

17d

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT
OF THE
Superintendent-General
OF
EDUCATION
FOR THE
Year ended 31st December, 1931.

Price - 1s. 6d.

THE GOVERNMENT PRINTER, PRETORIA.
1932.

C.P. 3—'32.]

8824—6/5/32—5,235.

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE

Year ended 31st December, 1931.

Price - 1s. 6d.

THE GOVERNMENT PRINTER, PRETORIA.
1932.

C.P. 3-'32.]

8824-6/5/32-5,235.

CONTENTS.

	PAGE
COVERING LETTER.....	3
THE REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION :	
I. <i>Administration</i>	5
II. <i>Schools and Pupils (European)</i>	7
III. <i>Teachers (In European Schools)</i> .	
Professional Qualifications.....	8
Teacher-Training.....	8
IV. <i>The School.—Organisation and Work</i>	17
V. <i>Examination and Inspection</i> .	
Departmental Examinations.....	27
Secondary School Examinations.....	29
Medical Inspection and Health Education.....	33
VI. <i>School Buildings</i>	37
Grants of Land for School Purposes.....	39
VII. <i>Coloured Education</i>	41
VIII. <i>Native Education</i>	45
IX. <i>Finance</i>	48
Expenditure from Loan Funds.....	51

ANNEXURES.

	PAGE
Report of the Chief Inspector for Native Education.....	53
Report of Medical Inspectors for 1931.....	63
Report on the Inspection of Indigent Boarding Houses.....	75
School Statistics, 1931.....	78

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the year ended 31st December, 1931.

Department of Public Education,
Cape Town,
11th March, 1932.

THE HONOURABLE THE ADMIMISTRATOR,
Cape Town.

Sir,

I have the honour to present to you my report on the work of the Department of Public Education for the year 1931.

The writing of this report has been anything but a pleasant task; and, were it not that the duty of producing an annual report is imposed by law, the question of the non-production of a report on this occasion would necessarily have been given serious consideration as an additional economy measure. In view of the financial difficulties affecting the Province, and of the fact that I hope to proceed overseas early in March, and so have little time at my disposal, I shall in any case have to confine my report to essential features of the educational history of the past year.

What renders my task all the more unpleasant is that so many of my plans for investigation and reform have been frustrated through lack of funds. I might well compose a dirge with "Stagnation and Retrogression" as its theme, recording fruitless struggles to advance the cause of education; but the realisation that the end of 1932 will in all probability be productive of still stronger reasons for indulging in such a lament restrains me. Meanwhile it is a slight consolation to know that my inability to record any important achievements during 1931 is attributable to the results of the depression, and not to the lethargy of the Education Department. While there is no lack of ideals to strive for, the lack of the means of realising such ideals is all too great.

In addition to the retarding influence of lack of funds on the progress of education, the paralysing influence of the uncertainty as to the future control of education has to be reckoned with. If the declared policy of the Government to do away with Provincial Councils is carried out, it goes

without saying that the assumption by the Union Government of the control of all education will naturally follow. Where, when, and by whom such information was collected as would justify a policy of abolition, I do not know; but the fact remains that the Provincial Administration has never been asked to express an opinion on the matter either through the Executive Committee or through the Education Department. Such procedure may certainly be quite constitutional, since the functions exercised by the Provinces rest solely on delegated powers. If, however, it is borne in mind that there is actually no one person among the Union statesmen and educationists who has an intimate knowledge of, and accordingly the necessary sympathy with, the circumstances and social ideals of each of the different Provinces, the danger of attempting to settle the question on political grounds, or purely as a matter of organisation, will be perfectly clear. Education is too closely interwoven with the lives and aims of the community to be treated as a political problem, even in the best sense of the word political, or as a commercial problem. National unity is certainly a widely cherished ideal, which ought to be helped forward through the school as well as through other agencies; but it will never be accomplished by means of legislation.

It is far from my intention to propound a plea here, either in favour of Provincial control or against Union control of education. That would not be in keeping with my status as a Government official. None the less do I feel it to be my duty to issue a warning in my official capacity against degeneration into a deadly uniformity, against a lifeless and soulless machine, run it ever so smoothly, against a system of education forced on the community from without or from above, without consideration for the ideals of the community. The four Provinces of which the Union consists are characterised by deep-seated differences in their traditions as well as in their attitude towards the social problems which have arisen through difference in race, colour and language; and any movement in the direction of greater uniformity in education must necessarily call for the serious attention of educationists as well as of laymen, and that, too, not in one Province or in one education department only. In a matter of such great national importance as education, co-operation and good faith on the part of the whole population are absolutely necessary.

I have the honour to be,

Sir,

Your obedient Servant,

M. C. BOTHA,
Superintendent-General of Education.

I. ADMINISTRATION.

In order to keep down the costs of administration to the lowest possible figure, I have made a point of visiting different parts of the Province during the past year only when I judged it to be absolutely necessary. Owing to the reduction of the office staff and my forthcoming absence abroad such visits will have to be limited to exceptional cases during 1932. For various reasons this is to be regretted. It is fitting that valuable work in the interests of education, such as was done, e.g. at George and Riversdale in 1931, should be recognised by the personal encouragement of the head of the Education Department. Bredasdorp, Ceres, Cradock, De Aar, Griqualand West, Kirkwood, Moorreesburg, Mossel Bay, and Naauwpoort were also among the places which I had occasion to visit officially.

Inspector H. J. J. van der Walt died suddenly on the 6th March, 1931. He was the first head of the Steynsburg Training School. He afterwards became principal of the Burghersdorp Secondary school and was appointed to the inspectorate in 1919. In him the Department has lost an officer of great attainments and a man of high rank in the educational world. His death is deeply regretted by his colleagues.

Inspectors J. Anders, A. Bain, M.A., and A. M. Ferguson, M.A., retired on pension at the end of 1931. They were all in the service of the Department for more than thirty years, and are highly esteemed for the trustworthiness and efficiency which characterised all their work.

Mr. E. J. Spurway, a pensioned inspector of schools, took over the duties of the late Inspector van der Walt for one quarter.

At the request of the Public Service Commission I consented to allow three of the four vacancies in the inspectorate to remain unfilled for the present, and to divide the inspection circuits concerned among the rest of the inspectors. The result is that the necessary supervision of schools is likely to be less effective, and not only has the inspecting staff been overloaded with work, but legitimate leave of absence must in more than one case be refused. The continued extension of the educational system evidences the need for filling these vacancies again as soon as normal times return.

Miss N. D. Barboure, the first lady to be appointed to the Public Service, also retired on pension in 1931 after more than thirty years of good service.

Mr. D. J. J. de Villiers, M.A., formerly principal of the George High School, was appointed as an additional inspector, mainly for the supervision of indigent boarding houses. In view of the fact that indigent boarding houses do not fall

under my Department, and that I have accordingly little or nothing to do with their administration, Mr. de Villiers' appointment in the Education Department is something of an anomaly. It seems to me to be unnecessary that he should submit his reports to my Department in the first instance, seeing that the boarding houses are under the direct control of the Executive Committee. All his time is devoted to the inspection of indigent boarding houses.

II. SCHOOLS AND PUPILS.

(European.)

The number of European pupils has increased by 3,518 this year, viz., from 142,978 to 146,496. The increase in the previous year was 3,226, so that a total increase of 6,744 stands to the credit of the last two years, as compared with an increase of 2,394 for the preceding period of three years. The number of schools for European pupils shows a decrease of 15, from 2,396 to 2,381. Thus, the centralisation of schools has gone on its way without interruption during the past year. As indicated in my last report, I have already presented to you a detailed plan of policy in the matter of centralisation. In the past it has usually taken from three to six months to obtain the assent of the Executive Committee to a proposal for centralisation. Now that definite principles have been submitted and approved, the work will be appreciably facilitated, and the tax on the patience of school boards, in their enthusiastic support of a centralisation policy, will be less severe. Although the Executive Committee has resolved that each individual case of centralisation is to be submitted to it for approval, I do not anticipate that this will cause delay. The reason for this resolution lies in the fact that centralisation is now dependent on the granting of transport bursaries. This, however, is a difficulty which is capable of easy removal by placing the vote for expenditure on transport bursaries under the direct control of the Education Department. Divided control of educational expenditure, when carried too far, doubles the work of administration without effecting a corresponding increase in efficiency.

Lack of space debars me from describing in detail the policy referred to above. In its main points it follows closely the same lines as the suggestions put forward on pages 5 and 6 of my report for 1930.

During the year under review certain centralisation schemes which necessitated the closing of existing schools were carried out. These were confined to the school board areas of Stellenbosch, Paarl and Piquetberg. The Boegoeberg Settlement under the Prieska School Board affords a particularly interesting example of centralisation and its difficulties. In the case in point the scene of operations changed so frequently on account of the shifting of camps that the Department found it quite impossible to exercise proper control. A local committee of officials had accordingly to be invested with authority to act in place of the school board and the Department, and to deal directly with the Administrator.

III. TEACHERS.

(In European Schools.)

PROFESSIONAL QUALIFICATIONS.

Out of a total of 6,496 teachers in the service of the Department in June, 1931, 6,357 were certificated and only 139 were uncertificated. The percentage which certificated teachers form of the total is just below 98—a figure which has remained practically unaltered for a number of years. The fact that 139 posts are filled by uncertificated teachers is not due to an insufficiency of qualified teachers, for, as is well known, we have had for years a plethora of teachers. Some of the 139 have good academic attainments and considerable experience, and are unqualified only in the technical sense of the word; others are old teachers of long experience who were admitted to permanent employment in the days of a shortage of teacher-supply; others again are temporary stop-gaps, employed to carry on until the posts concerned can be duly advertised.

TEACHER-TRAINING.

At the end of 1931 two training colleges—those at Cradock and Kimberley—were closed. The reason for the closing of these institutions was the decline in the number of students enrolled. At the present time the requirements of the Department in respect of teachers, and consequently in respect of training institutions as well, are not so great as they used to be; and fewer institutions naturally mean more economical training. Two of the teachers thus rendered redundant have retired on pension; the remainder have been provided with employment in other institutions under the Department.

The present arrangements for the training and certification of primary teachers are well in advance of the old system. The intending primary teacher now requires to pass the senior certificate or matriculation examination, and to undergo thereafter a two-year course of full-time training for the Primary Teachers' Certificate. The student who has successfully completed this course may at once enter on employment as a primary teacher, or he may take a third year of training for the Primary Teachers' Higher Certificate. These Higher courses are of a specialised nature, in any one of the following departments: (a) infant-school work, (b) physical culture, (c) manual training, (d) housecraft, (e) needlework. Some schools of art are providing a similar one-year course in drawing and art; and the university institutions are organising one-year courses in such departments as music, nature-study, etc. The aim is that the primary teacher of the future shall be, not only a general practitioner (as in the past), but also a specialist in some branch of primary-school work as well. But it will be a long time before we fully realise our ideal.

The training of secondary teachers is done by the universities. The minimum length of the course of education and training considered desirable for a future secondary teacher is four years above the matriculation level; but provision is also made for five-year and even for six-year courses. Various schemes are in force in the various institutions; that of the University of Stellenbosch may be cited as an example of a complete scheme:—

Four-year course: three years for B.A. or B.Sc., one year of post-graduate professional training for Secondary Teachers' Diploma.

Five-year course: (a) three years for B.A. or B.Sc., and two years of training for Bachelor of Education degree; or (b) four years for M.A., M.Sc., or B.Sc.(Agric.), and one year for Secondary Teachers' Diploma.

Six-year course: four years for M.A., M.Sc., or B.Sc.- (Agric.), and two years for B.Ed.

A similar scheme, differing only in detail, is in existence at the University of Cape Town. Adequate compensation is given by the Department's salary-scales for possession of the higher qualifications, as will be seen from the following commencing salaries for secondary assistants:—

	<i>Women.</i>	<i>Men.</i>
	<i>Per Annum.</i>	<i>Per Annum.</i>
Four-year group.....	£225	£285
Five-year group.....	£255	£330
Six-year group.....	£285	£375

It is my none too pleasant duty to reply to certain statements relative to the training of teachers which appear in the recently issued Annual Report of the Union Department of Education. What I have to say on the matter should in no way be regarded as a purely biased defence against an accusation of extravagance and inefficiency levelled against the Provincial Administration. I merely wish to help to clarify the position, and by so doing to contribute to the solution of an important national educational question. At the outset I must warn my readers against the idea that *national* and *Provincial* have opposite meanings, and that *Union* and *national* are synonymous terms.

The Annual Report of the Union Department of Education for the year ended December, 1930, devotes special attention to the matter of teacher-training, and quotes in full in an Addendum a report of Dr. E. G. Malherbe, Officer-in-Charge of the National Bureau of Education. This Bureau, as Dr. Malherbe explains, collects and co-ordinates statistics and other data concerning education as administered by the Departments of each of the four Provinces and by the Union; acts as a sort of liaison office between the various Education Departments, and between these Departments and Education

Committees overseas; and finally contemplates undertaking educational surveys. Much good can result from this step taken by the Union Department. To anyone interested in education in South Africa it had long been obvious that there was a real need for a special agency which would collect and compare statistical information issued by the five education departments (four Provincial and one Union), and would be in a position readily to give accurate and adequate information on any required point. The maintenance of an agency of this Union-wide character was obviously a Union, not a Provincial matter; and when at last the Bureau came into being, it was welcomed.

The first report of this Bureau, on which the Secretary for Education largely bases his remarks on teacher-training, is not flattering to the various Provincial Education Departments. In fact one is almost inclined to think that certain definite propositions were set up to be proved. These propositions may be briefly stated as follows:—

- (1) There is chaos in the Union as regards the training of teachers.
- (2) The Provincial training institutions are extravagantly conducted.
- (3) Transfer of teacher-training to university institutions would lead to qualitative improvement.

The first proposition—that chaos exists—does not require much discussion, for Dr. Malherbe himself states that “diversity of practice is not a bad thing of itself.” Any chaos there may be is due to the increasing intrusion since Union of the universities into the teacher-training sphere. Any unnecessary duplication of facilities for teacher-training there may be is due not to the Provinces, but to the universities, since the Provinces were first in the field. The Cape Education Department has never been averse to the universities training secondary teachers,—indeed it has willingly surrendered all secondary-training work to the universities. When, however, the universities wished to do primary-training work as well, it was urged by them that diversity of practice was a good thing. This argument was admitted by the Department; now we learn that chaos has resulted! And further, the pertinent question that arises in our minds is whether in the training of secondary teachers, which work is at present done by the universities under the Union Department of Education, there is any less “chaos” in the sense that Dr. Malherbe uses the term. What Dr. Malherbe apparently does not realise is that in the Cape Province, to quote one example, the bulk of the primary teachers are trained in Departmental institutions and all secondary teachers in university institutions, that those teachers are

specially trained for work in the schools of the Province and that within the Province there is no “chaos” in this respect. If uniformity of teacher-training in the four Provinces is what Dr. Malherbe desires, when he speaks of “no unity of purpose”, we cannot agree with him.

The second proposition—that the Provincial training institutions are extravagantly conducted—I can naturally deal with only as far as it affects the Cape Province. It is necessary to go back a little into past history to get a true perspective of the Cape position. In 1912 the “Fremantle Commission” expressed the view that the then annual output of 1,000 qualified teachers was “clearly insufficient”. In those days the university institutions trained very few teachers; the bulk of the work was done by the Departmental training institutions. Allowing for an average of two years’ training for each future teacher, we can see that more than 2,000 students would have to be budgeted for. A comprehensive scheme of training institutions in various parts of the Province was planned; and eventually the number of such institutions stood at thirteen. There would thus have been a quota of over 150 students to each institution—considerably more than the minimum of 100 suggested by Dr. Malherbe. As the years went on, however, the necessary annual output of qualified teachers rapidly diminished, until the Education Advisory Committee of 1927 fixed it at 600. By now the university institutions had come to take a much increased share in the work of training; indeed, we may count on them for about 150 of the 600. Consequently the Departmental institutions require to-day to send out only 450 qualified teachers per annum, as against, say, 1,000 twenty years ago. This is the reason why the Department has now, so to speak, a training “plant” in excess of what the present output requires.

Once the facts of the new position in regard to teacher-supply had been definitely ascertained, the Department lost no time. In 1927 it proposed a reduction in the supply of teachers by raising the standard of entrance to the Senior Certificate level. This came into force at the beginning of 1929; and it had the expected effect of reducing the numbers in training, since the first-year students of the non-matriculated type disappeared. In 1930 (again “according to schedule”) there was a further large drop in enrolment, owing to the second-year students of the non-matriculated type disappearing. (In both years, moreover, there was a drop in the number of matriculated students, owing doubtless to the fact of over-supply of teachers in past years exerting a discouraging influence on possible recruits. The same phenomenon occurred at the Universities of Cape Town and

Stellenbosch). But 1930 was low-water mark; the total enrolment of student-teachers in Departmental institutions has risen from 636 in 1930 to 747 in 1931, and to 915 in 1932. Many of those who would have entered on training in 1929 or later as non-matriculated students have stayed on at school for their Senior Certificate, and have entered or will enter on training with the latter qualification.

Just as the diminution in the demand for teachers has led to a diminution in the number of student-teachers, so the diminution in the number of student-teachers is resulting in a diminution in the number of training colleges. The training institution at Robertson was closed in 1924; that at Uitenhage in 1930; and the training colleges at Cradock and Kimberley were closed at the end of 1931. In 1932, therefore, there are only *nine* training colleges for 915 students, as against *twelve* training colleges for 636 students in 1930. To put it another way: two years ago the average number of students per institution was 53, whereas now it is 102.

Dr. Malherbe has painted a very black picture; but he has done it by taking things as they stand during the "low-water" year of a transitional period. His figures are perfectly correct, so far as they go; but they are out of date, and the interpretations he places on them are apt to be misleading.

Having shown what the Cape Administration has done and is doing in regard to the discontinuance of redundant training facilities, I may perhaps be permitted to inquire what the Union Department of Education is doing in the same direction. It is not a little surprising that, while Dr. Malherbe's report contains a mass of statistics regarding Cape training institutions, it is almost silent as regards similar institutions connected with his own department. Still, if two isolated scraps of information are put together, a striking fact emerges. Dr. Malherbe tells us in one place that there are education faculties in eight university institutions with 420 students between them in the year 1930. In another place he tells us that 160 of these are in the University of Stellenbosch and 155 in the University of Cape Town. Subtracting the total of 315 at Stellenbosch and Cape Town from the grant total of 420, we find that 105 student-teachers are being scattered among no less than six separate university institutions. Moreover, this trifling enrolment is not the result of a sudden drop in a transition-period, as in the case of the Cape; it is apparently a permanent thing, for in 1928 the corresponding figure was only 118. It ill beseems the Union Education Department to attack the Cape Department because the enrolment at some of the latter's institutions is low, when all the time a low enrolment in a university education faculty is not even commented on.

Dr. Malherbe compares the cost to *Government* of a training college student with that of a university student; but such a comparison is of no particular value to anyone. The Government does not set out to defray the whole cost of a university education, which it is expected should be partially met out of endowments. University institutions are recognised objects of private munificence. Training colleges are not; they are financed (and rightly so) entirely out of the public purse and out of fees paid by students. Dr. Malherbe gives particulars of the cost per student-teacher at the Universities of Cape Town and Stellenbosch; but, as he takes account only of costs connected with the education faculties, his figures must be accepted with caution. The stock argument in favour of the university-trained teacher is that he participates fully in the "wider life" of the university. Should the education student in a university not be debited with his fair share of the cost of the wider life? Is not the principal of the university, for example, placed over the education students as well as over the arts and science students? And, if so, should the education student not be debited with a portion of his salary?

The discussion of the third proposition will bring this chapter to a close.

In his own report the Secretary for Education makes the following remarks on Dr. Malherbe's explanatory statements: "His figures and conclusions in regard to this point, therefore, merit special consideration, and they indicate that transfer would lead to qualitative improvement. Better recruits for the teaching profession could be expected, and inclusion in a university institution should make better teachers of them." The Secretary goes on to say that the question of teacher-training does not necessarily form a part of the larger Provincial question; in other words, such a transfer would not involve the abolition of the Provincial system.

That the universities attract a more intelligent type of student-teacher than the training or normal colleges is proved by Dr. Malherbe by citing the number of first class matriculants that entered upon training in the respective institutions. We consider this a fair test of intelligence, as far as it goes, and accept the figures quoted. But what should be inferred from them? Certainly not, as I think is implied, that, if the universities undertook the whole task of the training of teachers, more first class matriculants would join the teaching profession. For the door of the university will not then be more open to prospective teachers than it is now. The position will not, as far as I can see, be changed in the slightest. More or less the same number and the same type of students will be attracted to the teaching profession and the universities will

be called upon to accept also the less intelligent type of students that are to-day being trained by the Provincial authorities!

Better conditions of service will attract a better type of student to the teaching profession; the mere fact that the universities will monopolise the training of teachers does not necessarily mean that conditions of service will be improved.

