of this section of the service is still undertaken by two officers who have to visit all high and secondary schools and training colleges. They travel by car and the whole Province constitutes their area.

The following schools and training colleges were visited in the course of 1956:

	European	Non-European	Total
Training colleges	6	8	14
High schools	29	19	48
Secondary schools	4	5	9
Primary schools	1	2	3
Total	40	34	74

Lectures were directed chiefly to the senior pupils in the schools, but where it was possible, pupils in Standard VII were also addressed because ignorance and incorrect information of pupils at the stage of puberty have still to be fought.

Thirteen groups of parents were addressed. The schools were responsible for the greatest part of the organisation but the A.C.V.V. and the W.A.A. gave their help as well where it was needed and maintained a steady interest in the work. Everyone concerned with this question does not yet realise the important role which parents

should play in giving children the true facts and, even more important, the right attitude, so as to free the adolescent of inhibitions and the desire to indulge in malpractices.

Five Coloured schools were visited for the first time, 3 for the second time and 13 for the third time or more.

The ideal state of affairs would be to hold a lecture for the juniors at the Standard VI stage, one for the seniors at the Standard VIII stage and one for matriculants. Moreover these lectures should be given regularly in all schools. We ought also to confer with parents more often. Because of the shortage of staff, this ideal cannot at present be realised.

APPENDIX A

STAFF (1st January, 1957)

SUPERINTENDENT-GENERAL OF EDUCATION	J. G. Meiring, B.Sc., B.Ed., Ph.D.
Deputy Superintendent-General of Education	F. P. Stander, B.A., Ph.D.
Secretary	J. H. Bonthuys, B.Com.
Assistant Secretary	S. K. Lotz, B.Com.
Administrative Control Officer	S. W. Coetzee, B.Econ.
Principal Administrative Officers	J. F. Lighton J. de Villiers
<i>Examinations Branch</i>	
Principal Administrative Officer (Examinations Officer)	G. W. Meister, B.A.
Senior Administrative Officer	G. R. O'Bree, B.A.
Administrative Officer	J. A. le Roux
<i>Publications and Statistics Section</i>	
Senior Administrative Officer	E. J. S. Birch, B.A. (Administrative Officer acting in higher post)
Administrative Officer	J. M. Steenkamp, B.A.
<i>Boarding and Conveyance Section</i>	
Senior Administrative Officer	N. F. P. Keyser (Administrative Officer acting in higher post)
Administrative Officer	P. J. le Roux
Administrative Officer	W. A. J. Pretorius, B.Econ.
<i>European Schools Section</i>	
Senior Administrative Officer	P. J. le Grange
Administrative Officer	D. H. Morries
Administrative Officer	J. L. du Plessis
<i>Coloured Schools Section</i>	
Senior Administrative Officer	D. G. Joubert, B.A.
Administrative Officer	M. A. Kruger
<i>Buildings Section</i>	
Administrative Officer	A. C. T. Bluhm
<i>Requisites Section</i>	
Administrative Officer	J. J. H. Blomerus
<i>Staff and General Section</i>	
Administrative Officer	B. H. T. Heydenrych

CHIEF INSPECTORS OF SCHOOLS

D. J. Liebenberg, M.A., B.Ed.
J. D. Möhr, B.Sc.

CHIEF MEDICAL INSPECTOR OF SCHOOLS

L. v. D. Cilliers, M.D.

INSPECTORS OF SCHOOLS

I. J. M. Archer, M.Sc.
F. H. Badenhorst, B.Sc., M.Ed.
W. E. Barker, M.Sc.
P. B. A. Beukes, B.Sc., B.Ed.
G. H. M. Bobbins, M.A., Ph.D.
G. H. P. de Bruin, B.A.
P. W. de Bruin, B.A., B.Ed.

W. McD. Dodds, B.Sc.
J. B. de Jager, B.Sc., M.Ed.
M. M. de Jongh, B.A., B.Ed.
J. J. Dreyer, M.Sc.
D. J. du Plessis, B.A., M.Ed.
J. J. G. Grobbelaar, M.A., Ph.D.
C. J. Grové, B.A., B.Ed.
M. J. Jooste, B.Sc. (Agric.)
G. J. Joubert, D.Litt. et Phil.
J. D. le Roux, B.A.
N. J. le Roux, B.A., B.Ed.
A. D. Lückhoff, M.Sc.
T. F. T. Malherbe, M.A., M.Sc.
S. W. Pienaar, B.A., B.Sc., D.Ed.
B. Rode, B.Sc., B.Ed.
D. J. Rossouw, B.A., B.Com.
P. J. Rossouw, B.A.
E. L. G. Schnell, M.A., B.Ed., Ph.D.
G. J. J. Smit, M.A., B.Ed.
S. Theron, B.Sc.
N. J. Uys, M.A.
J. H. J. van der Merwe, M.Sc.
J. F. van der Merwe, B.A. M.Ed.
J. L. van der Walt, M.A., M.Ed.
C. S. van der Westhuizen, B.A., B.Ed., Ph.D.
J. C. van der Westhuizen, M.A., B.Ed.
W. S. van der Westhuizen, M.A., D.Ed.
J. C. J. van Vuuren, B.A., D.Ed.
C. R. Venter, B.Sc., M.Ed.
A. Vlok, B.A.
M. M. Wiggett, B.Sc.

RELIEVING INSPECTORS OF SCHOOLS

H. Liebenberg, B.A.
N. B. Dreyer, B.A.

INSPECTORS OF SCHOOL BOARDING HOUSES

H. H. Nel, B.A.
G. J. Oberholster, B.A.
J. A. Stoffberg, B.A., B.Ed.

INSPECTORS OF SPECIAL SUBJECTS

Agriculture

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

Domestic Science

Miss A. E. Lambrechts
Miss G. F. B. Rose
Miss M. S. E. van Niekerk

Drawing and Art

Miss A. M. Hugo
Miss V. M. Searle
L. B. J. van Rensburg
S. S. van Rensburg
Vacant post

Infant School Method

Miss F. Grobler
Miss S. I. la Grange
Miss A. S. Scholtz
Miss E. M. Olivier (Temp.)

Manual Training

W. de la H. Bellingan
J. J. Brand
P. J. Heyns
L. v. d. S. Uys, B.A., B.Ed.

Music

Miss H. S. Anders
J. MacLachlan
S. Smuts
J. G. Vermaak

Needlework

Miss C. H. Britz
Miss W. A. Louw
Miss H. M. C. Maas
Miss R. C. Mostert
Mrs. M. van Niekerk

Physical Education

J. J. Schoombie, B.A.
H. J. Taylor, M.A.
Miss F. M. Maskew
Miss M. Warren

Commercial Subjects

S. Kühn, B.Com., B.Ed.

Organiser of School Libraries

J. G. Kesting, M.A.

MEDICAL INSPECTORS OF SCHOOLS

A. H. Bischoff, M.B., Ch.B., D.C.H.
P. Glatt, M.B., Ch.B., D.P.H.
W. C. Heunis, L.M.S.S.A. (Lon.)
R. C. Jurgens, B.A., M.B., Ch.B., D.P.H.
S. B. Lange, M.R.C.S.
J. P. Liebenberg, M.B., Ch.B.
M. A. Lombard, M.B., Ch.B., D.P.H.
M. S. Marchand, M.B., Ch.B.
N. van der Merwe, M.B., Ch.B., D.C.H.
R. J. van der Spuy, M.B., Ch.B.
E. J. Voigt M.B., Ch.B.
Vacant post

DENTAL INSPECTORS OF SCHOOLS

J. R. King, L.D.S.
B. S. E. Roux, L.D.S.
Vacant post

DIETITIANS

Miss H. H. Robertson
2 Vacant posts

CHIEF SCHOOL NURSE

Miss C. A. Bestbier

SCHOOL NURSES

Mrs. A. V. R. Buchanan
Miss E. Buiger
Miss A. S. L. de Beer
Miss H. A. de Kock
Miss P. Erasmus
Miss A. J. E. Hoencamp
Miss J. Isemonger
Miss L. Isemonger
Miss A. M. Kirby
Miss E. P. Klonus
Miss E. A. Kromberg
Miss A. E. Laubscher
Mrs. M. C. McMillan
Miss H. Prins
Miss E. S. Ras

Miss J. S. Roelofse
Miss S. J. Röhm
Miss M. R. Sargent
Miss C. T. Schouw
Miss J. E. M. Schultz
Miss A. J. J. Smuts
Mrs. J. M. Snell
Miss C. A. Sowden
Miss A. D. van der Spuy
Miss H. D. de M. van Eeden
Miss H. P. van Jaarsveld
Miss A. J. S. van Rooyen
Miss G. M. P. van Zyl
Mrs. W. Venter
Miss M. Viljoen
Miss A. F. Wainwright
Miss A. H. Wyrdean

DEPARTMENTAL PSYCHOLOGIST

N. J. du Preez, B.A., Ph.D.

ASSISTANT DEPARTMENTAL PSYCHOLOGIST

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

INSPECTORS OF SPECIAL CLASSES AND SCHOOL GUIDANCE

N. H. Bernard, B.A., M.Ed.
F. J. Lootz, M.A.
Miss M. J. M. Marais, B.A.
E. G. Mesk, B.A.
P. v. A. van der Spuy, B.Ed., B.Sc.
W. J. C. Visser, B.A., M.Ed.

