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DEPARTMENT OF PUBLIC EDUCATION  
CAPE OF GOOD HOPE

REPORT  
OF THE  
Superintendent-General  
OF  
EDUCATION  
FOR THE  
YEAR 1947



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## CONTENTS

	<i>Page</i>
COVERING LETTER ... ..	3
THE REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION:	
<i>Chapter.</i>	
I. Administration ... ..	5
II. Training and Supply of Teachers ... ..	6
III. Secondary Education: Reorganisation and Diversification ... ..	11
IV. Nursery Schools and Nursery Classes ... ..	17
V. Coloured Education ... ..	21
VI. Native Education ... ..	25
VII. Religious Instruction ... ..	32
VIII. Radio, Film and Museum Services ... ..	34
IX. Vocational Guidance ... ..	37
X. Examinations and Vacation Courses ... ..	39
XI. School Feeding ... ..	43
XII. School Buildings ... ..	45
XIII. Finance ... ..	47
SPECIAL REPORTS:	
XIV. Report of Chief Medical Inspector of Schools, incorporating Specialists' Reports on Physical Education and Social Hygiene and Dietitians' Reports on School Boarding Houses ... ..	53
XV. Report of the Departmental Psychologist ... ..	65
XVI. Report of the Organiser of Hard-of-Hearing and Speech Correction Classes ... ..	72
STAFF AND SCHOOL STATISTICS ... ..	76



## DEPARTMENT OF PUBLIC EDUCATION CAPE OF GOOD HOPE

### REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION For the Period of 1st JANUARY, 1947, to 31st DECEMBER, 1947.

DEPARTMENT OF PUBLIC EDUCATION,  
CAPE TOWN.

17th July, 1948.

THE HONOURABLE THE ADMINISTRATOR,  
CAPE TOWN.

SIR,

I have the honour to submit my report for the period 1st January, 1947, to 31st December, 1947. In doing so I should mention that for about six months of the period under review I was studying educational developments overseas and the Administration appointed Mr. S. B. Hobson to act as Superintendent-General of Education. I would here pay tribute to his efficient administration of the Department during my absence.

In my last annual report I discussed at some length our post-war problems in education and raised a number of issues which I regarded, and still regard, as fundamental. I also expressed the hope that after my educational tour overseas—made possible by the generous and much appreciated assistance of the Administration—I would be able to make some contribution towards a solution of our peculiar problems of education. I would, therefore, respectfully invite your attention to my remarks on Secondary Education.

In Chapter III on Secondary Education, I have recited certain inescapable facts and figures which can leave no doubt in the mind of the impartial reader that, as things are, in our secondary schools the interests of the majority of pupils are being sacrificed on the altar of a small minority. In common with other countries, we have tried to pull too many of our children through the same gun-barrel—and we have failed. The present unsatisfactory and obsolescent provision is due mainly to the Department and the

schools having to bow to the insistent demand on the part of employers (including the Civil Service) for academic certificates. I have stressed the point in this connexion that "Secondary Education for All" does not mean academic education for all.

In my report to you, Sir, on my recent educational tour abroad, I outlined the various attempts in the countries which I visited to solve the problem stated in Chapter III and I have consequently not covered the same ground again. On one point there is unanimity—that it is mainly the range of education beyond the primary course that calls for consideration at the present time.

There is considerable evidence to show that the traditional academic secondary course does not accord with the needs of the vast majority of pupils. Expert opinion in America estimates that only 20 per cent. benefit by such a course; in England the estimate is 18 per cent.; and in Cape Province, in spite of the dual nature of our Senior Certificate examination, the figure would be only about 24 per cent.

I have again, as in several previous reports, made it clear that the necessary reorganisation and reconstruction of our educational system cannot be effected unless the legislative enactments governing compulsory school attendance in our Province are altered, and the scope and functions of Provincial and Union schools providing education for adolescents are clearly demarcated.

Nursery Schools and Nursery Classes, with which I deal in Chapter IV, must be an integral part of any scheme of reorganisation, and must in due course become a component part of the general system of education in order to provide a vinculum between the pre-school and school-age stages. Despite the clamant demand in some quarters for the development and multiplication of nursery schools in the near future, I have to point out the ineptitude of striving after impossibilities. Precedence must obviously be given to the provision of schools and teachers for children of compulsory school-age. Moreover, your Administration has now to consider a number of far-reaching schemes—the lengthening of school life, the extension of secondary education, school buildings and the numerous other pre-requisites of reconstruction. I have felt it my duty, however, to include this chapter in the contemplated scheme of educational reconstruction.

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

I have the honour to be, Sir,

Your obedient servant,

W. DE VOS MALAN,

*Superintendent-General of Education*

## CHAPTER I

### ADMINISTRATION

In my last report I referred to the difficulties encountered in filling the additional posts created in the Department by duly qualified permanent incumbents. I am pleased to say that during the year under review these posts were for the most part filled by permanent officers which to some extent relieved the strain under which the Department had been working.

Numerous changes have occurred in the personnel of the Department. Mr. P. G. C. Rousseau, Principal Clerk, was transferred on promotion to a chief clerkship, grade II, in the Union Education Department, Pretoria. The resultant vacant post was filled by Mr. J. A. Bredekamp, who was transferred from the Department of Lands, Pretoria. Mr. Bredekamp subsequently, for domestic reasons, applied for, and obtained, a transfer back to Pretoria, and Mr. J. de Villiers was promoted to fill the vacant principal clerkship, Mr. J. v.d. M. Louw being at the same time promoted to the resultant vacant senior clerkship.

Mr. H. N. de Jager, Senior Clerk, was transferred to the Department of Social Welfare in exchange for Mr. G. R. Obree of that Department and Mr. G. A. Fehrsen, Senior Clerk, was transferred to an administrative post in the Conradie Home, Pinelands, his place in the Department being taken by Mr. H. J. Steyn, who was transferred on promotion from the Orange Free State Provincial Administration.

In regard to the field staff, Mr. D. J. J. de Villiers retired from the School Inspectorate in March, 1947, on the grounds of ill-health, after many years of valuable service. It is with deep regret that I record his untimely death in December of that year.

It is with similar feeling that I record the death of Inspector G. H. Welsh in October, 1947. Mr. Welsh was an authority on Native education and for a number of years occupied the post of Chief Inspector of Native Education, a post he subsequently relinquished on account of ill-health.

Inspectors W. A. Hofmeyr and D. B. van Rensburg retired on superannuation, the former in January, 1947, and the latter in August, 1947. My sincere thanks are due to them for their valuable services.

Miss J. J. Retief, Dietitian, resigned on account of marriage.

Messrs. G. H. P. de Bruin, J. W. Omond, A. R. Hewitt, N. J. le Roux, J. W. v.d. Walt and Drs. S. W. Pienaar and G. J. Joubert were appointed Inspectors of Schools, while Dr. W. C. Heunis was appointed to one of the vacant posts of Medical Inspectors of Schools.

Mr. L. B. J. van Rensburg was appointed Inspector of Drawing and Art and Miss E. M. Olivier, Inspectress of Infant School Method.

CHAPTER II

TRAINING AND SUPPLY OF TEACHERS

I. European Training Colleges

1. Supply of Teachers

The year 1947 was again characterised by a shortage of teachers. In certain districts a number of posts were advertised from time to time without drawing a single applicant. The result was that the services of married women had to be retained and retired teachers once more recalled to service.

(a) The following figures indicate that the enrolment at the Training Colleges probably reached a low water mark in 1947. Those for the year 1943 are included because that year was the last in which the enrolment was still normal; and those for the year 1948, to indicate the present position.

Year (First Quarter)	Primary Teachers' Course		Primary Higher Course	Diploma Course	Total
	1st Year	2nd Year			
1943 ... ..	456	467	278	—	1,201
1947 ... ..	365	290	209	17	881
1948 ... ..	407	339	161	13	920

(b) A less encouraging feature of these figures is that the number of teachers enrolling for the Primary Higher and the Diploma Courses has decreased. Several reasons could possibly be assigned:

- (i) With the present shortage of teachers, the newly-trained primary teacher apparently does not find it necessary to undergo further training after he has completed the two years' course. He in any case experiences no difficulty in finding a post.
- (ii) The fact that under the new salary scales a teacher will draw the biggest benefit from any further training only at the end of the scale possibly keeps teachers (especially women teachers) from entering upon any further course of study, the average professional life of the woman teacher not being of such duration as to allow her to draw much benefit from the higher maximum. If matters do not improve, as far as the enrolment in the Primary Higher and the Diploma Courses is concerned, it may prove necessary to revise the salary scales.

The Vocational Guidance Officer did valuable work in 1947 in trying to determine what the possibility was that within a reasonable time the supply of teachers would return to normal. In the table below is given the preliminary tabulation of boys and girls interested in the teaching profession. The figures are unfortunately not complete as no returns were received from 22 of the 172 High Schools and from 7 of the 59 Secondary Schools.

ALL HIGH AND SECONDARY SCHOOLS

	A	B	C	D	E	Grand Total
Standard VIII, Girls...	42	128	163	160	26	519
Standard VIII, Boys...	13	41	50	37	9	150
Standard IX, Girls ...	34	81	151	154	12	432
Standard IX, Boys ...	12	48	56	46	6	168
Standard X, Girls ...	33	98	160	134	9	434
Standard X, Boys ...	11	36	56	35	4	142
Total ... ..	145	432	636	566	66	1,845

Of the letters used above—

- A connotes: Far above the average. Will pass Standard X in the First Grade;
- B: Above the average. Has a good chance of passing Standard X in the First Grade;
- C: Average. Will pass Standard X.
- D: Below the average. But has a good chance of passing Standard X.
- E: Far below the average. Will probably not pass Standard X.

The fact that pupils at the Standard VII to X stage are interested in teaching as a career can unfortunately not be taken as a guarantee that they will ultimately land in the teaching profession. The chances are, however, that a fairly big percentage of them will do so. But even if this should prove to be the case the chances that the arrears in teacher-training will be made up within the next few years, seem small. In the meantime, to ease the position, the requirement that as from 1948 men would be admitted to Training Colleges only on condition that they take a four years' course of training, has been withdrawn.

2. Medium of Instruction

In my annual report for the year 1946 I pointed out that the medium regulations in Training Colleges could not but affect the work in the third and fourth year Courses adversely unless additional lecturers were appointed. It has since been decided to withdraw the medium regulations as far as these classes are concerned. In the other courses the policy of adding an extra subject each year to the list of subjects to be taught through the medium of the second language is being faithfully carried out.

3. Bilingual Qualifications of Students at the Training Colleges

Below is given a table which shows, for the years 1943-47, the bilingual qualifications obtained by student-teachers at the Training Colleges:

Year	Passed in Primary Teachers' Examination	Bilingual Qualifications of successful candidates		English or Afrikaans only
		1st Grade	2nd Grade	
1943 ... ..	440	95 (21%)	290 (66%)	55 (13%)
1944 ... ..	397	94 (24%)	242 (61%)	61 (15%)
1945 ... ..	379	86 (23%)	219 (58%)	74 (19%)
1946 ... ..	343	74 (21%)	207 (61%)	62 (18%)
1947 ... ..	243	59 (24%)	186 (76%)	—

N.B. Rhodesian students are not included in the figures for 1947.

#### 4. The Future of the Training Colleges

In the difficult times that the Training Colleges have gone through during the last four years, it has become increasingly clear that the smaller colleges have such a struggle to secure students that their continued existence can hardly be justified. These institutions cannot provide all the facilities necessary for the effective training of teachers, and are in addition financially most uneconomical propositions. The time has arrived to cut down the number of teacher-training institutions and to extend the facilities offered in those institutions which are considered necessary. Six training colleges, fully equipped and staffed, should be our aim.

### II. Coloured Training Institutions

#### 1. Supply of Teachers

(a) The table given below shows the enrolment for the first quarter for the last six years in the various courses at the Coloured Training Institutions:

Course	1943	1944	1945	1946	1947	1948
Coloured Primary Lower Certificate (First Year)...	310	327	316	313	302	378
Coloured Primary Lower Certificate (Second Year)	278	285	299	286	289	287
Coloured Advanced Primary Teachers' Certificate (First Year) ...	37	29	49	59	59	58
Coloured Advanced Primary Teachers' Certificate (Second Year) ...	38	34	25	45	54	57
Coloured Primary Higher Certificate ...	46	69	51	63	71	47
Total ...	<u>709</u>	<u>744</u>	<u>740</u>	<u>766</u>	<u>775</u>	<u>827</u>

From the above figures it is clear:

- (i) that the total enrolment at the institutions is not only being maintained, but is still on the increase;
- (ii) that the increase is specially large in the first year of the Primary Lower course;
- (iii) that there is a sharp decline in 1948 in the number of students who have enrolled for the Primary Higher Courses. Here the same tendency is showing itself as is seen in the European Training Colleges. The causes and the remedies must possibly be sought in the same direction.

The decline is not due to any diminution in the number of courses offered, for the closing down of a Primary Higher Course in Hand-work at the Perseverance Training College, Kimberley, has been more than offset by the opening of a Primary Higher course in Physical Education for girls at the Zonnebloem Training College, Cape Town.

(b) From the total enrolment in the final year in Training Institutions during the past five years it appears further that no great change has come about in the ratio between the sexes, a state of affairs which gives rise to grave concern.

Course	1944		1945		1946		1947		1948	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Coloured Primary Lower Certificate (Second Year) ...	133	152	150	149	141	145	140	149	143	144
Coloured Advanced Primary Teachers' Certificate (Second Year) ...	28	6	18	7	34	11	39	15	46	11
Coloured Primary Higher Certificate ...	53	16	45	6	55	8	54	17	34	13
Total ...	<u>214</u>	<u>174</u>	<u>213</u>	<u>162</u>	<u>230</u>	<u>164</u>	<u>233</u>	<u>181</u>	<u>223</u>	<u>168</u>

If a reason were sought for this phenomenon, it could be maintained that it is mainly economic in that:

- (i) girls hesitate to embark on a four years' course of training when, after passing Standard VI, they easily find avenues of employment in the factories and elsewhere;
- (ii) for female teachers in distant rural areas boarding will always be a difficult problem.

#### 2. Bilingual qualifications of student teachers for the last five years (1943-47):

Year	Passed in Coloured Primary Teachers' Examination	Bilingual Qualifications of Successful Candidates			
		First Grade	Second Grade	English or Afrikaans only	None
1943...	214	103	102	8	1
1944...	249	104	132	12	1
1945...	247	83	150	14	0
1946...	248	88	149	11	0
1947...	236	89	140	7	0

From the table above it will be noted that the position, as far as the bilingual qualifications of student teachers are concerned, has remained practically unchanged. In my last report I emphasised this fact and tried to find possible causes for it.

3. From time to time I have pointed out that the boarding facilities for students at Training Institutions are anything but satisfactory; also that it is a need which must be met. It is the more encouraging therefore to be able to state that the churches at Paarl under which the Athlone Institute falls, have taken their courage in both hands and have started work on an adequate and attractive hostel to accommodate about 100 students.

#### 4. The Future of the Institutions

(a) From the figures at my disposal it appears that in 1947 the enrolment, viz., 54, in the Post-Matriculation Training Course (Coloured Advanced Primary Teachers' Certificate Second Year)

was higher than it had ever been before and 1948 shows a further increase. Judging from this, the tendency among Coloured students first to matriculate before enrolling for teacher-training is becoming stronger. It is hoped, therefore, that it will become possible within a reasonable space of time, to raise the standard of admission to teacher-training to matriculation. Great care will, however, have to be taken to prevent the supply of teachers from being cut down by any such step.

(b) A number of the institutions now have Coloured principals in charge. This is the case at:

- Battswood (D.R.C.) Coloured Training School, Wynberg;
- Athlone (Cong.) Coloured Training School, Paarl;
- Söhngé (D.R.C.) Coloured Training School, Worcester;
- Dower Memorial (Cong.) Coloured Training School, Uitenhage.

The recent appointment of Coloured principals to three of these institutions has meant that European assistants on the staff have availed themselves of the provisions of the law which make it possible for them to be transferred elsewhere.

The institutions thus find themselves in a position where their staffs have to be drawn wholly from the ranks of the Coloured teachers, and the supply of properly trained Coloured teachers is hardly adequate to provide for the needs of all the institutions.

From reports that have come in it appears:

- (i) that some of these teachers are not in possession of the required academic qualifications for the subjects they are required to teach;
- (ii) that some of the graduate teachers in Training Institutions have obtained their degrees by private study and have had little training in subjects which are of practical value in such institutions;
- (iii) that the work done at some of the institutions is definitely weak.

These are disturbing factors and doubts are raised in the mind as to whether in appointing Coloured principals to Training Schools, the Department has not perhaps moved too fast.

### CHAPTER III

## SECONDARY EDUCATION : REORGANISATION AND DIVERSIFICATION

Undoubtedly the most pressing problem before my Department and the Administration is that of providing suitable secondary education for all pupils, which will necessarily involve the reorganisation and reorientation of the existing system of education. The purpose of this chapter is to suggest long overdue reforms, designed to ensure that secondary education shall be adapted to the needs of the pupils, and that the interests of the majority are not sacrificed to those of a minority. It is right, therefore, that in this report I should help all concerned, and especially parents, to understand our general aims and the new conditions of education we hope to create.

The following statistics, which trace the history of the group which passed out of the provincial school system at the end of the year under review, afford an arresting illustration of the problem now confronting educationists the world over:—

#### *European Pupils*

1943, Standard 6 enrolment	...	...	...	15,398
1944, Standard 7 enrolment	...	...	...	11,807
1945, Standard 8 enrolment	...	...	...	8,624
1946, Standard 9 enrolment	...	...	...	5,312
1947, Standard 10 enrolment	...	...	...	4,378

Those figures disclose that of the number of pupils in Standard 6 in 1943, no less than 44 per cent. were lost to the Provincial secondary system at the Junior Certificate stage, and by the time this group reached Standard 10 more than 72 per cent. had fallen by the way-side; and only 24 per cent. succeeded in passing the Senior Certificate.

The reason for this is that we (in common with many other countries) have an educational system which is very largely overshadowed by a traditional academic curriculum culminating in the Senior Certificate. And, as the figures quoted above reveal, the attempt to pull all our children through the same gun-barrel has not succeeded.

It is true that to some extent we have disburdened our own system of university entrance requirements by issuing a dual-purpose Senior Certificate which may or may not exempt from Matriculation. We have also introduced a variety of optional subjects in an effort to broaden the examination syllabus and cater for the less academic candidate. But the old bookish requirements of the traditional academic curriculum still prevail, as is clear from the lack of support given to practical and general cultural subjects.

In 1946 there were 4,901 candidates for the Senior Certificate, of whom—

21 took Agricultural Economics;  
333 took Agricultural Science;  
70 took Art;  
636 took Cookery;  
226 took Manual Training;  
158 took Music;  
427 took Needlework.

And the shortage of specialist teachers and materials during the war cannot be used to extenuate the general attitude towards these subjects, for the pre-war figures are even more unsatisfactory.

The time has now arrived, in my submission, to awaken the public conscience to the present unsatisfactory and obsolescent provision for the education of the vast majority of children—due mainly to the Department and the schools having to bow to an insistent demand on the part of employers (including the Civil Service) for academic certificates. In the words of the Hadow Report, there must be a general recognition that the aim of educational policy should be not merely to select a minority of children for the second stage, but to secure that that second stage is sufficiently elastic and the courses of instruction offered sufficiently adapted to meet the needs of all children. There are diversities of gifts and for that reason there must be diversity of educational provision. The larger the number of children receiving post-primary education, the more essential is it that education should not attempt to press different types of character and intelligence into the same mould, however excellent in itself it may be.

Before considering any suggestions for the improvement and development of the existing system of education, I cannot stress too strongly two points to which educationists all over the world have awakened over a period of years; for, unless they are accepted as postulates, it will be impossible to state and meet our problems or win public support for any plan of reconstruction.

There is unanimity among the experts on my first point—that primary education should terminate at about the age of twelve. At that age the normal child has acquired the basic skills of primary education and has reached the stage of maturity required for secondary education. The question at once arises as to what type of education will suit his needs after this transition—and there lies the root problem of educational organisation.

Next, there is considerable evidence in support of my second point—that the traditional academic secondary course does not accord with the needs of the majority of pupils.

The New York Regents Report of 1938 indicated that only 20 per cent. benefited by an academic course. The Spens Report of 1939 (Report of the Consultative Committee of the English Board of Education) accepted an estimate of 18 per cent. It is indeed

striking that the estimates of these two authorities, working independently, should approximate so closely. As for the Cape Province, if we may be guided by the number who successfully completed the Senior Certificate course in 1946 which, as I stated above, is a dual-purpose course, the figure would be 24 per cent.

It has been well said that the educational system which commands public support is one that is understood. Therefore, before outlining the proposals we have in mind, it should be made clear that, in advocating secondary education for all, we do not mean grammar (or academic) education for all, and that the proposals made should be regarded, not as final or bureaucratic decisions, but as an attempt to prepare the field of discussion and enquiry.

As stated previously, I have recently had the advantage of an overseas tour during which I had the opportunity of studying at first-hand how other countries are tackling the problems to which we must now apply ourselves. But, I have brought back with me no ready-made solutions. The educational systems which I have studied provided no neat solutions applicable to our own problems. If therefore, Sir, I transfer your attention to plans for educational reconstruction elsewhere, it is my earnest hope that you and all concerned with education will regard them as suggestions to be pondered and not necessarily as examples for imitation.

Among the major events in the recent history of education is unquestionably the Education Act, passed by the British Parliament in 1944; and it may well serve as a preamble to a discussion of our own plans for reorganisation.

The revolutionary nature of the Act is especially seen in the new meaning given to secondary education. It is now the duty of Local Education Authorities to secure that there shall be available for their areas sufficient schools providing secondary education suitable to the requirements of senior pupils who have attained the age of eleven plus. The enormous task, therefore, which confronted the Local Authorities was to translate the law into practice and fuse diverse elements into a unified system of secondary education, offering such variety of instruction and training as might be desirable in view of the different ages, abilities, aptitudes, wishes and future requirements of the pupils and including practical instruction and training appropriate to their needs. The compulsory age is later to be raised to sixteen without exemptions, and all types of secondary schools must reach equal standards in the quality of their accommodation and teaching staff. In a word, secondary education is to become the right of all, adapted to the requirements of all.

As a first step towards the implementation of the Act, each Local Authority was required to prepare and submit to the Minister a "Development Plan" for the next ten to fifteen years. Through the courtesy of senior officials at the Ministry of Education, I was accorded a privileged opportunity of examining a number of the completed "Plans" submitted by various Councils and Committees. They had been given a year in which to complete their respective tasks, and they executed them in a manner that would redound to the credit of any administrative authority.



A survey had to be made of the entire school system to decide which schools complied with the new building requirements, what alterations had to be made to make them comply, more especially with the requirement that secondary classes were to be limited to 30 pupils; what new schools had to be built to ensure that all pupils from 11 years of age could be accommodated in secondary schools of different types up to the age of sixteen, and to ensure that possible increases or decreases in the child population were provided for; and what increase in the number of teachers and what special training of teachers were involved in the new developments. The "Plan" had also to deal with the arrangements necessary for transporting children to and from the secondary schools serving particular areas, the question of co-education, and so on. Further, the authorities had to particularize the stages and times by which the "Plan" would be put in operation. To sum up, the "Development Plan" had to present a complete picture of the reorganisation of the whole area for which it was designed.

Perhaps I was most impressed in England and in the other countries I visited by the unanimity among educationists as to the basic principles on which secondary or post-primary education should be developed; and I consider that their ideas and experience call for careful consideration and comparison in planning a scheme of reorganisation suitable for our special needs. Obviously, there are features of the systems in other countries which are wholly unrelated to our own conditions and others which could only be applied with large qualifications, because educational organisation and policy must reflect the historical, political and social colour of different communities. At the same time there is a common problem which has been the centre of attention for many years not only in England, but on the Continent, in America and elsewhere—that of post-primary education; and one result of two world wars has been a heightened emphasis on the importance, if not of finding a solution, of at least improving the facilities which at present exist.

It is expedient, therefore, that I should now set out the present facts of our own present situation and propose plans for the development of post-primary education.

In my last annual report for 1946 I stated that until it was laid down that every child in the Province should pass through a definite minimum period of post-primary education, it would be impossible for my Department to plan a coherent system of education or for the principals of schools to devise curricula with any degree of unity. I added that there could be no clarification of the purpose of primary and secondary schools or much improvement in the quality of both without a uniform lengthening of school life for all children. At the root of our trouble is a legal enactment governing compulsory school attendance which comprises an age and a standard attainment. The age attainment is 16 years, which is almost generally considered to be the upper limit of full-time compulsory education. The standard attainment is Standard VI. This latter proviso vitiates almost entirely the beneficial effects of the former. Not only are pupils allowed to leave school on the attainment

of Standard VI, which in itself is serious enough, but that leaving standard determines the organisation of the school system. The primary school which, by common consent, should terminate at about twelve plus, is forced to retain its pupils for at least one year longer, that is until they have reached Standard VI, for the obvious reason that it would be futile to attempt to organise a system of secondary education based on the completion of Standard V if compulsory schooling ends a year after the entrance upon that stage. We have therefore been forced to retain a primary school which keeps pupils up to Standard VI or approximately the age of 14 years and likewise forced to build on that foundation a super-structure of secondary education which, commencing at too late a stage in the child's life, is consequently curtailed in length.

Since my return from overseas I have stated in public on several occasions that there seemed to be a consensus of opinion in the educational world at the present time that the upper limit of compulsion in any modern school system should be such that every child is enabled to receive at least three years' secondary education before he reaches that limit and that the school system should be so organised that the normal child can do so. If this principle is accepted by us the Standard VI proviso will have to be abolished; and if a standard attainment is deemed necessary, Standard VIII will have to be substituted for the present Standard VI.

The organisation of the school system would then be as follows:

*Primary School:* 5+ to 12+ comprising two years in the infant classes and five years in the primary classes.

*Junior Secondary School:* 12+ to 15+, comprising three years.

*Senior Secondary School:* 15+ to 17+, comprising at least two years.

If some type of secondary education is to be given to all pupils on the completion of the primary course, it is very evident that the Standard VI examination in its present form falls for reconsideration. It is a test as to the fitness of the child to pass to the second stage of education in a high or secondary school, and it is a test, not of his capacity, but of the content of his knowledge.

If a policy of providing suitable secondary education for all is adopted, then any examination at the end of the primary course should be selective in purpose. In other words, at this stage of school life an effort should be made to discover what type of secondary course is likely to benefit a particular child. As Dr. Ben Wood of Columbia University puts it: "Educators have an obligation to find out what a pupil can do and then help him to do it." This does not mean, as it has sometimes been interpreted to mean, that a special course has to be provided for each pupil, but rather that in order to educate a pupil the teacher must try to understand him in the sense of trying to find out how far he is likely to go in any given subject which is essential for his education.

