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DEPARTMENT OF PUBLIC EDUCATION  
CAPE OF GOOD HOPE

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**REPORT**

OF THE

**Superintendent-General**

OF

**EDUCATION**

FOR THE

**YEARS 1952 AND 1953**



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DEPARTMENT OF PUBLIC EDUCATION  
CAPE OF GOOD HOPE

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REPORT OF THE  
SUPERINTENDENT-GENERAL OF EDUCATION  
For the Period  
1st JANUARY, 1952, to 31st DECEMBER, 1953

DEPARTMENT OF PUBLIC EDUCATION,  
CAPE TOWN.  
31st December, 1953.

THE HONOURABLE THE ADMINISTRATOR,  
CAPE TOWN.

SIR,

I have the honour to submit to you my report for the period 1st January, 1952, to 31st December, 1953.

I was appointed to the post of Superintendent-General of Education from the 1st July, 1953 and therefore only six months of the period covered by this report was during my term of office.

On the 1st July, 1953, Dr. W. de Vos Malan relinquished office as Superintendent-General of Education and I take this opportunity of conveying to him the thanks and appreciation of the Education Department and the teaching profession. Dr. Malan's term of office covered a term of nineteen years and so many developments took place during this period that it has been considered advisable to include a chapter on them in this report. The chapter is entitled "Nineteen Years: A Review" and will be found on page 25.

In the report for 1950-51, it was stated that the necessary amendments to the law had been made by the Provincial Council for the reorganisation and reconstruction of the educational system in the Province. During the period 1952-53, the reconstruction of the educational system was effectively carried out.

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

I have the honour to be Sir,  
Your obedient servant,  
J. G. MEIRING,  
*Superintendent-General of Education.*

CHAPTER I  
ADMINISTRATION

Despite the slight relief afforded as a result of the Public Service Inspection which took place in 1949, the headquarters staff has continued to carry a heavy burden.

Arising out of the abolition of the office of Controller of Educational Finance and the Finance Department and the transfer of certain work to this Department towards the end of 1951, it became necessary for the Department to consider carefully what adjustments it would have to effect in its organisation in order to cope most effectively with the work so transferred. When in 1953 a Public Service Inspector inspected the office, the opportunity was taken of submitting to him detailed proposals in regard to the reorganisation of the work and the staff which would be necessary to give effect thereto, and if the Department's proposals are approved, they should bring about an improvement in the position.

Under the Bantu Education Act, 1953, the administration and control of Native education was transferred from the several Provincial Administrations to the Department of Native Affairs. This Act comes into force on 1st January, 1954, but some time must elapse before the Native Affairs Department will be in a position to undertake all of the work incidental to the transfer and in the meantime this Administration has promised its full co-operation in the matter.

During the period under review, many important changes took place at headquarters. I have already referred to the retirement of Dr. W. de Vos Malan after nineteen years' service as Superintendent-General, and, in a separate chapter of this report, I have indicated the developments in education which took place in the Cape Province during his period of office.

Mr. H. S. Bowden, who filled the post of Professional Assistant, retired after many years of long and valuable service and was succeeded by Mr. P. J. van der Walt. Mr. N. E. Lambrechts, Chief Inspector of Schools also retired after many years of excellent service. Mr. D. J. Liebenberg was appointed as Chief Inspector of Schools and Mr. F. J. de Villiers, Chief Inspector of Native Education, was transferred on promotion as Under-Secretary for Native Affairs (Bantu Education).

Mr. F. W. Maskew, Chief Clerk, retired on superannuation and was succeeded by Mr. K. B. Powell. Mr. M. J. Roks, Chief Clerk, was transferred to the Stores Department and was succeeded by Mr. G. W. Meister. Mr. D. G. Joubert, principal clerk, was transferred to the Secretariat and Mr. A. K. Toerien was appointed in his place. Mr. G. R. Obree was promoted as principal clerk.

Mr. J. H. Aucamp, Mr. B. F. Barnard, Mr. F. van S. Hanekom, Mr. P. J. Smuts, Mr. G. C. Theron, Inspectors of Schools, Mr. P. A. J. Botha, Inspector of School Boarding Departments, Mr. W. Poles, Inspector of Music, Miss E. M. Olivier, Inspectress of Infant School Method and Dr. M. Braun, Dental Inspector of Schools, all retired on superannuation.

Miss A. M. Hattingh, Inspectress of Needlework, Miss S. M. Louw, Inspectress of Domestic Science, Miss M. O. Lasbrey, Inspectress of Physical Education, and Miss A. W. Read, Inspectress of Infant School Method, retired on the grounds of marriage.

Mr. C. T. du P. Martin, Inspector of Manual Training and Dr. J. F. A. Schwartz, Inspector of Vocational Guidance, resigned to take up other appointments.

I wish to express my grateful thanks to all of these officers for the valuable service they rendered to the Department.

Mr. P. B. A. Beukes, Mr. P. W. de Bruin, Mr. M. J. Jooste, Mr. A. W. Lister, Mr. P. W. Nutt, Mr. D. J. Rossouw, Mr. S. S. Stone, Mr. S. Theron, Dr. C. S. van der Westhuizen and Mr. E. J. Watkinson were appointed as Inspectors of Schools. Mr. H. H. Nel was appointed as Inspector of School Boarding Houses and Dr. N. J. du Preez as Departmental Psychologist.

Dr. T. S. Daniels, Dr. P. Glatt, Dr. M. A. Lombard, Dr. M. S. Marchand, Dr. H. P. Pienaar and Dr. R. J. van der Spuy were appointed to posts of Medical Inspectors of Schools. Dr. J. A. Bekker was appointed as Dental Inspector of Schools.

Mr. J. H. Barnard was appointed as Instructor in Religious Instruction and Mrs. A. E. M. Thurlbeck as Instructress in Religious Instruction.

Mr. P. J. Heyns was appointed as Organiser of Native Handwork, Mr. F. J. Loots as Inspector of Special Classes, Miss C. H. Britz, Miss H. M. C. Maas and Miss R. C. Mostert as Inspectresses of Needlework, Miss S. I. la Grange as Inspectress of Infant School Method, and Miss M. S. E. van Niekerk, as Inspectress of Domestic Science.

Miss C. A. Bestbier was promoted to Chief School Nurse and Miss J. A. S. du Plessis and Miss H. H. Robertson were appointed as dietitians.

It is with deep regret that I have to record the untimely deaths of Mr. A. R. Hewitt, Inspector of Schools, Mr. I. MacCallum, Inspector of Physical Education, Miss K. H. Luttig, Chief School Nurse, and Miss G. S. van der Merwe, Clerical Assistant. They have left behind them a record of valuable service.

The names of the incumbents of senior posts on the headquarters establishment and of posts on the field staff as at the beginning of 1954 are given in Appendix A to this report.

CHAPTER II

EUROPEAN EDUCATION

The following comparative table of the enrolment of European pupils shows an increase of 4,051 pupils for 1952, namely 2,543 in the primary area and 1,508 in the secondary area. The corresponding figures for 1953 are 3,921, namely 2,914 in the primary area and 1,007 in the secondary area, with due regard to the transfer of 15,148 Standard VI pupils to the secondary area:

June	Pupils Primary Area	Pupils Secondary Area	Total
1946 .. ..	126,963	29,441	156,404
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

\* Including 15,148 Standard VI pupils.

In the previous report reference was made to the effect of the Education Amendment Ordinance, 1950, on the enrolment of pupils under the age of six years. As a result of the provision in that Ordinance that pupils may not be admitted to schools before having attained the age of five years and six months, 742 fewer pupils under the age of six years were enrolled in 1951 than in 1950 and 283 fewer in 1952. In 1951 there was an increase of 850 in the age group "6 but not yet 7 years", and in 1952 there was a decrease of 90 in the same group.

It is clear that if the provision, that children who have not yet reached the age of five years and six months shall not be admitted to schools, is maintained, then the median age of pupils in the kindergarten will be still higher in future than at present, which is 6.65 in Sub-standard A and 7.65 in Sub-standard B. Many schools enrol beginners only at the beginning of the year, with the result that numbers of children, especially in urban areas where schools are crowded, have already reached the age of six years plus before they are admitted.

The Education Amendment Ordinance, 1951 (No. 9 of 1951), made provision for the second step to make school attendance compulsory up to Standard VIII. Pupils who passed Standard VII at the end of 1951, but who had not yet reached the age of 16 years, were compelled to remain at school in 1952. The increase in the secondary enrolment was largely the result of this Ordinance.

The following two tables indicate 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 1939 TO 1953

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

TABLE II  
PERCENTAGE DISTRIBUTION OF PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1939 TO 1953.

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

It will be observed that of the 1949 group of Standard VI pupils, only 31% reached Standard X in 1953. The future will show whether the raising of compulsory school attendance will have any material effect on the percentage of pupils who are promoted from Standard VIII to Standard IX and from Standard IX to Standard X.

The table below gives the number of schools and colleges in the Province. From the figures for 1952 and 1953 it will be observed that there is still a gradual decrease in the number of primary schools. In view of the possibility that some one-teacher schools in rural areas may find it difficult to maintain the required minimum average attendance as a result of the transfer of Standard VI pupils to high and secondary schools, the words "average enrolment" were substituted by Education Amendment Ordinance No. 16 of 1952 for the words "average attendance"—10 pupils in the case of a primary school and 5 pupils in the case of a farm school. It is hoped that by this means one-teacher schools will be afforded adequate protection.

Third Quarter	1945	1946	1947	1948	1949	1950	1951	1952	1953
Training Colleges	9	9	9	9	9	8	7	7	7
High Schools	170	174	174	174	179	180	181	181	186
Secondary Schools	71	66	66	65	60	58	57	58	59
Primary Schools	1,184	1,133	1,081	1,032	1,007	968	948	918	900
Farm Schools	38	30	25	25	19	22	21	22	22
Church Schools	29	29	29	28	28	28	28	28	28
Special Schools	3	5	6	6	8	9	9	8	8
Agricultural High Schools	3	3	3	3	3	3	3	3	3
Total	1,507	1,449	1,393	1,342	1,313	1,276	1,254	1,225	1,213

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

NUMBER OF SCHOOLS: MEDIUM OF INSTRUCTION

Fourth Quarter 1953	Afrikaans only	English only	Both Languages	Total
High (including agricultural high schools) and secondary schools	93	34	121	248
Primary, farm, church and special schools	552	111	295	958
	645	145	416	1,206

CHAPTER III  
**COLOURED EDUCATION**

Expansion in Coloured education continued during 1952 and 1953 and is shown in the following figures:

	1951	1952	1953
Total enrolment in schools .. .. .	188,320	194,394	200,323
Enrolment for Standards VII to X .. .. .	5,270	5,992	6,560
Number of teachers .. .. .	5,489	5,721	5,969
Number of schools .. .. .	1,161	1,191	1,217

The following table gives particulars of the types of schools:

	1951	1952	1953
Training College and Schools:			
College .. .. .	1	1	1
School .. .. .	8	9	9
High and Secondary Schools:			
High .. .. .	13	14	18
Secondary .. .. .	14	17	15
Primary Schools:			
Undenominational Primary .. .. .	78	84	90
Farm .. .. .	19	22	23
Mission .. .. .	1,003	1,019	1,036
Part-time .. .. .	17	16	16
Special Schools .. .. .	8	9	9
	<u>1,161</u>	<u>1,191</u>	<u>1,217</u>

Secondary education is also provided at six of the nine training schools mentioned above.

The following table shows the enrolment in Standards VII to X:

	1951	1952	1953
High Schools .. .. .	2,896	3,207	4,264
Secondary Schools .. .. .	996	1,449	1,189
Secondary Departments .. .. .	1,378	1,336	1,107
	<u>5,270</u>	<u>5,992</u>	<u>6,560</u>

In addition to the above, there were 1,224 and 1,297 student-teachers enrolled in the various training institutions in 1952 and 1953 respectively as compared with 1,037 in 1951.

The distribution of pupils among the various Standards in June 1951, 1952 and 1953 was as follows:

	Pupils	Per-centage	Pupils	Per-centage	Pupils	Per-centage
	1951	1951	1952	1952	1953	1953
Sub-Standard A ..	48,545	25·7	49,020	25·1	49,608	24·8
Sub-Standard B ..	29,353	15·5	30,313	15·6	31,965	15·9
Standard I ..	27,823	14·7	28,682	14·7	29,591	14·8
Standard II ..	23,765	12·6	24,231	12·4	24,834	12·4
Standard III ..	20,576	10·9	20,790	10·7	21,166	10·6
Standard IV ..	15,604	8·2	16,420	8·4	16,224	8·1
Standard V ..	10,829	5·7	11,594	5·9	12,180	6·1
Standard VI ..	7,268	3·8	7,752	4·0	8,021	4·0
Standard VII ..	3,000	1·6	3,380	1·7	3,646	1·8
Standard VIII ..	1,708	·9	1,941	1·1	2,132	1·1
Standard IX ..	426	·2	465	·2	586	·2
Standard X ..	329	·2	403	·2	395	·2
	<u>189,226</u>	<u>100·0</u>	<u>194,991</u>	<u>100·0</u>	<u>200,348</u>	<u>100·0</u>

*Training of Teachers*

To relieve the pressure on the Hewat Training College at Cape Town, and to provide training facilities for students, more especially those in the country districts with Afrikaans as home language, a training school was established at Oudtshoorn from 1st January, 1952. This institution offers the course of training for the Coloured Primary Teachers' Advanced Certificate for men students. In addition, it offers the course for the Coloured Primary Teachers' Lower Certificate, but admission to this course is restricted to women students. The institution opened with an enrolment of 49 which increased to 113 in 1953.

*Secondary Education*

In 1953 the new Junior Secondary Course was introduced in all Coloured schools at the Standard VI stage.

New facilities for secondary education were provided at Grassy Park Secondary (Cape Peninsula), Malmesbury Secondary and Gordon Secondary (Somerset West) from 1st January, 1952, Swartberg Secondary (Caledon) from 1st July, 1952 and at Knysna Secondary and Paarl High from 1st January, 1953.

*Compulsory School Attendance*

In terms of Ordinance No. 11 of 1945 compulsory school attendance was introduced at Keiskamahoeek from 1st January, 1952 and at Alice from 1st July, 1953.

## CHAPTER IV

### NATIVE EDUCATION

Act No. 47 of 1953, known as the Bantu Education Act, provided for the transfer of the administration and control of Native Education from the several provinces to the Government of the Union. As from the 1st January, 1954, the control of Native education in the Cape Province passed from the Superintendent-General of Education to the Secretary for Native Affairs. A signal honour was paid to the Cape Administration when Mr. F. J. de Villiers, Chief Inspector of Native Education, was appointed Under-Secretary for Native Affairs (Bantu Education).

With the closing of a chapter in the history of the Cape Education Department, which for over 100 years has directed the system of Native education in the Province, it is fitting that a brief review should be given of the development of Native education since its early beginnings, and of the position at the time of transfer.

Native education had its roots in the Cape Province. In 1799 the first Native school in South Africa was opened by the Rev. Dr. J. T. van der Kemp. During the next forty years a large number of mission day schools were established in the Ciskei and Transkei. From those early days to the present time Native education has continued to be associated with the missionary churches.

When the first Superintendent-General was appointed in 1839, he issued a statement of conditions under which grants-in-aid would be given to schools for the "poorer classes".

The first schools specifically for Natives were established by Sir George Grey when in 1854 he announced his intention to "train Bantu youth in industrial occupations and to fit them as interpreters, evangelists and schoolmasters among their own people". These schools were placed under the Cape Education Department in 1865 by Dr. Langham Dale. A number of the large residential institutions, which today provide industrial, secondary and teacher-training courses, trace their history to this period.

Mention must be made of the foundation of the South African Native College at Fort Hare in 1916. The College began by accepting not only undergraduates but also secondary pupils who were prepared for the Matriculation examination. The growth of Native high schools with Matriculation classes enabled the College to confine its teaching to post-Matriculation and post-graduate courses in 1938.

A differentiated course for Native primary schools was introduced by Dr. W. J. Viljoen in 1922 following recommendations made by the Cape Commission on Native Education, 1919. Separate courses for the training of Native teachers were also introduced.

When secondary education was developed, the pupils followed courses prescribed for the Cape Junior and Senior Certificate Examinations. Native pupils took the same secondary course as Europeans with the exception that, instead of the two official languages, a Bantu language and only one of the official languages were taken.

Meanwhile the other provinces had built up their own systems of Native education. In general it may be said that their courses were similar to those followed in the Cape. But whereas in the Cape the Administration and inspectorate had dealt with all types of schools under its care, in the other provinces Native education was dealt with by separate departments. In regard to the system of financing Native education the position prior to Union was that money was provided by the then existing Governments. This system was continued until 1922 when the Union Government accepted responsibility. The allocations were not sufficient to meet the growing needs for Native education and it was realised that a system, whereby the financing was the responsibility of the Central Government while the control of education remained in the hands of the provinces, was not satisfactory. Various commissions, after exhaustive inquiries and surveys, urged the transfer of Native education to the Union Government. The Inter-departmental Committee on Native Education 1935-36 recommended central control under the Union Education Department. Plans to effect the change were well advanced but cancelled after the outbreak of hostilities in 1939. The matter was again referred to the Commission on Native Education 1949-1951 which recommended that a Department of Bantu Education should be called into being as a part of the Division of Bantu Affairs. The Bantu Education Act of 1953 was passed to enable the transfer to be made.

The growth of Native education, while it was the responsibility of the Cape Education Department, may be seen in the increases in the enrolment:

Year	Enrolment
1865 .. .. .	2,827
1885 .. .. .	15,568
1925 .. .. .	121,661
1945 .. .. .	241,700
1953 .. .. .	304,930

In 1953, when the transfer took place, the enrolment in various types of schools was as follows:

Primary .. .. .	291,572
Secondary .. .. .	10,378
Training .. .. .	2,425
Industrial .. .. .	555
	304,930

Number of Schools: .. .. .	2,472
Number of Teachers: .. .. .	7,905

#### *Primary Education*

Compulsory education was not introduced for Native pupils at any centre. In some of the urban townships and in certain districts of the Ciskei, Fingoland and Griqualand East, more than 80% of the children of school-going age were attending school under a voluntary system. The following figures give some idea of the number of children in the province as a whole who have been influenced by primary education and may be assumed to have gained some degree of literacy:



1921	No. of children (7-14 years) Census estimate	.. .. .	..	..	..	334,842
	" " " (Primary) enrolled	.. .. .	..	..	..	109,796
	Percentage at school: 32.7					
1936	No. of children (7-14 years) Census	.. .. .	..	..	..	426,170
	" " " (Primary) enrolled	.. .. .	..	..	..	177,170
	Percentage at school: 41.6					
1953	No. of children (7-14 years) estimated	.. .. .	..	..	..	535,613
	" " " (Primary) enrolled	.. .. .	..	..	..	291,572
	Percentage at school: 54.4					

### Secondary Education

The rapid extension of secondary education since 1936 is shown by the following statistics:

	1936	1945	1953
No. of High Schools	2	10	13
No. of Secondary Schools	6	19	51
No. of Candidates for Junior Certificate	233	1,039	2,125
No. of Candidates for Senior Certificate	28	164	239

### Teacher Training

Less than 2% of the teachers employed were uncertificated. Of the 7,905 teachers 4,133 were female and 3,772 male. Three general courses of training were provided:

- the Native Primary Lower Course (3 years after Standard VI),
- the Native Primary Higher Course (2 years after Standard VIII),
- the Native Primary Advanced Course (2 years after Standard X).

In addition specialist one-year courses in Infant School Method, Music, Physical Education and Agriculture were provided for teachers who had completed a general course.

### Conclusion

A new era of planned progress and development in Native education for the Union as a whole is in sight. In the past the Cape Department has endeavoured, with the means at its disposal, to educate the Native children entrusted to its care. Its efforts have met with success. To the missionary managers, officials and teachers whose knowledge and zeal have contributed so much to the success which has been achieved, I offer my most grateful thanks and good wishes for even greater success in the future.

## CHAPTER V

### EXAMINATIONS AND VACATION COURSES

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

#### Standard VI

For the examinations in 1952 and 1953, papers were set, printed and distributed among circuit inspectors. The use of these tests is optional, but all inspectors made use of them.

The following tests were printed for the examination in 1952:

- For Standard VI pupils other than Natives: Afrikaans, arithmetic, English; and
- for Native pupils in Standard VI: Afrikaans, arithmetic, English, geography, history, history and geography (combined), hygiene, Southern Sotho, Tswana and Xhosa.

As it was impossible for the Department, at the beginning of 1953, to transfer all the Standard VI classes in primary schools to high and secondary schools, it was decided to suspend, during the transition period, the procedure outlined in the new Junior Secondary Course handbook for the examination of pupils at the Standard VI stage. Principals of high schools, secondary schools and those primary schools which retained their Standard VI classes were informed that tests would be drawn up by the Department in Afrikaans, English, general science, general mathematics and social studies for the 1953 examination and would be available to the schools concerned.

High, secondary and primary schools, where the standard of work warranted exemption from the whole or part of the external examination, were granted such exemption.

No external tests were conducted in 1953 in the handwork subjects.

The 1952 and 1953 examinations for Standard VI pupils in special classes were conducted by the inspectors of special classes, who set their own tests.

The tests printed for Native pupils in Standard VI in 1953 were set on the same syllabuses as those for 1952.

Native pupils in Standard VI taking agriculture as a subject are required to take history and geography (combined) instead of history and geography as separate subjects. The paper in agriculture is set by the inspector concerned.

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

The examinations were conducted by the schools under the direction of the circuit inspectors.

Subjects of the curriculum, for which no papers were printed, were tested by the teachers or the circuit inspectors.

Examination papers were distributed to circuit inspectors for 37,914 and 32,655 pupils taking Standard VI examinations in 1952 and 1953 respectively.

### Junior Certificate Examination Conducted by Schools

In 1952 and 1953, there were 28 high schools which were released, on certain conditions, from the obligation of presenting their Standard VIII pupils for the Departmental Junior Certificate examination. Successful candidates at this examination received the Junior Certificate issued by the Department.

In 1952, 2,064 candidates entered for the examination conducted by schools; of this number 638 or 31% passed in the first grade, 1,230 or 60% passed in the second grade, 184 or 9% failed and 12 did not take the examination. Of the 2,226 candidates who entered for this examination in 1953, 633 or 29% passed in the first grade, 1,400 or 63% passed in the second grade, 184 or 8% failed and 9 did not take the examination.

The following are the comparative results for 1951, 1952 and 1953 of candidates who took the examination:

Year	Number of Exempted Schools	First Grade	Second Grade	Failed	Total
1951.. ..	29	654	1,184	166	2,004
1952.. ..	28	638	1,230	184	2,052
1953.. ..	28	633	1,400	184	2,217

### Junior Certificate Examination (External)

There was an increase in the number of candidates who entered for the Junior Certificate examination conducted by the Department in 1952 and a further increase in 1953. The number of European candidates increased by 432 and 210 in 1952 and 1953 respectively. Coloured candidates showed increases of 191 and 248 in 1952 and 1953 respectively. While the number of Native candidates increased by 165 in 1952, the number decreased by 64 in 1953. This is shown in the following summary:

Year	European	Coloured	Native	Total
1951 .. ..	*6,841	1,681	2,066	10,588
1952 .. ..	*7,273	1,872	2,231	11,376
1953 .. ..	*7,483	2,120	2,167	11,770

\*The figures shown under European for 1951, 1952 and 1953 do not include figures shown in the table under the heading "Junior Certificate Examination Conducted by Schools."

In 1952, 11,376 candidates entered for the Departmental external examination; of this number, 11,203 took the examination. In 1953, 11,770 candidates entered for the examination and of this number, 11,628 took the examination. The results for 1952 and 1953 are shown in the following table:

	Total 1951	1952			Total
		European	Coloured	Native	
Number who took Departmental Junior Certificate external examination ..	10,418	7,170	1,843	2,190	11,203
Number who took Junior Certificate examination conducted by schools ..	2,004	2,052	—	—	2,052
Total number who took Junior Certificate examination ..	12,422	9,222	1,843	2,190	13,255
Total number 1st grade passes ..	2,311	2,205	107	106	2,418
Percentage .. ..	19	24	6	5	18
Total number of 2nd grade passes .. ..	7,443	5,756	1,014	1,400	8,170
Percentage .. ..	60	62	55	64	62
Total number of failures ..	2,668	1,261	722	684	2,667
Percentage .. ..	21	14	39	31	20

	Total 1952	1953			Total
		European	Coloured	Native	
Number who took Departmental Junior Certificate External examination ..	11,203	7,399	2,104	2,125	11,628
Number who took Junior Certificate examination conducted by schools ..	2,052	2,217	—	—	2,217
Total number who took Junior Certificate examination ..	13,255	9,616	2,104	2,125	13,845
Total number 1st grade passes ..	2,418	2,251	93	97	2,441
Percentage .. ..	18	23	4	5	17
Total number 2nd grade passes .. ..	8,170	6,007	1,190	1,222	8,419
Percentage .. ..	62	63	57	57	61
Total number of failures ..	2,667	1,358	821	806	2,985
Percentage .. ..	20	14	39	38	22

### Senior Certificate

The following comparative table shows the number of candidates who entered for the Senior Certificate examinations held at the end of 1951, 1952 and 1953:

Year	European	Coloured	Native	Total
1951 .. ..	4,228	323	248	4,799
1952 .. ..	4,348	397	289	5,034
1953 .. ..	4,475	388	239	5,102

In 1952, 5,034 candidates entered for the Senior Certificate examination and of this number 5,009 took the whole examination. In 1953, 5,102 entered for the examination and 5,076 took the examination.

It will be seen that in 1952 the number of European, Coloured and Native candidates who entered for the examination increased by 120, 74 and 41 respectively.

In 1953, there was an increase of 127 in respect of the number of European candidates who entered for the examination, whereas the number of Coloured and Native candidates decreased by 9 and 50 respectively.

The results of the examinations for 1951, 1952 and 1953 are summarised in the following table:

	Total 1951	1952			Total
		Euro- pean	Col- oured	Native	
Number who took whole examination .. .. .	4,768	4,334	396	279	5,009
Number of 1st grade passes..	812	924	3	3	930
Percentage .. .. .	17	21	1	1	19
Number of 2nd grade passes	3,081	2,822	194	141	3,157
Percentage .. .. .	65	65	49	51	63
Number of failures .. .. .	875	588	199	135	922
Percentage .. .. .	18	14	50	48	18
Number who qualified for exemption from matriculation .. .. .	1,960	1,883	59	52	1,994
Percentage of these who had passed .. .. .	50	50	30	35	49

	Total 1952	1953			Total
		Euro- pean	Col- oured	Native	
Number who took whole examination .. .. .	5,009	4,454	384	238	5,076
Number of 1st grade passes..	930	897	11	6	914
Percentage .. .. .	19	20	3	3	18
Number of 2nd grade passes	3,157	2,945	216	129	3,290
Percentage .. .. .	63	66	56	54	65
Number of failures .. .. .	922	612	157	103	872
Percentage .. .. .	18	14	41	43	17
Number who qualified for exemption from matriculation .. .. .	1,994	1,928	61	42	2,031
Percentage of those who had passed .. .. .	49	50	22	31	48

#### Teachers' Examinations

Statistical details of teachers' examinations are given in Appendix W.

#### European

There was a slight decrease in the enrolment of first-year students at training colleges in 1952 whereas in 1953 a substantial increase was noticed.

A third-year course in needlework and upholstery was introduced at Wellington as from January, 1952.

The Primary Teachers' Higher Music Course at Grahamstown, which was reintroduced in 1951, was discontinued at the end of 1952.

The Infant School Course at Stellenbosch was discontinued at the end of 1952.

A one-year Primary Higher Needlework Course was introduced at Oudtshoorn in 1953.

#### Coloured

The number of applications for admission to the Primary Teachers' Advanced Course continues to show an increase.

The number of males offering themselves for a course of training for the Primary Teachers' Lower Certificate was again in excess of the number required. In so far as the women are concerned, the position improved in 1952 but deteriorated again in 1953.

A new training school was opened at Oudtshoorn in 1952. A Coloured Primary Lower Course for women and an Advanced Course for men are offered at this centre.

The Coloured Primary Higher Physical Education Course for women at the Zonnebloem Training School, Cape Town, was discontinued at the end of 1952.

The Coloured Primary Advanced Modified Course at the Hewat Training College, Cape Town, was discontinued at the end of 1953 in view of the introduction of a new one-year course in domestic science and needlework in 1954 at this College.

#### Native

As from January, 1951, Native students have been required to possess the Senior Certificate or an equivalent certificate for admission to the Native Teachers' Advanced Course. The course is of two years duration and the first external examination was held in 1952.

The Primary Higher Domestic Science Course at the Healdtown Training School, Fort Beaufort, was discontinued at the end of 1952.

An Infant School Course was introduced at Emfundisweni in 1953. A similar course was discontinued at Lovedale at the end of 1952.

#### General

As the various examining bodies in the Union found it most difficult to obtain the services of suitable examiners and moderators, commissioners and assistant commissioners for examinations on the scales of remuneration in force since 1947, a meeting representing members of the various examining bodies in the Union was called to consider this problem. The Committee's recommendation to increase the fees was accepted by the various Departments and passed by the Executive Committee, with effect from November, 1952.

At the request of the Joint Matriculation Board, I have decided to adopt the proposed uniform basis for symbols, for use at the Cape Senior Certificate examination. The only difference from the existing scheme is that whereas the present symbol "B" represents between 70% and 79%, the new symbol "B" represents 75% to 79% and a new symbol "BB" represents 70% to 74%.

In connection with the introduction of the new Junior Secondary Course in 1953, of which mention was made in the annual reports of 1950 and 1951 (page 53), I have decided that the compulsory subjects which will not be examined will be religious instruction, physical education and music as a class subject.

Candidates will be required to offer

- (a) an official language, taken on the higher grade;
- (b) the other official language taken on either the higher or the lower grade;
- (c) general science;
- (d) *either* general mathematics *or* social studies;
- (e) and (f) two of the following subjects:  
 general mathematics, if not taken under (d), social studies, if not taken under (d), art, a form of handicraft, a second form of handicraft, music (as examination subject), type-writing, business methods and bookkeeping, a third language.

The examinations in the first official language, second official language and general science will be partly external and partly internal.

The subjects selected under (d), (e) and (f) will be examined internally.

Control tests in one or more of the internally examined subjects, may be set by the Department each year.

The Departmental Examinations Committee and the Professional Examinations Committee each met twice during the year and continue to be of great assistance in matters concerning examinations. I am grateful to them for their assistance.

#### Vacation Courses

In 1952, vocational guidance courses were continued and Course V, being "Occupational Information in the School", was conducted at Cape Town from 21st to 25th April, 1952, and thereafter at 17 other centres ending on 8th August, 1952. The number of teachers who attended was 289.

Twenty-four teachers attended a short course in "Sex Education" at the Boys' High School, Worcester, on the 27th and 28th February, 1952.

A very successful Refresher Course in "English" was held at the University of Stellenbosch from 23rd to 25th April, 1952, and was well attended.

A most popular vacation course on "Activity in Relation to the New Primary School Syllabus" was held at East London from 30th September to 3rd October, 1952, and was attended by 150 teachers.

A course in "Handwork" was conducted at Graaff-Reinet from 23rd to 27th June, 1952. The number accepted for the course was limited to 140 although 200 applications were received.

A well-attended refresher course for teachers was conducted at Kokstad from 17th to 19th April, 1952.

Fifty-nine women teachers attended a successful physical education course for teachers at Graaff-Reinet from 14th to 18th July, 1952.

A course in physical education for Coloured male teachers was held at Salt River from 29th September to 3rd October, 1952. The course was attended by 43 teachers.

A conference on school guidance was held from 29th September to 1st October, 1953, in Cape Town. The subject was "The Needs of the Junior Adolescent". A further conference on the same subject was held in Port Elizabeth from 5th to 7th October, 1953. Both conferences were well attended.

Short courses in art education were held at the following centres:

Centre	Date	Attended by
Stellenbosch .. ..	23rd to 27th February, 1953	35 teachers.
Stellenbosch .. ..	16th to 20th March, 1953	30 secondary art teachers.
Stellenbosch .. ..	23rd to 27th March, 1953	6 lecturers from training colleges.
Paarl .. .. .	29th June to 3rd July, 1953	17 Coloured teachers.

A course in needlework was held at Graaff-Reinet from 22nd June to 26th June, 1953.

Forty-four teachers attended a very effective and successful course in the coaching of school athletics and in educational gymnastics at Paarl from 15th to 19th June, 1953.

Thirty-six teachers attended a refresher course in agriculture conducted at Stellenbosch from 7th to 11th December, 1953.

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

CHAPTER VI  
**TRAINING AND SUPPLY OF TEACHERS**  
 EUROPEAN TRAINING COLLEGES

*Shortage of Teachers*

In the report for the years 1950 and 1951 mention was made of the possibility that, on the basis of the available figures, the gradual increase in the number of first-year students at training colleges would probably be maintained in 1952. This, however, did not happen. The actual number enrolled was 50 less than in the previous year, namely 442 compared with 492 in 1951. At one college only 50% of the candidates who applied for admission enrolled for the first-year course.

The large number of applications at the end of 1952, even from boys and girls who already occupied positions, compelled the Department to introduce, as a temporary measure, additional first-year classes at the Paarl, Wellington and Stellenbosch (Denneoord) Training Colleges, with the result that in 1953 there was a considerable increase in the number of first-year students.

This, of course, does not mean that the end of our troubles regarding the shortage of teachers is already in sight. The improved and generally attractive salaries undoubtedly had a salutary effect, but the main cause of the shortage of trained teachers, namely the general shortage of man power, still remains an unsolved problem. In addition the extent of the leeway in teacher-training is such that the services of retired male and female teachers and married women will have to be utilised for some considerable time.

The following table shows how the figures for 1952 and 1953 compare with those of the previous years:

Year (First Quarter)	Primary Teachers' Course		Higher Primary Course	Diploma Course	Total
	First year	Second year			
1943 .. ..	456	467	278	—	1,201
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

The enrolment for the various higher primary and diploma courses compares favourably with those of previous years. As appears from the following figures the enrolment for most of the courses was somewhat higher than in 1951. The possibility is, however, not excluded that the attractive commencing salaries will in future induce student-teachers to accept positions immediately after the two years' training for the Primary Teachers' Certificate, especially those who have had to make use of loans. If this should

happen on a large scale it will seriously endanger the existing third-year courses; but I do not wish to anticipate the problem.

The following table shows the comparative figures in respect of the various higher primary and diploma courses for the years 1946 to 1953:

	1946	1947	1948	1949	1950	1951	1952	1953
Agricultural Nature Study .. ..	21	14	8	12	17	9	12	20
Handwork .. ..	20	15	14	11	20	22	18	24
Music .. ..	17	18	10	10	11	13	14	10
Needlework .. ..	16	15	16	12	14	17	24	31
Physical Education	62	51	31	32	32	33	43	41
Housecraft .. ..	26	21	6	13	30	29	20	18
Infant School method .. ..	82	65	68	96	78	63	72	61
Art .. ..	11	11	8	7	7	10	16	13
Diploma in Physical Education ..	17	16	13	8	18	10	10	11

*Bilingual Qualifications of students at Training Colleges*

The following table shows the bilingual qualifications obtained by students at training colleges during the years 1943 to 1952:

Year	Passed in Primary Teachers' Examination	Bilingual Qualifications of successful candidates		English or Afrikaans only
		First Grade	Second Grade	
1943 .. ..	440	95 (21%)	290 (66%)	55 (13%)
1944 .. ..	397	94 (24%)	242 (61%)	61 (15%)
1945 .. ..	379	86 (23%)	219 (58%)	74 (19%)
1946 .. ..	343	74 (21%)	207 (61%)	62 (18%)
1947 .. ..	245	59 (24%)	186 (76%)	Nil*
1948 .. ..	300	78 (26%)	222 (74%)	Nil
1949 .. ..	317	64 (20%)	253 (80%)	Nil
1950 .. ..	309	68 (22%)	241 (78%)	Nil
1951 .. ..	349	68 (19%)	281 (81%)	Nil
1952 .. ..	368	69 (18%)	299 (82%)	Nil
1953 .. ..	317	52 (16%)	265 (84%)	Nil

Ordinance No. 18 of 1944 lays down that after a certain date, to be fixed by the Administrator, no candidate shall qualify for a pass in the teachers' examination unless he also passes, at least on the lower grade, in the second language. This provision came into force for the first time at the 1947 examinations.

It will be observed that the percentage of students who obtain the bilingual certificate on the higher grade remains more or less constant, although there has been a decreasing tendency in the past few years. At a recent conference of principals of European training colleges the standard attained in the second language at these institutions was thoroughly discussed, and it is hoped that the deliberations will help to raise it.

\*N.B.—Rhodesian students are excluded from the data for 1947-1953.

## COLOURED TRAINING INSTITUTIONS

### *New Training School*

At the beginning of 1952 a training school was established at Oudtshoorn to make provision for candidates who apply for admission to the Primary Coloured Teachers' Advanced Course and who cannot be accommodated at the Hewat Training College, Cape Town. The institution at Oudtshoorn also offers the Primary Lower Course, but admission is limited to women students only. As stated in the previous report, there is an acute shortage of female teachers for the lower standards of the primary school. The Primary Lower Course at Oudtshoorn is an endeavour to bring training facilities nearer to Coloured country girls who pass Standard VIII. Even in the first year of its existence the institution received good support, although the necessary boarding facilities are still lacking.

### *Influx to Training Schools*

The number of male candidates applying for admission to the Primary Lower Course is increasing in proportion to the increase in the number of candidates who pass the Junior Certificate Examination. Fully two-thirds of them had to be refused admission in 1952 and 1953. It is to be hoped that a large number of the latter will go on to Standards IX and X in order that consideration may be given in the near future to the possibility of raising the admission requirement for males from Standard VIII to Standard X. For some considerable time Standard VIII will have to remain the admission requirement for females.

### *Medium of Instruction*

Ordinance No. 16 of 1952 provides that "from and after a date to be fixed by the Administrator provision shall be made in every training school for the use of both official languages as media of instruction in the case of all student teachers with the ultimate aim of achieving an equal use of such media". This means that the medium provisions which at present apply to European training colleges will eventually also apply to Coloured training institutions. In the meantime these institutions should take cognisance of the new provision regarding the medium of instruction and make the necessary preparations.

### *Enrolment in the various courses*

The following table shows the enrolment for the first quarter of the years 1945 to 1953 in the various courses at the Coloured training institutions:

Course	1945	1946	1947	1948	1949	1950	1951	1952	1953
Coloured Primary Teachers' Lower Certificate (First Year)	316	313	302	378	387	410	445	501	501
Coloured Primary Teachers' Lower Certificate (Second Year)	299	286	289	287	348	354	360	403	456
Coloured Advanced Primary Teachers' Certificate (First Year)	49	59	59	58	96	103	118	142	151
Coloured Advanced Primary Teachers' Certificate (Second Year)	25	45	54	57	51	86	87	106	127
Coloured Higher Primary Certificate	51	63	71	47	33	39	37	47	58
Total	740	766	775	827	915	992	1,047	1,199	1,293

It is clear from the above data that the total enrolment is still increasing.

## CHAPTER VII

### NINETEEN YEARS: A REVIEW

During the nineteen years of office of Dr. W. de Vos Malan, who retired from the service as Superintendent-General of Education of the Cape Province on the 30th June, 1953, the Cape Province passed through many vicissitudes, including the perilous days of the Second World War. This period was marked by phases of acute financial stringency, a serious shortage of teachers which has not yet been overcome, and a complete reorientation of educational problems caused by the industrialisation of the country accompanied by a partial depopulation of the rural districts of the Province.

It is a common occurrence that after a great world upheaval the hope arises that the schools will contribute largely to the establishment of a brave new world from the ruins and ashes of the old. From this point of view the publication, early in 1949, of the report of the Commission on Technical and Vocational Education, generally referred to as the De Villiers Report, was therefore the outstanding educational event of the post-war years.