LECTURERS IN SOCIAL HYGIENE

W. H. van der Westhuizen, B.A.
Mrs. M. E. Duguid, M.A.

ORGANISER OF HARD-OF-HEARING AND SPEECH-DEFECTIVE CLASSES

Miss B. K. Williams

APPENDIX B

NEW SCHOOL BUILDINGS AND ADDITIONS

<i>Division</i>	<i>School</i>	<i>Nature of Work</i>
Albany	P. J. Olivier Secondary	New preparatory block
Aliwal North	High	Additions
Beaufort West	High and Primary	New buildings
do.	High School Hostel	New building
Britstown	Theron High	Additions
Butterworth	High Girls' Hostel	Additions
Caledon	Greyton Secondary	Additions
do.	Hermanus High	Additions
Calvinia	Brandvlei Secondary	Additions
do.	High School Hostel	New building
Cape	Athlone Coloured Primary Zone A Site E	New building
do.	Athlone Coloured Primary Zone C Site H	New building
do.	Cape Town Training College Hostel	Additions
do.	Fish Hoek Primary	Additions
do.	Fish Hoek Afrikaans Medium Primary	New building
do.	Good Hope Seminary Girls' High	New wing
do.	Groote Schuur Primary	Hall

Division	School	Nature of Work
Cape	Jan van Riebeeck High Girls' Hostel	New building
do.	Jan van Riebeeck High Boys' Hostel	New building
do.	King's Road Primary	Additions
do.	Lansdowne Primary	Additions
do.	Lotus River Coloured Primary	Electrical installation
do.	Milnerton Primary	New building
do.	Norma Road Coloured Primary	Additions
do.	Sea Point Boys' High	Hall
do.	South African College Primary	New building
do.	Wynberg Boys' High	Swimming bath
do.	Ysterplaat Primary	Additions
Ceres	Charlie Hofmeyr High	Additions
do.	Charlie Hofmeyr High	Caretaker's residence
Cradock	Marlow Agricultural High	Additions
do.	Marlow Agricultural High	Hall
do.	Rocklands Girls' High	Hall
De Aar	High	Hall
East London	Amalinda Primary	Additions
do.	A. W. Barnes Coloured Primary	Additions
do.	Girls' High	Additions
do.	Selborne College Boys' High	Additions
do.	Stirling Primary	Additions
Gordonia	Keimoes High	Additions
do.	Upington 2nd Primary	New buildings
do.	Upington High G.H. Hostel	New building
Kimberley	Diamantveld High	Additions
do.	Boys' High	New library
do.	Vooruitsig Primary	Hall
Laingsburg	High	Additions
Maclear	High	Additions
do.	High	Hall
Mafeking	High School Hostel	New building
Malmesbury	Dirkie Uys Primary	New kindergarten block
Mount Currie	Kokstad High Girls' Hostel	New building
do.	Kokstad High Boys' Hostel	Additions
Mossel Bay	Point High Boys' Hostel	Additions
Oudtshoorn	Girls' High Hostel	New building
do.	West Bank Primary	Additions
Paarl	Boys' Primary	New building
do.	Kraaifontein Secondary	Additions
do.	La Rochelle Girls' Primary	Additions
Parow	Bellville South Primary	Additions
do.	D. F. Malan High	New building
do.	J. G. Meiring High	New building
do.	Totius Primary	New building
Piketberg	High	Hall
Port Elizabeth	Alexander Road High	New building
do.	Cillie High	Additions
do.	Grey High	Additions
do.	Grey High	Swimming bath
do.	Mount Road High	New building
do.	Northdowns Primary	New building
do.	Walmer Afrikaans Medium High	New building
Queenstown	Queen's College Boys' High	New hall
Stellenbosch	Bloemhof Girls' High	Art Centre (alterations)
Stutterheim	High	Additions
Swellendam	Buffeljagts Primary	Additions
Uitenhage	Muir College Boys' High	Additions
do.	Sunday's River Secondary	Additions
Vaalharts	Weskanaal Primary	New building
Williston	High	Additions

PARLIAMENTARY GRANTS OF SCHOOL SITES

School Board	School	Extent		
		Morgen	Sq. Roods	Sq. Feet
Albert	Burgersdorp Preparatory	—	—	30,040
East London	Orange Grove Primary	—	—	37,691
Kakamas	Paarden Island Primary	2·5595	—	—
Port St. Johns	Educational Purposes	1·4344	—	—
Port St. Johns	Educational Purposes	—	—	27,178
Qumbu	Primary	—	447	132
Victoria West	Hutchinson Primary	—	—	6,922

APPENDIX D

GRANTS OF SCHOOL SITES UNDER THE TOWNSHIPS ORDINANCE

School Board	Township	Extent		
		Morgen	Sq. Roods	Sq. Feet.
Caledon	Sunny Seas	1·9930	—	—
Cape	Bergvliet Primary No. 2 and Bergvliet Secondary	8·2082	—	—
Cape	Hout Bay Extension 3	1·1157	—	—
Cape	Skaapkraal Extension 2	1·9898	—	—
Cape	Meadowridge	2·0334	—	—
Knysna	Plettenberg Bay Extension 5	2·3744	—	—
Knysna	Plettenberg Bay Extension 5	7·3007	—	—
Paarl	Courtraai	—	—	45,385
Paarl	Longvlei Estate	2·0745	—	—
Parow	Eversdal	3·1261	—	—
Parow	Monte Vista	1·7213	—	—
Parow	Monte Vista	3·8463	—	—
Parow	Monte Vista	2·2983	—	—
Port Elizabeth	Colleen Glen	3·0375	—	—
Port Elizabeth	Colleen Glen	2·0552	—	—
Port Elizabeth	Alexander Road High	3·7987	—	—
Port Elizabeth	Heatherglen	2·0003	—	—
Port Elizabeth	Westering	2·0333	—	—
Stellenbosch	Devon Valley	4·5897	—	—
Stellenbosch	Somerset West Extension 15	1·0909	—	—
Stellenbosch	Kuilsrivier Extension 7	2·3305	—	—
Uitenhage	Despatch Extension 2	—	—	43,465
Uitenhage	Despatch Extension 2	—	—	42,779

APPENDIX E

GRANTS OF LAND FOR EDUCATIONAL PURPOSES

School Board	Name of School/ Institution	Extent			Donor
		Morgen	Square Roods	Square Feet	
Albany ..	Riebeek East Secondary	4.1667	—	—	D.R. Church
Aliwal North	High	8	589	140	Hospital Trustees
Caledon ..	Grabouw High	5.3806	—	—	V.M. Board
Caledon ..	Kleinmond Primary	2.5	—	—	V.M. Board
Calvinia ..	Brandvlei Secondary Hostel	1.3333	—	—	D.R. Church
Cape ..	Pinelands High	—	—	25,982	Garden Cities Municipality
Carnarvon ..	High Hostel	1.3667	—	—	Municipality
Ceres ..	Charlie Hofmeyr High	—	—	29,458	Municipality
Ceres ..	Waboomsrivier Primary	20	—	—	Van Zyl Bros.
Fort Beaufort	Adelaide High Hostel	1	80	—	D.R. Church
Hopefield ..	High School Hostel	—	504	23	D.R. Church
Parow ..	Bellville High	—	—	22,500	Municipality
Parow ..	Norwood Central Col. Primary	—	—	12,004	Municipality
Port Elizabeth	Erica Primary	—	—	18,420	Municipality
Port Elizabeth	Dagbreek Primary	—	—	14,335	Municipality
Riversdale ..	C. J. Pauw Hostel	—	—	36,450	Municipality
Somerset East	Kommadagga Primary	1.1020	—	—	N.G. Claassen
Stellenbosch	Idas Valley Coloured Primary	4.0001	—	—	Municipality
Steytlerville	Carl du Toit High Hostel	1	—	33,600	D.R. Church
Van Rhynsdorp	Gert Basson Primary	1.0002	—	—	G. Basson
Vryburg ..	Vorstershooop Primary	10	—	—	Bosman and Vorster
Willowmore	Rietbron Secondary	3.0003	—	—	D.R. Church

APPENDIX F

PROPERTIES PURCHASED

School Board	Name of School/ Institution	Extent			Purchase Price
		Morgen	Square Roods	Square Feet	£
Bredasdorp	Albert Myburg Coloured Secondary	4	—	—	8,829
Calitzdorp	High (Agricultural land)	1	253	104	250
Cape ..	Alexander Sinton Coloured High	—	—	10,000	600
Cape ..	Athlone Coloured Secondary No. 2	5	—	—	5,000
Cape ..	Claremont Girls' Primary	2	—	—	25,000
Cape ..	Fish Hoek Primary No. 4	1	295	43	6,250
Cape ..	Good Hope Seminary Girls' High	—	76	24	4,600
Cape ..	Good Hope Seminary Girls' High	—	26	48	1,800
Cape ..	Good Hope Seminary Girls' High	—	19	28	2,800
Cape ..	Grassy Park Coloured Primary	—	97	82,800	1,200
Cape ..	Grassy Park Coloured Primary	—	—	82,598	2,800
Cape ..	Hewat Coloured Training College	—	—	4,476	250
Cape ..	Jan van Riebeeck High	—	97	135	7,500
Cape ..	Jan van Riebeeck High	—	—	12,194	6,500
Cape ..	Kommetjie Slangkop Primary	1.2924	—	—	1,570
Cape ..	Lotus River Coloured Primary No. 2	—	558	78	1,000
Cape ..	Newlands Girls' High	—	68	108	1,500
Cape ..	Stephen Geajon Coloured Primary	—	—	27,463	3,500
Cape ..	Westerford High	—	138	82	4,500
Cape ..	Wesierford High	—	208	48	4,900
Cape ..	Retreat Coloured Primary	—	249	44	6,000
Cape ..	St. Michael's Children's Home	2	157	96	30,000
Cape ..	Walmer Estate Coloured Primary	1.0827	—	—	1,403
Cape ..	Welcome Estate Coloured Primary	—	—	20,008	175
Cape ..	Welcome Estate Coloured Primary	—	138	128	300
Cape ..	Windermere Coloured Primary	—	27	112	4,655
Cape ..	Windermere Coloured Primary	—	—	57,571	3,500
Cape ..	Windermere Coloured Primary	—	—	12,529	3,500
Cape ..	Windermere Coloured Preparatory No. 2	—	—	20,475	750
Cape ..	Windermere Coloured Preparatory No. 2	—	—	20,475	1,235
Cape ..	Woodstock: Queen's Park High	—	91	111	3,300

PROPERTIES PURCHASED

School Board	Name of School/ Institution	Extent			Purchase Price £
		Morgen	Square Roods	Square Feet	
Cape ..	Wynberg: Aliwal Road Primary	—	—	12,185	4,600
Cape ..	Heathfield Coloured Secondary	7.0545	—	—	6,000
Cape ..	South African College	3.4678	—	—	25,000
Cathcart ..	High Hostel	—	166	96	2,600
Ceres ..	P.A. Hamlet	1	97	62	2,600
East London	Amalinda Primary	1.6174	—	—	2,687
East London	Vocational Training	6	83	67	27,500
Graaff-Reinet ..	Volks Primary	—	22	102	1,000
Herbert ..	Douglas High	2	300	—	2,000
Hopefield ..	Saldanha Primary	—	—	65,317	1,650
Knysna ..	Primary	—	360	—	2,150
Malmesbury	Riebeeck-Wes Secondary	—	500	—	350
Matatiele ..	King Edward High Hostel	—	422	132	5,000
Oudtshoorn	Training College:	1.0679	—	59,476	20,000
	Olivier Towers	7.3953	—	60,296	—
Paarl ..	Courtrai Township	—	—	9,590	500
Paarl ..	La Rochelle Primary	—	569	60	10,000
Paarl ..	Athlone Coloured High	—	399	39	3,235
Paarl ..	Athlone Coloured High	—	244	141	2,500
Parow ..	Bellville High No. 4	6.0974	—	—	12,000
Parow ..	Bellville North Primary	—	34	104	600
Parow ..	Bellville Vocational Training	4	—	81,005	10,000
Parow ..	Durbanville High	4	—	—	700
Parow ..	Avonwood Coloured Primary	1.8425	—	—	1,000
Parow ..	Avonwood Coloured Primary	—	273	33	450
Parow ..	Avonwood Coloured Primary	—	208	48	320
Parow ..	Avonwood Coloured Primary	—	295	5	350
Parow ..	Elsies River Coloured Secondary	—	—	19,456	800
Parow ..	Elsies River Coloured Secondary	2.0554	—	—	1,500
Parow ..	Elsies River Coloured Secondary	1	—	85,298	3,000
Parow ..	Epping and Ruyterwacht Preparatory Schools	—	—	55,095	1,025
Parow ..	Townsend Coloured Primary	1.22	—	—	—
Parow ..	Townsend Coloured Primary	—	—	40,821	610
Parow ..	Fairfield Coloured Primary	—	34	51	350
Parow ..	Fairfield Coloured Primary	—	240	59,433	5,800
Parow ..	Parow East Primary	—	400	102	2,627
Parow ..	Parow Primary	—	—	10,000	2,950
Parow ..	Eureka Coloured Primary	—	566	141	750