What technique to adopt in this matter of selection or differentiation raises most controversial questions. Certainly I would condemn any attempt to form a judgment on the abilities of a child of twelve

based entirely on the results of an examination, and I would be reluctant to place undue reliance on intelligence tests. At present the general opinion among those best qualified to judge is that there are no reliable means of selecting children for specialized secondary courses at eleven or twelve.

A number of investigations in England, France and the United States point to the conclusion that the best method of discovering what needs to be known about a pupil's ability and promise must include the estimates of his teachers, school records accumulated over several years, and a variety of tests. What is needed, in other words, is a cumulative record card giving as much information about a pupil as can be obtained and presenting a picture of the nature and rate of the child's development in various directions.

It is obvious that this Department will have to experiment and proceed by trial and possible error. The solution which most attracted me during my overseas tour was that of "horizontal transition." Under this system a pupil proceeds at 12 plus to what is considered, tentatively, the form of secondary education from which he is most likely to profit—academic, modern or technical. During the first two years these three forms of secondary education (covering the period from 12 to 14 years of age), should comprise a common background of subjects, so that a pupil maladjusted to one type of education may be readily transferred to another. This solution has at least the advantage of deferring a final decision as to the category of education in which he should be placed until the age of fourteen approximately.

I do not, however, propose at this stage to deal further with the important question of the content and nature of the courses of study appropriate to pupils during the first three years of the course, nor of the more specialised and diversified types of courses to be provided during the remaining two or three years. While it is true that reorganisation of our system cannot be effected until such time as our legal enactments regarding compulsory education are altered, it is equally true that no worth-while solution of the problem of secondary education adapted to the individual needs of pupils can be arrived at until the overlapping between, and the unworkable system of demarcation of the functions of, Union and Provincial institutions of a secondary nature is done away with. A Commission was appointed by the previous Government to go into this matter, and has reported to the present Government. Its report has, however, not yet been made public. Any discussion of content of courses, types of schools, differentiation of courses is bound up with this question of demarcation of functions between Union and Provincial authorities in the field of adolescent education.

## CHAPTER IV

### NURSERY SCHOOLS AND NURSERY CLASSES

In my report for the period ending 31st December, 1945, I reviewed the development of Nursery Schools in the Province and explained the system of subsidisation by the Union Government and your Administration. I then invited your attention to the fact that by amending the Education Ordinance in 1941 (Section 19 of Ordinance No. 12 of 1941), we acknowledged by implication that the provision of education for children of pre-school age was a responsibility of my Department. I stated, however, that a scheme for Nursery Schools could not be studied and planned in isolation, but only as a component part of the general system of education, for the obvious reason that there must be some link between the pre-school and school-age stages—between what may be called informal and formal education. Accordingly, I decided that the question of providing Nursery Schools or classes should stand over until our proposals for the reorganisation and reconstruction of education as a whole had reached greater finality because education must be viewed as a continuous process with close interrelation between the various stages. Elsewhere in this report I have outlined for your consideration such a scheme of reorganisation. It is appropriate, therefore, that I should complete the picture and devote a chapter to the discussion of the need for and the functions of Nursery Schools or Classes.

At the outset I would emphasise the broad differences between a Nursery School and a Nursery Class and state at once that, owing to the sporadic distribution of our child population, any extensive establishment of Nursery Schools is out of the question.

In brief, the distinction is that a Nursery School is a separate and self-contained institution, whereas a Nursery or Baby Class is always an adjunct to an Infant or Primary School, and the age of admission tends to be three years instead of two. Its school hours are those of the Infant School and it is generally impossible to provide the medical supervision and care which are prominent features of a good Nursery School. Moreover, through lack of facilities, there is no provision for meals other than lunch during the morning break. Nevertheless, despite these difficulties, the Nursery Class can, with careful consideration, be organised on similar lines to those of the independent Nursery School, provided its numbers are reasonably small and provided the children have ample floor space for free activity, facilities for training in personal hygiene, for the afternoon rest, and a supply of didactic apparatus and a place where they can play in safety out of doors.

Before discussing the general aim and function of these pre-school institutions, I would here digress and consider an argument which is sometimes advanced against the development of nursery schools. There are many who regard this modern social development with apprehension and suspicion. They contend that it is yet another

intrusion of the State into family life, and a reversion to the system of ancient Sparta under which the State arrogated to itself the upbringing of the child to the exclusion of its parents. And they fear that attendance of very young children at these schools may have the effect of neutralising home influence by relieving or depriving parents of their natural responsibilities. Even in medical circles doubts were expressed as to the desirability of bringing children of pre-school age into close contact, thereby exposing them prematurely to the infectious diseases associated with childhood.

These criticisms and fears call for serious and respectful attention for they raise social issues of great importance; and it is clearly my Department's duty to take parents and the general public into our confidence and try to win their support for a development on which we place high hopes. What follows, therefore, is an attempt to set out the purposes of Nursery Schools or Classes and explain the means adopted to meet the special needs of pre-school children.

First and foremost, let me dismiss all doubts as to the Department's attitude towards home life, and state positively that we contemplate no scheme that might even tend to subvert parental rights or disregard the inviolability of the home. We believe that, where the home and environment are good, the best place for a child below the age of five or six is at home with his mother and that any facilities provided by the State should be designed to supplement the home and strengthen the bonds between children and their parents. What need, then, are Nursery Schools intended to meet?

The Nursery School was in origin an improvisation to meet a sociological problem—to remedy or offset bad home conditions in the case of children below the compulsory age—and the elaboration of this expedient is a remarkable instance of the proverb that "Invention breeds Invention."

This will be evident from a discussion of the functions of a modern Nursery School under three heads:—

- (a) The medical or hygienic aspect which concerns the bodily well-being of the child;
- (b) the educational aspect; and
- (c) the social aspect.

(a) *The Medical or Hygienic Aspect*

Perhaps the most important fact brought to light through observation in Nursery Schools is that the period from about two years to the time when a child enters the Infant School is the decisive one in his physical development. Yet it is just this period when most children lack expert supervision. The serious nature of this unbridged gap is well stated in the following passage from a report of the School Medical Officer of the London County Council:—

"The School Medical Service is a receiver of damaged goods and spends most of its time and energies in patching them up. What is now required is an intensification of social effort directed

to the care of the infant in arms and the toddler before school age, so that children shall come to school in the beginning with constitutions unimpaired and with bodies attuned to receive the mental, moral and physical education which it is the primary function of the school organisation to impart."

I doubt whether any argument more cogent for the establishment of Nursery Schools, wherever possible, could be advanced.

(b) *The Educational Aspect*

The Nursery School excludes any formal instruction in the three R's; and there is no time-table in the ordinary sense, though the daily activities have a definite framework. The child, as it were, learns while he plays and plays while he learns—not in any haphazard way, but under the direction or at the suggestion of the teacher, whose object is to help the child to reveal and exercise his natural powers. For it is now realised that the normal child, left to himself in suitable surroundings, will pick up many things which it was formerly thought had to be imparted by methodical instruction.

The child's day (apart from meals, rest and hygienic training) is spent in free or directed activities. The former (designed to meet his characteristic capacity for muscular activity) include playing with large toys and all the other accessories of a good home nursery; using slides, balancing bars, jumping steps and other specially designed apparatus which develop the larger muscles; exercise in manipulation such as setting tables, arranging flowers, sweeping and dusting, digging in the sand-pit, or using simple tools in the garden; early training in responsibility by the care of pets and the garden; and quiet sedentary occupations such as puzzles, scissors, paste and picture-books. Though there is a minimum of restriction, the teacher or helper is there to watch over their safety, offer suggestions for new activities and by her conversation encourage them to acquire a vocabulary and the ability to express themselves.

The directed activities which punctuate the day include music, rhythmic exercises, listening to or relating stories, singing nursery rhymes, walks in the park and visits to places of interest to the tiny child.

(c) *The Social Aspect*

Whilst freely admitting that the best place for children of pre-school age is the home, the fact cannot be burked that many homes are not satisfactory places for bringing up young children. There are many children of tender years who need supervision and training and surroundings, which, for a variety of reasons and not necessarily through any fault of their parents, cannot be provided at home. For example, mothers who must go out to work welcome a place of guardianship where children may remain during the day, where they are safe from the perils of the street and where opportunities are offered for companionship and general development. In addition, the shortage of housing accommodation, the growth and

pace of traffic and many social and financial conditions, have combined to make a matter of public concern the provision of facilities for these younger children.

Although many Nursery Schools were originally started as a remedy for poor home conditions, it would be wrong to conclude that nowadays these schools serve merely to supply deficiencies in the home. The value of Nursery Education is of wider significance. Even the good home, whilst providing much that the child needs in his early years, cannot provide all his needs on the social side. In the nursery stage the child is a self-centred individualist, and strangely non-co-operative. He is socially undeveloped, being still in his own eyes the centre of all things; yet at an early age he reveals a tendency to associate with other children. The Nursery School should be regarded, therefore, not as a sanctuary for the under-privileged, but as complementary to any type of home—providing some things more abundantly than the home, a more stimulating life, a wider experience of human society and gradually awakening the child to the existence of other pebbles on the shore.

In a word, the fundamental purpose of the Nursery School or Class is to reproduce and even enhance the conditions of a good nursery in a well-regulated home by providing an environment where the physical, mental and moral health of the child are developed.

CHAPTER V

COLOURED EDUCATION

The expansion in Coloured education referred to in my previous reports, more especially those for the years 1941 to 1946, was maintained during 1947. The increase from 1946 to 1947 is shown hereunder:

	1946	1947
Total enrolment in schools ... ..	160,550	165,050
Secondary enrolment ... ..	3,228	3,461
Number of teachers ... ..	4,325	4,573
Number of schools ... ..	1,070	1,093

The following tables give particulars of the types of schools and the secondary enrolment.

*Types of Schools*

	1946	1947
<b>Training College and Schools</b>		
College ... ..	1	1
Schools ... ..	8	8
<b>High and Secondary Schools</b>		
High ... ..	5	9
Secondary ... ..	9	8
<b>Primary Schools</b>		
Undenominational Primary... ..	59	62
Farm ... ..	13	15
Mission ... ..	936	947
Part-Time ... ..	36	40
Special Schools ... ..	3	3
<b>Total ... ..</b>	<u>1,070</u>	<u>1,093</u>

Secondary education is also provided at seven of the eight training schools mentioned above. Of the nine secondary schools in existence in 1946 four (at Genadendal, East London, Oudtshoorn and Riversdale) were promoted to high school status from January, 1947, and three new secondary schools (at Athlone, George and De Aar) were established from that date.

*Secondary Enrolment*

	1946	1947
High Schools ... ..	1,408	1,803
Secondary Schools ... ..	470	351
Secondary Departments ... ..	1,350	1,307
<b>Total ... ..</b>	<u>3,228</u>	<u>3,461</u>

In addition to the above there were 768 student-teachers enrolled at the various training institutions.

The distribution among the various standards in June, 1947, was as follows:

	Pupils	Percentage
Sub-Standard A ... ..	48,961	29.3
Sub-Standard B ... ..	26,344	15.8
Standard I ... ..	24,278	14.5
Standard II ... ..	20,574	12.3
Standard III ... ..	17,006	10.2
Standard IV ... ..	12,442	7.5
Standard V... ..	8,090	4.8
Standard VI ... ..	5,592	3.4
Standard VII ... ..	1,997	1.2
Standard VIII ... ..	1,148	.7
Standard IX ... ..	270	.2
Standard X ... ..	178	.1
Unclassified ... ..	—	—
<b>Total ... ..</b>	<b>166,880</b>	<b>100.0</b>

During 1947 steady progress was made with the provision of school accommodation, always an important factor in the development of Coloured education, and especially with a view to the introduction of compulsory school attendance. The building position, however, remains difficult in view of the scarcity of building materials, shortage of skilled labour and the large number of school building schemes awaiting execution. The Coloured Education Ordinance (1945) provides for the expenditure of not less than £100,000 annually for ten years on school buildings for Coloured pupils. Provision for this service to the extent of £351,407 was made in the Capital Estimates for the financial year, 1947/48, as against £248,422 for the financial year, 1946/47.

#### *Medium of Instruction*

Now that many more pupils proceed to Secondary and High Schools it has become imperative for teachers to give serious thought to the medium of instruction employed in their schools.

Generally speaking, it may be said that the standard in both official languages in Secondary, High and Training Schools is low, and decidedly below that found in the corresponding European schools. It is also true that many of the pupils in Coloured schools have no first language, but two second languages. For this state of affairs the Primary School must bear much of the responsibility.

In the past, because the majority of the schools were Church schools and the English-speaking Churches were largely responsible for their management, the language of the Church became the language of the school. This was a natural development, but it cannot be defended on educational grounds. In undenominational schools the general principle of mother-tongue instruction was applied, but, by and large, the medium employed was a matter of parental choice.

The general practice to-day in both denominational and undenominational schools, especially in the urban areas, is to apply mother-tongue instruction in the lower primary schools and then at about the Standard III stage to change over to English in all subjects. This is too sudden a change and it is felt that the introduction of the second language as medium should take place more gradually. In consultation with the Circuit Inspector it should not

be difficult to solve the medium question in each school in a satisfactory manner, so that the educational and economic welfare of the pupils is safeguarded and so that the standard of attainment in both languages can be raised.

#### *Compulsory Education*

The most important events in the recent history of Coloured education have been the acceptance of the principle of compulsory education as embodied in Ordinance 11 of 1945, and, from the nature of the problem, its gradual introduction.

Since the promulgation of the Ordinance the Department has set its machinery in motion in order to make compulsory education a reality as soon as possible.

In addition to an accelerated building programme steps have been taken to regularise the task of administration. Circulars were sent to all School Boards explaining the implications of the Ordinance. Of the 108 school boards in the Province, 86 have indicated their willingness to control and administer Coloured education, and in many areas building sites have been procured for the purpose of establishing undenominational schools.

The Ordinance also provides for the establishment of a body to be known as a Coloured Education Committee for each district where the School Board is unable or unwilling to administer Coloured education, and steps are now being taken to set up such Committees in the larger of the 22 districts concerned.

Owing to the fact that the introduction of compulsory education depends upon whether any particular area has sufficient accommodation in an undenominational school for those pupils within the compulsory age who are not in attendance at any particular school, together with those children for whom there is not adequate attendance in the undenominational schools, it has been possible to introduce this measure in one centre only, namely, at Cradock, in January, 1947.

#### *Secondary Education*

In addition to the eight Secondary and nine High Schools which are under School Boards and are undenominational in character, secondary education up to and including the Junior Certificate is also provided at seven of the eight Training Schools under the Department.

The courses of instruction followed in the secondary classes attached to the Training Schools are planned so as to link up readily with the teacher-training course. While the old-established undenominational Secondary and High Schools have been able to offer courses of study which included woodwork, needlework and domestic science, the more recently established schools, owing to the impossibility of procuring essential equipment, have been obliged to offer courses of study which are purely academic. The position as regards the teaching of woodwork is reasonably satisfactory,

but the problem of obtaining teachers qualified to teach needlework and domestic science in the secondary classes is one which is receiving the attention of the Department.

#### *Double-shift Classes in the Primary School*

Owing to the difficult building position, which is having its effect on both mission and state schools, the experiment was begun at the De Vos Malan Primary School, Port Elizabeth, of running double-shift classes in the lower primary area. At this school there are 15 classes with 648 pupils in attendance in the morning session and 12 classes with 477 pupils in the afternoon session. In allowing a double-shift to be conducted in any school the Department has to study two aspects of the matter: (a) that the afternoon session should consist only of pupils in the sub-standards who attend school for a maximum of three-and-a-half hours daily, and (b) that plans for extensions, or plans for a new building, have reached such a stage that by the time the pupils have reached Standard I they can be transferred to the new accommodation and receive five hours' tuition. The experiment at Port Elizabeth has proved successful and it seems likely that at the beginning of 1948 this experiment will have to be introduced in at least two other large schools.

## CHAPTER VI

### NATIVE EDUCATION

Information regarding the number of schools in operation, the number of teachers in employment, the number of pupils in attendance, and other matters of interest is provided in the relative tables at the end of this report (tables A to F on pages 30 & 31).

From these tables it will be seen that at 30th June, 1947, the number of primary schools and pupils were respectively 2,115 (including seven Industrial Departments) and 248,459, as compared with 2,045 (including seven Industrial Departments) and 241,016 in 1946—an increase of 70 schools and 7,443 pupils.

In the secondary area there were 45 schools (of which 13 were high schools) and 7,457 pupils, as compared with 30 schools (of which ten were high schools) and 6,407 pupils in 1946—an increase of 15 schools and 1,050 pupils.

This expansion was made possible by the appointment of 293 additional teachers in the primary schools and 43 additional teachers in the high and secondary schools.

#### *Staffing and Teacher-Training*

In the case of primary schools it has not been necessary to appoint uncertificated teachers because the demand has not yet exceeded the supply of qualified teachers. In fact, the qualifications of primary teachers have improved. Table D hereunder shows that the enrolment at training schools has remained constant at over 2,000 students for a number of years, and that the annual output of teachers is well over 800. Allowing for about 300 to make good the annual wastage caused by migration, marriage, attainment of pensionable age and death, a balance of over 500 remains for appointment. This balance will probably be absorbed during 1948. Any considerable increase in new appointments beyond this figure would therefore create a shortage and necessitate additional facilities for teacher-training. Existing training schools are unable to meet any serious shortage, but they are urgently requested to give high priority to applicants from the Cape Province. A stage has been reached at which restrictions should be placed upon the admission of students from the neighbouring provinces and territories.

Specialist teachers are still in short supply. The training of such teachers is something comparatively new in Native education and it is not yet clear whether the demand for such training is likely in the near future to overtax the facilities for training already provided. The housecraft, woodwork and music courses have not proved to be very popular, although there are signs that the latter are gradually attracting more support. The most promising course has been the Infant School Teachers' Course, which is now well established in all but one institution. One new course, a physical training course for girls, was started at Healdtown in January, 1948.

The staffing of secondary institutions has become a major problem. The demand for secondary education has become so insistent that the number of new high and secondary schools, selected from numerous applications, increased by fifteen as at the 30th June, 1947, as compared with the 30th June, 1946. That a halt will have to be called in this direction is, however, obvious from the following table showing the present staffing position:—

	Total Number of Teachers		Graduates		Non-Graduates	
	Euro-pean	Native	Euro-pean	Native	Euro-pean	Native
Training Schools ...	80	41	} 73	} 114	} 63	} 137
High and Secondary Schools ...	56	210				
Totals ...	<u>136</u>	<u>251</u>	<u>73</u>	<u>114</u>	<u>63</u>	<u>137</u>

Only 47 per cent. hold a degree plus a professional certificate, or just over 50 per cent. of the European and 45 per cent. of the Native secondary teachers. While most of the non-graduate European teachers are specialists in training schools, teaching such subjects as domestic science, woodwork and physical training, Native teachers almost without exception teach the ordinary academic subjects of the secondary school course, and when it is remembered that Native teachers are gradually replacing European teachers, the position is viewed with concern. Nor is the position likely to improve in the very near future for the number of graduates offering themselves for training as teachers is totally inadequate to meet the increasing demand.

Steps towards improvement have been:—

- (a) The new and improved salary scales introduced in January, 1947, which it is hoped will make the teaching profession more attractive.
- (b) An increase in the number of merit bursaries tenable at high schools and the university.
- (c) A loan bursary scheme, enabling student teachers to obtain loans free of interest and repayable on easy terms.

It is trusted that these measures will in time bear fruit.

#### *Accommodation*

To overcome another serious obstacle to expansion, viz., lack of accommodation, it has been decided:—

- (a) To increase financial provision for the erection of school buildings by school boards.
- (b) To grant loans to missions for the purpose of erecting school buildings.
- (c) To authorise grants on the £-for-£ basis for the erection of tribal or community schools.
- (d) To increase the financial provision for the payment of rentals on school buildings erected by missions or other bodies.

#### *New Services*

In addition to the services mentioned above, the following new services may be recorded:—

- (a) A subsidy of £3 per caput per annum in respect of post-primary boarders at missionary institutions.
- (b) A manager's travelling allowance of £1 per school per quarter on condition that the manager actually visits the school and submits a report.
- (c) The appointment of organisers to supervise the national feeding scheme for Native schools.
- (d) Increased grants to school libraries.

#### *Agricultural Education*

From funds made available during the past year, it was possible to give further encouragement to the establishment and development of school gardens at training and primary schools. Equipment has been supplied to several schools and in a few cases school gardens could be fenced. In the case of school farms, livestock and additional equipment have been provided and some financial assistance towards the erection of essential buildings has been given. The Nyanga Primary (School Farm) has been promoted to secondary grade and will provide agricultural education on the basis approved for Freemantle and Mount Arthur, i.e., agriculture on the Family-Project Plan and agriculture as a compulsory subject in both primary and secondary classes.

The new primary school course provides for gardening in primary schools, which includes soil, plant and insect studies, and which will be an examination subject in all schools recommended by the Circuit Inspector. In the case of schools classed as school farms, agriculture, which includes animal husbandry, is an examination subject and compulsory for all pupils in attendance.

The number of secondary and high schools offering agriculture has increased to 17. Together they presented 289 candidates who took either agriculture major or agriculture minor at the December, 1947, examinations.

#### *Industrial Education*

There are 26 industrial schools and departments with an enrolment of just under 900 pupils offering courses lasting from three to five years in such trades as carpentry, cabinet-making, masonry, leatherwork, tailoring, housecraft, dressmaking, basketry, spinning and weaving, etc. Originally these courses appear to have been instituted for home-improvement purposes, and incidentally have been found very useful to missionary institutions in furnishing labour for the erection of buildings and the supply of essential equipment. Gradually, however, the Native people have come to regard these schools as vocational institutions which should provide training for the various trades. The Department has been assisting this

missionary effort by paying the instructors, supplying some equipment, and providing a number of maintenance grants. It has also provided supervision by its specialist inspectors, but it has not controlled admission to the schools nor has it prescribed the syllabuses followed.

The time appears to be opportune to take stock of what is actually being done and to decide upon some more definite policy for the future. With this object in view a Departmental Committee has recently been appointed to investigate the position and to make recommendations in regard to aims, control, Government aid, standard of admission and selection of students, organisation and staffing, content and duration of courses, inspection, and examination and certification of pupils. The committee is working in close consultation with the institutions.

#### *Primary School Course*

A new primary school course for Native schools was published towards the end of the year. Schools were requested to introduce the syllabus in January, 1948, and to submit suggestions during the course of the year with a view to early revision. Among the new features of the syllabus are:—

- (a) An introduction containing Departmental regulations on a number of subjects for the information of teachers.
- (b) Recognition of an official language as the home language of certain pupils.
- (c) Provision for the introduction of an official language or of a Native language as a third language.
- (d) Recognition of gardening or agriculture as an examination subject.
- (e) Adoption of the same courses in religious instruction, hygiene and arithmetic as for Europeans and Coloureds.

During the past few years repeated requests have been made by the Native people themselves through their representative bodies for the introduction of both official languages in all types of schools. While English is being taught in every Native school in the Cape Province, Afrikaans is taught in comparatively few schools and practically restricted to the north and north-west of the Province. It has been compulsory in the Native Primary Higher Course and permissive in the Primary Lower Course for a number of years, but the supply of teachers capable of teaching the language is not yet sufficient to make its introduction possible in all schools. As a first step in this direction it is trusted that all concerned will make use of the opportunity now afforded of introducing Afrikaans at the Standard III or Standard IV stage in all cases where suitable teachers can be obtained. Where a vacancy occurs in a large school an effort should be made to fill it with a teacher holding adequate qualifications in Afrikaans.

#### *A Ten-Year Plan*

The idea of bringing into the schools all children of school-going age within a definite period has often been suggested. The proposals vary from a five-year to a ten-year plan. Taking a ten-year plan as being more within the sphere of realities, the following facts appear worthy of consideration. According to the 1946 census the number of Natives in the Cape Province was 2,330,286, and there were 249,597 children at school. Comparing the position with that of Europeans, for whom education is compulsory, there should have been 466,057 Native children at school. In other words only 54 per cent. of them were actually in attendance. If the increase of 18·3 per cent. in the Native population for the period 1936 to 1946 is maintained during 1946-1956, there would be 551,349 children of school-going age in 1956. To bring all these into the schools by 1956 would therefore mean bringing them in at the rate of approximately 30,000 per annum as compared with the average of some 10,000 during the past few years. A glance to Table F. below will give some idea of the financial implications, to say nothing of the formidable problems of staffing and housing, if such a scheme were to be embarked upon.

#### *Management of Schools*

Native schools are managed by:

- (a) School Boards (19 schools).
- (b) Missionary Managers (2,067 schools).
- (c) Committees:—
  - (i) Amalgamated schools of which there are 77.
  - (ii) Tribal or Community schools, of which there are four.

The Education Ordinance provides for the transfer of the control of schools under (b) above to Committees, and this accounts for the existence of the schools shown under (c) (i). The four schools shown under (c) (ii) were established in the first instance by Committees.

To give Native parents some say in the management of their schools, several managers of schools have formed Advisory Committees to assist them, but these Committees are not recognised by the Department with the result that their functions and usefulness differ from school to school. For the guidance of managers in this matter certain suggestions were recently published in the *Education Gazette*. If these suggestions were followed some uniformity would be obtained, and it is felt that along these lines not only would Advisory Committees develop into useful organs, but that they would give parents the representation they are asking for.



TABLE A

## NUMBER OF SCHOOLS AND PUPILS AT 30TH JUNE, 1947

	No. of Schools		No. of Pupils	
	1947	1946	1947	1946
<i>Training:</i>				
Training Schools ... ..	14	14	2,239	2,194
<i>High and Secondary:</i>				
High Schools ... ..	13	10	4,275	3,328
Secondary Schools ... ..	32	20	3,182	3,079
<i>Primary:</i>				
Higher Mission Schools ... ..	286	260	66,927	61,366
Practising Schools ... ..	14	14	4,252	4,149
Higher Boarding Schools ... ..	5	5	875	858
Primary Schools ... ..	11	0	508	—
Other Mission Schools ... ..	1,758	1,726	171,712	170,866
Primary Schools under Boards	7	5	2,732	2,264
Special School under Board ...	1	1	18	17
Part-time Schools ... ..	7	7	549	550
Industrial Schools' ... ..	19	20	688	744
Industrial Departments ... ..	(7)	(7)	198	182
Totals ... ..	<u>2,167(7)</u>	<u>2,082(7)</u>	<u>258,155</u>	<u>249,597</u>

TABLE B

## DISTRIBUTION OF PUPILS AMONG THE VARIOUS STANDARDS IN PRIMARY, SECONDARY AND HIGH SCHOOLS IN SEPTEMBER

	1947	1946	1945	1944	1943	1942
Sub-Standards	129,492	128,121	121,075	109,911	106,271	101,849
Standard I	36,798	34,536	33,095	32,599	32,754	31,983
"  II	26,784	25,855	25,163	24,427	24,738	23,921
"  III	23,324	22,624	22,206	21,648	20,490	19,886
"  IV	16,001	15,640	15,229	14,160	13,698	13,271
"  V	11,852	11,261	10,607	10,047	9,856	9,230
"  VI	9,623	8,958	8,463	7,641	7,254	6,710
"  VII	3,887	3,382	3,354	3,080	2,123	1,388
"  VIII	1,416	1,259	1,034	857	765	575
"  IX	336	272	202	170	155	128
"  X	160	145	148	120	122	94
Unclassified	999	1,138	1,124	1,088	1,199	1,086
Total ... ..	<u>260,672</u>	<u>253,191</u>	<u>241,700</u>	<u>225,748</u>	<u>219,425</u>	<u>210,121</u>

NOTES.—(1) Excessive retardation in Sub-Standards.