One of the Commission's recommendations was to the effect that the school structure should be reformed, so that the primary school should extend over seven years instead of eight and an additional year should be added at the commencement of the secondary course.

Dr. Malan had anticipated this recommendation many years previously by transferring Standard VI as a primary standard to high schools, where the circumstances were favourable. It was possible, therefore, for him to start a scheme of curriculum reform in accordance with the most modern conceptions of school organisation. It will be of interest, however, to trace the main features of progress in education in the Cape Province since Dr. Malan assumed duty as head of the Department.

In the first place there has been a large increase in the enrolment, as is indicated by the following figures:

	European	Coloured	Native	Total
1934	150,824	90,632	156,227	397,683
1953	178,107	200,323	304,930	683,360

The increase in the secondary enrolment, as shown below, has been still more marked, especially in Coloured and Native schools:

	European	Coloured	Native	Total
1934	20,641	1,239	521	22,401
1953	33,659	6,560	10,378	50,597

The nineteen-year period under review was especially characterised by the great expansion which took place in the provision

of facilities for special education for retarded pupils, hard-of-hearing pupils and those with speech defects. Although the Department had already introduced a more flexible system of education for retarded pupils in 1937, an inter-departmental committee, of which Dr. Malan was chairman, thoroughly investigated in 1945 the whole problem of special education for those pupils who showed their inability to profit by ordinary methods of instruction.

In addition the Department took a most important step in 1944 and inaugurated organised vocational guidance in schools by appointing an inspector for this service. The service was subsequently placed under the direction of the Departmental Psychologist, with a number of school guidance officers under his supervision.

In 1945 the Provincial Council passed an ordinance which embodied amendments to the syllabus for religious instruction in undenominational public schools. Very comprehensive syllabuses for both primary and secondary standards were drawn up by a departmental committee, and two instructors were appointed for the purpose of giving guidance to the teachers entrusted with the teaching of this subject.

A considerable amount of educational research was conducted by various experts and committees during the past twelve years. This research included (a) the dual-medium language experiments; (b) the teaching of arithmetic in primary and secondary schools; (c) the teaching of handwriting; (d) the activity method of instruction; (e) the standardisation of a number of scholastic or achievement tests.

The first experiment in broadcasting to schools was carried out early in 1930 in collaboration with the African Broadcasting Company. It was only in 1935, however, that broadcasting was properly organised as a teaching aid. In 1938 the National Council for School Broadcasting was appointed under the chairmanship of the organiser of school broadcasting in the Cape. At the beginning of 1943 the South African Broadcasting Corporation undertook the task of producing the programmes and accepted responsibility for the technical side of the service.

Film education in the Cape had its inception during Dr. Malan's period of service and has developed rapidly since 1935.

A school museum service was also inaugurated in 1935 and operates under specialist teachers appointed by the Department at Grahamstown, Cape Town, Port Elizabeth and East London.

The National Feeding Scheme for primary pupils was instituted in April, 1944. Before the National Feeding Scheme was put into operation a number of schools were already being supplied with milk and cheese. The scheme was introduced to supplement the diet of the growing youth of the country. In order to keep a watchful eye on the administration of the scheme and to give advice to local feeding committees on the most suitable foods, the Department in January 1946 appointed two dietitians to visit schools.

For some time before the outbreak of World War II, the remuneration of teachers had become a burning question. European teachers' salaries had last been adjusted in 1921 and had proved inadequate as a means of attracting suitable recruits to the service. Hence two departmental committees (1944 and 1946), of both of which Dr. Malan was chairman, and a committee appointed by the

Union Government (1952) drew up new salary scales to meet the situation.

When Dr. Malan became Superintendent-General of Education the upper limits of compulsory attendance at schools for Europeans were 16 years of age or the attainment of Standard VI. These limits have been raised so that at the present time the limits of compulsion are 16 years of age or Standard VIII. In addition, education was free up to the age of 15 years. This has been modified so that instruction is free up to the end of the year in which the pupil attains the age of 19 years.

Important measures in connection with Coloured education, during Dr. Malan's régime, included new pension legislation and leave and furlough regulations on the same basis as for European teachers, and in 1944 and 1946 improved salary scales.

One of the most far-reaching measures passed by the Provincial Council was that in 1945 which made provision for the establishment of Coloured Education Committees in districts where school boards were not prepared to establish and maintain undenominational public schools for Coloured pupils. This ordinance also provided for the introduction of compulsory school attendance in proclaimed areas and under certain conditions for Coloured children who have completed their seventh but not their fourteenth year.

Apart from improved salary scales, an important development in Native education was the establishment of the Frank de Villiers Training School at Flagstaff on premises purchased from the Transkeian General Council. This training school is unique in the Cape since it provides intensive refresher courses of two weeks' duration for teachers in service.

During 1951 an important change, in so far as the administration of education is concerned, took place when the office of Controller of Educational Finance was abolished and many of the duties and functions of the Controller were transferred to the Superintendent-General of Education.

Dr. Malan's influence will be felt in the Education Department for many years. During his term of office, education advanced with great strides—often in the face of unfavourable circumstances—and his understanding of educational problems, his devotion to duty, and his unfailing loyalty are recorded with the deepest appreciation.

## CHAPTER VIII

### RADIO, FILM AND MUSEUM SERVICES

#### *The Radio*

Owing to unavoidable circumstances no gramophone records of radio lessons could be made during 1953. As a result this service, which should be available to schools, was delayed. In view of the fact that the S.A.B.C. now has at its disposal the necessary equipment for the manufacture of hard records, schools should in 1954 be in a position to make use of radio lessons on gramophone records and of the large collection of records of music stocked by the Department of Education, Arts and Science.

A service of this nature should, to a great extent, fill a long-felt want, especially in respect of those schools which for one reason or another, such as bad reception, difficulty in listening in at the set times, cannot make full use of the School Broadcasting Service.

As a result of poor reception in various parts of the country, several school boards made representations to the Department to request the S.A.B.C. to try to remove this obstacle. It is understood that a particularly strong transmitter is being erected in the vicinity of Bloemfontein. This will no doubt mean that in the near future schools throughout the country will be able to make full use of the School Broadcasting Service.

Several schools are already using tape recorders by means of which pupils can hear the broadcast lessons at times more suited to their time-tables or schemes of work.

#### *Films*

The supply of strip films to schools had to be temporarily suspended as a result of shortage of staff. Furthermore no new members could be enrolled and no training courses could be held. This was a blow to a good many schools, as films have become an integral part of education in this province. It is therefore gratifying to record that this curtailment of the service will to a great extent be removed in 1954. Strip films will once more be supplied, new members enrolled and a few training courses held. Unfortunately it is still necessary to limit the number of films (both roll and strip), issued weekly to schools.

Special attention is paid to the making of films for school use. Half of the total number of films made by the Film Services of the Department of Education, Arts and Science is for school use, and it is hoped by this means to meet the demands of the schools in all provinces. Several films of various regions and towns in the Cape Province have already been or are being completed.

#### *Museum Services*

The number of schools making use of these services is steadily increasing. This does not only apply to the use of museum cases

circulated by the South African Museum, Cape Town and the Albany Museum, Grahamstown, but also to the lessons given at the museums in Cape Town, Port Elizabeth and East London.

Altogether more than 2,000 cases were dispatched to schools during the year and thousands of pupils were able to have their lessons in the museums themselves. From the way they collect their own specimens and bring them to school for discussion, pupils are showing great interest in these lessons.



CHAPTER IX  
SCHOOL BUILDINGS

For the years ended 31st March, 1952 and 31st March, 1953 the total amount of capital expenditure on school buildings was £991,467 and £1,740,492 respectively, as compared with an amount of £887,617 12s. 4d. for the year ended 31st March, 1951.

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

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

CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-1914

	£	s.	d.
1913-14	205,711	12	5
1914-15	189,273	9	0
1915-16	110,806	0	10
1916-17	205,095	0	0
1917-18	236,483	0	0
1918-19	213,809	5	1
1919-20	182,503	0	0
1920-21	236,053	1	3
1921-22	161,493	11	10
1922-23	104,993	7	4
1923-24	104,551	4	2
1924-25	137,412	8	1
1925-26	178,316	5	5
1926-27	150,003	17	6
1927-28	183,645	4	10
1928-29	176,360	2	4
1929-30	215,866	13	3
1930-31	168,188	12	7
1931-32	222,192	19	10
1932-33	77,180	12	2
1933-34	56,897	13	3
1934-35	101,861	15	7
1935-36	148,997	5	3
1936-37	208,850	1	6
1937-38	200,212	2	8
1938-39	200,879	17	2
1939-40	230,805	12	4
1940-41	283,707	11	8
1941-42	164,443	19	5
1942-43	291,180	1	0
1943-44	127,234	8	4
1944-45	179,978	7	2
1945-46	278,110	19	8
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
	<u>£12,234,050</u>	<u>16</u>	<u>5</u>

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

Expenditure for—	£	s.	d.
1947-48	288,663	6	7
1948-49	314,563	7	8
1949-50	344,376	14	8
1950-51	376,520	0	0
1951-52	408,861	0	0
1952-53	454,213	0	0

Further difficulties were experienced in providing sufficient school and hostel accommodation, mainly as a result of the transfer of the Standard VI pupils to secondary and high schools and the raising of compulsory school attendance to Standard VIII. The demand for classroom accommodation was so great that in certain of the larger towns and cities the Standard VI pupils are still accommodated at primary schools, as it was not found possible to erect the necessary permanent classrooms at the high schools in time. Rapid progress is being made in providing classrooms but, owing to the limited funds available, it has not been found possible to proceed with more than a few hostel schemes. In certain instances relief was afforded by the erection of prefabricated classrooms, but the Department is not in favour of these structures and prefers schools to wait longer for permanent rooms, even if temporary inconvenience is caused.

It will be seen from the foregoing figures in respect of capital expenditure that during the financial year 1952-53 an amount of £1,740,492 was expended on school buildings and that this figure represents the highest figure recorded for any one financial year.

## CHAPTER X

### SCHOOL BOARDING ESTABLISHMENTS

School boarding houses are divided into the following three groups:

- (a) Provincial hostels.
- (b) Private hostels.
- (c) Good Hope boarding departments.

#### (a) *Provincial Hostels*

These hostels are conducted at the financial responsibility of the Administration. This group comprises hostels attached to 28 ordinary schools, 3 agricultural high schools and 13 training colleges. Most of the buildings in which the hostels are conducted belong to the Administration and the hostels are debited with rental charges of 5% per annum of the boarding fees.

The boarding fees payable in hostels attached to ordinary schools and to training colleges vary between £52 and £96 per pupil per annum.

In 1952 boarding fees in the case of hostels attached to agricultural high schools amounted to £36 per annum per pupil. The boarding fees were, however, increased to £42 per annum per pupil as from 1st January, 1953, as a result of the rising cost-of-living. The boarding fees amounted to £24 per pupil per annum when these hostels were taken over from the Union Government on 1st April, 1938.

#### (b) *Private Hostels*

These hostels are conducted at the financial responsibility of private bodies or persons.

Rental charges, calculated at 10% of the boarding fees payable per annum, must be paid in respect of buildings owned by the Administration. A rent grant equivalent to one-half of the rental payable, is, however, refunded to the boarding establishment on the condition that the rent is paid not later than thirty days after the end of the school quarter for which it is due. A rent grant is paid by the Administration in respect of school boarding departments conducted in buildings which are not vested in the Educational Trustees.

Boarding fees payable in these hostels are fixed by the Department if the hostel buildings are the property of the Administration, and in cases where the buildings do not belong to the Administration, by the body or person at whose financial responsibility the hostel is conducted.

#### (c) *Good Hope Boarding Departments*

These hostels are conducted at the financial responsibility of the Dutch Reformed Church.

The buildings are generally the property of the Dutch Reformed Church. Where the buildings are owned by the Administration,

they are made available rent-free for Good Hope boarding department purposes, while a rental is paid by the Administration in respect of buildings which do not belong to the Administration.

Half the salaries of the staff (superintendents, matrons and assistant-matrons), whose appointment has been approved by the Department, is paid by the Administration to the hostel.

The boarding fee for paying pupils was £36 per annum per pupil during 1952 and was increased to £42 per annum per pupil from 1st January, 1953, as a result of the rising cost of living.

#### *Inspection*

Three inspectors of school hostels carry out inspections of the hostels and visit each establishment at least once a year. Dietitians also inspect school hostels in order to advise matrons in connection with feeding and hostel-administration, and medical inspectors conduct inspections of the hostels when they visit schools.

These officials report that the prevailing conditions in the establishments are very satisfactory and that there is hearty co-operation between the committees of management and the staffs to give boarders every possible home comfort.

#### *Boarding Bursaries*

It became necessary for the Administration to allocate considerable sums of money, in the form of boarding bursaries, to indigent pupils in sparsely populated areas of the Province, where educational facilities are not available within reasonable distance of the parents' homes.

Indigent pupils accommodated in hostels can apply for capitation grants, maintenance grants or secondary boarding bursaries. Indigent pupils boarding with private persons, can also apply for maintenance grants or secondary boarding bursaries. The basic amounts of these grants are £18 per annum per pupil in the case of maintenance grants and £20 per annum in the case of secondary boarding bursaries. Capitation grants are paid in accordance with the following basis on behalf of pupils accommodated in Good Hope boarding departments:

£22 per annum per pupil for the first 30 boarders;

£19 per annum per pupil for the following 30 boarders; and thereafter

£18 per annum for each boarder within the quota fixed for the establishment concerned.

A cost-of-living allowance, which amounted to 64% for the period 1st January, 1952 to 31st March, 1952 and 80% for the period 1st April, 1952 to 31st December, 1953, is paid over and above the basic amounts of the above grants.

Particulars of the expenditure incurred in connection with boarding grants for the financial years ended 31st March, 1952 and 31st March, 1953 are subjoined:

	1951-52	1952-53
	£	£
(a) Secondary boarding bursaries .. .. .	93,801	84,653
(b) Capitation grants .. .. .	227,963	263,344
(c) Maintenance grants .. .. .	40,732	42,376
	<u>£362,496</u>	<u>£390,373</u>

The amounts shown under (b) were paid chiefly in respect of boarders accommodated in Good Hope boarding departments, the amounts under (c) chiefly to private persons for boarding supplied to indigent pupils.

The difference of £35,381 between the expenditure for the financial years 1951-52 and 1952-53 in connection with capitation grants can be attributed to the following factors:

- (1) The raising of the school leaving standard from Standard VII to Standard VIII as from the 1st January, 1952 in respect of children under 16 years of age.
- (2) The increase of the cost-of-living allowance from 64% to 80% from 1st April, 1952.
- (3) The transfer of the Standard VI pupils to high schools from 1st January, 1953.
- (4) The increase at Good Hope boarding departments of the boarding fees from £36 to £42 per annum with effect from 1st January, 1953, resulting in an increase in maximum capitation grant payable.

#### Accommodation

It gives me great pleasure to be able to affirm that noteworthy progress is still being made in the provision of adequate and satisfactory accommodation for children who are compelled to board in order to attend school. The transfer of the Standard VI classes to the high schools entailed the construction of extensions and the hiring of additional accommodation. In recent times Church authorities have erected a number of new Good Hope boarding departments with the assistance of loans from outside sources. In such cases the Administration generally pays a rental which is sufficient to cover the expenditure which the Church authority incurs in connection with interest, redemption and maintenance.

A number of loans have also been granted in recent years to the controlling bodies of school hostels for the purchase of furniture and equipment for the establishments.

Every possible step is taken to improve conditions where the inspectors have drawn my attention to the fact that accommodation is not satisfactory.

#### Statistics

The subjoined statistics indicate the number of hostels and the number of pupils accommodated therein during 1952 and 1953:

	Number of hostels		Number of boarders	
	1952	1953	1952	1953
Provincial Hostels .. .. .	41	41	2,917	2,946
Private Hostels .. .. .	142	142	6,159	6,202
Good Hope Boarding Departments .. .. .	173	173	10,267	10,421
	<u>356</u>	<u>356</u>	<u>19,343</u>	<u>19,569</u>

I wish to express my heartfelt thanks to the committees of management of school hostels for the willing and unselfish service they have rendered to this branch of education, and to the members of the hostel staffs who, *in loco parentis*, carry out this important and exacting work in the interest of not only the physical welfare of the children but also the advancement of their spiritual and cultural development.

CHAPTER XI

RELIGIOUS INSTRUCTION

Although a number of schools still have but little equipment, most have been provided with books and maps. It is pleasing to report that a few of the schools are establishing small reference libraries for the benefit of the staff, and it is hoped that in the future more schools will do so. These reference libraries serve a useful purpose in providing teachers with wider reading material.

There is a marked improvement in the quality of work in the primary schools. This is due to certain factors: (a) Staffs have been reinforced by the appointment of younger teachers who have had the advantage of being trained for teaching in this subject; (b) many of the older staff members have shown an increasing and a deeper interest in this subject and a willingness to modernise their methods of instruction; and (c) the prejudice against certain sections of the syllabus, which teachers felt were beyond their capacity, has almost disappeared. Teachers are finding that their serious application to these sections has rewarded them in giving an added knowledge which has provided them with a zest and interest in their teaching, and thus very successful results have followed. Modern activity methods are being used more freely and more generally, and are rapidly taking the place of stereotyped and conservative methods.

It is especially gratifying that more and more schools are becoming aware of the importance of visual aids. This is shown in the increased purchases of sets of flannelgraph, biblical pictures of a good type, and strip films. The schools that can afford it are using the projector as an audio-visual aid, and this has proved to be of benefit especially in the upper classes of the primary school.

The position in the high schools is not so satisfactory as in the primary schools. The universities offer attractive courses in religious instruction but these are optional, and consequently very few of the staffs are being reinforced by younger teachers who have availed themselves of this training.

Further, the tendency in many schools to change too often the teacher responsible for religious instruction in a certain class, militates against successful work being done. One is appreciative of the efforts of many of the older members of staff who, with no previous training, but by dint of studious application to the syllabus, have made a success of this subject. As this is a non-examination subject, there is still a reluctance in some schools to give it generous treatment on the time-table.

The instructors in religious instruction have visited all schools with an enrolment of over 100 pupils to give individual help to the teachers engaged in this work. In the years 1952 and 1953 it was possible to include a few of the smaller schools, and an increased number of Coloured and Native schools. The response of many of the Coloured teachers to the direction given has been remarkable, and there has been an evident desire to modernise their teaching methods and to obtain visual aids. The response from the Native schools has been slower, but there is a gradual improvement.

The oral instruction is on sound and thorough lines, and is in accordance with the terms of the Ordinance. It is hoped, as more trained teachers in religious instruction are recruited into the profession, that the Bible will be taught with a better knowledge of the geographical, historical and archaeological background, and that the research method will increasingly be used to train the pupils to understand and to use their Bibles intelligently.

CHAPTER XII  
FINANCE

During the financial years ended 31st March, 1952 and 31st March, 1953, expenditure on education services, exclusive of interest and redemption charges, amounted to £14,023,905 and £16,555,935 respectively. Particulars of expenditure under the main heads are furnished below with a comparison of expenditure in 1950-51.

	1952-53	1951-52	1950-51
	£	£	£
A. Administration .. ..	89,896	83,102	69,069
B. School Boards and School Committees .. ..	161,551	146,153	128,902
C. School Inspection .. ..	76,644	67,328	62,970
D. Medical Inspection .. ..	64,157	54,008	50,665
<i>European Education</i>			
E. Training of Teachers .. ..	239,398	203,223	194,522
F. Secondary Education .. ..	673,435	577,008	507,756
G. Primary Education .. ..	3,710,215	3,116,441	2,804,507
H. Combined Primary and Secondary Education .. ..	3,284,312	2,945,829	2,616,481
J. Coloured Education .. ..	3,855,163	3,434,630	3,011,044
K. Native Education .. ..	2,596,378	2,324,193	1,993,254
L. General			
<i>European</i> .. ..	1,235,796	561,266	511,468
<i>Coloured</i> .. ..	143,490	135,516	128,258
<i>Native</i> .. ..	13,822	11,368	—
M. Minor Works .. ..	349,128	311,593	169,140
N. Agricultural Education .. ..	62,550	52,247	46,589
	<u>£16,555,935</u>	<u>£14,023,905</u>	<u>£12,294,625</u>

As far as the financial years 1951-52 and 1952-53 are concerned, the increases in expenditure over the previous years were £1,729,280 and £2,532,030 respectively. The increases are due mainly to the new salary scales for European teachers as laid down in terms of the Education Amendment Ordinance 1952 (No. 16 of 1952) which came into effect from the 1st April, 1952; increase in the Administration's £-for-£ contributions to the teachers' pension fund as increases in teachers' salaries carry with them automatic increase in contributions to the pension fund; additional funds for school books, material and running expenses of hostels due to increase in prices; provision for prefabricated classrooms which had to be erected on a considerable scale in order to meet the growing shortage of classroom accommodation in European and Coloured schools; increased expenditure on the appointment of additional teachers to meet the increased enrolment at schools, and an increased provision in respect of repairs and renovations to and maintenance of buildings owing to higher costs.

Although the capital of the Student Teachers' Loan Fund amounted to nearly £110,000 as at the 31st March, 1951, the receipts from the repayment of loans by students were not sufficient to

provide the income required for new loans owing to the increase in the number of student-teachers who borrowed from the fund. During the period under review, therefore, it was necessary to contribute £23,000 towards the capital of the Fund.

The increased expenditure has resulted in an increase in the cost per pupil as follows:

GROSS COST PER PUPIL

Year	European		Coloured		Native	
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1950-51	41 9 6	44 6 1	16 19 5	19 4 9	6 16 0	7 19 7
1951-52	45 18 7	49 1 6	18 15 10	21 6 7	7 11 9	8 17 3
1952-53	55 0 8	58 7 11	20 7 2	22 17 10	8 0 8	9 7 0

NETT COST PER PUPIL

	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1950-51	40 2 2	42 16 11	16 15 9	19 0 8	6 14 3	7 17 6
1951-52	44 8 6	47 9 4	18 11 10	21 2 0	7 9 11	8 15 1
1952-53	53 6 10	56 12 0	20 2 4	22 12 4	7 18 5	9 4 6

*Revenue*

Revenue collections from educational sources were as follows:

	1952-53	1951-52	1950-51
	£	£	£
School Fees (including music and training) .. ..	120,115	115,690	108,415
Boarding Fees (including training) .. ..	240,675	222,942	212,142
Saleable Requisites .. ..	150,046	125,051	98,275
Examination Fees .. ..	24,256	22,715	22,478
Rents .. ..	28,124	27,957	27,520
Agricultural Schools .. ..	19,596	18,218	16,212
Miscellaneous Education Receipts .. ..	32,668	13,026	12,261
Union Government Grant for Native Education .. ..	2,596,378	2,324,193	1,993,255
	<u>£3,211,858</u>	<u>£2,869,792</u>	<u>£2,490,558</u>

The increase in the revenue from school fees is due to the increased enrolment in fee-paying schools and the prompt collection of arrear school fees. The greater revenue from boarding fees was caused by additional boarders and increased boarding fees charged at provincial hostels. The increased revenue collections from saleable requisites can be ascribed to the increase in the number of pupils and to the higher prices of requisites which became more readily obtainable for issue to schools. Owing to a decrease in the number of pupils in respect of whom remission of boarding and

school fees was granted, and the increase in the number of pupils who pay school and boarding fees in full, additional revenue was collected at the agricultural high schools as compared with previous years.

#### *Interest and Redemption*

Interest and redemption charges on loans raised for the erection of school and hostel buildings rose from £376,520 during 1950-51 to £408,861 during 1951-52 and to £454,213 during 1952-53. The latter figure represents the highest figure recorded in any financial year, a fact which can be ascribed not only to higher building costs but also to increased building activity.

### CHAPTER XIII

#### THE NEW PRIMARY SCHOOL COURSE

Wherever practicable, Standard VI pupils were transferred to the secondary schools at the beginning of 1952 and the primary course ended at Standard V. Expressed in age-groups, this means that under normal conditions pupils will complete their primary education at the age of  $12\frac{1}{2}$  years and receive secondary education from the age of  $12\frac{1}{2}$  to  $15\frac{1}{2}$  years.

A new course has been drawn up for the primary school. In 1951 this course was partly introduced by several schools, but since 1953 it has been compulsory for all primary schools.

Circuit inspectors were requested to submit a report at the end of 1953 on the following aspects of the introduction of the course:

- (a) Pupil-activity in the primary school with a view to developing in the pupils the right attitude to their work, and the contribution made by the school to their spiritual, physical and intellectual growth.
- (b) The success or otherwise of the system of promotion of pupils on age as well as attainment, with special regard to the promotion of pupils from the primary to the secondary school.
- (c) The teaching of history, geography and nature study, with special reference to section B of the syllabuses.
- (d) The teaching of art and handwork and the difficulties (if any) experienced by the schools in the introduction thereof.

As the syllabuses in most schools have been in operation for only one year, it would be unwise to express a definite opinion on the way in which teachers have set about them; nevertheless, it would appear that the new course is appreciated and has been tackled with enthusiasm. Most of the teachers are sympathetic towards the new approach and in many cases the teaching methods are pleasing and fresh. Naturally there are still those who are bound by tradition and who look upon any "novelty" with scepticism; yet with a little persuasion many of these teachers have already been "converted" to the new approach.

#### *Pupil-activity*

With few exceptions it is reported that there is already more self-activity among pupils, that pupils are "doing" more and not merely "listening" passively. They take great pleasure in their contributions to class-activities. An encouraging measure of success has already been achieved in many schools. It seems, however, that there is a tendency to regard self-activity as necessarily equivalent to the activity method, which is a systematised method of teaching based on purposeful self-activity. Self-activity could, however, be applied effectively as a teaching method without necessarily adopting the activity method as such. There are still teachers who are not enamoured of the idea of self-activity, as they consider it would encourage superficiality and lack of thoroughness. These suspected results can undoubtedly be checked by adequate planning.

Greater efforts are being made to make education more realistic by means of films, strip-film projectors, pictures, maps, scrap-books and museum specimens. These aids have already aroused new interest and enthusiasm in religious instruction. In most schools there is still a great need of suitable reference books.

#### *Promotion*

It has been the general practice to promote pupils from one standard to another mainly according to class performance; the inevitable result was great differences in age among pupils in the same standard. The present policy of transferring pupils to the secondary school at the age of 12½ years will stress the age factor in future promotions. There are schools where this system is nothing new and where, for many years, age has been taken into consideration for the purpose of promotions. Where objections were raised to the promotion of pupils, with due regard to age, these objections appeared to be based on a misunderstanding that promotion should take place according to age only. Inspectors experienced little resistance where weak pupils had to be promoted on account of age. It is, in fact, an almost generally accepted policy that no pupil should remain in the same standard for more than two years. If no provision is made in a school specially to assist backward pupils in the higher age-groups, such pupils create difficult problems for which no easy and suitable solution can be found. The necessity of making provision for this type of pupil by means of group teaching is coming more and more to the fore. Teachers are beginning to realise that in course of time they will have to make provision for ability groups in a particular standard in the same way as is already being successfully done for ability groups in a particular subject. Teachers will have to readjust themselves gradually. Class teaching is still predominant and consequently full justice is not yet done to the group of less talented, or to the small number of exceptionally talented pupils in each age-group.

As pupils are still admitted to school at the age of 5+ to 6+ years, differences in age will always be found in any standard, quite apart from ability, but the aim is to reduce those differences to a minimum.

When pupils are promoted from the primary to the secondary area, scholastic attainment is still specially emphasised, in spite of the exceptional elasticity of the junior secondary course by which it should be possible to make better provision for the particular abilities and aptitudes of pupils. According to reports, promotion with due regard to age at the end of the primary course has been made with a great measure of success in several schools. Some principals are, however, concerned about the type of "certificate" which will be issued to a pupil on leaving school at the age of 16 years without having "passed" a particular standard. This matter is now receiving the attention of the Departmental Examinations Committee.

In Coloured schools, age cannot at present be such a decisive factor in the promotion of pupils because of the great difference in the ages at which they are admitted to school—these often vary from 6 to 14 years. By virtue of their greater maturity the older pupils can, however, make more rapid progress, especially in the lower primary standards.

It stands to reason that the advantages and disadvantages of a system of this nature can be judged in its true perspective only after a period of two or three years.

#### *Teaching of History, Geography and Nature Study*

From Standard III upwards history, geography and nature study, which have up to Standard II been grouped under the heading *Environment Study*, are separated and a separate syllabus in each subject has been drawn up. Each syllabus is divided into two sections, A and B. Section A contains the work which all schools are expected to do; section B consists of a number of topics or themes which are intended to extend or complement the work done under section A. In section B freedom of choice is left to the teacher.

These syllabuses meet with approval and are regarded as a considerable improvement on previous syllabuses. Notwithstanding the detailed guidance given by the syllabuses, few teachers, especially in Coloured schools, could find their bearings in the classroom before the handbooks became available. As so many teachers are still uncertain as to the correct interpretation of the syllabuses, they do not know how to make the best use of the available aids. A very strong tendency to emphasise factual knowledge at the expense of the cultivation of sound attitudes still seems to persist.

In many schools, teachers as well as pupils find great pleasure in section B of the syllabuses in history and geography; on the other hand, there are those who devote so much time to section A that section B is neglected. In the latter section there is scope for resourcefulness and creative activity, and brilliant work has already been presented by more than one school. It is felt, however, that much guidance is still necessary before teachers will be able to form a clear idea as to how the syllabuses should be correctly interpreted.

In history it is essential that in section B the same trends should be followed for Standards III to V. In geography, section B of the syllabus can serve as a very effective means of consolidating in an interesting manner the content of section A.

In the planning of the course for nature study, the local conditions and the opportunities offered by the varying seasons are still too often ignored, and instruction often degenerates into a classroom study instead of learning through observation.

As suitable supplementary booklets and the most essential apparatus become available, teaching methods will improve and become more stable; the contents of these subjects will also be more extensively correlated with one another as well as with those of the other subjects in the new primary course.

#### *Art and Handwork*

The change-over to the new handwork syllabus was facilitated by a series of vacation courses in several circuits. The schools appear to have approached the course in the right spirit. A shortage of competent teachers is a general complaint as far as the teaching of art is concerned. In those areas where guidance was given by the competent officer, great enthusiasm was roused in several instances and some schools presented laudable work. Lack of art-rooms, storage accommodation and materials are listed as some of the retarding factors.

The manner in which requisitions for art are dealt with has been revised, and consequently it is hoped that in future the essential equipment will be provided more regularly.

#### General

New syllabuses do not create new teachers and new attitudes straight away, but the new primary course is a challenge which many teachers accept with courage and determination.

## CHAPTER XIV

### CONVEYANCE OF PUPILS

Where no other arrangements for the school attendance of pupils can be made, the Administration makes provision, in terms of section 238 of Ordinance No. 5 of 1921, as amended, for the conveyance of pupils to and from school.

Up to the end of 1952 pupils of compulsory school-going age who resided more than two miles from the nearest school could make use of departmental conveyance services free of charge. Secondary pupils who were no longer of compulsory school-going age and who resided more than three miles from the nearest school had to pay for their conveyance in accordance with the tariffs determined by the Administration in respect of each conveyance scheme.

As from 1st January, 1953 pupils who reside more than two miles from the nearest school are entitled to make use of departmental conveyance services free of charge from the beginning of the calendar year in which they attain the age of seven years to the end of the calendar year in which they become nineteen years of age.

Provision is made for the safe conveyance of the pupils. In this connection certificates of roadworthiness must be submitted to school boards in respect of each bus by contractors who undertake conveyance services. It is ensured that school buses have sufficient seating accommodation, are provided with hoods and are driven by licensed drivers approved by school committees. It is also ensured that conveyance services are executed in a satisfactory manner.

On 30th September, 1952 there were 224 conveyance services in operation in the Province and 261 vehicles were used to convey 8,687 pupils to and from school. The annual cost of these services amounted to £121,347 3s. 0d. per annum, that is £13 19s. 4d. per pupil per annum. Each of the 261 school buses covered an average of 22·4 miles per day on the aforementioned date, that is a distance of 4,480 miles per school bus per annum. The average number of pupils conveyed by each bus was 33·3 at a cost of 2/- per mile or approximately  $\frac{3}{4}$ d. per mile per pupil.



CHAPTER XV  
**PHYSICAL EDUCATION**

*Van Riebeeck Festival*

The period under review opened dramatically with the colour and pageantry of the Van Riebeeck Festival. The Department organised a daylight physical education display by high school boys and girls and a floodlight evening display by men's and women's clubs. The massed high school boys' display was interesting, in that something unusually ambitious was attempted.

*General-purpose Gym-halls*

The provision of general-purpose gym-halls almost ceased with the outbreak of the last war. The building of classrooms and special subject rooms other than for physical education, has had to be given priority since the war, only three gym-halls having been erected since 1938. New schools are now being built to the best standards but because of limited loan funds for this purpose, the one facility essential for those communal activities which constitute a school, as distinct from an aggregation of classrooms, namely, a school hall, cannot be provided. Devotions, assemblies, lectures, film education, singing, musical appreciation and certainly physical education classes, are possible only in a less satisfactory form if a school lacks a general-purpose hall. At least one local community made an outstanding financial effort to build a school hall, and it is not surprising that both teachers' associations have asked for school halls to be provided, even in the face of a shortage of classrooms. It might be appropriate here to quote the 1953 South African Teachers' Association's resolution (supported by Die Suid-Afrikaanse Onderwysersunie), which ran that (a) a hall is an essential and indispensable part of a school of any size; (b) neither the full development of a child's character nor the full implementation of many of the courses now presented by the Education Department is possible in a school that has no hall; (c) the Department's present policy of building schools without halls, and of withholding halls from other schools, penalises the children.

I replied to the resolution to the effect that I am only too well aware of the desirability of halls being provided, especially at high schools. At the same time I feel that the Joint Council of Teachers' Associations will agree wholeheartedly that classroom accommodation merits priority. I may mention that the Executive Committee recently decided to consider a limited number of applications each year for the erection of halls on the pound-for-pound basis.

It is to the credit of a previous generation that so many of our large schools were provided with halls which could be adapted for educational and physical education developments and that only a quarter of the large schools lack halls.

*Swimming Baths*

Two schools have overcome the obstacles of lack of finance, lack of cement and lack of steel and have built school swimming baths

at surprisingly low cost. This was achieved mainly by using a rubberised paint or plastic substance instead of tiles and by using schoolboy labour wherever possible. The effect of a school bath on the physical education of a school, especially in the hot months, is so marked that it is not surprising that a number of schools are striving to emulate this example. The most difficult obstacle, however, is the provision of a filtration plant, the cost of which still remains far too high, equalling in most instances the cost of the swimming bath itself.

*Problems Related to School Summer Sports*

Even where a school is not fortunate enough to have a swimming bath or at least the use of a bath, there is a large choice of school summer sports. Cricket remains the favourite of some school principals, especially of the large coastal schools. Cricket equipment is expensive and often forms the major element in a school's sporting budget.

Although tennis is the most popular of the summer sports, it is only slowly reflecting this popularity as a school game, in spite of its obvious educational value, and of the fact that it is a game giving one of the longest potential playing lives. The great increase in the price of tennis balls and racquets strung with gut, which threatens to cripple the game, for school purposes at least, has been circumvented by the introduction of tennisette, which only requires old tennis balls and wooden paddles, besides a simple net and one-quarter of the space of a standard tennis court. Already tennisette has advanced to the stage of being organised into inter-school fixtures in some centres.

Athletics play a more important role as a summer sport in many schools than one would be inclined to expect from a study of the sport's intrinsic attraction. To achieve distinction, specialisation must begin early in the secondary school stage.

This Department is fortunate in having the services of several coaches intimately conversant with the latest athletic coaching methods. Two vacation courses on modern athletic coaching methods were held by the Department for men physical education specialists, the total number taking part being 73. The new loop films acquired by the Department in 1951 were an invaluable aid in supplementing personal coaching and lecture-demonstrations. Remarkable progress has been made in recent years in the technical standard of athletics in schools, in the provision of facilities for school athletics and of centres for inter-school athletic meetings.

*Problems Related to School Winter Sports*

In the Western Province rugby area, there are 260 school rugby teams drawn from about 60 schools playing regular friendly fixtures. Many enthusiastic principals have made great efforts in the last two years to provide their schools with rugby fields of their own. Although it is still true that the majority of schools are dependent on the kindness and generosity of the rugby associations for the use of a football field, there is a marked trend of effort towards a healthy independence.

It appears that a satisfactory criterion for matching school rugby players has still to be found, opinion being still divided between age, weight and merit grading.

School rugby on the platteland is likely to remain a battle against distance, and a visit to a neighbouring school often entails great sacrifice. One can only admire and marvel at the zest and enthusiasm of school teams, which are prepared to face the expense and fatigue of travelling long distances in a lorry, playing in a match, and then facing a long journey home.

The real problem posited by school rugby remains unsolved, namely, that of finding a satisfactory alternative for those players unsuited to the game by reason of physique or temperament.

There is a strong belief, justified or not, that soccer has not become widely rooted in the schools of the Province mainly because its protagonists did not hand the task over to the schools themselves. In the area of Western Province rugby, there are no high schools and only thirteen primary schools still playing soccer. Two decades ago, a number of high schools played this game.

Boys' hockey has not thus far been any more successful than soccer in providing a complementary school winter game, probably owing to the lack of fields with good surfaces. Scientific hockey is difficult on an indifferent surface which might, however, be tolerable for rugby or even soccer. Girls' hockey becomes a real hazard when played on anything but a good surface.

#### *Asphalt Surfaces*

As it is sometimes suggested that physical education classes held in an equipped gym-hall, differ in kind rather than in degree, from those classes held on the school playground, it is heartening to record that the Department has recommended the provision of many asphalt surfaces for those schools without halls and for those schools where boys' or girls' classes have to be held alternately outside the school hall. Where the Administration has been able to provide these surfaces, it becomes possible for these schools to conduct classes for physical education with rather less interference from weather conditions, and to have at least this one surface which can be utilised as a tennis court or for tennisette in summer and for netball in winter.

#### *Teacher-Training*

The first specialised physical education course for European women teachers in the Union was established in 1921 by the Department at the Cape Town Training College and since that date a total of 377 teachers have completed the course, 45 of them obtaining the fourth-year Diploma. In addition, the Graaff-Reinet Training College has offered the course since 1940, and 157 European women teachers have taken the course. The first specialised physical education course in the Union for European men teachers was established in 1936 by the Department at the Paarl Training College, and since that date a total of 501 teachers have qualified, 56 of them obtaining the fourth-year Diploma.

The first specialised physical education course in the Union for Coloured men teachers was established in 1938 at the Wesley Training College, Salt River, and 210 men have completed the course since that date. A similar course for Coloured women teachers at the Zonnebloem Training College, Woodstock, was

established in 1948, but had to be discontinued in 1953, after 20 women had been trained.

A vacation course in educational gymnastics and athletic coaching for Coloured physical education teachers was held in 1952 at the Wesley Training College, Salt River. The course was attended by 42 teachers.

The first specialised physical education course in the Union for Native male teachers was established at the Healdtown Native Training Institution, Fort Beaufort, in 1943 and since that date a total of 112 teachers have completed the course. A similar course for Native female teachers was established in 1948 but had to be discontinued in 1950 after 17 female teachers had been trained.

CHAPTER XVI  
SOCIAL HYGIENE

Sex education is still that part of the child's education which everybody regards as essential but to which only slight attention is devoted. This arises from the inability of many parents to speak openly with their children on sex matters. The introduction of the service by the Department approximately 20 years ago to provide for the needs in sex guidance for both parent and child has contributed much to fill this gap. The parent wants to know how to approach this knotty question with his child. The child needs help and guidance during his adolescence when he has to face the problems of maturation.