PROPERTIES PURCHASED

School Board	Name of School/ Institution	Extent			Purchase Price £
		Morgen	Square Roods	Square Feet	
Parow ..	Eureka Coloured Primary	—	566	141	850
Parow ..	Saepta Coloured Primary	3.44	—	—	10,000
Parow ..	Balvenie Coloured Primary	—	—	56,250	650
Parow ..	Epping Forest Coloured Primary	—	—	27,824	2,369
Parow ..	Epping Forest Coloured Primary	—	—	54,689	600
Piketberg ..	Aurora High	—	312	72	150
Riversdale	C. J. Pauw Hostel	—	—	2,746	55
Somerset East	Gill College Junior Hostel	—	244	119	500
Stellenbosch	Bloemhof Primary	—	6	70	100
Stellenbosch	Kuilsrivier High	6	—	—	5,000
Stellenbosch	West End Preparatory	—	—	13,469	750
Stellenbosch	West End Preparatory	—	234	32	1,850
Stellenbosch	Hendrik Louw Primary	—	—	16,721	6,000
Stellenbosch	Denneoord Training College	7	426	—	16,666
Swellendam	Zuurbraak Primary	—	147	111	250
Swellendam	Zuurbraak Primary	—	137	85	250
Wellington	Training College	—	28	123	2,500
Wellington	Educational purposes	1.5805	—	—	960

NUMBER OF EUROPEAN AND COLOURED SCHOOLS ON 30th SEPTEMBER, 1956

APPENDIX G

	Training Institutions		Schools									Total Sept., 1956	Total Sept., 1955	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Special Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>														
Under School Boards	4	—	189	—	63	2	817	9	23	—	—	1,107	1,120	-13
Church Schools	1	—	—	—	—	—	28	—	—	—	—	29	29	—
Other Schools	2	—	5	3	1	—	30	—	1	—	—	42	41	+1
Total September, 1956	7	—	194	3	64	2	875	9	24	—	—	1,178	—	—
Total September, 1955	7	—	190	3	66	—	891	8	25	—	—	—	1,190	—
Difference	—	—	+4	—	-2	+2	-16	+1	-1	—	—	—	—	-12
<i>Coloured:</i>														
Under School Boards	2	—	27	—	13	—	102	9	—	12	—	165	151	+14
Other Schools	—	8	—	—	—	—	5	2	39	2	1,070	1,126	1,111	+15
Total September, 1956	2	8	27	—	13	—	107	11	39	14	1,070	1,291	—	—
Total September, 1955	2	8	24	—	14	—	97	10	32	13	1,062	—	1,262	—
Difference	—	—	+3	—	-1	—	+10	+1	+7	+1	+8	—	—	+29
Total European and Coloured, 1956	9	8	221	3	77	2	982	20	63	14	1,070	2,469	—	+17
Total European and Coloured, 1955	9	8	214	3	80	—	988	18	57	13	1,062	—	2,452	—

SUMMARY

	September 1956	September 1955	Difference
European Schools	1,178	1,190	-12
Coloured Schools	1,291	1,262	+29
Total	<u>2,469</u>	<u>2,452</u>	<u>+17</u>

AVERAGE ENROLMENT OF EUROPEAN AND COLOURED PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1956, ARRANGED ACCORDING TO TYPE OF SCHOOL

APPENDIX H

	Training Institutions		Schools									Total Sept., 1956	Total Sept., 1955	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Special Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>														
Under School Boards	776	—	68,735	—	11,943	206	96,024	93	175	—	—	177,952	175,340	+2,612
Church Schools	248	—	—	—	—	—	4,387	—	—	—	—	4,635	4,880	-245
Other Schools	517	—	2,127	316	136	—	3,582	—	11	—	—	6,689	6,553	+136
Total September, 1956	1,541	—	70,862	316	12,079	206	103,993	93	186	—	—	189,276	—	—
Total September, 1955	1,469	—	68,531	285	12,846	—	103,354	100	188	—	—	—	186,773	—
Difference	+72	—	+2,331	+31	-767	+206	+639	-7	-2	—	—	—	—	+2,503
<i>Coloured:</i>														
Under School Boards	391	—	8,459	—	1,974	—	41,138	262	—	559	—	52,783	47,838	+4,945
Other Schools	—	962	—	—	—	—	1,371	85	724	62	164,028*	167,232	166,308	+924
Total September, 1956	391	962	8,459	—	1,974	—	42,509	347	724	621	164,028*	220,015	—	—
Total September, 1955	381	2,718†	7,282	—	2,029	—	38,625	342	596	664	161,509	—	214,146	—
Difference	+10	-1,756	+1,177	—	-55	—	+3,884	+5	+128	-43	+2,519	—	—	+5,869
Total European and Coloured Pupils, 1956	1,932	962	79,321	316	14,053	206	146,502	440	910	621	164,028	409,291	—	+8,372
Total European and Coloured Pupils, 1955	1,850	2,718	75,813	285	14,875	—	141,979	442	784	664	161,509	—	400,919	—

SUMMARY

	September 1956	September 1955	Difference
European Pupils	189,276	186,773	+2,503
Coloured Pupils	220,015	214,146	+5,869
Total	<u>409,291</u>	<u>400,919</u>	<u>+8,372</u>

*Including 646 pupils in Higher Primary Departments and 1,110 pupils in Secondary Departments.

†Including 676 pupils in Higher Primary Departments, 1,075 pupils in Secondary Departments and 967 Student-teachers.

APPENDIX I

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

Pupils in	Average Attendance		Annual Percentage Attendance	
	1956	1955	1956	1955
European Schools	178,569	175,869	94.2	94.2
Coloured Schools	199,615	192,441	90.1	89.7

APPENDIX J

I.—DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1946 TO 1956

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1946	14,507	11,161	8,451	5,312	4,517
1947	14,002	10,868	8,244	4,963	4,378
1948	14,047	11,015	8,147	4,786	4,204
1949	14,215	11,486	8,253	4,779	4,085
1950	14,872	11,896	8,695	4,865	4,151
1951	15,036	12,952	8,917	5,114	4,161
1952	15,531	13,727	9,366	5,237	4,322
1953	15,148	14,048	9,719	5,451	4,441
1954	15,580	13,889	10,122	5,608	4,623
1955	15,797	13,917	10,316	5,969	4,702
1956	15,822	14,175	10,987	6,134	5,002

II.—PERCENTAGE DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1946 TO 1956

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1946	100	74	55	34	29
1947	100	75	55	33	28
1948	100	79	56	32	28
1949	100	82	59	33	27
1950	100	84	62	35	29
1951	100	87	63	36	30
1952	100	91	63	37	31
1953	100	90	65	37	31
1954	100	92	65	37	31
1955	100	89	68	38	31
1956	100	89	70	40	32

APPENDIX K

DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL HIGH AND FARM SCHOOLS AS ON 5th JUNE, 1956, PERCENTAGE RETARDED, ETC.

Age Last Birthday	PRIMARY								SECONDARY					Total	Per-centage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Special classes for Backward Children	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X		
Under 6 years ..	1,932	7	—	—	—	—	—	—	—	—	—	—	—	1,939	1·0
6 but not 7 years	13,667	2,215	22	—	—	—	—	4	—	—	—	—	—	15,908	8·5
7 " 8 "	3,524	12,605	2,425	42	—	—	—	28	—	—	—	—	—	18,624	9·9
8 " 9 "	355	3,786	12,048	2,377	46	1	—	119	—	—	—	—	—	18,732	10·0
9 " 10 "	54	460	4,384	11,813	2,620	55	—	224	—	—	—	—	—	19,610	10·4
10 " 11 "	16	59	732	4,364	9,625	2,137	81	349	—	—	—	—	—	17,363	9·2
11 " 12 "	1	10	132	857	4,432	9,161	2,444	499	56	—	—	—	—	17,592	9·4
12 " 13 "	1	2	28	160	1,184	4,604	8,188	593	2,211	70	1	—	—	17,042	9·1
13 " 14 "	3	1	10	29	282	1,422	4,314	802	7,124	2,047	63	2	—	16,099	8·6
14 " 15 "	—	—	7	8	56	346	1,484	757	4,211	6,362	1,893	81	—	15,205	8·1
15 " 16 "	1	1	2	3	26	93	404	801	1,726	4,118	5,399	1,420	63	14,057	7·5
16 " 17 "	—	—	—	—	5	8	69	276	434	1,330	2,803	3,142	1,472	9,539	5·1
17 " 18 "	—	—	—	—	1	6	16	60	56	217	703	1,262	2,415	4,736	2·5
18 " 19 "	—	—	—	—	—	—	3	9	4	25	112	199	878	1,230	0·6
19 and over ..	—	—	—	—	—	—	—	1	—	6	13	28	174	222	0·1
Total No. of Pupils, 1956 ..	19,554	19,146	19,790	19,653	18,277	17,833	17,003	4,522	15,822	14,175	10,987	6,134	5,002	187,898	100·0
Total No. of Pupils, 1955 ..	19,881	19,471	20,285	18,307	18,406	17,668	16,758	4,280	15,797	13,917	10,316	5,969	4,702	185,757	—
Median Age, 1956 ..	6·57	7·59	8·64	9·57	10·67	11·72	12·71	—	13·79	14·78	15·65	16·49	17·41	—	—
*Per cent retarded, 1956 ..	—	—	0·9	1·0	2·0	3·5	2·9	—	3·1	2·4	1·1	0·5	—	—	—
Percentage of Pupils in various Standards, 1956 ..	10·4	10·2	10·5	10·4	9·7	9·6	9·0	2·4	8·5	7·6	5·9	3·3	2·5	—	100·0

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

APPENDIX L

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN SCHOOLS ON 5th JUNE, 1956

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total number of Pupils
Sub-Std. A	6,466	13,022	66	19,554
Sub-Std. B	6,442	12,643	61	19,146
Std. I	6,769	12,938	83	19,790
Std. II	6,698	12,847	108	19,653
Std. III	6,079	12,076	122	18,277
Std. IV	5,726	11,922	185	17,833
Std. V	5,557	11,212	234	17,003
Std. VI	5,002	10,659	161	15,822
Std. VII	4,592	9,403	180	14,175
Std. VIII	3,640	7,206	141	10,987
Std. IX	2,240	3,856	38	6,134
Std. X	1,839	3,118	45	5,002
<i>Special Classes:</i>				
Backward Children	1,047	3,342	133	4,522
Total	62,097	124,244	1,557	187,898