(2) Of the 31,983 pupils in Standard I in 1942, only 9,623 reached Standard VI in 1947.

(3) Of the 7,641 pupils in Standard VI in 1944, only 1,416 reached Standard VIII in 1947 (Standard VII is usually a two-year course).

TABLE C

## NUMBER OF JUNIOR AND SENIOR CERTIFICATE CANDIDATES

	1947	1942	1937	1927
Number of Secondary and High Schools ... ..	45	23	12	6
Junior Certificate ... ..	1,389	565	331	55
Senior Certificate ... ..	174	99	35	0

TABLE D

## NUMBER OF STUDENTS IN TRAINING, WITH NUMBER WHO QUALIFIED (IN BRACKETS)

	1947	1946	1945	1942
Native Primary Lower ... ..	1,295 (366)	1,389 (417)	1,512 (568)	2,047 (478)
Native Primary Higher ... ..	715 (311)	583 (280)	493 (280)	374 (182)
Infant School Teachers' ... ..	102 (99)	103 (103)	79 (79)	52 (52)
Physical Education ... ..	15 (12)	20 (19)	7 (6)	—
Housecraft Teachers' Certificate ... ..	6 (6)	6 (1)	8 (7)	4 (3)
Music Teachers' Certificate ... ..	11 (10)	5 (5)	9 (9)	—
Woodwork Teachers' Certificate ... ..	3 (3)	1 (1)	6 (4)	—
Agricultural Teachers' Certificate ... ..	13 (10)	10 (9)	—	—
Post Matric Domestic Science ... ..	27 (6)	28 (4)	21 (2)	3 (—)
Totals ... ..	<u>2,187 (823)</u>	<u>2,145 (839)</u>	<u>2,135 (955)</u>	<u>2,480 (715)</u>

TABLE E

## NUMBER OF TEACHERS EMPLOYED

1947... ..	6,071
1946... ..	5,731
1942... ..	4,866
1937... ..	4,093

TABLE F

## GROWTH IN EXPENDITURE

	Average Enrolment for Calendar Year	Calendar Year
1937 ... ..	193,929 pupils	£425,915
1942 ... ..	207,008 "	£581,652
1946 ... ..	248,580 "	£1,010,744
1947 ... ..	258,382 "	£1,412,703

## CHAPTER VII

### RELIGIOUS INSTRUCTION

During the year under review considerable progress has been made in giving effect to the provisions of the Religious Instruction Ordinance, No. 10 of 1945.

The two instructors, Mr. S. J. Malherbe and Miss E. B. Hawkins, have visited about 250 schools (European, Coloured and Native).

Their main concern in this preliminary survey was to discuss with principals and teachers the new syllabus, organisation of the school programme, methods of instruction and requirements in the matter of text-books and teaching aids.

They were surprised and disappointed to find that a fair number of schools had apparently not heard of a syllabus published for information in 1944, discussed at teachers' conferences, and incorporated in an Ordinance in 1945.

It was also a matter for regret that in far too many schools the principal took no share in this important work, beyond conducting a somewhat perfunctory occasional assembly of pupils for prayers. In the submission of the instructors, principals should be officially reminded that the Consolidated Education Ordinance of 1921, as amended by Ordinance No. 10 of 1945, prescribes a corporate act of worship daily on the opening of school:

"Every school under the control of a Board, unless it be a school of non-Christian designation, shall be opened daily with the Lord's Prayer or another prayer, or with another prayer and the Lord's Prayer, and with the reading of a portion of the Bible."

It has also been represented to me by the instructors that, besides conducting the morning prayers, the principal teacher (unless he has conscientious objections) should be responsible for at least the work in the top class of the school, both in order to give a lead to the members of his staff, and to make a contribution to the religious welfare of his pupils during the last year of their life at school.

Teachers in high and secondary schools, though they are generally anxious to co-operate in securing for religious instruction its rightful place in the curriculum, are finding some difficulty in following the syllabus. It is important to remember in this connexion that they had little assistance in preparing themselves for this work during their period of training. Primary teachers, on the other hand, owing to the subject being part of their course in the training colleges, have, on the whole, dealt with the work more successfully.

The Department fully realised the importance, when Ordinance No. 10 of 1945 was passed, of providing for all teachers opportunities of preparing themselves to give competent instruction in the subject. The following steps were taken, therefore, to enable them to increase their professional knowledge:—

- (1) At the training colleges part-time lecturers were appointed in this subject for prospective primary teachers. I am glad to report to your Honour that similar arrangements have been made at the universities for men and women taking the Secondary Teachers' Diploma.
- (2) Two instructors have been appointed to assist and guide those who are already charged with giving religious instruction in the schools.
- (3) Special departmental teachers' courses have been held at Stellenbosch and Uitenhage. These were very successful and well attended. Lecture courses have also been arranged by the clergy in the Cape Peninsula, East London and Port Elizabeth.

The question of supplying books and such equipment as wall-maps, suitable for each stage from sub-Standard B to Standard X, has confronted the Department with a difficulty. However, the Requisites Stores have already placed these requirements on their new catalogue due to appear in the near future.

One last temporary difficulty remains to be mentioned. It has been reported to me that in the Afrikaans-medium schools less than 25 per cent. of the pupils have Bibles for use in class. Needless to say, this state of affairs is a serious handicap to my Department's efforts to promote religious instruction in the schools. I am aware that the Dutch Reformed Church is dependent for supplies on an overseas Bible Society which is unable to execute orders owing to shortage of paper. The Department would be grateful, however, if parents, and particularly the clergy, could assist in this matter by lending Bibles to their local schools.

It is a pleasure to report that a very large proportion of our teachers show real and lively interest in the subject under discussion. Many have bought books and handwork material at their own expense; though their methods are often, in the opinion of our instructors, rather conservative and unadventurous. On the other hand, it must be admitted that there is still a residuum of teachers content merely to read passages from the Bible or story books, without comment, during scripture lessons. No attempt is made to fill in the historical and social background to the Old and New Testaments; while the idea of relating what is taught to the pupils' private lives and conduct, or to any other of the subjects in the school curriculum, has escaped the notice of this group. Fortunately this is a minority group.

Despite the problems attaching to religious instruction in the schools, our instructors look forward with confidence to increased progress in this part of our education, as a result of the assistance now available to teachers.

## CHAPTER VIII

### RADIO, FILM AND MUSEUM SERVICE

#### *Radio*

In my last annual report to you, Sir, I stated that the officer in charge of School Broadcasting would proceed overseas to study the latest developments in audio-visual education. Dr. Grobbelaar left in due course and accompanied me on my visit overseas. In the course of his travels he visited England, Scotland, Holland, Belgium, France, Switzerland, the United States of America and Canada. On his return he submitted a lengthy report on the results of his investigations which I have already placed before your Honour. In Dr. Grobbelaar's report emphasis is laid on the new developments in the field of radio teaching. I wish to refer to the following:

- (1) The so-called Central Distribution system is gradually taking the place of the individual receiving set. By this system is meant the installation of a central receiving cabinet in one of the rooms, preferably the principal's office, and the transmission of lessons from this unit to the different classrooms by means of loud-speakers.
- (2) The use of frequency modulation (F.M.) which greatly improves the quality of the reception.
- (3) The use of television.

Of these new developments the Central Distribution system has made some headway in our schools, but as yet no experiments have been conducted in using either frequency modulation or television.

Dr. Grobbelaar had occasion to study the B.B.C. School Broadcasting system and was very favourably impressed by it. Certain features of the B.B.C. system have now been incorporated in our own system. To-day we have a much improved service comparing favourably with that of other countries. Radio lessons are still making a valuable contribution to class teaching as well as to adult education. The service has now assumed a truly national character. In the course of this year experiments with our broadcast lessons were carried out in some Natal schools and the results were uniformly satisfactory. Natal has now joined the service with some one hundred schools participating and there is every prospect that the number will be doubled in the coming year.

As teachers have always experienced difficulty in arranging their time-tables so as to make provision for the broadcast lessons, the full programme for 1949 has been published in advance. With regard to the future control of School Broadcasting, I may add that the whole matter was discussed at a meeting of the Directors of Education and the members of the National Council for School

Broadcasting held in Pretoria on July 5th, and it was unanimously resolved that the service be continued as in the past, with the Cape Provincial Administration assuming responsibility for its organisation.

#### *Film*

Film education has made rapid strides since the end of the war. The film is fast becoming the most potent medium in the audio-visual field, surpassing the radio in many respects and I may state with confidence that I envisage large-scale developments in the immediate future. The number of projectors now in constant use in our schools has almost trebled since 1944 and applications for subsidies are pouring in daily. Everything possible is being done to place visual education on a firm foundation, but at the moment the lack of an adequately equipped film library in Cape Town is making itself felt, as much valuable time is wasted in the ordering and dispatching of films from the Union Film Library in Pretoria, and, in addition, school principals generally complain that they have to be satisfied with a second or third choice. Representations were made to the Union Education Department and that Department has agreed to the establishment of a library in Cape Town, but up to the present little progress has been made in this direction as suitable accommodation is unobtainable.

Meanwhile progress has been made in many other directions, especially in the training of teachers and students in the efficient use of the film as a medium of instruction. As a preliminary measure all European Training Institutions have been equipped with audio-visual projection apparatus so that students can become acquainted with the use and handling of audio-visual aids.

The training of those already teaching is also of vital importance, and a very successful vacation course for teachers was held during the April school holidays. This course, which covered the whole audio-visual field, was attended by over one hundred enthusiasts and shorter courses were also conducted at the following centres: De Aar, Graaff-Reinet, Hermanus, Kokstad, Oudtshoorn and Umtata.

In addition to the 16 mm. motion picture the 35 mm. slide film has now found its way into our classrooms. This slide film, or film strip, is the most outstanding development in the visual field in recent years. A film strip consists of some thirty to fifty individual pictures called frames, which are "shot" on to a film 35 mm. in width. Each frame consists of a drawing diagram or photograph which illustrates one point in the subject or lesson, and the frames are projected by a projector which, in reality, is only a glorified magic lantern.

There is little doubt that the film strip is the ideal visual aid for the lower primary standards, whereas the motion picture is better suited to secondary standards. The film strip as well as the projector, is inexpensive and schools are being encouraged to build up their own strip film libraries.

### *Museum Service*

The museum service to schools has been in operation now for eleven years, and more and more schools are appreciating the value of it. At present there are 280 schools participating. This important service is provided by the Cape Town and Grahamstown museums. The specimens are mounted in glass containers and despatched to the schools. Schools are entitled to about half a dozen cases per annum and use these specimens for their nature study lessons. On the whole teachers speak highly of this service, and many Cape schools have made the praiseworthy effort of building up their own school museums with the assistance of the curators of the museums.

## CHAPTER IX

### VOCATIONAL GUIDANCE

The most significant developments in the Department's Vocational Guidance Service during 1947 are described below under headings which indicate its major spheres of activity.

#### *Occupational Information Service*

In addition to the normal activities involved in the maintenance of a reference library on occupations and vocational guidance, the staff of the vocational guidance service began compiling descriptions of occupations and other forms of occupational information for publication in the *Education Gazette*. These articles will be reprinted and made available to all schools as a series of occupational information pamphlets.

It can also be reported that a steadily increasing number of schools in the Cape Province are making use of the source of information on careers which the Vocational Guidance Service has placed at their disposal.

#### *Individual Analysis Scheme*

In regard to the more systematic and scientific study of the individual pupil in schools and in the vocational guidance centres at Cape Town and Stellenbosch, a test service is being developed. In 1947 the Vocational Guidance Service, in collaboration with the training centre for teacher-counsellors at the University of Stellenbosch, undertook the initial experimental work with various types of tests and other devices which is to lead to a scheme for the study of the individual, a scheme which will soon be put into practice on a larger scale.

A personal data sheet or pupil questionnaire is in use at the two vocational guidance centres mentioned above, and is being refined empirically. It will be made available for use in all schools as a guidance aid as soon as possible.

#### *Counselling Service*

At the headquarters of the Vocational Service in Cape Town, 1947 brought a tremendous increase in the number of pupils and parents who have come to the vocational guidance officers for advice or other forms of assistance. The number of pupils, parents and teachers who have written to the vocational guidance service for advice has increased likewise. During the year 740 interviews were afforded to 619 pupils (and students and other ex-pupils) and 423 files were opened for pupils who had written for advice or some other form of assistance.

### *Training of School Guidance Workers*

At the beginning of 1947 the Vocational Service established a guidance bureau at Stellenbosch in collaboration with the University Department of Psychology there. This bureau afforded a counselling service for university students, particularly first-year students, but its services were also available to the pupils of the local high schools. The main purpose of this bureau was co-operation with the University of Stellenbosch in regard to the training of teacher-counsellors.

### *Organisation of Vocational Guidance in the School System*

Owing to the increased activity in other spheres of his work, the Inspector of Vocational Guidance restricted his visits to schools and other educational institutions very largely to those which formally requested such a visit. Of the teacher training centres, three training colleges and two university faculties of education were visited for lectures on vocational guidance and related aspects of education. Addresses on vocational guidance were also given to teachers at three different circuit conferences and at a considerable number of teachers' association meetings throughout the province.

The year 1947 was characterised also by increased activity in regard to local and national co-operation with other agencies concerned with vocational guidance. Locally a close contact was maintained with the Juvenile Affairs Boards of Cape Town and Port Elizabeth. Nationally, the Inspector of Vocational Guidance acted as the Department's representative on the Inter-departmental Co-ordinating Committee for Guidance and Employment.

### *Research*

There has been a limited amount of activity in regard to the Vocational Guidance Services' own research project, the measurement of vocational interests and a great deal of activity in regard to liaison with organisations undertaking or sponsoring research. By means of the close contact maintained with the Departments of Psychology and Education of the Southern Universities and with the National Bureau for Social Research several research studies of significance for vocational guidance were encouraged.

### *Vocational Guidance for the Teaching Profession*

During 1947 the vocational guidance service undertook the task of drafting a scheme for the provision of objective information about the teaching profession and for affording scientific guidance to those pupils who were interested in it. A number of selected schools were visited for discussions on this matter with the principals and the staffs concerned.

## CHAPTER X

### EXAMINATIONS AND VACATION COURSES

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

#### *Standard VI*

As in previous years papers for the Standard VI examination were again set, printed and distributed amongst circuit inspectors. Though the use of these tests is optional, they were used in all circuits. Memoranda and schemes of markings were supplied with the papers.

The examinations were conducted by the schools under the direction of the circuit inspectors. The subjects of the curriculum for which no papers were printed were tested by the teachers or the inspectors. Inspectors were at liberty to frame their own tests for their circuits.

In consequence of the recommendations of a committee appointed by me to investigate the system of conducting the Standard VI examination for pupils other than Native, it was decided to set papers in the three compulsory subjects only, namely, the first language, the second language and arithmetic. In order to pass the examination as a whole, a candidate must pass in all three of these subjects and the aggregate.

A great deal of valuable time is spent by inspectors, teachers and the headquarters staff, trying to trace old records to establish whether persons have passed Standard VI. Frequently records of thirty years ago and older have to be consulted. It is not uncommon to find incomplete records. To overcome this difficulty principals of schools were asked to complete an additional copy of the Standard VI mark schedule and to forward that schedule to the School Board secretary for safe keeping. Schools which do not fall under the control of a Board were asked to forward their schedules to the manager.

For the information and guidance of inspectors a set of rules was drafted for the Standard VI examination for pupils in evening schools. The rules follow closely those for day scholars. In the first language, the second language and arithmetic the papers are the same as those for day scholars. In addition the inspectors set their own tests in geography and history. The syllabus in geography is limited to a general study of South Africa, while in history the course consists of civics only. The requirements for a pass are a pass in the first language, in the second language, in arithmetic and in the aggregate.

The Standard VI examination for pupils in special classes was the same as in other years, except that no papers were set in geography and in history.

For Native pupils in Standard VI examination was the same as in previous years.

The following tests were printed:

(a) For Standard VI pupils other than Native:

Afrikaans as first language, Afrikaans as second language, arithmetic, English as first language and English as second language.

(b) For Standard VI pupils in special classes:

Afrikaans as first language, Afrikaans as second language, arithmetic, civics and vocational knowledge, English as first language, English as second language and handwork.

(c) For Native Pupils in Standard VI:

Arithmetic, English, geography, history, hygiene, Southern Sotho, Tswana and Xhosa.

*Junior Certificate*

While the enrolment of European pupils in our schools has been fairly constant, the enrolment in Coloured and in Native schools has shown a steady increase. It is therefore a natural consequence that the number of Coloured and Native candidates for the Junior Certificate examination should show an increase. Compared with the number of entries in 1946, there were 154 fewer candidates for this examination in 1947. The European entries decreased by 340 candidates, whilst the Coloured entries increased by 12 and the Native entries by 174 candidates. One of the reasons for the decrease in entries of European candidates is that two high schools availed themselves of the opportunity afforded by the regulations which release them from the requirement of having to present their candidates for the Junior Certificate examination. The table below shows the number of entries for this examination in 1946 and in 1947 respectively.

	European	Coloured	Native	Total
1946	8,285	1,135	1,255	10,675
1947	7,945	1,147	1,429	10,521
Difference	-340	+12	+174	-154

Of the 10,521 candidates who entered for the Junior Certificate examination, 10,362 took the examination. The results are shown in the following table:

	1946		1947		Total
	Total	European	Coloured	Native	
Number of Candidates who took the whole Examination	10,526	7,844	1,129	1,389	10,362
Number of First Grade Passes	1,998	1,742	61	68	1,871
Percentage	19	22	5	5	18
Number of Second Grade Passes	7,013	5,303	714	947	6,964
Percentage	67	68	64	68	67
Number of Failures	1,515	799	354	374	1,527
Percentage	14	10	31	27	15

General Science was introduced as a new subject in 1947, and candidates were allowed to offer this subject instead of two of the following: biology, hygiene and physiology, physics and chemistry. Candidates were not permitted to offer general science in addition to two of the three other sciences named. Revised syllabuses were also introduced in respect of geography and Latin.

*Senior Certificate*

The following table shows the number of candidates who entered for the Senior Certificate examinations held at the end of 1946 and 1947:—

	European	Coloured	Native	Total
1946	4,602	136	163	4,901
1947	4,456	182	187	4,825
Difference	-146	+46	+24	-76

Of the 4,825 candidates who entered for the Senior Certificate examination, 4,713 took the examination. The Coloured and Native candidates taking this examination are increasing slowly, though the number is but a minute percentage of the number of non-European pupils in school.

The results of the examination are summarised in the following table:—

	1946	1947
Number of Candidates who took the whole Examination	4,800	4,713
Number of First Grade Passes	873	767
Percentage	18	16
Number of Second Grade Passes	3,137	3,171
Percentage	65	67
Number of Failures	790	775
Percentage	17	17
Number Qualifying for Exemption from Matriculation	2,506	2,449

*Teachers' Examinations*

Statistical details of the teachers' examinations are given in the appendix.

The fourth year course in Music at the Wellington Training College that had been started at the beginning of the year, had to be discontinued as there were insufficient students for the course. No additional courses were introduced.

The Primary Teachers' Certificate examination held in 1947 was the first teachers' examination at which students had to pass in both official languages in order to pass the examination as a whole. Students who fail to qualify in both official languages are regarded as uncertificated.

The number of Coloured males offering themselves for training far exceeds the requirements. There are still too few students who pass the Senior Certificate who are available for training as teachers. The Junior Certificate will have to remain the entrance qualification for students desiring admission to training schools for as long as the numbers taking the Senior Certificate examination remain low. One third-year course for the Coloured Primary Higher Teachers' Certificate at Kimberley had to be discontinued as there were insufficient students for this course.

The number of Native students training as teachers has kept pace with the requirements.

#### General

The Departmental Examinations Committee and the Professional Examinations Committee each met twice during the year. These committees continue to serve a useful purpose and they remain alert to the task before them. For their assistance I wish to tender my grateful appreciation.

The decision of the heads of Education Departments to introduce a uniform rate of remuneration for examiners and moderators resulted in an inter-departmental committee meeting in November, 1946. The Joint Matriculation Board was also represented. The recommendations of the committee were accepted and introduced by the Union Education Department, the four Provincial Education Departments and the Joint Matriculation Board.

#### Vacation Courses

A very successful vacation course in religious instruction was held at Uitenhage from 6th to 8th August, 1947, and was attended by 61 teachers. In addition weekly lectures on religious instruction were held in the Library of the Education Department throughout the year for teachers in the Cape Peninsula. These weekly lectures were held at 4.15 p.m. and were well attended.

The Principal of Zonnebloem Coloured Training School very kindly organised a vacation course in Nature Study for Coloured teachers and students. The course was conducted by Miss M. E. Johns at the National Botanical Gardens at Kirstenbosch, from 29th September to 1st October. Twenty-two teachers and thirty-five student-teachers attended and the organiser was able to report that the course was a great success.

From the 1st to 3rd October, 1947, a vacation course in Music was held for Native teachers at the Welsh High School, East London. This course was for Native teachers from the Ciskei and the Border and was well attended.

## CHAPTER XI

### SCHOOL FEEDING

The National Feeding Scheme has now, as far as the primary standards are concerned, practically reached the limits of expansion. During 1947 only 39 European schools with an enrolment of 1,959 pupils and 31 Coloured schools with an enrolment of 1,228 pupils, were added to those already participating in the scheme. The total numbers are now as follows:—

	No. of Schools	No. of Pupils
European	... 1,304	110,358
Coloured	... 1,064	135,994

Since the scheme was placed on a permanent basis as from 1st April, 1946, the Department has concentrated on the improvement of the financial control of the scheme as well as the improvement of the standard of the supplementary school meal.

By means of the publication of a scale according to which the wages of a cook employed in connection with the scheme are determined by the number of pupils participating, a considerable saving was effected. In a large number of schools the wages that were being paid had to be decreased. As a result of the saving thus effected, a better quality and a larger quantity of food could to a certain extent be supplied. The above action was very necessary because in a number of schools exorbitant amounts were being paid out in wages—wages totally out of proportion to the amounts spent of foodstuffs.

From the fourth quarter of 1947 the office of the Provincial Accountant has also been assisting with the control of the types of foodstuffs which are being purchased by Feeding Committees. With the aid of the quarterly returns a much stricter control can be exercised over the foodstuffs supplied. Expenditure in connection with the purchase of ice cream, sugared fruit bars, commercial fruit drinks as well as of prepared soup as such, has been curtailed and in many cases stopped altogether. Feeding Committees desiring to supply soup must purchase the ingredients themselves and pay a wage for the preparation thereof.

By means of routine visits by the dietitians, articles in the *Education Gazette* and lectures to parents, an attempt is being made to give the public, members of feeding committees and parents a better insight into the values of food as well as to explain the aims of the Department in connexion with the scheme.

It has been reported to the Department that the parents of as many as half the pupils in a class have supported their children in their desire to be out of the common and have given these pupils letters with the authority not to drink milk. This creates a difficult problem as participation in the scheme is voluntary. The only

way in which this difficulty can be overcome is by means of personal contact with the parents. The value of this cannot be over-estimated. Greater interest on the part of the public, especially the mothers, may well lead to voluntary help from them, thereby decreasing the amount spent on wages. Two dietitians cannot, however, make intensive contact with the whole of the Cape Province.

As a result of propaganda by agents and business circulars, foodstuffs are sometimes purchased which are unsuitable for use in the feeding scheme. The purchase of such products is being controlled. The attention of feeding committees has been drawn to the fact that they should discriminate in respect of the foodstuffs purchased and that patented foodstuffs should not be purchased without the previous sanction of the Department.

Protective foods are still scarce. A great improvement will, however, be brought about as the Directorate of Food Supplies and Distribution is busy with a scheme whereby all schools will be able to purchase margarine and powdered milk at subsidised and wholesale prices, respectively.

Cheese was generally available to all schools and the deliveries were satisfactory. It is, however, very desirable that a type of cheese should be manufactured that will keep in a hot climate.

The rule that milk which has not been pasteurised should be brought to boiling point before use has been applied generally. Schools in the Cape Peninsula also brought pasteurised milk to boiling point during the enteric fever epidemic. It appears that about 25 per cent. of the schools in the Peninsula are still being supplied with raw milk because sufficient quantities of pasteurised milk are not available. The fact is strongly disapproved of that certain schools have to purchase milk from dairies which pasteurise only a portion of their milk, because the two classes of milk may easily be confused.

Canned orange juice is in fairly general use, although the price is still rather high.

Experiments are being conducted at the request of this Department in connection with the possible methods of adding food yeast to the supplementary school meal. This product is such a valuable source of the Vitamin B complex that at one stage the National Feeding Board considered recommending that legislation should be introduced to the effect that a standard amount of Vitamin B should be added to bread. At the request of the Department the Western Province Fruit Research Station is busy at present with the experimental adding of food yeast to fruit bars. Earlier experiments proved that it is not practical to add Vitamin C to fruit bars.

CHAPTER XII

SCHOOL BUILDINGS

During the year ended 31st March, 1947, the total amount of capital expenditure on school buildings was £475,923 13s. 2d., as compared with an amount of £278,110 19s. 8d. for the year ended 31st March, 1946.

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

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

CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-1914

	£	s.	d.
1913-14	205,711	12	5
1914-15	189,273	9	0
1915-16	110,806	0	10
1916-17	205,095	0	0
1917-18	236,483	0	0
1918-19	213,809	5	1
1919-20	182,503	0	0
1920-21	236,053	1	3
1921-22	161,493	11	10
1922-23	104,993	7	4
1923-24	104,551	4	2
1924-25	137,412	8	1
1925-26	178,316	5	5
1926-27	150,003	17	6
1927-28	183,645	4	10
1928-29	176,360	2	4
1929-30	215,866	13	3
1930-31	168,188	12	7
1931-32	222,192	19	10
1932-33	77,180	12	2
1933-34	56,897	13	3
1934-35	101,861	15	7
1935-36	148,997	5	3
1936-37	208,850	1	6
1937-38	200,212	2	8
1938-39	200,879	17	2
1939-40	230,805	12	4
1940-41	283,707	11	8
1941-42	164,443	19	5
1942-43	291,180	1	0
1943-44	127,234	8	4
1944-45	179,978	7	2
1945-46	278,110	19	8
1946-47	475,923	13	2
	<u>£6,409,022</u>	<u>16</u>	<u>1</u>



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

Expenditure for—	£	s.	d.
1941-42	223,042	0	2
1942-43	232,946	12	4
1943-44	241,010	17	0
1944-45	248,788	15	7
1945-46	262,423	18	10
1946-47	271,934	9	6

It will be seen from the foregoing figures in respect of capital expenditure that, during the financial year 1946-47, an amount of £475,923 13s. 2d. was expended on school buildings, the highest figure recorded for any one financial year. Notwithstanding this increased expenditure which, to some extent must be regarded as being due to the increased cost of building, it was possible on account of building difficulties to proceed with only the most urgent schemes and there remained considerable leeway to be made up, particularly as regards school boarding accommodation.