Up to the present it has unfortunately not been possible for the Department to send more than the two officers (one male and one female lecturer) into the field, notwithstanding the great need for expansion of this service. To endeavour to reach all the boys and girls in the Province schools at this stage when they have to cope with the problems of maturation and are in great need of sympathetic advice and reassurance, is an impossible task with the present staff. Owing to the extensive area to be covered, there are schools which could not be visited more than once within a period of 3 or 4 years; consequently many boys and girls left school in the meantime and no attention could be devoted to their problems and needs.

*Needs of the adolescent*

As the Standard VI pupils have now been transferred to the secondary area of the school, the fact must be accepted that the pupil who is admitted to the high school as a child will leave it as an adult within a few years. During this time he will become a fully matured person with all the attending difficulties and problems of adjustment. The development of sex consciousness, the awakening of undoubtedly the strongest impulses with which man has to cope, and the absence of a sympathetic person with whom he can have a confidential talk on these difficulties, lead to strain and conflicts which often retard his progress at school.

The two officers responsible for this guidance work had to deal in the past two years with great numbers of boys and girls on whom these visits had a particularly salutary effect. The talks with individual groups of boys and girls were followed up by giving individuals the opportunity to discuss their personal difficulties. Unfortunately the officers had to confine themselves mainly to the secondary and high school pupils where assistance was most needed. There is, however, always a number of pupils in the primary school who have already reached puberty but who do not share in the privileges offered by this assistance.

*The parent*

Although sex education forms an integral part of the family life and should be undertaken by the parent himself, it is neverthe-

less clear that only a small percentage of the parents is prepared to undertake this difficult task. The majority of parents feel that they are not adequately equipped for this work.

During the period in question it was an important part of the duties of the two lecturers to address meetings of parents on the way in which this matter should be approached in the family. A considerable number of associations and organisations, such as various branches of the A.C.V.V., the Vrouelandbouverenigings, Parent-Teacher Associations attached to certain schools, Rotary Clubs, etc., assisted in the organisation of such meetings of parents and teachers. The parents readily took part in the discussions which followed on such lectures, and the questions asked varied from how the so-called "difficult" questions of the infant should be answered to the most difficult problems of adjustment of the adolescent. In the past two years there has not been a single case where a parent has raised any objection to a talk with his child on sex education. On the contrary, there is a feeling of sincere gratitude on the part of the parent that the Department, by introducing such a service, is now doing something regarding this important aspect of the education of the child.

*The Teacher*

During the past two years principals of schools and teachers, as well as their associations, testified to the fruitfulness of this kind of work among adolescents. Although the lecturers concerned have little opportunity of following up their work at a particular school, a beginning has been made with the training of specially selected teachers who can deal with individual cases requiring guidance. In a few schools where there are temperamentally suitable teachers on the staff, sex education is now undertaken by the school itself. It is, however, clear that the ideal of finding a suitable teacher on the staff of every school, who could undertake this continuation work, is not easily attained.

Notwithstanding the great success achieved during recent years, there is still a wide field to be covered in respect of this work.

CHAPTER XVII  
MANUAL TRAINING

Eight years have elapsed since the publication of the previous report, in which a general review was given of the position regarding manual training in the schools of the Province. Since then there have been many new developments and much expansion. All primary as well as secondary syllabuses have been revised and the age at which pupils may leave school has been raised. Primary education now ends at Standard V and the Standard VI classes have been incorporated into the secondary area. Manual training was a compulsory subject in the primary school up to the end of 1952. Woodwork was the obvious subject for boys in the higher primary classes, while in Standards II and III they did cardboard work and bookbinding.

In the new syllabuses a second form of handwork was added for primary pupils, and in the junior secondary course manual training became a compulsory subject for the first two years.

In the planning of the junior secondary course, a determined effort was made to introduce a course which would not detract from the high standard of work which has been built up since 1931. The syllabus lays down that at least two teaching periods per week should be devoted to the first form of handwork in the primary school. The allocation of time for manual training in the secondary area is as follows: Standard VI, 2 hours; Standard VII, 1½ hours; Standard VIII, 3¼ hours. Additional time, however, is often given to this subject.

*Accommodation*

Prior to the introduction of the new junior secondary course, manual training was optional in the secondary classes, but now it is compulsory for at least two years. The incorporation of Standard VI into the secondary area has resulted in the large urban schools having to provide accommodation for hundreds of Standard VI pupils. The administration is making a tremendous effort to cope with this state of affairs, but it stands to reason that it will be some time yet before the necessary relief can be given.

The present position is that many of the urban schools have Standard VI and Standard VII classes with well over 100 boys in each of the classes, apart from Standards VIII, IX and X classes which still adhere to the old syllabus. The result is that, in spite of the introduction of the new syllabus, many Standard VI pupils will not be able to follow the manual training course until such time as provision has been made for the necessary facilities. Several schools, however, now have two woodwork rooms and two to three teachers of manual training, where previously they had one woodwork room and one teacher.

At a large number of Coloured schools the Standard VI classes could not be admitted to the secondary department and consequently had to remain in the primary schools. In order to cope with this state of affairs, an endeavour was made to establish, where possible, a centre where pupils of neighbouring schools could attend for

instruction in woodwork. This is not possible in every case, and in the meantime many Standard VI classes for Coloured pupils have to go without instruction in handwork, or otherwise be satisfied with inadequate instruction by an unqualified teacher.

The above is a picture of the position in the present transition period, but there is every hope that the problems will be solved in due course.

*Expansion*

Under the old syllabus, Standards VII and VIII pupils chose woodwork or metalwork as a major subject, as a minor subject or as a composite course, and for the Senior Certificate Examination they took either woodwork or metalwork as a major subject or as a composite course. This position, however, has changed as most schools have abandoned the minor subject and take instead the major subject. This change over to a major subject, and the expansion in secondary manual training since 1946, are shown in the following table:

	1946		1953	
	Schools	Candidates	Schools	Candidates
Senior Certificate				
Woodwork (major) ..	37	188	51	301
Metalwork (major) ..	5	40	10	109
Junior Certificate				
Woodwork (major) ..	61	740	83	1,201
Woodwork (Minor) ..	20	440	14	277
Metalwork (Minor) ..	3	126	1	30
Totals .. .. .	126	1,534	159	1,918

It will be seen that the number of candidates for the Senior Certificate examination has increased by approximately 80%, that metalwork as a minor subject has practically disappeared and that woodwork as a minor subject will also probably be abandoned in the near future. On the other hand the number of pupils taking a major subject for the Junior and the Senior Certificate examinations has increased enormously. The general tendency to introduce metalwork as a subject for the Senior Certificate is becoming more noticeable every year, and in many cases it is only the shortage of accommodation which has prevented the introduction of the subject. Nevertheless 17 instead of 10 schools will be able to offer metalwork as a subject for the Senior Certificate next year. In the large urban centres, woodwork will in future probably be replaced by metalwork.

*Training*

Graaff-Reinet and Paarl are the only two centres where teachers of manual training are trained for European schools. In the period 1942 to 1949 there was a decrease in the annual enrolment of students for this subject at both colleges, but since 1950 the number has tended to increase.

The present special course in manual training, namely the third-year course, is very comprehensive and requires a great effort

on the part of the students to complete the course. A still greater effort is required from the teacher to cover the syllabus. The syllabus cannot, however, be curtailed at the present moment as the aim is to train teachers to cope with the primary as well as the secondary work in schools and colleges.

Students following the usual two-year course for the Primary Teachers' Certificate also take a course in manual training. On the whole the training given at the European as well as the Coloured institutions is very sound and thorough.

At the Athlone Institute, Paarl, Coloured students may follow the third-year course in manual training. At the Hewat College, Cape Town, Coloured students are admitted for an advanced course in woodwork and bookbinding which has proved a great success. At present this centre is the main source of supply of manual training teachers for Coloured primary schools in the Cape Peninsula.

### *Staff*

There is still a shortage of trained teachers of manual training, which is partly due to the fact that in the past, teachers without special qualifications in the subject had been appointed. These persons are established members of the staff of a school and, although they realise their own shortcomings and would like to be rid of the teaching of manual training, it is often impossible to appoint qualified persons because the enrolment of the school makes this impossible.

Another reason for the shortage of woodwork teachers is that teachers are now receiving remuneration according to their training, irrespective of the work they are doing. Consequently numbers revert to teaching in primary schools. Another aspect of the matter is that students complete the third-year course in this Province and immediately thereafter accept appointments in other Provinces.

### *Instruction*

As in the case of any other school subject, the standard of the work varies from school to school, but on the whole the instruction is sound and a standard is being maintained of which the Department can be justly proud. At present this cannot be said of the Coloured schools, largely owing to the fact that there are not sufficient trained teachers for the work. There are, nevertheless, some Coloured schools where excellent work is being done.

The teaching of handwork in the lower primary classes is entrusted to a special teacher only in exceptional cases. In the majority of cases the class-teacher is responsible for such instruction, and where there is a constant change of teachers the instruction of the subject must necessarily suffer.

A beginning was made in 1949 with annual vacation courses where teachers who have any interest in manual training are able to receive additional training free of charge. Originally these courses were limited to the Midlands, but they were subsequently extended to the Eastern Province, and in the near future the Western Province will also be able to share in the benefits of the courses.

### *Requisites*

During the pre-war years a school could order supplies of metal, paper, timber, etc. of the best quality. During the war period the position gradually deteriorated and has not yet become normal.

Where in previous years planed timber, suitable for every purpose and for every class, could be obtained according to given measurements, schools must now be satisfied with whatever is available, often of a quality which is practically useless. This state of affairs is due to import and export restrictions. In the past the United States was our main supplier of soft timber, but today African timber has to be used which is often unsuitable for use in schools.

The timber supplied is intended for basic exercises only, and where secondary pupils make larger articles, they provide the timber themselves and endeavour to obtain the best quality in order that work of the best quality can be done.

Metalwork has fared worse than the other forms of manual training. For many years teachers have been dependent upon odds and ends wherever these could be obtained. At present it is not so much a question of shortage, but rather a problem of how the necessary requisites can be supplied. Metal is obtainable, but no firm is prepared to cut pieces from sheets or to cut long sheet metal into short pieces. Metal can only be purchased wholesale, and this creates a difficult problem. The position is that sheet metal as well as metal rods of various gauges are required, and the teacher experiences no end of trouble in trying to find the necessary material piecemeal.

During the past year it was fortunately possible to purchase metalwork equipment to the value of £6,000 in England. This equipment has already been received and will now be divided among the institutions concerned. It consists mainly of tools, of which there has been a shortage since 1940.

Since 1950 electrical circular saws have also been supplied annually to ten schools. This expenditure has become necessary as timber is no longer obtainable in the measurements requisitioned for, and because the enrolment at the majority of schools has increased to such an extent that the sawing of timber with hand-saws has become a sheer impossibility. It should be added that such machinery is only provided to schools with a very high enrolment of pupils.

Supplies of paper for use in manual instruction in the primary classes are satisfactory.

## CHAPTER XVIII

### SCHOOL AND TRAINING INSTITUTION LIBRARIES

In the report for the years 1941 to 1945 (page 34) it was stated that the principle must be accepted that a modern school is really no school unless it has a suitable library.

The school library has its own character, different from that of the library for adults. It should have material not only for pupils who are eager to learn, but also for children who require aids and all kinds of incentives to study, such as pictures and cuttings. The school library should form part of the school community and should have definite educational aims, e.g. to encourage the reading habit, to enable pupils to learn from books without the help of a teacher, and to assist pupils to grasp the relation between certain subjects. In teaching today the boundaries of a subject are continually being extended, and the instruction in subjects such as history, geography, literature and art overlap—that is, if the teaching of the subject is alive. From an educational point of view it is desirable that this should be so, and a means of providing this overlap is a library in which all subjects are represented. Many children, too, while especially interested in one subject, like to read books on other subjects as well. In short, the general aim of a school library is to provide material to meet the needs of all pupils—both for work in school and for recreation in the widest sense: both for imagination and information.

It was also stated in the 1941-45 report that as soon as the authorities had completed their scheme for the introduction of a Free Library Service, proposals for the improvement of school libraries would be submitted. As a result of these proposals the maximum grant was raised from £40 to £60 per school as from the 1st April, 1953. This increase will enable many schools to purchase additional books which, owing to the rise in prices of books, may hitherto have been considered too expensive.

It was also proposed that a post of Organiser of School Libraries be created and this has been agreed to by the Executive Committee. Applications for the post are at present being considered by the Department. The official appointed will be required to visit training institutions and schools, give advice and guidance to the staff in connection with the institutions' libraries, organise courses in connection with school libraries for teachers and carry out any other duty which may from time to time be assigned to him. The appointment will be subject to the provisions of the Consolidated Education Ordinance, No. 5 of 1921, as amended.

Some libraries have books which are no longer required, such as duplicates of old books. The Department encourages schools to give these books to small schools in thinly-populated areas or to non-European schools which experience great difficulty in collecting funds locally for school library purposes.

The Department has for many years assisted training colleges and schools financially with the object of providing schools with libraries. The grants authorised are intended only for the pur-

chase of books for the use of pupils and student-teachers, and may therefore not be used for the purchase of cupboards, shelves, pictures or frames. No objection is, however, raised if a reasonable amount is spent on the purchase of newspapers, periodicals, magazines or the rebinding of books.

#### *Schools*

Up to 1944 library grants were made to European, Coloured and Native schools on the £-for-£-principle. The operation of the £-for-£-principle resulted however, in a handicap to those schools that have special difficulties in raising funds for the purchase of books and it was therefore decided that, as from 1945, school board areas be classified into three groups, namely, ordinary, special and extra special and that the grant be payable on the basis of £1 for £1, £1½ for £1 and £2 for £1 respectively.

As Natives were not in a position to contribute to school funds to the same extent as Europeans and possibly Coloureds, grants were as from 1948 calculated on the most advantageous basis as far as Native schools were concerned, namely, £2 for £1 irrespective of the district.

A table, showing the total number of schools, number of schools with and without libraries, number of schools that applied for grants for library purposes, the total amount of the grants authorised and the maximum amount of the grant per school, is given at the end of the chapter.

#### *European Training Colleges and the Hewat Coloured Training College*

In connection with training colleges, the Department, prior to 1952 authorised an annual grant of £50 plus 10s. for each student, subject to a maximum grant of £150, to each college. Since 1952, however, the amount of the maximum grant has been changed to £120 for a four- and a three-class, £100 for a two-class and £90 for a one-class training institution.

The total amount of the grants authorised for libraries to these training colleges was as follows:

Financial Year					Total Amount of Grants £
1948-49	..	..	..	..	867
1949-50	..	..	..	..	984
1950-51	..	..	..	..	910
1951-52	..	..	..	..	954
1952-53	..	..	..	..	831
1953-54	..	..	..	..	864

#### *Coloured Training Schools*

Up to the 31st March, 1953, the interest (approximately £250 per annum) on the capital amount in the Slave Compensation Fund was divided equally among the institutions, approximately £30 each, for the purchase of library books. With the rising price of books, however, it became clear that the annual allocation was inadequate. From the 1st April, 1953, therefore, a grant of £60 plus 6s. per student enrolled, up to a maximum grant of £80, was authorised for each training institution. This grant includes the funds allocated from the Slave Compensation Fund.

The following table shows the total amount expended during the last five years:

Financial Year	Amount Expended £
1949-50 .. .. .	283
1950-51 .. .. .	239
1951-52 .. .. .	279
1952-53 .. .. .	270
1953-54 .. .. .	614

*Native Training Institutions*

Up to 1944 these institutions received aid on the £-for-£-principle, but, as the schools found it difficult to raise the necessary funds, they were aided on the £2 for £1 principle as from 1945.

The total amount of grants authorised was as follows:

Financial Year	Total number of Institutions	Number of Institutions which applied for grants	Total amount of grants authorised £	Maximum grant per institution
1948-49 .. .. .	14	9	196	40
1949-50 .. .. .	14	8	192	40
1950-51 .. .. .	16	12	245	26
1951-52 .. .. .	16	14	359	40
1952-53 .. .. .	15	15	498	40
1953-54 .. .. .	16	14	411	60





CHAPTER XIX

ART IN SCHOOL

Most countries have been slow in recognising the value of instruction in art to all school pupils, and South Africa is no exception to the rule. In the past art was generally regarded as an extra subject and relegated to a position outside the school curriculum, as an unimportant spare-time activity. In recent years, however, art has acquired a new significance. It is now generally accepted that the cultivation of the arts is invaluable for mental and emotional growth. Because it was realised that art, together with the creative approach in the method of teaching the subject, is of such major importance in the education of children, special consideration was given to it when the new Junior Secondary Course was drafted. It was decided to make art compulsory for all pupils in the first two years of the course and, as art and art-crafts are inseparable, to include a variety of art-crafts as optional subjects. The introduction of the Junior Secondary Course in 1953 thus marked the beginning of a new era in the teaching of art in the schools of the Province.

In the schools there has been evidence of a growing interest in art during the last few years. More and more schools are beginning to discard the antiquated methods of teaching art in favour of the new approach which appeals to the creative instincts, the emotions, the imagination and susceptibilities of the individual child. Mere executive skill and technique are no longer regarded as of prime importance. The teaching of the subject is, however, often hampered by the lack of suitable accommodation, while the supply of material and equipment has, at times, been inadequate. Steps have, however, been taken to ensure regular and adequate supplies. By far the most serious problem is the lack of teachers trained in modern methods of teaching art. Few schools have been fortunate enough to secure the services of a teacher with special qualifications in the subject.

In high schools, teachers are finding it extremely difficult to illustrate their lessons on the history and appreciation of art. For this purpose original works of art and/or fine prints are essential, but they are very costly and few schools seem to be able to afford them. Another difficulty with which these teachers have to cope is the lack of suitable text books written to meet the requirements of the syllabus. In the circumstances teachers have to consult various sources. This is all to the good, but good books on art are very expensive. Afrikaans-speaking teachers and pupils find themselves in an even worse position because there is hardly any recognised book on art for school use in Afrikaans. Good progress is, however, being made by a Departmental Committee which is compiling an English-Afrikaans art terminology.

The subjoined table shows the total number of candidates taking the Junior and the Senior Certificate Examinations and the number of candidates who took art as an examination subject during the period 1945-1954:

					Number of pupils who entered for examination	Number of pupils who wrote art at the examination
Senior Certificate						
1945	..	..	..	..	4,531	62
1946	..	..	..	..	4,901	70
1947	..	..	..	..	4,825	85
1948	..	..	..	..	4,721	90
1949	..	..	..	..	4,535	93
1950	..	..	..	..	4,745	76
1951	..	..	..	..	4,799	98
1952	..	..	..	..	5,034	127
1953	..	..	..	..	5,102	136
Junior Certificate						
1945	..	..	..	..	10,533	145
1946	..	..	..	..	10,675	101
1947	..	..	..	..	10,521	139
1948	..	..	..	..	10,675	114
1949	..	..	..	..	11,228	134
1950	..	..	..	..	12,109	197
1951	..	..	..	..	12,607	204
1952	..	..	..	..	13,440	262
1953	..	..	..	..	13,996	295

It is sometimes contended that art should not be treated as an examination subject because any attempt to lay pupil and teacher under the restraint of examination requirements might entail some loss of that freedom which is essential for self-expression. The conditions of the Departmental examinations are, however, so flexible and the syllabuses allow so much freedom, that the retention of the examinations could hardly have any restraining influence.

The above figures indicate that a relatively small percentage of pupils takes art as an examination subject. It should be borne in mind, however, that some high schools offer art as a cultural subject without thought of examinations, and that art is compulsory for all pupils in Standards VI and VII. At the same time it is gratifying to note that during the past decade there has been a steady increase in the number of candidates taking art as an examination subject.

At present the Cape Town Training College is the only Departmental training centre offering a Primary Higher Teachers' Course in Art for European students, while a corresponding course for Coloured students is offered at the Zonnebloem Training School. Thus provision has been made for the training of specialist teachers of art in the primary schools. Owing to the increasing need of specialist teachers of art in the secondary and high schools, the Department is considering the inauguration of a Diploma Course in Art at the Cape Town Training College. This course will extend one year beyond the Primary Higher course. During the period 1949 to 1953 fifty-two students completed the Primary Higher Teachers' Course in Art at the Cape Town Training College. For the Zonnebloem Training School the corresponding figure is 29.

Very valuable and inspiring work is being done by the four art centres for Europeans, namely the Frank Joubert Art Centre at Rondebosch, the Hugo Naude Art Centre at Worcester, the Johan Carinus Art Centre at Grahamstown and the Stellenbosch Art

Centre, as well as by the Art Centre for Coloured Children in Cape Town. Each of these art centres has an enrolment of approximately 400 pupils and a long waiting list. Schools would be well advised to make full use of the expert help and guidance which these centres offer.

The Department is providing in-service training for teachers by means of one-day lectures and demonstrations to groups of teachers and also by means of intensive courses lasting five days. The Inspector of Art is responsible for the organisation of these demonstrations and courses. Their success should be ensured by the interest which teachers have taken in them, the support of principals and the co-operation of circuit inspectors.

The art section of the Departmental library is a great help to teachers and students, who are making extensive use of it.

## CHAPTER XX

### MUSIC

The realization of the great benefits which music can bestow is not brought about by wishing, but is the result of regular contact with and instruction in music. The urge to self-expression through music is seen in babyhood and generally persists through infancy, but may decline or be displaced thereafter if not actively encouraged and wisely guided; hence the necessity of a graded, continuous scheme of musical education throughout a school career. The primary and the junior secondary courses contain well-considered curricula in music. Whereas, in most of our schools, tonic solfa has been the alpha and omega of reading vocal music, the new syllabuses require reading from staff notation. This begins in Standard I, and in years to come (for it will take years before it has worked its way to the upper classes) the child will leave school with a good knowledge of reading "real" music, even though he might not have had any training in the playing of an instrument. Unfortunately the Department has now only three training colleges offering a third-year course in class music, namely, Wellington (European), Battswood, Wynberg (Coloured) and St. Matthew's, Transkei (Native). Owing to a lack of students the courses at Uitenhage and Grahamstown had to be discontinued. The need for these teachers is great and although most of the teachers of instrumental music are also qualified to teach class music, they may not teach the subject in the primary classes. The result is that few primary schools have a specially trained teacher of class music.

There is still a shortage of teachers of instrumental music and many retired and married women teachers are being employed. It is gratifying to be able to report that there are more men joining the ranks of the professional music teachers. Women are admirable teachers but are seldom "career women". They marry and leave the profession—men marry but stay on.

I have not overlooked the needs and interests of those children who wish to study instrumental music and there are now approximately 250 posts for teachers of instrumental music, with perhaps 6,000 pupils. Of these over 600 take music as a secondary school subject. These represent well over half the Union total of pupils who take music as a school examination subject.

For those who wish to make music their career, instruction is available in many schools. The Junior and the Senior Certificate schemes of work provide opportunities of grappling with the fundamental principles, and a C symbol, (i.e. 60% to 69%) in music in the Senior Certificate examination generally gives the entrée into one of the University music schools. Those, again, who learn music as a non-examination subject, are equally well catered for, while a taste for choral singing may evolve from the routine instruction in that subject. It is pleasing to note that some schools turn these opportunities to good account.

The following table shows the number of pupils and students who entered for music as a subject for examination:

	1949	1950	1951	1952	1953
Junior Certificate .. .. .	163	215	229	214	228
Senior Certificate .. .. .	128	150	157	163	174
Primary Higher Teachers' Certificate ..	17	15	14	31	24

CHAPTER XXI

DEPARTMENTAL RESEARCH

Since the last account of the Department's research activities in the Report of the Superintendent-General of Education for the year 1946, there have been some significant developments. These developments were the result of the post-war reconstruction of the National Bureau for Educational and Social Research. This reconstruction created the machinery for inter-departmental co-operation in regard to educational research on a much wider scale than had been possible in the pre-war period. In 1946 the National Bureau for Educational and Social Research had, for instance, already begun its work on a comprehensive battery of scholastic and other psychological tests which were to be standardised nationally.

As a result of these developments, the Department's own research committee, which was appointed chiefly to assist the Departmental Psychologist in constructing and standardising Departmental scholastic tests, ceased to function. This meant that the Department's own effort to standardise a battery of scholastic tests was arrested, at least until it was known whether the National Bureau's tests could meet the Department's needs in this respect.

As time passed the pattern of inter-departmental co-operation in regard to educational research became very clear. In 1953 an Inter-Departmental Committee for Research was appointed on which all the Departments of Education are represented. The main functions of this committee are to advise the National Bureau for Educational and Social Research on the needs of the Departments of Education in respect of research, to assist the Bureau in planning Union-wide research projects and to hold a watching brief on all Departmental research projects in order to prevent overlapping.

This inter-departmental organisation by no means rules out interest and research of a local nature which can be undertaken by the various Departments of Education themselves and does not make a Departmental Research Committee redundant; but the activities of the Department's psychological services have in recent years been extended on such a scale that the members of the staff are finding it increasingly difficult to find time for research work.

A brief account of departmental research undertaken during the period 1946-1953 is as follows.

Several scholastic and other psychological tests which had been standardised regionally, for instance for the Cape Peninsula, have been applied to samples drawn from the rest of the Province to test their usefulness as supplementary tests.

An investigation to determine the standard of work of Standard V pupils in the basic subjects was also undertaken. For this purpose a representative sample of pupils was chosen from twelve schools in different parts of the Province. Although this sample was somewhat small it was nevertheless possible to make certain tentative deductions. In the basic rules and problems of arithmetic and in the usage and vocabulary of language, the standards attained by these

Standard V pupils ranged from Standard III to Standard IX. With the exception of their scores for the problems in arithmetic, the scores of the Standard V pupils fell slightly above the national norm for Standard V.

In respect of the measurement of intelligence, it was felt that an easily manageable test, additional to the South African Group Test, was needed for application for classification purposes at the end of the primary and beginning of the high school courses. For this purpose a re-standardisation of the Otis Self-administering Intelligence test was necessary. When all the experimental applications had been completed, the norms obtained were found to be too unreliable to serve as a comparable measure. There was too little similarity between the norms for the Otis and those of the recognised Group Test. A revision of these norms was therefore necessary. Revised norms were worked out by the staff of the Stikland Clinic and these new norms correspond so closely to those of the Group Test, that the Otis Test is now suited for use in every respect for purposes of classification of pupils.

In the field of vocational and school guidance, several research studies were undertaken. Some of these are already complete, some are being completed, and others have been dropped. In the first place, mention should be made of the construction of the Department's Interest Questionnaire for boys and girls which is now available in a useful and reliable form. This was a comprehensive and important piece of work. The validity of certain items, however, needs still further testing. At the moment this questionnaire is being used by all school guidance workers in the counselling of school pupils and it meets a great need.

A beginning has also been made with research into the work habits and study methods of pupils. A provisional questionnaire on study habits was drawn up and sent for comment to a large number of teachers, college lecturers and other competent persons.

During the period under review two surveys were made of the number of maladjusted children in our schools. According to the reports received from about 850 schools, it seems that there are approximately 1,400 children who are maladjusted to such an extent as to require immediate attention. From a study of numbers of these cases it is clear that the problem of scholastic retardation has already assumed considerable proportions. Conservative estimates place the figure at 10 per cent of the school population. This means that approximately 18,000 European children fall into this category, and this includes many children of normal, and even above normal, intelligence.

The establishment of the Departmental Child Guidance Clinic at Stikland was partly a result of this survey of maladjusted pupils, and the clinic will become an important factor in any scheme of Departmental research. As its work develops, it will in time become a veritable storehouse of very significant research material.

As another step in the development of adequate school clinical services, two itinerant teachers were appointed as diagnostic-remedial teaching specialists on the staff of the Cape School Board. The activities of these teachers have been a great help in Departmental research for they conduct systematic surveys of pupils in need of diagnostic remedial teaching in the schools in the Cape Peninsula.

In connection with experimental education, thirteen experimental post-primary classes were established for senior pupils in

special classes for the mentally retarded and a provisional post-primary curriculum for these pupils was drawn up along the lines of the Department's new junior secondary course. After these classes had been established, the Department's psychological services were able to take more adequate measures to meet the needs of these pupils by the establishment of a special vocational school at Westcliff, Cape Town. As a result of the success of this school, the Department decided to discontinue its experiment with the above-mentioned post-primary classes for senior retarded pupils. Only three of these classes are still in operation.

The establishment of the first special vocational school at Westcliff has also created a new field of research for the Department's psychological services. By its very nature this school presupposes systematic study of the vocational abilities of the mentally retarded pupil and carefully planned follow-up studies. To meet an immediate need created by the establishment of this school, two members of the staff were seconded for a time to visit factories and other places of work and interview employers in an effort to list possible employment opportunities in the Cape Peninsula for the pupils who would in due course be leaving the school at Westcliff. This project developed into a very comprehensive survey of the places of employment in which mentally retarded pupils could possibly find work.

Here again there was evidence of an increasing need for research as the work of the Department's psychological services was extended. As I have already stated, the staff is finding it increasingly difficult to find time for more research work. To get some local research done, the Department has had on occasions to turn to the Universities of Stellenbosch and Cape Town for help. I, therefore, gladly end this chapter by acknowledging the debt of gratitude due to these Universities for the way in which they have assisted in this matter.

## CHAPTER XXII

### COMMITTEE OF ENQUIRY INTO THE TEACHING PROFESSION

In 1951 the Provincial Consultative Committee appointed a Committee to investigate teachers' salaries and other contributory causes of the serious shortage of teachers.

It was agreed that the Committee should consist of an independent chairman to be nominated by the Honourable the Minister of the Interior, a representative of each of the four provinces and the Department of Education, Arts and Science, and a representative of the Public Service Commission who would attend the discussions on salaries as an observer.

The Committee was constituted as follows:

- Mr. C. A. Cilliers (Chairman)
- Prof. Dr. J. F. Burger (Cape)
- Dr. P. A. W. Cook (Department of Education, Arts and Science)
- Prof. D. P. Brits (Orange Free State)
- Mr. J. H. O. van Graan (Transvaal)
- Mr. J. Macleod (Natal)
- Mr. J. F. Lighton (Secretary)
- Mr. P. E. Bosman, Assistant Secretary to the Public Service Commission, attended the discussions on salaries as an observer.

The terms of reference of the Committee were as follows:

- “1. Having due regard, inter alia, to the data collected by the National Bureau for Educational and Social Research in connection with—
  - (a) the causes of the serious shortage of recruits for the teaching profession;
  - (b) the quality of such recruits; and
  - (c) the factors which beneficially or detrimentally affect the status of the teaching profession, to enquire into, and to make recommendations in regard to, the steps necessary to make adequate provision for the present and, as far as possible, for the future requirements of the teaching profession, with special reference to—
    - (i) possible improvements in salary scales and pension rights, methods of salary adjustment and other conditions of service, e.g.—
      - (a) the inclusion of a portion or the total relative cost-of-living allowance in the substantive pensionable salaries;
      - (b) the employment of married women teachers on a permanent basis;
      - (c) the civic rights of teachers; and
      - (d) the raising of the retiring age.
    - (ii) any other relevant matters which the Committee considers of importance;
2. to make an estimate of the additional cost that would be entailed by the recommendations of the Committee for each

- of the four provinces and for the Department of Education, Arts and Science; and
3. to submit, if possible before the 31st of December, 1951, an interim report on improvements in the salaries, salary scales and salary adjustments”.

As the terms of reference were not clear on the matter, the Committee enquired from and was advised by the Secretary for Education, Arts and Science that the terms of reference referred to European teachers only.

The Committee submitted two reports. The first report dealt mainly with salary scales and adjustment of salaries. The recommendations resulted, inter alia, in the following:

- (a) Revised and improved salary scales which came into operation from the first of April, 1952.
- (b) A greater measure of uniformity in the remuneration of teachers in the four provinces.
- (c) The creation under certain circumstances of the post of vice-principal at training colleges, high, secondary and primary schools.
- (d) The retention, under certain circumstances, of the post of special-grade assistant.
- (e) The retention of the post-maximum increments in the case of certain women teachers who have been on their maximum salary for at least five years.
- (f) The fixing of the maximum salary of assistant teachers in all schools according to their qualifications.
- (g) The reclassification of high schools into five groups based on their established enrolments.
- (h) The reclassification of secondary schools into six groups based on their established enrolments.
- (i) The reclassification of primary schools into eight groups based on their established enrolments.

After the Committee had submitted its first report Messrs. C. A. Cilliers, J. H. O. van Graan and Dr. P. A. W. Cook relinquished their membership of the Committee on account of other duties and the Committee was reconstituted as follows:

- Prof. D. P. Brits (Chairman and representative of the Orange Free State)
- Mr. P. J. Theron (Department of Education, Arts and Science)
- Prof. Dr. J. F. Burger (Cape)
- Mr. A. K. Bot (Transvaal)
- Mr. J. Macleod (Natal)
- Mr. J. F. Lighton (Secretary)

The reconstituted Committee commenced its work in February, 1952. After evidence had been taken from a number of persons and public bodies, and consideration had been given to the results obtained scientifically by the National Bureau for Educational and Social Research from enquiries made on various aspects of the teaching profession, a comprehensive second report was drawn up on points (1) and (2) of the Committee's terms of reference.

This report consists of nine chapters:

- (1) The Place and Function of the Teacher in Modern South Africa.
- (2) The Shortage of Teachers.
- (3) The Status of the Teacher.

- (4) The Quality and the Enrolment of Recruits for the Teaching Profession.
- (5) Pensions.
- (6) Employment of married women teachers in a permanent capacity (with a minority report attached as schedule).
- (7) Pensionable age of teachers.
- (8) General.
- (9) Summary of recommendations.

This report, which has not been published, deals mainly with the service conditions of teachers in the four provinces. The Committee thoroughly investigated these aspects of the teaching profession in an endeavour to determine to what extent they may possibly be causes of the shortage of teachers. Where it was considered necessary by the Committee, recommendations were made with a view to rectifying the state of affairs. From a study of the recommendations it appears that to a great extent they are already embodied in the Education Law of the Cape Province.

## CHAPTER XXIII

### REPORT OF THE CHIEF MEDICAL INSPECTOR OF SCHOOLS

#### *Staff*

The additional posts for three medical inspectors and one school dental officer created in 1951, were filled in February, 1952 and July, 1953 respectively. Nine additional posts for school nurses were authorised in 1952, providing for a total staff of 39 school nurses.

The medical section of the Department suffered a severe loss in the death of the Chief School Nurse, Miss K. H. Luttig, in January, 1952. Miss C. H. Bestbier was appointed in her stead.

At no time has the medical or the nursing staff been at full strength, and the year 1953 ended with 2 vacancies on the medical and 8 on the nursing staff.

The three dental posts have now been filled. There were 2 vacancies for dietitians at the beginning of 1952, one of which was filled in October of that year and the other in March, 1953. One dietitian was promoted to another post in the Department in October, 1953, and her post has not yet been filled.

#### *Medical Inspection*

Medical inspectors and school nurses have still to work under what are often very adverse conditions. The general lack of facilities for medical inspection work at schools often causes unavoidable delay in the examination of children, as well as discomfort to children and to parents who attend, especially during the winter months. The provision of a medical inspection unit in new schools as well as in schools where structural alterations or additions are being made, is regarded as a necessity.

During the years 1952 and 1953, 16,370 and 20,647 parents respectively, attended at the medical examinations of their children, and it is clear that they welcome the opportunity to discuss health and behaviour problems of their children with the medical inspector. These discussions with parents, however, make heavy inroads on the time available with the result that fewer children can be examined. In spite of this, the attendance of parents is considered a desirable feature of medical inspection, as it gives the opportunity for health education and propaganda, which form an important part of the work.

It will be noted from the statistics that, of the children examined in 1952 and 1953, 6,529 and 9,573 respectively had not yet been vaccinated. A vigorous campaign by the authorities responsible for this service appears to be indicated.

Medical inspectors report that some schools insist on pupils wearing shoes, long stockings and blazers during the summer months. In our climate this is a cause of discomfort, fatigue and loss of efficiency. Where schools have adopted shorts, shirts and sandals without stockings as a summer uniform for boys, both teachers and parents have been pleased with the result.

A summary of the work done during the period under review is given in the following table:

	European		Coloured	
	1952	1953	1952	1953
Number of children examined by Medical inspectors (Routine Examinations) ..	26,434	30,380	4,557	10,315
Specially selected children ..	13,254	14,723	2,792	4,962
Re-examinations .. ..	10,108	11,695	634	2,174
Total .. ..	49,796	56,798	7,983	17,451
Number of children examined by Nurses .. ..	87,391	88,929	59,842	74,115
Total .. ..	137,187	145,727	67,825	91,566
Number of Schools visited by Medical Inspectors .. ..	431	519	55	120
Number of visits to schools by School Nurses .. ..	2,372	2,371	1,133	1,380
Home visits by School Nurses .. ..	1,126	1,259	449	382
Lectures given by School Nurses .. ..	943	1,217	164	124

From the above table it will be noted that there has been a marked increase in the number of Coloured children examined by both medical inspectors and school nurses. This increase is the more noteworthy when compared with the figures for 1950, when 3,601 and 44,147 children were examined by medical inspectors and school nurses respectively.

Detailed statistics in regard to medical inspection are given in Appendices, AA, BB, and CC.

#### Treatment

In terms of its scheme for the treatment of necessitous pupils, the Department undertakes responsibility for the correction of ailments or defects that, while not necessarily keeping the child from school, impair his efficiency in school. Treatment for certain types of defects only can therefore be provided under this scheme, viz. dental treatment, treatment for tonsils and adenoids, the provision of glasses, treatment for conditions causing deafness, and the treatment of minor ailments. The scheme does not apply to cases of serious or chronic illness, epidemic diseases, accidents, fractures and operations (other than for tonsils and adenoids); and where a necessitous pupil suffers from an illness excluded from the Department's Medical Scheme, application for relief must be made to the local magistrate who will act on behalf of the Department of Health. Where parents can afford to pay for treatment it is their duty to see that the necessary treatment is provided.

It is the duty of the principal of the school to notify the school board secretary of the necessitous pupils requiring medical treatment immediately after the medical inspection has taken place, and the school board secretary is the responsible officer for carrying out the scheme, and must arrange for and control the submission of pupils to doctors, dentists and hospitals.

It is only where principals and school board secretaries conscientiously carry out their duties in connection with arranging for medical and dental treatment that the full benefits of medical inspection can be obtained.

It is realised that facilities provided for treatment can by no means be regarded as adequate, but it still too often happens that proper use is not made of the facilities which do exist.

*Dental Treatment* is provided (a) by the Department's three full-time dental officers with headquarters at Cape Town, Port Elizabeth and Kimberley; (b) at the Cape Town Municipal Dental Clinic; (c) at the Cape Town Free Dispensary; and (d) by dental practitioners in many towns in the Cape Province who undertake work on a part-time basis for the Department. It is particularly difficult to provide dental treatment in those areas where no private dentists are available. Arrangements are, however, being made for the Department's Dental officers to visit such areas as frequently as possible.

*Ophthalmic Treatment*, which aims mainly at the correction of vision by means of suitable spectacles, is provided at provincial hospitals, the Cape Town Municipal Ophthalmic Clinic for children resident in the Cape Town Municipal areas, and the Vasco Departmental Ophthalmic Clinic, which was established in June, 1952. At the latter ophthalmic clinic children are treated not only from the surrounding school board areas, but also from more distant areas in cases where urgent treatment appears to be necessary. In addition to the above facilities, tours are arranged for part-time ophthalmic surgeons to visit outlying areas. During the years 1952, and 1953, five such tours were arranged, covering twenty-two school board areas, and 650 cases were dealt with.

It is the duty of principals and teachers to see that the glasses prescribed are worn regularly by the pupils.

In a previous report the importance of adequate lighting in classrooms as one of the means of preventing defects of vision, was mentioned. An intensity of illumination of 10 foot-candles at working level should be regarded as the minimum requirement for classrooms. In the winter rainfall area where the sky is often dull during school hours, it is not always possible to provide this degree of illumination by natural lighting, and then the policy is to supplement the illumination by means of artificial lighting. The light obstructed by dirty glass is considerable; it is therefore essential that windows be cleaned at regular intervals.