APPENDIX M

MEDIAN AGE OF EUROPEAN AND COLOURED PUPILS FROM SUB-STANDARD A TO STANDARD VI ON 5th JUNE, 1956

Standard	European	Coloured
Sub-Std. A	6.57	7.48
Sub-Std. B	7.59	8.67
Std. I	8.64	9.85
Std. II	9.57	10.84
Std. III	10.67	11.91
Std. IV	11.72	12.84
Std. V	12.71	13.67
Std. VI	13.79	14.57

APPENDIX N

I.—DISTRIBUTION OF COLOURED PUPILS IN THE PRIMARY STANDARDS FOR THE YEARS 1946 TO 1956

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1946	23,788	19,937	16,620	12,063	8,214	5,470
1947	24,278	20,574	17,006	12,442	8,090	5,592
1948	25,482	21,373	17,857	13,079	8,814	5,799
1949	26,793	22,252	18,616	13,931	9,388	6,166
1950	27,279	23,459	19,432	14,809	10,121	6,782
1951	27,823	23,765	20,576	15,604	10,829	7,268
1952	28,682	24,231	20,790	16,420	11,594	7,752
1953	29,591	24,834	21,166	16,224	12,180	8,021
1954	30,678	25,592	22,023	17,028	12,414	8,420
1955	32,604	26,558	22,471	17,604	12,735	9,175
1956	34,743	28,322	23,659	18,317	13,423	9,248

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

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1946	100	88	77	59	41	27
1947	100	86	75	58	40	28
1948	100	88	75	58	41	28
1949	100	87	76	59	41	29
1950	100	88	76	61	43	30
1951	100	87	77	61	45	31
1952	100	87	76	61	45	31
1953	100	87	76	59	45	31
1954	100	86	77	61	46	31
1955	100	87	76	61	46	34
1956	100	87	77	62	47	33

APPENDIX O

DISTRIBUTION OF COLOURED PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1946 TO 1956

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1946	5,470	1,870	1,163	221	129
1947	5,592	1,997	1,148	270	178
1948	5,799	2,176	1,229	287	219
1949	6,166	2,388	1,321	343	203
1950	6,782	2,635	1,513	419	259
1951	7,268	3,000	1,708	426	329
1952	7,752	3,380	1,941	465	403
1953	8,021	3,646	2,132	586	395
1954	8,420	4,041	2,382	728	436
1955	9,175	3,991	2,387	815	554
1956	9,248	4,130	2,740	891	681

PERCENTAGE DISTRIBUTION OF COLOURED PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1946 TO 1956

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1946	100	38	25	5	3
1947	100	37	23	6	4
1948	100	39	22	6	5
1949	100	41	24	6	4
1950	100	43	26	7	5
1951	100	44	28	7	6
1952	100	47	29	8	7
1953	100	47	29	9	6
1954	100	50	31	10	6
1955	100	47	30	11	8
1956	100	45	33	11	9

APPENDIX P

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 5th JUNE, 1956,
PERCENTAGE RETARDED, ETC.

Age last Birthday	PRIMARY									SECONDARY				Total	Per-centage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X			
Under 6 years ..	32	—	—	—	—	—	—	—	—	—	—	—	—	32	.0
6 but not 7 years ..	16,804	840	14	—	—	—	—	—	—	—	—	—	—	17,658	7.9
7 " 8 "	15,729	10,501	961	28	—	—	—	—	—	—	—	—	—	27,219	12.2
8 " 9 "	8,082	11,362	8,057	1,059	34	3	—	—	—	—	—	—	—	28,597	12.8
9 " 10 "	3,890	7,054	9,823	6,608	990	51	—	—	—	—	—	—	—	28,417	12.8
10 " 11 "	2,024	3,910	7,166	7,641	5,015	877	46	3	—	—	—	—	—	26,682	12.0
11 " 12 "	1,014	2,154	4,155	5,634	6,367	4,017	797	40	1	—	—	—	—	24,179	10.9
12 " 13 "	541	1,129	2,319	3,673	5,043	5,025	3,217	619	34	2	—	—	—	21,602	9.7
13 " 14 "	249	563	1,264	2,120	3,331	4,041	3,981	2,388	404	30	—	—	—	18,371	8.2
14 " 15 "	121	260	567	960	1,754	2,488	2,882	2,755	1,286	266	17	—	—	13,356	6.0
15 " 16 "	50	101	267	411	783	1,272	1,698	2,068	1,332	858	111	6	—	8,957	4.0
16 " 17 "	25	40	88	129	243	406	607	992	737	890	345	87	—	4,589	2.1
17 " 18 "	4	9	27	35	64	89	145	274	263	461	238	211	—	1,820	.8
18 " 19 "	4	3	10	13	17	27	37	70	55	167	116	194	—	713	.3
19 and over ..	86	31	25	11	18	21	12	39	18	66	64	183	—	574	.3
Total No. of Pupils, 1956	48,655	37,957	34,743	28,322	23,659	18,317	13,423	9,248	4,130	2,740	891	681	—	222,766	100.0
Total No. of Pupils, 1955	50,806	36,223	32,604	26,558	22,471	17,604	12,735	9,175	3,991	2,387	815	554	—	215,923	—
Median Age, 1956..	7.48	8.67	9.85	10.84	11.91	12.84	13.67	14.57	15.26	16.24	16.92	18.18	—	—	—
*Per cent retarded, 1956 ..	—	—	25.1	26.0	26.2	23.5	18.6	14.9	8.1	8.5	7.2	—	—	—	—
Percentage of Pupils in various Standards, 1956 ..	21.9	17.0	15.6	12.7	10.6	8.2	6.0	4.2	1.9	1.2	.4	.3	—	—	100.0

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

APPENDIX Q

COLOURED SCHOOLS NOT UNDER SCHOOL BOARDS:
DENOMINATIONAL AND UNDENOMINATIONAL

Name of Church	1955		1956	
	Schools	Pupils	Schools	Pupils
African Methodist Episcopal ..	15	4,082	15	4,062
Baptist	1	80	1	76
Berlin Mission Society	8	1,526	8	1,536
Berlin Lutheran	24	2,950	24	2,926
City Mission	1	197	1	183
Congregational	151	18,846	151	18,838
Dutch Reformed	400	45,222	415	46,088
English	184	30,593	180	30,407
Evangelical	1	222	1	237
German Lutheran	1	30	1	30
Hindu	1	242	1	213
Independent	13	1,516	13	1,532
Interdenominational	14	1,116	14	1,241
London Missionary Society ..	8	502	8	552
Methodist	92	14,345	90	13,471
Mission Schools without denomination	2	334	3	690
Moravian	48	6,897	49	7,063
Moslem	15	4,839	16	4,837
Presbyterian	2	160	2	147
Primary schools under Committees ..	5	1,307	5	1,347
Rhenish Mission Society	13	2,770	13	2,816
Roman Catholic	81	18,244	81	18,528
Salvation Army	1	31	1	33
United	26	4,837	25	4,895
Volkskerk	7	2,200	6	1,739
Total	1,114	163,088	1,124	163,487

APPENDIX R

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED
SCHOOLS ON 5th JUNE, 1956

Standard	Mainly or Exclu- sively English	Mainly or Exclu- sively Afri- kaans	English and Afri- kaans (more or less equally)	Total number of Pupils
Sub-Std. A	3,528	44,837	290	48,655
Sub-Std. B	3,615	34,076	266	37,957
Std. I	3,742	30,575	426	34,743
Std. II	3,653	24,143	526	28,322
Std. III	3,933	18,702	1,024	23,659
Std. IV	4,207	13,053	1,057	18,317
Std. V	3,964	8,385	1,074	13,423
Std. VI	3,510	5,086	652	9,248
Std. VII	2,175	1,733	222	4,130
Std. VIII	1,384	1,177	179	2,740
Std. IX	533	315	43	891
Std. X	419	220	42	681
Total	34,663	182,302	5,801	222,766

APPENDIX S

SEX OF TEACHERS, SECOND QUARTER, 1956, ARRANGED ACCORDING TO TYPE OF SCHOOL

Sex of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS										Total Number of Teachers		
	Itinerant Teachers	Training Colleges	High	Agricultural High	Secondary	Primary	Farm	Special	Total	Itinerant Teachers	Training Colleges	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special		Total	
Male ..	68	47	1,861	24	277	1,195	—	—	3,472	6	13	39	312	87	607	2,920	37	[25]	2	4,023	7,495	
Female ..	117	68	1,485	2	296	2,865	19	12[2]	4,864	13	7	22	70	36	612	1,906	2	[4]	14[8]	2,682	7,546	
Total, 1956	185	115	3,346	26	573	4,060	19	12[2]	8,336	19	20	61	382	123	1,219	4,826	39	[29]	16[8]	6,705	15,041	
Total, 1955	172	111	3,219	24	582	4,024	21	12[2]	8,165	13	20	60	340	123	1,127	4,714	30	[28]	23[1]	6,450	14,615	
Percentage of Male Teachers:																						
1956 ..	36.8	40.9	55.6	92.3	48.3	29.4	0.0	0.0	41.7	31.6	65.0	63.9	81.7	70.7	49.8	60.5	94.9	[86.2]	12.5	60.0	49.8	
1955 ..	35.5	42.3	56.2	100.0	50.7	30.3	0.0	0.0	42.3	30.7	75.0	63.3	82.6	74.7	50.5	61.0	96.6	[89.2]	8.6	60.6	50.4	

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

APPENDIX T

RACE OF TEACHERS, SECOND QUARTER, 1956, ARRANGED ACCORDING TO TYPE OF SCHOOL

Race of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS										Total Number of Teachers	
	Itinerant Teachers	Training Colleges	High	Agricultural High	Secondary	Primary	Farm	Special	Total	Itinerant Teachers	Training Colleges	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special		Total
European ..	185	115	3,346	26	573	4,060	19	12[2]	8,336	1	18	25	23	15	4	87	1	—	4[8]	178	8,514
Coloured ..	—	—	—	—	—	—	—	—	—	18	2	36	359	108	1,215	4,728	38	[29]	12	6,516	6,516
Native ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	—	—	—	11	11
Total, 1956	185	115	3,346	26	573	4,060	19	12[2]	8,336	19	20	61	382	123	1,219	4,826	39	[29]	16[8]	6,705	15,041
Total, 1955	172	111	3,219	24	582	4,024	21	12[2]	8,165	13	20	60	340	123	1,127	4,714	30	[28]	23[1]	6,450	14,615