CHAPTER XIII

FINANCE

During the financial year ended 31st March, 1947, expenditure, exclusive of interest and redemption charges, on education services amounted to £8,448,278. Particulars of the expenditure under the main heads are furnished below with a comparison of expenditure in the previous year:

	1946-47	1945-46
	£	£
A. Administration	64,101	60,398
B. School Boards and School Committees	99,319	90,976
C. School Inspection	60,428	50,527
D. Medical Inspection	36,087	33,228
<i>European Education:</i>		
E. Training of Teachers	139,093	118,989
F. Secondary Education	431,330	406,702
G. Primary Education	2,292,022	2,061,728
H. Combined Primary and Secondary Education	1,800,522	1,569,054
J. Coloured Education	1,876,834	1,565,490
K. Native Education	1,052,045	936,557
L. General:		
<i>European</i>	409,129	470,385
<i>Coloured</i>	12,2076	94,979
M. Minor Works	29,543	23,235
N. Agricultural Education	37,549	34,740
	<u>£8,448,278</u>	<u>£7,516,988</u>

The increase of £931,290 in educational expenditure over the previous financial year consists for the most part in increases in salaries, due to the adjustment of teachers' salaries under the provisions of Ordinance No. 20 of 1946, the payment of higher cost of living allowances and the annual scale increments to teachers.

It will be observed from the following comparative statement that expenditure on education and the cost per pupil have increased during the years from 1937-38 to 1946-47:

**COMPARATIVE STATEMENT SHOWING THE EXPENDITURE ON EDUCATION AND THE COST PER PUPIL**  
(including Administration, Inspection, Miscellaneous Services, Minor Works and Interest and Redemption, but excluding Expenditure in respect of Hostels, Teacher Training and Refund of Temporary Deductions from Salaries)

Financial Year	GROSS EXPENDITURE				NETT EXPENDITURE				GROSS COST PER PUPIL					
	European	Coloured	Native	Total	European	Coloured	Native	Total	European		Coloured		Native	
									Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1937/38	3,062,721	554,486	381,759	3,998,966	2,857,283	541,842	373,614	3,772,739	19 12 8	21 4 3	5 2 9	6 0 6	1 19 9	2 11 2
1938/39	3,151,375	632,273	406,808	4,190,456	2,938,926	618,887	398,229	3,956,042	20 5 7	21 16 11	5 8 6	6 6 10	2 2 0	2 12 9
1939/40	3,214,318	670,814	407,833	4,292,970	2,995,183	656,371	399,487	4,051,041	20 10 5	22 0 5	5 10 1	6 8 9	2 1 5	2 11 5
1940/41	3,286,719	717,442	437,763	4,441,924	3,064,452	700,872	427,526	4,192,850	21 0 11	22 13 8	5 13 5	6 12 10	2 3 4	2 12 3
1941/42	3,344,739	769,052	484,884	4,598,675	3,119,097	752,363	473,227	4,344,687	21 11 11	23 6 1	5 19 0	7 0 7	2 7 2	2 17 1
1942/43	3,529,938	851,266	557,542	4,938,746	3,298,996	833,232	544,057	4,676,285	22 15 11	24 12 3	6 7 5	7 9 11	2 13 10	3 5 1
1943/44	3,684,736	962,005	669,741	5,316,482	3,451,565	942,285	657,903	5,051,753	24 1 2	25 18 11	7 7 2	8 13 0	3 3 1	3 16 10
1944/45	4,269,926	1,263,374	797,422	6,330,722	4,021,318	1,240,235	783,045	6,044,598	27 8 10	29 18 8	9 7 3	10 19 6	3 15 4	4 12 7
1945/46	4,805,540	1,663,766	879,165	7,348,471	4,556,062	1,639,582	862,490	7,058,134	30 15 0	32 18 1	10 13 11	12 5 3	3 13 5	4 6 9
1946/47	5,251,959	1,999,334	981,756	8,233,049	4,999,487	1,975,214	964,580	7,939,281	33 10 2	35 14 11	12 8 5	14 6 3	3 18 7	4 12 1

  

Financial Year	NETT COST PER PUPIL						European		Coloured		Native	
	European		Coloured		Native		Average Enrolment	Average Attendance	Average Enrolment	Average Attendance	Average Enrolment	Average Attendance
	Enrolment	Attendance	Enrolment	Attendance	Enrolment	Attendance						
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1937/38	18 6 4	19 15 9	5 0 5	5 17 9	1 18 11	2 10 1	155,988	144,388	107,932	92,038	191,913	149,230
1938/39	18 18 3	20 7 5	5 6 2	6 4 1	2 1 1	2 11 8	155,405	144,258	116,589	99,722	193,805	154,170
1939/40	19 2 5	20 10 5	5 7 8	6 5 11	2 0 6	2 10 4	156,647	145,966	121,891	104,212	196,984	158,682
1940/41	19 12 6	21 3 0	5 10 10	6 9 9	2 2 4	2 11 0	156,159	144,883	126,489	108,015	201,923	167,585
1941/42	20 2 10	21 14 8	5 16 5	6 17 7	2 6 0	2 15 9	154,859	143,525	129,252	109,385	205,579	169,843
1942/43	21 6 1	23 0 1	6 4 9	7 6 8	2 12 6	3 3 6	154,845	143,409	133,575	113,587	207,233	171,424
1943/44	22 10 9	24 5 11	7 4 2	8 9 6	3 1 11	3 15 6	153,147	142,006	130,724	111,186	212,429	174,309
1944/45	25 16 11	28 3 10	9 3 10	10 15 5	3 13 11	4 10 11	155,598	142,638	134,949	115,128	211,771	172,187
1945/46	29 3 1	31 4 0	10 10 10	12 1 9	3 12 1	4 5 2	156,276	146,022	155,527	135,658	239,379	202,600
1946/47	31 17 11	34 0 7	12 5 5	14 2 9	3 17 2	4 10 6	156,741	146,918	160,948	139,689	249,810	213,166

In this connection it is pointed out that the majority of teachers in European schools are women. Their annual increments (apart from some principals) were £7 10s. 0d. prior to 1st April, 1944, from which date the increments were raised to £10. These increments were raised to £20 per annum from 1st April, 1946. The maximum salary for a primary woman assistant teacher prior to 1st April, 1944, was £270 per annum; it now varies from £440 to £520, according to qualifications. The following is an example of the increase in the salary of a European female teacher:

Woman primary assistant teacher with category C qualifications; who commenced teaching in January, 1937:

A. Had the salary scales in force prior to 1st April, 1944, still been in operation her salary on 31st March, 1947, would have been £255 per annum, calculated as follows:—

Basic salary ... ..	£180
Ten increments of £7½ ... ..	75
Total ... ..	<u>£255</u> per annum.

B. Had the improved salary scales introduced from 1st April, 1944, still been in force her salary on 31st March, 1947, would have been £270 per annum, calculated as follows:—

Basic salary ... ..	£190
Seven increments of £7½ per annum	52½
Addition to bring salary to notch on new scale ... ..	7½
Two increments of £10 ... ..	20
Total ... ..	<u>£270</u> per annum.

C. Under the new salary scales introduced as from 1st April, 1946, her salary on 31st March, 1947, would have been £320 per annum had the further adjustment of salaries not taken place on that date (in terms of Ordinance No. 4 of 1948).

D. With the additional increments provided for by Ordinance No. 4 of 1948, her salary on 1st July, 1948, is now £400 per annum.

In contrast with European schools, the majority of teachers in Coloured schools are men. Below is an example of the improvement in the salary scale of a Coloured Male Primary Assistant Teacher with category AA (old grade 3) qualifications; who commenced teaching in January, 1937:

A. Had the salary scales in force prior to 1st April, 1944, still been in operation his salary on 31st March, 1947, would have been £180 per annum, calculated as follows:—

Basic salary ... ..	£120
Ten increments of £6 ... ..	60
Total ... ..	<u>£180</u> per annum.

B. Had the improved salary scales introduced from 1st April, 1944, still been in force his salary on 31st March, 1947, would have been £216 per annum, calculated as follows:

Basic salary ... ..	£144
Seven increments of £6 ... ..	42
Addition to bring salary to notch on new scale ... ..	6
Two increments of £12 ... ..	24
	£216 per annum.

C. Under the new salary scales introduced as from 1st April, 1946, his salary on 31st March, 1947, would have been £260 per annum had the further adjustment of salaries not taken place on that date (in terms of Ordinance No. 4 of 1948).

D. With the additional increments provided for by Ordinance No. 4 of 1948, his salary on 1st July, 1948, is now £360 per annum.

The annual increments of male teachers were £6 prior to 1st April, 1944, from which date they were raised to £12. As from 1st April, 1946, their increments have been raised to £20 per annum.

The maximum for a primary man assistant prior to 1st April, 1944, was £300; it now varies from £400 to £520, according to qualifications.

Similarly, in Native schools, the number of male teachers exceed the number of female teachers. For purposes of comparison, however, the improvement in salary scales for both sexes is given below:

Men and women primary assistant teachers with Grade I qualifications (Native Primary Lower), who commenced teaching in January, 1937:

A. Had the salary scales in force prior to 1st April, 1943, still been in operation their salaries on 31st March, 1947, would have been as follows:—

MEN		WOMEN	
	per annum		per annum
Basic Salary ... ..	£66	Basic Salary ... ..	£54
Seven increments of £3 ... ..	21	Seven increments of £3 ... ..	21
Total ... ..	£87	Total ... ..	£75

B. Had the improved salary scales introduced from 1st April, 1943, still been in force their salaries on 31st March, 1947, would have been as follows:—

MEN		WOMEN	
	per annum		per annum
Basic Salary ... ..	£78	Basic Salary ... ..	£64
Four increments of £6 ... ..	24	Four increments of £4 ... ..	16
Total ... ..	£102	Total ... ..	£80

C. Under the new salary scales introduced as from 1st January, 1947, their salaries on 31st March, 1947, were £129 in the case of men and £96 in the case of women.

The annual increments for men were £3 prior to 1st April, 1943, from which date they were raised to £6. As from 1st January, 1947, their increments have been raised to £9 and £12, according to qualifications.

The annual increments for women were £3 prior to 1st April, 1943, from which date they were raised to £4. As from 1st January, 1947, their increments have been raised to £6 and £8, according to qualifications.

The maximum for a primary man assistant prior to 1st April, 1943, was £120; it now varies from £201 to £336, according to qualifications.

The maximum for a primary woman assistant prior to 1st April, 1943, was £102; it now varies from £150 to £250, according to qualifications.

i These increases in salaries as well as new activities and new items (feeding of school children, cost of living allowances) and increases in other items of expenditure, have resulted in the gradual increase in the cost per pupil as follows:—

NETT COST PER PUPIL BASED ON ENROLMENT

	European	Coloured	Native
	£ s. d.	£ s. d.	£ s. d.
1937/38 ... ..	18 6 4	5 0 5	1 18 11
1940/41 ... ..	19 12 6	5 10 10	2 2 4
1943/44 ... ..	22 10 9	7 4 2	3 1 11
1946/47 ... ..	31 17 11	12 5 5	3 17 2

Interest and Redemption

Interest and redemption charges on loans raised for erection of school and hostel buildings rose from £262,424 during last year to £271,934 during the financial year 1946-47.

Revenue

The following statement shows the revenue from educational sources for the years 1945-46 and 1946-47:

	1946-47	1945-46
	£	£
School Fees ... ..	173,988	172,153
Boarding Fees ... ..	159,084	150,910
Saleable Requisites ... ..	58,941	68,089
Examination Fees ... ..	23,758	25,245
Rents ... ..	18,473	16,482
Agricultural Schools ... ..	8,256	8,180
Miscellaneous Education Receipts ... ..	10,848	30,787
Grant from Native Trust Fund ... ..	1,062,626	918,588
	£1,515,974	£1,390,434

The increase in Boarding Fees is mainly due to additional boarders and to an increase in the fees at certain hostels. The decreases in examination fees and miscellaneous education receipts are due to the revenues received from Native schools being surrendered to the Union Education Department as a result of the agreement reached with that Department whereby it undertook to meet the full costs of administration and inspection charges from 1st April, 1946, if Native revenues were paid over from that date.

Expenditure on education earns the same general subsidy as other Provincial expenditure.

## CHAPTER XIV

### REPORT OF CHIEF MEDICAL INSPECTOR OF SCHOOLS Incorporating Specialists' Reports on Physical Education, Social Hygiene and Dietitians' Report on School Boarding Houses

#### Staff

The vacancy caused in the George circuit by the transfer of Dr. Jurgens to Cape Town in 1946, was filled by the appointment of Dr. W. C. Heunis to that circuit.

Five school nurses resigned during the year and three were appointed. One of the dietitians resigned in June and this vacancy had not yet been filled by the end of the year.

There were therefore two vacancies on the medical and six on the nursing staff at the end of the year.

When at full strength the authorised staff should consist of a Chief Medical Inspector and nine Medical Inspectors, a Chief School Nurse and twenty-seven School Nurses. The vacant post of School Dental Officer, authorised in 1946, has not yet been filled, and there appears to be little prospect of filling this post having regard to the salary offered.

#### General

A conference of Medical Inspectors and School Nurses was held during the September vacation. We wish to express our appreciation to the Administration and the Superintendent-General of Education for giving us this opportunity for discussing various aspects of our work.

A summary of the medical inspection done during the year under review is given in the following table:—

	1947		
	European	Non-European	Total
Number of children examined by Medical Inspectors (routine examinations) ... ..	24,477	829	25,306
Specially selected children ... ..	11,022	277	11,299
Re-examinations ... ..	7,118	163	7,281
<b>Total ... ..</b>	<b>42,617</b>	<b>1,269</b>	<b>43,886</b>
Number of children examined by nurses ... ..	68,318	34,584	102,902
<b>Total ... ..</b>	<b>110,935</b>	<b>35,853</b>	<b>146,788</b>
Number of schools visited by Medical Inspectors	404	7	411
Schools visited separately by School Nurses (number of visits) ... ..	2,015	768	2,783
Home visits paid by School Nurses ... ..	1,599	343	1,942
Lectures given by School Nurses ... ..	3,001	135	3,136

With the increase in staff it was possible for the Medical Inspectors to examine 9,384 more children than during the previous year. The number of Coloured children seen by the school nurse also increased by 3,352 in comparison with the previous year.

Detailed statistics in regard to medical inspection for 1947 are given in Appendix AA, BB and CC of this report.

### Treatment

Out of a total number of 16,574 European children recommended for treatment at a previous medical inspection, information was available about 12,966, and of these 10,755 or 84 per cent. had received treatment. The relevant figures for Coloured children are 382 recommended for treatment, 303 about whom information was available, and 240 or 79 per cent. of this latter group treated.

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

EUROPEANS				
	Defects recommended for treatment	Defects about which information was available	Defects from previous group, which had been treated	Per cent. of defects about which information was available, treated
Teeth ... ..	9,209	6,990	5,799	83
Nose and Throat	2,588	1,953	1,244	64
Vision ... ..	2,019	1,553	1,303	84
Ears ... ..	521	406	353	87
Other conditions	4,999	4,080	3,514	86
COLOUREDS				
Teeth ... ..	112	71	58	81
Nose and Throat	25	21	12	57
Vision ... ..	30	27	19	70
Ears ... ..	11	10	10	100
Other conditions	267	225	177	79

One of the age groups examined at each medical inspection consists of children who are about to leave school. Many of them leave school soon after they have been examined and before they have received treatment.

It is to be expected, however, that many of these children will have received treatment though they are not in school any more, and the actual number of children and defects treated will therefore be higher than indicated in the previous two tables.

It is gratifying to be able to state that there have been more treatment facilities available for necessitous children during 1947 than during any other year since 1940, with a resultant increase in the number of children treated.

The medical inspectors report that they have had excellent co-operation from principals and their staffs. Without such co-operation the benefits to be derived from medical inspection would be materially less than is at present the case.

Unfortunately the conditions under which the staff must sometimes work at schools leave much to be desired. Many schools are overcrowded and there is no suitable room for the medical inspector to undertake his examinations. It is suggested that a room containing a couch be provided in all large new schools, and that when additions are made to existing schools, provision for such a room be made.

It could be used by itinerant teachers for the hard-of-hearing and speech defectives and would also serve a valuable purpose as a rest room for children in school who are temporarily indisposed.

As has been previously stated, there has been a gratifying increase in the number of children who received treatment. Specialists visited Bredasdorp, Clanwilliam and Vredendal in order to perform tonsillectomies. In this regard the medical inspector for that area reports that the incidence of unhealthy tonsils is abnormally high along the Olifants River irrigation scheme, and suggests that this may be due to pollution of the drinking water which comes from the same source as the water used for irrigation purposes.

Difficulty is still experienced in getting tonsillectomies done in Cape Town, as the Free Dispensary, where most of the children were treated until 1943, has not yet restarted the work.

There has been further improvement in the facilities available for ophthalmic treatment in that a specialist from Johannesburg now visits Kimberley regularly, where not only children from Kimberley, but also from the surrounding areas may receive treatment. A specialist in East London who for years has undertaken tours in the surrounding areas on behalf of the Department, was overseas for six months, and was only able to deal with children in East London and its immediate vicinity on his return. It is anticipated that he will again find the time to undertake tours during the coming year. Difficulty is experienced in having children from rural areas treated who have to come to a city for such treatment, as they often have to stay over for a night, and no accommodation is available for them.

Facilities which have been made available for orthopaedic treatment at Port Elizabeth, East London and Bloemfontein, have made it possible to have a number of children treated at these centres. In spite of this relief, however, the Cape Town Orthopaedic centre is still too small to cope with the large area which it has to serve. Mention must here be made of the excellent work done by the Cripple Care Societies. Their co-operation is much appreciated by the medical staff of the Department.

There is, unfortunately, no improvement to report in the treatment of children suffering from otorrhoea. In the cities and some large towns where teachers for the hard-of-hearing have been

appointed, these teachers make a special effort to have such children treated at the hospitals. In the rural areas, however, treatment facilities are not available, nor can such children be admitted to already overcrowded hospitals in the cities as in-patients. Many of them gradually become hard-of-hearing or even deaf, and special educational facilities will have to be provided for them at great cost.

The only solution would appear to be provision of hostel accommodation in the cities, where children from rural areas who are in need of specialist treatment could be accommodated. This would also make provision for eye cases and orthopaedic cases who often have to stay over in the city for several days (in the latter case for a preliminary examination before being admitted to hospital).

The Municipal Health Department of East London undertook a micro-X-ray survey of its inhabitants and several of the schools took advantage of this opportunity to have their children X-rayed *en masse*. The results are not yet to hand. Mention must also be made here of the excellent co-operation the Department receives from the T.B. Clinic of the Municipal Health Department of Cape Town in the examination of school children referred by Medical Inspectors of schools to the Clinic.

In the past some of the Municipal Health Departments in the cities have *inter alia*, undertaken the immunisation of school-children against diphtheria. Nothing had been done, however, for children in the rural areas until the South African Red Cross Society (Cape Branch) interested themselves in the matter, and by means of publicity campaigns and other assistance to local authorities were responsible for immunisation being carried out in Oudtshoorn, Citrusdal, Swellendam, Zuurbrak, Mossel Bay, de Rust, Loeriesfontein, Riviersonderend, Brandvlei and Bredasdorp, where a total number of 8,175 children were immunised.

Local authorities are responsible for obtaining toxoid which is provided free of charge by the Department of Health, but in cases where the local authority is not in the position to finance the cost of toxoid—later to be refunded by the Department of Health—local Red Cross Committees are permitted to advance the cost thereof.

#### Dental Treatment

There has been a marked rise in the number of children who received dental treatment, a favourable feature being the increase by over 2,000 cases of conservative treatment carried out in clinics apart from the dental treatment given by the Department's full-time dental officer. Statistics in regard to dental treatment other than that provided by the School Dental Officer are published in Annexure Z of this report.

The School Dental Officer reports as follows:—

"Dental Clinics were commenced in Red Cross House, Port Elizabeth, in the offices which had been equipped for this purpose.

"The system employed was to carry out complete dental inspections of all the children in a school, taking first those schools with a high percentage of indigent children, and selecting from among these children those who required treatment.

"Forms of consent for treatment are then submitted to the parents, and those children whose forms are completed are attended to at the Dental Clinic.

"Within the limits of the facilities and personnel available, the method pursued has been satisfactory, and, though there are cases where, through ignorance and lack of understanding, treatment (usually conservative) is refused and occasionally children fail to attend when required to do so, on the whole, the system has worked well. Schools are receiving detailed inspection throughout, and systematic treatment provided for those eligible for free treatment.

"The system has not worked sufficiently long for any striking results, but I feel certain that, given more suitable premises and sufficient personnel to permit of the Clinic being operated all the year, Port Elizabeth will soon afford a striking example of the benefits of regular and systematic dental inspection and treatment.

"This system should in due course be applied by the Department to all the cities and larger towns, where there is a vast field for systematic dental service.

"I would like to add that, though operations have not been carried on sufficiently long and continuously to be able to generalise, there are distinct indications, on reinspecting any school already treated in the manner previously mentioned, that the dental position has very materially improved since your Dental Officer commenced systematic operations in Port Elizabeth.

"The following is an analysis of the work done in Port Elizabeth during the first, second and fourth terms of 1947:—

1. Total number of examinations at schools and clinic	...	...	...	3,861
2. Total number of treatments of all kinds	...	...	...	1,499
3. Total number of conservative treatments	...	...	...	365
4. Total number of fillings and dressings done under (3)	...	...	...	664
5. Total number of treatments for extraction	...	...	...	1,127
6. Total number of individual teeth extracted	...	...	...	3,582
7. Total number of other treatments	...	...	...	14

"It should here be stated that one session per week has been devoted to Coloured school children.

"Owing to its nature and its great distance from more populated centres, it was felt that the Namaqualand area should receive some attention, for, though dental conditions, generally speaking, are very good in these parts, there are still many cases requiring treatment, and no facilities of any kind available for such treatment. The third term of the year was therefore spent in the area radiating from Springbok, Garies and Nieuwoudtville. Your Dental Officer operated with a portable outfit, and visited all the schools which could reasonably be reached by car.

“Twelve schools were visited and the following treatment provided:

1. Total number of pupils examined	...	...	...	...	1,381
2. Total number of treatments of all kinds	...	...	...	...	691
3. Total number of conservative treatments	...	...	...	...	188
4. Total number of individual fillings	...	...	...	...	305
5. Total number of extraction treatments	...	...	...	...	496
6. Total number of teeth extracted	...	...	...	...	1,140
7. Total number of other treatments	...	...	...	...	14

“The above figures include two weeks spent at Stanford, Gansbaai and Villiersdorp, where some treatment was urgently required.

“The figures for all work done during the year under review are as follows:

1. Total number of pupils examined	...	...	...	...	5,242
2. Total number of treatments of all kinds	...	...	...	...	2,190
3. Total number of conservative treatments	...	...	...	...	553
4. Total number of fillings and dressings	...	...	...	...	969
5. Total number of extraction treatments	...	...	...	...	1,623
6. Total number of teeth extracted	...	...	...	...	4,722
7. Total number of other treatments	...	...	...	...	28”

In spite of the improvement in dental treatment mentioned in the beginning of this section of the report, there can be no doubt that the dental services provided fall far short of what is needed. Periodically, urgent requests for dental treatment are received from schools in many areas throughout the Province, usually in cases where there is no resident or visiting private dental practitioner, and where it is not possible for the Department to arrange for treatment by a private dental practitioner. These requests are becoming more and more frequent and insistent, and it is essential, if the dental aspect of the Department's School Medical service is to be really effective, and the health of the school child protected, that more full-time School Dental Officers be appointed as soon as possible.

After more than two years since the appointment of two full-time Dental Officers was first authorised, the Department disposes over the services of only one dental officer, and there can be little doubt that the difficulty in filling the vacant post is due to the salary offered. No attempt can therefore at this stage be made to expand the School Dental Service, as suitably qualified dental practitioners are not prepared to apply, and unless the salary is made more attractive, no improvement in the dental services for school children is to be expected.

#### *Dietitians Report on School Boarding Houses*

One of the dietitians resigned at the end of the second term, and the vacancy had not yet been filled by the end of the year.

The dietitians are responsible for the supervision of the diets in School Hostels and Good Hope Boarding establishments, and also visit schools in order to inspect and report on school feeding.

The importance of their work in safeguarding the health of the school child need hardly be stressed, and the hope is expressed that more such officers will be appointed in the near future, as it is impossible for two dietitians to cover the Province adequately.

They report as follows on School Boarding establishments:—

“In addition to the visits to schools, 218 boarding establishments were visited during 1947. Approximately three-quarters of the institutions in the Province have therefore been visited since dietitians were first appointed by the Department. The visits at the inspection of this service were mainly for observation. Facts which, in general, apply to all the hostels in this province are reflected in detail in our report for 1946. Conditions are still more or less the same as previously reported, but matrons are at least aware of the fact that they are now subject to inspection.

“Even under the existing financial limitations there is much that could be improved in practices and methods. Boarders should serve themselves at table, even in the case of a food substance which is in short supply, for example, butter, which is very often served ready spread on the bread. Supervision at table would prevent inequal distribution. Many institutions do not serve their vegetables in dishes, but dish up directly into the boarders' plates. This is another example of an accepted practice which, if changed, would contribute to education in good habits.

“Recommendations were made to the effect that peanut butter should be used rather than dripping to supplement butter rations, and that eggs should be preserved when they are relatively cheap.

“Matrons are served with advice, much emphasis being placed on the correct preparation of vegetables.

“It is most necessary that every institution should have some type of cooler or frigidaire. Some boarding establishments do not use enough butter, and then some of it very often still goes waste for lack of cooled storing space.

“Many institutions are badly equipped where stoves are concerned. Some stoves are too small, others do not heat up sufficiently over the whole surface, and often a great deal of the cooking surface has to be used for the heating of water. Aga and Esse stoves are justified only where fuel is exceptionally expensive or unobtainable. When purchasing these stoves it should be remembered that the whole surface does not heat up sufficiently for cooking purposes.

“The crockery in use has improved during the last year. There are, however, still institutions where boarders are given either a dinner plate or a soup-plate and where the bread has to be placed directly on the table.

“The food services in the Training Colleges are good, and the fees paid do not warrant the supply of extras for which students sometimes agitate.

“During the fourth term the Namaqualand institutions were visited. The conditions there give cause for anxiety. Most of these institutions are very weak financially. Those in Springbok are handicapped by having to use the most expensive electricity in the Province, and having to pay for transport by private contractors



from Bitterfontein. Deliveries are very irregular. Institutions visited during the third week of the term had not yet received butter for that term. The high summer temperatures accentuate transport difficulties of perishable products. The cultivation of vegetable gardens is impossible since the water is too brackish where it is not too scarce. Dehydrated vegetables could not be recommended on account of their high cost.