*Tonsil and/or adenoid operations* are usually undertaken at provincial hospitals, and the number of cases dealt with depends on the number of beds available for this purpose. Though cases may be dealt with at Good Hope Boarding establishments in terms of the Department's Medical Treatment Scheme, it is not easy to find an Ear, Nose and Throat specialist who is prepared to leave his practice for this purpose, and during the years under review only two centres were visited where 68 pupils were operated upon.

The following table gives particulars in regard to children who were recommended for treatment at a previous medical inspection:

	European		Coloured	
	1952	1953	1952	1953
Number of children about whom particulars were obtained .. .. .	17,679	21,585	1,338	4,539
Number who obtained treatment .. .. .	12,699	15,060	819	2,712
Number who did not obtain treatment .. .. .	2,558	3,404	172	847
Number about whom information was not available ..	2,422	3,121	347	980

\*The following table gives the type of defects, number of defects recommended for treatment at a previous medical inspection, the number about which information was available and the number and percentage of defects treated:

EUROPEANS

Type of Defects	Defects recommended for treatment		Defects about which information was available		Defects from previous groups which were treated		Percentage of defects treated about which information was available	
	1952	1953	1952	1953	1952	1953	1952	1953
Teeth ..	9,888	12,717	8,375	10,624	7,104	8,784	85	83
Nose and Throat..	3,063	3,254	2,625	2,832	1,752	1,820	67	64
Vision ..	2,079	2,616	1,821	2,273	1,527	1,916	84	84
Ears ..	857	1,105	745	963	634	801	85	83
Other conditions ..	4,119	4,611	3,643	4,040	3,149	3,394	86	84

COLOURED

Type of Defects	Defects recommended for treatment		Defects about which information was available		Defects from previous groups which were treated		Percentage of defects treated about which information was available	
	1952	1953	1952	1953	1952	1953	1952	1953
Teeth ..	694	2,437	489	1,832	419	1,362	86	74
Nose and Throat..	91	307	63	230	51	178	81	77
Vision ..	121	400	89	299	73	236	82	79
Ears ..	114	354	99	286	90	213	91	74
Other Conditions ..	536	2,254	412	1,860	321	1,326	78	71

From the above tables it will be noted that there has been a drop in the percentages of children treated, particularly in the case of Coloured children. This may be ascribed to the fact that the more children are recommended for treatment, the greater will be the call on the available facilities, which can by no means be regarded as adequate; the result is a lower percentage of treatments. A further cause for the lower percentage in the case of Coloured children is that more Coloured children were examined in the country areas during 1953, where facilities for their treatment are usually non-existent.

*Physically Handicapped Children*

Full use has been made of the facilities available at the Special Schools for Physically Handicapped Boys and Girls at Kimberley, and a number of cripples, asthmatics and cardiac cases in need of special education and/or supervision were sent there.

A cardiac clinic was established at the Groote Schuur Hospital during 1952, and pupils showing symptoms of heart disease are referred to this clinic by the medical inspectors for further investigation and treatment. During the two years under review 121 children were referred to the clinic. This clinic meets a great need, and the specialist physician in charge reports as follows: "We now have quite a waiting list at Groote Schuur of cases suitable for surgery, which, if not discovered, would have been neglected and gone on without guidance and ended in disaster."

No provision for the special education of partially-sighted children has as yet been made, and there are quite a number of these children who have to get on as best they can in our ordinary schools. It is hoped that the special class for these children to be established by the Department of Education, Arts and Science at Kimberley will be ready in the near future.

Hard-of-hearing and speech-defective children are dealt with in another chapter of this report. It may be mentioned here, however, that splendid work is being done by the teachers of the hard-of-hearing in carrying out the treatment prescribed for children suffering from running ears. Medical inspectors report that fewer cases of otorrhoea are now found in schools. This is probably due to the work done by the teachers of the hard-of-hearing, and more particularly to the new drugs used for the treatment of this condition.

*Report of School Dental Officers*

There are now three full-time dental officers on the staff with headquarters at Cape Town, Port Elizabeth and Kimberley. Clinics have been established at Port Elizabeth and Kimberley, and the dental officer at Cape Town uses a fully-equipped dental caravan, making it possible to undertake treatment at the schools. The dental officer with headquarters at Kimberley started work at Kimberley only during the last term of 1953. His time was occupied in equipping the clinic and making a survey of the schools, to enable him to organise the clinic on a sound basis.

The school dental officer with headquarters at Cape Town reports as follows:

Schools in the Cape Western area were visited for two purposes viz.: (a) to examine the necessitous children in schools in the Cape



Peninsula in order to facilitate their ready selection for treatment at the Cape Town Municipal Dental Clinic, and (b) to inspect and treat children in schools outside the Cape Town Municipal area. As time went on it was found possible to carry out treatment regularly about once a year in a considerable number of schools. Generally speaking, the picture presented in the schools is very different from what it was a few years ago, and it is uncommon to see mouths in an appalling state owing to decayed and abscessed teeth, as was formerly the case. Systematic treatment by the Departmental dental officer as well as by the Municipal Dental Clinic has therefore had a marked influence, and dental health in this area has improved considerably. Nevertheless there is a great deal still to be done and there will always be a great and increasing need for dental treatment. It is felt that early treatment for the school entrants and systematic inspection and treatment during the primary school years is the most satisfactory programme for obtaining obvious and lasting results.

Several weeks were spent in introducing the newly-appointed dental officer to the work.

The following is a summary of the work done:

	1952	1953
Number of schools visited for inspection and treatment ..	9	13
Number of pupils examined .. .. .	1,122	1,176
Total number of pupils treated .. .. .	942	981
Number of conservative treatments .. .. .	403	423
Number of individual fillings .. .. .	787	777
Number of extraction treatments .. .. .	531	564
Number of teeth extracted .. .. .	1,342	1,473
Other treatments .. .. .	28	23
Number of schools inspected for treatment at Cape Town Municipal Dental Clinics .. .. .	19	24
Number of pupils examined for treatment at Cape Town Municipal Dental Clinics .. .. .	3,053	2,981

The school dental officer with headquarters at Port Elizabeth reports as follows:

Most of my time was spent in working at the clinic, though a number of schools were visited for the purpose of carrying out inspections, and treatment was undertaken at six schools more than 12 miles distant from the clinic. The co-operation of the principals was on the whole, very satisfactory, though in a few instances principals forgot all about the appointments made for their children.

Preference was given to the treatment of primary school children, though a number from secondary and high schools were also dealt with. An effort has been made to provide as much conservative treatment as possible.

The number of children in the Port Elizabeth area alone, who are eligible for free dental treatment, has now become so great that I could be kept busy by doing extractions only. This, however, would be most undesirable, and one tries to get children to think in terms of having teeth saved rather than extracted. I have also to work from time to time, at other places in the Eastern Province so it will therefore be realised that there is an urgent need for more dental officers in this area.

The following is a summary of the work done:

	1952	1953
Number of pupils examined .. .. .	4,714	3,750
Total number of pupils treated .. .. .	2,300	2,802
Number of conservative treatments .. .. .	372	432
Number of individual fillings .. .. .	754	839
Number of extraction treatments .. .. .	1,902	2,322
Number of teeth extracted .. .. .	5,133	6,057
Other treatments .. .. .	27	49

#### School Boarding Establishments

During 1952 a handbook was compiled for the guidance of matrons, containing many valuable hints on the preparation of foodstuffs, and a complete set of cookery recipes.

The dietitians report that matrons are becoming more aware of the value of balanced diets, and that more use is being made of raw vegetables to take the place of cooked vegetables.

Powdered milk and dehydrated vegetables fill a long-felt need in areas such as Namaqualand and the North-West Cape, where fresh products are not available. It is felt that more institutions should make use of these commodities and also of margarine, especially during those periods when butter is in short supply.

The value of fortified or brown bread is still too often not realised.

No vacation courses for matrons could be held during 1952, as there was only one dietitian on the staff for the greater part of that year. Two such courses were, however, held during 1953 — at Stellenbosch and Port Elizabeth respectively.

#### School Feeding

Comparatively few schools could be visited by the dietitians during 1952, as there was only one dietitian available for 9 months of that year. The position improved during 1953 when three dietitians were available for the greater part of the year.

The dietitians report that great difficulty is experienced in running the feeding scheme where only the grant of 2d. per child made by the Provincial Administration is available. In many urban areas voluntary contributions towards the feeding of their children are obtained from the parents, but apparently no effort in this respect is made in the rural areas. They further report that on the whole parents show little interest in the feeding scheme, and any effort on their part in making the scheme a success is the exception rather than the rule. In this respect the following extracts from the Report of the Commission of Inquiry into School Feeding published in 1951 may be of interest, viz.:

“There are many signs of a spirit of dependence among some sections of the population. The Government is continually expected to do more, while there is a growing unwillingness on the part of the people to do anything at all from their side.”

and

“State aid must promote and support individual effort and communal initiative, but on no account replace these.”

One of the important functions of Feeding Committees is to

encourage the local communities to contribute, whether in cash or in kind, and they should make a special effort to carry out this function. Principals of the schools concerned are still too often expected to do everything, without any support whatsoever from the local communities.

A number of fresh fruit juice products were put on the market in 1952 and offered to schools at reduced prices. These fresh fruit juices are an excellent substitute for fresh fruit when the latter is unobtainable, too expensive or poor in quality. Good use is made of this product in rural areas, and more use might be made of it in urban areas.

In order to ensure that only protective food substances were provided at school meals, feeding committees were informed that, as from October 1953, only certain food substances approved by the Department, of which a list was given, might be purchased from the grant.

It should be noted that School Feeding Committees are autonomous financial bodies receiving aid from the Administration on a prescribed basis and that the Administration, while maintaining reasonable control of these bodies, accepts no responsibility for any debts incurred by them.

#### *Physical Education*

The report on this subject will be found in Chapter XV, but mention must here be made of the classes in corrective gymnastics which were started in a number of schools in the Cape Province in the third term of 1953.

The term "corrective gymnastics" means exercises given for the purpose of eliminating slight postural defects. Good posture may be loosely defined as the standing position which holds the body in a state of almost complete equilibrium. A vertical line, representing the gravity line, drawn through the lobe of the ear, passes through the centre of the shoulder joint and hip joint to a point just in front of the ankle. The curves of the back are gentle curves, the chin is drawn in slightly, the chest is raised, the abdomen flat, the knees straight and the weight evenly balanced on both feet. This figure gives the appearance of good balance and self-assurance, and inspires a feeling of confidence. Poor posture is of great clinical significance, as it impairs the functions of the vital organs and may, directly or indirectly, contribute to life-long impairment of health and fitness.

A high percentage of the children in our schools are found to be suffering from postural defects, and it is essential that they be treated as early as possible, as longer the treatment is delayed, the longer it takes to correct such defects.

Only specialist teachers who hold the fourth-year qualifications in physical education are considered capable of undertaking corrective gymnastics, and as such teachers are appointed in secondary and high schools only, it follows that only children from Standard VI onwards have the opportunity for corrective gymnastics.

It is important that treatment be commenced as early as possible, when the child is still in the primary school, and steps were taken during the third term of 1953—with the co-operation of the principal of the Cape Town Training College who seconded her lecturer in Corrective Gymnastics to the Department on a part-time basis—to

introduce remedial treatment for postural defects into a number of primary schools in the Cape Peninsula. Classes were started at five schools, from 50 minutes to 1 hour 45 minutes a week, depending on the number of cases to be dealt with, being spent at each school.

Though reports on the work done have been very encouraging, it is too early to say whether the scheme is an unqualified success as organised at present, and further experience will have to be gained before consideration is given to introducing corrective gymnastics into primary schools by appointing itinerant specialist teachers for the purpose, as is done for speech-defective pupils.

## CHAPTER XXIV

### REPORT OF THE DEPARTMENTAL PSYCHOLOGIST

#### *General*

Since the appointment of the first Departmental Psychologist in 1937, the responsibilities of the Psychological Services have been increased far beyond the original intention. The work now includes the investigation, treatment and training of the mentally retarded, the behaviour deviates, the speech defectives and the hard-of-hearing pupils, as well as the whole field of vocational guidance; and, where previously the staff consisted of a chief and four assistants, there are now 19 officers engaged in the work, and four additional posts remain to be filled. The task of co-ordinating and integrating these various branches of work, which are now constituted as a single psychological service, will require considerable time and careful organisation.

#### *Personnel and Organisation*

With the establishment of three more school guidance centres at Queenstown, De Aar and Upington, the number of school guidance workers' posts is now complete. So great was the difficulty experienced in filling these posts, that it was found necessary to raise them to the status and salary scale of special-grade training-college assistants. It is hoped that this will ensure satisfactory appointments to all these posts.

At the beginning of 1952 there were at head office two school guidance workers, two vocational guidance officers, an inspector of vocational guidance and a departmental psychologist. With the limited accommodation available, such a concentration of staff was not conducive to smooth working, and it was decided to transfer one of the school guidance workers to Worcester and the other to Parow. One of the two vocational guidance officers was transferred to the recently established Departmental child guidance clinic at Stikland, and the school guidance worker's post at Graaff-Reinet was transferred to De Aar. The growth in the number of special classes necessitated the appointment of an additional inspector of special classes with headquarters at East London.

Four school guidance workers—Dr. Oosthuizen, Dr. le Roux, Mr. Goosen and Mr. Tromp—have left the service. Miss du Toit's services as research assistant were terminated at the end of 1952. Dr. Swartz, who served as head of the Vocational Guidance Division from 1944 to 1953, left the service of the Department for a professorship at the University of Stellenbosch.

#### *Behaviour Deviates and Child Guidance Clinics*

In the report for 1951, reference was made to the steps that should be taken to make provision for behaviour deviates along the lines suggested in the report of the Inter-Departmental Committee on Deviate Children. A survey made at the beginning of 1952 showed only 150 cases of behaviour problems and maladjusted children in our schools. It was felt that this was no true picture of the actual state of affairs and a second survey was considered neces-

sary. This second survey revealed that approximately 1,400 pupils needed help in one way or another in their adjustment.

The readjustment of such pupils is no easy task and not everyone can do this work. In the past, two child guidance clinics—one at the University of Cape Town and one at the University of Stellenbosch—assisted with this work. As both of these worked on a part-time basis and were dependent upon the voluntary services of psychologists, doctors and social workers, they could cover only a small portion of the total field of this work, and it became necessary for the Department to make the necessary provision.

With the co-operation of the Parow School Board, a child guidance clinic was therefore established in August, 1953, in a vacated school building at Stikland and Miss Aitken was transferred there to take charge of the work of the clinic. Since a large number of the cases referred to the clinic presented problems which were closely related to the work of the inspectress of special classes or the school guidance worker, it was decided to institute team-work from the beginning, and offices were equipped at the clinic for the inspectress of special classes and for the school guidance worker.

A modest beginning was made. At the start, work was confined to 14 schools in the northern suburbs of Cape Town. During the last four months of the past year 190 cases were referred to the clinic and 50 have been successfully treated or given the necessary guidance or care. The rest are still receiving treatment. It became apparent that school principals were still uncertain as to which pupils should be referred to a clinic for treatment, with the result that much time was spent on routine testing which could easily have been undertaken at the school. It is hoped that regular discussions with teachers will bring improvement in this respect.

It has also become clear that a very valuable service is being rendered to these city children, but numerous requests for help from the country districts, e.g. George, Paarl, Nuwerus, Vryburg—to mention only a few—have had to be refused, because the necessary boarding facilities for such children do not exist. In 1951 the Department gave serious consideration to the possibility of taking over from the Dutch Reformed Church the property "Highbury", Main Road, Wynberg, for this purpose, but it was obvious that "Highbury" was too far away from Stikland and situated too close to the main road with its heavy traffic, for the proper supervision and control of such children. However, country children also have a claim to these services, and the establishment of other clinics at strategic points such as George, Port Elizabeth, East London, Kimberley and Vaalhartz, will have to be seriously considered.

#### *The Mentally Retarded Child*

At present there are 4,108 certified mentally retarded children in 336 special classes in 171 schools. A study of the tables of retardation in the Education Statistics of 1950 shows, however, that there are still almost 12,000 retarded and backward children for whom no proper provision is made. It is at present impossible to provide for the needs of all these children because of the acute shortage of trained teachers and suitable accommodation.

With the introduction of the new junior secondary course and the implementation of the Special Schools Act (Act No. 9 of 1948),

as amended, which allows a backward child to be kept in school to the age of 19 years, (if it is possible and desirable), the inclusion of backward children in some post-primary course has become an immediate problem. Since, as a general rule, the normal child now leaves the primary school at the age of  $\pm 13$  years, it is not advisable to keep the backward child in a primary school for his whole school career. On the other hand, to promote him to a high or secondary school, without making proper provision for him there—and this can generally not be done in the smaller places—is equally detrimental.

At various centres, viz. Ugie, East London, Port Elizabeth, Oudtshoorn, George, Worcester, Cape Town, Stellenbosch and Vaalhartz, post-primary courses for these pupils were started. Unfortunately most of these experiments had to be abandoned because of lack of facilities. One such experiment, however, has developed into a special vocational school, namely at Westcliff, Cape Town. At the beginning of 1953, a grant of £7,000 from the Executive Committee made it possible to establish this school. At the end of the same year there were 97 older children taking two- or three-year courses in one of the following subjects: Sheet metal work, woodwork, painting or domestic science. This school has proved an undoubted success and is meeting a very great need.

Numerous requests from country children for admission to Westcliff have had to be refused because it is still a primary school with a special vocational department attached to it. The accommodation is limited and, as there are no boarding facilities available, it is not possible to make it a residential school. It has become clear that training, which must of necessity prepare the backward child to take his place in the world after the completion of his school career, cannot be provided in the present type of special class attached to an ordinary school with its specifically academic staff. Such an approach to what is essentially a practical problem, is far too theoretical. Yet these first experiments served to throw into relief the very real need of the backward child for further training and adjustment, and emphasised the need to establish central vocational schools, as opposed to special classes attached to primary or high schools. Port Elizabeth, East London, and George are pressing for such schools, and at least one of these will have to be a residential school to provide for country children.

#### *Scholastically Retarded Children and Diagnostic-Remedial Teaching*

The introduction of the junior secondary course into schools will necessitate a change in our point of view regarding the older and scholastically weaker pupils. In the past very great, perhaps too great, emphasis has been placed on the achievement of certain scholastic standards as the criterion for promotion from the primary to the secondary school. Now the age factor is to receive greater consideration.

As a result of the new arrangement, many pupils who were retarded in one or more subjects in the primary school, will now be promoted to the high school, and these are likely to show early signs of falling by the way in the new course. The percentage of such children, who will require some form of special help, represents approximately 10 per cent. Numbers of these pupils of normal intelligence are being referred to child guidance clinics as mal-adjusted or as behaviour deviates. The cause of the trouble of the

majority of these cases is to be found in the school, and as soon as scholastic readjustment is effected, the difficulty disappears.

A serious problem is therefore likely to develop in connection with the group of pupils of I.Q. 80-90. These pupils are above the level of the special class but cannot keep pace with the tempo of the normal class.

We have already begun to face this issue by recognizing that the scholastically retarded child does constitute a problem, but that it is in many cases a problem that can be solved. A beginning has been made with the training of two teachers in diagnostic-remedial work at the University of Cape Town. The training was in the nature of an experiment which is now being tested in practice. A survey has been made of three schools and the cases from these schools will keep these two teachers fully occupied for at least two terms.

#### *The Cumulative Record Card*

This record card has been introduced in all schools in respect of standards above Standard IV, while in some schools it is used from the Sub-Standards.

#### *Research*

Under this heading, mention may be made of various projects carried out or commenced in 1952 and 1953. Norms were obtained for the Otis, U.K., and U.S. tests, and the C.V. Interest Questionnaire was drawn up. On 1st January, 1952, Miss E. C. M. du Toit was appointed as a temporary research officer in this service. With her help considerable progress was made with the experimental application and working out of standardised scholastic tests and questionnaires for use in school guidance work.

Because of the great lack of such tests, we were compelled to undertake this work ourselves, but the standardisation of tests on such a large scale is too extensive and time-consuming for the staff at our disposal.

During the second half of 1953 a survey was made in Cape Town and its environs of types of work for which the mentally retarded pupils in our schools are suited. This meant releasing two members of staff from other duties for a considerable time, but such a survey is of great value to the schools where these pupils are receiving special training.

The South African Group Test has been used in our schools since 1932, more particularly for the purpose of testing for mental retardation. The test is no longer as reliable as it should be, and for this reason, the Psychological Association, in conjunction with the National Bureau for Educational and Social Research decided to draw up and standardise a new group test. During 1953 the first test application was carried out in a large number of departmental schools with the help of all members of the staff of the psychological service.

A survey was made at the end of 1952 to determine the scholastic level of Standard V pupils. For this purpose standardised scholastic tests in arithmetic and the two languages were applied. The results of this survey have been forwarded to circuit inspectors for their information.

### *Co-ordination of the Different Branches of the Service*

In 1952, the two divisions of Vocational Guidance and Inspection of Special Classes had already been placed under one head, but they were still functioning as two separate units. This caused a large measure of overlapping which had to be eliminated. The only way to achieve the necessary co-ordination was to make each inspector of special classes responsible for all the branches of psychological field-work. Testing, vocational guidance, school guidance, inspection, adjustment and treatment of milder forms of behaviour problems are all done now under the supervision of an inspector of special classes. Each school guidance worker is now directly responsible to an inspector of special classes and not to the Departmental Psychologist as was previously the case. This has meant an increase in the duties and responsibilities of all members of staff. It is hoped that this reorganisation will do away with the previous artificial division of work in primary and in high schools, and will make possible a more effective service to both schools and pupils. It has been decided to try this experiment for one year.

### *Training of Teachers*

Every report on work in the special classes contains reference to the lack of properly trained teachers. The University of Stellenbosch is the only training centre where a full course was given last year and there were only five taking the course. Seven students of the Grahamstown Training College received an endorsement on their certificates for special-class work. These represent the only recruits to a service which comprises more than 300 classes.

## CHAPTER XXV

### REPORT OF ORGANISER OF HARD-OF-HEARING AND SPEECH-CORRECTION CLASSES

#### *Classes*

The number of pupils on the roll in January, 1952 was 1,624. During the year 1,274 pupils were enrolled but 491 pupils had to have their classes suspended mainly because of staff resignations and in some cases because of expansion of schools and consequent appropriation of the classrooms for ordinary classes. Of the balance, 860 pupils were cured or rehabilitated, i.e. 35 per cent.

In January, 1953 there were 1,552 pupils on the roll and 1,224 pupils were enrolled during the year but 366 pupils had to have their classes suspended. Of the balance, 997 were cured or rehabilitated, i.e. slightly over 41 per cent.

In analysing the figures and reports, it is noticeable that results are best where there has been continuity of staff and classes. There were 8 and 9 vacant posts during 1952 and 1953 respectively.

#### *Speech Defects*

The speech-correction classes in 1952 had a total of 2,453 pupils, of whom 398 had their classes suspended and 754 were cured. In this group there were 668 stutterers. The percentage of cures for stutterers varied very much. In one area, out of 60 pupils 25 were dismissed as cured. These pupils had had continuous treatment over a long period with no change of teacher. In another area with 136 stutterers, only 5 were reported cured. In this area there was very little continuity of classes and there were several changes in staff.

In 1953 the speech-correction classes had a total of 2,429 pupils, of whom 319 had their classes suspended and 895 were cured. There were 375 stutterers in this group, of whom 110 were cured, representing 29 per cent, but, since the highest proportion of rehabilitation was reported from Grahamstown where classes were suspended in June and cases were not therefore followed up, this figure may be misleading. If the Grahamstown figures are excluded, 24 per cent of the pupils have been reported cured.

#### *Hearing Loss*

In 1952 there were 445 hard-of-hearing pupils on the roll, of whom 93 either left unrehabilitated or had their classes suspended. Of the balance 106 were cured or rehabilitated, i.e. 30 per cent.

In 1953 there were 347 pupils on the roll of whom 47 had to have their classes suspended and 102 were rehabilitated, i.e. 34 per cent of the remaining pupils. Many of these pupils had minor defects which could be remedied quickly. The distribution of the pamphlet on Ear Care has made parents and teachers more aware of the need for early attention to ear defects which may lead to severe hearing loss.

#### *Staff*

At the beginning of 1952 there was a full staff but, owing to sick leave, long leave, study leave and marriage, the classes became

disorganised throughout. Of the 44 posts, 8 were vacant at the end of the year. 1953 began with 7 vacant posts and ended with 9 vacant posts. Two new posts were created during the year.

#### *Students*

In 1952, 5 students were trained at the University of Cape Town and in 1953 there were 6, but only 8 of the 11 students applied for posts in the Cape Province, while 2 went to the Orange Free State and one decided to do private work.

#### *Development*

The number of students training for this work is not sufficient to fill existing posts. Classes cannot, therefore, be extended except when there happens to be a teacher free in that area or one willing to go there. Requests for classes in new areas can rarely be granted.

#### *Accommodation*

Accommodation has improved greatly in most centres and there is a happy spirit of co-operation between specialist teachers, principals, staffs and parents. An increasing number of home visits have met with gratifying results.

#### *Inspection*

All teachers were visited in 1952 and 1953 and their work inspected. This has in all cases been satisfactory and principals have expressed their appreciation of the results achieved.

All European and Coloured training institutions have been visited each year and lectures given on the problems of hearing loss and speech defects in children. Lectures were also given to students taking a course in education at the Rhodes University, Grahamstown, final-year medical students at Cape Town University, nurses attending the Public Health Course at Cape Town University, 3 Women's Church Unions, 1 Parent-Teacher Association and 1 Rotary Club.

In order to stimulate interest in this work as a career, talks have been given to senior pupils in 24 girls' high schools. These talks were listened to with interest and several girls have signified their intention of taking up this work.

#### *General*

During 1952 a film was made of the work done in the hard-of-hearing classes at Mowbray and shown at the Jan van Riebeeck Festival on the stand for the S.A. National Council for the Deaf. A speech recorder was also used on the stand to demonstrate speech-correction and singing lessons. All the Cape Town teachers did voluntary work on the stand, demonstrating the use of the speech recorder, audiometer and hearing aids and generally interesting the public in this branch of education. Another speech recorder and audiometer were placed in the Cape Province Pavilion along with photographs of classes being taught.

The organiser represented the Department on the South African National Council for the Deaf during 1951 and 1952, and during 1952 attended two executive council meetings in Johannesburg.

Early in 1953 a hard-of-hearing centre was established at Woodstock, Cape Town, in the building of the Cape Town and District Deaf Association, to advise and assist all races, children and adults, on hearing problems. The centre is open one afternoon weekly and the organiser and at least one teacher attend regularly. Much valuable work is being done there.

#### *Cerebral Palsy*

The organiser's attention has been drawn to the number of children in this group whose hearing and/or speech is affected. Requests have been made for assistance. In spite of staff shortage every effort will be made to assist these pupils. The Princess Alice Home at Retreat and the Walton Home at Port Elizabeth have asked for classes.

1952	Staff Position December, 1952			Pupils on Roll Jan., 1952		Pupils enrolled during 1952		Total during 1952	Pupils cured or rehabilitated		Pupils left for other reasons		Pupils on Roll Dec., 1952		Total	Approximate known waiting list		Number of Schools with classes
	Centres	No. of Posts	No. of Teachers	No. of vacant posts	Hearing Loss	Speech Defects	Hearing Loss		Speech Defects	Hearing Loss	Speech Defects	Hearing Loss	Speech Defects	Hearing Loss		Speech Defects	Hearing Loss	
Cape Town ..	16	16	0	119	531	89	421	1,160	56	305	18	72	117	560	677	12	51	36
Stellenbosch ..	2	1	1	21	85	0	63	169	1	52	19	34	1	62	63	10	40	3
Paarl ..	3	2	1	25	51	8	49	133	11	46	1	6	21	48	69	0	0	6
Worcester ..	2	2	0	9	68	8	63	148	4	41	3	15	10	75	85	1	22	6
Oudtshoorn ..	2	2	0	6	75	10	87	178	5	44	1	31	10	87	97	10	87	6
Port Elizabeth ..	11	8	3	67	272	45	288	672	22	152	45	190	45	218	263	5	50	16
East London ..	4	2	2	14	166	4	47	231	2	57	3	21	13	135	148	5	92	8
Kimberley ..	3	3	0	16	99	4	88	207	5	57	3	29	12	101	113	—	3	11
Grahamstown ..	1	0	1	—	—	—	—	—	—	—	—	—	—	—	—	3	40	—
Total ..	44	36	8	277	1,347	168	1,106	2,898	106	754	93	398	229	1,286	1,515	46	385	92

1953	Staff Position December, 1953			Pupils on Roll Jan., 1953		Pupils enrolled during 1953		Total during 1953	Pupils cured or rehabilitated		Pupils left for other reasons		Pupils on Roll Dec., 1953		Total	Approximate known waiting list		Number of Schools with classes
	Centres	No. of Posts	No. of Teachers	No. of vacant posts	Hearing Loss	Speech Defects	Hearing Loss		Speech Defects	Hearing Loss	Speech Defects	Hearing Loss	Speech Defects	Hearing Loss		Speech Defects	Hearing Loss	
Cape Town ..	18	18	0	107	589	55	538	1,289	63	449	17	119	80	617	697	6	220	50
Stellenbosch ..	2	1	1	1	62	1	50	114	0	44	1	16	1	44	45	19	34	5
Paarl ..	3	2	1	18	63	12	49	142	14	65	4	3	12	44	56	0	0	7
Worcester ..	2	2	0	10	75	10	66	161	7	59	0	16	13	66	79	0	0	6
Oudtshoorn ..	2	2	0	10	62	9	78	159	4	35	2	17	13	88	101	0	5	6
Port Elizabeth ..	11	7	4	44	218	27	160	449	13	82	13	59	45	199	244	8	120	16
Grahamstown ..	1	0	1	1	44	1	8	54	1	32	1	20	Classes suspended		—	0	20	5
East London ..	4	3	1	9	126	6	67	208	0	63	1	3	14	127	141	2	106	12
Kimberley ..	3	2	1	12	101	14	73	200	0	66	8	66	5	42	47	5	41	9
Total ..	46	37	9	212	1,340	135	1,089	2,776	102	895	47	319	183	1,227	1,410	40	546	116

STAFF AND SCHOOL STATISTICS

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APPENDIX A

STAFF (1st January 1954)

SUPERINTENDENT-GENERAL OF EDUCATION	J. G. Meiring, B.Sc., B.Ed., Ph.D.
Professional Assistant .. .. .	P. J. van der Walt, B.A.
Secretary .. .. .	J. H. Bonthuys, B.Com.
Assistant Secretary .. .. .	S. K. Lotz, B.Com.
Chief Clerks .. .. .	K. B. Powell. J. F. Lighton. G. W. Meister, B.A.
<i>Examinations Branch</i>	
Examinations Officer .. .. .	S. Ravenscroft.
Principal Clerk .. .. .	G. R. Obree, B.A.
Senior Clerk .. .. .	J. A. le Roux.
<i>Publications and Statistics Section</i>	
Principal Clerk .. .. .	E. J. S. Birch, B.A.
Senior Clerk .. .. .	J. M. Steenkamp, B.A.
<i>Boarding and Conveyance Section</i>	
Principal Clerk .. .. .	N. F. P. Keyser.
Senior Clerk .. .. .	P. J. le Roux.
Senior Clerk .. .. .	B. H. T. Heydenrych.
<i>European Schools Section</i>	
Principal Clerk .. .. .	A. K. Toerien.
Senior Clerk .. .. .	P. J. le Grange.
Senior Clerk .. .. .	D. H. Morries.
<i>Coloured Schools Section</i>	
Principal Clerk .. .. .	J. de Villiers.
Senior Clerk .. .. .	M. A. Kruger.
<i>Native Schools Section</i>	
Principal Clerk .. .. .	W. J. McDowell.
Senior Clerk .. .. .	W. N. Galloway.
<i>Buildings and Requisites Section</i>	
Senior Clerk .. .. .	A. C. T. Bluhm.
<i>Staff and General Section</i>	
Senior Clerk .. .. .	J. V. Kennard.
CHIEF INSPECTORS OF SCHOOLS.	
	F. P. Stander, B.A., Ph.D.
	D. J. Liebenberg, M.A., B.Ed.
CHIEF MEDICAL INSPECTOR OF SCHOOLS .. .. .	
	L. van D. Cilliers, M.D.
TRANSLATOR .. .. .	
	S. J. B. du Toit (Temporary).
ORGANISER OF SCHOOL BROADCASTING .. .. .	
	J. D. Möhr, B.Sc.
INSPECTORS OF SCHOOLS	
	I. J. M. Archer, M.Sc.: <i>Gordonia No. 1, Kenhardt (H.Q. Upington).</i>
	W. E. Barker, M.Sc.: <i>Libode, Ngqeleni, Port St. John's, Tsolo (H.Q. Umtata).</i>
	P. B. A. Beukes, B.Sc., B.Ed.: <i>Beaufort West, Fraserburg, Laingsburg, Loxton, Murraysburg, Prince Albert, Willowmore (H.Q. Beaufort West).</i>



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 G. W. Caley, B.A.: *Engcobo, Nqamakwe (H.Q. Engcobo).*  
 W. B. Caley, B.A.: *Butterworth, Kentani, Willowvale, (H.Q. Butterworth).*  
 G. H. P. de Bruin, B.A.: *Mossel Bay, George (H.Q. George).*  
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 J. W. Macquarrie, B.A.: *Fort Beaufort, Kingwilliamstown No. 2, Stockenström, Victoria East (H.Q. Alice).*  
 T. F. T. Malherbe, M.A., M.Sc.: *Headquarters Circuit (Cape Division No. 1).*  
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 D. J. Rossouw, B.A., B.Com.: *Mafeking, Vryburg No. 1 (H.Q. Vryburg).*  
 P. J. Rossouw, B.A.: *Paarl, Stellenbosch No. 1, Franschhoek (H.Q. Paarl).*  
 E. L. G. Schnell, M.A., B.Ed., Ph.D.: *Albany, Bathurst, Bedford, Peddie (H.Q. Grahamstown).*  
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 G. W. Sneesby, B.Sc.: *Matatiele, Mt. Fletcher (H.Q. Matatiele).*  
 S. S. Stone, B.A.: *Bizana, Lusikisiki, Mt. Ayliff, Tabankulu (H.Q. Kokstad).*  
 S. Theron, B.Sc.: *Gordonia No. 2, Prieska, Hay, Kuruman (H.Q. Prieska).*  
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 C. R. Venter, B.Sc., M.Ed.: *Barrydale, Bredasdorp, Swellendam, Heidelberg, Montagu (H.Q. Swellendam).*  
 A. Vlok, B.A.: *Worcester, Robertson (H.Q. Worcester).*  
 E. J. Watkinson, B.A., M.Ed.: *Mount Frere, Qumbu (H.Q. Mount Frere).*  
 M. M. Wiggert, B.Sc.: *Headquarters Circuit (Cape Division No. 3).*  
 Vacant: *Vaalherts, Vryburg No. 2, Barkly West, Herbert.*  
 Vacant: *Aliwal North, Lady Grey, Herschel, Albert, Venterstad.*  
 Vacant: *Maclear, Elliot, Indwe, Xalanga, Wodehouse, Barkly East.*

RELIEVING INSPECTOR OF SCHOOLS  
 N. B. Dreyer, B.A.: *H.Q. Worcester.*  
 H. Liebenberg, M.A.: *H.Q. Stellenbosch.*

INSPECTORS OF SCHOOL BOARDING HOUSES  
 H. H. Nel, B.A.  
 J. A. Stofberg, B.A., B.Ed.  
 Vacant.

INSPECTORS OF SPECIAL SUBJECTS  
*Agriculture*  
 S. J. G. Hofmeyr, M.Sc., Ph.D.

*Agricultural Education*  
 A. L. van der Plank.

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

*Drawing and Art*  
 L. B. J. van Rensburg.  
 Vacant.

*Infant School Method*  
 Miss S. I. la Grange.  
 Miss A. S. Scholtz.

*Manual Training*  
 J. J. Brand: *Western Districts.*  
 P. J. Heyns: *Midland Districts.*  
 J. van der Spuy Uys, B.A., B.Ed.: *Eastern Districts.*

*Needlework*  
 Miss C. H. Britz: *Midland Districts.*  
 Miss W. A. Louw: *Western Districts.*  
 Miss H. M. C. Maas: *Western Districts.*  
 Miss R. C. Mostert: *Eastern Districts.*

*Needlework and Domestic Science*  
 Miss J. Barbour: *Southern Transkei.*  
 Miss M. J. Charter: *Ciskei.*  
 Miss D. Eckhardt: *Northern Districts.*  
 Miss A. M. Wood: *Northern Transkei.*

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

*Music*  
 Miss H. S. Anders: *Eastern Districts.*  
 I. D. M. Condie, L.R.A.M., A.R.C.M., L.U.C.T., U.P.L.M.: *Midland Districts.*  
 J. MacLachlan, L.R.A.M.: *Western Districts.*

*Native Handwork*  
 Vacant.

MEDICAL INSPECTORS OF SCHOOLS

A. H. Bischoff, M.B., Ch.B., D.C.H.  
T. S. Daniels, M.R.C.S., L.R.C.P.  
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.  
M. A. Lombard, M.B., Ch.B., D.P.H.  
M. S. Marchand, M.B., Ch.B.  
M. Sheehan, M.B., Ch.B.  
N. van der Merwe, M.B., Ch.B.  
R. J. van der Spuy, M.B., Ch.B.  
Vacant.

*Dental Inspectors of Schools*

J. A. Becker, L.D.S., R.C.S.  
B. S. E. Roux, L.D.S.  
M. Braun, B.A. (Hons.), L.D.S., R.C.S. (Eng.) (Temporary).

*Dietitians*

Miss J. A. S. du Plessis: *Western Districts.*  
Miss H. H. Robertson: *Eastern Districts.*  
Vacant: *Midland Districts.*

SCHOOL NURSES

*Chief School Nurse*

Miss C. A. Bestbier.

*School Nurses*

Miss J. H. E. Barnard.  
Miss M. E. Bruwer.  
Mrs. A. V. R. Buchanan (Temporary).  
Miss A. S. L. de Beer.  
Miss H. A. de Kock.  
Miss S. H. de Wet.  
Miss P. Erasmus.  
Miss M. M. Ferreira.  
Miss A. J. E. Hoencamp.  
Miss A. M. Kirby.  
Miss E. A. Kromberg.  
Miss H. J. Lambrechts.  
Miss A. E. Laubscher.  
Mrs. M. C. McMillan (Temporary).  
Mrs. G. G. Naude (Temporary).  
Mrs. J. D. J. Oosthuizen.  
Miss H. Prins.  
Miss E. S. Ras.  
Miss J. S. Roelofse.  
Miss S. J. Röhm.  
Miss M. R. Sargent.  
Miss E. C. Schoeman.  
Miss D. R. Schooling.  
Miss J. E. M. Schultz.  
Miss E. M. Simmons.  
Miss A. J. J. Smuts.  
Mrs. J. M. Snell.  
Miss H. D. van Eeden.

MISS H. T. van Jaarsveld.  
Miss A. J. M. F. van Zyl.  
Miss G. M. P. van Zyl.  
Miss A. F. Wainwright.  
Miss A. H. Wyrdeeman.  
Six vacant posts.

DEPARTMENTAL PSYCHOLOGIST

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

INSPECTORS OF SPECIAL CLASSES AND SCHOOL GUIDANCE

A. Clark, B.A.: *Cape Peninsula.*  
I. J. du Plessis, B.A.: *North Eastern Districts.*  
N. J. Heyns, B.A., D.Ed.: *Midland Districts.*  
F. J. Loots, M.A.: *Eastern Districts.*  
Miss M. J. M. Marais, B.A.: *Cape Peninsula.*  
P. van A. van der Spuy, B.Ed., B.Sc.: *Western Districts.*

LECTURERS IN SOCIAL HYGIENE

Mrs. M. E. Duguid, M.A.  
Vacant.