Further, according to the Report of the National Bureau of Education, the universities not only attract a more intelligent type of student-teacher than the training or normal colleges, but the Provincial institutions fail to eliminate more than a very few of them. The relative passage reads: "I refer to the almost negligible proportion of students eliminated by the examinations conducted by the Provincial authorities. Nearly 100 per cent. of the students taken on get through in the end." After how many attempts that end is reached, and what percentage is eliminated by the university institutions, are facts with which Dr. Malherbe does not favour us. Instead of giving these facts he has found it necessary to probe into the motives underlying this state of affairs. "It would appear," he says, "that the Provincial authorities are afraid to suffer the financial loss that would be incurred if students to whom they have paid large loans are eliminated." The truth is that the Departmental Examinations Committee, composed of inspectors and representatives of the two Teachers' Associations, conducts the final examination and makes recommendations with regard to the percentage of passes and failures to the Superintendent-General of Education. To impugn the sincerity and efficiency of such a body is a very serious charge. But the qualitative improvement, according to the Report, will be not only in the type of recruit, but also in the type of training. To prove the former some figures in support are at least given; the latter statement is made without semblance of proof of any kind. It seems to be taken for granted by the Secretary for Education that this should be so. One would have expected that in an extensive investigation into the training of teachers, as undertaken by Dr. Malherbe in this case, upon which the most far-reaching conclusions are based, some attempt at least would have been made to ascertain the opinions of those who employed and had experience of the types of teachers trained in the respective institutions. It is true, of course, that the Secretary for Education states that "inclusion in a university institution *should* make better teachers of them," and Dr. Malherbe, that "closer association with the universities *may* do a great deal towards giving that better training." But my contention is that this point is of such fundamental importance, in fact so much more important than questions of costs for example, that reliable data should have been obtained on this score.

I do not wish here to open up afresh a controversy which all believed had long been laid aside. But to base a general charge of inefficiency of teacher-training in the Union upon statistics of costs and the academic qualifications of the teaching profession seems somewhat puerile. Dr. Malherbe first states that "the bulk of our teachers should be better trained." Even this sweeping condemnation, bad enough as it is, does not satisfy him. "The economic and social problems which focus upon the school, call for a type of teacher that has had as much of an all-round training as possible in these problems. At present our teachers, as a class, are not getting that preparation." And the solution? "Closer association with the universities." If Dr. Malherbe had been a little less vague and a little more explicit with regard to the "all-round training" that he has in mind, the Provincial institutions that are not associated with universities might have been assisted in their earnest endeavours to improve their training of primary teachers.

The second statement made by the Secretary for Education, that the question of teacher-training does not necessarily form a part of the larger Provincial question is difficult to refute. But the point is that, while it may be considered as not *necessarily* forming a part of the larger question, it most certainly has now become part of it. It is true that all European teacher-training is now on a post-matriculation standard, but it is also true that ever since Union came about in 1910 Provincial institutions have offered training to matriculated students, and this has wisely been considered no infringement of the Act of Union; for it is difficult to realise the position where the authority that employs the teachers, supervises and inspects their work, is cut off from all share in the training of them. The school does not exist merely to provide employment for teachers. The teachers to be employed must be trained for specific duties in accordance with the requirements of the school; and where the Provincial authorities find that they are unable to obtain from the university institutions all the teacher-types that they require it should at least be possible for them to train the desired types themselves. The bulk of the teachers are found in our primary schools; the present arrangement by which the Provincial institutions train the majority of these teachers at least, is as far as I can see the only practical one.

That the Union Department of Education has only recently become so concerned about the so-called chaos in educational administration and about the intention of the Act of Union in regard to the control of education is all the more surprising when one studies the course of events since 1910. Originally the dividing line was drawn between higher education and other than higher education. In 1926 vocational education,

to use a general term, was placed under Union control. Such education for the most part is nothing else but primary and secondary education. Quite recently the Union Department of Education succeeded in securing matriculation exemption privileges from the Joint Matriculation Board for its Senior Certificate Examination. It follows that it will be possible for the Union Department of Education to provide instruction in precisely the same secondary school subjects as are taught in the Provincial schools to-day. But there is no talk of mutual concessions. When my Department asked for permission to devote more than three-eighths of the time of the pupils in certain schools to agricultural education, permission was peremptorily refused.

IV. THE SCHOOL—ITS ORGANISATION AND WORK.

It is with much regret that I have to record that the thorough investigation into the working of the primary school, its organisation and courses of study, which in my last report I promised to undertake in the course of this year, has not been made. I had intended to convene a representative conference of educators and members of the general public for the discussion of the primary school problem. The non-fulfilment of my promise must not be taken to mean that I have been satisfied that all is well in our schools and that no reorganisation is required. On the contrary, I feel as strongly as before that in several respects, reform and reorganisation are perhaps overdue. But two important considerations have stood in my way. In the first place during the course of the year the stranglehold of economy throttled all development, and I feared extra expense of any kind. I knew that no reorganisation or reform which involved additional cost would be viewed with favour. But even more disconcerting than this was the prevailing uncertainty regarding the continued existence of the Provincial system; for if the abolition of the system had already been decided upon by higher authorities, as was openly stated by responsible men on public platforms, I felt that there was little wisdom in setting into operation machinery for reorganisation and change. I did, however, institute a standing committee for the primary school. This committee consists of five inspectors of the Department and four representatives of the teaching profession, two from each association of teachers. This committee meets at least twice a year, and has already had its first meeting. Although I have been forced, for the reasons mentioned above, to limit the discussions of this committee to the primary curriculum as organised according to the different standards of our present primary school, I regard its function as very important. It will be called upon to revise all courses of study in the primary school and to recommend changes that are deemed necessary. Preliminary reports received of the work accomplished have already convinced me that its appointment was a step in the right direction. It is my earnest desire that this committee should develop into a clearing-house for the problems of the primary school. In reading the annual report of the circuit inspectors of the Department, I have been struck by the absence in many cases of any reference to experimentation and trying-out of new subject matter in our primary schools. If this means that our primary teachers, who at all times have been encouraged to adapt the suggested curricula to their own particular needs; who at the same time have not been unduly cramped in their work by external examinations and have constantly had at their disposal the guidance and help of

inspectors and instructors of the Department, have not availed themselves of the opportunities offered them and have perhaps allowed a deadly uniformity to settle upon their work, there is indeed cause for serious concern on our part. But I have faith in the teachers in our schools. I, therefore, take this opportunity of making a special appeal to their initiative and originality, and I would urge upon them the necessity of regarding their daily work as that of experimenters in new fields, and warn them of the danger of stagnation. It is in this respect, I think, that the newly constituted primary committee can render invaluable service to our teachers and schools, by suggesting to teachers possible experimentation within their own field and by assisting them in carrying out such experiments.

In my last report, I dealt somewhat fully with the question of retardation, or more correctly stated, over-ageness, more especially in our primary schools. I have been pleased to read in the annual reports of inspectors that this matter is receiving the serious attention that it deserves. Without any further discussion I append the following table, which ought to be of interest to all teachers. As pointed out in my last report, the figures given are for November and consequently the majority of the pupils concerned had probably reached the end of the standard for which they were being prepared. The figures in black type constitute the number of pupils of normal age in each standard at the time the figures were taken. In computing the percentages appearing in the last three columns of the table I have this year made certain necessary adjustments. As the end of June, that is, the mid-point of the year's course for the great majority of the pupils, would for our purpose be the most suitable date for the calculation of the required percentages, I have by statistical treatment determined the probable figures for that date and worked out the age-standard percentages. Of special interest also are the median age figures given for each standard. For example, in the case of Standard VI the figure 14·59 means that at November, 1930, exactly one half of all the pupils in Standard VI were under, and exactly one half were over, 14·59 years of age. The figures for the other standards should be read in the same way.

DISTRIBUTION OF PUPILS ACCORDING TO AGE AND STANDARD AT 4TH NOVEMBER, 1930.

Standard	AGE.														Total.	Med. Age.	Percentages Calculated on probable Figures at 30th June, 1930.		
	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19+.			Under Age.	At Age.	Above Age.
Sub....	5,359	10,894	8,178	2,968	865	246	91	37	18	8	2	1	—	—	28,667	7·84	31	34	35
I..	46	1,254	5,217	5,642	2,789	840	332	112	42	20	6	—	2	—	16,302	9·29	19	33	48
II	—	86	1,503	5,199	5,587	2,881	1,309	513	172	81	15	4	1	—	17,351	10·32	19	31	50
III..	—	3	131	1,512	4,665	5,153	3,534	1,741	763	304	53	9	—	—	17,868	11·51	18	27	55
IV..	—	—	2	105	1,330	3,769	5,009	3,415	1,920	887	199	24	3	4	16,667	12·62	16	25	59
V..	—	—	—	1	107	1,079	3,654	4,520	3,398	1,988	609	94	18	3	15,471	13·64	15	26	59
VI..	—	—	—	—	4	90	1,054	3,337	4,209	3,357	1,464	353	74	22	13,964	14·59	16	26	58
VII.	—	—	—	—	—	1	44	525	1,848	2,365	1,548	564	122	21	7,038	15·46	17	29	54
VIII.	—	—	—	—	—	—	4	38	406	1,338	1,690	971	333	81	4,861	16·38	18	30	52
IX..	—	—	—	—	—	—	—	1	29	294	875	837	375	154	2,565	17·11	24	34	42
X..	—	—	—	—	—	—	—	—	2	29	273	747	717	590	2,358	18·17	24	31	45
TOTAL..	5,405	12,237	15,031	15,427	15,347	14,059	15,031	14,239	12,807	10,671	6,734	3,604	1,645	875	143,112	—	20	30	50

During the course of this year my attention has been directed to the lack of time given to physical education in our primary and secondary schools, to the over-emphasis on the acquisition of knowledge and the neglect of what are commonly called the practical subjects, and to the weakness of instruction in the second language, especially in many primary schools. In another chapter of this report, I deal specially with the first complaint against the work of our schools. In regard to the second matter raised above, I fear that there is much confusion of thought, for in a very real sense the whole curriculum of the primary school at any rate should be conceived in terms of activity and experience, and not as knowledge to be acquired or facts to be stored in the memory. If however it is true that the latter aspect has been stressed unduly, and the so-called practical subjects only have been genuinely practical, and that even these have been neglected, the charge against our schools is a serious one. On the subject of instruction in the second language, I do not propose to enter here. I have no proofs before me that the standard reached in the second language is lower than it could reasonably be expected to be, nor can I accept that our primary teachers in general are not capable of giving language instruction according to the most modern methods. It may be that at the root of our trouble lies a measure of uncertainty about the right emphasis to be placed upon the instruction of the pupil's first and second language. I need not point out that there are three phases of language instruction, namely, learning to speak the language, learning to read the language and becoming acquainted with the literature in the language, and learning to write the language. It must be clear to all that there should be a difference between the degree of emphasis placed on each of these in the child's first language on the one hand and his second language on the other. Perhaps this aspect of the question has not received sufficient attention.

It has also been brought to my notice that parents are becoming increasingly concerned at the amount of homework given to their children. In many cases I have found that there was no cause for complaint. I have, however, reason to believe that the suggestions given by the Department in this connection have often been ignored. I may at this stage remark that I am seriously considering the question of forbidding written homework of any kind before the fifth standard is reached. In the meantime I must insist that all principals of schools see to it that at least the suggestions with regard to homework in the primary school, as contained in The Primary School Syllabus, are carried out.

In these hard times, however, the high cost of school books and the quantity of books that children must buy throughout their school career form the chief cause of complaint. I fully

sympathise with parents who have to buy when times are bad and often find it impossible to pay. Moreover, after a preliminary inquiry I am convinced that teachers in their anxiety to give children the very best are at times somewhat inclined to lose sight of the financial aspect of the matter. I have already drawn attention to the matter in the *Education Gazette*, and have requested inspectors of schools to use their influence in preventing unnecessary changes of class books in the primary school. The Department also proposes to convene a meeting of principals, inspectors and representatives of the Cape School Board at an early date for the purpose of further discussing the *modus operandi*. Similarly, school boards throughout the Province, acting in co-operation with the local branches of the teachers' associations and the Circuit Inspector, will take measures to lighten the financial burden on parents as far as possible, due consideration being given to the interests of the child. Notwithstanding our own willingness to economise and to help others to do so, we must always bear in mind that books—and they must be good books—are indispensable in every school; and it is only natural that a good teacher should wish to replace an inferior book with a better one, when a better one comes on the market. The Department itself is sometimes obliged to remove antiquated books from the approved book list, in order to make room for other and better books. Arbitrary changes are of course unacceptable and will be guarded against, but efficient teaching and sound education are necessary even in times of financial stringency. In all probability most of the mischief is due to letting the children buy too many books and other requisites. If the teachers only knew how to set about getting the initial funds together, as has been done with conspicuous success by the Cape Town Girls' Central Primary School for the purpose of providing Afrikaans books, many of these books would have been procured for the library and could be borrowed from it by the pupils.

In the secondary school the problem presents a greater degree of difficulty. It may also happen that ordinary class books are too frequently changed in the secondary area. This sometimes comes about through the syllabuses being changed from time to time as circumstances require. It is against the frequent changes of prescribed books in language subjects, however, that criticism has been chiefly directed. Whether the position in this respect is capable of improvement remains to be seen, but the matter will be inquired into; and in any case there is no need for precipitate action, as literary works are prescribed at least two years in advance. Mistaken economy in literary works could, however, have more disastrous results than would be discernible at first sight.

Everyone recognises that too little reading is done in South Africa, especially by Afrikaans-speaking South Africans; and those who do read have little inclination to buy books for themselves. Afrikaans books are proverbially dear, since their publishers have to contend with the difficulties of a very restricted market. In addition it is practically impossible to publish a literary work if there is no chance of its being prescribed by some examining body. Economy could be effected by prescribing, say, ten books for ten consecutive years without making any change. This would result in something more than economy later on, viz. the cessation of almost all literary production. If there are no buyers there can be no authors; and one can hardly speak of an Afrikaans culture unless there is a growing Afrikaans literature. Any one who views the matter in this light will realise that the question before us is one of much wider national concern than the profits of publishers. Our children must be taught that literary works are dear friends and not necessary evils peculiar to the examination system. Such books deserve a permanent place on the book-shelf; and, if carefully chosen, they will provide a constant source of instruction and enjoyment later on. The almost total absence of books in so many Afrikaans households bears eloquent testimony to lack of culture in the highest sense. The fault must be corrected in the school, but it cannot be corrected if children are taught to look upon books as articles of trifling value provided for examination purposes, to be afterwards thrown overboard like worthless ballast. To say that prescribed books destroy literary taste is of little help to us. If it is true—and sometimes it certainly is—the remedy lies, not in the abolition of prescribed books but in the reform of teaching methods. Our future task will be not only to reduce the number of prescribed books, if necessary, and to see to the provision of cheaper editions, but also to obtain better books and to give better instruction in literature. Even economy may overshoot its mark, and temporary gain may easily degenerate into permanent loss.

Before concluding this chapter of my report, I propose to touch very briefly on the more important criticisms of the Provincial educational systems raised by the Secretary for Education in his Annual Report for the year 1930. At the outset, I wish to make it very clear that, as head of the Cape Department of Education, I do not resent criticism from such a quarter, nor do I think that the matters raised fall entirely outside the purview of that Department.

Comment is made in the said Report on "the almost total absence of vocational guidance in our ordinary schools." If by this is meant that standardised vocational tests are not used in our schools, the statement is a fair one. It should be remembered that there are as yet few such tests, suitable for

our children, and that they are not easily available. That intelligence tests, however, have not been extensively applied in our schools is not a true statement of the position. The Cape Department of Education has standardised its own set of individual Intelligence Tests and these have been supplied to a large number of schools. Other scales also have been used. Where, however, the Report goes on to state that pupils "as a general rule were not encouraged to think seriously about adult careers," I must lodge my protest. Although it may be true that systematic vocational guidance has not been given in many of our schools, largely owing to the lack of organised and reliable information in this field, the case against the public school has been overstated by the Secretary for Education. In towns where Juvenile Affairs Boards are in existence the schools have co-operated very closely with these bodies and pupils were more than "encouraged to think seriously about adult careers," they were given every assistance in securing employment that suited their training and bent in life. My experience of the work that is being done for school-leavers in the majority of our larger schools to-day makes me feel that teachers on the whole deserve a word of praise and not censure in this respect. I do realise that very much more should be done in this direction, especially in these difficult times, but the problem is not one for Provincial authorities alone or even for them in the first instance. I also wish to state here that I am most eager to co-operate with Juvenile Affairs Boards, with the Department of Labour and with the Union Department of Education in their efforts to select and train youths for their specific vocations in life. But at the same time I wish to leave no doubt about my deep conviction that the highest standard of general cultural attainment is desirable in the case of our European youth, especially if they are required to combat successfully the difficult problems that await European civilisation in this country. I firmly hold that every normal European boy and girl should spend at least a couple of years in ordinary secondary schools, and I do not believe that this type of education is "probably being overdone in South Africa."

A second matter raised in the Annual Report of the Union Department of Education is that of retardation in our primary schools. The figures quoted in this connection refer to the whole Union. The more or less relevant figures for the schools in the Cape Province appear on a former page and were discussed more fully in my report for last year. I agree that, as far as the Cape Province is concerned, the percentage of retarded or over-age pupils in our schools is too great and that every possible expedient to remedy the situation should be adopted. Judging from the annual reports of inspectors of schools I have every reason to believe that educational autho-

rities and teachers are alive to the wastage resulting from undue retardation and that steps are being taken to counteract this evil. I should point out, however, that, as far as this Province at least is concerned, a large percentage of retardation and over-ageness in our primary schools is due to causes that cannot easily be remedied. Late entry to school, constant migration of families and consequent change of school for the children, absence from school resulting from the trekking of families, a too rigid adherence to the system of lock-step promotion from standard to standard, and the lack of means to make adequate provision for children not adapted to ordinary school routine and for those either physically or mentally retarded, are potent forces operating to bring about retardation and over-ageness. Lack of special provision for sub-normal children is perhaps the greatest single factor causing retardation in our primary schools and I am pleased to learn from the Secretary for Education's Report that "full information on this point is now available." The special appeal that he makes for a "joint move in the matter" will be supported by this Department, especially if it should mean that the responsibilities of Union and Provincial authorities in this connection will at last be finally determined. With regard to vocational guidance in general, I may state that immediately after the issue of the *Handbook of Careers* by the Department of Labour my Department placed an order for a thousand copies of that publication for distribution among heads of schools.

An even more fundamental issue raised in the Report is the aim and function of our primary and secondary schools. Dr. Gie asks the very pertinent question: How effectively can and do our ordinary primary and secondary schools prepare our young people for the battle of adult life, and how many of them require further education of a distinctly vocational type? This is a fundamental question which goes to the root of our whole educational system, but at the same time there should not be any doubt regarding the answer to it. It is closely bound up with the agreement between Union and Provincial authorities regarding the division of functions of their respective schools. By that agreement Provincial primary and secondary schools were definitely limited in function and the scope of their work was clearly defined. It is therefore somewhat strange at this stage of the development of our educational system to be asked how many of our young people after leaving primary and secondary schools, require further education of a distinctly vocational type. As Provincial primary and secondary schools are minutely circumscribed in the amount of time to be given to strictly vocational subjects, it is of course evident that *all* pupils who leave such schools require further education of a distinctly vocational type, whether such

education is obtained as apprentices or learners in some occupation or other, or as pupils in regular attendance at technical, trade and professional schools. The difficulty in which the Union Education authorities find themselves in that they are in most cases responsible for the further education of the pupils referred to, without knowing exactly how many such pupils there are, and at what stages they leave the ordinary school, is appreciated; but it does not seem impossible to me that in this respect a greater measure of co-ordination of effort can be brought about. As far as this Department is concerned I am prepared to assist the Union Department of Education in every possible way.

I may add a final word on the criticism of our rural primary schools appearing in the Report. The figures quoted relative to the numbers of school-leavers who go in for farming and the percentage attaining each different standard require careful thought; the solutions offered by Dr. Gie do not, however, take us very far. He desires the introduction of "the study of farm-life" in rural schools, and the provision of adequately equipped school libraries. In this latter connection he adds that "one teacher with a suitable library in a school" is to be preferred to "two teachers without one." A full discussion of these matters unfortunately cannot be entered into here. That the study of farm-life is not entirely neglected in our rural schools is known to all who are acquainted with the actual work done in these schools and the increasing emphasis which has been placed on "nature study." I admit that very much more might be done if in the first place the necessary means could be found and if, at the same time, the desire of rural parents to have their children taught at home, or within daily reach of home, could be counteracted. I am well aware that rural centralisation of school facilities is the ideal to be aimed at, and that the "farm school" should where necessary be converted into the "school farm," but the obstacles in the way of such a scheme are insurmountable at the present time. The limited funds at our disposal for the provision of education to European and Coloured children, the sparsely populated nature of our Province, the inability of most rural parents to pay more for the education of their children, coupled with the prevailing notion that the school should be brought to the child, make any comprehensive scheme of "rural primary education, better adjusted to serve the special future needs of the vast majority of the children attending rural schools," impracticable. The Department is, however, by no means blind to the facts of the situation and is gradually succeeding more and more in reducing the number of one-teacher rural schools and in centralising educational facilities in sparsely populated areas. Nor have school libraries in rural schools been entirely neglected. Up to the end of this year the

Provincial Administration yearly paid out a fixed sum of money to school libraries. Although this might not be considered adequate it is remarkable what certain areas succeeded in accomplishing. In this connection I wish to make special mention of the scheme for a circulating library that has been operating with great success in the Malmesbury school board area this year and to extend to the Circuit Inspector concerned the appreciation of this Department.