"It would bring some relief if the Directorate of Food Supplies and Distribution could subsidise cheese and egg-powder for institutions selected by the Department. These and similar institutions in certain other parts of the Province should be given priority for cheese supplies.

"These institutions are encouraged to keep goats and fowls. There is at present an almost total lack of milk. In some parts the boarders get reconstituted milk two or three times a week in their coffee, otherwise they have it black.

"The centralisation of the smaller institutions in this area deserves serious consideration."

#### *Physical Education (Boys)*

The essential pre-requisites of Physical Education as of other branches of education, are an adequate supply of teachers with specialised training, reasonable accommodation and at least the minimum of necessary apparatus. It should be obvious that without these indispensable requirements it is impossible to organise the subject on a satisfactory basis. Further, even if these requirements are met, the efforts of those responsible for the subject will be nullified without a due time-allocation on the school time-table.

#### *Time Allocation*

The "New Primary Syllabus" allocated only three periods of fifteen minutes each weekly to "physical exercises." Ten years ago, the time set aside for physical exercises or gymnastics was increased to eighty minutes. Eighty minutes weekly were also laid down as a minimum in the secondary area. This limited allocation was, of course, only justified on the assumption that in addition an adequate programme of sports and games was provided extra-murally in all schools. Four factors are, however, seriously imperilling this arrangement.

1. Even schools with fine sporting traditions provide facilities for major games for only a proportion of their enrolment, a proportion rarely reaching one-half. The proportion not catered for consists either of boys who are allowed to evade sports and games often for no very satisfactory reasons, or of boys too young for major games, boys who should be and rarely are, provided with minor games instead.

2. The fact that many pupils have to leave by the school bus excludes them automatically in the eyes of too many principals from extra-mural sports and games.

3. A habit has grown up in some schools of using the summer quarter for athletics and of giving too little attention to gymnastics.

4. Gymnastic competitions, which inevitably entail the repetition of exercises to the point of mere mechanical performance with consequent loss of value, are allowed to creep into the intra-mural time-table to the detriment of the normal gymnastic syllabus.

The only satisfactory solution of these four difficulties is to bring all games and sports into the intra-mural time-table. The devoted teachers who sacrifice a good deal of time in extra-mural coaching, would secure due recognition and it would also be possible to apportion the burden more equitably among members of staff. The legal liability of the Administration would seem to be in no wise increased by including sports and games within the intra-mural curriculum.

Four full periods of Physical Education would be a satisfactory allocation of time. Unless these four periods are made available one is not entitled to expect those results from Physical Education which are desirable and attainable. Certain schools already provide this amount of time, although at the moment half of it is extra-mural, so that the demand would not be unreasonable.

#### *Teacher Training*

Twenty men teachers gained Primary Higher Certificates in Physical Education at the Paarl Training College in December, 1947, to make a total of 334 since the course was established in 1936. In addition, nine men gained the Diploma in Physical Education in 1947 the same number as in 1946, the first year of this course.

One hundred and thirty-six Coloured men teachers have successfully completed the Coloured Primary Higher Certificate course in Physical Education at the Wesley Training College, Salt River, since the course was established in 1938, eight of these men in December, 1947.

It is still, nevertheless, very difficult to secure qualified Coloured teachers for Physical Education posts outside Cape Town and many schools in Cape Town still require to make appointments of men physical educationists to their staffs.

Fifty-seven men teachers have successfully completed the Native Physical Education Course established at the Healdtown Native Training Institution in 1943, twelve of them in December, 1947. Obviously this is only a small fraction of the large numbers of specialists required, as all Native primary schools with 200 pupils or more are required to appoint a teacher with the Healdtown Physical Education qualification should such a teacher apply for a vacant post on their staffs.

#### *Accommodation*

It is disheartening to have to record, after ten years, that, although there is a deficiency of 154 gym. halls for the larger European schools, and that only one-third of these schools have swimming facilities of any sort, requests for the provision of gym. halls and swimming baths are not being considered at present. It will soon be a decade since gym-halls ceased to be built and the complete

absence of any near prospect of tackling the back-log is even more depressing to contemplate. It is almost unbelievable that it is still thought that it is a luxury to provide facilities for boys to learn effective control of their bodily mechanism and to learn to save lives in water. One would have thought that even if the educational values of these activities were not sufficient inducement, their basic value in any scheme of national preparedness would be sufficiently convincing.

The most heavily penalised schools are those large primary schools in Cape Town and elsewhere in the winter-rainfall area which are without playing fields.

The most heartening happening of the year has been the filling of the vacant post of Inspector of Physical Education for the Eastern Districts to take effect in January, 1948. There are many good reasons why schools should receive an annual inspection in Physical Education. Not the least important is the fact that a conscientious teacher deserves the reward of technical appreciation of the finer points of gymnastic teaching which require so much effort to achieve and which are so often missed by a lay spectator. This fine edge of skill and performance can be lost in a few weeks without leaving a trace, whereas the Manual Training specialist, for instance, has at least some models to show for his efforts. Furthermore, it is not always realised that physical education, in contrast to some other special subjects, is compulsory for all pupils in all European, Coloured and Native schools.

#### *Physical Education (Girls)*

Owing to the shortage of experienced teachers with the necessary qualifications, great difficulty in filling senior posts has arisen. Inspection work during the last six months had to be done by one inspectress as the other was seconded to the Graaff-Reinet Training College to help out with the special course there. In order to cope with the many Training College and Training School vacancies for next year, a considerable amount of temporary readjustment of posts has been necessary. This is not very satisfactory, and it is hoped that the Colleges concerned will not suffer as a result.

The diploma course at the Cape Town Training College has proved very successful. The students who qualified at the end of last year are doing good work, and are showing the benefit derived from the extra year of study. The results of the 1947 diploma course were most satisfactory.

It is regrettable that there appears to be a decrease in the number of both third and fourth year students for next year. This, in Cape Town, is partly due to the lack of accommodation, but the fact that there is so little financial gain in taking these post P.T. courses, is probably at the root of the trouble.

With reference to the work of the general students in most Training Colleges, the standard of the games, particularly that of tennis, is very low. This is due to the fact that a very large proportion of Training College students have not played games at school, and the majority have never before played tennis. With this material to work on it is impossible to turn out even mediocre tennis players in the time available. If all principals of schools would realise

the full meaning of and the benefit derived from physical education, and encourage all pupils to take part in the games available, this difficulty would soon be overcome.

In the larger schools where qualified P.E. teachers are employed, the work is, on the whole, progressing very satisfactorily. In many instances, however, the teacher's time-table is so full with both class teaching and physical education classes, that she is quite unable to devote much time to games. It is worthy of note that in schools where a qualified P.E. teacher is employed solely for physical education, the majority of girls take part in at least one summer and one winter game, whereas in other schools only a very small percentage of the girls take part in any game.

Physical education in schools where there is no specialist for the subject has, during the year, shown some improvement. General teachers responsible for these classes should (a) draw up a plan of work for the year, using lessons from the syllabi recommended, and (b) keep a record of the tables covered.

#### *Physical Education (non-Europeans)*

In 1948 two new special courses are to be started, one at Zonnebloem for Coloured teachers, and one at Healdtown for Natives. The absorption of specially qualified teachers into the Coloured and Native schools should gradually lead to a better understanding and appreciation of the value of this work to the non-European population throughout the Province.

#### *School Buildings*

One of the duties of medical inspectors is to report on school buildings. From the reports submitted it would appear that new buildings and additions to old schools are eminently suitable for the purpose for which they have been built. This cannot be said about old school buildings, however, the common complaint being that the natural lighting in many of the classrooms is inadequate, and that in many instances where artificial lighting has been installed, such lighting is not adequate. Artificial illumination has to be strong enough to take the place of natural lighting, but must be diffused in such a manner as not to cause irritation of the eyes.

Fluorescent lighting would be ideal and should be installed wherever possible. The cost for the installation of such lighting would be higher than that of ordinary electric lighting, but this would be made up for by a reduction in running costs as compared with ordinary electric lighting.

A matter for concern to the medical inspectors is the overcrowding in many schools, with the result that in certain instances even cloakrooms are used as classrooms. It is hoped that building plans will be speeded up in order that an end may be put to such an unhygienic state of affairs in the near future.

It is felt that more attention should be paid to the types of closets installed at schools. Most of the older closets are unsuitable in every way, difficult to clean and maintain, with seats too high, openings too far back and urinals which cannot be used by the smaller boys. A scrapping of these older closets and an installation of more hygienic closets is long overdue.

### *Social Hygiene*

Some fifteen years ago one of the Medical Inspectors of Schools invited the attention of the Superintendent-General to the pressure that was being brought to bear on her to afford facilities for mothers for discussing the sex education of their children. She was obliged to point out that her duties of medical inspection prevented her from undertaking such additional work and urged that someone specially trained in the technique of the subject should be appointed as lecturer. It was not until 1934 that a person with the necessary qualifications became available. She has been trained with the British Social Hygiene Council and the Department invited her to undertake an experiment in sex education on a part-time basis. As an itinerant lecturer she visited the schools to test the reactions of the teachers and parents, though it was emphasised at the time that the ideal arrangement would be for the parents to undertake the sex education of their children in their homes.

In the early days, therefore, the lecturer used the schools merely as a channel to reach the mothers. No direct sex education was given to the pupils, but lectures were arranged at different schools and mothers were invited by the principals to attend. The scheme proved successful and is still in practice.

After a few years, many mothers expressed their willingness to undertake the sex education of the younger children. They doubted, however, their ability to deal with the older boys and girls and asked the school to undertake the task. As the parents had taken the initiative in this matter, the Department decided to make provision for this special service.

From the time of her appointment in 1934, the lecturer, in addition to her work for mothers through the schools, had given lectures to women students in the training colleges.

Until the end of 1941 there were no arrangements for lectures to male audiences. To provide for this and to extend the service, a male lecturer was appointed in January, 1942.

Sex education was then organised as follows:—

- (1) Lectures to mothers, by invitation of the schools, by the woman lecturer.
- (2) Lectures to training college students in two groups—women and men with the lecturer of the same sex.
- (3) Lectures to pupils in Standards IX and X to boys and girls—separately by the lecturer of the same sex.

In 1945, in view of the large number of pupils leaving school in Standard VI, the talks were extended to this younger age-group. The purpose of the talks to the younger group was to give boys and girls simple, factual information and to prepare them for the physiological and psychological experiences of later adolescence.

Conservatism in the minds of teachers is gradually giving way to an increasing conviction that sex education on the lines at present in practice meets a real need in the schools. It is doubtful if adequate sex education will ever be given in the home alone. It seems more probable, therefore, that the need will continue for the school to provide the instruction or to supplement (especially on the scientific side) that given in the home.

### CHAPTER XV

#### REPORT OF THE DEPARTMENTAL PSYCHOLOGIST

Disappointing as the past year may have been in some respects, it was not without its compensations. It was marked by the completion and publication for official use, of the results of two investigations. Though these were started some years ago when experience had shown the need of them, completion was delayed by the fact that they had to be carried on in the intervals of a busy official life. It is hoped that they will prove a modest but nevertheless useful contribution towards the attainment of greater reliability in the methods of examination.

One investigation consisted, in effect, of an attempt to construct a more careful and accurate version of Fick's revision of the work of his great predecessors—Binet, Simon, Knox, Terman and Burt—on the well-known individual scale for assessing intelligence. Valuable as Fick's contribution undoubtedly was, it soon became clear to constant users of his scale that it would admit of considerable improvement.

Modification in four directions appeared desirable. First of all, greater clarity and more detail in the instructions for applying certain of the tests were essential. When different examiners have to apply the same test series, every possible precaution should be taken to reduce to a minimum the scope for individual variation, both in the methods used in presenting the material and in the material utilised.

Many examples could be given to show the extent to which Fick's scale was vitiated by this flaw, but one must suffice. In Test No. 28 of his scale (counting 13 pennies) he gives no intimation of the way in which the pennies are to be arranged. Nor does he say which of the two authorities (Terman and Burt—from whom, as he tells us in his introduction (p.2) he has "for the most part borrowed"), is to be followed.

And yet these two influential investigators differ considerably in their method of presentation (see Terman *Measurement of Intelligence*, p.154 and p.180; and Burt *Mental and Scholastic Tests*, p.29). Accordingly, the possibility that differing methods of presentation might mean differences in level of difficulty had to be considered.

Another aspect which might hamper stability in procedure is the problem of awarding half-credits. Both Burt (l.c. p.11) and Terman (l.c. p. 133) declare that half-credits may be awarded, but that such award should be reduced to the lowest possible minimum. Both apparently assume that each examiner will decide, by a purely subjective process, when such half-credits are to be given. That such latitude is undesirable must be obvious. Consequently, the possibility of laying down more rigid rules had to be investigated.

A third aspect of the scale, necessitating more extensive research, was the correctness of the assignment of certain of the tests to particular age-groups. Perhaps the best example of this is the location of the Knox Cube Test, especially lines C and D in years 7 (VII) and 9 (IX)\*.

This test was first tried out in South Africa by the late Dr. J. Marius Moll (see Report on Mentally Defective Children for 1915-1917. Transvaal Education Department, 1918). This investigator states that his results agree with those of Knox in locating line C in year VII; and line D, in year IX. He is also very enthusiastic about the value of the test which, he declares, "gives us an immediate and valuable indication of the intellectual level of the person tested," an opinion which more expert investigators like Terman and Burt certainly do not share. (In this connection, it is interesting to recall that some 25 years ago a committee of this Department decided, after careful investigation, that these tests were unsatisfactory.)

Fick's results, therefore, would seem to be in agreement with those of Moll and Knox. More careful consideration shows, however, that this is not necessarily the case. For Fick's material and procedure differed considerably from those used by the others. Instead of the differently coloured cubes of Knox, he uses "boxes" (used in Test 49, Arranging Five Weights), and he allows only one trial while Moll allows three. Using somewhat similar material and a similar procedure, Pintner and Paterson (A Scale of Performance Tests, p. 68) found that approximately 70 per cent. of their subjects at the age of six, and 30 per cent., at the age of five, could pass in four or more lines (l.c. p. 137). Though the four lines passed need not necessarily be Knox A, B, C and D (which form the first four lines of Pintners' "modification and expansion" of the original Cube Test), the mere fact that so many different movement-sequences could be correctly reproduced at this age indicates the need for further investigation.

Finally, attention had to be paid to the important problem of uniformity of test-order and of starting-point. On both these matters Fick has no suggestions to make. Both Burt (l.c. p. 9) and Terman (l.c. p. 129), however, with characteristic thoroughness, discuss the problem, but their views leave far too great scope for variability of individual judgment. It was therefore considered desirable to investigate the possibility of laying down stricter rules and a more uniform procedure.

Considerations of space, as well as the fact that the version of the scale, modified in the directions outlined above, is intended solely for official use, make a detailed account of the changes made and of the data on which such changes were based, impossible.

\*Much confusion has been caused, particularly in the minds of laymen, by this method of indicating the age-assignment of a test, a method dating from the time of Binet, and since then rigidly adhered to by subsequent investigators. To say that a test is to be located in year 7 (VII) means that it is suitable for the average child, not of 7 years, but of 6. Fick has, however, not followed the usual practice of using Roman numerals for this type of assignment.

All that can be stated here is that the main change is to be found in a more detailed account of a more rigid procedure to be followed in the instructions, the presentation and type of material involved, the order of presentation, and the giving of credits and half-credits. In only a few instances were changes in instructions suggested. In each case this was done only when the results, got from applying the new version to a representative sample of children of the ages involved, showed clear evidence of justification for such alteration. To make this sample a random one, a method similar to that used by Terman and Merrill was used. Though these results also showed that certain tests were less suitable, it was deemed inadvisable at present to omit them. This aspect is, however, being investigated more fully.

The second investigation referred to above was an attempt to provide teachers with some sort of handbook to assist them in their responsible task of the early recognition of possible deviates. It would also indicate how essential information regarding the early career, environment and personality traits of such children should be acquired and given. There can be no doubt that some guide of this kind has long been sorely needed. It is hoped that its insistence on systematic study and description will prove of even greater benefit when the Department decides to tackle the problem of behaviour deviates.

For several reasons it was regretfully decided, at the beginning of the year, temporarily to suspend the establishment of new special classes. With one or two exceptions this policy was rigidly adhered to during the year. This decision, disappointing as it may be to schools which have long been eagerly awaiting the provision of special educational facilities, was no unpremeditated one. It had for some time become evident that no alternative was open to the Department. The shortage of trained teachers, as well as of specialist staff; and particularly, the almost complete lack of provision for suitable post-primary education for children leaving the special classes, made a decision of this kind imperative.

The following results (Table 1) of a careful enquiry instituted during the last term of the year will show to what extent progress has been hampered by the shortage of trained teachers. The figures indicate the position in December, 1947.

TABLE 1  
NUMBERS AND EXTENT OF TRAINING OF TEACHERS IN SPECIAL CLASSES

	Men	Women	Totals
Full Training (D.T.S.C.) ... ..	124	40	164
Partial Training ... ..	3	8	11
No Special Training:—			
(a) Infant Teachers' Training ... ..	—	22	107
(b) Ordinary Training ... ..	12	73	
Totals ... ..	139	143	282

It will be seen from the above table that there are 107 teachers (approximately 38 per cent.) who have not been specially trained.

Included in this number, are 17 teachers who have been appointed permanently because of their special aptitude for the work. At the end of the year, 14 students completed their course of training, namely, 11 (nine men and two women) fully, and three (women) partially trained. We are left, therefore with 76 posts, i.e., 107 less 31 (approximately 27 per cent.) for which the services of trained teachers will be required in 1948. In view of the scarcity of trained teachers, the Department is unable to depart from its present policy of no expansion in establishing new classes.

There is also urgent need for some form of post-primary instruction and training for children in special classes. In spite of pressure from various quarters, Union authorities, hitherto almost solely responsible for such work, have been slow in responding. The Department, however, has decided to take the initiative. A special course in Agriculture has been under discussion, and it is hoped that in the ensuing year full particulars will be available.

The success of this proposed experiment will depend on the whole-hearted support of teachers in agricultural schools, as well as on the preparatory specific training given from the age of 13 in special classes concentrating on garden and farm work. This, however, is not the only essential. Its success will depend, to an almost equal extent, on the provision of suitable machinery for ensuring employment when training is completed. This task is not one of the duties of an Education Department, but in view of its importance, every endeavour should be made to see that such provision be made at an early date.

It should be realised, however, that this step can deal with but a small part of our tremendous problem as the following table (Table 2) will show :

TABLE 2. CHILDREN LEAVING SPECIAL CLASSES

	1946									1947								
	Boys		Total	Girls		Total	Boys and Girls		Total	Boys		Total	Girls		Total	Boys and Girls		Total
	Cities	Country		Cities	Country		Cities	Country		Cities	Country		Cities	Country		Cities	Country	
S.L. ...	170	207	377	88	138	226	258	345	603	192	224	416	121	113	234	313	337	650
N.W. ...	73	120	193	28	66	94	101	186	287	67	119	186	52	67	119	119	186	305
Per cent. ...	43	58	51	32	48	42	39	54	48	35	53	45	43	59	51	38	55	47
Cert. ...	142	143	285	63	88	151	205	231	436	148	178	326	74	88	162	222	266	488
Per cent. ...	84	69	76	72	64	67	79	67	72	77	79	78	61	78	69	71	79	75
C.N.W. ...	68	69	137	19	49	68	87	118	205	44	85	129	16	54	70	60	139	199
Per cent. ...	48	48	48	30	56	45	42	51	47	30	48	40	22	61	43	27	52	41
N.C. ...	28	64	92	25	50	75	53	114	167	44	54	98	47	25	72	91	79	170
N.C.N.W. ...	5	51	56	9	17	26	14	68	82	23	34	57	26	13	39	49	47	96
Per cent. ...	18	80	61	36	34	35	26	60	49	52	63	58	55	52	54	54	59	56

Explanation of Abbreviations:—

- S.L.: Number of children leaving school for good.  
 N.W.: Number who, at the end of 1946, had no work of a permanent nature.  
 Cert.: Number passing the Alternative Standard VI examination.  
 C.N.W.: Number possessing this certificate but unemployed at the end of 1946.  
 N.C.: Number leaving school for good without such certificate.  
 N.C.N.W.: Number of previous group (N.C.) who were unemployed at the end of 1946.  
 Per cent.: Percentages (to nearest whole number) are given in Rows 3, 5, 7 and 10 to facilitate comparison. Row 3=Percentage of S.L. who were N.W.; Row 5=percentage of S.L. who were Cert.; Row 7=percentage of Cert. who were C.N.W.; Row 10=per cent. of N.C. who were N.C.N.W.  
 Cities: Children from special classes in Cape Town, Port Elizabeth (including Uitenhage and Despatch), East London and Kimberley (including Beaconsfield).  
 Country: Children in all other special classes.

This table (No. 2) is similar to that published last year and its implications were fully discussed in that report. The somewhat discouraging views advanced still hold good. But for the possibilities afforded by the new course in agriculture, the position would have been even worse, for at the end of the present year another 650 children would have been added to the number of those for whom employment has to be found.

The following figures indicate the extent to which pupils of our special classes are absorbed by the labour market:

TABLE 3

PERCENTAGES UNEMPLOYED AFTER DIFFERENT PERIODS

	Boys		Girls	
	Cities	Country	Cities	Country
Still Unemployed after:				
(a) Two years after leaving school ... ..	11	22	10	28
(b) One year after leaving school ... ..	17	28	21	36
(c) At time of leaving school:				
(i) 1946 ... ..	43	58	32	48
(ii) 1947 ... ..	35	53	43	59

A third factor hampering expansion was lack of sufficient staff. It was rather disquieting to learn, from reports that the responsible officials were finding it increasingly difficult to cope with the existing volume of work. Some of the ordinary problems they have to face in carrying out work of this type in a sparsely populated province such as ours have been mentioned in a previous report (see Report of Superintendent-General of Education for years 1941 to 1945, p. 79). Since the appearance of the report of the Inter-Departmental Committee on Deviate Children, demands on the staff have become steadily heavier.

Heads of Education Departments urged that effect should be given to the Committee's suggestions, and the psychological staff was only too eager to do so in so far as their duties, particularly those of examination and certification, were concerned. But human capacity, unfortunately, is limited. In spite of an honest and whole-hearted endeavour to employ the more thorough and searching methods of examination, it was soon found that our reach had exceeded our grasp. Unless the present staff is increased it would seem that even under the present policy of no expansion, the only alternative would be a return to the old system. And this would be a pity.

The following tables present the usual summary of the results of the staff's work:—

TABLE 4A

NUMBER OF SCHOOLS VISITED AND CHILDREN EXAMINED

No. of Schools visited	No. of children examined	No. of these recommended for S.C.	Percentage	Numbers in and recommended for S.C.	No. on roll of schools	Percentage
107	5,653	989	17.5	3,507	35,428	9.9

TABLE 4B

DISTRIBUTION OF I.Q.'S (OLD SYSTEM)

50 and below		51-60		61-70		71-80		81-85		Above 85		Results from individual test. Results from group test. Totals. Percentages.
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
9	7	53	26	175	115	339	244	110	75	35	15	
5	2	21	6	119	64	256	149	179	130	104	50	
14	9	74	32	294	179	595	393	289	205	139	65	
.01	.01	.05	—	—	—	—	—	—	—	—	—	

TABLE 4C

DISTRIBUTION OF I.Q.'S (NEW SYSTEM)

INDIVIDUAL TEST RESULTS										GROUP TEST RESULTS							
Below 50		51-60		61-70		71-80		81-90		Below 63		64-73		74-83		84-93	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
11	4	22	12	107	68	200	118	79	38	19	9	76	50	152	119	81	54

Inadequacy of staff is the more regrettable since certain other extremely important functions will therefore have to be drastically curtailed, especially educational guidance. Though recommendation of children for transfer to special classes is an important duty of examiners, it is by no means their only duty. Those who so readily tend to accept this notion, should be reminded that, for each child thus recommended, at least four others are examined. And it is surely desirable for counsel and guidance to be made available for these children as well. In many cases parents beg for such advice and, whenever possible, they have never been discouraged. For refusal to give such service would endanger that ideal of worthy social service on which all Educational Departments justly pride themselves.

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

The number of pupils receiving treatment during 1947 was 2,368, an increase of 189 over our 1946 figures; 108 schools have centres established compared with 85 in 1946; and the number of teachers has increased from 24 to 30. There are five vacant posts.

A policy of fewer pupils per class and longer periods devoted to each group was instituted this year and would appear to be an important factor in the following results:

During this year 545 hard-of-hearing pupils received treatment and of this number 171 were discharged cured or rehabilitated compared with 577 pupils treated in 1946 of whom 115 were discharged. There is also a gratifying decrease in the numbers on the waiting list. In December, 1946, there were 55 known cases requiring ear care on the waiting lists of 85 schools, whereas in December, 1947, there are only 43 known cases in 108 schools.

In the speech correction group 1,823 pupils received treatment and of this number 430 were cured or rehabilitated compared with 1,602 pupils in 1946 of whom 356 were discharged. The waiting list in this group also shows a decrease from 490 in December, 1946, for 85 schools to 384 in December, 1947, for 108 schools. The number of stutterers treated during the year was 588, the same number as for 1946, but 103 were discharged cured or rehabilitated compared with 85 in 1946.

These improved results indicate that where centres are established and efficiently organised we can hope for a very considerable decrease in hearing and speech handicaps. One excellent example of this is to be found in Kimberley. In April, 1945, there were 35 hard-of-hearing pupils in five schools, 26 of whom had active otitis media. In December, 1947, there were only 13 cases in 12 schools, of whom eight had otitis media. This is a very striking illustration of the effect of early and expert treatment. Full credit for these results must be given to the specialist teachers, the members of the medical profession and the principals and teachers of the schools for their whole-hearted co-operation in this work.

There has been a noticeable increase in the interest taken in hard-of-hearing and speech correction work by Child Guidance Clinics, Social Workers, Otologists, Plastic Surgeons and other child specialists. Frequent consultations take place between these workers and our teachers, thus helping to ensure early remedial treatment.

A portable electrical hearing-aid has been purchased recently for use by one of our itinerant teachers and has proved most helpful particularly where no full-time class can be established. It is

intended to acquire others as the need arises. One interesting aspect of the use of a portable hearing-aid is that it accustoms pupils to this type of aid at an early age and helps to overcome their reluctance to use such aids after leaving school.

At the Albert Jackson Primary School in Port Elizabeth where there are full-time classes, two rooms have been made sound-proof. One room has a group hearing-aid installed and is a classroom. The other room is a testing room with an audiometer installed. The sound proofing is of inestimable advantage in teaching and testing.

It is hoped when better accommodation is available at headquarters at Mowbray that sound-proofing will be done there too.