ORGANISER OF HARD-OF-HEARING AND SPEECH DEFECTIVE WORK

Mrs. M. S. Kihn.

INSTRUCTORS IN RELIGIOUS INSTRUCTION

J. H. Barnard, B.A. (Temporary).  
Mrs. A. E. M. Thurlbeck, B.A. (Temporary).

APPENDIX B

NEW SCHOOL BUILDINGS AND ADDITIONS

Division	School	Nature of Work
<i>Completed during 1952</i>		
Cape, Ashley Street ..	Coloured Primary .. ..	.. Additions
.. Athlone Central	Coloured Primary .. ..	.. Additions
.. Athlone ..	Coloured High .. ..	.. Additions
.. Crawford ..	Primary .. ..	.. Additions
.. Jan van Riebeeck ..	High: Welgemeend Street ..	.. Alterations, etc.
.. Lansdowne ..	High .. ..	.. Additions
.. Southfield ..	Primary .. ..	.. Additions
.. Ysterplaat ..	Preparatory .. ..	.. Additions
Ceres ..	Boy Muller Primary .. ..	.. New Building
Clanwilliam ..	Lambert's Bay Primary .. ..	.. Additions
Colesberg ..	Noupoort High .. ..	.. Additions
East London ..	Orange Grove Primary .. ..	.. Additions
.. ..	Selbourne College .. ..	.. Additions
.. ..	W.T. Welsh Native High ..	.. Additions
Fort Beaufort ..	Lower Blinkwater Primary ..	.. New Building
George ..	George Preparatory .. ..	.. New Building
Gordonia ..	Joubert Primary .. ..	.. Additions
Graaff-Reinet ..	Volks Primary .. ..	.. Additions
Hay ..	Postmasburg High .. ..	.. Additions
Humansdorp ..	Humansdorp High .. ..	.. Additions
.. ..	Stulting Primary .. ..	.. Additions
Kakamas ..	Martin Oosthuizen High ..	.. Additions
.. ..	Oranjedal Primary .. ..	.. Additions
Kimberley ..	Vooruitsig Primary (Previously Newton House) .. ..	.. New Building
Knysna ..	Gouna Primary .. ..	.. New Building
Kuruman ..	Kuruman Primary .. ..	.. Additions
Komgha ..	Kei Mouth Primary .. ..	.. New Building
Parow ..	Parow High School .. ..	.. Additions
.. ..	Parow Primary .. ..	.. Additions
Port Elizabeth ..	Grey Boys' Junior .. ..	.. Additions
.. ..	Victoria Park High .. ..	.. Additions
Queenstown ..	Girls' High School .. ..	.. Additions
Stellenbosch ..	Hendrik Louw Primary .. ..	.. Additions
.. ..	Hottentots Holland High ..	.. Additions
Stockenström ..	Balfour-Katberg Secondary ..	.. New Building
Swellendam ..	High and Primary Schools ..	.. Additions
Uitenhage ..	Despatch High .. ..	.. Additions
.. ..	Innes Primary .. ..	.. New Building
.. ..	Muir College Boys' High ..	.. New Preparatory Block
Victoria East ..	Alice Coloured Primary .. ..	.. Music Room
Wellington ..	Training College .. ..	.. Music Room
<i>Completed during 1953</i>		
Albany ..	Victoria Girls' High .. ..	.. Additions
Albert ..	Burgersdorp Preparatory .. ..	.. Additions
Cape ..	Pinelands Primary .. ..	.. School Hall
.. ..	King's Road Primary .. ..	.. Additions
East London ..	Girls' Primary .. ..	.. Additions
Parow ..	Parow North Primary .. ..	.. Additions
Port Elizabeth ..	Cillie High .. ..	.. Additions
Riversdale ..	Albertinia High .. ..	.. Additions

APPENDIX C

PARLIAMENTARY GRANTS OF SCHOOL SITES

School Board	Name of School	Extent		
		Morgen	Sq. Rds.	Sq. Ft.
<i>During 1952</i>				
Gordonia ..	Groblershoop Primary	1·2276	—	—
Gordonia ..	Keimoes High ..	1·9778	—	—
Queenstown ..	Hangklip High ..	3·8124	—	—
<i>During 1953</i>				
Beaufort West	Hillside Preparatory ..	2·0438	—	—
Caledon ..	Genadendal Coloured High .. ..	8·7970	—	—
Fort Beaufort	Fort Beaufort Second- ary .. ..	—	78	18
Gordonia ..	Groblershoop High ..	6	—	67,840
Kakamas ..	Pofadder Secondary ..	1·0419	—	—
Mount Fletcher ..	Mount Fletcher Primary .. ..	1·5693	—	—
Paarl ..	Lawrentia Primary ..	—	—	78,783
Stellenbosch ..	Wimbledon Primary ..	5	—	—
Vanrhynsdorp	Papendorp Primary ..	2·1545	—	—

## GRANTS OF LAND FOR EDUCATIONAL PURPOSES

## APPENDIX D

GRANTS OF SCHOOL SITES MADE UNDER THE TOWNSHIPS  
ORDINANCE

School Board	Place	Extent		
		Morgen	Sq. Rds.	Sq. Ft.
<i>During 1952</i>				
Albert ..	Burgersdorp Township Extension 2 ..	2.1229	—	—
Bizana ..	Bizana Township Extension 1 ..	—	—	45,000
Cape ..	Lakeside Township Extension 1 ..	1.4499	—	—
Cape ..	Hohenhort Township	2.5129	—	—
Parow ..	Durbanville Township Extension 2 ..	2.0261	—	—
Port Elizabeth	Parsons Hill Township Extension 1 ..	1.9088	—	—
Riversdale ..	Stilbaai Township Extension 1 ..	—	—	65,517
Stellenbosch ..	Pearl Rise Township	—	589	9
Stellenbosch ..	Briza Township	—	—	78,614
Stellenbosch ..	Helena Heights Township ..	2.4705	—	—
<i>During 1953</i>				
Bredasdorp ..	Pearly Beach ..	3.4722	—	—
Cape ..	Pinelands Extensions 5-8 ..	2.3503	—	—
Cape ..	Flintdale ..	1.0103	—	—
East London	Gonubie Park ..	2.0668	—	—
East London	Summerpride ..	3.3848	—	—
Komgha ..	Extension 2 ..	4.1624	—	—
Parow ..	Thalman Garden ..	1.9948	—	—
Piketberg ..	Laaiplek ..	—	—	80,319
Queenstown ..	Extension 6 ..	4.8620	—	—
Stellenbosch ..	Westridge ..	2.7072	—	—
Stellenbosch ..	Zeezicht ..	1.1004	—	—
Stellenbosch ..	Dalsig ..	1.9843	—	—

School Board	Name of School /Institution	Extent			Donor
		Morgen	Square Roods	Square Feet	
<i>During 1952</i>					
Caledon ..	Caledon High	1.1084	—	—	Municipality
De Aar ..	De Aar High and Primary	1	296	128	Municipality
Garies ..	Garies High ..	—	—	31,869	J. C. Lategan (D.R. Church)
Kimberley ..	Floors Coloured Primary	3.8337	—	—	Municipality
Kuruman ..	van Zylsrust .. Good Hope Hostel	6.007	—	—	D.R. Church
Laingsburg ..	Laingsburg Good Hope Hostel	—	—	37,000	D.R. Church
Piketberg ..	Redelinghuys Secondary	1	181	36	D.R. Church
Robertson ..	High and Primary	1	75	—	Municipality
Swellendam	Buffeljagtsrivier Primary	—	—	30,406	H. C. Steyn
<i>During 1953</i>					
Albany ..	Manley's Flat Primary	1	—	—	O. G. & H. A. Mountford
Alexandria ..	Patterson Primary Boarding Department	2	—	—	D.R. Church
Barkly West	Good Hope Boarding Department	5.1483	—	—	Municipality
Barkly West	Barkly West Coloured Primary	1.4888	—	—	Municipality
Cape ..	Site at Milner-ton	—	—	12,015	Local Board
Clanwilliam	Citrusdal High	—	—	43,913	D.R. Church
Clanwilliam	Graafwater Boarding Department	1.6244	—	—	D.R. Church
Garies ..	High School Boarding Department	—	67	13,671	D.R. Church
Gordonia ..	Site for Coloured Schools	7.9278	—	—	Municipality
Hopefield ..	Vredenburg Good Hope Boarding Department	1.2026	—	—	D.R. Church
Humansdorp	Sanddrift Primary	4.0002	—	—	D.R. Church
Kimberley ..	Vooruitsig Primary	3.8546	—	—	Municipality
Maraisburg	Hofmeyr High	7.8438	—	—	Municipality
Vryburg ..	Watersend Primary and Boarding Department	50	—	—	D. C. P. de Villiers
Wellington ..	Coloured Primary	12	—	—	Municipality

## PROPERTIES PURCHASED

School Board	Name of School /Institution	Extent			Purchase Price
		Morgen	Square Roods	Square Feet	
<i>During 1952</i>					
Albany ..	Grahamstown Coloured Primary	—	597	102	£ 1,550
Albany ..	Victoria Girls' High	—	89	62	5,000
Cape ..	Wetton Primary ..	—	434	4	2,500
Cape ..	Ysterplaat Secondary	—	—	14,850	900
Cape ..	Bergvliet Primary ..	—	—	5,289	Exchange
Cape ..	Bergvliet Primary ..	—	—	62,569	do.
Cape ..	Jan van Riebeeck High .. ..	—	148	2080·89 sq. ins.	22,500
Cape ..	Wetton Primary ..	—	452	98	4,425
Cape ..	Wetton Primary ..	—	520	120	3,300
Cape ..	South African College (Newlands) Lot 2	—	—	34,780	5,000
Cape ..	South African College (Newlands) Lot 3	1·0322	—	—	
Cape ..	Diep River Primary	—	152	120	1,425
Cape ..	Newlands/Claremont Area Secondary	3·2566	—	—	40,000
Cape ..	Silverlea Coloured Primary	1·9509	—	—	1s.
Cape ..	Ysterplaat Secondary	1·4223	—	—	5,500
Carnarvon ..	van Wyksvlei Secondary ..	—	—	15,000	300
De Aar ..	De Aar High ..	—	400	—	4,950
East London ..	Cambridge Junior ..	1·8210	—	—	1
Gordonia ..	Upington ..	—	65	10·24	250
Graaff-Reinet	Unie High .. ..	2·9996	—	—	4,500
		—	159	128	
Humansdorp	Stulting Primary ..	—	208	48	4,500
Knysna ..	Leeubosch Primary	—	—	45,778	14
Malmesbury	Dirkie Uys Preparatory .. ..	—	—	46,205	600
Malmesbury	Riebeeck West Secondary .. ..	—	—	60,548	1
Mt. Currie ..	Frank de Villiers Native Training School .. ..	690 81·1353	—	49,239	20,000
Oudtshoorn	Oudtshoorn Boys' High .. ..	1	580	83	
Oudtshoorn	Oudtshoorn Boys' High .. ..	—	—	15,121	700
Oudtshoorn	Oudtshoorn Boys' High .. ..	—	285	60	1,500
Paarl ..	Klippiessdal Coloured .. ..	4	—	—	4,000
Paarl ..	Boys' Primary ..	—	—	74,491	Exchange
Parow ..	Kuilsrivier Coloured Primary .. ..	1·6298	—	—	8,000

## PROPERTIES PURCHASED

School Board	Name of School /Institution	Extent			Purchase Price
		Morgen	Square Roods	Square Feet	
<i>During 1952</i>					
Parow ..	Norwood Central Coloured Primary	—	277	112	875
Parow ..	Elsies River Coloured Primary	—	—	5,000	178
Parow ..	Tiervlei Coloured Primary .. ..	1·4070	—	—	1,150
Parow ..	Vasco Coloured Secondary .. ..	—	34	104	1,500
Parow ..	Norwood Coloured Primary .. ..	—	138	128	520
Parow ..	Florida Coloured Primary .. ..	—	277	148	6,650
Parow ..	Elsies River Coloured Primary	—	—	5,000	150
Parow ..	Parow East Preparatory ..	—	—	60,100	2,600
Parow ..	Vasco Coloured Secondary .. ..	—	34	104	175
Parow ..	Vasco Coloured Secondary .. ..	—	34	104	800
Parow ..	Vasco Coloured Secondary .. ..	—	34	104	175
Parow ..	Vasco Coloured Secondary .. ..	—	69	64	350
Parow ..	Bellville High ..	5	—	42,344	12,000
Parow ..	Vasco Coloured Secondary .. ..	—	34	104	350
Parow ..	Vasco Coloured Secondary .. ..	—	34	104	500
Parow ..	Tiger Valley Preparatory ..	—	—	6,890	350
Piketberg ..	Piketberg Preparatory ..	1·4014	—	—	1,500
Stellenbosch	Hottentots-Holland Coloured Secondary	—	560	86	1,000
Stellenbosch	Hendrik Louw Primary .. ..	2	466	96	15,000
Swellendam	Bonnievale High ..	—	555	184	7,000
Uitenhage ..	Coloured Primary ..	7·7646	—	—	1
Wellington ..	Pauw Memorial Coloured Primary	—	—	53,273	10,000
<i>During 1953</i>					
Cape ..	Newlands Coloured Primary .. ..	—	—	8,861	1
Cape ..	Athlone North Coloured Primary	2	—	—	2s.
Cape ..	Grassy Park Coloured Primary	—	862	72	500
Cape ..	Steenberg Coloured Primary	1·8873	—	—	1
Cape ..	Wynberg Boys' High	—	—	11,817	1,500
Cape ..	Athlone Coloured Primary	1·9343	—	—	1s.
Cape ..	Golden Grove Primary .. ..	2·2593	—	—	12,500
Cape ..	Norma Road Coloured Primary	2·5310	—	—	1s.
Cape ..	Sites at Milnerton ..	—	89	64	5,110
Cape ..	South African College .. ..	±10	—	—	35,000

## APPENDIX F (Continued)

## PROPERTIES PURCHASED

School Board	Name of School /Institution	Extent			Purchase Price
		Morgen	Square Roods	Square Feet	
Cape ..	South African College .. ..	±1.3	—	—	5,000
Ceres ..	Charlie Hofmeyr High .. ..	—	—	76,605	1
Clanwilliam	Citrusdal High .. ..	1.0738	—	—	Exchange
Cradock ..	Rockland Girls' High Boarding Department .. ..	—	192	458	3,500
East London	Athlone Primary .. ..	—	—	118,060	1,000
East London	Umdanzani Primary .. ..	—	—	13,173	200
East London	Cambridge High .. ..	12.3918	—	—	1
Engcobo ..	High School Boarding Department .. ..	—	276	256	2,000
Graaff-Reinet	Volks High .. ..	—	1,133	142	6,950
King	De Vos Malan Hostel	66	—	—	2,500
Williamstown		poles			
Middelburg	Middelburg High .. ..	1.7946	—	—	1
Mosselbay ..	Point High .. ..	—	—	5,173	2,200
Paarl ..	Training College .. ..	—	—	24,375	6,300
Paarl ..	Coloured High (Athlone) .. ..	1	923	416	37,000
Paarl ..	Kraaifontein Sec. .. ..	—	—	80,000	1,360
Paarl ..	Kraaifontein Sec. .. ..	—	—	10,000	175
Paarl ..	Kraaifontein Sec. .. ..	—	—	40,000	710
Parow ..	Vasco Coloured Primary .. ..	—	34	104	200
Parow ..	Parow High No. 2 .. ..	3.0358	—	—	9,530
Parow ..	Parow High No. 2 .. ..	1.8337	—	—	2,800
Parow ..	Tiger Valley Prep. .. ..	—	—	80,890	2,925
Parow ..	Tiger Valley Prim. No. 2 .. ..	3	262	955	3,159
Parow ..	Vasco Coloured Secondary .. ..	—	68	208	329
Somerset East	Gill College .. ..	—	970	349	5,000
Stellenbosch	Somerset West Col. Sec. .. ..	—	312	40,347	800
Uitenhage ..	Jordan Primary .. ..	1.3044	—	—	1
Vanrhynsdorp	Vanrhynsdorp High .. ..	—	—	47,375	300
Vanrhynsdorp	Vredendal High .. ..	4	—	—	300

## APPENDIX G

## NOTARIAL LEASES FOR NATIVE SCHOOLS

School Board	School	Extent	Period of Lease
<i>During 1952</i>			
Nil .. ..	—	—	—
<i>During 1953</i>			
Uitenhage ..	Kabah Secondary .. ..	3.3227 morgen	—
Uitenhage ..	Kabah Primary .. ..	2.8413 morgen	—

## NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS ON 30th SEPTEMBER, 1952

103

	Training Institutions		Schools								Total Sept., 1952	Total Sept., 1951	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards ..	4	—	177	—	57	887	8	21	—	—	1,154	1,183	-29
Church Schools .. ..	1	—	—	—	—	28	—	—	—	—	29	29	—
Other Schools .. ..	2	—	4	3	1	31	—	1	—	—	42	42	—
Total September, 1952 ..	7	—	181	3	58	946	8	22	—	—	1,225	—	—
Total September, 1951 ..	7	—	181	3	57	976	9	21	—	—	—	1,254	—
Difference .. .. .	—	—	—	—	+1	-30	-1	+1	—	—	—	—	-29
<i>Coloured:</i>													
Under School Boards ..	1	1	14	—	17	80	7	—	14	—	134	122	+12
Other Schools .. ..	—	8	—	—	—	4	2	22	2	1,019	1,057	1,039	+18
Total September, 1952 ..	1	9	14	—	17	84	9	22	16	1,019	1,191	—	—
Total September, 1951 ..	1	8	13	—	14	78	8	19	17	1,003	—	1,161	—
Difference .. .. .	—	+1	+1	—	+3	+6	+1	+3	-1	+16	—	—	+30

## NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS ON 30th SEPTEMBER, 1952

104

	Training Institutions		Schools								Total Sept., 1952	Total Sept., 1951	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Native:</i>													
Under School Boards ..	—	2	5	—	10	18	3	—	—	—	38	35	+3
Other Schools ..	—	14	9	—	40	20	—	—	5	2,289	2,377	2,306	+71
Total September, 1952 ..	—	16	14	—	50	38	3	—	5	2,289	2,415	—	—
Total September, 1951 ..	—	16	14	—	45	34	3	—	6	2,223	—	2,341	—
Difference ..	—	—	—	—	+5	+4	—	—	-1	+66	—	—	+74
Total European, Coloured and Native, 1952 ..	8	25	209	3	125	1,068	20	44	21	3,308	4,831	—	+75
Total European, Coloured and Native, 1951 ..	8	24	208	3	116	1,088	20	40	23	3,226	—	4,756	—

## SUMMARY

	September, 1952	September, 1951	Difference
European Schools .. .. .	1,225	1,254	-29
Coloured Schools .. .. .	1,191	1,161	+30
Native Schools .. .. .	2,415	2,341	+74
Total .. .. .	<u>4,831</u>	<u>4,756</u>	<u>+75</u>

## NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS ON 30th SEPTEMBER, 1953

105

	Training Institutions		Schools								Total Sept., 1953	Total Sept., 1952	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards ..	4	—	181	—	58	869	8	21	—	—	1,141	1,154	-13
Church Schools .. ..	1	—	—	—	—	28	—	—	—	—	29	29	—
Other Schools .. ..	2	—	5	3	1	31	—	1	—	—	43	42	+1
Total September, 1953 ..	7	—	186	3	59	928	8	22	—	—	1,213	—	—
Total September, 1952 ..	7	—	181	3	58	946	8	22	—	—	—	1,225	—
Difference .. .. .	—	—	+5	—	+1	-18	—	—	—	—	—	—	-12
<i>Coloured:</i>													
Under School Boards ..	1	1	18	—	15	85	7	—	14	—	141	134	+7
Other Schools .. ..	—	8	—	—	—	5	2	23	2	1,036	1,076	1,057	+19
Total September, 1953 ..	1	9	18	—	15	90	9	23	16	1,036	1,217	—	—
Total September, 1952 ..	1	9	14	—	17	84	9	22	16	1,019	—	1,191	—
Difference .. .. .	—	—	+4	—	-2	+6	—	+1	—	+17	—	—	+26



## NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS ON 30th SEPTEMBER, 1953

	Training Institutions		Schools								Total Sept., 1953	Total Sept., 1952	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Native:</i>													
Under School Boards ..	—	1	4	—	11	20	4	—	—	—	40	38	+2
Other Schools .. ..	—	14	9	—	40	21	—	—	6	2,337	2,427	2,377	+50
Total September, 1953 ..	—	15	13	—	51	41	4	—	6	2,337	2,467	—	—
Total September, 1952 ..	—	16	14	—	50	38	3	—	5	2,289	—	2,415	—
Difference .. .. .	—	-1	-1	—	+1	+3	+1	—	+1	+48	—	—	+52
Total European, Coloured and Native, 1953 ..	8	24	217	3	125	1,059	21	45	22	3,373	4,897	—	+66
Total European, Coloured and Native, 1952 ..	8	25	209	3	125	1,068	20	44	21	3,308	—	4,831	—

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## SUMMARY

	September, 1953	September, 1952	Difference
European Schools .. .. .	1,213	1,225	-12
Coloured Schools .. .. .	1,217	1,191	+26
Native Schools .. .. .	2,467	2,415	+52
Total .. .. .	<u>4,897</u>	<u>4,831</u>	<u>+66</u>

## AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1952, ARRANGED ACCORDING TO TYPE OF SCHOOL

	Training Institutions		Schools								Total Sept., 1952	Total Sept., 1951	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards ..	547	—	60,563	—	9,957	93,588	109	149	—	—	164,913	161,045	+3,868
Church Schools .. ..	202	—	—	—	—	4,752	—	—	—	—	4,954	4,921	+33
Other Schools .. .. .	367	—	1,454	278	116	3,550	—	7	—	—	5,772	5,694	+78
Total September, 1952 ..	1,116	—	62,017	278	10,073	101,890	109	156	—	—	175,639	—	—
Total September, 1951 ..	1,105	—	59,624	230	10,231	100,085	224	161	—	—	—	171,660	—
Difference .. .. .	+11	—	+2,393	+48	-158	+1,805	-115	-5	—	—	—	—	+3,979
<i>Coloured:</i>													
Under School Boards ..	228	49	4,256	—	2,202	29,076	200	—	965	—	36,976	33,187	+3,789
Other Schools .. .. .	—	946	—	—	—	1,021	93	405	96	154,857*	157,418	155,133	+2,285
Total September, 1952 ..	228	995	4,256	—	2,202	30,097	293	405	1,061	154,857*	194,394	—	—
Total September, 1951 ..	206	831	4,015	—	1,356	27,354	239	363	1,223	152,733**	—	188,320	—
Difference .. .. .	+22	+164	+241	—	+846	+2,743	+54	+42	-162	+2,124	—	—	+6,074

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## AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1952, ARRANGED ACCORDING TO TYPE OF SCHOOL

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	Training Institutions		Schools								Total Sept., 1952	Total Sept., 1951	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Native:</i>													
Under School Boards ..	—	196	1,769	—	1,472	7,985	49	—	—	—	11,471	10,436	+1,035
Other Schools ..	—	2,115	2,138	—	4,884	1,297	—	—	326	281,385†	292,145	278,511	+13,634
Total September, 1952 ..	—	2,311	3,907	—	6,356	9,282	49	—	326	281,385	303,616	—	—
Total September, 1951 ..	—	2,151	4,131	—	5,481	7,710	56	—	326	269,092††	—	288,947	—
Difference ..	—	+160	-224	—	+875	+1,572	-7	—	—	+12,293	—	—	+14,669
Total European, Coloured and Native Pupils, 1952 ..	1,344	3,306	70,180	278	18,631	141,269	451	561	1,387	436,242	673,649	—	+24,722
Total European, Coloured and Native Pupils, 1951 ..	1,311	2,982	67,770	230	17,068	135,149	519	524	1,549	421,825	—	648,927	—

## SUMMARY

	September, 1952	September, 1951	Difference
European Pupils .. .. .	175,639	171,660	+3,979
Coloured Pupils .. .. .	194,394	188,320	+6,074
Native Pupils .. .. .	303,616	288,947	+14,669
Total .. .. .	<u>673,649</u>	<u>648,927</u>	<u>+24,722</u>

\*Including 742 pupils in Higher Primary Departments and 1,336 pupils in Secondary Departments.

\*\*Including 708 pupils in Higher Primary Departments and 1,378 pupils in Secondary Departments.

†Including 90 pupils in Secondary Department.

††Including 86 pupils in Secondary Department.

## APPENDIX I

## AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1953, ARRANGED ACCORDING TO TYPE OF SCHOOL

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	Training Institutions		Schools								Total Sept., 1953	Total Sept., 1952	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards ..	666	—	64,796	—	10,463	92,935	122	145	—	—	169,127	164,913	+4,214
Church Schools ..	193	—	—	—	—	4,760	—	—	—	—	4,953	4,954	-1
Other Schools ..	388	—	1,839	282	110	3,417	—	5	—	—	6,041	5,772	+269
Total September, 1953 ..	1,247	—	66,635	282	10,573	101,112	122	150	—	—	180,121	—	—
Total September, 1952 ..	1,116	—	62,017	278	10,073	101,890	109	156	—	—	—	175,639	—
Difference ..	+131	—	+4,618	+4	+500	-778	+13	-6	—	—	—	—	+4,482
<i>Coloured:</i>													
Under School Boards ..	217	112	5,500	—	1,716	31,638	216	—	920	—	40,319	36,976	+3,343
Other Schools ..	—	969	—	—	—	1,209	97	487	65	157,177*	160,004	157,418	+2,586
Total September, 1953 ..	217	1,081	5,500	—	1,716	32,847	313	487	985	157,177*	200,323	—	—
Total September, 1952 ..	228	995	4,256	—	2,202	30,097	293	405	1,061	154,857**	—	194,394	—
Difference ..	-11	+86	+1,244	—	-486	+2,750	+20	+82	-76	+2,320	—	—	+5,929

## APPENDIX I (Continued)

## AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1953, ARRANGED ACCORDING TO TYPE OF SCHOOL

	Training Institutions		Schools								Total Sept., 1953	Total Sept., 1952	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>Native:</i>													
Under School Boards ..	—	55	1,594	—	1,803	9,137	67	—	—	—	12,656	11,471	+1,185
Other Schools .. ..	—	2,395	2,004	—	5,164	1,414	—	—	263	291,606†	302,846	292,145	+10,701
Total September, 1953 ..	—	2,450	3,598	—	6,967	10,551	67	—	263	291,606	315,502	—	—
Total September, 1952 ..	—	2,311	3,907	—	6,356	9,282	49	—	326	281,385††	—	303,616	—
Difference .. .. .	—	+139	-309	—	+611	+1,269	+18	—	-63	+10,221	—	—	+11,886
Total European, Coloured and Native Pupils, 1953..	1,464	3,531	75,733	282	19,256	144,510	502	637	1,248	448,783	695,946	—	+22,297
Total European, Coloured and Native Pupils, 1952..	1,344	3,306	70,180	278	18,631	141,269	451	561	1,387	436,242	—	673,649	—

## SUMMARY

	September, 1953	September, 1952	Difference
European Pupils .. .. .	180,121	175,639	+4,482
Coloured Pupils .. .. .	200,323	194,394	+5,929
Native Pupils .. .. .	315,502	303,616	+11,886
Total .. .. .	<u>695,946</u>	<u>673,649</u>	<u>+22,297</u>

\*Including 492 pupils in Higher Primary Departments and 1,107 pupils in Secondary Departments.

\*\*Including 742 pupils in Higher Primary Departments and 1,336 pupils in Secondary Departments.

†Including 106 pupils in Secondary Department.

††Including 90 pupils in Secondary Department.

## APPENDIX J

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

Pupils in	Average Attendance			Percentage Attendance		
	1953	1952	1951	1953	1952	1951
European Schools	169,101	165,031	159,736	94·1	94·2	93·3
Coloured Schools	178,691	172,231	165,738	89·2	88·7	88·0
Native Schools	269,673	258,196	243,904	85·6	85·7	85·5

## APPENDIX K

## I.—DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1942 TO 1953

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1942	15,558	10,972	8,020	4,611	4,092
1943	15,398	11,389	8,275	4,840	3,975
1944	15,189	11,807	8,571	5,022	4,124
1945	14,897	11,467	8,624	5,347	4,187
1946	14,507	11,161	8,451	5,312	4,517
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

## II.—PERCENTAGE DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1942 TO 1953

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1942	100	71	51	29	26
1943	100	73	54	31	25
1944	100	77	56	33	26
1945	100	75	56	34	27
1946	100	74	55	34	29
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

## APPENDIX L

DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL AND FARM SCHOOLS AS ON 3rd JUNE, 1952, 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	Special classes for Back-ward Children	Std. VII	Std. VIII	Std. IX	Std. X		
Under 6 years .. ..	2,112	10	—	—	—	—	—	—	—	—	—	—	—	2,122	1.2
6 but not 7 years ..	11,704	2,094	42	—	—	—	—	—	2	—	—	—	—	13,842	7.9
7 " 8 " .. ..	4,015	10,606	2,745	76	—	—	—	—	33	—	—	—	—	17,475	10.0
8 " 9 " .. ..	550	4,102	9,860	2,588	87	—	—	—	85	—	—	—	—	17,272	9.9
9 " 10 " .. ..	73	739	4,531	8,603	2,500	104	2	—	191	—	—	—	—	16,743	9.6
10 " 11 " .. ..	17	102	994	4,558	8,008	2,474	109	1	292	—	—	—	—	16,555	9.5
11 " 12 " .. ..	5	25	201	1,071	4,624	7,355	2,460	119	479	9	1	—	—	16,349	9.4
12 " 13 " .. ..	—	15	47	266	1,465	4,503	6,680	2,634	588	177	1	—	—	16,376	9.4
13 " 14 " .. ..	4	9	14	62	400	1,608	4,253	6,306	763	2,551	141	2	—	16,113	9.3
14 " 15 " .. ..	2	2	5	19	110	477	1,738	4,087	878	5,688	2,214	119	2	15,341	8.8
15 " 16 " .. ..	—	1	2	11	25	122	554	1,827	747	3,838	4,163	1,702	145	13,137	7.6
16 " 17 " .. ..	—	—	—	2	6	12	102	477	210	1,211	2,180	2,383	1,555	8,138	4.7
17 " 18 " .. ..	—	—	—	—	—	3	11	72	46	218	574	844	1,829	3,597	2.1
18 " 19 " .. ..	—	—	—	—	—	—	2	7	8	32	80	165	642	936	0.5
19 and over .. ..	—	—	—	—	—	—	—	1	3	3	12	22	149	190	0.1
Total No. of pupils, 1952	18,482	17,705	18,441	17,256	17,225	16,658	15,911	15,531	4,325	13,727	9,366	5,237	4,322	174,186	100.0
Total No. of pupils, 1951	18,225	17,490	17,741	16,950	17,004	16,004	16,114	15,036	4,427	12,952	8,917	5,114	4,161	170,135	—
Median Age, 1952 ..	6.61	7.64	8.65	9.69	10.75	11.78	12.81	13.79	—	14.73	15.56	16.33	17.25	—	—
*Per cent retarded, 1952	—	—	1.4	2.1	3.1	3.7	4.2	3.6	—	1.8	1.0	0.4	—	—	—
Percentage of Pupils in various Standards, 1952	10.6	10.2	10.6	9.9	9.9	9.6	9.1	8.9	2.5	7.9	5.3	3.0	2.5	—	100.0

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

DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL AND FARM SCHOOLS AS ON 2nd JUNE, 1953, PERCENTAGE RETARDED, ETC.

Age last Birthday	PRIMARY							Special classes for Backward Children	SECONDARY					Total	Percentage
	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 ..	2,104	25	—	—	—	—	—	—	—	—	—	—	—	2,129	1.2
6 but not 7 years ..	13,760	2,641	44	—	—	—	—	1	—	—	—	—	—	16,446	9.2
7 " 8 "	3,868	10,625	2,432	83	—	—	—	20	—	—	—	—	—	17,028	9.6
8 " 9 "	481	3,981	10,416	2,748	88	4	—	63	—	—	—	—	—	17,781	10.0
9 " 10 "	64	657	4,430	9,340	2,592	150	2	150	—	—	—	—	—	17,385	9.8
10 " 11 "	22	77	988	4,344	8,357	2,437	98	293	—	—	—	—	—	16,616	9.3
11 " 12 "	5	21	177	1,096	4,475	7,566	2,400	379	115	1	—	—	—	16,235	9.1
12 " 13 "	1	4	42	255	1,290	4,441	7,008	627	2,295	117	6	1	—	16,087	9.0
13 " 14 "	1	3	20	63	361	1,517	4,378	730	6,345	2,449	161	3	—	16,031	9.0
14 " 15 "	1	2	9	14	96	498	1,774	774	4,046	5,887	2,134	133	2	15,370	8.6
15 " 16 "	—	1	2	6	20	128	567	756	1,839	4,147	4,498	1,738	113	13,815	7.8
16 " 17 "	—	—	—	1	3	15	100	239	435	1,218	2,248	2,491	1,484	8,234	4.6
17 " 18 "	—	—	—	—	1	—	5	32	65	202	576	922	2,058	3,861	2.2
18 " 19 "	—	—	—	—	—	—	2	5	6	22	85	143	671	934	0.5
19 and over ..	—	—	—	—	—	—	—	4	2	5	11	20	113	155	0.1
Total No. of pupils, 1953	20,307	18,037	18,560	17,950	17,283	16,756	16,334	4,073	15,148	14,048	9,719	5,451	4,441	178,107	100.0
Total No. of pupils, 1952	18,482	17,705	18,441	17,256	17,225	16,658	15,911	4,325	15,531	13,727	9,366	5,237	4,322	174,186	—
Median Age, 1953 ..	6.59	7.60	8.65	9.66	10.71	11.76	12.88	—	13.81	14.76	15.57	16.34	17.30	—	—
*Per cent retarded, 1953	—	—	1.3	1.9	2.8	3.8	4.1	—	3.4	1.6	1.0	0.4	—	—	—
Percentage of Pupils in various Standards, 1953	11.4	10.1	10.4	10.1	9.7	9.5	9.1	2.3	8.5	7.9	5.4	3.0	2.6	—	100.0

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

## APPENDIX M

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN  
SCHOOLS ON 3rd JUNE, 1952

Standard	Mainly or Exclus- ively English	Mainly or Exclus- ively Afri- kaans	English and Afri- kaans (more or less equally)	Total		Total number of Pupils
				Boys	Girls	
Sub-Std. A .. ..	5,915	12,318	249	9,676	8,806	18,482
Sub-Std. B .. ..	5,569	11,820	316	9,068	8,637	17,705
Std. I .. ..	5,982	12,079	380	9,466	8,975	18,441
Std. II .. ..	5,444	11,434	378	8,739	8,517	17,256
Std. III .. ..	5,596	11,196	433	8,824	8,401	17,225
Std. IV .. ..	5,432	10,800	426	8,472	8,186	16,658
Std. V .. ..	5,298	10,158	455	8,071	7,840	15,911
Std. VI .. ..	5,278	9,880	373	7,998	7,533	15,531
Std. VII .. ..	4,713	8,790	224	6,940	6,787	13,727
Std. VIII .. ..	3,116	6,048	202	4,743	4,623	9,366
Std. IX .. ..	1,927	3,170	140	2,987	2,250	5,237
Std. X .. ..	1,515	2,680	127	2,383	1,939	4,322
<i>Special Classes:</i> Backward Children	882	3,295	148	2,754	1,571	4,325
Total .. ..	56,667	113,668	3,851	90,121	84,065	174,186

## APPENDIX M

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN  
SCHOOLS ON 2nd JUNE, 1953

Standard	Mainly or Exclus- ively English	Mainly or Exclus- ively Afri- kaans	English and Afri- kaans (more or less equally)	Total		Total number of Pupils
				Boys	Girls	
Sub-Std. A .. ..	6,726	13,347	234	10,711	9,596	20,307
Sub-Std. B .. ..	5,849	11,965	223	9,323	8,714	18,037
Std. I .. ..	5,902	12,350	308	9,564	8,996	18,560
Std. II .. ..	5,798	11,850	302	9,094	8,856	17,950
Std. III .. ..	5,463	11,522	298	8,744	8,539	17,283
Std. IV .. ..	5,404	10,985	367	8,527	8,229	16,756
Std. V .. ..	5,254	10,686	394	8,341	7,993	16,334
Std. VI .. ..	5,004	9,883	261	7,690	7,458	15,148
Std. VII .. ..	4,653	9,173	222	7,056	6,992	14,048
Std. VIII .. ..	3,283	6,251	185	4,953	4,766	9,719
Std. IX .. ..	2,004	3,333	114	3,059	2,392	5,451
Std. X .. ..	1,549	2,804	88	2,492	1,949	4,441
<i>Special Classes:</i> Backward Children	870	3,103	100	2,588	1,485	4,073
Total .. ..	57,759	117,252	3,096	92,142	85,965	178,107



APPENDIX N

MEDIAN AGE OF EUROPEAN, COLOURED AND NATIVE PUPILS TO STANDARD VI ON 3rd JUNE, 1952

Standard	European	Coloured	Native
Sub-Std. A .. ..	6.61	7.55	8.60
Sub-Std. B .. ..	7.64	8.86	10.28
Std. I .. ..	8.65	10.15	11.54
Std. II .. ..	9.69	11.24	12.48
Std. III .. ..	10.75	12.19	13.38
Std. IV .. ..	11.78	12.97	14.22
Std. V .. ..	12.81	13.77	15.13
Std. VI .. ..	13.79	14.61	16.53

APPENDIX N

MEDIAN AGE OF EUROPEAN, COLOURED AND NATIVE PUPILS TO STANDARD VI ON 2nd JUNE, 1953

Standard	European	Coloured	Native
Sub-Std. A .. ..	6.59	7.49	8.47
Sub-Std. B .. ..	7.60	8.78	10.12
Std. I .. ..	8.65	9.98	11.41
Std. II .. ..	9.66	11.13	12.43
Std. III .. ..	10.71	12.17	13.33
Std. IV .. ..	11.76	13.65	14.20
Std. V .. ..	12.88	13.75	14.96
Std. VI .. ..	13.81	14.59	15.99

APPENDIX O

I.—DISTRIBUTION OF COLOURED PUPILS IN THE PRIMARY STANDARDS FOR THE YEARS 1942 TO 1953

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1942.. ..	20,029	17,643	14,222	9,791	6,186	3,925
1943.. ..	20,425	17,678	14,695	10,304	6,743	4,296
1944.. ..	21,455	17,912	15,004	11,031	7,152	4,634
1945.. ..	22,610	19,169	15,539	11,564	7,739	4,931
1946.. ..	23,788	19,937	16,620	12,063	8,214	5,470
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

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
1942.. ..	100	88	71	52	35	25
1943.. ..	100	88	73	51	36	24
1944.. ..	100	88	75	55	36	25
1945.. ..	100	89	76	58	39	25
1946.. ..	100	88	77	59	41	27
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

## APPENDIX P

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 3rd JUNE, 1952, PERCENTAGE RETARDED, ETC.