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

APPENDIX U

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL, SECOND QUARTER, 1956

European Schools

Certificate	Training Colleges	High	Agricultural High	Secondary	Primary	Church Primary	Farm	Special	Itinerant Teachers	Total
Secondary Higher ..	42	1,322	11	80	72	2	—	—	10	1,539
Secondary Lower:										
Graduate ..	1	29	—	4	9	—	—	1	1	45
Non-Graduate ..	1	23	—	5	17	—	—	—	1	47
Infant School Teachers' Primary Teachers':	8	132	—	32	637	6	1	1	4	821
Graduate ..	3	48	1	12	26	4	—	—	1	95
Non-Graduate ..	1	328	—	126	1,063	53	2	1	33	1,607
Primary Higher or T.2 Certificate:										
Graduate ..	6	153	1	25	70	1	1	—	2	259
Non-Graduate ..	21	686	4	157	1,130	20	3	2[1]	75	2,098[1]
Primary Lower or T.3 Certificate:										
Graduate ..	—	7	—	1	5	—	—	—	—	13
Non-Graduate ..	—	84	—	66	592	30	11	7[1]	8	798[1]
Miscellaneous:										
Graduate ..	5	55	—	6	15	2	—	—	8	91
Non-Graduate ..	25	333	—	33	229	17	—	—	30	667
Uncertificated:										
Graduate ..	—	42	7	3	2	—	—	—	3	57
Non-Graduate ..	1	52	2	18	53	4	1	—	9	140
Total Number of Teachers ..	115	3,346	26	573	3,921	139	19	12 [2]	185	8,336 [2]

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

APPENDIX U—continued

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL, SECOND QUARTER, 1956

Coloured Schools

Certificate	Training Colleges	Training Schools	High	Secondary		Primary	Higher Primary Departments	Part-time	Mission	Farm	Special	Itinerant Teachers	Total
				Schools	Departments								
Coloured Primary													
Advanced: Graduate ..	—	1	10	2	—	2	—	[1]	2	—	—	—	17[1]
Non-Graduate ..	—	2	79	26	6	184	4	[1]	378	1	1	5	686[1]
Coloured Primary Higher:													
Graduate ..	—	4	50	1	1	7	—	—	5	—	—	—	68
Non-Graduate ..	—	15	63	3	8	288	9	[9]	698	2	3	10	1,099[9]
Coloured Infant School Teachers':													
Graduate ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate ..	—	—	—	—	—	17	—	—	48	—	[1]	—	65[1]
Coloured Primary Lower:													
Graduate ..	—	2	20	3	1	2	—	—	6	—	—	—	34
Non-Graduate ..	—	3	29	27	4	635	2	[13]	3,182	31	6	2	3,921[13]
Primary Lower or T.3 Certificate:													
Graduate ..	—	—	2	—	—	3	—	—	—	—	—	—	5
Non-Graduate ..	—	1	8	1	1	51	—	[3]	262	4	4 [4]	—	332[7]
Miscellaneous:													
Graduate ..	18	22	99	16	19	—	2	—	5	—	[1]	—	181[1]
Non-Graduate ..	2	9	11	1	3	1	—	—	69	—	1 [2]	1	98[2]
Uncertificated:													
Graduate ..	—	1	3	—	—	—	—	—	—	—	—	—	4
Non-Graduate ..	—	1	8	—	—	11	1	[2]	171	1	1	1	195[2]
Total Number of Teachers ..	20	61	382	80	43	1,201	18	[29]	4,826	39	16 [8]	19	6,705[37]

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

APPENDIX V

ENTRIES FOR ALL DEPARTMENTAL EXAMINATIONS

Examination	1956
Senior Certificate	6,099
Senior Certificate Supplementary (March the following year) ..	817
Junior Certificate:	
Two Year Course	2,448
Three Year Course	13,609
<i>European Teachers' Certificates:</i>	
Primary	645
Primary Higher:	
Agricultural Nature Study	24
Art	14
Housecraft	25
Infant School	86
Manual Training	37
Music	10
Needlework	41
Physical Education	61
Diploma in Physical Education	9
Diploma in Art	5
Bilingual Certificate (written tests in English and Afrikaans) ..	163
Bilingual Certificate (written tests in English and Afrikaans) Supplementary (June)	29
Primary Teachers' Supplementary (June)	101
<i>Coloured Teachers' Certificates:</i>	
Primary Lower	530
Primary Higher:	
Art and Art Handwork	9
Manual Training	8
Physical Education (Men)	15
Physical Education (Women)	5
Music	19
Infant School	11
Primary Advanced	174
Bilingual Certificate (written tests in English and Afrikaans) ..	39
Primary Lower Supplementary (June)	105
Primary Advanced Supplementary (June)	33
<i>Native Teachers' Certificates:</i>	
Primary Lower	270
Primary Higher:	
Course A	354
Course B	185
Special Courses:	
Physical Education	6
Agriculture	9
Primary Advanced	39
Primary Lower Supplementary (June)	62
Primary Higher Supplementary (June)	120
Primary Advanced Supplementary (June)	10

APPENDIX V—continued

PERCENTAGE PASSES IN ALL DEPARTMENTAL EXAMINATIONS

Examination	1956
Senior Certificate	83
Junior Certificate:	
Two Year Course	67
Three Year Course	86
<i>European Teachers' Certificates:</i>	
Primary	76
Primary Higher:	
Agricultural Nature Study	100
Art	100
Housecraft	100
Infant School	99
Manual Training	89
Music	100
Needlework	98
Physical Education	85
Diploma in Physical Education	100
Diploma in Art	100
Bilingual Certificate (written tests in English and Afrikaans) ..	45
Bilingual Certificate (written tests in English and Afrikaans) Supplementary (June)	24
Primary Teachers' Supplementary (June)	58
<i>Coloured Teachers' Certificates:</i>	
Primary Lower	66
Primary Higher:	
Art and Art Handwork	100
Manual Training	100
Physical Education (Men)	100
Physical Education (Women)	100
Music	95
Infant School	100
Primary Advanced	63
Bilingual Certificate (written tests in English and Afrikaans) ..	56
Primary Lower Supplementary (June)	56
Primary Advanced Supplementary (June)	50
<i>Native Teachers' Certificates:</i>	
Primary Lower	85
Primary Higher:	
Course A	75
Course B	78
Special Courses:	
Physical Education	100
Agriculture	100
Primary Advanced	54
Primary Lower Supplementary (June)	68
Primary Higher Supplementary (June)	56
Primary Advanced Supplementary (June)	30

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT
OF THE SENIOR CERTIFICATE EXAMINATION AND THE
PERCENTAGE OF PASSES IN 1956

Subject	Number of Candidates	Percentage of PASSES
Afrikaans Higher Grade	3,490	99
English Higher Grade	2,703	98
Afrikaans Lower Grade	2,271	97
English Lower Grade	3,403	94
Latin	890	87
German	713	93
History	3,826	88
Geography	1,954	93
Mathematics	3,431	84
Physical Science	2,558	91
Biology	2,947	94
Agricultural Science	343	100
Agricultural Economics	72	99
Art	177	94
Botany	50	92
Bookkeeping	2,196	85
Bookkeeping and Commercial Arithmetic	1,959	87
Chemistry	339	85
Cookery, Housewifery and Laundrywork	783	100
Commercial Arithmetic	1,958	85
French	46	85
General Science	59	85
Hebrew	16	100
Literature (Afr. and Ned.)	201	95
Literature (English)	51	100
Manual Training	510	98
Music	195	100
Needlework	530	100
Physics	26	100
Physiology and Hygiene	1,585	94
Shorthand (Afrikaans)	569	85
Shorthand (English)	465	86
Southern Sotho Higher Grade	3	100
Southern Sotho Lower Grade	No Candidates	
Tswana Higher Grade	14	100
Tswana Lower Grade	3	100
Typewriting	778	91
Xhosa Higher Grade	314	98
Xhosa Lower Grade	5	80
Zoology	168	97

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT
OF THE JUNIOR CERTIFICATE EXAMINATION AND THE
PERCENTAGE OF PASSES IN 1956

Subject	Number of Candidates	Percentage of PASSES
Afrikaans Higher Grade	8,566	100
English Higher Grade	4,969	97
Afrikaans Lower Grade	4,861	93
English Lower Grade	8,485	81
General Science	13,394	93
Agriculture (Theory)	646	100
Artcraft (Theory)	71	100
Domestic Science (Theory)	2,123	99
General Mathematics	8,710	88
German	1,080	97
Latin	1,258	88
Needlework (Theory)	1,661	98
Woodwork (Theory)	2,796	98
Social Studies (Integrated Course)	1,878	94
Social Studies (Composite Course)	9,951	93
Art	334	98
Bookkeeping and Business Methods	6,653	96
French	66	95
Music	107	100
Typewriting	2,869	98

APPENDIX V—continued

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE JUNIOR CERTIFICATE EXAMINATION (FOR BANTU CANDIDATES ONLY) AND THE PERCENTAGE OF PASSES IN 1956

Subject	Number of Candidates	Percentage of Passes
Afrikaans Lower	89	63
Agriculture (Major)	215	70
Agriculture (Minor)	56	98
Arithmetic (Major)	324	64
Arithmetic (Minor)	103	87
Biology	2,158	82
Cookery, etc.	355	100
English Higher	2,442	81
General Science	280	84
Geography (Major)	1,846	78
Geography (Minor)	47	89
History (Major)	2,037	78
History (Minor)	66	100
Hygiene and Physiology	1,856	87
Latin	1,553	71
Mathematics	627	57
Needlework (Major)	72	49
Physics and Chemistry	300	76
Woodwork (Major)	11	100
Woodwork (Minor)	52	96
Southern Sotho Higher	40	98
Tswana Higher	No Candidates	
Tswana Lower	No Candidates	
Xhosa Higher	2,261	99
Xhosa Lower	26	100

APPENDIX V—continued

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION, 1956 (BANTU CANDIDATES ONLY)

Subject	SYMBOL									Total No. of Candidates	Approx. Median Per cent Marks
	A	B	C	D	E	F	FF	G	H		
Afrikaans Lower	—	—	3	12	24	24	10	24	3	89	—
Agriculture (Major)	—	—	1	12	27	30	11	18	1	215	38
Agriculture (Minor)	—	11	41	39	7	—	2	—	—	56	—
Arithmetic (Major)	—	—	9	13	23	19	9	19	8	324	38
Arithmetic (Minor)	7	12	8	27	18	15	4	9	—	103	—
Biology	—	4	13	23	26	16	5	11	2	2,158	46
Cookery, etc.	—	—	1	49	42	8	—	—	—	355	—
English Higher	—	—	5	15	36	25	9	10	—	2,442	41
General Science	—	2	8	18	36	20	6	9	1	280	43
Geography (Major)	—	—	4	17	33	24	8	14	—	1,846	41
Geography (Minor)	—	6	17	19	32	15	9	2	—	47	—
History (Major)	—	1	6	19	30	22	7	13	2	2,037	42
History (Minor)	4	35	35	14	9	3	—	—	—	66	—
Hygiene and Physiology	—	2	8	19	38	20	5	8	—	1,856	44
Latin	3	5	9	16	22	16	7	17	5	1,553	42
Mathematics	—	2	4	9	22	20	10	26	7	627	35
Needlework (Major)	—	—	—	3	24	22	15	31	5	72	—
Physics and Chemistry	2	5	10	18	21	20	7	16	1	300	43
Woodwork (Major)	9	18	27	37	9	—	—	—	—	11	—
Woodwork (Minor)	4	11	15	31	27	8	4	—	—	52	—
Southern Sotho Higher	3	5	25	48	15	2	—	2	—	40	—
Tswana Higher	—	—	—	No Candidates	—	—	—	—	—	—	—
Tswana Lower	—	—	—	No Candidates	—	—	—	—	—	—	—
Xhosa Higher	—	—	10	42	40	7	1	—	—	2,261	50
Xhosa Lower	—	—	27	65	4	4	—	—	—	26	—