No new towns had centres opened this year owing to lack of staff, but the seven towns where centres have already been established have, with the exception of Oudtshoorn, been better supplied with teachers. There is little or no prospect of further development in 1948. There are only three teachers in training and they are required to replace teachers who are leaving, two to be married and one to train as a missionary.

One of our most valued teachers left early this year to open up new classes in another province. We regret her departure and fear that her pioneer work may attract others from our service to join her.

It is highly probable that the Oudtshoorn centres will have to be closed in 1948. The teacher there is leaving to take up a similar post in Paarl in January, 1948, but no applications have been received for her post. The second post in Oudtshoorn has never been filled.

All training colleges and institutions for European and non-European teachers have been visited during the year and a short course of lectures given to out-going students on the problems of hearing loss and speech defects in children. Three students have become sufficiently interested to register for the special course in this work in 1948. Two trained and experienced teachers have also registered for 1948.

In some training college areas where no specialist teacher is working, schools were visited and advice given to teachers about speech and hearing problems in pupils. One boy, a stutterer, was brought, on the recommendation of the circuit inspector, over 70 miles by his parents in order to be advised regarding appropriate treatment for his speech.

In addition to lectures at training colleges and institutions, lectures were given at two girls' high schools to pupils in Standard X with a view to stimulating their interest in this branch of education. The pupils showed interest, but it is too soon to know if the lectures have achieved more concrete results.

The Parent-Teachers' Association of another high school for girls was addressed during the year with the dual object of spreading the knowledge of what is being done and encouraging parents to send their daughters for training.



As the result of reading a press interview on hard-of-hearing and speech correction work, two Standard X pupils visited the Mowbray classes and have enrolled as students at a training college.

Other lectures were given to a Women's club, the Departmental Medical Inspectors' Conference and the School Nurses' Conference.

The organiser was invited by the Oto-rhinolaryngeal section of the S.A. Medical Congress to attend their instructive sessions at East London. The latest developments in treatment and prevention of hearing loss were discussed and the organiser was able to explain to many interested otologists and other doctors some of the aims of the classes. The invitation was also greatly appreciated as an indication of the importance of close co-operation between the members of medical profession and specialist teachers.

As the result of his report of our conference held in 1946, the inspector from the Transvaal Education Department who attended visited us again in 1947 to study the organisation of our classes with the intention of establishing similar classes in the Transvaal.

The classes at Mowbray were greatly honoured during the year by a visit from the wife and daughter of His Honour the Administrator. The pupils were greatly inspired and have greatly appreciated the continued interest shown by these ladies in the classes.

Another distinguished visitor to the Mowbray classes was a leaving otologist who has shown great interest in our work, and has been of invaluable assistance in giving medical treatment and advice.

An open letter to parents and teachers on "Ear Care" was published in the *Education Gazette*. Reprints of this letter have been distributed to specialist teachers for use when the occasion arises.

A series of articles on hearing loss and speech problems have been written by the teachers during the year. These are being published from time to time in *Education*.

The year ended with an inspiring lecture to the Cape Town teachers by an otologist recently returned from America. Our only regret was that all our teachers from other centres could not be present too.

Classroom accommodation has improved in some schools, but this and lack of staff continue to be our major problems.

High tribute must be paid to the enthusiastic and conscientious work of all the specialist teachers in this branch of education. Their interest and vitality and the kindly co-operation of principals and teachers in primary schools has made the work of the organiser extremely pleasant during 1947.

The following are the revelant figures for the year under review:—

HARD OF HEARING AND SPEECH CORRECTION CLASSES, 1947

Centres	Number of Staff	Number of Vacancies	Pupils on Roll January, 1947		Pupils enrolled during 1947		Pupils cured or rehabilitated		Pupils left for other reasons		Pupils on Roll December, 1947		Approx. known waiting list		Number of Schools with Classes
			Hear- ing Loss	Speech Defects	Hear- ing Loss	Speech Defects	Hear- ing Loss	Speech Defects	Hear- ing Loss	Speech Defects	Hear- ing Loss	Speech Defects	Hear- ing Loss	Speech Defects	
Cape Town ...	11	1	252	495	76	236	103	127	26	62	199	542	17	21	48
Paarl ...	2	1	21	95	12	31	12	30	9	19	12	77	3	40	6
Worcester ...	1	1	10	56	2	0	2	7	0	4	10	45	1	21	3
Oudtshoorn ...	1	1	13	73	5	28	9	51	4	8	5	42	10	32	6
Port Elizabeth...	9	1	38	169	62	312	33	143	19	91	48	247	12	246	23
East London ...	3	0	24	145	12	67	7	53	8	30	21	129	0	17	10
Kimberley ...	3	0	18	114	0	2	5	19	0	1	13	96	0	7	12
Total ...	30	5	376	1,147	169	676	171	430	66	215	308	1,178	43	384	108

STAFF AND SCHOOL STATISTICS

Appendix		Page
A	STAFF ... ..	77
	SCHOOL BUILDINGS:	
B	New Buildings and Additions ... ..	82
C	Parliamentary Grants of School Sites ... ..	83
D	Grants of School Sites under Township Ordinance ... ..	84
E	Grants of Land for Educational Purposes ... ..	85
F	Properties Purchased ... ..	86
G	Notarial Leases ... ..	87
	STATISTICS FOR CAPE PROVINCE:	
H	Number of European, Coloured and Native Schools ... ..	88
I	Enrolment of European, Coloured and Native Pupils ... ..	89
J	Average Attendance in European, Coloured and Native Schools ... ..	90
K	Distribution of European Pupils in Standards VI to X ... ..	91
L	Distribution of European Pupils, according to Age, in all Standards in High, Secondary, Primary, Farm and Agricultural Schools and the percentage retarded ... ..	92
M	Medium of Instruction in European Schools ... ..	93
N	Median Age for European, Coloured and Native Pupils in the Primary Standards ... ..	93
O	Distribution of Coloured Pupils in the Primary Standards ... ..	94
P	Distribution of Coloured Pupils, according to Age, in all Standards ... ..	95
Q	Medium of Instruction in Coloured Schools ... ..	96
R	Medium of Instruction in Native Schools ... ..	96
S	Distribution of Pupils, according to Age, in Native Schools ... ..	97
T	Sex of Teachers, arranged according to Type of School ... ..	98
U	Race of Teachers, arranged according to Type of School ... ..	99
V	Table showing Professional and Academic Qualifications of Teachers ... ..	100
W	Examinations ... ..	103
X	EXPENDITURE ON PUBLIC EDUCATION FOR THE YEAR ENDED 31st MARCH, 1947 ... ..	109
Y	STUDENT TEACHERS' FUND FOR THE YEAR ENDED 31st MARCH, 1947 ... ..	114
	MEDICAL INSPECTION:	
Z	Necessitous Pupils treated under the Department's Medical Scheme ... ..	115
AA	Routine and Special Examinations ... ..	119
BB	Analysis of Defects ... ..	120
CC	Result of Previous Recommendations for Treatment ... ..	122

STAFF

(1st January, 1948)

SUPERINTENDENT-GENERAL OF EDUCATION ...	W. de Vos Malan, B.A., Ph.D.
ADMINISTRATIVE STAFF:	
Secretary ... ..	S. B. Hobson, M.A.
Assistant Secretary ... ..	J. H. Bonthuys, B.Com.
Chief Clerks ... ..	S. K. Lotz, B.Com. F. W. Maskew
<i>Examinations Branch:</i>	
Examinations Officer ... ..	M. S. Leibbrandt, B.A.
Principal Clerk ... ..	G. W. Meister, B.A.
Senior Clerk ... ..	G. R. O'Bree, B.A.
<i>Publications and Statistics Branch:</i>	
Principal Clerk ... ..	E. J. S. Birch, B.A.
Senior Clerk ... ..	H. J. Steyn
<i>European Schools Branch:</i>	
Principal Clerk ... ..	J. F. Lighton
Senior Clerk ... ..	P. J. le Grange
Senior Clerk ... ..	D. H. Morries (Acting)
<i>Native Schools Branch:</i>	
Principal Clerk ... ..	A. L. Young
Senior Clerk ... ..	W. N. Galloway
<i>Coloured Schools Branch:</i>	
Principal Clerk ... ..	J. de Villiers
Senior Clerk ... ..	J. van der M. Louw
<i>School Buildings and Requisites Branch:</i>	
Senior Clerk ... ..	W. J. McDowell
<i>Staff and General Branch:</i>	
Senior Clerk ... ..	A. Rother
CHIEF INSPECTORS OF SCHOOLS:	
	C. J. Hofmeyr, B.A.
	A. H. Stander, B.A.
	H. S. Bowden, B.A.
CHIEF MEDICAL INSPECTOR OF SCHOOLS ...	L. van D. Cilliers, M.D.
ORGANISER OF SCHOOL BROADCASTING ...	J. J. G. Grobbelaar, M.A., Ph.D.
TRANSLATOR ... ..	R. A. de K. Jooste, M.A.

INSPECTORS OF SCHOOLS:

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

Relieving Inspectors:

- A. R. Hewitt, B.A.  
 G. J. Joubert, D.Litt. et Phil.  
 H. Liebenberg, B.A.  
 T. F. T. Malherbe, M.A., M.Sc.

Inspectors of School Boarding Houses:

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

INSPECTORS OF SPECIAL SUBJECTS:

Agriculture:

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

Agricultural Education:

- A. L. van der Plank.

Domestic Science:

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

Drawing and Art:

- L. B. J. van Rensburg.

Infant School Method:

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

Manual Training:

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

Needlework:

- Miss S. W. Cloete: *Western Districts.*  
 Miss W. A. Louw: *Western Districts.*  
 Miss A. F. Human: *Midland Districts.*  
 Miss I. Lewis: *Eastern Districts.*

Needlework and Domestic Science:

- Miss J. Barbour: *Southern Transkei.*  
 Miss J. Peddie: *Ciskei.*  
 Miss E. Willmot: *Northern Districts.*  
 Miss A. M. Wood: *Northern Transkei.*

Physical Education:

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

Music:

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

*Native Handwork:*

G. Papp, B.A.

*Vocational Guidance:*

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

MEDICAL INSPECTORS OF SCHOOLS:

R. C. Jurgens, B.A., M.B., Ch.B.

A. H. Bischoff, M.B., Ch.B.

N. van der Merwe, M.B., Ch.B.

S. B. Lange, M.R.C.S., L.R.C.P.

B. Birch, M.B., Ch.B.

H. J. Davies, B.Sc., M.D.

W. C. Heunis, L.M.S.S.A. (Lond.).

Vacant.

Vacant.

*School Dental Officers:*

M. Braun, B.A. (Hons.), L.D.S., R.C.S. (Eng.).

Vacant.

*Dietitians:*

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

Miss S. M. E. van Niekerk: *Eastern Districts.*

SCHOOL NURSES:

*Chief School Nurse:*

Miss K. H. Luttig.

*School Nurses:*

Miss C. A. Bestbier.

Miss R. Borchers.

Miss M. E. Bruwer.

Miss A. Brynard.

Miss E. Burger.

Miss A. de Beer.

Miss A. J. E. Hoencamp.

Miss E. Kromberg.

Miss A. Laubscher.

Miss H. Liebenberg.

Miss A. M. S. Malherbe.

Miss E. S. Ras.

Miss J. S. Roelofse.

Miss S. Röhm.

Miss J. Schultz.

Miss A. J. J. Smuts.

Miss G. J. Swart.

Miss G. van Zyl.

Miss A. F. Wainwright.

Mrs. A. de Wet (Temp.).

Mrs. M. W. Vorster (Temp.).

Six vacant posts.

DEPARTMENTAL PSYCHOLOGIST:

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

INSPECTORS OF SPECIAL CLASSES:

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

I. J. du Plessis, B.A.: *North Eastern Districts.*

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

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

LECTURERS IN SOCIAL HYGIENE:

P. J. Roos, B.A.

Miss M. E. Kistle, M.A.

ORGANISER OF HARD-OF-HEARING AND SPEECH DEFECTIVE WORK:

Mrs. M. S. Kihn.

INSTRUCTORS IN RELIGIOUS INSTRUCTION:

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

Miss E. B. Hawkins, B.A. (Temp.).

NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED

(a) SCHOOLS

Division	School	Nature of Work
Bedford	Esperanza Primary	New building.
Caledon	Grabouw Secondary	Additions
Cape	Bellville High	Additions.
"	Maitland Primary	Additions.
"	Muizenberg Primary	Additions.
"	Parow North Primary	Additions.
"	Pinelands Primary	Additions.
"	Plumstead Primary	Additions.
"	Raymond Primary	Additions.
"	Simon van der Stel Primary	Additions.
"	Ellerton Primary (Three Anchor Bay)	Additions.
"	Ellerton Primary (Three Anchor Bay)	Further additions.
"	Alicedale Coloured Primary	Additions
"	Athlone Coloured Secondary	New building
"	Diep River Central Coloured Primary	Additions
"	Grassy Park Central Coloured Primary	New building
"	Lotus River Coloured Primary	Additions
"	Stephen Reagon Coloured Primary	Additions
Clanwilliam	Clanwilliam High	Additions
"	Leipoldtville Primary	New building
East London	De Waal Primary	Additions
"	Selborne College Boys' Primary	New building
George	Girls' Primary	Additions
Graaff Reinet	W. E. Pienaar Practising	Additions
Gordonia	Askham Primary	Additions
Hopefield	Vrendenburg High	Additions
Humansdorp	Karreedouw High	Further additions
Indwe	Indwe High	Additions
Kakamas	Kakamas High	Additions
Kimberley	Diamantveld High	Additions
Knysna	Great Brak Primary	New building
"	Karatara Primary	New building
"	Knysna High	Additions
"	Knysna Primary	New building
"	Ruigtevlei Primary	Additions
Kuruman	Kuruman Primary	Additions
Malmesbury	Swartland High	Additions
Mossel Bay	Great Brak River Secondary	Additions
Oudtshoorn	Oudtshoorn Boys' High	Additions
Paarl	La Rochelle Girls' Primary	Additions
Port Elizabeth	Clarendon Park (Walmer No. 2) Primary	New building
"	Excelsior Primary	Additions
"	Greenbushes Primary	New building
Swellendam	Swellendam High	Additions
Uitenhage	Despatch Primary	Further additions
"	Dolley Primary	New building
"	Jordan Primary	Additions
Van Rhynsdorp	Nuwerus High	Additions
"	Vaalkrans Primary	New building
Vaalharts	Ganspan Primary	Two residences for teachers

Vaalharts	Hartswater Primary	New building
"	Hartswater Primary	Two residences for teachers
"	Magogong (Voorspoed) Primary	Additions
"	Magogong (Voorspoed) Primary	Teacher's residence
"	Pokwani (Uitsig) Primary	New building
"	Pokwani (Uitsig) Primary	Two residences for teachers
"	Tadcaster Primary	New building
"	Tadcaster Primary	Two residences for teachers
Vryburg	Reivilo High	Additions and further additions
Williston	Williston High	Additions

(b) HOSTELS AND BOARDING DEPARTMENTS

Calvinia	Hantamhof Girls' High School Hostel	Additions
Humansdorp	Karreedouw Good Hope Boarding House	Additions
Kimberley	Ritchie Secondary	Improvements
King William's Town	Dale College Hostel (Frank Joubert House)	Drains and roadway
"	Kaffrarian Girls' High School Hostel	Additions
Van Rhynsdorp	Nuwerus Good Hope Boarding Department	Additions

(c) NATIVE SCHOOLS

Cape	Langa Native High	Additions
Port Elizabeth	New Brighton (Newell) Native Secondary	Additions

Appendix C

PARLIAMENTARY GRANTS OF SCHOOL SITES DURING 1947

School Board	Name of School	EXTENT		
		Morgen	Square Roods	Square Feet
Caledon	Gansbaai Township	—	66	96
Fort Beaufort	Fort Beaufort Secondary	—	—	33,650
Kenhardt	Grobbershoop High	1.7605	—	—
King William's Town	Berlin Secondary	5.0695	—	—

Appendix D

GRANTS OF SCHOOL SITES UNDER TOWNSHIP ORDINANCE

School Board	Place	EXTENT		
		Morgen	Square Roods	Square Feet
Caledon ... ..	Gansbaai Township ...	—	—	16,200
Cape ... ..	Bellville West Extension No. 1 ... ..	1·1753	—	—
De Aar ... ..	De North Township Extension No. 1 ...	1·2643	—	—
East London ...	Sterling Township ...	4·0712	—	—
” ” ... ..	Nahoon Beach Township	—	—	84,079
Knysna ... ..	Knysna East Township	1·0162	—	—
Paarl ... ..	Elriche Township ...	—	—	51,035
Vryburg ... ..	Vryburg Extension No. 1	—	—	86,300

Appendix E

GRANTS OF LAND FOR EDUCATIONAL PURPOSES

School Board	Name of School	EXTENT			Donor
		Morgen	Square Roods	Square Feet	
Bredasdorp	New High School	3·4492	—	—	Municipality of Bredasdorp
Calvinia ...	Klipfontein Primary ...	5	—	—	O. A. Rheeder
Cape ... ..	Bellville High...	1·4012	—	—	Bellville Municipality
” ... ..	Wynberg Boys' High ...	—	—	4,846	City Council
” ... ..	Raymond Primary	—	—	20,000	Goodwood Municipality
” ... ..	Matroosfontein Estate	—	—	30,639	Cape Divisional Council
East London	Rocklands Primary	—	—	40,825	J. W. E. Venables
George ...	Glenbarrie ...	—	—	164,185	George Town Council
Kakamas	Rhenosterkop Primary	1·0162	—	—	N. G. Kerk
Mafeking...	Piet Plessis Primary	3·5890	—	—	Goedehoop Stella Church
Victoria East ...	Alice Coloured Primary	1·2678	—	—	Municipality of Alice
Victoria West ...	Victoria West High School	—	—	56,100	Municipality of Victoria West
Springbok	Springbok High	—	—	17,400	Municipality of Springbok

## Appendix F

## PROPERTIES PURCHASED

School Board	School	EXTENT				Purchase Price
		Morgen	Square Roods	Square Feet	Square Inches	
Cape ...	Bellville South Primary	—	114	4	—	£ s. d. 130 0 0
„ ...	Rondebosch Boys' High	1	164	10	14	14,000 0 0
„ ...	Bellville South Primary	—	—	11,878	—	130 0 0
„ ...	Wynberg Boys' High	—	219	19	70	3,000 0 0
„ ...	Tafelberg Afrikaans Medium Primary	—	—	4,512	—	550 0 0
„ ...	Vasco New Coloured Primary	—	34	104	—	900 0 0
„ ...	Vasco New Coloured Primary	—	34	104	—	85 0 0
„ ...	Simonstown New Secondary	—	—	55,465	—	3,200 0 0
Paarl ...	Paarl Training College	—	—	16,962	—	400 0 0
„ ...	Paarl Training College	—	—	7,200	—	500 0 0
„ ...	Paarl Training College	—	—	19,217	—	400 0 0
Prince Albert	Prince Albert High	—	—	61,452	—	750 0 0
„	Prince Albert High	—	—	121,613	—	1,500 0 0
Stellenbosch	Rhenish Girls' High	—	—	84,625	—	4,800 0 0
„	Idas Valley Primary	—	—	79,739	—	1,030 0 0
Stockenström ...	Balfour-Katberg Secondary	3·3806	—	—	—	200 0 0
Uitenhage	Despatch Secondary	2	—	—	—	1,000 0 0
„	Despatch Secondary	2	—	—	—	390 0 0
Van Rhynsdorp	Vredendal High ...	2·7806	—	—	—	894 10 0
Victoria West	Victoria West High	—	27	72	—	100 0 0
Worcester	Goudini High ...	—	—	51,840	—	100 0 0

## Appendix G

## NOTARIAL LEASES: NATIVE SCHOOLS, 1947

- NIL



NUMBER OF EUROPEAN, COLOURED AND NATIVE SCHOOLS AS ON 30th SEPTEMBER 1947

Appendix H

	Training Institutions		Schools								Total Sept. 1947	Total Sept. 1946	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Boards	4	—	169	—	66	1,047	5	22	—	—	1,313	1,371	-58
Labour Colony Schools	—	—	1	—	—	7	—	—	—	—	8	8	—
Church Schools	1	—	—	—	—	29	—	—	—	—	30	30	—
Aided Schools	—	—	—	—	—	—	1	—	—	—	1	1	—
Other Schools	4	—	4	3	1	27	—	2	—	—	41	39	+2
Total, September, 1947	9	—	174	3	67	1,110	6	24	—	—	1,393	—	—
Total, September, 1946	9	—	174	3	66	1,162	5	30	—	—	—	1,449	—
Difference	—	—	—	—	+1	-52	+1	-6	—	—	—	—	-56
<i>Coloured:</i>													
Under School Boards	1	—	9	—	8	58	3	—	20	—	99	93	+6
Other Schools	—	8	—	—	—	4	—	15	20	947	994	977	+17
Total, September, 1947	1	8	9	—	8	62	3	15	40	947	1,093	—	—
Total, September, 1946	1	8	5	—	9	59	3	13	36	936	—	1,070	—
Difference	—	—	+4	—	-1	+3	—	+2	+4	+11	—	—	+23
<i>Native:</i>													
Under School Boards	—	—	5	—	6	7	1	—	—	—	19	18	+1
Other Schools	—	14	8	—	26	11	—	—	7	2,089	2,155	2,088	+67
Total, September, 1947	—	14	13	—	32	18	1	—	7	2,089	2,174	—	—
Total, September, 1946	—	14	10	—	27	6	1	—	7	2,041	—	2,106	—
Difference	—	—	+3	—	+5	+12	—	—	—	+48	—	—	+68
Total European, Coloured and Native 1947	10	22	196	3	107	1,190	10	39	47	3,036	4,660	—	+35
Total European, Coloured and Native, 1946	10	22	189	3	102	1,227	9	—	43	2,977	—	4,625	—

SUMMARY

	September 1947	September 1946	Difference
European Schools	1,393	1,449	-56
Coloured Schools	1,093	1,070	+23
Native Schools	2,174	2,106	+68
Total	4,660	4,625	+35

AVERAGE ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS DURING THE QUARTER ENDED 30th SEPTEMBER, 1947, ARRANGED ACCORDING TO TYPE OF SCHOOL

Appendix I

	Training Institutions		Schools								Total Sept. 1947	Total Sept. 1946	Difference
	Colleges	Schools	High	Agricultural High	Secondary	Primary	Special	Farm	Part-time	Mission			
<i>European:</i>													
Under School Board	416	—	52,141	—	11,095	84,444	57	165	—	—	148,318	148,152	+166
Labour Colony Schools	—	—	276	—	—	918	—	—	—	—	1,194	1,113	+81
Church Schools	166	—	—	—	—	4,469	—	—	—	—	4,635	4,633	+2
Aided Schools	—	—	—	—	—	—	82	—	—	—	82	105	-23
Other Schools	292	—	1,603	188	117	2,460	—	16	—	—	4,676	4,359	+317
Total, September, 1947	874	—	54,020	188	11,212	92,291	139	181	—	—	158,905	—	—
Total, September, 1946	933	—	54,819	162	10,965	91,099	154	230	—	—	—	158,362	—
Difference	-59	—	-799	+26	+247	+1,192	-15	-49	—	—	—	—	+543
<i>Coloured:</i>													
Under School Boards	112	—	2,431	—	585	18,381	41	—	1,092	—	22,642	20,873	+1,769
Other Schools	—	651	—	—	—	835	—	240	661	140,021*	142,408	139,677	+2,731
Total, September, 1947	112	651	2,431	—	585	19,216	41	240	1,753	140,021*	165,050	—	—
Total, September, 1946	103	657	1,831	—	839	17,937	41	214	1,485	137,443**	—	160,550	—
Difference	+9	-6	+600	—	-254	+1,279	—	+26	+268	+2,578	—	—	+4,500
<i>Native:</i>													
Under School Boards	—	—	2,308	—	843	3,390	15	—	—	—	6,556	5,283	+1,273
Other Schools	—	2,153	1,767	—	2,193	471	—	—	474	246,033	253,091	252,904	+187
Total, September, 1947	—	2,153	4,075	—	3,036	3,861	15	—	474	246,033	259,647	—	—
Total, September, 1946	—	2,118	3,187	—	3,194	2,301	14	—	528	246,845	—	258,187	—
Difference	—	+35	+888	—	-158	+1,560	+1	—	-54	-812	—	—	+1,460
Total European, Coloured and Native Pupils, 1947	986	2,804	60,526	188	14,833	115,368	195	421	2,227	386,054	583,602	—	+6,503
Total European, Coloured and Native Pupils, 1946	1,036	2,775	59,837	162	14,998	111,337	209	444	2,013	384,288	—	577,099	—

SUMMARY

	September 1947	September 1946	Difference
European Pupils	158,905	158,362	+543
Coloured Pupils	165,050	160,550	+4,500
Native Pupils	259,647	258,187	+1,460
Total	583,602	577,099	+6,503

\*Including 662 pupils in Higher Primary Departments and 1,410 pupils in Secondary Departments  
 \*\*Including 719 pupils in Higher Primary Departments and 1,456 pupils in Secondary Departments

Appendix J

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

Pupils in	Average Attendance		Percentage Attendance	
	1947	1946	1947	1946
European Schools ... ..	147,555	151,107	93·3	93·7
Coloured Schools ... ..	144,522	140,666	87·0	86·7
Native Schools ... ..	218,175	212,378	84·9	85·1

Appendix K

I.—DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X ON THE FIRST TUESDAY IN JUNE FOR THE YEARS 1938 TO 1947

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1938 ...	15,511	10,411	7,745	4,328	3,670
1939 ...	15,668	10,899	7,991	4,711	3,838
1940 ...	15,764	11,119	8,208	4,880	4,096
1941 ...	15,412	11,032	8,083	4,880	4,114
1942 ...	15,558	10,972	8,020	4,611	4,092
1943 ...	15,398	11,389	8,275	4,840	3,975
1944 ...	15,189	11,807	8,571	5,022	4,124
1945 ...	14,897	11,467	8,624	5,347	4,187
1946 ...	14,507	11,161	8,451	5,312	4,517
1947 ...	14,002	10,868	8,244	4,963	4,378

II.—PERCENTAGE DISTRIBUTION OF EUROPEAN PUPILS IN STANDARDS VI TO X (BASED ON PRECEDING TABLE) FOR THE YEARS 1938 TO 1947

Year	Std. VI	Std. VII	Std. VIII	Std. IX	Std. X
1938 ...	100	66	49	29	24
1939 ...	100	70	50	30	25
1940 ...	100	70	52	30	26
1941 ...	100	70	52	31	26
1942 ...	100	71	51	29	26
1943 ...	100	73	54	31	25
1944 ...	100	77	56	33	26
1945 ...	100	75	56	34	27
1946 ...	100	74	55	34	29
1947 ...	100	75	55	33	28

## Appendix L

## DISTRIBUTION OF EUROPEAN PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN HIGH, SECONDARY, PRIMARY, AGRICULTURAL AND FARM SCHOOLS AS ON 3rd JUNE, 1947, PERCENTAGE RETARDED, ETC.