Age last Birthday	PRIMARY								SECONDARY				Total	Percentage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X		
Under 6 years .. ..	820	11	—	—	—	—	—	—	—	—	—	—	831	.4
6 but not 7 years .. ..	15,958	963	29	1	—	—	—	—	—	—	—	—	16,951	8.7
7 " 8 " .. ..	14,179	6,909	863	48	1	2	—	—	—	—	—	—	22,002	11.3
8 " 9 " .. ..	8,096	8,395	5,447	809	37	2	—	—	—	—	—	—	22,786	11.7
9 " 10 " .. ..	4,392	5,594	7,090	4,197	669	48	—	—	—	—	—	—	21,990	11.3
10 " 11 " .. ..	2,553	3,612	5,807	5,725	3,292	641	33	—	—	—	—	—	21,663	11.1
11 " 12 " .. ..	1,383	2,191	4,163	5,514	5,429	3,137	586	37	2	—	—	—	22,442	11.5
12 " 13 " .. ..	831	1,351	2,706	3,820	4,974	4,472	2,429	487	33	—	—	—	21,103	10.8
13 " 14 " .. ..	420	684	1,433	2,201	3,360	4,005	3,543	1,862	337	19	—	—	17,864	9.2
14 " 15 " .. ..	196	354	638	1,168	1,872	2,441	2,711	2,414	1,022	218	20	—	13,054	6.7
15 " 16 " .. ..	85	145	313	491	780	1,172	1,566	1,783	1,115	568	93	15	8,126	4.1
16 " 17 " .. ..	20	52	109	154	254	367	537	801	591	616	140	65	3,706	1.9
17 " 18 " .. ..	5	20	32	50	55	85	141	242	212	322	116	123	1,403	.7
18 " 19 " .. ..	21	15	21	21	33	24	38	74	49	133	59	109	597	.3
19 and over .. ..	61	17	31	32	34	24	10	52	19	65	37	91	473	.3
Total No. of pupils, 1952 .. ..	49,020	30,313	28,682	24,231	20,790	16,420	11,594	7,752	3,380	1,941	465	403	194,991	100.0
Total No. of pupils, 1951 .. ..	48,545	29,353	27,823	23,765	20,576	15,604	10,829	7,268	3,000	1,708	426	329	189,226	—
Median Age, 1952 .. ..	7.55	8.87	10.16	11.24	12.19	12.98	13.78	14.62	15.27	16.27	16.86	17.99	—	—
*Percentage retarded, 1952 .. ..	—	—	32.9	32.8	30.7	25.0	19.8	15.1	8.3	10.2	7.9	—	—	—
Percentage of Pupils in various Standards, 1952 .. ..	25.1	15.6	14.7	12.4	10.7	8.4	5.9	4.0	1.7	1.1	.2	.2	100.0	—

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

## APPENDIX P

DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 2nd JUNE, 1953, PERCENTAGE RETARDED, ETC.

Age last Birthday	PRIMARY								SECONDARY				Total	Percentage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X		
Under 6 years .. ..	676	11	—	—	—	—	—	—	—	—	—	—	687	.4
6 but not 7 years .. ..	16,720	1,058	22	—	—	—	—	—	—	—	—	—	17,800	8.9
7 " 8 " .. ..	14,918	7,925	984	20	2	—	—	—	—	—	—	—	23,849	11.9
8 " 9 " .. ..	8,220	9,009	6,150	857	30	3	—	—	—	—	—	—	24,269	12.1
9 " 10 " .. ..	4,054	6,009	7,771	4,802	778	41	1	—	—	—	—	—	23,456	11.7
10 " 11 " .. ..	2,292	3,543	5,685	6,086	3,805	651	44	—	—	—	—	—	22,106	11.0
11 " 12 " .. ..	1,274	1,974	3,780	5,095	5,126	2,891	621	34	—	—	—	—	20,795	10.4
12 " 13 " .. ..	724	1,276	2,546	3,899	4,950	4,500	2,735	480	25	2	—	—	21,137	10.6
13 " 14 " .. ..	372	652	1,492	2,332	3,494	4,003	3,584	1,970	369	17	—	—	18,285	9.1
14 " 15 " .. ..	163	301	696	1,075	1,855	2,536	2,843	2,575	1,121	235	16	—	13,416	6.7
15 " 16 " .. ..	71	124	285	452	780	1,132	1,576	1,747	1,167	644	101	19	8,098	4.0
16 " 17 " .. ..	22	35	111	139	235	352	569	847	645	637	180	75	3,847	1.9
17 " 18 " .. ..	2	11	15	31	60	71	139	253	245	378	156	110	1,471	.7
18 " 19 " .. ..	3	3	8	14	15	17	38	66	60	144	83	98	549	.3
19 and over .. ..	97	34	46	32	36	27	30	49	14	75	50	93	583	.3
Total No. of pupils, 1953 .. ..	49,608	31,965	29,591	24,834	21,166	16,224	12,180	8,021	3,646	2,132	586	395	200,348	100.0
Total No. of pupils, 1952 .. ..	49,020	30,313	28,682	24,231	20,790	16,420	11,594	7,752	3,380	1,941	465	403	194,991	—
Median Age, 1953 .. ..	7.49	8.78	9.98	11.13	12.17	13.65	13.75	14.59	15.26	16.26	16.98	17.95	—	—
*Percentage retarded, 1953 .. ..	—	—	30.3	32.1	30.6	25.5	19.3	15.1	8.7	10.3	8.5	—	—	—
Percentage of Pupils in various Standards, 1953 .. ..	24.8	15.9	14.8	12.4	10.6	8.1	6.1	4.0	1.8	1.1	.2	.2	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

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED SCHOOLS ON 3rd JUNE, 1952

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total		Total number of Pupils
				Boys	Girls	
Sub-Std. A ..	3,905	43,813	1,302	24,673	24,347	49,020
Sub-Std. B ..	3,030	26,467	816	15,337	14,976	30,313
Std. I ..	3,210	23,822	1,650	14,611	14,071	28,682
Std. II ..	3,435	18,920	1,876	12,209	12,022	24,231
Std. III ..	3,634	14,158	2,998	10,411	10,379	20,790
Std. IV ..	3,490	9,647	3,283	8,332	8,088	16,420
Std. V ..	3,240	6,011	2,343	6,195	5,399	11,594
Std. VI ..	2,447	3,926	1,379	4,320	3,432	7,752
Std. VII ..	1,902	1,131	347	1,935	1,445	3,380
Std. VIII ..	1,062	624	255	1,068	873	1,941
Std. IX ..	328	87	50	377	88	465
Std. X ..	284	70	49	314	89	403
Total ..	29,967	148,676	16,348	99,782	95,209	194,991

## APPENDIX Q

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED SCHOOLS ON 2nd JUNE, 1953

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	Total		Total number of Pupils
				Boys	Girls	
Sub-Std. A ..	3,830	44,072	1,706	25,077	24,531	49,608
Sub-Std. B ..	3,136	27,716	1,113	16,127	15,838	31,965
Std. I ..	3,045	24,317	2,229	14,911	14,680	29,591
Std. II ..	3,493	19,461	1,880	12,519	12,315	24,834
Std. III ..	3,627	14,605	2,934	10,655	10,511	21,166
Std. IV ..	3,501	9,900	2,823	8,278	7,946	16,224
Std. V ..	3,255	6,481	2,444	6,448	5,732	12,180
Std. VI ..	3,149	3,763	1,109	4,445	3,576	8,021
Std. VII ..	2,204	1,319	123	2,057	1,589	3,646
Std. VIII ..	1,242	801	89	1,200	932	2,132
Std. IX ..	405	158	23	482	104	586
Std. X ..	281	96	18	322	73	395
Total ..	31,168	152,689	16,491	102,521	97,827	200,348

## APPENDIX R

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN NATIVE SCHOOLS ON 3rd JUNE, 1952

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	Mainly or Exclusively Native language(s)	Official and Native languages used almost equally	Total		Total number of pupil
					Boys	Girls	
Sub-Std. A ..	447	227	70,402	7,916	39,120	39,872	78,992
Sub-Std. B ..	299	175	43,233	6,616	24,633	25,690	50,323
Std. I ..	694	127	35,572	12,459	22,935	25,917	48,852
Std. II ..	1,002	125	23,809	12,032	16,091	20,877	36,968
Std. III ..	6,557	59	5,380	18,724	12,770	17,950	30,720
Std. IV ..	7,596	19	1,621	12,226	8,323	13,139	21,462
Std. V ..	9,697	29	263	4,809	5,549	9,249	14,798
Std. VI ..	8,243	42	100	3,084	4,029	7,440	11,469
Std. VII ..	6,438	—	—	397	2,788	4,047	6,835
Std. VIII ..	2,217	—	—	161	1,016	1,362	2,378
Std. IX ..	376	—	—	—	326	50	376
Std. X ..	272	—	—	—	221	51	272
Industrial Schools and Departments	611	—	16	—	308	319	627
Total ..	44,449	803	180,396	78,424	138,109	165,963	304,072

## APPENDIX R

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN NATIVE SCHOOLS ON 2nd JUNE, 1953

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	Mainly or Exclusively Native language(s)	Official and Native languages used almost equally	Total		Total number of pupils
					Boys	Girls	
Sub-Std. A ..	826	252	74,348	6,692	41,570	40,548	82,118
Sub-Std. B ..	467	239	46,744	5,629	25,608	27,471	53,079
Std. I ..	915	260	37,733	10,698	23,552	26,054	49,606
Std. II ..	1,515	186	25,931	11,217	17,155	21,694	38,849
Std. III ..	7,716	103	6,184	18,678	13,529	19,152	32,681
Std. IV ..	9,566	88	2,200	12,047	9,323	14,578	23,901
Std. V ..	10,851	91	366	4,489	5,934	9,863	15,797
Std. VI ..	9,106	70	211	2,691	4,289	7,789	12,078
Std. VII ..	6,802	—	—	192	2,789	4,205	6,994
Std. VIII ..	2,171	—	—	78	925	1,324	2,249
Std. IX ..	347	—	—	—	291	56	347
Std. X ..	256	—	—	—	221	35	256
Industrial Schools and Departments	527	42	18	13	314	286	600
Total ..	51,065	1,331	193,735	72,424	145,500	173,055	318,555

## DISTRIBUTION OF PUPILS ACCORDING TO AGE IN NATIVE SCHOOLS ON 3rd JUNE, 1952

Age last Birthday	PRIMARY								Industrial Schools and Departments	SECONDARY				Total	Percentage
	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 7 years ..	8,957	238	9	—	—	—	—	—	—	—	—	—	—	9,204	3.0
7 but not 8 years ..	20,489	3,592	450	27	2	1	—	—	—	—	—	—	—	24,561	8.1
8 " 9 " ..	16,660	8,987	3,261	508	55	2	—	—	—	—	—	—	—	29,473	9.7
9 " 10 " ..	11,756	9,797	6,901	2,252	425	43	1	—	—	—	—	—	—	31,175	10.2
10 " 11 " ..	8,673	9,013	9,130	5,123	1,777	341	59	4	—	—	—	—	—	34,120	11.2
11 " 12 " ..	4,867	6,574	8,590	6,621	3,943	1,352	270	29	—	1	—	—	—	32,247	10.6
12 " 13 " ..	3,896	5,632	8,526	8,158	6,529	3,112	1,070	237	—	13	1	—	—	37,174	12.2
13 " 14 " ..	1,954	3,297	5,825	6,302	6,827	4,747	2,414	897	1	119	3	—	—	32,386	10.6
14 " 15 " ..	1,031	1,818	3,380	4,313	5,359	4,945	3,128	1,862	5	511	12	1	—	26,365	8.8
15 " 16 " ..	411	831	1,696	2,158	3,175	3,452	3,280	2,565	11	1,041	88	6	1	18,715	6.1
16 " 17 " ..	158	341	659	1,007	1,691	2,139	2,466	2,608	21	1,429	248	27	4	12,798	4.2
17 " 18 " ..	53	102	246	305	572	814	1,203	1,646	48	1,454	415	46	18	6,922	2.3
18 " 19 " ..	12	43	100	122	226	325	577	976	88	1,098	529	73	41	4,210	1.4
19 and over ..	75	58	79	72	139	189	330	645	453	1,169	1,082	223	208	4,722	1.6
Total No. of pupils, 1952 ..	78,992	50,323	48,852	36,968	30,720	21,462	14,798	11,469	627	6,835	2,378	376	272	304,072	100.0
Total No. of pupils, 1951 ..	73,679	50,139	46,177	33,810	28,650	19,763	14,082	11,983	633	5,278	2,228	441	207	287,070	—
Median Age, 1952..	8.60	10.28	11.54	12.48	13.38	14.22	15.13	16.53	—	17.20	18.79	19.15	19.34	—	—
Percentage of pupils, in various standards, 1952 ..	25.9	16.5	16.1	12.2	10.1	7.1	4.9	3.8	0.2	2.2	0.8	0.1	0.1	100.0	—

## DISTRIBUTION OF PUPILS ACCORDING TO AGE IN NATIVE SCHOOLS ON 2nd JUNE, 1953

Age last Birthday	PRIMARY								Industrial Schools and Departments	SECONDARY				Total	Percentage
	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 7 years ..	10,406	400	26	6	1	—	—	—	—	—	—	—	—	10,839	3.4
7 but not 8 years ..	22,230	4,356	509	33	3	—	—	—	—	—	—	—	—	27,131	8.5
8 " 9 " ..	17,754	10,276	3,468	578	57	5	—	—	—	—	—	—	—	32,138	10.1
9 " 10 " ..	11,833	10,431	7,501	2,578	541	51	1	1	—	—	—	—	—	32,937	10.3
10 " 11 " ..	8,484	9,262	9,642	5,750	2,182	413	46	6	—	—	—	—	—	35,785	11.2
11 " 12 " ..	4,689	6,645	8,765	6,970	4,357	1,500	304	52	—	—	—	—	—	33,282	10.5
12 " 13 " ..	3,469	5,402	8,049	8,014	6,597	3,548	1,320	318	1	23	—	—	—	36,741	11.5
13 " 14 " ..	1,805	3,366	5,908	6,946	7,701	5,323	2,737	1,017	—	110	1	1	—	34,915	11.0
14 " 15 " ..	840	1,726	3,206	4,242	5,396	5,333	3,655	2,019	7	474	8	1	—	26,907	8.5
15 " 16 " ..	316	737	1,542	2,260	3,413	3,971	3,393	2,632	9	1,179	78	9	1	19,540	6.1
16 " 17 " ..	133	302	665	950	1,566	2,225	2,265	2,678	24	1,567	227	27	4	12,633	4.0
17 " 18 " ..	49	101	209	330	535	1,000	1,209	1,723	43	1,437	434	61	16	7,147	2.3
18 " 19 " ..	26	35	58	115	217	332	552	1,000	86	1,046	491	55	32	4,045	1.2
19 and over ..	84	40	58	77	115	200	315	632	430	1,158	1,010	193	203	4,515	1.4
Total No. of pupils, 1953 ..	82,118	53,079	49,606	38,849	32,681	23,901	15,797	12,078	600	6,994	2,249	347	256	318,555	100.0
Total No. of pupils, 1952 ..	78,992	50,323	48,852	36,968	30,720	21,462	14,798	11,469	627	6,835	2,378	376	272	304,072	—
Median Age, 1953..	8.47	10.12	11.41	12.43	13.33	14.20	14.96	15.99	—	17.10	18.77	19.10	19.37	—	—
Percentage of pupils, in various standards, 1953 ..	25.8	16.7	15.6	12.2	10.2	7.5	4.9	3.8	0.2	2.2	0.7	0.1	0.1	100.0	—

## SEX OF TEACHERS ON 30th JUNE, 1952, ARRANGED ACCORDING TO TYPE OF SCHOOL

APPENDIX T

124

Sex of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE 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	Training Schools	High	Secondary and Sec. Depts.	Mission		Part-time	Special	Total	
Male ..	47	37	1,639	22	227	1,231	1	—	3,204	5	8	39	153	114	452	2,722	20	[36]	1	3,514	74	129	197	3,231	[9]	—	3,631	10,349	
Female ..	112	62	1,246	—	225	2,670	18	11[2]	4,344	10	4	24	33	26	422	1,675	1	[2]	12[7]	2,207	61	38	45	3,663	[2]	2[1]	3,809	10,360	
Total, 1952	159	99	2,885	22	452	3,901	19	11[2]	7,548	15	12	63	186	140	874	4,397	21	[38]	13[7]	5,721	135	167	242	6,894	[11]	2[1]	7,440	20,709	
Total, 1951	166	91	2,773	24	459	3,856	16	14[2]	7,399	11	12	58	167	106	788	4,315	20	[40]	12[5]	5,489	133	169	198	6,523	[11]	2[1]	7,025	19,913	
Percentage of Male teachers:																													
1952 ..	29.6	37.4	56.8	100.0	50.2	31.6	5.3	0.0	42.4	33.3	66.6	61.9	82.3	81.4	51.7	61.9	95.2	[94.7]	7.6	61.4	54.8	77.2	81.4	46.8	[81.8]	0.0	48.8	49.9	
1951 ..	28.9	39.6	57.4	100.0	51.2	32.1	0.0	21.4	42.9	36.3	66.6	62.1	82.6	79.2	52.9	62.5	80.0	[92.5]	25.0	62.1	55.6	75.7	83.8	48.7	[72.7]	0.0	50.5	50.9	

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

## SEX OF TEACHERS ON 30th JUNE, 1953, ARRANGED ACCORDING TO TYPE OF SCHOOL

APPENDIX T

125

Sex of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE 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	Training Schools	High	Secondary and Sec. Depts.	Mission		Part-time	Special	Total
Male ..	49	39	1,729	23	242	1,213	1	—	3,296	3	8	40	198	90	489	2,805	22	[34]	1	3,656	74	117	207	3,266	[9]	—	3,664	10,616
Female ..	116	68	1,317	1	235	2,703	16	10[3]	4,466	11	4	22	48	25	471	1,713	2	[2]	17[4]	2,313	58	37	50	3,796	[1]	3[1]	3,944	10,723
Total, 1953	165	107	3,046	24	477	3,916	17	10[3]	7,762	14	12	62	246	115	960	4,518	24	[36]	18[4]	5,969	132	154	257	7,062	[10]	3[1]	7,608	21,339
Total, 1952	159	99	2,885	22	452	3,901	19	11[2]	7,548	15	12	63	186	140	874	4,397	21	[38]	13[7]	5,721	135	167	242	6,894	[11]	2[1]	7,440	20,709
Percentage of Male teachers:																												
1953 ..	29.7	36.4	56.8	95.8	50.7	31.0	5.9	0.0	42.5	21.4	66.7	64.5	80.5	78.3	50.9	62.1	91.7	[94.4]	5.6	61.2	56.1	76.0	80.5	46.2	[90.0]	—	48.2	49.7
1952 ..	29.6	37.4	56.8	100.0	50.2	31.6	5.3	0.0	42.4	33.3	66.6	61.9	82.3	81.4	51.7	61.9	95.2	[94.7]	7.6	61.4	54.8	77.2	81.4	46.8	[81.8]	0.0	48.8	49.9

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

## RACE OF TEACHERS ON 30th JUNE, 1952, ARRANGED ACCORDING TO TYPE OF SCHOOL

126

Race of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE 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	Training Schools	High	Secondary and Sec. Depts.	Mission		Part-time	Special	Total
European	159	99	2,885	22	452	3,901	19	11[2]	7,548	4	12	31	21	17	6	107	1	—	7[7]	206	78	47	16	45	—	[1]	186	7,940
Coloured	—	—	—	—	—	—	—	—	—	11	—	32	165	123	868	4,276	20	[38]	6	5,501	—	—	—	4	—	—	4	5,505
Native ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	14	—	—	—	14	57	120	226	6,845	[11]	2	7,250	7,264
Total, 1952	159	99	2,885	22	452	3,901	19	11[2]	7,548	15	12	63	186	140	874	4,397	21	[38]	13[7]	5,721	135	167	242	6,894	[11]	2[1]	7,440	20,709
Total, 1951	166	91	2,773	24	459	3,856	16	14[2]	7,399	11	12	58	167	106	788	4,315	20	[40]	12[5]	5,489	133	169	198	6,523	[11]	2[1]	7,025	19,913

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

## RACE OF TEACHERS ON 30th JUNE, 1953, ARRANGED ACCORDING TO TYPE OF SCHOOL

127

Race of Teachers	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE 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	Training Schools	High	Secondary and Sec. Depts.	Mission		Part-time	Special	Total
European	165	107	3,046	24	477	3,916	17	10[3]	7,762	2	10	38	24	28	4	121	1	—	7[4]	235	66	45	16	63	—	[1]	190	8,187
Coloured	—	—	—	—	—	—	—	—	—	12	2	24	222	87	956	4,388	23	[36]	11	5,725	—	—	—	7	—	—	7	5,732
Native ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	9	—	—	—	9	66	109	241	6,992	[10]	3	7,411	7,420
Total, 1953	165	107	3,046	24	477	3,916	17	10[3]	7,762	14	12	62	246	115	960	4,518	24	[36]	18[4]	5,969	132	154	257	7,062	[10]	3[1]	7,608	21,339
Total, 1952	159	99	2,885	22	452	3,901	19	11[2]	7,548	15	12	63	186	140	874	4,397	21	[38]	13[7]	5,721	135	167	242	6,894	[11]	2[1]	7,440	20,709

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

## APPENDIX V

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,  
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1952

## European Schools

Certificate	Training Colleges	High	Agricultural High	Secondary	Primary	Church Primary	Farm	Special	Itinerant Teachers	Total
T. 1. Certificate ..	4	65	—	1	1	1	—	—	1	73
Secondary Higher ..	34	1,093	9	82	72	1	2	—	6	1,299
Secondary Lower:										
Graduate ..	—	32	—	3	6	—	—	1	3	45
Non-Graduate ..	—	19	—	9	15	—	—	—	—	43
Infant School Teachers'	8	161	—	41	549	6	—	3[1]	3	771[1]
Primary Teachers'	1	209	—	70	919	62	4	1	24	1,290
Primary Higher or T.2 Certificate:										
Graduate ..	11	210	1	21	94	3	—	—	3	343
Non-Graduate ..	16	653	3	141	1,100	11	2	2[1]	62	1,990[1]
Primary Lower or T.3 Certificate:										
Graduate ..	—	9	—	1	7	—	—	—	—	17
Non-Graduate ..	—	102	—	57	791	32	6	4	9	1,001
Miscellaneous:										
Graduate ..	5	41	—	—	7	1	—	—	3	57
Non-Graduate ..	19	259	—	12	160	15	1	—	40	506
Uncertificated:										
Graduate ..	1	16	7	1	—	—	—	—	2	27
Non-Graduate ..	—	16	2	13	42	6	4	—	3	86
<b>Total number of Teachers</b>	<b>99</b>	<b>2,885</b>	<b>22</b>	<b>452</b>	<b>3,763</b>	<b>138</b>	<b>19</b>	<b>11[2]</b>	<b>159</b>	<b>7,548[2]</b>

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

## APPENDIX V (Continued)

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES,  
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1953

## European Schools

Certificate	Training Colleges	High	Agricultural High	Secondary	Primary	Church Primary	Farm	Special	Itinerant Teachers	Total
T. 1. Certificate ..	3	52	—	1	1	1	—	1	—	59
Secondary Higher ..	38	1,166	11	79	61	2	2	—	11	1,370
Secondary Lower:										
Graduate ..	—	31	—	2	11	—	—	1	2	47
Non-Graduate ..	—	17	1	7	15	—	—	—	—	40
Infant School Teachers'	8	139	—	34	590	6	—	1	1	779
Primary Teachers':										
Graduate ..	3	45	1	8	29	2	—	—	1	89
Non-Graduate ..	4	266	—	87	945	67	3	2	31	1,405
Primary Higher or T.2 Certificate:										
Graduate ..	10	166	—	23	70	1	—	—	4	274
Non-Graduate ..	15	688	3	150	1,088	22	1	4[1]	73	2,044[1]
Primary Lower or T.3 Certificate:										
Graduate ..	—	11	—	2	11	—	—	—	—	24
Non-Graduate ..	—	96	—	59	750	20	7	1[2]	8	941[2]
Miscellaneous:										
Graduate ..	5	36	—	1	7	—	—	—	1	50
Non-Graduate ..	21	276	—	11	154	16	1	—	27	506
Uncertificated:										
Graduate ..	—	32	6	5	2	—	—	—	5	50
Non-Graduate ..	—	25	2	8	43	2	3	—	1	84
<b>Total number of Teachers</b>	<b>107</b>	<b>3,046</b>	<b>24</b>	<b>477</b>	<b>3,777</b>	<b>139</b>	<b>17</b>	<b>10[3]</b>	<b>165</b>	<b>7,762[3]</b>

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

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES  
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1952

## 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	1	—	1	—	—	1	—	—	—	4
Non-Graduate	—	1	22	13	2	107	5	[2]	215	1	—	—	366[2]
Coloured Primary Higher:													
Graduate ..	—	2	26	8	2	7	—	—	14	—	—	—	59
Non-Graduate	—	9	25	12	9	231	10	[18]	743	—	2	10	1,051[18]
Coloured Primary Lower:													
Graduate ..	—	—	9	8	6	3	—	—	8	—	—	—	34
Non-Graduate	—	2	9	18	1	412	5	[12]	2,650	15	5	—	3,117[12]
Coloured Infant School Teachers:													
Graduate ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate	—	—	—	—	—	12	—	—	35	—	1[3]	—	48[3]
Primary Lower or T.3:													
Graduate ..	—	—	3	1	—	3	—	[1]	—	—	—	—	7[1]
Non-Graduate	—	2	5	5	—	58	—	[5]	455	1	1[2]	—	527[7]
Miscellaneous:													
Graduate ..	10	32	73	18	26	1	1	—	3	—	—	—	164
Non-Graduate	2	15	11	2	6	5	1	—	84	—	3[2]	4	133[2]
Uncertificated:													
Graduate ..	—	—	1	1	—	—	—	—	1	—	—	—	3
Non-Graduate	—	—	1	1	—	12	—	—	188	4	1	1	208
Total number of Teachers ..	12	63	186	88	52	852	22	[38]	4,397	21	13[7]	15	5,721[45]

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

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES  
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1953

## 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 ..	—	—	4	—	—	—	—	—	3	—	—	—	7
Non-Graduate	—	2	38	10	1	113	3	[3]	220	—	—	2	389[3]
Coloured Primary Higher:													
Graduate ..	—	5	36	6	1	7	—	—	7	—	—	—	62
Non-Graduate	—	9	43	12	6	246	8	[13]	739	1	3[2]	10	1,077[15]
Coloured Primary Lower:													
Graduate ..	—	1	13	8	5	3	—	—	7	—	—	—	37
Non-Graduate	—	5	15	11	1	484	3	[15]	2,833	16	9	—	3,377[15]
Coloured Infant School Teachers:													
Graduate ..	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate	—	—	—	—	—	17	—	—	41	—	1	—	59
Primary Lower or T.3 Certificate:													
Graduate ..	—	—	2	1	—	3	—	[1]	1	—	—	—	7[1]
Non-Graduate	—	—	3	3	—	60	—	[4]	354	2	4	—	426[4]
Miscellaneous:													
Graduate ..	11	29	78	17	24	1	—	—	8	—	[1]	—	168[1]
Non-Graduate	1	11	8	1	4	3	1	—	97	3	1[1]	2	132[1]
Uncertificated:													
Graduate ..	—	—	1	1	1	—	—	—	—	—	—	—	3
Non-Graduate	—	—	5	2	—	8	—	—	208	2	—	—	225
Total number of Teachers ..	12	62	246	72	43	945	15	[36]	4,518	24	18[4]	14	5,969[40]

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



APPENDIX V (Continued)

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES  
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1952

Native Schools

Certificate	Training Schools	High	Secondary		Industrial Schools and Departments	Part-time	Higher Mission, Higher Boarding and Higher Prim.	Mission, Primary and Practising	Special	Total
			Schools	Departments						
Native Primary Higher:										
Graduate .. ..	1	11	13	—	—	—	3	1	—	29
Non-Graduate ..	22	22	74	—	—	[3]	916	1,194	—	2,228[3]
Native Primary Lower:										
Graduate .. ..	1	10	15	—	—	—	2	—	—	28
Non-Graduate ..	7	7	17	—	—	[6]	812	2,315	2	3,160[6]
Primary Lower or T.3:										
Graduate .. ..	5	3	3	—	—	—	—	—	—	11
Non-Graduate ..	7	3	2	—	—	—	216	502	—	730
Miscellaneous:										
Graduate .. ..	47	77	78	1	—	—	—	—	—	203
Non-Graduate ..	40	26	26	2	33	[2]	269	438	[1]	834[3]
Uncertificated:										
Graduate .. ..	2	4	1	—	—	—	—	—	—	7
Non-Graduate ..	3	4	9	1	20	—	39	134	—	210
Total number of Teachers .. ..	135	167	238	4	53	[11]	2,257	4,584	2[1]	7,440[12]

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

APPENDIX V (Continued)

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES  
ARRANGED ACCORDING TO TYPE OF SCHOOL ON 30th JUNE, 1953

Native Schools

Certificate	Training Schools	High	Secondary		Industrial Schools and Departments	Part-time	Higher Mission, Higher Boarding and Higher Prim.	Mission, Primary and Practising	Special	Total
			Schools	Departments						
Native Primary										
Advanced:										
Graduate .. ..	—	—	1	—	—	—	—	—	—	1
Non-Graduate ..	—	2	6	—	—	—	3	4	—	15
Native Primary Higher:										
Graduate .. ..	4	9	14	—	—	—	5	2	—	34
Non-Graduate ..	25	16	74	—	2	[4]	1,066	1,260	—	2,443[4]
Native Primary Lower:										
Graduate .. ..	2	10	15	—	—	—	1	1	—	29
Non-Graduate ..	5	8	14	—	4	[5]	844	2,241	2	3,118[5]
Primary Lower or T.3:										
Graduate .. ..	5	2	6	—	—	—	—	—	—	13
Non-Graduate ..	6	3	2	—	—	—	199	467	—	677
Miscellaneous:										
Graduate .. ..	41	77	82	2	2	—	1	1	—	206
Non-Graduate ..	42	20	33	1	16	[1]	314	459	1[1]	886[2]
Uncertificated:										
Graduate .. ..	1	3	3	—	—	—	—	—	—	7
Non-Graduate ..	1	4	3	1	24	—	40	106	—	179
Total number of Teachers .. ..	132	154	253	4	48	[10]	2,473	4,541	3[1]	7,608[11]

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

APPENDIX W

ENTRIES FOR ALL DEPARTMENTAL EXAMINATIONS

Examination	1951	1952	1953
Senior Certificate .. .. .	4,799	5,034	5,102
Senior Certificate Supplementary (March the following year) .. .. .	557	603	636
Junior Certificate (External) .. .. .	10,588	11,376	11,770
Junior Certificate (Conducted by Schools) .. .. .	2,019	2,064	2,226
<i>European Teachers</i>			
Primary Teachers' Certificate .. .. .	457	488	470
Primary Teachers' Higher Certificate:			
Agricultural Nature Study .. .. .	9	12	20
Art .. .. .	9	16	13
Housecraft .. .. .	29	21	18
Infant School .. .. .	61	72	61
Manual Training .. .. .	22	19	23
Music .. .. .	8	14	9
Needlework .. .. .	22	24	30
Physical Education .. .. .	32	41	39
Diploma in Physical Education .. .. .	11	10	11
Bilingual Certificate (written tests in English and Afrikaans) .. .. .	170	138	154
Bilingual Certificate (written test in June) .. .. .	32	16	13
Primary Teachers' Supplementary (June) .. .. .	30	57	78
<i>Coloured Teachers</i>			
Primary Lower .. .. .	421	489	562
Primary Higher:			
Art and Art Handwork .. .. .	3	6	7
Manual Training .. .. .	3	7	11
Physical Education (men) .. .. .	11	18	24
Physical Education (women) .. .. .	7	5	—
Music .. .. .	4	7	9
Infant School .. .. .	5	5	6
Primary Advanced .. .. .	98	118	148
Bilingual Certificate .. .. .	28	47	37
Primary Lower Supplementary (June) .. .. .	70	56	69
Primary Advanced Supplementary (June) .. .. .	10	15	23
Bilingual Certificate Supplementary (June) .. .. .	1	2	—
<i>Native Teachers</i>			
Primary Lower 3rd Year .. .. .	377	176	204
Primary Higher, (Old Syllabus) .. .. .	62	106	90
Primary Higher, (Course A) .. .. .	238	264	354
Primary Higher, (Course B) .. .. .	399	312	291
Infant School .. .. .	130	105	39
Physical Education .. .. .	13	13	1
Post-Matriculation Domestic Science .. .. .	12	8	Discontinued
Music .. .. .	6	10	6
Agriculture .. .. .	4	5	8
Primary Advanced .. .. .	—	31	33
Primary Lower 3rd Year Supplementary (June) .. .. .	113	104	42
Primary Higher Supplementary (June) .. .. .	111	196	295
Primary Advanced Supplementary (June) .. .. .	—	—	3
<i>General</i>			
Duke and Duchess Competition .. .. .	10	18	32
Standard VI for Europeans and Coloureds .. .. .	25,079	25,550	20,060
Standard VI for Natives .. .. .	11,450	12,464	12,595

APPENDIX W (Continued)

PERCENTAGE OF PASSES IN ALL DEPARTMENTAL EXAMINATIONS

Examination	1951 %	1952 %	1953 %
Senior Certificate .. .. .	82	82	83
Junior Certificate (External) .. .. .	76	78	76
Junior Certificate (Conducted by Schools) .. .. .	92	91	91
<i>European Teachers</i>			
Primary Teachers' Certificate .. .. .	84	82	76
Primary Teachers' Higher Certificate:			
Agricultural Nature Study .. .. .	100	100	100
Art .. .. .	100	100	100
Housecraft .. .. .	93	86	89
Infant School .. .. .	100	97	100
Manual Training .. .. .	91	90	74
Music .. .. .	100	100	100
Needlework .. .. .	100	100	100
Physical Education .. .. .	97	98	100
Diploma in Physical Education .. .. .	100	100	100
Bilingual Certificate (written tests in English and Afrikaans) .. .. .	72	46	43
Bilingual Certificate (written test in June) .. .. .	50	31	23
Primary Teachers' Supplementary (June) .. .. .	43	46	35
<i>Coloured Teachers</i>			
Primary Lower .. .. .	66	67	65
Primary Higher:			
Art and Art Handwork .. .. .	100	66	100
Manual Training .. .. .	100	100	82
Physical Education (men) .. .. .	73	89	79
Physical Education (women) .. .. .	100	100	Discontinued
Music .. .. .	100	86	100
Infant School .. .. .	100	100	100
Primary Teachers' Advanced .. .. .	74	65	74
Bilingual Certificate .. .. .	75	74	73
Primary Lower Supplementary (June) .. .. .	39	45	52
Primary Advanced Supplementary (June) .. .. .	80	60	74
Bilingual Supplementary (June) .. .. .	—	100	—
<i>Native Teachers</i>			
Primary Lower 3rd Year .. .. .	61	59	61
Primary Higher (Old Syllabus) .. .. .	49	49	40
Primary Higher (Course A) .. .. .	66	60	57
Primary Higher (Course B) .. .. .	54	46	55
Infant School .. .. .	98	96	97
Physical Education .. .. .	62	92	100
Post-Matriculation Domestic Science .. .. .	75	50	—
Music .. .. .	83	100	100
Agricultural Course .. .. .	75	100	100
Teachers' Advanced .. .. .	—	81	67
Primary Lower 3rd Year Supplementary (June) .. .. .	45	51	60
Primary Higher Supplementary (June) .. .. .	45	44	60
Advanced Supplementary (June) .. .. .	—	—	66

APPENDIX W (Continued)

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE SENIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE OF PASSES 1952 AND 1953

Subject	No. of Candidates		Percentage of passes	
	1952	1953	1952	1953
Afrikaans (Higher Grade) .. ..	2,988	2,993	98	99
English (Higher Grade) .. ..	2,146	2,159	96	97
Afrikaans (Lower Grade) .. ..	1,765	1,838	95	92
English (Lower Grade) .. ..	2,893	2,903	93	94
Latin .. ..	759	754	87	86
German .. ..	689	626	89	92
History .. ..	3,370	3,371	84	89
Geography .. ..	1,454	1,435	92	89
Mathematics .. ..	2,676	2,789	83	84
Physical Science .. ..	1,998	2,079	91	93
Biology .. ..	2,172	2,186	95	94
Agricultural Science .. ..	316	261	98	99
Agricultural Economy .. ..	62	49	95	100
Art .. ..	127	136	100	100
Botany .. ..	80	62	91	95
Bookkeeping .. ..	1,859	1,909	88	81
Bookkeeping and Commercial Arithmetic .. ..	1,602	1,682	88	87
Chemistry .. ..	474	462	85	83
Cookery, Housewifery and Laundry-work .. ..	558	604	100	100
Commercial Arithmetic .. ..	1,604	1,684	82	82
French .. ..	37	33	90	85
General Science .. ..	54	44	83	87
Hebrew .. ..	24	18	84	89
Literature (Afr. and Ned.) .. ..	252	206	95	95
Literature (English) .. ..	40	28	93	97
Manual Training .. ..	299	390	98	100
Music .. ..	163	174	97	98
Needlework .. ..	407	411	100	100
Physics .. ..	28	26	96	100
Physiology and Hygiene .. ..	1,255	1,319	96	95
Shorthand (Afrikaans) .. ..	535	552	88	88
Shorthand (English) .. ..	476	496	88	88
Southern Sotho (Higher Grade) .. ..	41	38	100	100
Southern Sotho (Lower Grade) .. ..	2	2	100	100
Tswana (Higher Grade) .. ..	11	12	100	100
Tswana (Lower Grade) .. ..	8	—	88	—
Typewriting .. ..	712	737	87	90
Xhosa (Higher Grade) .. ..	210	181	99	99
Xhosa (Lower Grade) .. ..	7	6	100	100
Zoology .. ..	105	71	93	89

APPENDIX W (Continued)

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE JUNIOR CERTIFICATE EXTERNAL EXAMINATION AND THE PERCENTAGE OF PASSES 1952 AND 1953

Subject	Number of Candidates		Percentage of passes	
	1952	1953	1952	1953
Afrikaans (Higher Grade) .. ..	5,904	5,861	100	99
Afrikaans (Lower Grade) .. ..	3,172	3,438	82	81
English (Higher Grade) .. ..	5,493	5,488	99	99
English (Lower Grade) .. ..	5,707	5,834	94	92
French .. ..	5	5	100	100
German .. ..	996	976	87	86
Hebrew .. ..	8	4	76	100
Latin .. ..	2,121	2,025	84	84
Southern Sotho (Higher Grade) .. ..	171	181	99	92
Southern Sotho (Lower Grade) .. ..	1	1	100	100
Tswana (Higher Grade) .. ..	68	69	99	99
Tswana (Lower Grade) .. ..	26	25	100	100
Xhosa (Higher Grade) .. ..	1,890	1,828	99	99
Xhosa (Lower Grade) .. ..	11	8	100	62
Agriculture (Major) .. ..	686	707	98	96
Agriculture (Minor) .. ..	90	65	97	94
Agricultural Economy .. ..	56	59	98	88
Biology .. ..	8,021	8,229	90	89
General Science .. ..	2,100	2,551	89	90
Hygiene and Physiology .. ..	5,479	5,529	93	91
Physics and Chemistry .. ..	4,534	4,355	86	83
Arithmetic (Major) .. ..	759	706	69	68
Arithmetic (Minor) .. ..	619	642	76	80
Art (Major) .. ..	163	160	100	100
Art (Minor) .. ..	61	76	88	93
Bookkeeping .. ..	4,622	4,816	85	95
Commercial Arithmetic .. ..	4,147	4,291	85	82
Cookery, Housewifery and Laundry-work (Major) .. ..	1,488	1,672	99	99
Cookery, Housewifery or Laundrywork (Minor) .. ..	375	409	99	99
Geography (Major) .. ..	5,009	5,357	88	91
Geography (Minor) .. ..	82	73	92	82
History (Major) .. ..	7,528	7,650	85	87
History (Minor) .. ..	394	341	73	80
Mathematics .. ..	4,990	5,301	84	87
Metalwork .. ..	64	30	100	100
Music .. ..	152	170	96	100
Needlework (Major) .. ..	742	854	97	98
Needlework (Minor) .. ..	296	325	91	92
Shorthand (English) .. ..	1,178	1,264	83	81
Shorthand (Afrikaans) .. ..	1,278	1,363	84	79
Typewriting .. ..	1,872	2,045	83	83
Woodwork (Major) .. ..	856	1,130	98	96
Woodwork (Minor) .. ..	328	262	84	74

APPENDIX W (Continued)

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY SCHOOLS AND THE PERCENTAGE OF PASSES, 1952 AND 1953