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATION, 1956

Subject	SYMBOL										Total No. of Candidates	Approx. Median Per cent Marks
	H	G	FF	F	E	D	C	BB	B	A		
Afrikaans Higher	—	—	1	4	28	45	19	2	1	—	3,490	53
English Higher	—	1	1	9	31	35	18	5	—	—	2,703	52
Afrikaans Lower	—	—	3	11	22	31	22	6	3	2	2,271	54
English Lower	—	2	4	14	30	27	16	4	2	1	3,403	50
Latin	2	7	4	11	20	24	18	7	4	3	890	53
German	—	3	4	15	23	20	18	7	4	6	713	52
History	3	6	3	11	21	22	19	7	5	3	3,826	53
Geography	—	4	3	11	25	29	18	6	2	2	1,954	52
Mathematics .. .	2	10	4	14	23	20	14	4	4	5	3,431	48
Physical Science	—	6	3	9	22	25	20	6	5	4	2,558	54
Biology	—	4	2	9	25	30	21	5	3	1	2,947	53
Agricultural Science ..	—	—	—	3	21	45	23	5	2	1	343	55
Agricultural Economics ..	—	1	—	14	36	26	16	5	1	1	72	—
Art	1	3	2	7	33	28	16	3	3	4	177	51
Botany	—	4	4	14	16	30	20	8	4	—	50	—
Bookkeeping .. .	2	8	5	12	23	21	15	5	4	5	2,196	50
Bookkeeping and Commercial Arithmetic ..	1	7	5	15	24	22	15	4	4	3	1,959	49
Chemistry	2	9	4	14	25	23	14	4	3	2	339	48
Cookery, etc. ..	—	—	—	—	19	54	24	2	1	—	783	56
Commercial Arithmetic ..	2	8	5	14	22	20	15	6	4	4	1,958	49
French	—	11	4	15	29	13	11	7	6	4	46	—
General Science ..	—	5	10	20	24	25	14	2	—	—	59	—
Hebrew	—	—	—	19	19	19	18	—	13	12	16	—
Literature (Afr. & Ned.)	—	3	2	8	31	33	17	3	2	1	201	51
Literature (English) ..	—	—	—	2	18	37	31	10	—	2	51	—
Manual Training ..	—	1	1	5	22	31	25	9	4	2	510	57
Music	—	—	—	5	12	28	33	11	8	3	195	61
Needlework	—	—	—	1	13	40	40	5	1	—	530	59
Physics	—	—	—	8	15	38	27	4	8	—	26	—
Physiology and Hygiene ..	—	4	2	9	26	31	18	5	3	2	1,585	52
Shorthand (Afrikaans) ..	4	8	3	8	14	15	15	11	9	13	569	59
Shorthand (English) ..	3	7	4	6	14	13	20	8	8	17	465	61
Southern Sotho Higher ..	—	—	—	—	33	34	33	—	—	—	3	—
Southern Sotho Lower ..	—	—	—	No Candidates	—	—	—	—	—	—	—	—
Tswana Higher ..	—	—	—	—	—	14	64	22	—	—	14	—
Tswana Lower ..	—	—	—	—	—	—	67	—	33	—	3	—
Typewriting .. .	2	5	2	7	15	27	24	10	6	2	778	57
Xhosa Higher .. .	—	1	1	7	49	37	5	—	—	—	314	49
Xhosa Lower .. .	—	—	20	40	—	20	—	20	—	—	5	—
Zoology	—	1	2	11	33	38	14	1	—	—	168	—

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION, 1956

Subject	SYMBOL									Total No. of Candidates	Approx. Median Per cent Marks
	A	B	C	D	E	F	FF	G	H		
Afrikaans Higher ..	3	15	33	35	13	1	—	—	—	8,566	60
English Higher ..	1	8	14	30	34	10	2	1	—	4,969	51
Afrikaans Lower ..	1	7	17	26	29	13	4	3	—	4,861	50
English Lower ..	1	3	10	20	28	19	8	10	1	8,485	44
General Science ..	2	10	18	26	26	11	3	4	—	13,394	52
Agriculture (Theory)	2	9	27	39	21	2	—	—	—	646	57
Artcraft (Theory) ..	—	4	14	32	40	10	—	—	—	71	—
Domestic Science (Theory) ..	1	11	33	36	14	4	1	—	—	2,123	59
General Mathematics	6	10	15	19	23	15	2	8	2	8,710	50
German	9	19	22	21	18	8	1	2	—	1,080	60
Latin	12	12	18	17	20	9	2	6	4	1,258	55
Needlework (Theory)	1	12	24	32	23	6	1	1	—	1,661	56
Woodwork (Theory)	4	16	28	25	18	7	1	1	—	2,796	59
Social Studies (Integrated Course)	6	12	22	22	21	11	1	4	1	1,878	55
Social Studies (Composite Course)	6	10	19	24	22	12	2	4	1	9,951	53
Art	—	9	17	34	28	10	1	1	—	334	—
Bookkeeping and Business Methods	8	14	22	24	20	8	1	3	—	6,653	57
French	8	8	32	26	15	6	3	1	1	66	—
Music	21	31	27	15	5	1	—	—	—	107	—
Typewriting .. .	16	24	26	19	10	3	1	1	—	2,869	66

APPENDIX W

EXPENDITURE ON EDUCATION
Statement for the year ended 31st March, 1956

	1955-56		
	£	s.	d.
ADMINISTRATION			
1. Salaries, Wages and Allowances	93,716	17	3
2. Subsistence and Transport Allowances to Officials, including Out-of-Pocket expenses	286	7	6
3. Transport	279	8	7
4. Incidentals	17,310	17	0
Total	£111,593	10	4

SCHOOL BOARDS AND SCHOOL COMMITTEES			
1. Salaries, Wages and Allowances	152,811	0	9
2. Subsistence and Transport Allowances, including Out-of-Pocket expenses and Holiday Concessions	13,382	0	0
3. Transport	2,483	18	0
4. Office Equipment, Material and Furniture, including Repairs	3,369	3	4
5. Rents and Rates	11,220	19	6
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	2,454	5	4
7. Election Expenses	3,516	13	1
8. Incidentals	95	8	7
Total	£189,333	8	7

SCHOOL INSPECTION			
1. Salaries, Wages and Allowances	80,450	12	9
2. Subsistence and Transport Allowances to Inspectors of Schools, including Out-of-Pocket expenses	9,465	19	11
3. Transport	10,189	10	4
4. Incidentals		3	0
Total	£100,106	6	0

MEDICAL INSPECTION AND TREATMENT			
1. Salaries, Wages and Allowances	50,164	18	0
2. Subsistence and Transport Allowances to Medical Inspectors, Nurses, etc., including Out-of-Pocket expenses	8,684	8	2
3. Transport	2,036	11	3
4. Medical Treatment of School Children	18,955	6	7
5. Incidentals	210	9	11
Total	£80,051	13	11

APPENDIX W—continued

	1955-56		
	£	s.	d.
EUROPEAN EDUCATION:			
<i>Training of Teachers</i>			
1. Salaries, Wages and Allowances	178,770	7	8
2. Subsistence and Transport Allowances to Departmental Inspectors of Special Subjects and Teachers, including Out-of-Pocket expenses	11,215	6	7
3. Transport	10,811	7	10
4. School Equipment, Material and Furniture, including Repairs	7,891	9	8
5. Hostels	83,478	19	4
6. Grants-in-Aid, including Hostels under Private Control	1,218	0	3
7. Rent and Rates	87	5	6
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	1,653	5	1
9. Vacation Courses and Teachers' Classes	2,616	5	1
10. Incidentals	62	13	0
Total	£297,805	0	0

<i>Secondary Schools</i>			
1. Salaries, Wages and Allowances	1,547,216	9	10
2. Subsistence and Transport Allowances	513	8	6
3. School Equipment, Material and Furniture, including Repairs	106,100	8	0
4. Bursaries	45,660	5	10
5. Hostels	107,664	0	0
6. Rent and Rates	3,651	4	4
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	17,310	8	6
8. Incidentals	—		
Total	£1,828,116	5	0

<i>Primary Schools</i>			
1. Salaries, Wages and Allowances	3,464,793	1	9
2. Subsistence and Transport Allowances	364	19	10
3. School Equipment, Material and Furniture, including Repairs	169,452	11	8
4. Hostels	6,690	16	6
5. Grants-in-Aid, including Hostels under Private Control	914	9	7
6. Rent and Rates	23,369	11	9
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	33,630	14	8
8. Feeding of School Children	209,222	10	7
9. Incidentals	40	1	2
Total	£3,908,478	17	6

APPENDIX W—continued

	1955-56		
	£	s.	d.
<i>Combined Primary and Secondary Schools</i>			
1. Salaries, Wages and Allowances	2,211,776	7	9
2. Subsistence and Transport Allowances	606	5	0
3. School Equipment, Material and Furniture, including Repairs	132,752	15	3
4. Hostels	110,107	10	5
5. Grants-in-Aid, including Hostels under Private Control	20,442	6	2
6. Rent and Rates	6,023	1	10
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	22,906	13	3
8. Incidentals	—		
Total	£2,504,614	19	8

COLOURED EDUCATION:

Training of Teachers

1. Salaries, Wages and Allowances	89,294	8	4
2. Subsistence and Transport Allowances	671	8	1
3. School Equipment, Material and Furniture, including Repairs	3,564	2	0
4. Bursaries	15,453	0	9
5. Grants-in-Aid, including Hostels under Private Control	666	7	7
6. Rent and Rates	9,907	10	8
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	607	4	2
8. Vacation Courses and Teachers' Classes	108	5	5
9. Incidentals	740	2	9
Sub-total	£121,012	9	9

Primary and Secondary Schools

10. Salaries, Wages and Allowances	3,946,695	15	4
11. Subsistence and Transport Allowances	45	3	2
12. School Equipment, Material and Furniture, including Repairs	213,799	15	2
13. Bursaries	32,699	17	1
14. Grants-in-Aid, including Hostels under Private Control	1,333	11	2
15. Rent and Rates	126,712	7	6
16. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	28,701	19	6
17. Grants for Repairs	3,487	8	10
18. Feeding of Primary School Children	327,752	16	8
19. School Fees of Pupils above standard VI in terms of Section 5 of Ordinance No. 17 of 1930, as amended by Section 15 of Ordinance No. 31 of 1948	2,581	7	11
20. Incidentals	36	14	9
Sub-total	£4,683,846	17	1
Total	£4,804,859	6	10