V. EXAMINATION AND INSPECTION.

DEPARTMENTAL EXAMINATIONS.

The entries for all departmental examinations this year totalled 10,518. The following table shows the number for each examination, with the corresponding figure for the previous year:—

<i>Examination.</i>	1931.	1930.	<i>Increase.</i>	
Senior Certificate.....	2,039	1,903	136	
Junior Certificate.....	5,528	5,034	494	
European Teachers:—				
Primary Teachers' Certificate.....	309	255	54	
Primary Teachers' Higher Certificate:—				
Infant School.....	33	} Not in existence.	} 33	
Physical Culture.....	8			8
Manual Training.....	14			14
Needlework.....	17			17
Housecraft.....	11			11
Infant School Teachers.....	(See above.)	108	—108	
Physical Culture.....	(See above.)	12	—12	
Old Primary Higher.....	9	40	—31	
Old Primary Lower.....	9	41	—32	
Bilingual Certificate.....	106	182	—76	
Freehand Drawing.....	} 41	} 18	} 23	
Geometrical Drawing.....				
Model Drawing.....				
Woodwork Branch I.....	} 46	} 33	} 13	
Woodwork Branch II.....				
Special Courses.....	—	4	—4	
Coloured Teachers:—				
Coloured Primary Lower I.....	316	353	—37	
Coloured Primary Lower III.....	246	213	33	
Coloured Primary Higher I.....	42	34	8	
Coloured Primary Higher II.....	56	42	14	
Coloured I.S.T.....	10	4	6	
Native Teachers:—				
Native Primary Lower I.....	836	766	70	
Native Primary Lower III.....	490	450	40	
Native Primary Higher I.....	18	7	11	
Native Primary Higher II.....	33	21	12	
Native I.S.T.....	—	4	—4	
Native Housecraft.....	2	2	—	
Duke and Duchess Tests.....	249	158	91	
General Botha Scholastic Certificate.....	50	53	—3	
TOTALS.....	10,518	9,737	781	

The following is the number of candidates who took the subjects mentioned below:—

JUNIOR CERTIFICATE EXAMINATION, 1931.

<i>Subject.</i>	<i>No. of Candidates.</i>
Afrikaans, Higher.....	2,736
Afrikaans, Lower.....	2,555
English, Higher.....	3,295
English Lower.....	2,175
Latin.....	1,656
German.....	1,265
Biology.....	5,268

Subject.	No. of Candidates.
Physics and Chemistry.....	4,377
Hygiene and Physiology.....	1,383
Arithmetic (Major).....	1,277
Arithmetic (Minor).....	500
Commercial Arithmetic.....	1,304
Mathematics.....	3,340
Geography.....	705
History, Course I.....	3,848
History, Course II.....	535
Agriculture (Major).....	435
Agriculture (Minor).....	101
Cookery, Laundrywork and Housewifery.....	290
Cookery, etc., (Minor).....	240
Needlework.....	513
Bookkeeping.....	1,303
Shorthand.....	560
Typewriting.....	663
French.....	62
Drawing.....	80
Woodwork (Major).....	274
Woodwork (Minor).....	94
Xosa.....	102
Instrumental Music.....	92
Hebrew.....	15
Greek.....	13
Zulu.....	2
Suto.....	27
Chwana.....	6
Metalwork.....	11
Aural Training and Theory of Music.....	10

SENIOR CERTIFICATE EXAMINATION, 1931.

Subject.	No. of Candidates.
Afrikaans, Higher.....	1,365
Afrikaans, Lower.....	583
English, Higher.....	872
English, Lower.....	1,093
German.....	603
Latin.....	631
Agricultural Science.....	287
Biology.....	324
Botany.....	406
Chemistry.....	522
Physical Science.....	592
Physiology and Hygiene.....	149
Geography.....	96
History.....	1,889
Mathematics.....	1,062
French.....	11
Geology.....	5
Greek.....	6
Hebrew.....	6
Physics.....	17
Zoology.....	34
Bookkeeping.....	360
Business Methods.....	203
Commercial Arithmetic.....	180
Cookery, Laundrywork and Housewifery.....	191
Literature (Afrikaans and Nederlands).....	155
Needlework.....	187
Typewriting.....	114
Commercial Geography and History.....	38
Drawing.....	15
Literature (English).....	100
Manual Training.....	25

Subject.	No. of Candidates.
Music.....	44
Shorthand.....	141
Mechanics.....	1
Suto.....	2
Xosa.....	3
Zulu.....	1

The above tables give the figures for all the examinations conducted and controlled directly by the Department. These examinations fall into two groups:—

I. *Secondary School Examinations*: In this group we have—

(a) The Senior Certificate Examination taken by pupils in Standard X which marks the completion of the four years' secondary school course. In some schools under the Department the Matriculation Examination of the Joint Matriculation Board is taken in place of the Senior Certificate Examination.

(b) The Junior Certificate Examination taken by pupils in Standard VIII, i.e., at the end of the second year of the secondary school course.

II. *Professional Examinations*: These are taken by student-teachers on the completion of their courses of training and they fall into three categories, viz. examinations for,

- (a) European teachers,
- (b) Coloured teachers,
- (c) Native teachers.

It will be noticed that these three categories correspond to the three types of schools which comprise the primary system of the Province.

The Department makes no provision for the training and certification of secondary teachers, except in a few special subjects such as woodwork, physical culture, needlework and domestic science. This work is done by the different universities and the certificates issued by these institutions are recognised by the Department for grading and salary purposes.

SECONDARY SCHOOL EXAMINATIONS.

There is a steady increase year by year in the number of candidates taking the Senior and Junior Certificate examinations. Part of this increase is merely the reflection of the natural growth in the school population and as such has no particular educational significance, but part of it is undoubtedly due to the fact that parents are slowly waking up to the fact that a Standard VI education is no longer sufficient to meet modern requirements. The increase can therefore be

regarded as a sign of definite progress, but it is hardly necessary to point out that the really important matter is not the possession of the certificate but the extra two or four years' secondary education of which the certificate is the outward and visible symbol. In this connection I should like to stress the fact that the Departmental Senior and Junior Certificates have a definite connotation. The possession of either of these certificates indicates much more than the passing of a particular examination; it shows that the holder has been in regular attendance for two or four years in a school of recognised standing and has gone through a satisfactory course of instruction; that he has had, moreover,—and this is of the utmost importance—the social and disciplinary training which such a course implies. The Department examines only pupils in attendance at recognised schools; it makes no provision for the examination of private candidates.

Examinations are a subject of perennial interest to pupils, teachers, parents and the public and towards the close of every year their defects and weaknesses are freely discussed. Frequent criticisms are that syllabuses are overloaded, that an undue strain is put upon many pupils, that it is impossible for any examination system to rank thousands of candidates in correct order of merit, that the results are often in conflict with the school records of the candidates, that the examination has a cramping effect on the work of the teacher and that the spirit of competition which it engenders has an evil influence on the pupils.

I have enough inside knowledge of the actual working of examination systems to admit that these criticisms are not without a certain validity, and I know from actual experience that examiners and examination systems are by no means infallible. On the other hand the critics of the systems have never yet come forward with a satisfactory substitute. In the last instance the only possible alternative to an examination is a principal's certificate that a pupil has satisfactorily completed a school course of a certain length. It is hardly necessary to add that such certificates could not possibly have any uniformity of standard. It is doubtful whether principals would care to shoulder the responsibility for their issue, and it is certain that, at the present time, the public would prefer the guarantees of a competitive test to the different standards inherent in such a system. Whether more weight should be attached to the classwork of candidates is a question which I am prepared to investigate more fully on another occasion. But when we have admitted the worst about the evils of examinations we are bound to acknowledge that they are often a spur and a stimulus. It has a wholesome effect on a pupil's work and character to know that he will be required at some definite time to submit his ability and attainment

to a searching external test. In the absence of any suitable substitute the only course open to us is to make our examination systems as efficient as possible, while reducing to a minimum its harmful effects on the schools. There is no doubt that too many teachers direct their work almost solely to examination ends and that real education is cramped by constant cram and revision. In a good school and with good teaching the examination should be an incidental thing taken naturally by the pupils in their stride.

In my last report I commented upon arbitrary and unscientific methods of conducting examinations and I promised enquiry into the whole subject. I propose therefore to deal with some of the above criticisms and to indicate the measures taken to combat the evils mentioned.

It is alleged that our syllabuses are overloaded and that this overloading subjects adolescent girls in particular to serious strain. I have to report that in 1931 the Junior Certificate Examination was held on a lightened syllabus. In general the requirement of seven subjects was reduced to six without any increased demand in the separate subjects. This should lessen the examination strain on pupils; it should lead to a broader treatment of the subjects taken, and it might even allow the introduction of a subject to be studied without any reference to examination requirements. E.g. pupils taking the academic course are in real need of some relaxation from constant desk work, and they could profitably engage in some form of handwork for two or more periods per week.

About twenty of our high schools still take the Matriculation Examination, and I have already announced that after 1933 all schools under the Department must take the Senior Certificate Examination. The pleasant duty is left to me of expressing to the Matriculation Board the appreciation and indebtedness of this Department. In many respects the Department, in drawing up its own syllabuses and in determining the procedure to be adopted in the conduct of its examinations, has been guided by the experience and scholarship of the Board. Of course, in future, in spite of the change which will come into force at the 1934 examination, the Matriculation Board will, as in the past, exert its influence upon courses of study taken by candidates who desire exemption from Matriculation, as also upon the actual conduct of the final examination in such subjects.

No hardship, I think, will be involved by the change referred to above. As pointed out, successful candidates in the Senior Certificate Examination will be granted exemption from Matriculation under stated conditions, and Universities and other bodies in making scholarship awards will give equal treatment to both examinations. Indeed, this is already the case.

Briefly, the reasons for the change are:—

- (i) There should be close relationship and co-operation between the schools and the examining authority; the Department should therefore examine and certify its own pupils.
- (ii) It is educationally unsound that an external body should determine the courses of study to be followed in the schools.
- (iii) The Department, with its staff of inspectors, is in a better position than any external authority to examine the schools efficiently; e.g. an oral test is applied in the two official languages and in other modern languages such as French and German, while practical tests under school conditions are given in subjects like Agriculture, Domestic Science and Manual Training.

In general it is true to say that an examining authority should keep in close and constant touch with the schools. Syllabuses of work are of necessity subject to constant revision, and this important task cannot be undertaken without the active co-operation of experienced teachers. Within the Department there is the Departmental Examinations Committee which consists of nine officials, nine teachers nominated by the different teachers' associations and chosen for their special knowledge and experience, and an official chairman. Subject to my final approval this committee is vested with responsibility for syllabuses, it appoints examiners and moderators, it is responsible for examination arrangements and it determines the appropriate standard in any particular examination as a whole and the standard in separate subjects. The committee meets twice a year, usually for a week at a time, and in this way the opinions of teachers are given full weight in all matters relating to examinations. But the actual manner in which the examinations are conducted, the procedure adopted in determining the percentage of passes and failures, are also questions of vital concern.

Formerly an examining body was practically at the mercy of its examiners and moderators, and the vagaries of any one of them were liable to cause serious and sudden changes in the standard of an examination. Examiners and moderators have important duties. They determine the length of the paper, its standard of difficulty and its suitability, and they see that it covers adequately the prescribed syllabus. They assign the value to each question, and lay down the procedure to be followed in marking the scripts so as to ensure that the ultimate result will correctly rank the candidates in order of merit. This correct ranking is of vital importance, and the greatest care is taken to secure uniformity in the system of marking any particular paper. But even when we have

a reasonable assurance that the marking is fairly uniform, all that we know is that every candidate has been measured on the same standard; we have no certainty that this standard is the correct one.

In the Junior Certificate Examination of 1931 the Department followed to some extent the method of standardisation used successfully by other examining bodies which handle a large number of candidates. The method of standardisation is based on the principle that where you have to deal with large numbers of candidates taking a particular subject the variation in the standard of the group as a whole from year to year must be slight. Each group has followed the same course and has worked under the same conditions as the group which came up in the previous year. If there is a serious variation in the standard in any given year, it is almost certainly due to a change in the standard of the examiner. In normal times the change should be very slight, and we should not go far wrong in keeping the percentage of passes in important subjects constant. The partial application of this principle to the Junior Certificate Examination in 1931 gave satisfactory results, and the Departmental Examinations Committee is now engaged in a full enquiry into the whole question of its complete application.

MEDICAL INSPECTION AND HEALTH EDUCATION.

In my last report special attention was drawn to this question of medical inspection and treatment of school children. The conclusion I arrived at was that medical inspection, however thorough and extensive it may be, was not an end in itself, but that its real success depended upon the measures taken to ensure that medical treatment was given in those cases in which it was required. I also pointed out that the £ for £ system prescribed by law was capable of application only in the more well-to-do communities and that in towns the obvious solution was the establishment of school clinics. With that end in view I outlined certain tentative schemes which I proposed to lay before the Provincial Administration for the establishment of such clinics in the Cape Peninsula, to serve as an example for the establishment of similar clinics in the more thickly populated areas of the country districts.

It is pleasing to record that in two directions progress has been made in the past year. From information received it would appear that charitable institutions, especially Child Welfare Associations and the A.C.V.V., have been roused to the necessity of providing medical treatment in necessitous cases, and I have every reason to expect that Pupil Welfare Associations, recognised by and receiving grants from the Provincial Administration on the £ for £ principle, will in the ensuing year be started in many centres.

Further it is most gratifying to be able to record that a grant of £830 has been made by the Provincial Administration for the period January to December, 1932, for the upkeep of four school clinics in the Cape Peninsula. Although this grant has been made only for the period specified and its continuance is dependent upon the success of the scheme, I regard it as an earnest effort on the part of the Provincial and local authorities to face the problem of the medical treatment of necessitous school children.

In other directions, however, there is reason to feel concerned for the future. The prevailing depression has been responsible for the closing down of at least one important Child Welfare Bureau, namely at Oudtshoorn, and the dispensing with the services of the nurse in charge. At Robertson also the services of the Child Welfare nurse have been terminated. While I am fully aware of the financial straits of most public charitable institutions at the present time and most appreciative of the splendid work done by them in the past, I feel that it would not be taken amiss if I urged upon local authorities the pressing need at the present time for assistance and support. For it must be plain to all that the inevitable result of the shrinkage in the income of the average family is that the necessary provision for children cannot be made. The number of children requiring to be fed at school and to be treated medically at public expense must on that account increase. I wish, therefore, to make an earnest appeal to all local authorities and welfare associations to continue to shoulder their responsibilities and, whatever economies may be necessary, not to economise on the facilities provided for ensuring the healthy growth of children.

There is also a great deal that the teachers themselves, during and after school hours, can do. As pointed out by the Medical Inspectors in their valuable annual report, much of the success attending medical inspection depends upon the individual teacher. They remark on the surprising differences that are found in neighbouring schools where the facilities may be considered to be the same; the one finds it possible to secure medical treatment for all children who require it, the other pleads lack of means and insufficient support. To prove what can be done they cite the example of a large girls' school in Cape Town "where the principal has been particularly active in dealing with health matters among the children." This is the proud record of the school: more than 90 per cent. of the children recommended for treatment after medical inspection were satisfactorily dealt with; 70 per cent. of the children with the written consent of their parents were given the Schich test to determine whether they were susceptible to diphtheria or not; children requiring dental treatment visited the Free Dispensary and were attended to whenever they

needed it; more than 60 children whose parents were out of work and who were suffering from malnutrition were given cod liver oil and malt every morning and afternoon for a period of three months with marked benefit to their health; special exercises were given by the gymnastic teacher for those children with curved spines and also for those slow in response; a voluntary teacher of phonetics specially attended to children with speech defects; and a visiting psychologist held a clinic at the school every week to give gratuitous advice in the case of difficult children, problem cases, mentally unstable and backward children. It would not be considered invidious on my part to single out this school for special commendation. I know that there are many other schools in which excellent work in some or most of these directions was done during the year under review, and also that in many centres, however enterprising the teachers may be, the facilities required cannot be procured.

But there is a phase of health work in schools that is not the special privilege of those teachers favourably situated in large centres. During the course of this year, from many responsible quarters, my attention has been drawn to the neglect of health and physical education in our schools. A preliminary report on the situation convinced me that these specific criticisms of the work of our schools were not entirely groundless and that this whole question was deserving of thorough investigation. A sub-committee of the Primary Curriculum Committee were working on this problem at the time; I therefore added several members to that committee, amongst them three principals of training colleges and teachers of physical culture and hygiene. This committee has not completed its deliberations, but from the reports received of their work, I feel confident in stating that, when my next report is written, I shall be able to show great progress in this field of our school work.

Without unduly influencing that committee or forestalling any of its recommendations, I would like at this stage to express some views on this matter of the physical and health education of the pupils in our schools. At the very outset, I wish to state that I regard this phase of education at least of equal importance with intellectual education, that the latter cannot be divorced from the former, and that these two phases of education are so vitally connected that over-emphasis of the latter defeats its own end. I further wish to emphasise that, in my opinion, the value of physical education as an important factor in character training has come to be overlooked in our primary and secondary schools. A preliminary investigation of this question revealed the astounding fact that in many of our primary schools there is no real physical education beyond a period of drill one day a week; and that in our secondary schools, the position is, if anything, even worse.

As stated before, I view this position which has arisen in our schools with very grave concern and intend taking steps to ensure that this important side of school work shall not be neglected in future. If it should be necessary, as I believe it is, to change our curriculum in this respect, it will be done. I am also prepared to give more help and guidance to the teachers concerned. I feel, however, that no departmental instructions can bring about the desired change unless the teachers in our schools become imbued with the right spirit towards this aspect of their work. And here I wish to stress the fact that the success of health education in our schools is not dependent upon the presence on the school staff of a teacher specially trained in this kind of work. However necessary it may be that our larger schools should have on the staff a special physical culture teacher—and I think that many more schools could so organise their work as to make this possible—I firmly believe that any teacher who has during the last few years undergone a two-years course of training in our training institutions is capable of this work and should be encouraged to undertake it. I do not attach too great importance to the teaching of formal hygiene in the primary school, especially in the lower standards, but I am convinced that it has its place in the upper standards of the primary school and more so in the secondary school when the pupil is passing through the years of adolescence. No final examination or thought of such examination should be allowed to debar a teacher from imparting to pupils the necessary knowledge.

But a system of health education in schools, if properly organised, is much more than formal instruction in hygiene and physiology. Health habits have to be inculcated in the young; ideals of physical efficiency have to be built up by healthy exercise, gymnastics, games and athletics; and the right attitudes towards community hygiene have to be fostered. This is the task before us at the present time.

VI. SCHOOL BUILDINGS.

The demand for new buildings and improvements in existing buildings forms a permanent element in the Department's administrative activities. This aspect of its work was emphasised in my last annual report, when pointed attention was drawn not only to the capital expenditure involved but also to the constantly growing annual charges on school building loans. For the financial year 1930-31 the annual interest and redemption charges amounted to £166,984 as against £154,182 per annum in the previous year. Ten years earlier this annual charge was £66,825. When viewed from this angle it seems to me that those responsible for promoting building schemes will recognise the need for patience and caution in submitting their claims for new buildings.

For the financial year 1930-31 the total amount voted for capital expenditure was £404,489. Of this sum the appropriation for school buildings was £292,795, and the actual expenditure was £168,188. The list given below will show that a number of important buildings were completed during the calendar year 1931. In this respect each year enables us to record a notable advance in the accommodation offered by our schools, and, as indicated in earlier reports, the standards of educational convenience and comfort are being gradually raised. It remains for the local people to attend to the improvement of school grounds, to the planting of suitable trees, and also to do their share in providing pictures of artistic and historical value for class-rooms and corridors. In many instances teachers are doing much in these directions and their efforts are highly appreciated by the Department.

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED DURING 1931.