Subject	Number of Candidates		Percentage of passes	
	1952	1953	1952	1953
Afrikaans (Higher Grade) .. .. .	1,133	1,124	99	100
English (Higher Grade) .. .. .	954	1,043	99	99
Afrikaans (Lower Grade) .. .. .	907	1,004	98	96
English (Lower Grade) .. .. .	1,096	1,094	98	98
French .. .. .	51	45	92	98
German .. .. .	296	287	91	98
Hebrew .. .. .	17	10	100	100
Latin .. .. .	317	320	88	84
Agriculture (Major) .. .. .	112	114	84	99
Agriculture (Special) .. .. .	11	8	100	100
Biology .. .. .	1,211	1,145	94	94
General Science .. .. .	721	877	92	97
Hygiene and Physiology .. .. .	571	578	94	91
Physics and Chemistry .. .. .	894	803	89	87
Arithmetic (Major) .. .. .	22	28	95	97
Arithmetic (Minor) .. .. .	102	123	82	79
Art (Major) .. .. .	38	59	100	100
Bookkeeping .. .. .	903	979	92	89
Commercial Arithmetic .. .. .	816	875	83	80
Cookery (Major) .. .. .	269	232	100	100
Cookery (Minor) .. .. .	104	117	100	100
Geography (Major) .. .. .	568	625	92	90
Geography (Minor) .. .. .	184	123	93	85
History (Major) .. .. .	1,349	1,282	91	91
History (Minor) .. .. .	184	225	91	88
Mathematics .. .. .	1,038	1,099	88	91
Music .. .. .	62	58	100	95
Needlework (Major) .. .. .	146	153	99	99
Needlework (Minor) .. .. .	103	116	99	97
Shorthand (English) .. .. .	353	407	83	83
Shorthand (Afrikaans) .. .. .	280	268	87	88
Typewriting .. .. .	544	571	92	95
Woodwork (Major) .. .. .	117	144	97	96

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATIONS, 1952 AND 1953

Subject	SYMBOL										Total No. of Candidates	Approx. Median percent. marks	
	H	G	FF	F	E	D	C	BB	B	A			
<i>Afrikaans Higher</i>													
1952 .. .. .	—	1	1	7	32	36	19	3	1	—	2,988	52	
1953 .. .. .	—	—	1	6	31	39	19	3	1	—	2,993	53	
<i>English Higher</i>													
1952 .. .. .	—	1	3	8	31	37	17	2	1	—	2,146	52	
1953 .. .. .	—	1	2	9	29	34	19	4	1	1	2,159	52	
<i>Afrikaans Lower</i>													
1952 .. .. .	—	2	3	11	30	27	16	5	4	2	1,765	51	
1953 .. .. .	—	3	5	12	27	26	17	5	3	2	1,838	51	
<i>English Lower</i>													
1952 .. .. .	—	4	3	13	30	26	16	4	2	2	2,893	50	
1953 .. .. .	1	2	3	12	29	28	17	4	3	1	2,903	51	
<i>Latin</i>													
1952 .. .. .	2	7	4	13	23	22	15	6	4	4	759	50	
1953 .. .. .	2	9	3	15	23	23	14	4	4	3	754	49	
<i>German</i>													
1952 .. .. .	1	7	3	12	21	23	17	7	5	4	689	53	
1953 .. .. .	2	3	3	10	28	24	17	4	4	5	626	52	
<i>History</i>													
1952 .. .. .	3	9	4	14	23	22	16	5	2	2	3,370	49	
1953 .. .. .	2	7	2	13	26	24	17	5	3	1	3,371	50	
<i>Geography</i>													
1952 .. .. .	—	3	5	15	33	25	14	3	1	1	1,454	48	
1953 .. .. .	1	6	4	9	25	26	21	4	2	2	1,435	52	
<i>Mathematics</i>													
1952 .. .. .	3	9	5	14	22	21	14	4	3	5	2,676	49	
1953 .. .. .	3	9	4	12	22	20	14	5	5	6	2,789	50	
<i>Physical Science</i>													
1952 .. .. .	1	5	3	10	22	26	19	8	4	2	1,998	53	
1953 .. .. .	1	3	3	9	25	28	18	7	4	2	2,079	53	
<i>Biology</i>													
1952 .. .. .	—	3	2	11	22	30	20	6	4	2	2,172	54	
1953 .. .. .	—	3	3	10	26	29	18	5	3	3	2,186	53	
<i>Agricultural Science</i>													
1952 .. .. .	—	—	1	8	24	41	20	4	2	—	316	54	
1953 .. .. .	—	—	1	6	28	41	20	3	1	—	261	53	
<i>Agricultural Economy</i>													
1952 .. .. .	—	5	—	18	22	26	18	7	4	—	62	—	
1953 .. .. .	—	—	—	12	41	25	18	4	—	—	49	—	
<i>Art</i>													
1952 .. .. .	—	—	—	4	24	32	33	5	1	1	127	—	
1953 .. .. .	—	—	—	3	30	35	19	9	2	2	136	—	

Note: A = 80—100%  
 B = 75—79%  
 BB = 70—74%  
 C = 60—69%  
 D = 50—59%  
 E = 40—49%  
 F = 33½—39%  
 FF = 30—33%  
 G = 20—29%  
 H = below 20%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATIONS, 1952 AND 1953

Subject	SYMBOL										Total No. of Candidates	Approx. Median percent. marks
	H	G	FF	F	E	D	C	BB	B	A		
<i>Botany</i>												
1952 .. ..	—	4	5	6	14	35	22	6	4	4	80	—
1953 .. ..	2	—	3	7	26	29	22	9	2	—	62	—
<i>Bookkeeping</i>												
1952 .. ..	3	6	3	13	23	21	16	6	4	5	1,859	51
1953 .. ..	5	10	4	15	20	20	15	5	3	3	1,909	48
<i>Bookkeeping and Commercial Arithmetic</i>												
1952 .. ..	1	6	5	12	22	23	17	6	4	4	1,602	52
1953 .. ..	1	8	4	13	25	22	17	4	3	3	1,682	50
<i>Chemistry</i>												
1952 .. ..	3	7	5	13	24	22	16	5	3	2	474	49
1953 .. ..	3	9	5	13	23	21	15	5	3	3	462	49
<i>Cookery, Etc.</i>												
1952 .. ..	—	—	—	2	28	49	19	2	—	—	558	54
1953 .. ..	—	—	—	2	22	57	17	1	1	—	604	54
<i>Commercial Arithmetic</i>												
1952 .. ..	4	10	4	10	18	19	17	6	5	7	1,604	52
1953 .. ..	3	10	5	11	19	20	17	6	4	5	1,684	51
<i>French</i>												
1952 .. ..	2	6	2	6	19	30	14	11	8	2	37	—
1953 .. ..	6	9	—	18	27	19	9	3	6	3	33	—
<i>General Science</i>												
1952 .. ..	2	9	6	15	33	29	4	1	1	—	54	—
1953 .. ..	—	9	4	25	23	32	7	—	—	—	44	—
<i>Hebrew</i>												
1952 .. ..	—	12	4	8	29	17	17	7	6	—	24	—
1953 .. ..	—	11	—	17	5	22	11	17	—	17	18	—
<i>Literature (Afrikaans and Ned.)</i>												
1952 .. ..	—	1	4	14	31	28	16	4	1	1	252	50
1953 .. ..	—	2	3	13	32	27	15	5	2	1	206	50
<i>Literature (English)</i>												
1952 .. ..	—	2	5	20	30	30	8	3	2	—	40	—
1953 .. ..	—	—	3	7	21	25	29	11	4	—	28	—
<i>Manual Training</i>												
1952 .. ..	—	1	1	4	14	31	32	9	5	3	299	60
1953 .. ..	—	—	—	3	14	27	33	14	4	5	390	62
<i>Music</i>												
1952 .. ..	—	1	2	2	11	26	35	11	7	5	163	62
1953 .. ..	1	1	—	2	9	34	37	10	4	2	174	61
<i>Needlework</i>												
..1952 .. ..	—	—	—	2	17	41	35	3	1	1	407	58
1953 .. ..	—	—	—	2	15	52	27	3	1	—	411	56
<i>Physics</i>												
1952 .. ..	—	—	4	7	21	28	29	5	2	4	28	—
1953 .. ..	—	—	—	8	23	42	23	—	4	—	26	—

Note: A = 80—100%  
 B = 75—79%  
 BB = 70—74%  
 C = 60—69%  
 D = 50—59%  
 E = 40—49%  
 F = 33½—39%  
 FF = 30—33%  
 G = 20—29%  
 H = below 20%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR SENIOR CERTIFICATE EXAMINATIONS, 1952 AND 1953

Subject	SYMBOL										Total No. of Candidates	Approx. Median percent. marks
	H	G	FF	F	E	D	C	BB	B	A		
<i>Physiology and Hygiene</i>												
1952 .. ..	—	2	2	9	25	31	22	5	3	1	1,255	53
1953 .. ..	—	3	2	11	27	29	20	4	2	2	1,319	53
<i>Shorthand (Afrikaans)</i>												
1952 .. ..	1	6	5	10	18	19	17	7	7	10	535	55
1953 .. ..	1	7	4	10	18	20	16	7	6	11	552	55
<i>Shorthand (English)</i>												
1952 .. ..	2	6	4	13	21	18	14	6	6	10	476	52
1953 .. ..	2	6	4	12	20	18	15	7	5	11	496	53
<i>Southern Sotho Higher</i>												
1952 .. ..	—	—	—	—	27	34	32	5	2	—	41	—
1953 .. ..	—	—	—	3	18	42	31	3	3	—	38	—
<i>Southern Sotho Lower</i>												
1952 .. ..	—	—	—	—	50	50	—	—	—	—	2	—
1953 .. ..	—	—	—	—	50	50	—	—	—	—	2	—
<i>Tswana Higher</i>												
1952 .. ..	—	—	—	—	—	82	18	—	—	—	11	—
1953 .. ..	—	—	—	—	17	67	16	—	—	—	12	—
<i>Tswana Lower</i>												
1952 .. ..	12	—	—	—	—	63	25	—	—	—	8	—
1953 .. ..	—	—	—	—	—	—	—	—	—	—	—	—
<i>Typewriting</i>												
1952 .. ..	2	7	4	12	21	23	18	7	4	2	712	52
1953 .. ..	2	4	4	11	23	26	17	7	4	2	737	52
<i>Xhosa Higher</i>												
1952 .. ..	—	—	1	1	12	56	25	4	1	—	210	56
1953 .. ..	1	—	—	2	18	44	31	3	—	1	181	56
<i>Xhosa Lower</i>												
1952 .. ..	—	—	—	14	14	43	—	20	9	—	7	—
1953 .. ..	—	—	—	—	—	20	40	40	—	—	6	—
<i>Zoology</i>												
1952 .. ..	—	4	3	14	32	33	13	1	—	—	105	—
1953 .. ..	—	11	—	12	40	32	5	—	—	—	71	—

Note: A = 80—100%  
 B = 75—79%  
 BB = 70—74%  
 C = 60—69%  
 D = 50—59%  
 E = 40—49%  
 F = 33½—39%  
 FF = 30—33%  
 G = 20—29%  
 H = below 20%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXTERNAL EXAMINATIONS, 1952 AND 1953

Subject	SYMBOL									Total No. of Candidates	Approx. Median percent. marks
	A	B	C	D	E	F	FF	G	H		
<i>Afrikaans Higher</i>											
1952 .. ..	1	8	25	38	24	4	—	—	—	5,904	56
1953 .. ..	1	6	22	37	28	5	1	—	—	5,861	54
<i>Afrikaans Lower</i>											
1952 .. ..	2	9	19	26	24	12	4	3	1	3,172	52
1953 .. ..	3	9	17	24	27	11	4	4	1	3,438	51
<i>English Higher</i>											
1952 .. ..	—	6	24	40	25	4	1	—	—	5,493	55
1953 .. ..	1	9	30	37	19	3	1	—	—	5,488	57
<i>English Lower</i>											
1952 .. ..	1	7	16	28	29	13	4	2	—	5,707	51
1953 .. ..	2	8	16	26	27	13	5	3	—	5,834	51
<i>French</i>											
1952 .. ..	40	—	—	—	60	—	—	—	—	5	—
1953 .. ..	40	20	—	—	20	20	—	—	—	5	—
<i>German</i>											
1952 .. ..	2	6	15	24	27	13	4	8	1	996	49
1953 .. ..	3	8	15	22	24	14	4	8	2	976	49
<i>Hebrew</i>											
1952 .. ..	—	13	—	13	37	13	12	12	—	8	—
1953 .. ..	—	50	—	—	50	—	—	—	—	4	—
<i>Latin</i>											
1952 .. ..	8	12	18	20	17	9	3	8	5	2,121	54
1953 .. ..	7	10	16	20	21	10	4	9	3	2,025	52
<i>Southern Sotho Higher</i>											
1952 .. ..	—	3	23	51	20	2	1	—	—	171	—
1953 .. ..	—	2	10	32	35	13	4	4	—	181	—
<i>Southern Sotho Lower</i>											
1952 .. ..	—	—	100	—	—	—	—	—	—	1	—
1953 .. ..	—	—	—	—	100	—	—	—	—	1	—
<i>Tswana Higher</i>											
1952 .. ..	—	3	22	50	21	3	—	1	—	68	—
1953 .. ..	—	—	3	51	39	6	1	—	—	69	—
<i>Tswana Lower</i>											
1952 .. ..	—	4	23	54	19	—	—	—	—	26	—
1953 .. ..	—	—	52	40	8	—	—	—	—	25	—
<i>Xhosa Higher</i>											
1952 .. ..	—	—	5	31	55	8	1	—	—	1,890	48
1953 .. ..	—	—	11	39	42	7	1	—	—	1,828	50
<i>Xhosa Lower</i>											
1952 .. ..	—	—	64	9	18	9	—	—	—	11	—
1953 .. ..	—	—	25	37	—	—	13	25	—	8	—
<i>Agriculture (Major)</i>											
1952 .. ..	—	8	22	34	26	8	1	1	—	686	54
1953 .. ..	1	5	18	36	28	8	2	2	—	707	53

Note: A = 80—100%  
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 C = 60—69%  
 D = 50—59%  
 H = Below 20%  
 E = 40—49%  
 F = 33 $\frac{1}{3}$ —39%  
 FF = 30—33%  
 G = 20—29%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXTERNAL EXAMINATIONS, 1952 AND 1953

Subject	SYMBOL									Total No. of Candidates	Approx. Median percent. marks
	A	B	C	D	E	F	FF	G	H		
<i>Agriculture (Minor)</i>											
1952 .. ..	—	—	13	35	37	12	3	—	—	90	—
1953 .. ..	—	2	14	20	31	27	—	6	—	65	—
<i>Agricultural Economy</i>											
1952 .. ..	—	4	5	39	43	7	—	2	—	56	—
1953 .. ..	—	—	2	32	37	17	3	7	2	59	—
<i>Biology</i>											
1952 .. ..	2	10	20	26	22	10	4	5	1	8,021	53
1953 .. ..	3	10	20	24	21	11	4	6	1	8,229	53
<i>General Science</i>											
1952 .. ..	3	7	15	25	26	13	4	6	1	2,100	50
1953 .. ..	3	10	18	26	23	10	4	5	1	2,551	53
<i>Hygiene and Physiology</i>											
1952 .. ..	2	7	18	27	26	13	3	4	—	5,479	51
1953 .. ..	2	7	15	24	30	13	3	5	1	5,529	49
<i>Physics and Chemistry</i>											
1952 .. ..	4	10	17	21	23	11	4	8	2	4,534	51
1953 .. ..	4	9	15	21	22	12	5	9	3	4,355	50
<i>Arithmetic (Major)</i>											
1952 .. ..	2	4	10	14	22	17	7	16	8	759	41
1953 .. ..	2	3	7	14	24	18	7	16	9	706	40
<i>Arithmetic (Minor)</i>											
1952 .. ..	5	9	14	17	18	13	7	12	5	619	47
1953 .. ..	3	7	15	19	23	13	6	10	4	642	48
<i>Art (Major)</i>											
1952 .. ..	—	5	28	60	7	—	—	—	—	163	—
1953 .. ..	2	11	38	47	2	—	—	—	—	160	—
<i>Art (Minor)</i>											
1952 .. ..	—	—	10	17	40	21	8	4	—	61	—
1953 .. ..	—	2	2	17	41	30	6	2	—	76	—
<i>Bookkeeping</i>											
1952 .. ..	3	8	16	23	23	12	4	8	3	4,622	50
1953 .. ..	4	7	16	25	23	12	4	8	1	4,816	50
<i>Commercial Arithmetic</i>											
1952 .. ..	6	10	16	18	23	12	5	9	1	4,147	50
1953 .. ..	7	10	15	19	19	12	4	10	4	4,291	51
<i>Cookery, Etc. (Major)</i>											
1952 .. ..	—	5	21	43	27	4	—	—	—	1,488	54
1953 .. ..	—	1	12	61	22	3	1	—	—	1,672	53
<i>Cookery, Etc. (Minor)</i>											
1952 .. ..	—	1	14	34	44	6	1	—	—	375	50
1953 .. ..	—	2	17	41	33	6	1	—	—	409	52
<i>Geography (Major)</i>											
1952 .. ..	3	7	18	25	24	11	4	7	1	5,009	51
1953 .. ..	2	9	18	25	26	11	4	4	1	5,357	52

Note: A = 80—100%  
 B = 70—79%  
 C = 60—69%  
 D = 50—59%  
 H = Below 20%  
 E = 40—49%  
 F = 33 $\frac{1}{3}$ —39%  
 FF = 30—33%  
 G = 20—29%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXTERNAL EXAMINATIONS, 1952 AND 1953

Subject	SYMBOL									Total No. of Candidates	Approx. Median percent. marks
	A	B	C	D	E	F	FF	G	H		
<i>Geography (Minor)</i>											
1952 .. ..	3	3	29	18	29	10	3	5	—	82	—
1953 .. ..	—	—	5	13	32	32	13	5	—	73	—
<i>History (Major)</i>											
1952 .. ..	4	8	15	22	23	13	5	9	1	7,528	50
1953 .. ..	4	9	15	22	24	13	5	7	1	7,650	50
<i>History (Minor)</i>											
1952 .. ..	1	2	8	16	24	22	9	16	2	394	41
1953 .. ..	—	3	11	21	27	18	7	11	2	341	44
<i>Mathematics</i>											
1952 .. ..	6	11	15	20	20	12	4	9	3	4,990	51
1953 .. ..	5	9	16	20	24	13	4	7	2	5,301	50
<i>Metalwork</i>											
1952 .. ..	5	19	33	29	14	—	—	—	—	64	—
1953 .. ..	7	20	46	17	7	3	—	—	—	30	—
<i>Music</i>											
1952 .. ..	11	24	32	19	8	2	1	2	1	152	65
1953 .. ..	9	33	22	27	7	2	—	—	—	170	66
<i>Needlework (Major)</i>											
1952 .. ..	1	5	24	37	24	6	2	1	—	742	55
1953 .. ..	—	6	21	38	26	7	1	1	—	854	54
<i>Needlework (Minor)</i>											
1952 .. ..	1	5	10	24	33	18	5	4	—	296	47
1953 .. ..	1	5	13	30	33	10	3	5	—	325	50
<i>Shorthand (English)</i>											
1952 .. ..	8	12	14	18	19	12	4	10	3	1,178	51
1953 .. ..	6	13	17	19	15	11	4	10	5	1,264	52
<i>Shorthand (Afrikaans)</i>											
1952 .. ..	10	14	17	18	16	9	4	8	4	1,278	55
1953 .. ..	7	12	18	19	15	8	4	10	7	1,363	53
<i>Typewriting</i>											
1952 .. ..	3	9	16	20	22	13	6	9	2	1,872	49
1953 .. ..	1	9	18	22	22	11	5	9	3	2,045	50
<i>Woodwork (Major)</i>											
1952 .. ..	2	15	27	28	17	9	1	1	—	856	58
1953 .. ..	3	12	22	30	20	9	2	2	—	1,130	56
<i>Woodwork (Minor)</i>											
1952 .. ..	—	5	10	24	26	19	5	9	2	328	46
1953 .. ..	1	1	5	16	29	22	8	15	3	262	40

Note: A = 80—100%  
 B = 70—79%  
 C = 60—69%  
 D = 50—59%  
 H = Below 20%  
 E = 40—49%  
 F = 33½—39%  
 FF = 30—33%  
 G = 20—29%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY SCHOOLS, 1952 AND 1953

Subject	SYMBOL									Total No. of Candidates	
	A	B	C	D	E	F	FF	G	H		
<i>Afrikaans Higher</i>											
1952 .. ..	1	9	25	34	25	5	1	—	—	1,133	
1953 .. ..	—	9	22	36	28	5	—	—	—	1,124	
<i>English Higher</i>											
1952 .. ..	1	10	27	32	23	6	1	—	—	954	
1953 .. ..	1	9	24	35	24	6	1	—	—	1,043	
<i>Afrikaans Lower</i>											
1952 .. ..	3	10	19	31	25	10	1	1	—	907	
1953 .. ..	2	9	20	25	27	13	2	2	—	1,004	
<i>English Lower</i>											
1952 .. ..	3	10	18	25	27	15	1	1	—	1,096	
1953 .. ..	2	11	19	29	26	11	1	1	—	1,094	
<i>French</i>											
1952 .. ..	18	15	22	15	14	8	4	4	—	51	
1953 .. ..	16	31	13	18	18	2	2	—	—	45	
<i>German</i>											
1952 .. ..	8	10	18	23	17	15	2	6	1	296	
1953 .. ..	8	14	22	21	20	9	1	3	2	287	
<i>Hebrew</i>											
1952 .. ..	24	18	29	24	5	—	—	—	—	17	
1953 .. ..	4	11	25	7	4	49	—	—	—	10	
<i>Latin</i>											
1952 .. ..	9	3	18	20	19	19	3	6	3	317	
1953 .. ..	9	11	15	18	19	12	3	12	1	320	
<i>Agriculture (Major)</i>											
1952 .. ..	2	7	14	32	24	15	4	—	2	112	
1953 .. ..	2	14	23	29	30	1	1	—	—	114	
<i>Agriculture (Special)</i>											
1952 .. ..	—	—	18	46	36	—	—	—	—	11	
1953 .. ..	—	—	—	100	—	—	—	—	—	8	
<i>Biology</i>											
1952 .. ..	7	13	23	24	20	7	2	3	1	1,211	
1953 .. ..	8	12	20	23	23	8	1	4	1	1,145	
<i>General Science</i>											
1952 .. ..	4	11	19	24	23	11	2	5	1	721	
1953 .. ..	5	11	21	28	23	9	2	1	—	877	
<i>Hygiene and Physiology</i>											
1952 .. ..	7	13	22	23	19	10	3	3	—	571	
1953 .. ..	7	14	17	19	22	12	1	7	1	578	
<i>Physics and Chemistry</i>											
1952 .. ..	7	10	18	23	21	10	5	5	1	894	
1953 .. ..	5	10	17	20	20	15	3	8	2	803	

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 FF = 30—33%  
 G = 20—29%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY SCHOOLS, 1952 AND 1953

Subject	SYMBOL									Total No. of Candidates
	A	B	C	D	E	F	FF	G	H	
<i>Arithmetic (Major)</i>										
1952 .. .. .	5	13	5	13	36	23	—	—	5	22
1953 .. .. .	3	12	18	27	26	11	1	2	—	28
<i>Arithmetic (Minor)</i>										
1952 .. .. .	5	7	12	19	26	13	2	14	2	102
1953 .. .. .	6	11	15	11	21	15	7	11	3	123
<i>Art (Major)</i>										
1952 .. .. .	3	18	29	37	13	—	—	—	—	38
1953 .. .. .	5	10	24	30	31	—	—	—	—	59
<i>Bookkeeping</i>										
1952 .. .. .	7	12	18	21	22	12	2	5	1	903
1953 .. .. .	7	13	18	20	19	12	3	6	2	979
<i>Commercial Arithmetic</i>										
1952 .. .. .	4	6	14	21	22	16	4	10	3	816
1953 .. .. .	5	8	13	20	19	15	4	12	4	875
<i>Cookery, Housewifery and Laundrywork</i>										
1952 .. .. .	1	12	30	42	14	1	—	—	—	269
1953 .. .. .	1	12	32	42	13	—	—	—	—	232
<i>Cookery and Housewifery</i>										
1952 .. .. .	—	6	26	45	19	4	—	—	—	53
1953 .. .. .	4	11	40	34	8	3	—	—	—	62
<i>Cookery and Laundrywork</i>										
1952 .. .. .	—	8	37	49	6	—	—	—	—	51
1953 .. .. .	—	7	53	33	7	—	—	—	—	55
<i>Geography (Major)</i>										
1952 .. .. .	2	6	17	27	25	15	3	4	1	568
1953 .. .. .	3	8	15	23	28	13	1	7	2	625
<i>Geography (Minor)</i>										
1952 .. .. .	8	13	21	17	22	12	3	3	1	184
1953 .. .. .	2	15	23	14	17	14	5	8	2	123
<i>History (Major)</i>										
1952 .. .. .	9	13	18	22	17	12	3	5	1	1,349
1953 .. .. .	7	13	19	22	20	10	2	6	1	1,282
<i>History (Minor)</i>										
1952 .. .. .	1	8	20	21	29	12	4	4	1	184
1953 .. .. .	3	11	21	26	18	9	7	2	3	225
<i>Mathematics</i>										
1952 .. .. .	8	10	17	21	20	12	3	7	2	1,038
1953 .. .. .	9	11	18	20	21	12	2	5	2	1,099
<i>Music</i>										
1952 .. .. .	6	31	26	19	16	2	—	—	—	62
1953 .. .. .	14	24	27	22	5	3	—	3	2	58

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 F = 33½—39%  
 FF = 30—33%  
 G = 20—29%

APPENDIX W (Continued)

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR JUNIOR CERTIFICATE EXAMINATION CONDUCTED BY SCHOOLS, 1952 AND 1953

Subject	SYMBOL									Total No. of Candidates
	A	B	C	D	E	F	FF	G	H	
<i>Needlework (Major)</i>										
1952 .. .. .	—	11	28	30	24	6	—	1	—	146
1953 .. .. .	1	8	30	34	23	3	—	1	—	153
<i>Needlework (Minor)</i>										
1952 .. .. .	—	4	15	42	27	11	—	1	—	103
1953 .. .. .	1	8	24	29	25	10	2	1	—	116
<i>Shorthand (English)</i>										
1952 .. .. .	10	14	17	15	15	12	4	7	6	353
1953 .. .. .	11	10	17	17	17	11	3	9	5	407
<i>Shorthand (Afrikaans)</i>										
1952 .. .. .	13	17	19	16	15	7	2	5	6	280
1953 .. .. .	12	15	14	19	20	8	3	8	1	268
<i>Typewriting</i>										
1952 .. .. .	6	16	25	19	17	9	2	4	2	544
1953 .. .. .	6	12	22	28	18	9	2	3	—	571
<i>Woodwork (Major)</i>										
1952 .. .. .	4	16	32	29	16	3	—	—	—	117
1953 .. .. .	3	8	29	27	22	7	3	1	—	144

Note: A = 80—100%  
 B = 70—79%  
 C = 60—69%  
 D = 50—59%  
 H = Below 20%  
 E = 40—49%  
 F = 33½—39%  
 FF = 30—33%  
 G = 20—29%



APPENDIX X

EXPENDITURE ON PUBLIC EDUCATION

Statement for the years ended 31st March, 1952 and 31st March, 1953

	1951-52			1952-53		
	£	s.	d.	£	s.	d.
<i>Administration</i>						
A. 1. Salaries, Wages and Allowances	70,815	5	6	81,002	18	7
2. Subsistence (including Transport Allowances for 1952-53) ..	130	2	9	72	4	4
3. Transport .. .. .	363	6	8	109	0	6
4. Office Equipment, Material and Furniture, including Repairs	1,596	18	11	—	—	—
5. Rent and Rates .. .. .	—	—	—	—	—	—
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	525	9	11	—	—	—
7. Repairs, Renovations and Maintenance .. .. .	176	1	1	—	—	—
8. Incidentals .. .. .	9,494	16	11	8,711	13	0
Total A .. .. .	£83,102	1	9	£89,895	16	5

*School Boards, School Committees and Coloured Education Committees*

B. 1. Salaries, Wages and Allowances	117,756	18	7	132,346	12	4
2. Subsistence (including Transport Allowances for 1952-53) ..	2,343	10	5	11,403	9	10
3. Transport .. .. .	11,230	4	6	535	16	10
4. Office Equipment, Material and Furniture, including Repairs	2,596	13	9	3,391	17	3
5. Rent and Rates .. .. .	8,323	0	9	9,093	19	1
6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	1,072	11	3	945	14	8
7. Repairs, Renovations and Maintenance .. .. .	2,421	6	5	3,420	13	10
8. Election Expenses .. .. .	237	19	0	155	13	0
9. Incidentals .. .. .	170	16	9	257	2	1
Total B .. .. .	£146,153	1	5	£161,550	18	11

*School Inspection*

C. 1. Salaries, Wages and Allowances	55,196	16	10	59,683	6	6
2. Subsistence (including Transport Allowances for 1952-53) ..	3,841	3	1	4,926	5	7
3. Transport .. .. .	8,284	12	8	12,024	15	8
4. Incidentals .. .. .	5	11	0	9	16	4
Total C .. .. .	£67,328	3	7	£76,644	4	1

*Medical Inspection and Treatment*

D. 1. Salaries, Wages and Allowances	30,092	4	3	38,272	1	10
2. Subsistence (including Transport Allowances for 1952-53) ..	3,894	2	1	5,834	7	7
3. Transport .. .. .	2,922	18	5	1,290	3	7
4. Medical Treatment of School Children .. .. .	16,966	9	9	18,579	10	7
5. Incidentals .. .. .	131	18	9	180	11	8
Total D .. .. .	£54,007	13	3	£64,156	15	3

	1951-52			1952-53		
	£	s.	d.	£	s.	d.
<i>European Education: Training of Teachers</i>						
E. 1. Salaries, Wages and Allowances	118,555	2	3	147,607	19	3
2. Subsistence (including Transport Allowances for 1952-53) ..	3,032	6	2	5,541	17	1
3. Transport .. .. .	4,554	5	4	3,760	10	11
4. School Equipment, Material and Furniture, including Repairs	6,989	2	5	5,577	13	6
5. Hostels .. .. .	63,249	17	6	71,169	11	11
6. Grants-in-Aid, including Hostels under Private Control ..	1,089	16	1	821	17	2
7. Rent and Rates .. .. .	1	4	2	14	0	10
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	763	17	5	696	18	9
9. Repairs, Renovations and Maintenance .. .. .	3,136	10	8	1,927	15	9
10. Incidentals (including Vacation Courses and Teachers' Classes)	1,851	9	9	2,279	13	3
Total E .. .. .	£203,223	11	9	£239,397	18	5

<i>Secondary Schools</i>						
F. 1. Salaries, Wages and Allowances	387,648	13	8	506,230	16	0
2. Subsistence and Transport ..	98	3	2	86	2	2
3. School Equipment, Material and Furniture, including Repairs	32,972	2	3	44,267	17	4
4. Bursaries .. .. .	93,330	11	5	70,975	6	0
5. Hostels .. .. .	33,207	18	5	28,870	9	2
6. Rent and Rates .. .. .	567	18	1	848	5	10
7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	3,849	4	10	4,019	3	0
8. Repairs, Renovations and Maintenance .. .. .	25,317	6	6	18,123	10	7
9. Incidentals .. .. .	15	16	2	13	11	4
Total F .. .. .	£577,007	14	6	£673,435	1	5

<i>Primary Schools</i>						
G. 1. Salaries, Wages and Allowances	2,428,596	19	2	3,136,310	8	8
2. Subsistence and Transport ..	796	2	10	690	4	5
3. School Equipment, Material and Furniture, including Repairs	132,746	15	4	151,738	8	2
4. Bursaries (Maintenance and Conveyance) .. .. .	144,299	2	11	See Vote L 12		
5. Hostels .. .. .	4,428	17	8	5,843	0	10
6. Grants-in-Aid, including Hostels under Private Control ..	146	5	0	302	6	5
7. Rent and Rates .. .. .	23,473	2	6	22,788	15	6
8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	25,444	12	5	25,519	10	4
9. Repairs, Renovations and Maintenance .. .. .	143,422	12	9	149,824	9	6
10. Feeding of School Children ..	213,027	17	11	216,945	11	9
11. Incidentals .. .. .	58	16	4	252	12	8
Total G .. .. .	£3,116,441	4	10	£3,710,215	8	3

<i>Combined Primary and Secondary Schools</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
H.	1. Salaries, Wages and Allowances	2,164,972	9 11	2,745,953	3 7
	2. Subsistence and Transport ..	1,350	7 7	819	5 7
	3. School Equipment, Material and Furniture, including Repairs	143,448	10 9	175,613	3 3
	4. Grants to Good Hope Boarding Departments .. .. .	298,769	6 4	See Vote L 10	
	5. Hostels .. .. .	169,792	13 0	176,895	17 9
	6. Amalgamated School Hostels ..	6,978	4 1	See Vote L 11	
	7. Grants-in-Aid, including Hostels under Private Control ..	13,256	16 1	15,653	15 1
	8. Rent and Rates .. .. .	5,419	1 9	5,734	18 10
	9. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	20,679	14 7	21,308	2 7
	10. Repairs, Renovations and Maintenance .. .. .	121,104	16 7	142,271	17 8
	11. Incidentals .. .. .	57	0 11	62	0 0
	<b>Total H .. .. .</b>	<b>£2,945,829</b>	<b>1 7</b>	<b>£3,284,312</b>	<b>4 4</b>

<i>Coloured Education: Training of Teachers</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
J.	1. Salaries, Wages and Allowances	63,759	10 11	76,110	2 9
	2. Subsistence and Transport ..	650	9 6	530	2 10
	3. School Equipment, Material and Furniture, including Repairs	3,019	1 8	3,976	5 2
	4. Bursaries .. .. .	12,539	6 3	16,682	13 11
	5. Grants-in-Aid, including Hostels under Private Control ..	1,465	10 10	1,382	15 10
	6. Rent and Rates .. .. .	6,867	5 1	6,077	12 10
	7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	531	13 11	505	14 10
	8. Repairs, Renovations and Maintenance .. .. .	747	17 6	430	11 0
	9. Incidentals .. .. .	101	4 3	56	3 2
	<b>Sub-Total .. .. .</b>	<b>£89,681</b>	<b>19 11</b>	<b>£105,752</b>	<b>2 4</b>

<i>Primary and Secondary Schools</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
J.	10. Salaries, Wages and Allowances	2,711,435	12 10	3,069,690	13 10
	11. Subsistence and Transport ..	163	17 10	88	0 7
	12. School Equipment, Material and Furniture, including Repairs	160,871	17 6	182,209	15 0
	13. Bursaries .. .. .	23,063	16 5	25,839	5 0
	14. Grants-in-Aid, including Hostels under Private Control ..	942	11 1	1,090	18 1
	15. Rent and Rates .. .. .	82,594	8 3	91,676	16 7
	16. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	20,355	1 6	21,804	14 9
	17. Repairs, Renovations and Maintenance .. .. .	37,897	17 1	48,241	10 7
	18. Feeding of Primary School Children .. .. .	303,970	15 6	304,933	4 5
	19. Fees lost by denominational schools in respect of Tuition above Standard VI made good in terms of Section 5 of Ordinance No. 17 of 1936 ..	3,611	6 0	3,791	14 0
	20. Incidentals .. .. .	40	18 1	44	12 11
	<b>Sub-Total .. .. .</b>	<b>£3,344,948</b>	<b>2 1</b>	<b>£3,749,411</b>	<b>5 9</b>
	<b>Total J .. .. .</b>	<b>£3,434,630</b>	<b>2 0</b>	<b>£3,855,163</b>	<b>8 1</b>

<i>Native Education: Administration</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
K.	1. Salaries, Wages and Allowances	12,677	0 0	13,562	0 0
	2. Subsistence and Transport ..	18	1 11	19	3 9
	3. Remuneration of Managers ..	4,501	0 0	4,732	0 0
	4. Office Equipment and Furniture	78	13 1	52	12 0
	<b>Sub-Total .. .. .</b>	<b>£17,274</b>	<b>15 0</b>	<b>£18,365</b>	<b>15 9</b>

<i>School Inspection: Inspection by Europeans</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
K.	5. Salaries, Wages and Allowances	23,811	9 5	27,695	0 0
	6. Subsistence and Transport ..	4,879	6 9	5,490	0 0
	<b>Sub-Total .. .. .</b>	<b>£28,690</b>	<b>16 2</b>	<b>£33,185</b>	<b>0 0</b>

<i>Native Supervisors</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
K.	7. Salaries, Wages and Allowances	23,580	5 2	28,191	4 4
	8. Subsistence and Transport ..	3,920	19 5	4,065	6 5
	<b>Sub-Total .. .. .</b>	<b>£27,501</b>	<b>4 7</b>	<b>£32,256</b>	<b>10 9</b>

<i>Training of Teachers</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
K.	9. Salaries, Wages and Allowances	95,511	18 11	108,787	2 5
	10. Subsistence and Transport ..	2,876	4 4	2,208	6 8
	11. General Maintenance .. .. .	12,971	9 3	14,193	13 3
	12. Libraries .. .. .	314	13 6	374	7 8
	13. Bursaries .. .. .	11,906	13 4	13,236	0 3
	14. Vacation Courses .. .. .	—	—	—	—
	15. Rent Grants .. .. .	2,121	9 6	2,240	10 6
	16. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	92	0 11	161	8 10
	17. Rent and Rates .. .. .	454	10 6	1	0 0
	18. Repairs, Renovations and Maintenance .. .. .	1,058	11 5	369	14 8
	19. Incidentals .. .. .	2	12 11	12	0
	<b>Sub-Total .. .. .</b>	<b>£127,310</b>	<b>4 7</b>	<b>£141,572</b>	<b>16 3</b>

<i>Secondary Schools</i>		1951-52		1952-53	
		£	s. d.	£	s. d.
K.	20. Salaries, Wages and Allowances	152,985	7 2	180,959	1 8
	21. Subsistence and Transport ..	5	17 5	18	6
	22. General Maintenance .. .. .	16,279	18 11	17,058	13 6
	23. Libraries .. .. .	491	19 3	592	9 3
	24. Bursaries .. .. .	1,311	19 7	1,405	0 0
	25. Rent Grants .. .. .	926	17 5	2,899	10 3
	26. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	786	11 2	708	11 11
	27. Rent and Rates .. .. .	134	19 2	198	2 8
	28. Repairs, Renovations and Maintenance .. .. .	3,747	13 9	4,984	18 4
	29. Incidentals .. .. .	9	12 10	18	7 7
	<b>Sub-Total .. .. .</b>	<b>£176,680</b>	<b>16 8</b>	<b>£208,825</b>	<b>13 8</b>

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>Primary Schools</i>							
K.	30. Salaries, Wages and Allowances	1,722,612	5	8	1,889,779	12	6
	31. Subsistence and Transport ..	7	6	1	9	11	
	32. General Maintenance ..	80,363	4	0	112,585	3	2
	33. Books and Requisites for Pupils	60,055	11	10	56,234	7	9
	34. Libraries ..	84	2	0	120	12	3
	35. Rent Grants ..	7,081	15	7	9,810	8	1
	36. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	1,530	9	0	1,898	8	11
	37. Rent and Rates ..	397	11	8	982	18	8
	38. Repairs, Renovations and Main- tenance ..	3,418	9	6	3,664	8	3
	39. Incidentals ..	27	15	4	21	5	4
	Sub-Total ..	£1,875,578	10	8	£2,075,097	14	10