APPENDIX W—continued

	1955-56		
	£	s.	d.
<i>MISCELLANEOUS</i>			
1. Examination Expenses	32,114	7	8
2. Pensions and Gratuities	198,223	2	2
3. Contributions to Pension and Provident Funds	728,979	17	2
4. Printing, Stationery and Advertising	34,943	6	5
5. Post Office Services, including Telegrams, Telephones and Post Office Box Rentals	10,159	6	10
6. Grants-in-Aid	49,822	13	0
7. Grants to Private Schools and Hostels for General Educational Purposes	8,329	6	0
8. Repayment under Section 375 (bis) of Ordinance No. 5 of 1921 of school fees received from Primary and Secondary Pupils in certain schools	12,204	16	9
9. Grant to Student Teachers' Loan Fund	50,000	0	0
10. Grants to Good Hope Boarding Departments	396,371	4	10
11. Maintenance and Conveyance of School Children	210,824	9	3
12. School Fees, Books, School Material and Examination Fees of Children of Persons on Active Service or of Persons killed or permanently disabled on Active Service	330	7	8
13. Appropriation of Hostel Profits	324	4	1
14. Railage, including Railway Fares of Officials and Teachers	27,139	10	6
15. Incidentals	8,508	12	6
Total	£1,768,275	4	10

MINOR WORKS

Minor Works, including Site Transfer and Other Expenses, School Footbridges, Fencing and Boreholes	£679,669	15	8
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AGRICULTURAL EDUCATION

1. Salaries, Wages and Allowances	41,636	6	7
2. Subsistence and Transport Allowances	263	13	2
3. School Equipment, Material and Furniture, including Repairs	2,542	19	1
4. Livestock (including Examination, Testing and Registration of Cattle, Medicines, etc.)	1,965	16	5
5. Farm Equipment (including Repairs and Material)	10,412	3	3
6. Hostels	18,267	7	3
7. Rent and Rates	511	6	0
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	940	10	3
9. Repairs, Renovations, and Maintenance	3,798	4	5
10. Grants to School Funds	55	0	0
11. Incidentals	304	1	1
Total	£80,697	7	6
GRAND TOTAL, VOTE 2	£16,353,601	15	10

APPENDIX X

SLAVE COMPENSATION AND BIBLE AND SCHOOL COMMISSION FUNDS

(Section 376 of the Consolidated Education Ordinance No. 5 of 1921)

STATEMENTS OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st MARCH, 1956

						<i>Receipts</i>		
						1955-56		
						£	s.	d.
Balance at 1st April, 1955	..	..	..	..	..	8,557	16	9
Interest for year	..	..	..	..	..	256	16	4
Total	..	..	..	..	..	<u>£8,814</u>	<u>13</u>	<u>1</u>
						<i>Payments</i>		
Purchase of Library Books	..	..	..	..	..	263	3	3
Balance on 31st March, 1956								
Investments held by Public Debt Commissioners	..	..	..	..	..	8,549	17	8
Cash in hand	..	..	..	..	..	1	12	2
Total	..	..	..	..	..	<u>£8,814</u>	<u>13</u>	<u>1</u>

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1956
(EXCLUDING TREATMENT CARRIED OUT IN PROVINCIAL HOSPITALS)

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lotions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Aberdeen	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	6	—	
Albany	—	—	—	42	—	71	—	—	—	—	—	—	—	—	—	—	—	25	65	
Albert	—	—	—	25	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	
Alexandria	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18	14	
Aliwal North	—	—	—	4	—	2	—	—	—	—	4	—	3	—	—	—	—	—	—	
Barkly East	—	—	—	17	—	12	—	—	—	—	—	—	—	—	—	—	—	—	—	
Barkly West	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4	—	129	288	
Bathurst	—	—	—	—	—	—	—	—	—	—	3	—	3	—	—	—	—	—	—	
Beaufort West	—	—	—	6	362	—	—	—	—	—	1	—	1	—	—	—	—	9	436	
Bedford	—	—	—	—	35	—	—	—	—	—	—	—	—	—	—	—	—	—	201	
Bredasdorp	—	—	—	147	21	215	—	—	—	—	5	—	4	—	—	—	—	210	847	
Britstown	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	38	130	
Caledon	—	—	—	530	2,062	231	—	—	—	2	12	4	9	4	—	—	—	184	1,600	
Calitzdorp	—	—	—	165	—	22	—	—	—	—	3	—	3	—	—	—	—	19	—	
Calvinia	—	—	—	—	154	—	—	—	—	—	—	—	—	—	—	—	—	13	214	
Cape	—	—	—	2,689	25,888	3,292	1,280	32	8	—	1	5	1	5	—	—	—	1,068	6,432	
Parow	—	—	—	1,975	5,682	1,341	20	3	—	4	—	—	—	—	—	—	—	760	1,266	
Cathcart	—	—	—	15	—	2	—	—	—	—	—	—	—	—	—	—	—	—	47	
Ceres	9	—	—	164	294	79	—	—	—	3	—	—	—	—	—	3	—	32	116	
Clanwilliam	—	—	—	5	364	21	—	—	—	—	—	—	—	—	—	3	—	78	709	
Colesberg	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	123	—	
Cradock	—	—	—	31	73	21	18	—	1	—	2	3	2	3	—	—	—	—	304	
De Aar	—	—	—	159	—	21	—	—	—	—	6	—	6	—	1	—	—	167	292	
East London	—	—	—	204	315	16	—	—	—	2	3	1	3	1	—	—	—	20	72	
Fort Beaufort	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	17	75	
George	—	—	—	1,684	364	905	—	—	1	1	42	7	25	1	—	—	—	335	274	
Gordonia	—	—	—	11	—	29	—	—	—	—	—	—	—	—	—	—	—	190	1,710	

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1956
(EXCLUDING TREATMENT CARRIED OUT IN PROVINCIAL HOSPITALS)

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Den-tures	Examinations		Spectacles		Lo-tions	Arti-ficial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Graaff-Reinet	—	—	—	—	225	—	—	—	—	—	4	3	4	3	—	—	—	—	132	490
Hanover	—	—	—	—	—	—	—	—	—	—	4	—	3	—	—	—	—	—	—	—
Hay	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	143	275
Heidelberg	—	—	—	324	212	127	—	1	—	—	6	8	3	6	—	—	—	—	79	163
Herbert	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	164
Hopetown	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	16	110
Humansdorp	—	—	—	1,014	1,533	27	—	1	—	17	12	—	10	—	—	—	—	—	109	—
Indwe	—	—	—	8	—	3	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Kakamas	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	338	490
Kenhardt	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	24	471
Kimberley	—	—	—	—	—	—	—	—	—	—	5	2	5	2	—	—	—	—	19	605
King William's Town ..	—	—	—	165	15	146	9	10	—	—	4	—	4	—	—	—	—	—	101	170
Knysna	—	—	—	1,331	2,175	29	—	—	—	—	31	5	19	5	—	—	—	—	124	1,010
Kuruman	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	60
Ladismith	—	—	—	—	—	—	—	—	—	—	2	—	2	—	—	—	—	—	47	—
Laingsburg	—	—	—	39	—	8	—	—	—	—	—	—	—	—	—	—	—	—	26	—
Maclear	—	—	—	49	—	38	—	—	—	2	—	—	—	—	—	—	—	—	—	—
Mafeking	—	—	—	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Malmesbury	—	—	—	55	—	42	—	2	—	1	—	—	—	—	—	—	—	1	—	—
Hopefield	—	—	—	118	163	107	—	—	—	—	—	—	—	—	—	—	—	—	49	—
Maraisburg	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15	14
Middelburg	—	—	—	13	—	—	—	—	—	—	5	—	5	—	—	—	—	—	26	—
Montagu	—	—	—	127	—	126	—	—	—	—	—	—	—	—	—	—	—	—	7	65
Mossel Bay	—	—	—	334	—	120	—	—	—	4	11	—	11	—	—	—	—	—	81	140
Murraysburg	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Garies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	28	51
Springbok	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	59	1,202

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1956
(EXCLUDING TREATMENT CARRIED OUT IN PROVINCIAL HOSPITALS)

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Den-tures	Examinations		Spectacles		Lo-tions	Arti-ficial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Oudtshoorn	—	—	—	805	1,975	97	—	—	—	—	24	43	14	27	—	—	—	—	235	138
Paarl	—	—	—	145	808	196	2	12	—	—	1	—	1	—	—	—	—	—	209	754
French Hoek	—	—	—	6	307	3	—	—	—	1	—	—	—	—	—	—	—	—	—	—
Wellington	—	—	—	138	1,099	2	—	—	—	—	—	—	—	—	—	—	—	—	20	83
Pearston	—	—	—	25	—	1	—	—	—	—	—	—	—	—	—	—	—	—	15	—
Philipstown	—	—	—	5	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Piquetberg	—	—	—	113	—	14	—	—	—	—	—	1	—	1	—	—	—	—	23	74
Port Elizabeth	—	—	—	—	—	—	—	—	—	1	25	28	25	28	—	—	—	—	713	1,869
Prieska	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	29	—
Prince Albert	—	—	—	33	25	—	—	—	—	—	1	—	1	—	—	—	—	—	14	122
Queenstown	—	—	—	37	28	38	—	1	—	—	—	—	—	—	—	—	—	—	—	117
Richmond	—	—	—	3	—	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—
Riversdale	—	—	—	92	1,649	2	—	—	—	—	18	7	14	3	—	—	—	—	84	299
Robertson	—	—	—	210	—	225	—	—	—	—	—	—	—	—	—	—	5	—	62	—
Somerset East	—	—	—	19	—	—	—	—	—	—	6	—	5	—	—	—	—	—	—	303
Stellenbosch No. 1 ..	—	—	—	363	397	271	—	—	—	—	—	1	—	1	—	—	—	—	81	269
Stellenbosch No. 2 ..	—	—	—	34	—	45	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Sterkstroom	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	53	—
Steynsburg	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	20	—
Steytlerville	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Stockenström	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	33
Stutterheim	—	—	—	51	—	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Sutherland	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	65
Swellendam	—	—	—	662	875	197	—	—	—	7	16	—	12	—	—	—	8	—	164	143
Barrydale	—	—	—	89	—	3	—	—	—	—	3	—	1	—	—	—	—	—	—	—
Tulbagh	—	—	—	79	67	94	—	—	—	1	2	—	2	—	—	—	—	—	36	—

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1956
(EXCLUDING TREATMENT CARRIED OUT IN PROVINCIAL HOSPITALS)