Age last Birthday	PRIMARY										SECONDARY				Total	Percentage
	Sub. A	Sub B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Special classes for		Std. VII	Std. VIII	Std. IX	Std. X		
									Backward Children	Physical Defectives						
Under 6 years ...	1,704	12	—	—	—	—	—	—	—	1	—	—	—	—	1,717	1.1
6 but not 7 years ...	9,180	1,652	76	—	—	—	—	—	—	1	—	—	—	—	10,915	6.9
7 " 8 "	4,897	7,475	3,035	110	2	—	—	—	—	18	—	—	—	—	15,542	9.9
8 " 9 "	851	3,985	7,829	2,998	174	4	—	—	—	110	—	—	—	—	15,961	10.1
9 " 10 "	150	852	4,288	7,332	3,122	160	3	—	—	246	—	—	—	—	16,167	10.3
10 " 11 "	30	134	1,117	4,110	6,664	3,143	211	7	—	369	—	—	—	—	15,813	10.1
11 " 12 "	5	36	245	1,281	4,112	6,059	3,011	222	—	484	3	1	—	—	15,493	9.8
12 " 13 "	3	10	62	324	1,482	3,812	5,555	2,681	—	594	199	4	—	—	14,760	9.4
13 " 14 "	3	7	20	85	467	1,571	3,742	5,059	—	670	2,567	187	8	—	14,440	9.2
14 " 15 "	1	2	7	29	111	571	1,728	3,592	—	646	4,282	2,181	200	2	13,385	8.6
15 " 16 "	—	—	4	7	36	155	723	1,876	—	583	2,726	3,453	1,747	182	11,534	7.3
16 " 17 "	—	1	—	1	1	15	80	479	—	139	924	1,817	2,060	1,568	7,103	4.5
17 " 18 "	—	—	—	—	—	4	13	76	—	20	146	496	765	1,816	3,345	2.1
18 " 19 "	—	—	—	—	—	1	1	9	—	1	20	94	156	667	952	.6
19 and over ...	—	—	—	—	—	—	—	1	—	1	1	11	27	143	186	.1
Total number of Pupils, 1947 ...	16,824	14,166	16,683	16,277	16,171	15,495	15,067	14,002	3,882	293	10,868	8,244	4,963	4,378	157,313	100.0
Total number of Pupils 1946 ...	16,386	13,549	16,542	15,944	16,006	15,179	14,851	14,507	3,721	278	11,161	8,451	5,312	4,517	156,404	—
Median Age, 1947 ...	6.73	7.72	8.67	9.69	10.72	11.73	12.78	13.81	—	—	14.62	15.51	16.26	17.24	—	—
*Per cent. retarded, 1947	—	—	2.0	2.7	3.8	4.8	5.4	4.0	—	—	1.5	1.3	.5	—	—	—
Percentage of Pupils in Various Standards, 1947	10.7	9.0	10.6	10.3	10.3	9.8	9.6	8.9	2.5	.2	6.9	5.2	3.2	2.8	100.0	—

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

Appendix M

MEDIUM OF INSTRUCTION IN ALL STANDARDS IN EUROPEAN SCHOOLS ON 3rd JUNE, 1947

	Mainly or exclusively English	Mainly or exclusively Afrikaans	English and Afrikaans (more or less equally)	TOTAL		Total number of pupils
				Boys	Girls	
Sub-Std. A...	5,543	11,054	227	8,790	8,034	16,824
Sub-Std. B ...	4,563	9,336	267	7,401	6,765	14,166
Std. I ...	5,240	10,856	587	8,747	7,936	16,683
Std. II ...	5,227	10,447	603	8,389	7,888	16,277
Std. III ...	5,040	10,335	796	8,308	7,863	16,171
Std. IV ...	4,684	9,889	922	7,763	7,732	15,495
Std. V ...	4,472	9,478	1,117	7,712	7,355	15,067
Std. VI ...	4,320	8,880	802	7,091	6,911	14,002
Std. VII ...	3,626	6,881	361	5,747	5,121	10,868
Std. VIII ...	2,756	5,201	287	4,347	3,897	8,244
Std. IX ...	1,843	2,966	154	2,850	2,113	4,963
Std. X ...	1,617	2,623	138	2,483	1,895	4,378
<i>Special Classes:</i>						
Backward Children	781	3,014	87	2,342	1,540	3,882
Physical Defectives	82	211	—	187	106	293
<b>Total ...</b>	<b>49,794</b>	<b>101,171</b>	<b>6,348</b>	<b>82,157</b>	<b>75,156</b>	<b>157,313</b>

Appendix N

MEDIAN AGE OF EUROPEAN, COLOURED AND NATIVE PUPILS IN EACH PRIMARY STANDARD ON 3rd JUNE, 1947

	European	Coloured	Native
Sub-Standard A ...	6·73	7·76	8·77
Sub-Standard B ...	7·72	9·15	10·69
Standard I ...	8·67	10·28	11·90
Standard II ...	9·69	11·25	12·79
Standard III ...	10·72	12·25	13·74
Standard IV ...	11·73	13·54	14·53
Standard V ...	12·78	13·81	15·28
Standard VI ...	13·81	14·64	16·26

I—DISTRIBUTION OF COLOURED PUPILS IN THE PRIMARY STANDARDS FOR THE YEARS 1937 TO 1947

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1937... ..	15,889	13,248	11,065	7,609	4,767	3,105
1938... ..	17,713	14,303	11,470	7,801	5,114	3,582
1939... ..	18,743	15,678	11,971	8,191	5,317	3,746
1940... ..	20,028	16,477	13,148	8,876	5,570	3,872
1941... ..	20,092	17,312	13,727	9,394	5,833	3,835
1942... ..	20,029	17,643	14,222	9,791	6,186	3,925
1943... ..	20,425	17,678	14,695	10,304	6,743	4,296
1944... ..	21,455	17,912	15,004	11,031	7,152	4,634
1945... ..	22,610	19,169	15,539	11,564	7,739	4,931
1946... ..	23,788	19,937	16,620	12,063	8,214	5,470
1947... ..	24,278	20,574	17,006	12,442	8,090	5,592

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

Year	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI
1937... ..	100	90	75	53	35	23
1938... ..	100	90	78	53	36	26
1939... ..	100	89	75	56	36	26
1940... ..	100	88	74	56	38	27
1941... ..	100	86	73	53	37	26
1942... ..	100	88	71	52	35	25
1943... ..	100	88	73	51	36	24
1944... ..	100	88	75	55	36	25
1945... ..	100	89	76	58	39	25
1946... ..	100	88	77	59	41	27
1947... ..	100	86	75	58	40	28

## Appendix P

## DISTRIBUTION OF PUPILS, ACCORDING TO AGE, IN ALL STANDARDS IN COLOURED SCHOOLS ON 3rd JUNE, 1947, PERCENTAGE ABOVE NORMAL AGE, ETC.

Age last Birthday	PRIMARY									SECONDARY				Total	Percentage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Un-classified	Std. VII	Std. VIII	Std. IX	Std. X		
Under 7 years ...	14,008	541	25	1	—	—	—	—	—	—	—	—	—	14,575	8·7
7 but not 8 years ...	13,754	4,553	702	43	2	—	—	—	—	—	—	—	—	19,054	11·4
8 " 9 " ...	9,179	7,240	3,865	628	37	1	—	—	—	—	—	—	—	20,950	12·5
9 " 10 " ...	5,302	5,697	6,024	3,154	634	49	4	1	—	—	—	—	—	20,865	12·5
10 " 11 " ...	3,007	3,713	5,345	5,311	2,656	554	47	—	—	—	—	—	—	20,633	12·4
11 " 12 " ...	1,589	2,066	3,767	4,579	4,181	2,166	476	34	—	2	—	—	—	18,860	11·3
12 " 13 " ...	925	1,235	2,277	3,255	3,996	3,286	1,637	375	—	23	1	—	—	17,010	10·2
13 " 14 " ...	504	674	1,193	1,967	2,942	3,059	2,325	1,280	—	249	14	—	—	14,207	8·5
14 " 15 " ...	236	314	572	936	1,489	1,956	1,932	1,741	—	639	150	6	—	9,971	6·0
15 " 16 " ...	124	129	251	444	680	910	1,057	1,262	—	597	320	60	5	5,839	3·5
16 " 17 " ...	96	73	123	156	245	324	409	604	—	321	340	84	37	2,812	1·7
17 " 18 " ...	52	42	53	47	89	91	134	212	—	110	178	73	76	1,157	·7
18 " 19 " ...	39	14	25	16	25	25	49	53	—	38	99	31	34	448	·3
19 and over ...	146	53	56	37	30	21	20	30	—	18	46	16	26	499	·3
Total number of pupils, 1947 ...	48,961	26,344	24,278	20,574	17,006	12,442	8,090	5,592	—	1,997	1,148	270	178	166,880	100·0
Total number of pupils, 1946 ...	47,915	25,134	23,788	19,937	16,620	12,063	8,214	5,470	123	1,870	1,163	221	129	162,647	—
Median Age, 1947... ..	7·76	9·15	10·28	11·25	12·25	13·54	13·81	14·64	—	15·14	16·26	16·82	17·62	—	—
*Percentage above normal age, 1947 ... ..	—	—	34·3	33·3	32·3	26·7	20·6	16·1	—	8·3	12·6	5·9	—	—	—
Percentage of pupils in various Standards, 1947 ... ..	29·3	15·8	14·5	12·3	10·2	7·5	4·8	3·4	—	1·2	·7	·2	·1	100·0	—

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

## Appendix Q

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN COLOURED SCHOOLS ON 3rd JUNE, 1947

Standard	Mainly or Exclusively English	Mainly or Exclusively Afrikaans	English and Afrikaans (more or less equally)	TOTAL		Total number of Pupils
				Boys	Girls	
Sub-Std. A ...	3,552	43,129	2,280	24,614	24,347	48,961
Sub-Std. B ...	2,698	22,393	1,253	13,402	12,942	26,344
Std. I ...	2,710	18,886	2,682	12,208	12,070	24,278
Std. II ...	2,929	14,713	2,932	10,263	10,311	20,574
Std. III ...	3,172	10,144	3,690	8,424	8,582	17,006
Std. IV ...	2,824	6,460	3,158	6,331	6,111	12,442
Std. V ...	2,552	3,379	2,159	4,444	3,646	8,090
Std. VI ...	1,808	2,325	1,459	3,159	2,433	5,592
Std. VII ...	1,295	325	377	1,223	774	1,997
Std. VIII ...	674	225	249	642	506	1,148
Std. IX ...	225	—	45	215	55	270
Std. X ...	172	—	6	139	39	178
Unclassified	—	—	—	—	—	—
Total ...	24,611	121,979	20,290	85,064	81,816	166,880

## Appendix R

## MEDIUM OF INSTRUCTION IN ALL STANDARDS IN NATIVE SCHOOLS ON 3rd JUNE, 1947

Standard	Mainly or exclusively English	Mainly or exclusively Afrikaans	Mainly or exclusively Native language(s)	Official and Native languages used almost equally	TOTAL		Total number of pupils
					Boys	Girls	
Sub-Std. A	859	245	76,470	12,008	44,203	45,379	89,582
Sub-Std. B	497	107	30,725	8,581	18,893	21,017	39,910
Std. I	840	123	22,868	12,967	16,613	20,185	36,798
Std. II	1,047	36	14,430	11,271	11,592	15,192	26,784
Std. III	3,378	17	4,524	15,405	9,504	13,820	23,324
Std. IV	4,104	5	1,624	10,268	6,086	9,915	16,001
Std. V	6,830	—	373	4,649	4,400	7,452	11,852
Std. VI	6,524	—	146	2,953	3,481	6,142	9,623
Std. VII	3,706	—	—	181	1,863	2,024	3,887
Std. VIII	1,349	—	—	67	768	648	1,416
Std. IX	336	—	—	—	248	88	336
Std. X	160	—	—	—	130	30	160
Unclassified	736	—	169	94	462	537	999*
Total	30,366	533	151,329	78,444	118,243	142,429	260,672

\*Includes 617 and 129 pupils in Industrial Schools and Industrial Departments respectively.

## DISTRIBUTION OF PUPILS ACCORDING TO AGE IN NATIVE SCHOOLS ON 3rd JUNE, 1947

Age last Birthday	PRIMARY									*Un-classified	SECONDARY				Total	Per-centage
	Sub-Std. A	Sub-Std. B	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII		Std. VIII	Std. IX	Std. X			
Under 7 years ... ..	11,795	320	24	—	—	—	—	—	—	122	—	—	—	—	12,261	4.4
7 but not 8 years ... ..	19,074	2,239	380	34	2	2	—	—	—	15	—	—	—	—	21,746	8.4
8 " 9 " ... ..	17,986	5,530	1,934	316	36	9	—	—	—	8	—	—	—	—	25,819	9.9
9 " 10 " ... ..	13,542	6,922	4,251	1,294	253	38	8	3	—	5	—	—	—	—	26,316	10.1
10 " 11 " ... ..	10,556	7,173	6,178	3,057	978	205	28	4	—	8	—	—	—	—	28,187	10.9
11 " 12 " ... ..	6,292	5,794	6,290	4,367	2,467	807	196	23	—	1	—	—	—	—	26,237	10.1
12 " 13 " ... ..	4,598	4,959	6,596	5,465	4,164	1,974	679	140	—	4	5	—	—	—	28,584	11.0
13 " 14 " ... ..	2,822	3,232	4,960	4,891	5,101	3,028	1,656	613	—	3	57	—	—	—	26,363	10.1
14 " 15 " ... ..	1,551	2,040	3,210	3,731	4,428	3,657	2,589	1,346	—	4	255	5	—	—	22,816	8.8
15 " 16 " ... ..	720	917	1,699	2,079	3,192	3,015	2,714	2,117	—	19	506	45	4	2	17,029	6.5
16 " 17 " ... ..	297	444	760	951	1,614	1,850	2,002	2,207	—	58	795	126	20	3	11,127	4.3
17 " 18 " ... ..	129	192	293	393	687	855	1,142	1,551	—	119	749	240	58	7	6,415	2.5
18 " 19 " ... ..	68	69	126	117	256	356	538	904	—	142	625	305	62	25	3,593	1.4
19 and over ... ..	152	79	97	89	146	205	300	715	—	492	894	695	192	123	4,179	1.6
Total ... ..	89,582	39,910	36,798	26,784	23,324	16,001	11,852	9,623	—	999	3,887	1,416	336	160	260,672	100.0
Median age ... ..	8.77	10.69	11.90	12.79	13.74	14.53	15.28	16.26	—	—	17.43	18.96	19.13	19.35	—	—
Percentage of Pupils in various Standards ... ..	34.4	15.3	14.1	10.3	8.9	6.1	4.5	3.7	—	.4	1.5	.6	.1	.1	100.0	—

\*Includes 617 and 129 pupils in Industrial Schools and Industrial Departments respectively



## SEX OF TEACHERS ON 30th JUNE, 1947, ARRANGED ACCORDING TO TYPE OF SCHOOL

86

	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE SCHOOLS						Total number of teachers				
	Itinerant Teachers	Training Colleges	High	Secondary	Primary	Farm	*Special	Agricultural	Total	Itinerant Teachers	Training College	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special	Total	Training Schools	High	Secondary	Mission		Part-time	Special	Total	
Male ... ..	32	36	1,496	257	1,237	—	3	23	3,084	8	3	37	88	59	294	2,280	9	[62]	—	2,778	64	110	99	2,876	[13]	—	3,149	9,011	
Female ... ..	101	55	1,128	244	2,425	20	6	—	3,979	3	3	22	17	17	271	1,457	3	[6]	2[4]	1,795	57	31	26	2,808	[2]	[1]	2,922	8,696	
Total, 1947 ...	133	91	2,624	501	3,662	20	9	23	7,063	11	6	59	105	76	565	3,737	12	[68]	2[4]	4,573	121	141	125	5,684	[15]	[1]	6,071	17,707	
Total, 1946 ...	128	90	2,591	490	3,661	28	8	24	7,020	10	6	58	78	86	528	3,545	12	[58]	2[4]	4,325	117	107	116	5,391	[16]	[1]	5,731	17,076	
Percentage of male teachers:																													
1947 ... ..	24·1	39·6	57·0	51·3	33·8	0	33·3	100·0	43·7	72·7	50·0	62·7	83·8	77·6	52·0	61·0	75·1	91·1	0	60·7	52·9	78·0	79·2	50·6	86·7	0	51·9	50·9	
1946 ... ..	27·3	42·2	56·8	51·2	33·4	2·8	50·0	100·0	43·4	70·0	66·7	60·3	82·1	74·4	51·1	60·6	75·0	91·4	0	60·1	47·0	80·4	79·3	51·0	81·3	0	52·0	50·5	

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

## RACE OF TEACHERS, ON 30th JUNE, 1947, ARRANGED ACCORDING TO TYPE OF SCHOOL

66

Race of Teacher	EUROPEAN SCHOOLS									COLOURED SCHOOLS									NATIVE SCHOOLS						Total number of teachers			
	Itinerant Teachers	Training Colleges	High	Secondary	Primary	Farm	*Special	Agricultural	Total	Itinerant Teachers	Training College	Training Schools	High	Secondary and Sec. Depts.	Primary and Higher Primary Depts.	Mission	Farm	Part-time	Special	Total	Training Schools	High	Secondary	Mission		Part-time	Special	Total
European ... ..	133	91	2,624	501	3,662	20	9	23	7,063	2	6	29	19	18	13	112	1	—	2[4]	202	80	38	18	50	—	[1]	186	7,451
Coloured ... ..	—	—	—	—	—	—	—	—	—	9	—	30	85	57	552	3,597	11	[68]	—	4,341	—	—	—	8	—	—	8	4,349
Native ... ..	—	—	—	—	—	—	—	—	—	—	—	—	1	1	—	28	—	—	—	30	41	103	107	5,626	[15]	—	5,877	5,907
Total, 1947 ...	133	91	2,624	501	3,662	20	9	23	7,063	11	6	59	105	76	565	3,737	12	[68]	2[4]	4,573	121	141	125	5,684	[15]	[1]	6,071	17,707
Total, 1946 ...	128	90	2,591	490	3,661	28	8	24	7,020	10	6	58	78	86	528	3,545	12	[58]	2[4]	4,325	117	107	116	5,391	[16]	[1]	5,731	17,076

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

Appendix V

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC  
CERTIFICATES, ARRANGED ACCORDING TO TYPE OF SCHOOL  
On 30th June, 1947

EUROPEAN SCHOOLS

Certificate	Training Colleges	High	Secondary	Primary	Farm	Special*	Agricultural	Itinerant Teachers	Total
Secondary Higher	30	986	85	51	1	2	10	3	1,168
Secondary Lower: Graduate ...	—	37	4	7	—	—	—	—	48
Non-Graduate	—	20	2	19	—	—	—	—	41
Infant School Teacher's ...	2	156	40	529	1	—	—	1	729
Primary Teacher's	—	156	81	786	5	—	—	25	1,053
Primary Higher or T.2 Certificate: Graduate ...	13	200	31	76	—	1	1	—	322
Non-Graduate	21	619	179	1,079	—	2	2	55	1,957
Primary Lower or T.3 Certificate: Graduate ...	—	16	2	10	—	—	—	—	28
Non-graduate...	4	110	57	907	7	4	—	11	1,100
Miscellaneous: Graduate ...	4	20	1	9	—	—	—	1	35
Non-graduate...	11	188	13	141	—	—	—	35	388
Uncertified: Graduate ...	—	6	—	—	—	—	7	1	14
Non-graduate...	—	20	4	46	5	—	3	1	79
<b>Total number of Teachers ...</b>	<b>91</b>	<b>2,624</b>	<b>501</b>	<b>3,662</b>	<b>20</b>	<b>9</b>	<b>23</b>	<b>133</b>	<b>7,063</b>

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

Appendix V

TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES  
ARRANGED ACCORDING TO TYPE OF SCHOOLS  
On 30th June, 1947

COLOURED SCHOOLS

Certificate	Training Colleges	Training Schools	High	Secondary		Primary	Higher Primary Departments	Part-time	Mission	Farm	Special	Itinerant Teachers	Total
				Schools	Departments								
Coloured Primary Advanced ...	—	1	7	1	1	31	5	[2]	80	—	—	—	126
Coloured Primary Higher ...	—	8	15	6	9	164	8	[24]	676	—	—	9	895
Coloured Primary Lower ...	—	1	4	4	6	250	8	[26]	2,182	6	—	—	2,461
Primary Lower or T.3. Certificate: Graduate ...	—	3	3	—	—	2	—	[3]	2	—	—	—	10
Non-Graduate	—	5	2	—	1	72	3	[11]	497	1	[4]	—	581
Miscellaneous: Graduate ...	5	29	60	16	30	8	—	[1]	20	—	—	—	168
Non-Graduate	1	12	12	—	2	10	—	[1]	95	—	2	2	136
Uncertified: Graduate ...	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-Graduate	—	—	2	—	—	4	—	—	185	5	—	—	196
<b>Total Number of Teachers ...</b>	<b>6</b>	<b>59</b>	<b>105</b>	<b>27</b>	<b>49</b>	<b>541</b>	<b>24</b>	<b>[68]</b>	<b>3,737</b>	<b>12</b>	<b>2[4]</b>	<b>11</b>	<b>4,573</b>

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

Appendix V

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

On 30th June, 1947

NATIVE SCHOOLS

Certificate	Training Schools	High	Secondary	Industrial Schools and Departments	Part-time	Higher Mission, Higher Boarding and Higher Prim.	Mission, Primary and Practising	Special	Total
Native Primary: Higher...	17	25	27	1	[8]	498	611	—	1,179
Native Primary: Lower	8	11	12	7	[7]	730	2,278	—	3,046
Primary Lower or T.3. Certificate: Graduate	4	2	4	—	—	—	1	—	11
Non-Graduate	8	3	1	1	—	242	756	—	1,011
Miscellaneous: Graduate	29	80	60	—	—	—	1	—	170
Non-Graduate	52	12	10	41	—	149	216	[1]	480
Uncertificated: Graduate	—	5	1	1	—	—	—	—	7
Non-Graduate	3	3	10	18	—	20	113	—	167
Total Number of teachers	121	141	125	69	[15]	1,639	3,976	[1]	6,071

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

Appendix W

ENTRIES FOR ALL DEPARTMENTAL EXAMINATIONS

Examination	1947	1946	1945
Senior Certificate ... ..	4,825	4,901	4,531
Junior Certificate ... ..	10,521	10,675	10,533
Senior Certificate Supplementary (March of following year) ... ..	547	511	536
"General Botha" Senior Certificate ... ..	24	30	26
"General Botha" Junior Certificate ... ..	22	25	27
<i>European Teachers:</i>			
Primary Teachers' Certificate ... ..	293	354	397
<i>Primary Teachers' Higher Certificate:</i>			
Agricultural Nature Study ... ..	14	21	10
Manual Training ... ..	14	20	24
Music ... ..	18	17	18
Needlework ... ..	15	16	17
Physical Education ... ..	51	62	68
Housecraft ... ..	21	26	22
Infant School ... ..	65	82	103
Art ... ..	11	11	9
Diploma in Physical Education ... ..	16	17	—
Bilingual Certificate (written tests in English and Afrikaans) ... ..	185	207	243
Primary Teachers' Supplementary (June) ... ..	6	8	11
Bilingual Certificate (written test) (June) ... ..	41	58	55
Diploma in Music ... ..	1	—	—
<i>Coloured Teachers:</i>			
Advanced Course for Coloured Primary Teachers	35	45	25
Coloured Primary Lower ... ..	312	308	315
Coloured Primary Higher ... ..	56	61	49
Coloured Bilingual Certificate ... ..	21	10	11
Coloured Primary Lower Supplementary (June) ...	39	37	43
Coloured Teacher's Advanced Supplementary (June) ... ..	3	—	5
<i>Native Teachers:</i>			
Native Primary Lower I ... ..	540	572	565
Native Primary Lower III ... ..	411	461	620
Native Primary Higher ... ..	364	315	312
Native Infant School ... ..	101	104	80
Native Physical Education ... ..	15	20	7
Native Post Matriculation Domestic Science ...	9	9	4
Native Housecraft ... ..	6	5	8
Native Woodwork ... ..	3	1	6
Native Music ... ..	11	5	9
Native Agricultural Course ... ..	13	11	—
Native Primary Lower III Supplementary (June)	69	87	98
Native Primary Higher Supplementary (June) ...	59	50	52
Native Primary Agriculture (June) ... ..	1	—	—
Duke and Duchess Competitions ... ..	115	119	159
Totals ... ..	18,873	19,261	18,998
Number of European Primary Teachers' Certificate Candidates who satisfied the requirements for the Bilingual Certificate ... ..			
	259	279	305
Number of Coloured Primary Teachers' Lower Certificate Candidates who satisfied the requirements for the Coloured Teachers' Bilingual Certificate ... ..			
	262	237	261

## Appendix W

## PERCENTAGE OF PASSES IN ALL DEPARTMENTAL EXAMINATIONS

Examination	1947 %	1946 %
Senior Certificate ... ..	83	83
Junior Certificate ... ..	85	86
"General Botha" Senior Certificate ... ..	65	73
"General Botha" Junior Certificate ... ..	71	60
<i>European Teachers:</i>		
Primary Teacher's Certificate ... ..	88	97
Primary Teacher's Higher Certificate:		
Agricultural Nature Study ... ..	100	86
Manual Training ... ..	100	100
Music ... ..	90	100
Needlework ... ..	100	100
Physical Education ... ..	98	95
Housecraft ... ..	100	96
Infant School ... ..	96	100
Art ... ..	100	100
Diploma in Physical Education ... ..	100	100
Diploma in Music ... ..	100	—
Bilingual Certificate (Written tests in English and Afrikaans) ... ..	56	55
Primary Teacher's Certificate (Supplementary) (June) ...	83	75
Bilingual Certificate (Written test) Supplementary (June) ...	48	64
Percentage of Primary Teacher's Certificate Candidates who satisfied the requirements for the Bilingual Certificate ... ..	88	82
<i>Coloured Teachers:</i>		
Coloured Advanced Certificate ... ..	83	93
Coloured Primary Lower ... ..	77	80
Coloured Primary Higher ... ..	89	91
Coloured Bilingual Certificate ... ..	52	50
Coloured Primary Lower Supplementary (June) ... ..	58	62
Coloured Advanced Certificate Supplementary (June) ...	33	—
Percentage of Coloured Primary Teacher's Lower Certificate Candidates who satisfied the requirements for the Coloured Teacher's Bilingual Certificate ... ..	84	82
<i>Native Teachers:</i>		
Native Primary Lower I ... ..	66	60
Native Primary Lower III ... ..	77	79
Native Primary Higher ... ..	75	79
Native Infant School Teachers' ... ..	96	100
Native Teacher's Physical Education ... ..	80	95
Native Post-Matriculation Domestic Science ... ..	77	11
Native Housecraft ... ..	100	20
Native Woodwork ... ..	100	100
Native Music ... ..	90	100
Native Agricultural Course ... ..	77	—
Native Primary Lower III Supplementary (June) ... ..	71	61
Native Primary Higher Supplementary (June) ... ..	64	63