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>Combined Primary and Secondary Schools</i>							
K.	40. Salaries, Wages and Allowances	27,650	2	9	40,919	15	0
	41. Subsistence and Transport ..	4	3		—	—	—
	42. General Maintenance ..	2,560	13	1	1,818	13	1
	43. Books and Requisites for Primary Pupils ..	390	19	4	573	2	2
	44. Libraries ..	56	12	4	60	0	0
	45. Rent Grants ..	430	14	0	430	14	0
	46. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	220	1	1	279	12	10
	47. Rent and Rates ..	3	10	0	—	—	—
	48. Repairs, Renovations and Main- tenance ..	791	6	2	806	14	8
	49. Incidentals ..	—	—	—	—	—	—
	Sub-Total ..	£32,104	3	0	£44,888	11	9

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>Technical and Industrial Schools</i>							
K.	50. Salaries, Wages and Allowances	23,395	13	2	26,324	11	10
	51. General Maintenance ..	1,577	11	10	2,266	8	1
	52. Libraries ..	4	12	3	40	0	0
	53. Rent Grants ..	216	6	0	169	12	8
	54. Incidentals ..	197	17	1	31	19	1
	Sub-Total ..	£25,392	0	4	£28,832	11	8

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>General</i>							
K.	55. Contributions to Pension Fund	1,886	0	0	2,070	0	0
	56. Printing, Stationery and Adver- tising ..	1,727	3	11	463	12	2
	57. Examination Expenses ..	8,115	5	0	8,801	11	1
	58. Employer's contribution for Un- employment Insurance ..	60	12	7	57	15	9
	59. Incidentals ..	157	13	1	112	16	2
	60. Grants-in-Aid for Tribal or Community School Buildings	1,713	16	1	1,847	14	3
	61. Minor Works ..	—	—	—	No provision		
	Sub-Total ..	£13,660	10	8	£13,353	9	5
	Total K ..	£2,324,193	1	8	£2,596,378	4	1

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>Miscellaneous</i>							
L.	1. Examination Expenses ..	24,234	2	9	35,275	19	1
	2. Pensions and Gratuities ..	106,863	4	10	146,866	2	10
	3. Contributions to Pension and Provident Funds ..	463,357	9	8	532,960	11	3
	4. Printing, Stationery and Adver- tising ..	46,442	14	5	43,199	15	4
	5. Telegraph and Telephone Services ..	6,353	18	7	7,614	4	0
	6. Grants-in-Aid ..	33,102	11	9	28,579	1	3
	7. Grants to Private Schools and Hostels for General Educa- tional purposes ..	8,426	17	10	8,741	12	11
	8. Repayment under Section 375 (bis) of Ordinance 5 of 1921 of school fees received from Primary and Secondary Pupils in certain schools ..	9,928	12	0	14,180	12	3
	9. Grant to Student Teachers' Loan Fund ..	8,000	0	0	15,000	0	0
	10. Grants to Good Hope Boarding Departments ..	See Vote H 4			335,799	16	9
	11. Amalgamated School Hostels ..	See Vote H 6			4,983	2	10
	12. Maintenance and Conveyance of School Children ..	See Vote G 4			169,188	9	7
	13. School Fees, Books, School Material and Examination Fees of Children of Persons on Active Service, etc. ..	See Vote G 4 (Part)			422	14	9
	14. Appropriation of Hostel Profits	—	—	—	73	18	2
	15. Railage, including Railway Fares of Officials and Teachers ..	See Transport			23,660	12	6
	16. Incidentals ..	1,440	8	9	26,561	13	7
	Total L ..	£708,150	0	7	£1,393,108	7	1

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>Minor Works</i>							
M.	Minor Works, including Site Transfer and Other Expenses, School Footbridges, Fencing and Boreholes ..	£311,592	18	10	£349,127	9	1

		1951-52			1952-53		
		£	s.	d.	£	s.	d.
<i>Agricultural Schools</i>							
N.	1. Salaries, Wages and Allowances	29,377	7	0	35,862	11	1
	2. Subsistence and Transport ..	285	7	2	125	2	8
	3. School Equipment, Material and Furniture, including Repairs	659	18	4	463	18	5
	4. Livestock ..	593	17	4	968	17	3
	5. Farm Equipment, including Repairs and Materials ..	5,542	1	6	7,656	12	5
	6. Hostels ..	12,131	14	8	14,200	12	9
	7. Rent and Rates ..	481	2	0	482	5	6
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services	751	12	11	557	19	4
	9. Repairs, Renovations and Main- tenance ..	2,043	3	8	2,066	7	3
	10. Grants to School Funds ..	—	—	—	55	0	0
	11. Miscellaneous ..	380	18	3	110	1	4
	Total N ..	£52,247	2	10	£62,549	8	0

GRAND TOTAL, VOTE 2 ..	£14,023,905	18	7	£16,555,935	3	5
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## STUDENT TEACHERS' FUND

## INTEREST ON SLAVE COMPENSATION, AND BIBLE AND SCHOOL FUNDS

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

## STATEMENTS OF RECEIPTS AND PAYMENTS FOR THE YEARS ENDED 31st MARCH, 1952 AND 1953

	<i>Receipts</i>					
	1952			1953		
	£	s.	d.	£	s.	d.
Balance at 1st April, previous year ..	8,584	7	0	8,701	6	2
Interest for year .. .. .	256	16	4	256	16	4
<b>Total .. .. .</b>	<b>8,841</b>	<b>3</b>	<b>4</b>	<b>8,958</b>	<b>2</b>	<b>6</b>
	<i>Payments</i>					
Purchase of Library Books .. ..	139	17	2	379	17	2
Balance on 31st March:						
Investments held by Public Debt Commissioners .. .. .	8,549	17	8	8,549	17	8
Cash in hand .. .. .	151	8	6	28	7	8
<b>Total .. .. .</b>	<b>8,841</b>	<b>3</b>	<b>4</b>	<b>8,958</b>	<b>2</b>	<b>6</b>

## NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1952

School Board	EAR, NOSE AND THROAT		TEETH					EYES					Minor Ailments	Vitamin Oil		Orthopaedic Appliances		
	Operations		Ear Drops	Extractions		Fillings	Treatment	Dentures	Examinations		Spectacles			Lotions	Artificial Eyes		Eur.	Col.
	Eur.	Col.		Eur.	Col.				Eur.	Col.	Eur.	Col.						
Aberdeen .. .. .	—	—	—	12	—	—	—	—	—	—	—	—	—	—	71	—	—	
Albany .. .. .	—	—	—	111	—	189	—	—	—	—	—	—	—	—	71	—	—	
Albert .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	34	—	
Alexandria .. .. .	—	—	—	—	—	—	—	—	—	2	—	1	—	—	—	—	—	
Aliwal North .. .. .	3	—	—	48	—	1	—	—	3	—	2	—	—	—	—	—	—	
Barkly East .. .. .	—	—	—	6	—	38	—	—	—	—	—	—	—	—	—	—	—	
Barkly West .. .. .	1	—	—	—	—	—	—	—	34	—	26	—	2	—	151	56	—	
Bathurst .. .. .	—	—	—	38	—	—	—	—	—	—	—	—	—	—	—	61	—	
Beaufort West .. .. .	17	—	—	96	—	29	2	—	8	—	8	—	—	—	227	446	—	
Bedford .. .. .	—	—	—	—	89	—	—	—	—	—	—	—	—	15	—	32	—	
Bredasdorp .. .. .	47	—	—	239	—	199	—	3	—	—	1	—	—	—	274	416	—	
Britstown .. .. .	—	—	—	3	—	2	—	1	—	—	—	—	—	—	—	—	—	
Caledon .. .. .	51	—	—	1,387	741	370	—	8	2	—	3	—	—	9	446	2,146	—	
Calitzdorp .. .. .	16	—	—	—	—	—	—	3	10	—	7	—	—	—	196	33	—	
Calvinia .. .. .	12	—	—	—	—	—	—	—	2	—	2	6	—	—	33	725	—	
Nieuwoudtville .. .. .	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Cape .. .. .	1	39	—	4,637	—	4,100	383	—	—	—	—	—	—	—	—	—	—	
Cape: Parow .. .. .	—	—	—	—	17,168	1,260*	427*	—	1	—	2	2	—	1	2,051	8,408	—	
Carnarvon .. .. .	2	—	—	2,788	1,179	1,557	65	6	5	—	12	—	—	—	890	1,156	—	
Cathcart .. .. .	—	—	—	18	—	2	—	—	—	—	—	—	—	—	—	52	—	
Ceres .. .. .	5	—	—	102	146	146	—	—	—	—	—	—	—	5	32	238	—	
Clanwilliam .. .. .	20	—	—	30	—	1	—	—	—	—	—	—	—	2	165	621	—	
Colesberg .. .. .	—	—	—	—	—	—	—	—	2	—	2	—	—	—	—	67	—	
Cradock .. .. .	4	—	—	60	—	54	—	—	—	—	—	—	—	—	—	79	—	
De Aar .. .. .	—	—	—	102	—	10	—	—	—	—	—	—	—	—	—	211	—	
East London .. .. .	7	2	—	316	229	127	3	—	16	1	12	1	—	3	44	49	—	
Elliot .. .. .	—	—	—	13	—	41	—	—	3	—	—	—	—	—	—	—	—	
Fort Beaufort .. .. .	—	—	—	26	—	22	—	—	3	—	2	—	—	—	62	235	—	
Fraserburg .. .. .	11	—	—	—	—	—	—	—	1	—	1	—	—	—	—	204	—	
George .. .. .	98	—	—	2,416	—	888	—	—	42	—	31	—	—	3	—	—	—	
Gordonia .. .. .	4	—	—	28	—	19	—	2	109	—	62	—	2	—	151	1,255	—	
Graaff-Reinet .. .. .	—	—	—	115	—	2	—	—	—	—	—	—	—	—	38	82	—	
Hay .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	102	—	—	
Heidelberg .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	348	—	—	
Herbert .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	139	170	—	

\* Coloured

## NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1952

School Board	EAR, NOSE AND THROAT			TEETH					EYES					Minor Ailments	Vitamin Oil		Ortho-paedic Appliances	
	Operations		Ear Drops	Extractions		Fill-ings	Treat-ment	Den-tures	Examinations		Spectacles		Lotions		Arti-ficial Eyes	Eur.		Col.
	Eur.	Col.		Eur.	Col.				Eur.	Col.	Eur.	Col.						
Humansdorp .. .. .	—	—	—	616	—	10	1	7	3	—	4	—	—	—	68	86	—	
Indwe .. .. .	—	—	—	4	—	23	—	—	—	—	1	—	—	—	—	—	—	
Jansenville .. .. .	—	—	—	—	—	—	—	—	2	—	2	—	—	—	—	38	—	
Kenhardt .. .. .	—	—	—	—	—	—	—	—	17	—	12	—	—	—	—	466	—	
Kakamas .. .. .	24	—	—	—	—	—	—	—	53	—	37	—	1	—	11	250	—	
Kimberley .. .. .	—	—	—	53	—	11	2	—	8	27	11	11	—	—	36	466	—	
King William's Town ..	4	—	—	189	—	223	5	5	—	—	—	—	—	—	242	60	—	
Knysna .. .. .	31	—	—	1,198	—	13	—	—	31	—	26	—	—	—	—	—	—	
Komgha .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	37	—	
Kuruman .. .. .	8	—	—	1	—	—	—	—	—	—	—	—	—	1	504	—	—	
Ladismith .. .. .	8	—	—	656	—	6	—	—	3	—	3	—	—	—	—	—	—	
Lady Grey .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	
Laingsburg .. .. .	22	—	—	50	—	9	1	—	—	—	—	—	—	—	57	—	—	
Maclear .. .. .	10	—	—	13	—	48	—	—	18	—	5	—	3	—	—	—	—	
Mafeking .. .. .	2	—	—	65	—	6	—	—	—	—	—	—	—	—	65	—	—	
Malmesbury .. .. .	21	—	—	51	—	149	—	—	2	—	6	—	—	3	63	1,477	—	
Hopefield .. .. .	1	—	—	19	—	7	—	—	2	—	1	—	—	15	139	408	—	
Maraisburg .. .. .	1	—	—	—	—	—	—	—	3	—	—	—	—	—	—	—	—	
Molteno .. .. .	—	—	—	1	—	2	—	—	—	—	—	—	—	—	—	—	—	
Montagu .. .. .	11	—	—	170	—	21	—	—	3	—	2	—	—	1	74	126	—	
Mossel Bay .. .. .	42	—	—	819	—	125	13	—	24	—	11	—	5	1	247	525	—	
Murraysburg .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	66	—	
Garies .. .. .	1	—	—	—	—	—	—	—	—	—	—	—	—	—	55	—	—	
Springbok .. .. .	1	—	—	—	—	—	—	—	2	—	2	—	—	—	60	1,251	—	
Oudtshoorn .. .. .	38	—	—	1,549	678	134	1	3	48	49	42	23	—	6	305	90	—	
Paarl .. .. .	4	—	5	395	599	322	1	1	—	—	5	—	—	—	185	1,557	—	
Franschhoek .. .. .	—	—	1	5	232	7	—	—	—	—	—	—	—	—	—	—	—	
Wellington .. .. .	1	—	—	356	—	200	—	—	4	—	4	—	—	—	153	224	—	
Pearston .. .. .	—	—	—	43	—	1	—	—	—	—	—	—	—	—	—	—	—	
Peddie .. .. .	1	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	—	
Petrusville .. .. .	—	—	—	—	—	—	—	—	1	—	—	—	—	—	—	—	—	
Piquetberg .. .. .	17	—	—	83	—	78	—	—	—	—	—	—	—	1	—	—	—	
Port Elizabeth .. .. .	3	—	—	—	—	—	—	1	44	9	44	9	—	—	516	930	—	
Prieska .. .. .	2	—	—	—	—	—	—	—	15	—	8	—	—	—	—	—	—	
Prince Albert .. .. .	6	—	—	4	224	—	—	—	—	—	—	—	—	1	—	164	—	
Queenstown .. .. .	—	—	—	40	135	15	—	—	4	—	3	—	—	—	—	18	—	
Riversdale .. .. .	50	—	2	1,221	—	14	—	—	29	—	22	—	—	—	154	106	1	

ANNEXURE Z (Continued)

## NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1952

School Board	EAR, NOSE AND THROAT			TEETH					EYES					Minor Ailments	Vitamin Oil		Ortho-paedic Appliances	
	Operations		Ear Drops	Extractions		Fill-ings	Treat-ment	Den-tures	Examinations		Spectacles		Lotions		Arti-ficial Eyes	Eur.		Col.
	Eur.	Col.		Eur.	Col.				Eur.	Col.	Eur.	Col.						
Robertson .. .. .	8	—	—	157	—	207	19	—	—	—	—	—	—	—	38	595	—	
Somerset East .. .. .	—	—	—	32	—	—	—	—	—	—	—	—	—	—	—	137	—	
Stellenbosch .. .. .	16	—	—	210	—	162	2	—	8	—	7	2	—	—	152	776	—	
Sterkstroom .. .. .	—	—	—	19	—	2	5	—	—	—	—	—	—	—	78	—	—	
Steynsburg .. .. .	—	—	—	5	—	30	1	1	—	—	—	—	—	—	—	—	—	
Stockenström .. .. .	—	—	—	27	—	6	—	—	—	—	—	—	—	—	36	26	—	
Stutterheim .. .. .	—	—	—	62	—	3	—	—	1	—	1	—	—	—	—	—	—	
Sutherland .. .. .	5	—	—	19	—	2	—	—	2	—	1	—	—	—	80	126	—	
Swellendam .. .. .	31	—	—	697	—	285	13	—	12	—	7	—	1	16	286	215	—	
Barrydale .. .. .	6	—	—	85	—	—	—	—	—	—	—	—	—	2	75	—	—	
Tarka .. .. .	—	—	—	6	—	2	—	—	2	—	—	—	—	—	—	—	—	
Tulbagh .. .. .	—	—	—	43	488	9	—	—	—	—	—	1	—	—	—	—	—	
Uitenhage .. .. .	3	—	—	929	175	27	11	—	11	1	11	—	—	—	194	481	—	
Uniondale .. .. .	—	—	—	186	—	—	—	—	2	—	2	—	—	17	—	—	—	
Vanrhynsdorp .. .. .	24	—	—	—	—	—	—	—	56	—	32	—	—	—	—	—	—	
Victoria East .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	35	78	—	
Victoria West .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	26	286	—	
Vryburg .. .. .	—	—	—	184	—	24	—	—	—	—	—	—	—	—	269	—	—	
Williston .. .. .	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Willowmore .. .. .	1	—	—	9	—	—	—	—	1	—	1	—	—	—	74	113	—	
Wodehouse .. .. .	—	—	—	8	—	7	—	—	—	—	—	—	—	—	—	—	—	
Worcester .. .. .	12	—	—	628	180	413	—	—	29	36	20	20	—	—	70	1,377	—	
Vaalharts .. .. .	5	—	—	232	—	—	—	—	5	—	4	—	—	—	—	—	—	
Engcobo .. .. .	1	—	—	4	—	4	—	—	—	—	—	—	—	—	70	82	—	
Idutywa .. .. .	—	—	—	10	—	—	—	—	—	—	—	—	—	—	—	—	—	
Libode .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	42	—	
Lusikisiki .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	93	—	
Matatiele .. .. .	2	—	—	6	—	—	—	—	—	—	—	—	—	—	—	—	—	
Mount Ayliff .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Kokstad .. .. .	—	—	—	59	—	41	1	—	—	—	—	—	—	—	27	264	—	
Port St. John .. .. .	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	54	—	
Umtata .. .. .	—	—	—	101	—	18	—	—	1	—	1	—	—	—	—	237	—	
Cala .. .. .	—	—	—	25	—	30	—	—	—	—	—	—	—	—	—	42	—	
Vasco Clinic .. .. .	—	—	—	—	—	—	—	—	163	135	91	52	—	—	—	—	—	
Total: .. .. .	727	41	8	23,935	22,263	11,753	956	41	855	258	607	127	14	2	102	9,935	30,145	1



## NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1953

School Board	EAR, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Den-tures	Examinations		Spectacles		Lotions	Arti-ficial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Malmesbury ..	12	—	—	52	—	72	—	—	—	—	13	—	11	—	—	—	—	44	1,278	
Hopefield ..	—	—	—	8	—	16	—	—	—	—	3	—	3	—	—	—	1	—	—	
Middelburg ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	53	—	
Molteno ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	—	
Montagu ..	7	—	—	103	—	27	—	—	—	—	2	—	2	—	—	—	—	13	73	
Mossel Bay ..	7	—	—	592	—	58	—	—	—	—	1	—	1	—	—	—	—	150	527	
Springbok ..	—	—	—	—	—	—	—	—	—	—	28	—	20	—	—	—	—	—	—	
Oudtshoorn ..	7	2	—	1,113	2,246	180	6	1	—	12	5	—	4	—	—	—	13	3	307	1,109
Paarl ..	—	—	—	81	161	222	5	—	—	—	—	—	—	—	—	—	2	1	305	1,512
Franschhoek ..	—	—	—	33	75	41	—	—	—	—	—	—	—	—	—	—	—	—	13	219
Wellington ..	—	—	—	128	356	48	—	—	—	—	—	—	—	—	—	—	—	—	87	150
Philipstown ..	—	—	—	15	—	1	—	—	—	—	4	—	1	—	—	—	—	—	—	—
Petrusville ..	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Piquetberg ..	24	—	—	301	—	34	—	5	—	—	1	—	1	—	—	—	—	—	129	487
Port Elizabeth	—	—	—	Dental	—	—	—	—	—	—	20	10	20	10	—	—	—	—	501	2,262
Prieska ..	—	—	—	22	—	15	—	—	—	—	—	—	—	—	—	—	—	—	—	409
Prince Albert ..	22	—	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—	65	375
Queenstown ..	—	—	—	34	41	—	—	—	—	—	4	—	4	—	—	—	—	—	37	401
Richmond ..	—	—	—	40	—	8	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Riversdale ..	17	—	—	1,412	893	228	—	—	—	—	1	—	1	—	—	—	—	—	444	710
Robertson ..	6	—	—	300	—	126	—	5	—	—	—	—	—	—	—	—	10	—	77	634
Somerset East	—	—	—	26	—	4	—	—	—	—	—	—	—	—	—	—	—	—	—	35
Stellenbosch ..	15	1	—	440	593	340	—	—	—	—	1	2	1	2	—	—	—	—	80	964
Stellenbosch ..	—	—	—	11	—	19	—	—	—	—	4	—	—	—	—	—	—	—	—	—
Sterkstroom ..	—	—	—	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	78	—

## NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1953

School Board	EARS, NOSE AND THROAT			TEETH							EYES					Minor Ailments		Vitamin Oil		
	Operations		Ear-drops	Extractions		Fillings		Treatment		Den-tures	Examinations		Spectacles		Lotions	Arti-ficial Eyes	Eur.	Col.	Eur.	Col.
	Eur.	Col.		Eur.	Col.	Eur.	Col.	Eur.	Col.		Eur.	Col.	Eur.	Col.						
Stockenström	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	28	57
Stutterheim ..	—	—	—	11	—	6	—	—	—	—	1	—	1	—	—	—	—	—	13	—
Sutherland ..	—	—	—	6	—	2	—	—	—	—	1	—	1	—	—	—	—	—	—	182
Swellendam ..	—	—	—	797	—	214	—	2	—	1	—	—	—	—	—	—	—	—	42	223
Barrydale ..	2	—	—	97	—	—	—	—	—	—	—	—	—	—	—	—	—	—	12	—
Tarka ..	—	—	—	1	—	4	—	—	—	—	—	—	—	—	—	—	1	—	—	—
Tulbagh ..	4	—	—	96	64	74	—	—	—	—	3	—	3	—	—	—	—	—	100	792
Uitenhage ..	1	—	—	610	131	47	—	5	1	—	2	1	2	1	—	—	—	—	360	290
Uniondale ..	1	—	—	750	320	5	—	—	—	—	4	—	4	—	—	—	—	—	334	569
Vanrhynsdorp	10	—	—	—	—	—	—	—	—	—	42	—	22	—	—	—	—	—	—	1,265
Victoria West	—	—	—	50	2	—	—	—	—	—	14	—	12	—	—	—	—	—	68	54
Vosburg ..	—	—	—	—	—	—	—	—	—	—	4	—	4	—	—	—	—	—	—	—
Vryburg ..	—	—	—	63	126	—	—	—	—	—	1	—	1	—	—	—	—	—	749	134
Williston ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	18	136
Willowmore ..	—	—	—	—	—	—	—	—	—	—	9	—	9	—	—	—	—	—	16	80
Worcester ..	10	—	—	396	10,102	593	—	1	—	3	—	—	—	—	—	—	—	—	78	1,543
Vaalharts ..	—	—	—	—	—	—	—	—	—	—	2	—	2	—	—	—	—	—	70	—
Butterworth ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4	—
Matatiele ..	1	—	—	7	—	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mount Currie	—	—	—	24	—	19	—	—	—	—	—	—	—	—	—	—	—	—	35	151
Mount Frere ..	1	—	—	20	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—
Umtata ..	—	—	—	71	40	17	—	—	—	—	—	—	—	—	—	—	—	—	114	243
Cala ..	—	—	—	25	—	30	—	—	—	—	—	—	—	—	—	—	—	—	14	—
TOTAL ..	271	18	—	22,780	39,651	10,150	762	113	21	34	358	32	266	30	1	1	59	4	10,328	46,458



ANNEXURE Z (Continued)

NECESSITOUS PUPILS TREATED UNDER THE DEPARTMENT'S MEDICAL SCHEME DURING 1952: 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 .. .. .	121	—	—	—	198	—	—	—	39	—	—	—
Number of pupils from Cape Town Municipal area who received treatment .. .. .	—	168	574	742	—	183	2,672	2,855	—	30	277	307
Number of pupils not from Cape Town Municipal area who received treatment .. .. .	—	4	37	41	—	3	21	24	—	2	4	6
Total number of visits .. .. .	—	869	2,109	2,978	—	534	9,799	10,333	—	50	592	642

DENTAL CLINICS

	School Board Dental Clinics				Dental School Clinic			
	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of sessions .. .. .	797	—	—	—	95	—	—	—
Number of pupils who received treatment .. .. .	—	1,353	3,743	5,096	—	11	1,351	1,362
Total number of visits .. .. .	—	4,730	7,336	12,066	—	24	2,329	2,353
Extractions .. .. .	—	—	—	20,577	—	—	—	5,564
Fillings .. .. .	—	—	—	3,364	—	—	—	6
Dressings .. .. .	—	—	—	522	—	—	—	—

ANNEXURE Z (Continued)

NECESSITOUS PUPILS TREATED UNDER THE DEPARTEMENT'S MEDICAL SCHEME DURING 1953: 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 .. .. .	126	—	—	—	199	—	—	—	39	—	—	—
Number of pupils from Cape Town Municipal area who received treatment .. .. .	—	223	592	815	—	175	3,108	3,283	—	81	336	417
Number of pupils not from Cape Town Municipal area who received treatment .. .. .	—	7	1	8	—	—	20	20	—	3	2	5
Total number of visits .. .. .	—	881	2,064	2,945	—	508	10,454	10,962	—	129	503	632

DENTAL CLINICS

	School Board Dental Clinics				Dental School Clinic			
	Sessions	Euro-peans	Non-Euro-peans	All Races	Sessions	Euro-peans	Non-Euro-peans	All Races
Number of sessions .. .. .	866	—	—	—	64	—	—	—
Number of pupils who received treatment .. .. .	—	1,091	3,579	4,670	—	—	1,036	1,036
Total number of visits .. .. .	—	4,583	7,070	11,653	—	—	1,829	1,829
Extractions .. .. .	—	—	—	21,269	—	—	—	4,785
Fillings .. .. .	—	—	—	3,976	—	—	—	—
Dressings .. .. .	—	—	—	454	—	—	—	—

DEPARTMENTAL OPHTHALMIC CLINIC AT VASCO

	Europeans	Non-Europeans
Number of first attendances .. .. .	144	139
Total number of consultations (including first attendances) .. .. .	262	196
Number of pairs of spectacles supplied .. .. .	157	73

MUNICIPAL CLINICS  
MEDICAL CLINICS

	Ophthalmic Clinic	General Clinic	Ear, Nose and Throat Clinic
Europeans .. .. .	869	534	50
Non-Europeans .. .. .	2,109	9,799	592
Total Attendances .. .. .	2,978	10,333	642

DENTAL CLINICS

	School Board Dental Clinic	Dental School Clinic
Europeans .. .. .	4,730	24
Non-Europeans .. .. .	7,336	2,329
Total Attendances .. .. .	12,066	2,353

Extractions: 26,141  
Fillings: 3,370  
Dressings: 522

EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	8,582	4,854	7,931	5,067	16,513	9,921	6,499	6,755	13,254
Number defective ..	2,559	1,775	2,471	1,811	5,030	3,586	2,609	2,779	5,388
Number of defective children recommended for treatment ..	2,469	1,735	2,385	1,756	4,854	3,491	2,519	2,669	5,188
Number of directions to teachers ..	4,121	1,703	3,754	1,820	7,875	3,523	3,069	3,213	6,282
Number of parents (or guardians) present	4,359	489	4,125	769	8,484	1,258	1,761	1,959	3,720
Number of verminous children ..	25	10	77	60	102	70	27	175	202
Number of children vaccinated ..	6,796	4,668	6,267	4,823	13,063	9,491	5,915	6,234	12,149

COLOURED SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	1,712	610	1,799	436	3,511	1,046	1,445	1,347	2,792
Number defective ..	778	328	920	270	1,698	598	714	784	1,498
Number of defective children recommended for treatment ..	752	317	875	260	1,627	577	673	701	1,374
Number of directions to teachers ..	1,272	299	1,336	233	2,608	532	985	947	1,932
Number of parents (or guardians) present	823	106	872	115	1,695	221	478	514	992
Number of verminous children ..	122	12	338	64	460	76	59	320	379
Number of children vaccinated ..	1,163	562	1,283	414	2,446	976	1,215	1,168	2,383

NUMBER OF SCHOOLS INSPECTED

Year	European	Coloured	Total
1952	431	55	486

EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	9,044	6,464	8,371	6,501	17,415	12,965	7,564	7,159	14,723
Number defective ..	2,257	2,317	1,921	2,374	4,178	4,691	2,684	2,581	5,265
Number of defective children recommended for treatment ..	2,192	2,268	1,876	2,333	4,068	4,601	2,575	2,512	5,087
Number of directions to teachers ..	4,011	1,793	3,528	1,860	7,539	3,653	3,414	3,152	6,566
Number of parents (or guardians) present	4,564	574	4,342	883	8,906	1,457	2,047	2,132	4,179
Number of verminous children ..	12	3	84	53	96	56	16	114	130
Number of children vaccinated ..	7,019	6,214	6,495	6,245	13,514	12,459	7,029	6,624	13,653

COLOURED SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Young	Older	Young	Older	Young	Older			
Number examined ..	3,799	1,706	3,674	1,136	7,473	2,842	2,505	2,457	4,962
Number defective ..	1,507	859	1,465	603	2,972	1,462	1,191	1,232	2,423
Number of defective children recommended for treatment ..	1,465	848	1,443	588	2,908	1,436	1,169	1,215	2,384
Number of directions to teachers ..	2,720	690	2,774	519	5,494	1,209	1,560	1,698	3,258
Number of parents (or guardians) present	1,984	355	1,958	221	3,942	576	775	812	1,587
Number of verminous children ..	211	10	744	176	955	186	106	520	626
Number of children vaccinated ..	2,210	1,576	2,197	1,062	4,407	2,638	2,061	2,075	4,136

NUMBER OF SCHOOLS INSPECTED

Year	European	Coloured	Total
1953	519	120	639

## 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	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	Boys	Girls	
Malnutrition .. ..	53	4	18	3	50	2	18	3	41	16	40	14
Teeth .. ..	1,620	1,328	1,651	1,223	1,574	1,297	1,617	1,192	1,698	1,591	1,417	1,536
Nose and throat ..	38	16	22	8	36	16	20	6	29	17	28	17
Tonsils .. ..	376	156	460	207	372	150	450	201	331	473	330	470
Adenoids .. ..	35	4	29	2	32	4	28	2	18	9	17	9
Glandular system:												
Lymphatic .. ..	7	1	3	3	7	1	3	2	2	2	2	2
Thyroid .. ..	1	—	—	2	1	—	—	2	2	6	1	6
Eyes:												
External .. ..	42	16	46	13	41	12	40	13	49	43	44	41
Vision .. ..	154	213	145	336	142	195	142	327	359	480	352	469
Ears .. ..	174	106	141	109	170	105	138	107	149	157	147	150
Hearing .. ..	21	15	11	15	16	12	9	12	28	26	20	15
Skin diseases .. ..	61	36	55	25	57	35	54	23	48	54	46	52
Heart and circulation	34	16	37	31	27	11	32	20	49	71	37	55
Anaemia .. ..	1	—	1	1	1	—	1	1	1	5	1	5
Lungs .. ..	95	13	66	14	80	11	61	12	56	47	51	42
Nervous system ..	6	5	7	4	6	5	7	4	18	11	15	9
Genito-urinary system	71	28	16	5	67	27	16	5	70	20	65	20
Abdomen .. ..	64	16	45	8	64	14	43	8	46	36	46	36
Deformities .. ..	52	22	28	26	50	21	26	24	41	38	40	35
Infectious diseases ..	20	3	67	29	18	3	45	14	17	133	12	77
Other diseases or defects .. ..	66	34	30	17	24	20	18	13	77	49	41	34

## 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	Older	Young	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	
Malnutrition .. ..	69	4	32	1	69	4	32	1	49	21	46	21
Teeth .. ..	476	268	541	189	472	263	533	184	452	440	446	436
Nose and throat ..	7	1	2	1	7	1	2	1	3	6	3	6
Tonsils .. ..	37	9	46	14	36	9	46	14	42	83	32	83
Adenoids .. ..	2	—	3	1	2	—	3	1	5	3	5	3
Glandular system:												
Lymphatic .. ..	1	—	2	—	1	—	2	—	1	2	1	2
Thyroid .. ..	—	—	—	2	—	—	—	2	—	—	—	—
Eyes:												
External .. ..	14	5	20	5	9	4	20	5	29	23	27	23
Vision .. ..	32	30	40	17	28	30	37	17	68	70	66	67
Ears .. ..	72	17	75	15	72	17	70	15	47	56	47	56
Hearing .. ..	3	4	4	2	1	1	3	1	11	12	10	8
Skin diseases .. ..	21	3	21	3	21	3	21	3	21	15	20	15
Heart and circulation	5	6	11	6	4	4	8	5	11	14	10	11
Anaemia .. ..	—	—	—	2	—	—	—	2	1	1	1	1
Lungs .. ..	50	10	31	5	47	9	29	5	24	27	22	26
Nervous system ..	1	2	2	—	1	2	2	—	8	4	8	4
Genito-urinary system	7	2	4	—	7	2	4	—	7	3	7	3
Abdomen .. ..	18	1	37	3	18	1	37	3	16	12	16	12
Deformities .. ..	12	6	5	—	11	6	5	—	10	3	10	3
Infectious diseases ..	127	11	292	53	62	4	169	29	63	238	21	102
Other diseases or defects .. ..	24	7	20	6	10	3	14	6	38	14	8	4

ANALYSIS OF DEFECTS, 1953  
EUROPEAN SCHOOLS

APPENDIX BB

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	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	Boys	Girls	
Malnutrition .. ..	45	7	22	6	45	6	22	3	32	16	32	16
Teeth .. ..	1,317	1,700	1,141	1,721	1,295	1,678	1,129	1,698	1,644	1,552	1,627	1,532
Nose and throat ..	66	40	29	16	63	37	28	15	48	43	47	43
Tonsils .. ..	343	131	378	186	339	131	376	186	312	390	311	390
Adenoids .. ..	28	7	18	3	28	7	16	3	13	8	13	8
Glandular system:												
Lymphatic .. ..	4	—	2	2	4	—	2	2	6	6	6	6
Thyroid .. ..	2	—	—	3	2	—	—	3	1	1	1	1
Eyes:												
External .. ..	54	9	49	10	53	9	48	10	44	44	44	41
Vision .. ..	167	264	160	436	164	256	156	432	405	515	401	505
Ears .. ..	170	96	137	122	169	96	137	121	160	107	157	106
Hearing .. ..	11	13	9	5	11	10	8	4	33	15	28	13
Skin diseases .. ..	78	49	52	42	78	49	52	40	68	49	68	47
Heart and circulation	27	37	16	26	23	33	15	25	69	59	60	49
Anaemia .. ..	2	—	—	1	1	—	—	1	2	6	2	6
Lungs .. ..	81	30	64	22	70	24	57	21	66	39	48	36
Nervous system ..	8	8	7	10	8	8	7	9	22	9	21	8
Genito-urinary system	82	53	17	23	79	52	16	22	79	22	76	22
Abdomen .. ..	62	34	39	25	61	34	37	24	56	31	55	31
Deformities .. ..	41	41	15	30	40	40	11	28	28	29	28	26
Infectious diseases ..	6	1	13	15	6	1	8	9	3	15	2	11
Other diseases or defects .. ..	65	41	25	18	38	29	11	10	114	38	57	26

ANALYSIS OF DEFECTS, 1953  
COLOURED SCHOOLS

APPENDIX BB

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	Older	Young	Older	Young	Older	Young	Older	Boys	Girls	Boys	Girls	
Malnutrition .. ..	64	8	42	1	60	8	41	1	30	9	29	9
Teeth .. ..	997	900	1,038	462	974	891	1,027	455	797	867	782	861
Nose and throat ..	16	12	4	5	16	12	4	5	20	9	17	9
Tonsils .. ..	60	20	66	19	60	20	66	19	48	88	48	88
Adenoids .. ..	18	2	17	2	18	2	17	2	8	4	8	4
Glandular system:												
Lymphatic .. ..	3	3	2	1	3	3	2	1	3	5	3	5
Thyroid .. ..	—	—	—	1	—	—	—	1	—	—	—	—
Eyes:												
External .. ..	18	6	32	8	18	6	32	8	24	31	24	31
Vision .. ..	50	72	78	82	50	72	78	82	132	146	131	145
Ears .. ..	232	78	207	59	232	78	207	58	169	140	169	140
Hearing .. ..	9	8	7	4	9	8	7	4	20	8	17	7
Skin diseases .. ..	56	23	56	10	56	23	55	10	58	33	56	33
Heart and circulation	8	7	22	10	7	6	22	9	16	20	15	19
Anaemia .. ..	—	—	—	—	—	—	—	—	3	—	3	—
Lungs .. ..	66	16	59	6	66	16	58	4	36	39	36	39
Nervous system ..	3	7	10	1	3	7	9	1	10	5	10	5
Genito-urinary system	34	14	9	10	34	14	9	10	23	8	23	8
Abdomen .. ..	47	9	51	3	46	9	51	3	22	22	22	22
Deformities .. ..	16	15	12	9	16	15	12	9	21	15	21	15
Infectious diseases ..	10	2	27	26	10	2	27	6	3	38	3	38
Other diseases or defects .. ..	40	17	66	18	22	6	63	7	39	43	29	36

APPENDIX CC

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1952

EUROPEAN SCHOOLS

	Boys			Girls			Total		
Number of re-examinations ..	5,110			4,998			10,108		
Number of children recommended for treatment ..	8,727			8,952			17,679		
Number of children who obtained treatment ..	6,179			6,520			12,699		
Number of children who did not receive treatment ..	1,271			1,287			2,558		
Number of children about whom information was not available .. .. .	1,277			1,145			2,422		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental .. .. .	3,680	3,424	7,104	697	574	1,271	838	675	1,513
Nose and throat .. .. .	781	971	1,752	406	467	873	203	235	438
Eye .. .. .	599	928	1,527	136	158	294	109	149	258
Ear .. .. .	314	320	634	50	61	111	51	61	112
Other .. .. .	1,592	1,557	3,149	235	259	494	262	214	476

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1952

COLOURED SCHOOLS

	Boys			Girls			Total		
Number of re-examinations ..	297			337			634		
Number of children recommended for treatment ..	630			708			1,338		
Number of children who obtained treatment ..	362			457			819		
Number of children who did not receive treatment ..	85			87			172		
Number of children about whom information was not available .. .. .	183			164			347		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental .. .. .	197	222	419	39	31	70	114	91	205
Nose and throat .. .. .	23	28	51	4	8	12	12	16	28
Eye .. .. .	33	40	73	6	10	16	20	12	32
Ear .. .. .	30	60	90	5	4	9	7	8	15
Other .. .. .	129	192	321	38	53	91	66	58	124

APPENDIX CC

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1953

EUROPEAN SCHOOLS

	Boys			Girls			Total		
Number of re-examinations ..	5,941			5,754			11,695		
Number of children recommended for treatment ..	10,827			10,758			21,585		
Number of children who obtained treatment ..	7,467			7,593			15,060		
Number of children who did not receive treatment ..	1,731			1,673			3,404		
Number of children about whom information was not available .. .. .	1,629			1,492			3,121		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental .. .. .	4,526	4,258	8,784	977	863	1,840	1,122	971	2,093
Nose and throat .. .. .	773	1,047	1,820	491	521	1,012	217	205	422
Eye .. .. .	801	1,115	1,916	153	204	357	150	193	343
Ear .. .. .	423	378	801	88	74	162	77	65	142
Other .. .. .	1,773	1,621	3,394	350	296	646	303	268	571

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1953

COLOURED SCHOOLS

	Boys			Girls			Total		
Number of re-examinations ..	1,112			1,062			2,174		
Number of children recommended for treatment ..	2,312			2,227			4,539		
Number of children who obtained treatment ..	1,378			1,334			2,712		
Number of children who did not receive treatment ..	410			437			847		
Number of children about whom information was not available .. .. .	524			456			980		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental .. .. .	687	675	1,362	260	210	470	326	279	605
Nose and throat .. .. .	78	100	178	23	29	52	32	45	77
Eye .. .. .	119	117	236	36	27	63	48	53	101
Ear .. .. .	104	109	213	35	38	73	42	26	68
Other .. .. .	666	660	1,326	219	315	534	208	186	394

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