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Dentures	Examinations		Spectacles		Lo-tions	Artificial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Uitenhage	—	—	—	527	181	85	—	6	—	—	—	—	—	—	—	—	—	104	482	
Uniondale	—	—	—	174	36	9	—	—	—	—	8	—	8	—	—	—	—	135	457	
Vanrhynsdorp ..	—	—	—	75	150	27	—	—	—	2	—	—	—	—	—	11	—	11	447	
Victoria West ..	—	—	—	5	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	
Vosburg	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15	118	
Vryburg	—	—	—	—	—	1	—	1	—	—	4	—	4	—	—	—	—	171	95	
Vaalharts	—	—	—	—	—	—	—	—	—	—	3	—	2	—	—	—	—	—	—	
Williston	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	331	
Willowmore .. .	—	—	—	24	—	—	—	—	—	—	1	—	1	—	—	—	—	—	—	
Worcester	—	—	—	512	1,333	588	—	—	—	4	—	—	—	—	—	—	—	27	397	
Butterworth .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	46	
Engcobo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	15	—	
Libode	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	79	
Matatiele	—	—	—	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	77	
Mount Currie ..	—	—	—	9	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—	
Ngqeleni	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	63	
Port St. Johns ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	48	
Qumbu	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	114	
Qsolo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	11	—	
Tsomo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14	
Umtata	—	—	—	36	—	42	—	—	—	—	1	—	1	—	—	—	—	44	129	
TOTAL.. .. .	9	—	—	15,751	48,867	9,024	1,329	70	10	53	282	118	220	90	1	—	35	—	7,228	28,489

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1956:
CAPE TOWN MUNICIPALITY CLINICS

MEDICAL CLINICS

	Ophthalmic School Clinic				General School Clinic				Ear, Nose and Throat School Clinic			
	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of Sessions ..	120	—	—	—	185	—	—	—	38	—	—	—
Number of Pupils from Cape Town Municipal Area who received treatment ..	—	351	741	1,092	—	207	3,704	3,911	—	61	345	406
Number of Pupils not from Cape Town Municipal Area who received treatment ..	—	6	43	49	—	3	5	8	—	2	2	4
Total number of visits ..	—	846	2,034	2,880	—	625	11,596	12,221	—	97	456	553

DENTAL CLINICS

	School Board Dental Clinics			
	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of Sessions ..	1,127	—	—	—
Number of Pupils who received treatment ..	—	646	6,160	6,806
Total number of visits ..	—	3,979	11,813	15,792
Extractions (persons) ..	—	1,042	9,044	10,086
Fillings (persons) ..	—	2,260	764	3,024
Other dental treatment ..	—	919	2,080	2,999

APPENDIX Y—continued

DEPARTMENTAL OPHTHALMIC CLINIC AT VASCO

	Europeans	Non-Europeans
Number of first attendances	104	110
Total number of consultations (including first attendances)	245	207
Number of pairs of spectacles supplied	130	98

Appendix Z

MEDICAL INSPECTION STATISTICS, 1956

EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Younger	Older	Younger	Older	Younger	Older			
Number of children examined	7,364	4,483	6,795	4,591	14,159	9,074	8,364	8,421	16,785
Number of defective children	1,455	1,421	1,255	1,439	2,710	2,860	2,592	2,596	5,188
Number of defective children recommended for treatment	1,350	1,386	1,204	1,410	2,554	2,796	2,465	2,497	4,962
Number of directions to teachers	2,856	1,128	2,753	1,130	5,609	2,258	3,143	3,033	6,176
Number of children whose parents or guardians were present	2,580	430	2,594	719	5,174	1,149	2,031	2,123	4,154
Number of verminous children	4	1	29	15	33	16	6	32	38
Number of children vaccinated	6,292	4,352	5,783	4,496	12,075	8,848	7,898	7,968	15,866

COLOURED SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Younger	Older	Younger	Older	Younger	Older			
Number of children examined	2,909	962	2,940	657	5,849	1,619	2,104	2,059	4,163
Number of defective children	795	437	776	237	1,571	674	794	835	1,629
Number of defective children recommended for treatment	772	421	754	230	1,526	651	766	813	1,579
Number of directions to teachers	2,053	332	2,140	214	4,193	546	966	1,094	2,060
Number of children whose parents or guardians were present	1,497	218	1,609	115	3,106	333	672	655	1,327
Number of verminous children	98	2	400	43	498	45	27	263	290
Number of children vaccinated	2,474	910	2,531	633	5,005	1,543	1,898	1,877	3,775

NUMBER OF SCHOOLS VISITED

Year	European	Coloured	Total
1956	423	89	512

ANALYSIS OF DEFECTS
EUROPEAN SCHOOLS

Defects	Routine Examinations								Special Examinations			
	1				2				3		4	
	Number of defects present				Number of defects listed under column 1 which were recommended for treatment				Number of defects present		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Young-er	Older	Young-er	Older	Young-er	Older	Young-er	Older	Boys	Girls	Boys	Girls	
Nutrition	23	3	6	1	23	3	6	1	38	7	38	7
Teeth	617	1,024	560	985	614	1,017	560	977	1,495	1,383	1,486	1,377
Tonsils	279	80	260	99	279	80	260	99	253	363	253	363
Adenoids	42	1	19	2	41	1	19	2	16	22	16	22
Nose and throat ..	25	21	20	6	25	21	20	6	37	27	37	27
Speech	44	11	15	4	—	—	—	—	77	20	19	5
Glands:												
Lymphatic	2	2	3	3	2	2	3	3	7	5	7	5
Endocrine	1	—	—	2	1	—	—	2	1	3	1	3
Eyes:												
External	35	11	38	12	35	11	37	12	46	56	46	56
Vision	134	210	153	288	134	206	153	288	401	563	401	563
Ears	115	70	98	52	115	70	98	52	118	139	118	139
Hearing	12	3	9	5	12	3	9	5	22	19	21	19
Skin diseases	55	38	54	22	55	38	54	22	67	60	65	55
Genito-urinary system	77	20	17	20	75	20	17	20	73	36	73	36
Heart and circulation	17	17	19	12	17	17	19	12	32	44	25	41
Anaemia	—	1	3	1	—	1	3	1	—	5	—	5
Lungs	60	4	52	10	60	4	51	9	62	29	58	29
Abdomen	31	11	37	15	31	11	37	15	51	48	51	48
Nervous system	4	4	3	2	3	4	3	2	13	12	13	12
Infectious diseases ..	5	—	1	—	5	—	1	—	2	5	2	5
Deformities	37	30	18	23	37	30	18	23	45	34	44	34
Other diseases or defects	32	37	18	31	32	34	18	29	56	39	56	35

ANALYSIS OF DEFECTS
COLOURED SCHOOLS

Defects	Routine Examinations								Special Examinations			
	1				2				3		4	
	Number of defects present				Number of defects listed under column 1 which were recommended for treatment				Number of defects present		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Young-er	Older	Young-er	Older	Young-er	Older	Young-er	Older	Boys	Girls	Boys	Girls	
Nutrition	37	3	21	—	37	3	21	—	20	12	20	12
Teeth	420	332	452	195	416	328	449	194	467	493	465	492
Tonsils	57	12	59	10	57	12	59	10	41	91	41	91
Adenoids	18	1	27	—	18	1	27	—	4	4	4	4
Nose and throat	14	9	7	—	14	9	7	—	12	8	12	8
Speech	12	5	6	—	—	—	—	—	19	9	—	—
Glands:												
Lymphatic	5	1	1	1	5	1	1	1	2	6	2	6
Endocrine	—	—	1	—	—	—	1	—	—	1	—	1
Eyes:												
External	24	7	15	1	24	7	15	1	15	19	15	19
Vision	35	58	53	34	35	58	53	34	74	79	74	79
Ears	87	33	84	17	87	33	84	17	76	74	76	74
Hearing	8	3	12	3	8	3	12	3	4	9	4	9
Skin diseases	52	12	37	7	52	12	37	7	27	26	27	26
Genito-urinary system	28	10	11	3	28	10	11	3	29	14	29	14
Heart and circulation	3	4	12	7	3	4	12	7	12	14	12	14
Anaemia	7	—	2	—	7	—	—	—	2	2	2	2
Lungs	42	13	52	—	42	8	51	—	24	25	24	25
Abdomen	31	10	34	2	31	10	34	2	6	13	6	13
Nervous system	7	4	3	—	3	4	2	—	6	6	6	6
Infectious diseases ..	4	—	5	—	4	—	5	—	2	4	2	4
Deformities	19	17	16	8	18	16	16	8	23	16	23	16
Other diseases or defects	18	8	14	3	18	8	12	3	18	22	18	22

APPENDIX BB

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT

EUROPEAN SCHOOLS

Nature of defect	Defects treated			Defects not treated			Defects about which information was not available		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of children who obtained treatment ..	4,560								
Number of children who did not obtain treatment..	1,055								
Number of children about whom information was not obtainable	1,062								
Total number of children recommended for treatment	6,677								
Number of children re-examined	4,544								
Dental	2,488	2,273	4,761	687	547	1,234	670	605	1,275
Nose and throat	521	576	1,097	216	193	409	163	175	338
Ear	313	366	679	78	76	154	66	75	141
Eye	677	971	1,648	158	150	308	129	210	339
Other.. .. .	932	789	1,721	101	88	189	140	142	282

APPENDIX BB—continued

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT

COLOURED SCHOOLS

Nature of defect	Defects treated			Defects not treated			Defects about which information was not available		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of children who obtained treatment ..	1,662								
Number of children who did not obtain treatment..	260								
Number of children about whom information was not obtainable	434								
Total number of children recommended for treatment	2,356								
Number of children re-examined	1,565								
Dental	982	957	1,939	180	147	327	342	283	625
Nose and throat	118	161	279	31	29	60	32	28	60
Ear	180	168	348	55	47	102	34	47	81
Eye	157	165	322	23	33	56	32	39	71
Other.. .. .	521	609	1,130	52	214	266	99	163	262

RESULTS OF PHYSIOLOGICAL RESEARCHES FOR TREATMENT

COMPLETED RESEARCH

Year	Boys	Girls	Total
1908	1,565	1,380	2,945
1909	1,300	1,150	2,450
1910	1,100	950	2,050
1911	1,000	850	1,850
1912	900	750	1,650
1913	800	650	1,450
1914	700	550	1,250
1915	600	450	1,050
1916	500	350	850
1917	400	250	650
1918	300	150	450
1919	200	100	300
1920	100	50	150
1921	50	25	75
1922	25	12	37
1923	12	6	18
1924	6	3	9
1925	3	1	4
1926	1	0	1
1927	0	0	0
1928	0	0	0
1929	0	0	0
1930	0	0	0
1931	0	0	0
1932	0	0	0
1933	0	0	0
1934	0	0	0
1935	0	0	0
1936	0	0	0
1937	0	0	0
1938	0	0	0
1939	0	0	0
1940	0	0	0
1941	0	0	0
1942	0	0	0
1943	0	0	0
1944	0	0	0
1945	0	0	0
1946	0	0	0
1947	0	0	0
1948	0	0	0
1949	0	0	0
1950	0	0	0



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