<i>Division.</i>	<i>School.</i>
Albany.....	Grahamstown Girls' High (additions).
Aliwal North.....	Klipplaat Primary (new building).
Barkly West.....	Delpoorts Hope Primary (new building).
Barkly West.....	Klipdam-Holpan Primary (additions).
Bedford.....	Bedford Primary (new building).
Caledon.....	Solitaire Primary (new building).
Cape.....	Anderdale Primary (additions).
Cape.....	Diep River-Heathfield Coloured (new building).
Cape.....	Lansdowne Primary (additions).
Cape.....	Norwood Primary (additions).
Cape.....	Observatory Primary (new building).
Cape.....	Pinelands Primary (new building).
Cape.....	Plumstead Primary (additions).
Cape.....	Southfield Primary (additions).
Cape.....	Tiger Valley Primary (new building).
Cape.....	Trafalgar Junior Coloured (additions).
Cape.....	Wynberg, Broad Road Primary (additions).
Ceres.....	Gansfontein Primary (new school and teachers quarters).
Colesberg.....	Naauwpoort Secondary (additions).
De Aar.....	De Aar High (new building).

<i>Division.</i>	<i>School.</i>
East London.....	Bulugha Primary (new building).
East London.....	Clifton Primary (additions).
East London.....	Lilyfontein Primary (new building).
East London.....	Southernwood Primary (additions).
George.....	Outeniqua High (additions).
Gordonia.....	Askham Primary (new building).
Gordonia.....	Geelkop Primary (new building).
Gordonia.....	Keimoes Secondary (additions).
Gordonia.....	Uppington High (additions).
Hay.....	Griquatown High (additions).
Kenhardt.....	Kanoneiland Primary (new building).
Kenhardt.....	Karos Primary (additions).
Kenhardt.....	Karos Primary (teachers' residence).
Kimberley.....	Boys' High (sewerage).
Kimberley.....	Girls' High (additions).
King William's Town.....	Keiskamahock Secondary (additions).
Knysna.....	Salt River Primary (additions).
Kuruman.....	Seodin Primary (additions).
Mafeking.....	Maritzani Primary (new building).
Malmesbury.....	Darling Secondary (additions).
Malmesbury.....	Saldanha Primary (additions).
Middelburg.....	Conway Primary (new building).
Molteno.....	Stormberg Primary (additions.)
Namaqualand.....	Garies Secondary (additions).
Namaqualand.....	Kamieskroon Primary (additions).
Namaqualand.....	Springbok High (additions).
Oudtshoorn.....	Matjesrivier Primary (new building).
Piquetberg.....	Porterville (additions).
Piquetberg.....	Velddrift Primary (additions).
Port Elizabeth.....	Cunningham Primary (additions).
Port Elizabeth.....	South End Primary (additions).
Prince Albert.....	Fraserburg Road Primary (new building).
Somerset East.....	Bellevue Girl's High (additions).
Stellenbosch.....	Brackenfel Primary (additions).
Stellenbosch.....	Strand Primary (additions).
Steynsburg.....	Steynsburg Primary (additions).
Stockenström.....	Balfour Secondary (additions).
Stockenström.....	Seymour Secondary (additions).
Tulbagh.....	Tulbagh High (additions).
Tulbagh.....	Wolseley Secondary (additions).
Uitenhage.....	Kirkwood High (additions).
Umtata.....	Umtata High (additions).
Vanrhynsdorp.....	Nieuwerust Primary (additions).
Vanrhynsdorp.....	Van Rhynsdorp High (additions).
Victoria West.....	Hutchinson Primary (new building).
Vryburg.....	Vryburg High (additions).
Williston.....	Onderste Doorns Primary (new building).
Willowmore.....	Rietbron Secondary (additions).
Xalanga.....	Cala Secondary (additions).

HOSTELS.

<i>Division.</i>	<i>School.</i>
Albany.....	Girls' High (additions, etc.).
Gordonia.....	Askham Primary (new building).
Gordonia.....	Uppington High (new building).
Queenstown.....	Queens College (additions).

TRAINING INSTITUTIONS.

<i>Division.</i>	<i>Schools.</i>
Cape.....	Cape Town Training College (new building).

The provision of sites for school purposes is a matter of great importance to the Department, and it is pleasing to record the donations from private sources during the year, as well as Parliamentary and other grants. Details of these gifts and grants are given below:—

GRANTS OF LAND FOR SCHOOL PURPOSES: 1931.

School Board.	School.	Area.			Donor.
		Mor-gen.	Rds.	Sq. Ft.	
Barkly East	Ravensfell School Annexe	—	—	9,368	Donated by D. W. S. Jacobs for school purposes.
Barkly East	Hillbury School.....	—	—	78,937	Exchanged for portion of school site.
Barkly East	Rhodes Public School Extension	—	—	43,590	Donated by the Rhodes V.M.B. for school purposes.
Cape.....	Brooklyn.....	1	—	—	Donated by Cape Town Municipality for school purposes.
Cape.....	Rondebosch Boys' High "Canigou"	1	399	70	Transferred from Girls' High School, Rondebosch.
East London	East London Girls' High	5	403	85	Donated by East London Municipality.
East London	Macleantown Primary..	—	—	32,332	Donated by the Dutch Reformed Church.
East London	Umdanzani Primary...	—	—	40,417	Donated by Mr. MacMillan.
Elliot.....	Embokotwa Agricultural Lot	1	—	—	Donated by the Dutch Reformed Church.
Gordonia...	Geelkop Primary School	1	—	45,068	Donated by M. A. Hoffman and J. P. Snyman.
Gordonia...	Water Erf No. 109....	—	92	9	Donated by Uppington Irrigation Board.
Loxton.....	Loxton Public School..	—	—	51,097	Donated by the Municipality of Loxton.
Malmesbury	Moorreesburg High....	1	129	24	Exchanged with Dutch Reformed Church.
Malmesbury	Rust Station Primary..	—	—	75,430	Donated by J. A. Rust.
Queenstown.	Essex.....	—	—	78,894	Donated by John Hamilton Bowes.
Queenstown.	Queenstown College....	—	69	64	Donated by Queenstown Municipality.
Willowmore.	Rietbron Secondary....	—	133	48	Donated by the Dutch Reformed Church.

PARLIAMENTARY GRANTS: 1931.

School Board.	School.	Area.		
		Morgen.	Roods.	Sq. Feet.
Gordonia.....	Askham.....	2,021	—	51,294
Herbert.....	Boven Campbell.....	4	—	32
Kenhardt.....	Matjes River School....	4	—	31,446
King William's Town	Girls' High School Hostel	—	—	38,367
Prieska.....	Stofkraal (Keukendraai)	2	—	79,700
Stellenbosch.....	Elsenburg Public School	1	—	4,901
Stutterheim.....	Waterlily Primary.....	—	—	67,500
Tulbagh.....	Tulbagh High School...	—	—	80,568

GRANTS UNDER SECTION 18 (b) OF ORDINANCE No. 13 OF 1927: 1931.

School Board.	School.	Area.		
		Morgen.	Roods.	Sq. Feet.
Caledon.....	Kleinmond.....	—	492	1,152
Cape.....	Vredehoek Estate.....	—	567	57
East London.....	Sunrise-on-Sea Township	1	177	24
Port Elizabeth.....	Fairview South Township	2	—	68,300
Stellenbosch.....	Kraaifontein.....	—	—	77,762

VII. COLOURED EDUCATION.

Notwithstanding the financial stringency of the year 1931, the steady progress which has been a feature of education during recent years has been maintained in this year as well. The number of schools has increased from 621 to 647, while the enrolment shows an increase of 5,146, i.e., from 73,872 to 79,018. If to these increases are added the corresponding figures for the previous year, we have over the two-year period an increase of 63 schools and 11,450 pupils. An increase of seventeen per cent. in the Coloured enrolment in two years is cause for thankfulness on the part of the Administration and of the Coloured people. At the same time, it is to be hoped that the largely unjustified reproaches sometimes levelled at the Provincial authorities in regard to Coloured education will be brought within the limits of moderation. Here too it is true that the best steersmen are to be found on shore. Unmerited blame where praise is called for hinders, rather than helps, a deserving cause. The well-meaning managers of non-European schools in our country need encouragement, not uninformed criticism made with an eye to popularity. But no one should gather from this that I consider the whole matter to be in order. It is unfortunately true that thousands of Coloured children are growing up without the means of education; and it is plain that we must bend all our energies to giving them also the educational facilities which every child, irrespective of race or colour, has a right to claim.

The figures regarding the teaching staff are somewhat less satisfying. The number of teachers increased from 1,804 in June 1930 to 1,968 in June 1931, i.e., by 164; but the percentage of certificated teachers fell from 88·2 to 87·8. This fall in percentage appears slight, but it is significant. The percentage of certificated teachers rose from 80 in 1922 to 88·2 in 1930; now the tendency appears to be in the opposite direction. This would be a pity, since in principle I believe that European teachers should in the long run be replaced by Coloured. To-day several hundreds of European teachers are still employed in Coloured schools—partly because there are not enough highly-qualified Coloured teachers to fill all the posts in secondary and training institutions, but partly also because the supply of certificated Coloured teachers is insufficient even to provide for all the needs of the mission schools.

There are altogether seven Coloured training schools in the Province. The Anglicans have two, one at Cape Town and one at Kimberly; the Dutch Reformed Church has one, at Wynberg; the Wesleyans one, at Salt River; the Independents one, at Uitenhage; and the associated German churches one, at Worcester. There is also an inter-denominational Coloured

training school at Paarl. The absence from this list of the Roman Catholic Church, which plays a great part in the management of Coloured schools, is conspicuous. With the exception of a tentative experiment at Cradock, the Church has hitherto left this field untilled, and instruction in its schools is given by European nuns. As things stand to-day, it goes without saying that every denomination prefers to appoint its own members as teachers in its schools. It is therefore necessary for the Roman Catholic Church to establish its own training school, and in all probability this will be done in the near future. Meanwhile we must assist the Coloured people to obtain adequate education for their children by the appointment of European teachers where suitably-qualified Coloured applicants are not forthcoming. To this end we call where possible on South African teachers—a practicable thing to do in these days of economic difficulty and consequent surplus of teachers.

Of recent years the tendency has increasingly been to look upon Coloured education as a problem by itself, calling for separate study and treatment. Time was when European, Coloured and Native schools were dealt with as one, and when schools of all three types followed the same curriculum. To-day there are three separate branches of the Department to deal with the three groups of schools. Each of the three groups has its own curriculum; separate handbooks of suggestions for the use of teachers in European and Native schools have already been compiled and published, and a third handbook is now in preparation to provide for the particular needs of Coloured teachers. It is hardly necessary to say here that the separate curricula do not—indeed, cannot—differ widely in content. In the nature of the case the primary school offers little scope for fundamental variation, either in the material for study or the method of teaching. Consequently such differences as actually exist are to be found in the greater or less emphasis laid on certain subjects in the three different types of school, more particularly with a view to the fact that the vast majority of non-European pupils leave school before they have completed the primary curriculum. There are other and important grounds on which the existing division rests, into which I need not now go.

Coloured teachers have of recent times felt (and rightly) that, in view of the peculiar problems of Coloured education, they ought to be represented on Departmental committees. In the year under review I have consequently appointed a separate permanent committee, whose duties will be concerned exclusively with questions connected with the primary curriculum for Coloured pupils. This committee consists of six members,—three inspectors of schools and three Coloured teachers. The latter are nominated by the Coloured teachers' organisation—the Teachers' League of South Africa.

During the year I have given much consideration to the question whether the Co-ordinating Boards for Coloured education ought to continue or to be abolished. Three such boards have been established under the provisions of the Education Amendment Ordinance of 1928, viz., at Cape Town, Kimberley and Port Elizabeth. An attempt was made to render these boards as representative as possible of prevailing opinions in Coloured education; but they serve only in an advisory capacity, and their work is in the main limited to advice in connection with the establishment of new schools. The boards have done useful work in the investigation of all applications for new schools and the prevention of overlapping and harmful competition between the various churches. Under the school boards of the districts mentioned, however, there are undenominational Coloured schools; and I feel that there is real danger of clashing between the school boards and the co-ordinating boards when matters affecting undenominational education come up. If the Cape School Board, for example, desires to establish an undenominational school for Coloured children, its application must be submitted to the Cape Co-ordinating Board before the Department can come to a decision. After much thought, therefore, I have come to the conclusion that the co-ordinating boards must either be abolished or must be clothed with more substantial powers. Abolition one is reluctant to propose, for that would mean that the churches, which are responsible for the establishment and maintenance of the overwhelming majority of school buildings would be bereft of the influence which they now exercise by means of these boards. If we wished to exclude the churches from Coloured education, we would immediately encounter insuperable difficulties; but apart from financial considerations it is highly doubtful whether the Coloured people at the present stage of their development would be benefited by a diminution of the influence of the churches. The feeling of the true friends of the Coloured people is in the opposite direction.

How then can the co-ordinating boards be strengthened? A way in which this could be done would be to develop the three co-ordinating boards above-mentioned into school boards for Coloured education, and to place under their control the Coloured schools that are now under the respective school boards. The co-ordinating boards need not necessarily be called school boards; the precise name matters little. What is important is that they would be responsible for the administration of Coloured education and the ordinary school boards would remain responsible for the administration of European education. At the outset, in order to ensure the representation of all possible shades of opinion, it would be desirable for the whole board to be nominated by the Administrator, who would naturally take into consultation the various

churches and Coloured people's organisations. The expenditure involved in such a change would in all probability be so trifling as to cause no stumbling-block. Through the diminution of the work of the respective school boards by reason of their being no longer concerned with Coloured education, a decrease in their staffs would follow. In this way a full-time secretary for the co-ordinating board could be obtained from the staff of the school board in each of the three districts. This proposal, if it is found practicable, will make an end to the unhealthy rivalry which often exists to-day between denominational and undenominational schools, and ought instead to call into being a spirit of co-operation, since the churches would have a suitable representation on the management of undenominational schools. At all events, I make this tentative proposal, and shall gladly at a more suitable time discuss the pros and cons with the bodies concerned. This is a matter of great importance to Coloured education which cannot be settled in a hurry.

VIII. NATIVE EDUCATION.

The statistics for the year show that the number of aided Native schools has decreased since 1930 by six, the total now being 1,730, and that enrolment has only slightly increased by 928 to 142,380 pupils. These figures do not afford any cause for satisfaction, and, indeed, indicate that the enrolment has not even kept pace with the normal increase of Native population, and that the percentage of the number of Native children of school-going age in the Province actually attending Government-aided schools has definitely fallen. As no development has been possible for nearly two years past owing to lack of funds, this state of affairs, though disquieting, is not surprising. The present is admittedly not the time when a serious increase of expenditure in any department of the State's activities can be urged; but I feel it necessary to point out that the weak condition of the special fund (the Native Development Account) from which Native education is financed is not mainly due to the prevailing depression; that, even if the present were a time of prosperity, that fund would still have been, as it is now, unable to provide for any increase of expenditure on Native education, and that the necessity for some reform of the present system of financing such education is therefore particularly urgent. It is certain that even a complete recovery of the country from its present economic ills will have no material effect in increasing the funds available in the Native Development Account; and it is therefore highly necessary that an improved system of financing Native education should be thought out and prepared without delay, even though the introduction of that system may have to be postponed until the general finances of the country are in a healthier state. In this connection I wish to draw special attention to the suggestions made by me last year for the solution of the difficulty.

Committees were appointed during the year to undertake the revision of the present courses of training for Native teachers and also of the Native primary school course. These courses have been in force since 1922 and may be found to require some modification to bring them into line with the changed conditions of Native life. The reports of the committees will be available during 1932, and will be submitted to the teachers' associations for their consideration and recommendations. The periodical revision of all the Department's courses for the various types of schools is a matter of importance, and is particularly necessary in the field of Native education where opinion has not yet crystallised as to either aims or methods of education. The question of the place in the Native school of the two languages of the country, referred to in my report for 1930 as a subject for further discussion, will also form part of the work of these committees.

An alteration to the Departmental regulation in regard to the medium of instruction in Native primary schools was made during the year. The regulation now provides that the home language of the pupils shall be the medium of instruction during the first four years of a pupil's school life. As I have indicated in previous reports, there has been a general tendency amongst Native teachers to introduce an official language as medium of instruction at too early a stage of the pupil's school life. The definite guidance now given to teachers in this matter will, it is hoped, be of assistance in preventing some of the ills which parrot-work in a foreign language is apt to produce. The question of medium is one which has an important bearing on the professional training of student-teachers at the Native training schools; and it will now be more necessary for teachers in charge of school method and class teaching to possess at least a working knowledge of the vernacular and to utilise to a greater extent than has been the custom the services of Native teachers to assist in this part of the students' training.

A matter which in various forms frequently engages the attention of the Department is the question of the education of Natives in urban areas. The buildings provided by the churches for the primary education of Natives are in most towns very far from satisfactory and are often seriously overcrowded. No rent grants or grants for repairs are paid to the churches for these buildings, and without such aid the churches find it almost impossible in most centres to provide the accommodation required. Under the provisions of Section 10 of Ordinance No. 23 of 1925, it is competent for the Administration to grant aid in the form of rent at a rate not exceeding five per cent. per annum on the cost of erection or purchase of school buildings used for non-European education; but all efforts to obtain funds for this purpose from the Native Development Account have so far been unsuccessful. The whole position as to school buildings in urban areas is becoming more and more serious and, in my opinion, it is necessary that the State should come to the assistance of the churches in the manner contemplated by the Ordinance referred to above.

Another feature of Native education in urban areas is that no provision has yet been made even in the largest centres for the education of Natives beyond the primary stage. At Kimberley, Port Elizabeth and East London and, to a lesser degree, at such centres as Cape Town, Grahamstown, Queenstown and Uitenhage, large numbers of Native children complete their primary education each year and are unable to proceed to any further courses of study or industrial training unless their parents are in a position to send them as boarders to one of the Native institutions. At Kimberley,

Cape Town and Port Elizabeth, a few Native pupils of this type have been allowed to enrol in Coloured training schools or secondary schools, but this arrangement is far from satisfactory and cannot indefinitely continue; nor are the Coloured schools concerned able to accept the full number of Native students who wish to enrol. At Kimberley, it has been possible to arrange for the opening in January, 1932, of a secondary department attached to the large Native school at Lyndhurst Road under the School Board of Kimberley. At Port Elizabeth, also, a similar scheme for the establishment of a Native secondary school is under consideration. The Department's efforts to provide facilities for the post-primary education of Natives in large urban areas are, however, seriously handicapped by the very far from generous system under which such schools are expected to be financed. The churches are generally unable to provide the necessary buildings, nor are they prepared at these centres to assume responsibility, as is required by law, for a proportion of the salaries of teachers employed in secondary schools. Such schools can therefore only be established if they are placed under the control of the school boards; but no funds are available for the erection of buildings for such Native schools, so that even under the boards the schools can only be accommodated in hired buildings. The whole question bristles with difficulties, and the Department finds its hands tied in attempting to provide for the educational needs of the Native communities in these areas. It seems to me to be essential that the State should undertake the capital expenditure necessary for the provision of buildings for secondary and industrial schools in urban areas where these are definitely required, that rent grants should be available where suitable buildings can be obtained, and that, where such schools in urban areas are under the control of a church body, the State should accept full responsibility for the cost of equipment and of teachers' salaries.

In conclusion, I wish to say that there is, in my opinion, ground for satisfaction with the work which the Native schools in spite of all their disabilities are accomplishing. The loyal service given by the large body of Native teachers, whose salaries have not yet been placed on a proper footing, who work often in very sordid surroundings and often amongst very backward communities, and who frequently are seriously handicapped by lack of equipment and furniture, deserves special commendation. Particularly encouraging is the appreciation shown by these teachers of any effort to assist them in their professional work, an appreciation well illustrated by their attendance in large numbers at the various vacation courses arranged from time to time by the Department's officers or by missionary bodies.

IX. FINANCE.

The following statement shows the expenditure on educational services during the financial year ended 31st March, 1931, as compared with that for the financial year ended 31st March, 1930:—

	1930-31.			1929-30.		
	£	s.	d.	£	s.	d.
A. Administration.....	21,598	19	11	22,061	7	2
B. School Boards and School Committees	53,946	15	11	53,433	12	0
C. School Inspection.....	36,657	11	6	37,299	16	0
D. Medical Inspection.....	8,840	18	8	8,321	19	0
<i>European Education.</i>						
E. Training of Teachers.....	56,716	3	1	63,311	19	5
F. Secondary Education.....	149,934	8	3	131,649	18	9
G. Primary Education.....	1,254,518	3	4	1,212,799	0	10
H. Combined Primary and Secondary Education.....	887,042	8	2	887,117	0	7
J. Coloured Education.....	523,811	0	1	285,866	16	7
K. Native Education.....	358,033	1	2	347,548	7	3
L. General.....	116,622	7	10	114,116	15	5
M. Minor Works.....	11,259	13	10	7,555	13	9
TOTAL.....£	3,278,981	11	9	3,171,082	6	9
INCREASE.....£				107,899	5	0

The total expenditure shows an increase of £107,899 over the expenditure of the previous year, and in view of the prevailing cry,—and indeed the urgent need,—for economy, a detailed examination of the figures is necessary to ascertain what were the causes which necessitated this increase at a time when the country was and is passing through a period of severe depression.

The sub-votes mainly responsible for the increase are those relating to European Secondary, Primary, and Combined Primary and Secondary Education (F, G and H), Coloured Education (J), and Native Education (K). These sub-votes reflect the expenditure on the schools themselves as distinct from overhead charges, and together were responsible for an increase of £108,357 over the previous year; while there was a decrease of £6,595 on the sub-vote for the training of European teachers (E), and an increase of £6,137 on other sub-votes.

Of the increase of £108,357, European schools are responsible for £59,928, Coloured schools for £37,944, and Native schools for £10,485.

The increase in the European schools' expenditure is almost entirely in connection with teachers' salaries, due to (a) the payment of statutory increments to teachers, (b) the appointment of additional teachers to cope with the increased enrolment of the schools, and (c) a slightly more liberal application of the furlough provisions of the Ordinance. The extent to which these factors contributed to the increase is reflected in the following statement:—

European Schools.

Increments payable under the law.....	£44,895
Regrading of schools under the law.....	3,034
Increase in amount of furlough.....	6,230
Additional teachers to meet increased enrolment...	18,750
	<hr/>
	72,909
Less: Savings due to staff changes.....	£10,707
Reduction in sick leave.....	3,470
	<hr/>
	14,177
	<hr/>
	£58,732

It will be apparent that practically the whole of this increase in expenditure was beyond the power of the Department to control. Apart from legal commitments under the law there were increases of £6,230 for furlough to teachers (against which may be set off the decrease of £3,470 in sick leave), and £18,750 for additional teachers. The additional expenditure upon furlough was the result of a decision by the Executive Committee to grant a measure of relief to the teachers by agreeing to furlough for all teachers who desired it and who had completed 19½ years' service with no previous furlough. The position that existed in regard to teachers' furlough is well known, and no words of mine are required to defend the action taken.

The increased expenditure of £18,750 for additional teachers enabled the schools to cope with the large number of additional children who came into school, and children who were kept at school owing to the difficulty of finding employment; and in this connection it should be stated that this sum includes £6,458 falling into the year 1930-1931 in respect of additional teachers appointed in 1929-1930, whose salaries did not rank for payment at the full annual rate in that year, owing to their appointments dating from a date subsequent to the 1st April, 1929. The net increase to meet the additional enrolment in 1930-1931 was, therefore, only £12,292.

The increase in the average enrolment of pupils for the four quarters 1st April, 1930, to 31st March, 1931, was 3,182, and I think it will be conceded that to have placed this number of additional children under instruction at an average cost of less than £4 per pupil does not savour of prodigal spending of the taxpayers' money. Incidentally it may be noted that the

additional subsidy payable to the Province in respect of the additional pupils receiving instruction was in the neighbourhood of £46,000, out of which, of course, all services must be provided, and not only teachers' salaries.

Since the close of the period to which these figures pertain the staffing rules of the Department have been further revised, and the quota of children per teacher raised, so a still more satisfactory position in regard to increased expenditure necessitated by increased enrolment should be reflected in the accounts for 1931-1932.

It is not too much to say that of recent years economy has been the watchword of the Department, and it has been my endeavour to effect economies with a minimum of hardship to the teaching staff. All advertisements for teaching posts falling vacant are carefully examined before publication, and if it should be found that the remaining staff at any particular school can carry on without unduly impairing efficiency, the replacement of the outgoing teacher is not proceeded with. In such a way staff economies are often effected without creating hardship to any person actually in employment.

The decreased expenditure upon the training of European teachers is due to the steps taken to reduce the staffs of training colleges owing to a falling off in the number of students offering themselves for training, and to the closing of the Uitenhage Training College for the same reason from the 31st December, 1930. Further economies were effected at the end of 1931 by the closing of the Cradock and Kimberley Training Colleges.

Of the increased expenditure of £37,944 upon schools for Coloured children, no less than £32,800 is in connection with teachers' salaries. Ordinary increments under the old scale of salaries account for £3,630, and the application of the new scale of salaries introduced by Ordinance No. 17 of 1930 accounts for £13,170, this being portion only of the annual rate of expenditure. Additional schools and teachers are responsible for £15,434, but of this sum £8,047 was a charge on the year 1930-1931 in respect of teachers appointed after the 1st April of the previous year, and whose full annual salaries were not reflected in the accounts of that year.

The average enrolment of pupils during the four quarters covered by these accounts increased by 5,979, and the additional teachers appointed cost only £7,387 (i.e. £15,434 less £8,047). I must, however, admit that if more money had been provided by the Provincial Council I should have found it necessary to spend it, for many of the schools for Coloured children are woefully understaffed, and new schools were waiting to be established at the end of the year. The increased subsidy due to the Province in 1931-1932 as a result of the growth in enrolment during 1930 was about £30,900.

The remaining increase in expenditure of £5,144 not due to the larger salary bill represents natural growth in such services as grants towards interest on school buildings, rents, repairs, renovations and maintenance, equipment, bursaries for students in training as teachers, etc., as a result of the increased enrolment.

The increased expenditure of £10,485 on Native schools does not fall to be paid by the Provincial Administration, but is met by the block grant from the Union Government. The teachers' salary votes account for the whole of this sum, the increase representing mainly the cost of granting an increment for every five years' service to teachers in Native schools, and the cost of appointing additional teachers to meet the more extreme cases of under-staffing. The major portion of the cost of these additional teachers is a carry-over commitment in respect of teachers appointed late in the previous year.

The average enrolment in Native schools increased by 6,627 during the four quarters covered by the financial year 1930-1931, and the expenditure on additional teachers actually appointed during that year amounted to only £1,500. I take no credit for economy of this kind, for it is educationally unsound, and it is a matter for regret that the position of the Native Development Account is such that increased grants cannot be given to the Province to remedy a state of affairs which is serious from the point of view of those who are charged with the duty of administering Native education.

EXPENDITURE FROM LOAN FUNDS.

The amounts expended from loan funds upon school buildings during the financial years 1930-1931 and 1929-1930, and the amounts actually voted for the service, were as follows:—

	<i>Amounts Expended.</i>	<i>Amounts Voted.</i>
1930-31.....	£168,188	£292,795
1929-30.....	215,866	346,004

The works covered by these sums were mainly those which were proceeding in 1930 and 1929 respectively. The bulk of the money required for carrying on the building programme for 1931 was provided in the financial year 1931-1932.

It was intimated to me that the loan money available during 1931-1932 would not be more than would cover the cost of work to be proceeded with during that year in connection with schemes appearing in the Working Schedule of the previous year, and that none of the money could be made available for entirely new schemes unless an approximately equivalent value of works which had figured in the previous year's Working Schedule and had not been proceeded with, were postponed to a later date. Many urgent new schemes were awaiting attention, and I was accordingly compelled entirely to revise the

programme originally mapped out. The cost of the most important of these schemes (twenty-two in number) amounted in the aggregate to approximately £37,000, to be spread over two years, and to meet the condition laid down I was compelled to eliminate from the Working Schedule of the previous year eighteen of the cases which could be postponed with the minimum of inconvenience and hardship to the local people concerned. In the majority of these cases, however, it so happened that only a small portion of the total cost was set down to be spent during the first year of construction, and I found myself in the position of having to sacrifice from the Working Schedule schemes costing in the aggregate approximately £67,000, in order to provide the first year's money for urgent new schemes costing £37,000.

I realise that in prevailing circumstances some such step was unavoidable. The postponement of these works has, however, in some cases created much dissatisfaction, and I trust it will be possible to reinstate them on the Working Schedule for 1932-1933.

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

The year under review has been a period of marking time during which the bar to extension in Native education which came into effect in April, 1930, has continued to operate. As a consequence, the number of Native schools under the Department has been slightly reduced by six; and enrolment shows only a small increase of 928 for the year, as compared with an average increase of over 6,000 pupils annually during the preceding three years.

SUPPLY OF SCHOOLS.

The number and classification of Native schools drawing aid during the third quarter of 1931 with the corresponding totals for 1930 are given in the following table:—

	Tr.	Sec.	Indus.	Pt.- Time.	Miss. (Prov. Instr. up to Std. VI.)	Miss. (Other)	Totals
1931.....	14	6	16	4	158	1,532	1,730
1930.....	14	6	16	4	155	1,541	1,736

Four mission schools were promoted to higher mission rank during the year, and six others were closed owing to failure to maintain the requisite minimum average attendance of twenty pupils.

NUMBER OF PUPILS.

(a) *Enrolment*.—The average number of pupils enrolled in Native schools aided by the Department during the third quarter of 1931 with the corresponding totals for 1930 is as follows:—

	Tr.	Sec.	Indus.	Pt.- Time.	Miss. (Prov. Instr. up to Std. VI.)	Miss. (Other)	Totals
1931.....	1,753	433	582	126	30,866	108,620	142,380
1930.....	1,645	401	533	185	29,970	108,718	141,452

The total increase in enrolment is, as stated above, 928.

(b) *Attendance*.—The average attendance during the same quarter was 116,674 or 81.9 per cent. of the average enrolment, an improvement of 1.4 per cent. on the figures for 1930.

TEACHERS.

The total number of teachers employed in Native schools during the second quarter of 1931 was 3,652, of whom 148 were European, 6 were Coloured and 3,498 were Native. The

following table shows that a steady increase in the percentage of fully certificated teachers employed in Native schools is being maintained:—

Fully Certificated Teachers.

1921	68.5	per cent.	of total number of teachers employed.
1922	73	"	"
1929	88.6	"	"
1930	89.1	"	"
1931	90.6	"	"

The number of male teachers employed in Native schools in 1931 was 57.3 per cent. of the total number of teachers, the corresponding figure for Coloured schools being 44 per cent. and for European schools 34 per cent. The preponderance of male teachers in Native schools is accounted for by various factors, the chief of which, perhaps, are (a) that the teaching profession still forms the main avenue of professional employment open to Native men, and (b) the Natives' dislike in the past, and, to a lesser extent, in the present, of sending their daughters away from home for teaching employment. Owing to the conditions of life in the more isolated and backward areas, where single-teacher schools are numerous, it is the general practice of missionary managers to staff such schools with male teachers, this being in sharp contrast to the practice in European single-teacher schools.

Owing to lack of funds, no salary increments could be granted to Native mission school teachers during the year. Under the provisions of Ordinance No. 26 of 1931, all European teachers employed in Native schools and paid salary on European scales, are to suffer a graduated reduction of salary during the period January, 1932, to March, 1933. The decision not to apply a general reduction of salaries to Native teachers is accounted for by the fact that the scales on which these teachers are paid have not been fully applied, funds not having been available since 1928, when the scales were introduced, for the granting of annual increments to such teachers.

TRAINING OF TEACHERS.

Enrolment at the fourteen Native training schools aided by the Department showed an increase of 108 students for the year. Of the 1,753 students in training, 675 were males and 1,078 were females. The proportion of male to female students is steadily falling, as is shown by the following figures for the last few years:—

Male Students in Native Training Schools.

1929	44	per cent.	of total enrolment.
1930	40	"	"
1931	38	"	"

As the demand for qualified female teachers to replace wastage and to fill posts temporarily held by uncertificated teachers is much greater than that for male teachers, the steady increase in the number of female teachers entering the training schools is to be welcomed.

The number of students in the Province who successfully completed full courses of training in 1931 was as follows:—

Native Primary Lower Certificate.....	315
Native Primary Higher Certificate.....	30
Native Housecraft Teachers' Certificate.....	2
TOTAL.....	<u>347</u>

This number represents 9.9 per cent. of the total number of Native teachers employed.

The Lower (three-year) and Higher (two-year) courses of training for Native primary teachers are to be revised during 1932, and provision is to be made for the instruction of students during their training in both official languages as well as in a Native language.

No provision is at present made by the Department for the training of non-Europeans for post-primary teaching work. A teachers' course is, however, offered at the South African Native College, Fort Hare, which to some extent provides a training for such work, the entrance qualification being the matriculation or its equivalent. The demand for such training for Native students is still only slight, and the facilities offered at Fort Hare may be regarded as likely to be adequate for some years to come.

The work of the Native training schools is on the whole of good quality and is in the hands of a staff of efficient teachers. These schools are all boarding schools, and the buildings provided by the missions are generally very suitable. At all the training schools, libraries of from 1,200 to 250 volumes are available for students' use, the total number of volumes in these libraries being over 8,000. Adequate facilities for sport and recreation are provided at almost all centres, and students learn to play various games including football, cricket, tennis and netball, and also obtain some experience in the conduct and organisation of their sporting associations. A few of the schools would do well to improve the facilities offered for students' and particularly girls' recreation, and do not sufficiently appreciate the importance of giving students full scope for interesting physical exercise as a relief from long hours spent in sedentary occupations. The institutions are centres making for progress in the areas which they serve and show keen interest in the general activities and welfare of the communities around them. At five of the training institutions and at four other centres in the Province there are mission hospitals with resident medical staffs, whose time is devoted to the treatment of disease in the Native communities around them, and to promoting the physical welfare of the people in their districts.

During the year, vacation courses for Native teachers were held at four centres in the Province—two for female teachers at Baziya and Mariazell in January, 1931, at which housecraft, needlework and hygiene were specially treated, one at Healdtown in December, 1931, at which 400 teachers were

present, and one at Fort Hare in July, 1931, of a more advanced nature, attended by European teachers engaged in Native work as well as by Native teachers. These courses are of great value and are supported by Native teachers with commendable enthusiasm. The large groups of teachers employed in isolated and backward areas are in particular need of periodical refresher courses of this nature, not only for the benefit of their purely professional work, but also for the inspiration the courses afford them in the broader field of social service in their local communities.

SECONDARY EDUCATION.

Enrolment at the six Native secondary schools aided by the Department showed an increase of 32 students for the year, the total number of students pursuing courses above Standard VI being 433. From these schools, 132 candidates were entered for the Junior Certificate examination of the Department in 1931, of whom 71, or 53 per cent., were successful. This result is not so satisfactory as might be wished, and is considerably below the average obtained during recent years.

A new secondary department was started at Mariazell in January, 1931, without Government aid, and will, it is hoped, serve the large area in East Griqualand where no secondary school facilities for Natives were previously available.

In January, 1932, a secondary department of the Lyndhurst Road Native Primary School at Kimberley is to be opened, this development being made possible by a special grant allowed for the purpose by the Native Affairs Department. More than double the number of students for whom accommodation is available at Lyndhurst Road have, it is understood, applied for admission to Standard VII—a fact which strongly emphasises the keen desire of the urban Native for education beyond the primary stage.

At Port Elizabeth, it has been the custom for some years past to allow the admission of Native students to the Paterson Coloured Secondary School. Owing to the steadily increasing number of Coloured students wishing to enrol at this school, it is now not possible with the limited accommodation available for the school to accept the large number of Natives desirous of being enrolled in Standard VII. A scheme has therefore been put before the Department by the School Board of Port Elizabeth for the establishment of a separate Native secondary school at that centre, and representations have been made to the Native Affairs Department to grant the necessary funds. The question is still under consideration, and no definite decision has yet been reached.

At East London, also, and at Cape Town, Grahamstown and Queenstown, there is definite need for providing facilities for the post-primary education of Natives. The settled Native population of these urban areas is substantial, and considerable numbers of Native children who annually complete their primary school course at these centres find the road barred to them for further education, for, at none are there at present

any facilities for the education of Natives beyond the primary stage. As the great majority of Native parents in urban areas are quite unable to find the funds to enable them to send their children as boarders to a Native institution, they are perforce compelled to abandon all hope of giving their children any further schooling beyond the Standard VI stage. The establishment of secondary day schools for Natives at these centres is, in my opinion, a matter deserving of early attention. One result of the absence of such facilities is that many Native children who complete their primary school course at ages of from twelve to fifteen are kept without occupation in the locations, the demand for Native labour of this type being in most centres generally much below the supply of youths and girls available.

Two of the established Native secondary schools, namely, Lovedale and Healdtown, have been for some years past in urgent need of additional teachers' salary grants. At these centres, full secondary facilities to the Senior Certificate stage are offered, enrolment has steadily increased and only by the employment at mission expense of unaided teachers has the work of the schools been overtaken. It is regrettable that the expenditure of even the comparatively small sum necessary to afford these schools relief has not been allowed.

INDUSTRIAL EDUCATION.

Enrolment at the sixteen aided industrial schools and departments showed an increase of 49 for the year, with a total of 582 students undergoing training.

A scheme for the establishment of a new girls' industrial school at Mount Arthur, Glen Grey, was under consideration during the year, but, though funds for the payment of a teacher's salary grant might have been made available by transferring a grant which had lapsed elsewhere, the scheme had eventually to be dropped owing to difficulties which arose in securing Government approval for the financial support of the proposed school by the local Native Council.

The handymans course for Native youths which was begun at Buntingville a few years ago has not proved a success, and the industrial school at this centre, owing to the small numbers coming forward for training, had to be closed down in December, 1931.

The need of a specialist Departmental instructor to co-ordinate and develop the work of the spinning and weaving and allied schools is being increasingly felt. It may be hoped that the funds necessary to enable the Department to make such an appointment may ere long be made available.

The difficulties and obstacles in the way of Native educational development in urban areas have already been discussed. Apart from the need of additional secondary schools in the chief urban centres, it is very desirable that opportunity for the industrial training of Natives of both sexes should be provided. One of the chief difficulties in the way is that missionary bodies are unable to provide suitable

buildings in towns for such work, and where funds are available are more anxious to undertake building schemes at rural missions rather than in towns. A spinning and weaving school for Native girls and women which was begun in 1930 in Grahamstown was allowed a salary grant during the year and is meeting a definite want. Credit is due to the small group of Europeans in Grahamstown who successfully overcame the financial and other difficulties of establishing such a venture.

On the general question of the industrial education of Natives, it may be expected that valuable constructive suggestions will be offered by the Native Economic Commission. A memorandum on this and other aspects of Native education was submitted by me to the Commission during its sittings.

PRIMARY EDUCATION.

The present primary school course for Native schools which came into force in 1922 is to be revised during the coming year. One of the most important questions which will require consideration is the position of the official languages in the course. The present provision that only one official language shall be taught in addition to a Native language has been found to cause difficulty in certain areas where either a multiplicity of Native languages is found or both official languages have definite claims to be taught as being part of the pupils' environment. The Committee's recommendations on this question will be awaited with interest.

During the year a modification of the regulations in regard to the medium of instruction to be employed in Native primary schools was officially notified. It is now laid down that the medium of instruction in all subjects other than the official language shall, up to and including Standard II, be the home language of the pupils, but that in cases of special difficulty where there is a variety of Native languages represented in a school, or where the home language of many pupils is not a Native language, exemption from the regulation may be granted by the Circuit Inspector. The new regulation should be of value in preventing the too early use of an official language as medium in primary standards. In certain areas where three or four Native languages are in use, none of them in a pure form, and where both official languages are commonly heard, there is much to be said for the inclusion of both official languages in the school course and for the use of one of these as medium from a very early stage.

The latest figures quoted below show a steady advance in the number of mission schools providing instruction in gardening and various forms of handwork:—

1,426 schools are now provided with school gardens, an increase of 76 during the year; tree-planting is carried on at 402 schools, an increase of 59 over the 1930 figures; and one or more forms of handwork are taught in all but 46 of the schools.

Housecraft instruction for girls in Standard V and VI has been begun at a number of higher mission schools where this subject was not formerly taught, but, unfortunately, owing to

lack of funds, the Department has not been able to allow grants for the necessary equipment to all the schools desiring to introduce the course.

A very interesting competition for the eradication of noxious weeds in the Transkei was undertaken during the year by teams of Native school children. Over 16,000 children were organised into teams and during eight months spent as much as possible of their spare time hunting down the noxious weeds of their area. All weeds collected were counted by officials of the Councils and were thereafter destroyed by burning, the organisation of the work of counting the weeds being in itself no light task. A total of over 123,000,000 weeds were destroyed at a cost of a little over £500, the amount expended by the Transkeian and Pondoland Councils on prize money to the winning teams. The competition showed in a pleasing light the willingness of Native teachers and children to devote themselves with sustained energy to a task for the common welfare, and was a significant illustration of what may be accomplished by organised community effort.

Another form of community effort in which many Native schools take keen interest is the annual Native agricultural shows held in various districts. There are in the Transkei thirteen centres at which Native shows are held during the months of April and May each year. Twelve of these are organised and financed by the local Native District Councils, and one, at Mount Ayliff, is held under the auspices of the local Native teachers' association. In the Ciskei, also, several Native agricultural shows are held, the most successful of which is probably that held annually at Fort Hare. The shows are an incentive to steady and sustained effort by the schools in gardening, handwork and needlework, and many schools—though not as many as might be desired—exhibit school products on the shows, and benefit by the lectures and demonstrations given to the Natives attending.

There are in this Province 34 united or amalgamated schools, most of which are managed by officially recognised school committees representative of the different denominations concerned and of the Native parents. The provisions of Section 28 of Ordinance No. 17 of 1930 provide very simple machinery for the creation of school committees to control any one school or group of schools; and it is somewhat surprising that during the past year not one such committee was established. It is, in my opinion, matter for regret that missionary managers have not at least experimented with the committee system, introducing the change in the first instance for the schools situated at the missions where they reside. It may be hoped that more enthusiasm for the committee system may be shown ere long by missionary managers and that some at least of the larger higher mission schools may during 1932 be brought under this form of control.

Towards the end of 1930, Inspectors of Schools were asked to select the best of their larger mission schools for exemption during 1931 from the usual routine inspection of individual

pupil's work, and to allow such schools the privilege of conducting with suitable guidance their own examinations for the classes below Standard VI. The reports received from the Inspectors on the results of their experiments in placing fuller responsibility on principal teachers for the assessment of pupils' attainments are on the whole encouraging. The more experienced and efficient principal teachers are, it appears, competent to conduct the work of examination and classification of pupils in a careful and thorough manner. It is hoped that the system may gradually be extended, that a larger number of teachers may prove fit to carry this additional responsibility and that Inspectors may thus also find more time at their disposal for instructional and demonstration work in the schools, for the guidance of teachers in the organisation of community activities centring in the school and for the improvement of the teaching of such subjects as hygiene and gardening in their circuits.

From the beginning of 1932, it will be necessary, owing to a further reduction in the staff of Inspectors of Schools, to make fuller use of the Native Departmental Visiting Teachers for the inspection of the smaller schools. A certain amount of independent inspection work will in future be undertaken by these officers under the guidance of the Inspectors in whose circuits they are employed. The Departmental Visiting Teachers have during recent years done excellent service in the schools, not only in assisting Inspectors in the routine examination of pupils, but also in improving the organisation of the schools and the instruction of certain subjects, particularly Xosa.

GENERAL.

Orthographies of Native languages.—For some years past, the question of the orthographies of the chief Native languages of the Union has been engaging the attention of the Central Orthography Committee appointed by the Government Advisory Committee on Bantu Studies. Various sub-committees were appointed by the Central Committee to report on the reforms desirable in the orthography of each language group in the Union. In this Province the chief Native language spoken is Xosa, but Suto and Chwana are also found to a lesser extent in certain areas and are taught in numbers of Government schools. Suto was from the outset of the Central Committee's activities left out of consideration—this omission being due to the unwillingness of the Basutoland Government authorities to entertain the idea of reform. In the case of Chwana and Xosa, the Central Committee eventually in 1930 accepted the proposals drafted by its sub-committees appointed to report on these languages, recommended the general acceptance of the reformed orthographies and in particular urged upon the various Provincial Education Departments the desirability of signifying official approval of the proposed systems of orthography, and in due course of insisting upon their use in school books and in examinations. In the Cape, the first step taken by the

Department was to provide for as full publicity as possible for the proposed systems, and to seek the opinions of missionary bodies, teachers, and other educated Natives and of officials directly concerned with Native education or administration. The results of these inquiries were not encouraging, a great deal of opposition to the proposed changes being brought to light. As to Chwana, the Government of the Bechuanaland Protectorate, the area chiefly concerned, organised various meetings of missionary, official and Native representatives, and eventually during the year announced its acceptance of a system of Chwana orthography involving a number of reforms, but differing considerably from that originally proposed by the Central Orthography Committee. In Xosa, the chief reforms suggested by the responsible committee are as follows:—

(a) The use of the diacritic in such words as *tétá*, *bála* (write), and *inxówa* is to be abandoned, the letter "h" to be substituted for the diacritic, thus *thetha*, *bhala*, *inxhowa*.

(b) Three new non-Roman symbols are to be introduced to represent the sounds at present represented by *sh*, *b* (implosive), and *r* (velar fricative).

(c) Length of vowel where necessary for clearness is to be marked by doubling the vowel, for example, *inkosi*, which at present may mean either a "chief" or "chiefs" will be *inkosi* in the singular and *iinkosi* in the plural; in such sentences as *umke nalo ihashe*—he went away with the horse—and *nalo ihashe*—there is the horse—the present form *nalo* would be retained in the first case, but in the second would be written as *naalo*.

These proposals are strongly opposed by Native and missionary opinion, and their wisdom is also questioned by some phoneticians. In particular, the suggestion that non-Roman symbols should be used in the writing of Xosa has been severely criticised. Further consideration of the whole scheme as put forward by the Central Orthography Committee and of the possibility of modifying that scheme will be undertaken before any decision is reached to adopt a new system of Xosa orthography in examinations and in school books.

Advisory Board for Native Education.—The usual annual meeting of the Advisory Board took place in June, 1931. A number of important matters affecting Native education were discussed and the views of the Board as expressed in its resolutions have been of much help to the Department. As in past years, considerable discussion took place on the present system of financing Native education, and the Board in the following resolutions drew attention, not for the first time, to the dangers with which Native education is threatened:—

- "(1) In view of the present financial stringency whereby the natural development and progress of Native education may be hindered, the Board desires to place on record its firm conviction that it is the duty of the Government to provide funds for a constant progressive advance in Native education.

(2) The Board feels that the time has come when all bodies in the four Provinces interested in the welfare of Natives should make a combined effort to bring to the notice of the Government and the general public the injustice of hampering Native advancement by the failure to provide funds for development in Native education."

Staff.—At the end of the year two of the senior members of the inspectorate, Messrs. A. Bain and A. M. Ferguson, both of whom had a long record of successful service in predominantly Native areas, retired on pension. Their valued help will be much missed by the Department and by the teachers, managers and educational bodies with whom their official duties brought them into contact.

Mr. E. Baudert, who for many years taught at the Mvenyane Institution, first as an assistant and later as principal teacher, also retired on pension in December, and carries with him into retirement the grateful appreciation of a generation of students trained under his care.

In November, 1931, the death occurred in Scotland of the Rev. D. D. Stormont, for many years head of the Blythwood Institution, which, under his control, had developed from small beginnings to be one of the largest centres of Native education in the Transkei. His loss will be deeply felt.

REPORT OF MEDICAL INSPECTORS FOR 1931.

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

Last year we gave a résumé of the plan on which the medical inspection work in this Province is carried out. This enables us to visit both urban and rural schools where the school enrolment has a total of 20 or more pupils.

During the year 444 European schools and 15 non-European schools were visited by the medical inspectors accompanied by the school nurses, and 796 schools by the nurses separately. In addition 12 Training Colleges were visited. Fifty-two lectures were given by the medical staff to parents, teachers and student-teachers and 236 lectures on personal hygiene, mothercraft and home nursing to pupils in the secondary and primary departments by the school nurses.

The nurses paid visits to 913 homes in "following up" work.

During the past year the number of children medically inspected was as follows:—

	<i>European Children.</i>	<i>Non-European Children.</i>
Entrant group.....	10,294	389
Adolescent group.....	4,890	207
Specially selected children.....	8,609	532
Re-examinations.....	2,521	111
	26,314	1,239
Number of children medically inspected.....		27,553
Number of children examined by school nurses apart from medical inspection.....		31,020
Total number examined by medical inspectors and school nurses....		58,573

The complete statistics are furnished at the end of this report.

MEDICAL TREATMENT.

During the course of the year the medical inspection staff was invited by the South African Teachers' Association to open a discussion at its Annual Conference, on the question of medical treatment, more particularly with a view to more adequate "following up".

Attention was drawn to the position in the Cape Province as compared with other countries. In England and in many other countries special school clinics have been established, where treatment for certain defects commonly found in school children can be obtained. In the Transvaal and Natal there are also school clinics financed and run by the respective Provincial Administrations where such treatment is available. In the Cape Province, however, schemes for treatment are dependent on the voluntary work of those interested in the matter. A great deal of work is carried out at hospitals and dispensaries where the service has been entirely free. Many children, too, have received treatment through the activities of certain charitable bodies or by the enthusiasm, enterprise or public spiritedness of individual teachers who have provided or collected or obtained funds to pay for such treatment.

In spite of the lack of facilities, a considerable amount of treatment has been obtained. During the six years prior to this year about 13,000 children have been re-examined, of whom nearly 7,800, or 60 per cent., had obtained treatment.

At the present time, if the parent is necessitous and unable to pay for the necessary treatment, the matter may be dealt with in various ways:—

- (a) In certain places he may be able to get free treatment at various hospitals or dispensaries.
- (b) In certain areas Child Welfare Associations and other charitable bodies have made arrangements for treatment by local doctors and dentists either gratuitously or for a nominal fee.
- (c) In the case of serious illness the children of indigent parents may receive free treatment from the District Surgeon. The class of defect for which school children need relief, however, does not come into this category.
- (d) The Poor Relief and Charitable Institutions Amendment Ordinance, No. 19 of 1928, amends the similarly named Ordinance No. 4 of 1919 by the addition of further sub-sections to Section 4 of that Ordinance. This amendment is as follows:—

- “(1) In addition to such relief (if any) as may be granted under the foregoing provisions, or any other law, it shall be competent for a Magistrate, acting with the concurrence of the local authority concerned, to provide medical services, medicines and medical and surgical appurtenances to necessitous persons within his area of jurisdiction.
- (2) In the granting of relief as aforesaid the Magistrate shall, wherever possible, avail himself of the advice and the services of the local district surgeon.
- (3) The cost of relief so granted by the Magistrate shall be chargeable to the Provincial Administration, but the said Administration shall forthwith on the incurring of such cost be entitled to recover one-half thereof from the local authority within whose area the relief to which it relates is granted.”

- (e) Section 31 of Ordinance No. 25 of 1928 states that:—

“Where in the opinion of the Superintendent-General it becomes necessary to grant aid for medical treatment of necessitous pupils in any school, it shall be competent for him, out of funds provided by the Provincial Council, to grant for such service aid on the pound for pound principle to any pupils' welfare society or similar organisation recognised and approved by him.”

In this connection the Administration does not include children in indigent boardinghouses in those eligible for treatment under this last scheme. The capitation grant which

these institutions receive is based on the expectation that medical treatment will be provided and paid for by the Committee in charge of such institutions out of that grant.

This Ordinance has been in existence for nearly three years now, but up to date only one pupils' welfare society has received any grant on this basis. Communications have been received from several areas regarding the scheme but, except in the one case already mentioned, no further action has so far been taken to secure the grant.

Now, while a good deal of response does follow the recommendation of the medical inspector, there are still large numbers of children who do not get treatment. This state of affairs can be improved either by increasing the facilities locally for getting treatment or by utilising the existing opportunities and putting in more intensive work to make better use of them. We have just drawn attention to the fact that very little response has been made to the offer of the Administration to provide funds equivalent to those collected locally for the treatment of the indigent. Whether this is due to local apathy or a disinclination to shoulder part of the financial burden we do not know, but there is no doubt that if local authorities were more prepared to provide or raise funds for this purpose a much greater response to the recommendation to obtain medical treatment would result.

Divisional Councils are responsible for the control of certain health matters in their district, but there is still a great disinclination to shoulder the financial burdens which satisfactory health control requires, and so practically no attempt is made by these bodies to sanction medical treatment for necessitous school children.

During the year particulars of 5,549 children who were referred for treatment during the previous two years were obtained. The medical inspectors personally re-examined 2,521 of these, and the remainder were seen by the school nurses or had left school. Of the 5,549 children, 3,409 had received treatment. This gives a percentage of 61.4, which maintains the average of the past few years. When it is considered how difficult has been the financial position during the past year, it must be looked upon as satisfactory to more than maintain the average of the past. Many people who previously were in a position to afford medical advice are finding it almost impossible to meet the expenses of such treatment as is required, and hence have delayed seeking advice. In other cases child welfare societies have found their funds dwindling and in consequence have had to curtail their activities and in some cases even stop functioning.

This position seems likely to be accentuated during the coming year. An increasing number of children are going to require aid to get the necessary treatment to improve their health and enable them to do their work efficiently, and, in consequence, all these charitable agencies which help the poor will require increased funds if they are to meet the

needs of the people. In this connection I would quote an extract from a report by the Chief School Nurse:—

“The prevailing depression is apparent in most schools, particularly so in country districts, and is reflected in the lack of provision for the treatment of poor children, as well as many children being pathetically underfed.

For some years there has been a very efficient Child Welfare Society in Oudtshoorn. The generous services rendered by the local doctors and dentists enabled every necessitous child to be treated. Minor defects were treated at the Consultation Bureau and weekly dental clinics were held there too. Owing to the general depression, the Oudtshoorn Child Welfare Bureau has closed down, and dispensed with the services of the Nurse in Charge. Only those who have had an opportunity of visiting the Child Welfare Headquarters in Oudtshoorn can possibly realise the far-reaching effect this will have in the town and district—for not alone will the provision for treatment be missed; even more regrettable is the loss to the preventive side. It has become an institution for mothers, European and non-European, to take their babies to the Bureau to consult the experienced nurse in charge on matters of feeding and general hygiene.

Unfortunately, Robertson has also had to dispense with the services of its Child Welfare Nurse as a measure of economy.

It is noticeable in many schools that unless there are large numbers of under-nourished children requiring a soup kitchen and a great deal of expenditure, nothing is done to help a *small group* of children in dire need of supplementary feeding; often a little effort on the part of individuals is all that is needed. It is a pathetic thought that there are breakfastless children in school who will go home to a midday meal of dry bread and black coffee.”

It is gratifying to know that a grant of £830 has been made towards the cost of the upkeep of four school clinics at Cape Town for the coming year. This is a very definite step forward, and we trust is the forerunner of a determined effort to provide a scheme for the treatment of the necessitous children in this Province.

However, whether the Administration proceeds to develop a scheme of clinics, etc., or not there is a great deal that could be done by the teacher to further the work. In England much of the success attending medical inspection has been due to the way in which the teaching profession has backed up the work. Here, too, in individual cases much has been accomplished. There is however, very great variation in this regard. Surprising differences are found in different schools in the same area where the facilities are equal. In one school nearly all the children are treated. In an adjoining school hardly any have been seen by the doctor. It happens, too, that a change of the principal in a school may

lead to a marked improvement or decline in the response to treatment, as compared with the results obtained by his predecessor. In the one case the teacher is keen and desirous of doing all that he can to help, and puts himself to endless trouble to secure a satisfactory result; in the other case he is indifferent or at any rate not alive to the benefits that would result from a little extra trouble on his part. I am glad to say that the numbers of those who regard this work with indifference or as futile are diminishing. Many teachers in our Province have raised money by bazaars, concerts, collections, etc., to enable poor children to be given extra food or be sent by rail for specialist treatment or to pay for glasses or surgical appliances.

At one school in Cape Town the principal has been particularly active in dealing with health matters among the children, and during the past year has found her children singularly free from sickness. This is a large girls' school with more than 400 pupils. During 1930, 70 per cent. of the children with the written consent of their parents were given the Schich test to show whether they were susceptible to diphtheria or not. Those who were susceptible were immunised. In 1931 all the new entrants were treated in the same way, and, in addition, many of those who had refused the previous year. This brings the numbers of those who are protected against diphtheria to 90 per cent. of the total enrolment.

This good result was achieved partly by the enterprise of the principal but largely with the co-operation of the health staff of the Municipality.

At this school more than 90 per cent. of the children recommended for treatment after medical inspection were satisfactorily dealt with.

Throughout the course of the year it has been possible for children requiring dental treatment to visit the Free Dispensary and get attended to whenever they needed it.

During the year more than 60 children whose parents were out of work and who were suffering from malnutrition because they were badly fed, were given a dessertspoonful of cod-liver oil and malt with syrup of the iodide of iron every morning and afternoon for a period of three months with marked benefit to their health. The cost of this was met by donations, etc., received from various sources.

Children who are persistently verminous or whose parents owing to ill-health or from other causes are unable to keep their children clean are taken by one of the teachers to the Municipal Cleansing Station for suitable treatment.

The gymnastic teacher gives special exercises for those children with curved spines, and also for those who are slow in response. A visiting psychologist holds a clinic at the school every week to give gratuitous advice in the case of difficult children, problem cases, mentally unstable and backward

children and those with speech defects. These last receive special instruction during school hours from a voluntary teacher of phonetics who has had some excellent results.

We have outlined this list of activities to show what can be done and has been done in one school in promoting the physical and mental welfare of the child.

Of course everyone has not got the facilities which are available in this school, but much is being done in a smaller way in many schools, e.g. one principal has a scheme whereby the children can get milk or dried fruit, etc., in school for consumption during the lunch hour. Most of the children pay 1d. per day for this, but those who cannot do so get the food free of cost and only the teacher knows who pays and who does not.

REPORT OF INTER-DEPARTMENTAL COMMISSION ON MENTALLY DEFECTIVE CHILDREN.

The report of the Inter-Departmental Commission on Mentally Defective Children was presented to the Minister this year, but has unfortunately not been published. This commission was appointed largely as a result of the difficulties of the Juvenile Affairs Boards in finding work for children who had not completed Standard VI, or who were in various senses of the word difficult. There was a suggestion that it might be advisable to lower the requirement for the Standard VI examination. It was soon obvious, however, that the Standard VI requirements formed a reliable test of the minimum requirement for a skilled trade, and it was not felt justifiable to recommend that the standard should be lowered. Careful tests carried out by the Union psychologist, Dr. Fick, for some years, had shown that no child with an intelligence quotient of less than 80 could complete the primary course by passing Standard VI. These children are not mentally defective, but they are subnormal, and in this country particularly, are a very grave problem. Unskilled work in South Africa is done principally by Coloured and Native labour, and the European child who cannot pass Standard VI can with difficulty be found employment.

Of the school population of the Union, excluding cases already in institutions, .79 per cent. are mentally defective, 8.9 per cent. are subnormal, making a total of 9.7 per cent. whose Intelligence Quotient falls below 80 I.Q., that is, who are incapable of completing the primary course. Expressed as figures 2,674 are mentally defective, 30,114 subnormal, total with an intelligence quotient below eighty, 32,818. This does not include slow children who will require longer to complete the course and who might require special methods in education.

The committee expressed the opinion that malnutrition and physical defect were contributory causes to backwardness, but not to mental defect as such. Feeding experiments had been carried out over a period of nearly two years on children of the so-called "poor white" class, and the children were tested before, during and after such periods of feeding.

Initiative and perseverance in school work replaced the former apathy and listlessness, though there was no alteration in the intelligence quotients. The children's intelligence remained the same, but their capacity to use it and the results of their work improved considerably. The committee, therefore, emphasized that to *provide education in the case of such groups without taking steps to improve nutrition would be futile.*

This is equally true of the effect of malnutrition on the ordinary school child, and needs to be strongly emphasized in these days of depression, when the various voluntary organisations are curtailing or closing down their work for lack of funds, just when the children are most urgently in need of help. The future is being harmed as well as the present, if the children are allowed to suffer from malnutrition and remediable physical defects.

It is not possible to go into the committee's recommendations for dealing with mentally defective and subnormal children, but they were so impressed with the importance of the school medical service in any scheme that they recommended—

- (1) that the school medical service be increased so that at least a quarter of the school population be examined yearly. (No Province has reached this so far. The Cape is the highest and examines between 17 and 18 per cent. of its European school population yearly.)
that the staff of school nurses be sufficient not only to assist at routine inspections, but to lecture, visit homes, and conduct propaganda and follow up work; special attention to be given to the discovery and treatment of children retarded through eye defects and deafness;
- (2) that provision be made for the treatment of children found defective, this to include specialist and operative treatment where necessary, and conservative dental treatment, and that to cope with malnutrition school meals be provided;
- (3) that hygiene be taught to all teachers in training, and all children in school, this to include a study of dietetics and food values.

These are points which we have urged again and again in our reports. When we found delay in obtaining the treatment directly by school clinics, we have to a large extent obtained it through social workers and voluntary organisations, so that while officially no treatment scheme existed, in practice treatment was available. Now, as we have said before, the voluntary societies are unable to carry on in present difficult conditions, preventive and educational work is coming to a standstill as well as treatment, and in neglecting the physical condition of the children we are doing harm which will remain long after the economic and social conditions have altered for the better.

MEDICAL INSPECTION STATISTICS.

FOR YEAR ENDED 30TH SEPTEMBER, 1931.

EUROPEAN SCHOOLS.

No. of European Schools visited during year: 444.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined.....	5,253	2,651	5,041	2,239	10,294	4,890	4,244	4,365	8,609
Number defective.....	1,973	986	1,786	948	3,759	1,934	1,939	1,988	3,927
Number of defective children recommended for treatment.....	1,324	711	1,200	756	2,524	1,467	1,342	1,457	2,799
Number of directions to teachers.....	1,573	382	1,393	547	2,966	929	1,123	1,289	2,412
Number of parents (or guardians) present.....	1,086	449	2,028	432	4,014	881	1,415	1,624	3,039
Number of verminous children.....	104	29	543	98	647	127	101	430	531
Number of children vaccinated.....	3,827	2,278	3,689	1,968	7,516	4,246	3,389	3,517	6,906

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.				
Analysis of Defects:												
Malnutrition....	200	53	159	9	5	—	6	—	202	123	2	1
Teeth.....	894	473	797	425	697	438	631	408	725	749	644	650
Nose and Throat	420	173	387	135	391	133	341	125	413	412	364	375
Eye.....	80	39	67	42	34	9	30	20	72	92	32	48
Vision.....	168	204	185	275	129	149	140	207	348	427	282	356
Ear.....	40	23	30	9	17	3	14	6	43	44	19	16
Hearing.....	31	31	17	14	18	13	6	6	55	44	19	16
Speech.....	14	12	4	3	3	2	1	—	27	8	4	—
Skin.....	85	34	64	31	53	14	39	14	79	88	43	50
Heart:												
Organic.....	32	24	25	18	—	—	2	—	50	41	2	2
Functional....	48	23	44	13	—	—	—	—	40	39	2	2
Anaemia.....	140	35	139	57	20	6	16	22	116	152	27	22
Lung.....	57	12	45	12	16	—	11	5	46	56	19	12
Nervous System	17	14	14	4	4	—	5	—	34	25	6	8
Intelligence....	30	14	17	9	—	—	1	—	52	48	2	3
Deformities....	67	46	67	53	20	5	12	6	62	64	15	18
Other defects....	228	87	194	50	65	20	61	20	252	193	57	79

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.
No. of Re-examinations	1,230		1,291		2,521	
No. of children recom-mended for treatment	2,714		2,835		5,549	
No. of children who obtained treatment.	1,593		1,816		3,409	
Defects :						
Dental disease.....	842	567	849	442	1,691	1,009
Nose and Throat disease.....	273	402	369	351	642	753
Eye disease and defective vision..	281	203	447	235	728	438
Ear disease and deafness.....	48	24	35	15	83	39
Other diseases...	214	93	221	107	435	200

NON-EUROPEAN SCHOOLS.

No. of Non-European Schools visited during year: 15.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older.	Yngr.	Older.	Yngr.	Older.			
Number examined.....	189	103	200	104	389	207	289	243	532
Number defective.....	89	72	92	59	181	131	168	127	295
Number of defective chil-dren recommended for treatment.....	62	47	63	48	125	95	119	96	215
Number of directions to teachers.....	57	30	55	26	112	56	92	84	176
Number of parents (or guardians) present.....	84	11	76	15	160	26	62	77	139
Number of verminous children.....	26	4	67	17	93	21	30	67	97
Number of children vac-cinated.....	146	91	161	91	307	182	228	195	423

	No. defects present.				No. defects recom-mended for treatment.				No. defects present.		No. defects recom-mended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.				
Analysis of Defects:												
Malnutrition....	22	5	20	2	..	..	..	..	24	16	..	1
Teeth.....	50	41	50	40	41	41	42	37	86	56	88	53
Nose and Throat	8	4	7	5	8	3	6	3	15	13	14	11
Eye.....	6	4	4	1	3	..	1	1	5	12	2	4
Vision.....	3	9	4	10	2	7	4	6	23	30	20	25
Ear.....	1	4	4	2	1	..	2	1	6	6	2	4
Hearing.....	5	6	3	..	2	1	2	..	12	5	8	2
Speech.....	1	..	..	..	..	..	..	..	1	1	..	..
Skin.....	2	..	4	2	1	..	..	1	1	4	..	1
Heart :												
Organic.....	1	1	1	..	..	..	..	..	4	2	..	..
Functional....	1	..	1	..	..	..	..	..	4	..	..	..
Anaemia.....	6	..	6	2	1	..	1	..	3	6	..	3
Lung.....	6	2	5	2	6	..	3	1	5	6	3	3
Nervous System.	1	..	1	..	..	..	1	..	..	1	..	..
Intelligence.....	2	1	1	..	..	..	..	..	4	1	..	..
Deformities.....	4	4	..	1	3	1	..	1	5	4	..	..
Other defects...	12	1	13	3	5	..	4	2	26	11	5	5

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.
No. of Re-examinations	63		48		111	
No. of children recom-mended for treatment	153		113		266	
No. of children who obtained treatment.	71		44		115	
Defects :						
Dental disease.....	51	50	22	55	73	105
Nose and Throat disease.....	9	24	8	7	17	31
Eye disease and defective vision..	5	16	12	9	17	25
Ear disease and deafness.....	5	—	3	2	8	2
Other diseases.....	8	4	5	4	13	8

REPORT ON THE INSPECTION OF BOARDING-HOUSES FOR INDIGENT CHILDREN.

INSPECTOR : MR. D. J. J. DE VILLIERS, M.A.

I commenced my work on the 1st of April, 1931, and from that date up to the end of the year I was able to visit 101 of the indigent boardinghouses. The number of children in these establishments was about 5,500. Of the 101 indigent boardinghouses visited, 86 are controlled by the Dutch Reformed Church; one by the Reformed Church, 7 by the A.C.V.V. and 7 by private committees. Eighty-four of these establishments are situated in towns and 17 on farms. Of the 17 situated on farms, the great majority are in Namaqualand and in Bechuanaland.

Feeding.—The children in these institutions are on the whole well fed, except in certain parts of the country where vegetables are very scarce. It is, however, very encouraging to note the great amount of trouble taken at certain places to grow vegetables and to see the success achieved under most adverse conditions. Where the vegetables are very scarce the children are usually given a liberal supply of dried fruit.

Fat, also, cannot always be obtained, i.e., fat in the form of milk, butter or dripping.

A fault which is fairly general is to give the children too many starchy foods; and it is proposed to draw up, in the course of next year, with the assistance of the Medical Inspectors and others, a number of menus which will be suitable for the various parts of the country.

Clothing.—The ways in which the children are clad in the various institutions differ to a great extent. There is also a great difference as regards the supplying of clothes to children. Some of the committees supply the children with clothes to be worn on Sundays, other committees, again, supply clothes not only for Sundays, but also for every day wear, but there are also committees who supply no clothes at all.

It is a pity that there are parents who take advantage of the institutions and who throw all their responsibility, especially as far as the clothing of their children is concerned, on the shoulders of the local committee. It must be remembered, however, that the great aim of these institutions is to attempt to uplift the children of the less privileged classes and for that reason the children must never be allowed to suffer on account of the indifference of their parents.

The parents also very often refuse to supply their children, especially the boys, with night clothes and in such cases it is imperative for the committee of management to supply the need. The same also applies to tooth brushes. It is very difficult for parents to realize the value of these articles which they themselves have never used.

Accommodation.—The accommodation in the different institutions varies greatly. Very often the children are housed in old buildings which are not at all suitable. Fortunately there are a large number of cases where the

governing bodies have either built or purchased very suitable houses. In many instances, however, the quota assigned to a particular establishment is too high, or more children are taken in than the place can accommodate. This is especially the case in certain indigent boardinghouses where secondary school children are also boarded. The result is that we so often find overcrowding. Two children have to sleep in a single bed and there are not sufficient baths, wash basins or sanitary offices.

The rent charged for the buildings used as indigent boardinghouses also varies greatly. There are cases where the Kerkraad or other controlling bodies charge no rent, others again charge only a nominal rent, but there are also a few cases where too high a rent is charged for buildings often built or purchased in whole or in part out of the funds of the institution.

The Superintendents.—The success of these indigent boardinghouses depends to a large extent on the people in charge. We often find badly equipped places where the persons in charge have to put up with great inconveniences and yet they make a great success of their work. On the other hand we find some of the best equipped places failing to come up to expectations, simply because the people at the head of affairs are not fit for the posts they occupy.

It is very necessary that in the near future provision be made for the training of people who have to be in charge of the indigent boardinghouses. A uniform scale of salaries, according to the size of the establishment, the number of children, etc., ought also to be instituted.

Work.—It is very encouraging to see what is accomplished by the children themselves at some of these institutions. These indigent boardinghouses are not places where the children should simply be housed and fed and then sent to school, but they are at the same time institutions where these less privileged children should be taught to work and to be generally useful so that they will afterwards be able to assist in the improvement of their own environment.

It is a pity that there are still institutions where the children do practically nothing because the parents raise objections when the children have to work. The controlling bodies ought to take no notice of such complaints or objections.

Each institution ought to have its own garden which the boys must take charge of, and, if possible, there must also be a few cows which they must milk and care for.

In addition to their ordinary duties in the house, the girls ought also to be taught to mend clothes properly and to assist with the washing and ironing, and during the week-ends they can also receive lessons in cooking. In many cases it is owing simply to lack of enterprise on the part of the people in charge that the children are not allowed to do more. It is too much trouble to teach the children to do these things or to supervise their work to see that it is well done.

Recreation.—There are a number of these institutions where ample provision is made for the recreation of the children, but in the great majority of cases this side of the children's education is completely neglected. In connection with the recreation of the children as well as in connection with other matters, there ought to be a close connection between the school and the boarding establishment, and it is thus advisable that at least one of the members of the school staff should also serve on the managing committee of the indigent boardinghouse.

Excellent work has been done at some of the institutions with the starting of a small library and the encouraging of the children to read the books and magazines. At a few of the boardinghouses music is also supplied by means of gramophones, and a few very energetic superintendents have even installed wireless apparatus so that the children are able to hear the news of the day or to listen in to concerts, lectures, etc. All these things have a tremendous influence on the development of the children, and everything should be done to encourage them.

Organisation.—Before concluding, there are two more items of general interest to the indigent boarding-houses which must briefly be touched upon. The first is the question of when a boardinghouse may be registered as one and when as two.

According to the Ordinance of 1930, a subsidy of £20 per child is paid for the first thirty children in the establishment, and £18 per child for the rest. When the establishment is registered as two, it means that £20 is received for each of the first thirty boys as well as £20 for each of the first thirty girls.

In a great many cases the boys and girls are kept apart in separate houses, and these must then be considered as separate establishments, but there are also cases where the boys and girls sleep in separate houses but make use of a common dining-room and kitchen. The question is whether such an establishment must be recognised as one or two.

There are even indigent boardinghouses where all the children sleep, eat, and live in the same building and still it is recognised as two establishments and thereby receives an extra subsidy of £60 per annum. Uniformity in this matter is essential.

The second item is the question of asking for tenders for the supply of certain of the most important articles to all the indigent boardinghouses. There is a great difference in the prices paid at different places for the same articles, and it may perhaps be desirable to consider the question whether a great saving will not be effected if tenders are called for, for the supply of such articles as blankets, linen, meal, sugar, dried fruit, etc.

SCHOOL STATISTICS, 1931.

	PAGE
INSPECTORS AND INSTRUCTORS.....	79
SCHOOLS AND PUPILS :	
European, Coloured and Native schools.....	81
European, Coloured and Native enrolment.....	82
European schools and enrolment.....	83
Non-European schools and enrolment.....	83
Average attendance of pupils.....	83
Number of European pupils at each year of age.....	84
Average age of European pupils in each standard.....	84
Classification of European pupils in standards.....	84
Classification of Coloured pupils in standards.....	85
Classification of Native pupils in standards.....	85
TEACHERS :	
European, Coloured and Native teachers.....	86
Sex of teachers.....	87
Race of teachers.....	87
Teachers holding professional and academic certificates.....	89
FINANCE :	
Expenditure for public education for year ended 31st March, 1931.	91
Student teachers' fund for year ended 31st March, 1931.....	94

ABBREVIATIONS.

Sec.....	Secondary School.
Prim.....	Primary School.

INSPECTORS AND INSTRUCTORS.

CIRCUIT INSPECTORS :

- H. Anders, B.A., Ph.D. : *Libode, Ngqeleni, Port St. John, Tsolo.*
 J. Anders : *Paarl, Worcester.*
 R. J. Baigrie, M.A. : *Barkly West, Kimberley.*
 A. Bain, M.A. : *King William's Town.*
 W. J. Barker, B.A. : *Engcobo, Nqamakwe, Tsomo.*
 S. Boersma : *Ladismith, Riversdale.*
 H. S. Bowden B.A. : *Matatiele, Mount Fletcher.*
 R. Bowie, M.A. : *Headquarters Circuit (Cape Division) No. 3.*
 A. L. Charles, B.Sc. : *Cathcart, Queenstown, Stutterheim.*
 J. Chisholm, M.A. : *East London, Komgha.*
 Miss L. C. Elton, B.A. : *Port Elizabeth.*
 A. M. Ferguson, M.A. : *Butterworth, Kentani, Willowvale.*
 W. H. Hall Green, B.A. : *Elliotdale, Idutywa, Mqanduli, Umtata.*
 S. B. Hobson, M.A. : *Albany, Bathurst, Peddie.*
 C. J. Hofmeyr, B.A. : *Humansdorp, Uniondale.*
 W. A. Hofmeyr, B.A. : *Bizana, Flagstaff, Lusikisiki, Ntabankulu.*
 K. A. H. Houghton, M.A. : *Fort Beaufort, Stöckenstrom, Victoria East.*
 S. G. Joubert, B.A. : *Calitzdorp, Oudtshoorn.*
 N. E. Lambrechts, B.A. : *Gordonia, Kenhardt, Prieksa.*
 R. E. le Roux, B.A. : *Aliwal North, Barkly East, Herschel, Lady Grey.*
 G. J. Louw, B.A. : *Aberdeen, Graaff-Reinet, Hanover, Middelburg, Murraysburg, Pearston, Richmond.*
 H. B. Luckhoff, B.A. : *Bedford, Cradock, Maraisburg, Somerset East, Tarka.*
 J. E. Pope, B.A. : *Mount Frere, Qumbu.*
 J. C. W. Radloff : *Jansenville, Steytlerville, Willowmore.*
 P. J. Retief, B.A. : *Montagu, Robertson, Swellendam.*
 S. G. E. Rosenow, B.A. : *Malmesbury, Tulbagh.*
 J. C. Ross, M.A. : *Mount Ayliff, Mount Currie, Umzimkulu.*
 P. D. Rousseau, B.A. : *Headquarters Circuit (Cape Division) No. 4, Stellenbosch.*
 J. Roux, B.A. : *George, Knysna, Mossel Bay.*
 G. Siddle, M.A. : *Alexandria, Uitenhage.*
 A. Sinton, M.A. : *Headquarters Circuit (Cape Division) No. 2.*
 G. M. J. Slabbert, B.A. : *Namaqualand, van Rhynsdorp.*
 A. H. Stander, B.A. : *Hay, Herbert, Kuruman.*
 H. R. Storey, B.A. : *Glen Grey, St. Marks, Xalanga.*
 J. F. Swanepoel, B.A. : *Bredasdorp, Caledon.*
 G. C. Theron, B.A. : *Britstown, Carnarvon, De Aar, Hopetown, Loxton, Victoria West, Vosburg, Williston.*
 O. P. Truter, B.A. : *Elliot, Maclear, Wodehouse.*
 C. J. van der Merwe, B.A. : *Beaufort West, Fraserburg, Laingsburg, Prince Albert.*
 H. Z. van der Merwe, B.A. : *Headquarters Circuit (Cape Division) No. 1.*
 *H. J. J. van der Walt, B.A. : *Albert, Colesburg, Molteno, Philipstown, Sterkstroom, Steynsburg, Venterstad.*
 F. C. Wahl, B.A. : *Mafeking, Vryburg.*
 D. J. W. Wium, B.A. : *Clanwilliam, Piquetberg.*
 J. C. Zuidmeer, B.A. : *Calvina, Ceres, Sutherland.*

* Deceased 6th March, 1931. (E. J. Spurway, B.A. acting 1/4/31-30/6/31.)

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

INSPECTOR FOR INDIGENTS BOARDINGHOUSES : D. J. J. de Villiers, M.A.

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

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

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

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

Domestic Science :

Miss W. M. Currey : *Eastern Districts.*
Miss R. Fouché, B.Sc. : *Western Districts.*

Drawing :

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

Handwork :

Mr. J. M. Dovey : *Eastern Districts.*
Mr. A. Burns : *Western Districts.*

Infant School Method :

Mrs. M. de Villiers.

Needlework :

Miss A. L. Joubert : *Eastern Districts.*
Miss M. E. Barry : *Western Districts.*
Miss A. A. Rowe : *Transkei.*
Miss M. Tebbatt : *Transkei.*

Science and Agriculture :

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

Vocal Music :

Mr. S. J. Newnes, B.A. : *Eastern Districts.*
Mr. P. K. de Villiers, A.R.A.M., A.R.C.O. : *Western Districts.*

School Nurses :

Mrs. G. E. Davies : Chief School Nurse.
Miss D. Ackerman : Assistant School Nurse.
Mrs. R. E. Clark : Assistant School Nurse.
Mrs. Alma Davies : Assistant School Nurse.
Miss R. de Waal : Assistant School Nurse.
Miss A. M. Glendining : Assistant School Nurse.
Miss E. Krige : Assistant School Nurse.
Miss A. Willis : Assistant School Nurse.

STATISTICS 1931.—SCHOOLS.
EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1931.

	European Training Colleges and Schools.	High.	Sec.	Prim.	Part-time.	Farm.	Aided.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Sept., 1931.	Total, Sept., 1930.	Increase.
<i>European :</i>														
Schools under School Boards.....	6	122	81	1,829	—	257	—	—	—	—	—	2,295	2,306	-11
Labour Colony Schools.....	—	1	—	8	—	—	—	—	—	—	—	9	9	—
Church Schools.....	—	—	—	29	—	—	3	—	—	—	—	32	33	-1
Other European Schools.....	5	2	2	29	—	6	1	—	—	—	—	45	48	-3
European Schools, Sept., 1931.	11	125	83	1,895	—	263	4	—	—	—	—	2,381	—	—
European Schools, Sept., 1930.	12	124	79	1,888	—	289	4	—	—	—	—	—	2,396	—
Increase.....	-1	1	4	7	—	-26	—	—	—	—	—	—	—	-15
<i>Coloured :</i>														
Schools under School Boards.....	—	1	3	17	—	—	—	—	—	—	—	21	22	-1
Other Coloured Schools.....	—	—	1	4	—	—	—	7	614	—	—	626	599	27
Coloured Schools, Sept., 1931...	—	1	4	21	—	—	—	7	614	—	—	647	—	—
Coloured Schools, Sept., 1930...	—	1	3	22	—	—	—	7	588	—	—	—	621	—
Increase.....	—	—	1	-1	—	—	—	—	26	—	—	—	—	26
<i>Native :</i>														
Schools under School Boards.....	—	—	—	1	—	—	—	—	—	—	—	1	1	—
Other Native Schools.....	—	—	6	—	4	—	—	—	—	14	1,705	1,729	1,735	-6
Native Schools, Sept., 1931...	—	—	6	1	4	—	—	—	—	14	1,705	1,730	—	—
Native Schools, Sept., 1930...	—	—	6	1	4	—	—	—	—	14	1,711	—	1,736	—
Increase.....	—	—	—	—	—	—	—	—	—	—	-6	—	—	-6
TOTAL SCHOOLS, 1931.....	11	126	93	1,917	4	263	4	7	614	14	1,705	4,758	—	5
TOTAL SCHOOLS, 1930.....	12	125	88	1,911	4	289	4	7	588	14	1,711	—	4,753	—

European Schools.....	Sept., 1931.	Sept., 1930.	Increase.
Coloured Schools.....	2,381	2,396	- 15
Native Schools.....	647	621	26
	1,730	1,736	- 6
TOTAL NUMBER OF SCHOOLS.....	4,758	4,753	5

ENROLMENT.
ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 30TH SEPTEMBER, 1931.

	European Training Colleges and Schools.	High.	Sec.	Prim.	Part- time.	Farm.	Aided.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total, Sept., 1931.	Total, Sept., 1930.	Increase.
<i>European :</i>														
Schools under School Boards.....	443	38,209	14,997	82,211	—	1,782	—	—	—	—	—	137,642	134,256	3,386
Labour Colony Schools.....	—	369	—	628	—	—	—	—	—	—	—	997	943	54
Church Schools.....	—	—	—	4,471	—	—	252	—	—	—	—	4,723	4,639	84
Other European Schools.....	307	989	525	1,151	—	45	117	—	—	—	—	3,134	3,140	—6
European Pupils, Sept., 1931..	750	39,567	15,522	88,461	—	1,827	369	—	—	—	—	146,496	—	—
European Pupils, Sept., 1930..	634	38,880	14,205	86,821	—	2,085	353	—	—	—	—	—	142,987	—
Increase.....	116	687	1,317	1,640	—	—258	16	—	—	—	—	—	—	3,518
<i>Coloured :</i>														
Schools under Schools Boards.....	—	165	579	4,022	—	—	—	—	—	—	—	4,766	4,575	191
Other Coloured Schools.....	—	—	449	562	—	—	—	751	72,490*	—	—	74,252	69,297	4,955
Coloured Pupils, Sept., 1931....	—	165	1,028	4,584	—	—	—	751	72,490*	—	—	79,018	—	—
Coloured Pupils, Sept., 1930....	—	139	517	4,487	—	—	—	705	68,024	—	—	—	73,872	—
Increase.....	—	26	511	97	—	—	—	46	4,466	—	—	—	—	5,146
<i>Native :</i>														
Schools under School Boards.....	—	—	—	430	—	—	—	—	—	—	—	430	366	64
Other Native Schools.....	—	—	433	—	126	—	—	—	—	1,753	139,638	141,950	141,086	864
Native Pupils, Sept., 1931....	—	—	433	430	126	—	—	—	—	1,753	139,638	142,380	—	—
Native Pupils, Sept., 1930....	—	—	401	366	185	—	—	—	—	1,645	138,855	—	141,452	—
Increase.....	—	—	32	64	—59	—	—	—	—	108	783	—	—	928
Total Enrolment, European, Coloured and Native, Sept., 1931.....	750	39,732	16,983	93,475	126	1,827	369	751	72,490*	1,753	139,638	367,894	—	9,592
Total Enrolment, Sept., 1930.....	634	39,019	15,123	91,674	185	2,085	353	705	680,24	1,645	138,855	—	358,302	—

	Sept., 1931.	Sept., 1930.	Increase.
European Pupils.....	146,496	142,978	3,518
Coloured Pupils.....	79,018	73,872	5,146
Native Pupils.....	142,380	141,452	928
TOTAL NUMBER OF PUPILS.....	367,894	358,302	9,592

* Including 20 students in training for first year Teachers and 135 pupils in Secondary Departments.

EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1931.

	Schools under School Boards.	Schools not under School Boards.	Total.
European Schools—			
Training Schools.....	6	5	11
High Schools.....	122	3	125
Secondary Schools.....	81	2	83
Primary Schools.....	1,829	66	1,895
Farm Schools.....	257	6	263
Aided Schools.....	—	4	4
Total, 1931.....	2,295	86	2,381
Total, 1930.....	2,306	90	2,396
European Enrolment—			
Training Schools.....	443	307	750
High Schools.....	38,209	1,358	39,567
Secondary Schools.....	14,997	525	15,522
Primary Schools.....	82,211	6,250	88,461
Farm Schools.....	1,782	45	1,827
Aided Schools.....	—	369	369
Total, 1931.....	137,642	8,854	146,496
Total, 1930.....	134,256	8,722	142,978

NON-EUROPEAN SCHOOLS AND ENROLMENT AT
30TH SEPTEMBER, 1931.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools.....	7	751	14	1,753
High Schools.....	1	165	—	—
Secondary Schools.....	4	1,028	6	433
Primary Schools.....	21	4,584	1	430
Part-time Schools.....	—	—	4	126
Mission Schools.....	614	72,490	1,705	139,638
Total, 1931.....	647	79,018	1,730	142,380
Total, 1930.....	621	73,872	1,736	141,452

AVERAGE ATTENDANCE OF PUPILS AT 30TH SEPTEMBER, 1931.

	1931.	1930.	Increase.
European Schools.....	135,070	132,147	2,923
Coloured Schools.....	66,399	63,602	2,797
Native Schools.....	116,674	113,936	2,738
Total.....	318,143	309,685	8,458

AGES OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH SECONDARY, PRIMARY, AND FARM SCHOOLS ON 3RD NOVEMBER 1931.

Age in Years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1930.	1931.
Under 7....	396	373	327	271	2,146	2,009	67	74	5,663	5,405
7....	879	892	613	551	5,000	4,570	113	102	12,720	12,237
8....	1,016	1,080	752	740	5,683	5,432	145	112	14,960	15,038
9....	1,263	1,216	833	794	5,908	5,430	151	121	15,716	15,437
10....	1,349	1,363	842	788	5,653	5,300	152	133	15,580	15,362
11....	1,359	1,498	851	815	5,600	5,200	125	97	15,545	14,068
12....	1,405	15,58	782	742	4,916	4,542	118	101	14,164	15,046
13....	1,859	1,926	865	774	4,933	4,389	101	77	14,974	14,255
14....	2,448	2,278	818	762	3,885	3,209	68	57	13,525	12,820
15....	2,789	2,469	726	675	2,419	1,886	43	28	11,035	10,677
16....	2,476	1,983	443	343	857	486	12	5	6,605	6,743
17....	1,916	1,354	232	157	211	101	5	3	3,979	3,612
18....	984	609	64	49	44	15	1	—	1,766	1,653
Over 18....	576	225	28	9	10	5	—	—	853	888
TOTAL....	20,715	18,824	8,176	7,470	47,315	42,574	1,101	910	147,085	143,241

AVERAGE AGE IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 3RD NOVEMBER, 1931.

	Subs. Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High.	8.0	9.4	10.5	11.6	12.6	13.7	14.6	15.4	16.3	17.2	18.1	16.4
Sec...	8.0	9.5	10.7	11.8	12.8	13.8	14.8	15.6	16.7	—	—	—
Prim.	7.9	9.3	10.4	11.6	12.7	13.7	14.6	15.7	16.8	17.2	—	12.4
Farm.	7.6	8.1	10.1	10.9	12.2	13.2	14.3	—	—	—	—	16.5

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY, AND FARM SCHOOLS WERE BEING PREPARED ON 3RD NOVEMBER, 1931.

	High.	Second-ary.	Primary.	Farm.	Total.	
					1931.	1930.
Sub-standards.....	4,142	3,036	21,077	420	28,675	28,667
Standard I.....	2,487	1,719	11,968	309	16,483	16,302
II.....	2,750	1,886	12,788	251	17,675	17,351
III.....	3,209	1,962	12,752	308	18,231	17,868
IV.....	3,266	1,851	11,773	285	17,175	16,667
V.....	3,494	1,670	10,465	239	15,868	15,471
VI.....	4,074	1,572	8,892	197	14,735	13,964
VII.....	6,297	1,224	13	—	7,534	7,038
VIII.....	4,538	726	6	—	5,270	4,861
IX.....	2,740	—	3	—	2,743	2,565
X.....	2,496	—	—	—	2,496	2,358
Unclassified.....	46	—	152	2	200	129
TOTAL.....	39,539	15,646	89,889	2,011	147,085	143,249

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION IN 1931, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	High.	Secondary Schools and Departments.	Primary.	Mission.	Total.
Sub-Standard A....	—	—	802	21,457	22,259
„ B....	—	—	512	10,527	11,039
Standard I.....	—	—	455	9,677	10,132
„ II.....	—	—	501	8,010	8,511
„ III.....	—	—	360	5,847	6,207
„ IV.....	—	134	280	3,346	3,760
„ V.....	—	126	251	1,806	2,183
„ VI.....	—	118	170	932	1,220
„ VII.....	73	205	—	—	278
„ VIII.....	60	112	—	—	172
„ IX.....	16	3	—	—	19
„ X.....	9	3	—	—	12
Unclassified.....	—	—	—	12	12
Total.....	158	701	3,331	61,614	65,804

Student-teachers are not included. Of the pupils present at two consecutive inspections 75.6 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION IN 1931, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standard.	Second-ary.	Primary.	Part-time.	Industrial.	Mission.	Total.
Sub-Standard A.....	—	39	4	—	45,267	45,310
„ B.....	—	25	2	—	20,692	20,719
Standard I.....	—	29	5	—	17,064	17,098
„ II.....	—	29	—	—	12,207	12,236
„ III.....	—	26	2	—	9,424	9,452
„ IV.....	—	35	—	16	6,618	6,669
„ V.....	—	142	—	23	3,727	3,892
„ VI.....	—	64	—	21	2,469	2,554
„ VII.....	24	—	—	58	—	82
„ VIII.....	3	—	—	—	—	3
Total.....	27	389	13	118	117,468	118,015

Student-teachers are not included. Of the pupils present at two successive inspections 68.8 per cent. were placed in a higher class.

TEACHERS.

<i>European Teachers in European Schools at 30th June, 1931.</i>	
Training.....	64
High.....	1,724
Secondary.....	611
Primary.....	3,741
Farm.....	278
Aided.....	12
Itinerant teachers.....	66
	<hr/>
	Total, 1931..... 6,496
	Total, 1930..... 6,432
	<hr/>
<i>European Teachers in Coloured Schools.</i>	
Training.....	36
High.....	7
Secondary.....	15
Primary.....	14
Mission.....	228
	<hr/>
	Total, 1931..... 300
	Total, 1930..... 283
	<hr/>
<i>European Teachers in Native Schools.</i>	
Training.....	75
Secondary.....	12
Primary.....	1
Mission.....	60
	<hr/>
	Total, 1931..... 148
	Total, 1930..... 152
	<hr/>
<i>Total European Teachers in Non-European Schools</i>	1931..... 448
" " "	1930..... 435
	<hr/>
<i>Coloured Teachers.</i>	
Coloured Training.....	4
High.....	1
Secondary.....	21
Primary.....	106
Mission.....	1,436
Native Mission.....	5
Native Training.....	1
	<hr/>
	Total, 1931..... 1,574
	Total, 1930..... 1,444
	<hr/>
<i>Native Teachers.</i>	
Native Training.....	3
Secondary.....	8
Primary.....	9
Part-time.....	1+[5]
Mission.....	3,477
Coloured Primary.....	3
Coloured Mission.....	97
	<hr/>
	Total, 1931..... 3,598
	Total, 1930..... 3,557
	<hr/>
Total number of European Teachers.....	6,944
Total number of Coloured Teachers.....	1,574
Total number of Native Teachers.....	3,598
	<hr/>
	Total, 1931..... 12,116
	Total, 1930..... 11,868
	<hr/>

Part-time schools: The bracketed figures refer to teachers also employed in day schools.

SEX OF TEACHERS AS AT 30TH JUNE, 1931, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers	European Training Colleges and Schools.	High.	Secondary.	Primary.	Part-time.	Farm.	Aided.	Coloured Training.	Coloured Mission.	Native Training.	Native Mission.	Total.
Male.....	26	20	804	276	1,198	1 + [2]	21	2	18	813	39	2,034	5,252
Female.....	40	44	928	391	2,676	[3]	257	10	22	948	40	1,508	6,864
Total 1931.....	66	64	1,732	667	3,874	1 + [5]	278	12	40	1,761	79	3,542	12,116
Total 1930.....	70	69	1,716	617	3,832	2 + [5]	291	12	41	1,618	74	3,526	11,868
Percentage of Male Teachers, 1931	39.4	31.3	46.4	41.4	30.9	50.0	7.6	16.6	45	46.2	49.4	57.4	43.3
Percentage of Male Teachers, 1930	38.6	34.7	46.0	42.4	29.1	85.7	7.2	16.6	48.7	46.2	58.1	58.0	43.0

Part-time Schools: The bracketed figures refer to teachers also employed in day schools.

RACE OF TEACHERS AS AT 30TH JUNE, 1931, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.								Coloured Schools.					Native Schools.						Total No. of Teachers.	
	Itinerant Teachers.	Training Colleges and Schools.	High.	Secondary.	Primary.	Farm.	Aided.	Total.	Training Schools.	High.	Secondary.	Primary.	Mission.	Total.	Training Schools.	Secondary.	Primary.	Part-time.	Mission.		Total.
European Teachers.....	66	64	1,724	611	3,741	278	12	6,496	36	7	15	14	228	300	75	12	1	—	60	148	6,944
Coloured Teachers.....	—	—	—	—	—	—	—	—	4	1	21	106	1,436	1,568	1	—	—	—	5	6	1,574
Native Teachers.....	—	—	—	—	—	—	—	—	—	—	—	3	97	100	3	8	9	1 + [5]	3,477	3,498	3,598
Total 1931.....	66	64	1,724	611	3,741	278	12	6,496	40	8	36	123	1,761	1,968	79	20	10	1 + [5]	3,542	3,652	12,116
Total 1930.....	70	69	1,710	574	3,706	291	12	6,432	41	6	22	117	1,618	1,804	74	21	9	2 + [5]	3,526	3,632	11,868

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR ENDED 31ST MARCH, 1931.

Administration.

	£	s.	d.
A 1.—Salaries, Wages, and Allowances.....	20,399	7	7
2.—Subsistence and Transport.....	303	7	11
3.—Office Equipment, Material and Furniture, including Repairs.....	271	0	1
4.—Rent, Rates, and Insurance.....	37	19	11
5.—Fuel, Light, Water, Cleaning, and Sanitary Services....	155	14	0
6.—Repairs, Renovations, and Maintenance.....	72	0	3
7.—Incidentals.....	359	10	2
TOTAL 2 A.....	£21,598	19	11

School Boards and School Committees.

B 1.—Salaries, Wages, and Allowances.....	43,784	7	2
2.—Subsistence and Transport.....	4,620	15	7
3.—Office Equipment, Material, and Furniture, including Repairs.....	426	2	5
4.—Rent, Rates, and Insurance.....	4,135	6	5
5.—Fuel, Light, Water, Cleaning, and Sanitary Services...	303	16	10
6.—Repairs, Renovations, and Maintenance.....	216	17	0
7.—Election Expenses.....	254	5	6
8.—Incidentals.....	205	5	0
9.—Actuarial Examination of School Board Officials Pension Fund.....	—		
TOTAL 2 B.....	£53,946	15	11

School Inspection.

C 1.—Salaries, Wages, and Allowances.....	26,698	11	10
2.—Subsistence and Transport.....	9,929	5	5
3.—Incidentals.....	29	14	3
TOTAL 2 C.....	£36,657	11	6

Medical Inspection.

D 1.—Salaries, Wages, and Allowances.....	6,227	9	8
2.—Subsistence and Transport.....	2,580	10	3
3.—Incidentals.....	32	18	9
TOTAL 2 D.....	£8,840	18	8

European Education: Training of Teachers.

E 1.—Salaries, Wages, and Allowances.....	37,646	9	3
2.—Subsistence and Transport.....	2,573	6	6
3.—School Equipment, Material, and Furniture, including Repairs.....	733	15	0
4.—Hostels.....	11,542	17	4
5.—Grants-in-aid, including Hostels under Private Control..	2,685	3	1
6.—Rent, Rates, and Insurance.....	396	0	7
7.—Fuel, Light, Water, Cleaning, and Sanitary Services....	579	9	2
8.—Repairs, Renovations, and Maintenance.....	418	8	10
9.—Incidentals.....	140	13	4
TOTAL 2 E.....	£56,716	3	1

Secondary Education.

	£	s.	d.
F 1.—Salaries, Wages, and Allowances.....	101,310	17	4
2.—Subsistence and Transport.....	43	18	7
3.—School Equipment, Material, and Furniture, including Repairs.....	2,721	9	6
4.—Bursaries.....	37,183	0	8
5.—Hostels.....	4,709	12	1
6.—Grants-in-aid, including Hostels under Private Control..	—		
7.—Rent, Rates, and Insurance.....	1,046	18	5
8.—Fuel, Light, Water, Cleaning, and Sanitary Services....	1,277	5	4
9.—Repairs, Renovations, and Maintenance.....	1,604	15	10
10.—Incidentals.....	36	10	6
TOTAL 2 F.....	£149,934	8	3

Primary Education.

G 1.—Salaries, Wages, and Allowances.....	970,113	8	5
2.—Subsistence and Transport.....	666	11	11
3.—School Equipment, Material, and Furniture, including Repairs.....	45,582	3	6
4.—Bursaries.....	184,640	8	0
5.—Hostels.....	2,872	0	11
6.—Grants-in-aid, including Hostels under Private Control..	1,314	8	0
7.—Rent, Rates, and Insurance.....	28,630	7	3
8.—Fuel, Light, Water, Cleaning, and Sanitary Services....	8,192	14	1
9.—Repairs, Renovations, and Maintenance.....	12,450	6	7
10.—Incidentals.....	55	16	8
TOTAL 2 G.....	£1,254,518	3	4

Combined Primary and Secondary Education.

H 1.—Salaries, Wages, and Allowances.....	732,939	9	7
2.—Subsistence and Transport.....	394	6	11
3.—School Equipment, Material, and Furniture, including Repairs.....	33,530	16	1
4.—Hostels.....	83,452	2	4
5.—Grants-in-aid, including Hostels under Private Control..	6,914	15	5
6.—Rent, Rates, and Insurance.....	4,744	16	10
7.—Fuel, Light, Water, Cleaning, and Sanitary Services....	8,418	5	1
8.—Repairs, Renovations, and Maintenance.....	16,552	7	10
9.—Incidentals.....	95	7	10
TOTAL 2 H.....	£887,042	8	2

COLOURED EDUCATION.

Training of Teachers.

	£	s.	d.
J 1.—Salaries, Wages, and Allowances.....	17,333	17	3
2.—Subsistence and Transport.....	194	6	7
3.—School Equipment, Material, and Furniture, including Repairs.....	472	16	0
4.—Bursaries.....	9,482	2	8
5.—Rent, Rates, and Insurance.....	3,230	2	6
6.—Fuel, Light, Water, Cleaning, and Sanitary Services....	113	8	6
7.—Repairs, Renovations, and Maintenance.....	175	7	10
8.—Incidentals.....	32	14	9
SUB-TOTAL.....	£31,004	16	1

Primary and Secondary Education.

	£	s.	d.
J 9.—Salaries, Wages, and Allowances.....	252,934	9	4
10.—Subsistence and Transport.....	9	14	9
11.—School Equipment, Material, and Furniture, including Repairs.....	22,555	6	5
12.—Bursaries.....	105	13	4
13.—Rent, Rates, and Insurance.....	9,716	12	1
14.—Fuel, Light, Water, Cleaning, and Sanitary Services....	3,538	16	1
15.—Repairs, Renovations, and Maintenance.....	3,889	17	10
16.—Incidentals.....	55	14	2
SUB-TOTAL.....	£292,806	4	0
TOTAL 2 J.....	£323,811	0	1

NATIVE EDUCATION.

*School Inspection.**Inspection by Europeans.*

	£	s.	d.
K 1.—Salaries, Wages, and Allowances.....	11,896	2	5
2.—Subsistence and Transport.....	4,450	1	8
SUB-TOTAL.....	£16,346	4	1

Native Supervisors.

K 3.—Salaries, Wages, and Allowances.....	696	8	2
4.—Subsistence and Transport.....	468	9	3
SUB-TOTAL.....	£1,164	17	5
SUB-TOTAL.....	£17,511	1	6

Training of Teachers.

H 5.—Salaries, Wages, and Allowances.....	29,504	16	6
6.—Subsistence and Transport.....	881	13	10
7.—School Equipment, Material, and Furniture, including Repairs.....	351	3	10
8.—Bursaries.....	4,531	18	11
9.—Vacation Courses.....	1	0	0
10.—Miscellaneous.....	557	2	10
SUB-TOTAL.....	£35,827	15	11

Secondary Education.

K 11.—Grants-in-aid.....	£3,966	3	8
--------------------------	--------	---	---

Primary Education.

K 12.—Salaries, Wages, and Allowances.....	259,643	16	8
13.—Subsistence and Transport.....	3	12	6
14.—School Equipment, Material, and Furniture, including Repairs.....	13,424	16	10
15.—Miscellaneous.....	543	19	2
SUB-TOTAL.....	£273,616	5	2

Technical and Industrial Education—Boys.

K 16.—Salaries, Wages, and Allowances.....	7,242	8	9
17.—School Equipment, Material, and Furniture, including Repairs.....	19	7	6
18.—Bursaries.....	939	4	2
19.—Miscellaneous.....	15	7	6
SUB-TOTAL.....	£8,216	17	11

Girls.

	£	s.	d.
K 20.—Salaries, Wages, and Allowances.....	3,586	17	3
21.—School Equipment, Material, and Furniture, including Repairs.....	61	6	1
22.—Bursaries.....	252	0	0
23.—Miscellaneous.....	7	7	2
	<hr/>		
	£3,907	10	6
	<hr/>		
SUB-TOTAL.....	£12,124	8	5
	<hr/> <hr/>		

General.

K 24.—Good Service Allowances and Bonuses.....	13,026	11	0
25.—Examination Expenses.....	1,894	12	10
26.—Incidentals.....	66	2	8
	<hr/>		
SUB-TOTAL.....	£14,987	6	6
	<hr/>		
TOTAL NATIVE EDUCATION.....	£358,033	1	2
	<hr/> <hr/>		

General.

L 1.—Examination Expenses.....	9,938	2	4
2.—Good Service Allowances.....	20,047	12	7
3.—Pensions and Gratuities.....	667	12	8
4.—Contributions to Pension Funds.....	73,145	14	3
5.—Printing, Stationery, and Advertising.....	7,215	0	11
6.—Telegraphs and Telephones.....	2,670	13	7
7.—Grant to Student Teachers' Loan Fund.....	—		
8.—Grants to Private Hostels for General Educational Purposes	522	0	0
9.—Miscellaneous.....	2,415	11	6
	<hr/>		
TOTAL 2 L.....	£116,622	7	10
	<hr/> <hr/>		

Minor Works.

M 1.—Minor Works, including Site Transfer and other expenses, School Footbridges, Fencing, and Boreholes.....	11,259	13	10
	<hr/>		
GRAND TOTAL, VOTE 2.....	£3,278,981	11	9
	<hr/> <hr/>		

STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1931.

	£	s.	d.		£	s.	d.
To Balance, 1st April, 1930.....	—			By Allowance to Student Teachers.....	378	4	8
„ Cash receipts.....	378	4	8		<hr/>		
	<hr/>				£378	4	8
	<hr/> <hr/>				<hr/> <hr/>		