## Appendix W

## APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE SENIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE OF PASSES, 1947

Subject	Number of Candidates	Percentage of Passes
Afrikaans (Higher Grade) ... ..	2,865	99
Afrikaans (Lower Grade) ... ..	1,704	89
Agricultural Economics ... ..	35	100
Agricultural Science ... ..	310	98
Art ... ..	85	89
Biology ... ..	1,871	91
Bookkeeping ... ..	1,684	77
Bookkeeping and Commercial Arithmetic ... ..	1,495	85
Botany ... ..	135	94
Chemistry ... ..	701	82
Commercial Arithmetic ... ..	1,499	83
Cookery, Housewifery and Laundrywork... ..	654	99
English (Higher Grade) ... ..	1,992	94
English (Lower Grade) ... ..	2,754	91
French... ..	26	72
Geography ... ..	1,245	87
Geology ... ..	2	—
German ... ..	788	87
Greek ... ..	1	100
Hebrew ... ..	16	100
History ... ..	3,548	86
Latin ... ..	706	83
Literature (Afrikaans and Nederlands) ... ..	250	91
Literature (English) ... ..	51	94
Manual Training ... ..	214	100
Mathematics ... ..	2,329	84
Music ... ..	128	98
Needlework ... ..	459	97
Physical Science ... ..	1,735	87
Physics ... ..	35	100
Physiology and Hygiene ... ..	1,086	86
Shorthand ... ..	375	83
Snelskrif ... ..	431	90
Southern Sotho (Higher Grade) ... ..	22	100
Tswana (Higher Grade) ... ..	9	100
Tswana (Lower Grade) ... ..	5	100
Typewriting ... ..	555	86
Xhosa (Higher Grade) ... ..	125	100
Xhosa (Lower Grade) ... ..	2	100
Zoology ... ..	122	96

Appendix W

APPROXIMATE NUMBER OF CANDIDATES IN EACH SUBJECT OF THE JUNIOR CERTIFICATE EXAMINATION AND THE PERCENTAGE OF PASSES, 1947

Subject	Number of Candidates	Percentage of Passes
Afrikaans (Higher Grade) ...	5,964	99
Afrikaans (Lower Grade) ...	3,068	96
Agriculture Economics ...	21	100
Agriculture (Major) ...	644	98
Agriculture (Minor) ...	64	98
Arithmetic (Major) ...	619	63
Arithmetic (Minor) ...	583	86
Art (Major) ...	81	99
Art (Minor) ...	58	84
Biology ...	8,795	92
Bookkeeping ...	4,441	92
Commercial Arithmetic ...	4,065	90
Cookery, Housewifery and Laundrywork (Major)	1,069	100
Cookery, Housewifery or Laundrywork (Minor)	470	100
English (Higher Grade) ...	4,651	97
English (Lower Grade) ...	5,767	94
French ...	45	82
General Science ...	338	83
Geography (Major) ...	3,863	90
Geography (Minor) ...	95	91
German ...	1,557	90
Hebrew ...	20	100
History (Major) ...	7,777	89
History (Minor) ...	253	87
Hygiene and Physiology ...	4,894	93
Latin ...	1,649	84
Mathematics ...	4,558	87
Metalwork ...	116	92
Music ...	153	100
Needlework (Major) ...	713	98
Needlework (Minor) ...	384	97
Physics and Chemistry ...	6,456	90
Shorthand ...	1,221	87
Snelskrif ...	1,046	82
Southern Sotho (Higher Grade) ...	144	100
Southern Sotho (Lower Grade) ...	2	100
Tswana (Higher Grade) ...	50	100
Tswana (Lower Grade) ...	12	100
Typewriting ...	1,785	86
Woodwork (Major) ...	667	93
Woodwork (Minor) ...	381	95
Xhosa (Higher Grade) ...	1,159	99
Xhosa (Lower Grade) ...	14	100

Appendix W

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR THE SENIOR CERTIFICATE EXAMINATION, 1947

Subject	SYMIOL									Number of Candidates	Approx. Median per cent. Marks
	A	B	C	D	E	F	FF	G	H		
Afrikaans (Higher Grade) ...	1	3	19	41	29	6	1	—	—	2,865	54
Afrikaans (Lower Grade) ...	2	6	16	27	25	13	2	8	1	1,704	50
Agricultural Economics ...	—	9	51	31	6	3	—	—	—	35	—
Agricultural Science ...	—	2	16	34	40	6	1	1	—	310	—
Art ...	1	2	8	37	33	8	5	6	—	85	—
Biology ...	1	6	16	34	26	9	3	5	—	1,871	52
Bookkeeping ...	3	6	10	17	25	16	7	15	1	1,684	44
Bookkeeping and Commercial Arithmetic ...	3	6	14	20	25	17	7	8	—	1,495	47
Botany ...	—	5	21	37	21	10	2	4	—	135	—
Chemistry ...	2	10	18	23	19	10	5	10	3	701	51
Commercial Arithmetic ...	7	12	15	19	19	11	5	9	3	1,499	51
Cookery, Housewifery and Laundrywork ...	—	2	8	63	23	3	1	—	—	654	54
English (Higher Grade) ...	—	4	17	33	29	11	3	3	—	1,992	51
English (Lower Grade) ...	1	6	18	25	30	11	4	5	—	2,754	50
French ...	8	15	8	11	15	15	4	12	12	26	—
Geography ...	1	3	9	28	31	15	5	7	1	1,245	47
Geology ...	—	—	—	—	—	—	—	50	50	2	—
German ...	2	6	17	25	25	12	6	6	1	778	50
Greek ...	—	—	100	—	—	—	—	—	—	1	—
Hebrew ...	—	25	19	12	19	25	—	—	—	16	—
History ...	1	6	14	25	24	16	4	8	2	3,548	49
Latin ...	3	7	14	20	26	13	7	8	2	706	48
Literature (Afrikaans and Nederlands) ...	2	4	15	25	28	17	4	4	1	250	—
Literature (English) ...	—	10	20	37	15	12	2	4	—	51	—
Manual Training ...	5	21	29	22	17	6	—	—	—	214	—
Mathematics ...	5	9	16	22	21	11	4	8	4	2,329	52
Music ...	3	15	32	34	12	2	2	—	—	128	—
Needlework ...	1	9	26	33	23	5	2	1	—	459	55
Physical Science ...	2	11	17	23	22	12	3	8	2	1,735	51
Physics ...	3	9	23	31	20	14	—	—	—	35	—
Physiology and Hygiene ...	1	4	14	24	27	16	5	8	1	1,086	48
Shorthand ...	7	10	11	16	23	16	6	8	3	375	47
Snelskrif ...	8	11	12	16	36	7	2	5	3	431	49
Southern Sotho (Higher Grade) ...	—	—	18	55	27	—	—	—	—	22	—
Tswana (Higher Grade) ...	—	—	—	100	—	—	—	—	—	9	—
Tswana (Lower Grade) ...	—	—	40	60	—	—	—	—	—	5	—
Typewriting ...	2	8	18	21	24	13	5	8	1	555	50
Xhosa (Higher Grade) ...	—	10	39	42	9	—	—	—	—	125	—
Xhosa (Lower Grade) ...	—	—	—	50	50	—	—	—	—	2	—
Zoology ...	—	1	8	27	40	20	3	1	—	122	—

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

## Appendix W

APPROXIMATE PERCENTAGE DISTRIBUTION OF SYMBOLS FOR  
THE JUNIOR CERTIFICATE EXAMINATION, 1947

Subject	SYMBOL								Number of Candi- dates	Approx. Med. an per cent. Marks
	A	B	C	D	E	F	G	H		
Afrikaans (Higher Grade) ...	1	7	22	36	25	8	1	—	5,964	55
Afrikaans (Lower Grade) ...	2	10	21	26	23	14	4	—	3,068	54
Agricultural Economics ...	—	—	14	43	38	5	—	—	21	—
Agriculture (Major) ...	1	4	12	33	32	16	2	—	644	50
Agriculture (Minor) ...	—	17	9	30	25	17	2	—	64	—
Arithmetic (Major) ...	3	5	6	9	14	26	24	13	619	35
Arithmetic (Minor) ...	8	10	11	19	20	18	12	2	583	49
Art (Major) ...	3	17	27	24	21	7	1	—	81	—
Art (Minor) ...	2	14	5	12	36	15	14	2	58	—
Biology ...	1	7	16	23	28	17	8	—	8,795	49
Bookkeeping ...	2	7	18	28	25	12	6	2	4,441	52
Commercial Arithmetic ...	5	9	13	20	23	20	10	—	4,065	49
Cookery, Housewifery and Laundrywork (Major) ...	—	3	14	46	29	8	—	—	1,069	53
Cookery, Housewifery and Laundrywork (Minor) ...	—	—	10	36	45	9	—	—	470	50
English (Higher Grade) ...	1	8	21	28	26	13	3	—	4,651	53
English (Lower Grade) ...	2	6	18	25	26	17	6	—	5,767	50
French ...	—	13	16	29	13	11	7	11	45	—
General Science ...	2	6	17	25	22	15	10	3	338	—
Geography (Major) ...	1	6	12	21	27	23	8	2	3,863	46
Geography (Minor) ...	3	7	15	24	23	19	8	1	95	—
German ...	4	8	14	22	23	19	8	2	1,557	49
Hebrew ...	—	5	30	35	20	10	—	—	20	—
History (Major) ...	2	9	14	21	24	19	9	2	7,777	48
History (Minor) ...	1	4	6	19	29	28	12	1	253	—
Hygiene and Physiology ...	2	6	14	23	27	21	6	1	4,894	48
Latin ...	4	9	14	18	22	17	11	5	1,649	48
Mathematics ...	4	8	16	23	21	15	9	4	4,558	50
Metalwork ...	—	3	10	22	38	19	6	2	116	—
Music ...	7	23	32	27	10	1	—	—	153	—
Needlework (Major) ...	—	4	19	35	28	12	2	—	713	52
Needlework (Minor) ...	—	3	13	27	35	19	2	1	384	48
Physics and Chemistry ...	2	7	15	22	25	18	9	2	6,456	51
Shorthand ...	8	10	12	18	22	17	12	1	1,221	49
Snelskrif ...	9	11	15	16	16	15	11	7	1,046	51
Southern Sotho (Higher Grade) ...	—	1	22	56	19	2	—	—	144	—
Southern Sotho (Lower Grade) ...	—	50	50	—	—	—	—	—	2	—
Tswana (Higher Grade) ...	2	2	8	56	30	2	—	—	50	—
Tswana (Lower Grade) ...	—	17	33	50	—	—	—	—	12	—
Typewriting ...	1	6	12	22	27	18	11	3	1,785	47
Woodwork (Major) ...	2	11	22	25	22	11	5	2	667	54
Woodwork (Minor) ...	2	5	15	22	29	22	5	—	381	48
Xhosa (Higher Grade) ...	—	—	2	39	50	8	1	—	1,159	—
Xhosa (Lower Grade) ...	—	43	36	21	—	—	—	—	14	—

Note: A = 80—100 per cent;  
C = 60—69 per cent;  
E = 40—49 per cent;  
G = 20—29 per cent;

B = 70—79 per cent;  
D = 50—59 per cent;  
F = 30—39 per cent;  
H = below 20 per cent.

## Appendix X

## EXPENDITURE ON PUBLIC EDUCATION

Statement for the Year ended 31st March, 1947

		£	s.	d.
<i>Administration</i>				
A	1. Salaries, Wages and Allowances ...	53,044	4	1
	2. Subsistence ...	49	18	9
	3. Transport ...	42	0	3
	4. Office Equipment, Material and Furniture, including Repairs ...	836	18	5
	5. Rent, Rates and Insurance ...	27	5	2
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ...	379	2	5
	7. Repairs, Renovations and Maintenance ...	167	11	6
	8. Incidentals ...	9,553	14	0
	<b>Total A</b> ...	<b>£64,100</b>	<b>14</b>	<b>7</b>
<i>School Boards and School Committees</i>				
B.	1. Salaries, Wages and Allowances ...	83,447	3	1
	2. Subsistence ...	806	11	9
	3. Transport ...	7,769	19	9
	4. Office Equipment, Material and Furniture, including Repairs ...	1,153	19	10
	5. Rent, Rates and Insurance ...	4,916	2	1
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services ...	539	11	0
	7. Repairs, Renovations and Maintenance, including grounds ...	333	16	8
	8. Election Expenses ...	184	0	8
	9. Incidentals ...	167	6	2
	<b>Total B</b> ...	<b>£99,318</b>	<b>11</b>	<b>0</b>
<i>School Inspection</i>				
C.	1. Salaries, Wages and Allowances ...	45,041	1	2
	2. Subsistence ...	4,376	10	0
	3. Transport ...	11,009	8	1
	4. Incidentals ...	1	1	0
	<b>Total C.</b> ...	<b>£60,428</b>	<b>0</b>	<b>3</b>
<i>Medical Inspection</i>				
D.	1. Salaries, Wages and Allowances ...	18,491	10	11
	2. Subsistence ...	3,468	7	10
	3. Transport ...	2,346	8	8
	4. Medical Treatment of School Children ...	11,424	12	7
	5. Incidentals ...	355	17	0
	<b>Total D.</b> ...	<b>£36,086</b>	<b>17</b>	<b>0</b>

Appendix X

EXPENDITURE ON PUBLIC EDUCATION—Continued

<i>European Education: Training of Teachers</i>				£	s.	d.
E.	1.	Salaries, Wages and Allowances	...	84,743	7	6
	2.	Subsistence	...	4,140	4	1
	3.	Transport	...	5,172	15	4
	4.	School Equipment, Material and Furniture, including Repairs	...	1,786	17	11
	5.	Hostels	...	33,005	18	2
	6.	Grants-in-aid, including Hostels under Private Control	...	7,567	7	4
	7.	Rent, Rates and Insurance	...	76	1	7
	8.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	687	19	0
	9.	Repairs, Renovations and Maintenance, including grounds	...	1,459	1	2
	10.	Incidentals	...	453	14	1
Total E				<u>£139,093</u>	<u>6</u>	<u>2</u>

<i>Secondary Education</i>				£	s.	d.
F.	1.	Salaries, Wages and Allowances	...	276,559	9	4
	2.	Subsistence and Transport	...	195	10	11
	3.	School Equipment, Material and Furniture, including Repairs	...	5,806	18	9
	4.	Bursaries	...	118,021	2	6
	5.	Hostels	...	20,386	6	2
	6.	Grants-in-Aid, including Hostels under Private Control	...			
	7.	Rent, Rates and Insurance	...	556	12	3
	8.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	2,180	18	11
	9.	Repairs, Renovations and Maintenance, including grounds	...	7,530	2	10
	10.	Incidentals	...	92	13	7
Total F				<u>£431,329</u>	<u>15</u>	<u>3</u>

<i>Primary Education</i>				£	s.	d.
G.	1.	Salaries, Wages and Allowances	...	1,678,725	3	8
	2.	Subsistence and Transport	...	599	15	8
	3.	School Equipment, Material and Furniture, including Repairs	...	66,509	12	8
	4.	Bursaries	...	262,333	7	8
	5.	Hostels	...	3,306	19	1
	6.	Grants-in-Aid, including Hostels under Private Control	...	348	18	5
	7.	Rent, Rates and Insurance	...	21,939	13	10
	8.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	14,627	17	9
	9.	Repairs, Renovations and Maintenance, including grounds	...	51,019	0	10
	10.	Feeding of School children	...	192,498	3	11
	11.	Incidentals	...	113	13	7
Total G				<u>£2,292,022</u>	<u>7</u>	<u>1</u>

Appendix X

EXPENDITURE ON PUBLIC EDUCATION—Continued

<i>Combined Primary and Secondary Education</i>				£	s.	d.
H.	1.	Salaries, Wages and Allowances	...	1,532,330	9	0
	2.	Subsistence and Transport	...	912	15	6
	3.	School Equipment, Material and Furniture, including Repairs	...	51,633	2	5
	4.	Hostels	...	129,839	14	6
	5.	Grants-in-Aid, including Hostels under Private Control	...	12,360	5	7
	6.	Rent, Rates and Insurance	...	5,086	13	11
	7.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	14,214	0	4
	8.	Repairs, Renovations and Maintenance, including grounds	...	54,100	6	9
	9.	Incidentals	...	44	18	8
Total H				<u>£1,800,522</u>	<u>6</u>	<u>8</u>

<i>Coloured Education: Training of Teachers</i>				£	s.	d.
J.	1.	Salaries, Wages and Allowances	...	42,606	13	11
	2.	Subsistence and Transport	...	496	10	11
	3.	School Equipment, Material and Furniture, including Repairs	...	623	17	8
	4.	Bursaries	...	6,539	4	1
	5.	Grants-in-aid, including Hostels under Private Control	...	398	18	5
	6.	Rent, Rates and Insurance	...	4,771	14	4
	7.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	155	5	4
	8.	Repairs, Renovations and Maintenance, including grounds	...	180	17	7
	9.	Incidentals	...	13	2	9
Sub-total				<u>£55,786</u>	<u>5</u>	<u>0</u>

<i>Primary and Secondary Education</i>				£	s.	d.
J.	10.	Salaries, Wages and Allowances	...	1,418,862	18	9
	11.	Subsistence and Transport	...	153	0	4
	12.	School Equipment, Material and Furniture, including Repairs	...	61,474	12	9
	13.	Bursaries	...	15,593	8	4
	14.	Grants-in-Aid including Hostels under Private Control	...	18,754	16	8
	15.	Rent, Rates and Insurance	...	37,413	2	5
	16.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	11,860	12	7
	17.	Repairs, Renovations and Maintenance, including grounds	...	10,186	17	3
	18.	Feeding of School Children	...	246,724	14	6
	19.	Incidentals	...	23	4	4
Sub-Total				<u>£1,821,047</u>	<u>7</u>	<u>11</u>
Total J				<u>£1,876,833</u>	<u>12</u>	<u>11</u>

<i>Native Education: School Inspection Inspection by Europeans</i>				£	s.	d.
K.	1.	Salaries, Wages and Allowances	...	18,178	17	4
	2.	Subsistence and Transport	...	4,952	2	0
Sub-Total				<u>£23,130</u>	<u>19</u>	<u>4</u>

## Appendix X

## EXPENDITURE ON PUBLIC EDUCATION—Continued

				£	s.	d.
<i>Native Supervisors</i>						
K.	3.	Salaries, Wages and Allowances	...	10,072	7	3
	4.	Subsistence and Transport	...	2,015	5	4
		Sub-Total	...	<u>£12,087</u>	<u>12</u>	<u>7</u>
<i>Training of Teachers</i>						
K.	5.	Salaries, Wages and Allowances	...	61,285	8	2
	6.	Subsistence and Transport	...	1,847	11	10
	7.	School Equipment, Material and Furniture, including Repairs	...	852	9	7
	8.	Bursaries	...	5,147	1	10
	9.	Vacation Courses	...	10	13	3
	10.	Miscellaneous	...	1,146	2	10
		Sub-Total	...	<u>£70,289</u>	<u>7</u>	<u>6</u>
<i>Secondary Education</i>						
K.	11.	Salaries, Wages and Allowances	...	16,647	0	3
	12.	Subsistence and Transport	...	10	3	9
	13.	School Equipment, Material and Furniture, including Repairs	...	1,222	6	1
	14.	Bursaries	...	53,186	7	5
	15.	Grants-in-Aid	...	1,189	0	6
	16.	Miscellaneous	...			
		Sub-Total	...	<u>£72,254</u>	<u>18</u>	<u>0</u>
<i>Primary Education</i>						
K.	17.	Salaries, Wages and Allowances	...	747,191	8	3
	18.	Subsistence and Transport	...	98	16	11
	19.	School Equipment, Material and Furniture, including Repairs	...	44,728	3	3
	20.	Miscellaneous	...	4,021	8	2
		Sub-Total	...	<u>£796,039</u>	<u>16</u>	<u>7</u>
<i>Combined Primary and Secondary Education</i>						
K.	21.	Salaries, Wages and Allowances	...	14,887	2	7
	22.	Subsistence and Transport	...			
	23.	School Equipment, Material and Furniture, including Repairs	...	740	0	11
	24.	Miscellaneous	...	490	2	2
		Sub-Total	...	<u>£16,117</u>	<u>5</u>	<u>8</u>
<i>Technical and Industrial Education</i>						
K.	25.	Salaries, Wages and Allowances	...	20,511	7	2
	26.	School Equipment, Material and Furniture, including Repairs	...	149	6	6
	27.	Bursaries	...	1,398	10	8
	28.	Miscellaneous	...	122	16	0
		Sub-Total	...	<u>£22,182</u>	<u>0</u>	<u>4</u>

## Appendix X

## EXPENDITURE ON PUBLIC EDUCATION—Continued

				£	s.	d.
<i>General</i>						
K.	29.	Good Service Allowances	...	32,457	0	7
	30.	Examination Expenses	...	6,681	7	9
	31.	Incidentals	...	274	11	0
	32.	Teachers' Salaries: Substitutes for teachers on Active Service	...	530	2	2
		Sub-Total	...	<u>£39,943</u>	<u>1</u>	<u>6</u>
		Total K, Native Education	...	<u>£1,052,045</u>	<u>1</u>	<u>6</u>
<i>Miscellaneous</i>						
L.	1.	Examination Expenses	...	28,824	4	0
	2.	Pensions and Gratuities	...	18,160	14	9
	3.	Contributions to Pensions and Provident Funds	...	428,696	15	10
	4.	Printing, Stationery and Advertising, including Publications and Bookbinding	...	18,702	13	0
	5.	Telegraphs and Telephones	...	4,170	15	3
	6.	Grants to Student Teachers' Loan Fund	...			
	7.	Grants to Private Schools and Hostels for General Education Purposes	...	7,215	9	2
	8.	Payment to the Repayable School Fees Fund of portion of Fees received from pupils in certain schools	...	4,362	4	7
	9.	Incidentals	...	19,272	4	5
		Total L.	...	<u>£529,405</u>	<u>1</u>	<u>0</u>
<i>Minor Works</i>						
M.		Minor Works, including Site Transfer and other Expenses, School Foot-bridges, Fencing and Boreholes	...	29,543	6	3
<i>Agricultural Education</i>						
N.	1.	Salaries, Wages and Allowances	...	21,292	19	7
	2.	Subsistence and Transport	...	258	2	7
	3.	School Equipment, Material and Furniture, including Repairs	...	371	10	2
	4.	Livestock	...	661	3	10
	5.	Farm Equipment (including repairs) and material	...	3,495	19	7
	6.	Bursaries	...			
	7.	Hostels	...	6,778	7	2
	8.	Rent, Rates and Insurance	...	532	6	9
	9.	Fuel, Light, Cleaning Supplies, Water and Sanitary Services	...	416	4	3
	10.	Repairs, Renovations and Maintenance, including grounds	...	1,197	1	4
	11.	Minor Works, including Site Transfer and other Expenses, School Foot-bridges, Fencing and Boreholes	...	268	1	7
	12.	Miscellaneous	...	2,276	18	8
		Total N	...	<u>£37,548</u>	<u>15</u>	<u>6</u>
		GRAND TOTAL, VOTE 2	...	<u>£8,448,277</u>	<u>15</u>	<u>2</u>



## STUDENT TEACHERS' FUND

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

(Section 376 of the Consolidated Education Ordinance)

## STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31ST MARCH, 1947

<i>Receipts</i>			<i>Payments</i>		
	£	s. d.		£	s. d.
Balance at 1st April, 1946... ..	8,865	7 4	Purchase of Library Books ... ..	342	8 10
Interest for year ... ..	256	16 4	Balance at 31st March, 1946:		
			Investments held by Public Debt Commissioners ... ..	8,549	17 8
			Cash in hand of accounting Officer ... ..	229	17 2
<b>Total ... ..</b>	<b>£9,122</b>	<b>3 8</b>	<b>Total ... ..</b>	<b>£9,122</b>	<b>3 8</b>

## NECESSITOUS PUPILS TREATED DURING THE YEAR 1947 UNDER THE DEPARTMENT'S MEDICAL SCHEME

Fiscal Division	School Board Area	Ear, Nose and Throat	Ear Drops	TEETH				EYES			Minor Ailments	Vitamin Oil
				Extrac- tions	Fillings	Treat- ments	Artificial Dentures	Examin- ations	Spectacles supplied	Lotions		
Aberdeen	Aberdeen	—	—	46	14	—	—	—	—	—	—	42
Albany	Albany	2	—	125	205	—	1	2	1	—	—	90
Albert	Albert	—	—	—	10	—	—	1	1	—	—	69
Alexandria	Alexandria	—	—	57	59	2	—	—	—	—	—	—
Aliwal North	Aliwal North	4	—	118	—	—	—	—	—	—	—	—
Barkly East	Barkly East	—	—	56	85	—	—	4	4	—	—	—
Barkly West	Barkly West	4	—	63	—	—	—	—	—	—	—	123
Bathurst	Bathurst	1	—	48	15	—	—	4	3	—	3	64
Beaufort West	Beaufort West	8	—	92	12	4	—	—	—	—	—	146
Bedford	Bedford	—	—	42	60	—	—	—	—	—	—	166
Bredasdorp	Bredasdorp	3	—	444	488	—	—	4	3	—	1	183
Britstown	Britstown	1	—	—	—	—	—	4	3	—	—	—
Caledon	Caledon	41	2	1,385	411	4	—	5	6	—	10	811
Calitzdorp	Calitzdorp	8	—	576	19	—	1	—	—	—	—	—
Calvinia	Calvinia	25	—	4	4	—	—	1	—	—	—	614
	Nieuwoudtville	2	—	—	—	—	—	—	—	—	—	—
Cape	Cape	149	—	22,495	2,106	165	1	34	19	2	—	11,291
Carnarvon	Carnarvon	6	—	—	—	—	—	—	—	—	—	—
Cathcart	Cathcart	—	—	8	—	—	—	—	—	—	—	12
Ceres	Ceres	3	—	342	236	7	—	1	1	—	—	112
Clanwilliam	Clanwilliam	13	—	380	86	1	—	—	—	—	—	667
Colesberg	Colesberg	—	—	—	—	—	—	3	2	—	—	11
Cradock	Cradock	14	—	151	81	—	—	—	—	—	2	302
De Aar	De Aar	—	1	178	34	—	—	5	5	—	—	206
East London	East London	20	—	700	449	34	3	14	7	—	31	269
Elliot	Elliot	2	—	68	137	—	—	3	2	—	—	50
Fort Beaufort	Fort Beaufort	—	—	51	71	4	—	1	—	—	—	85
Fraserburg	Fraserburg	—	—	—	—	—	—	—	—	—	—	186
George	George	42	—	1,275	10	5	—	19	9	—	1	1,060
Glen Grey	Glen Grey	—	—	—	—	—	—	—	—	—	—	40
Gordonia	Gordonia	8	—	55	35	1	—	—	—	—	—	348
Graaff-Reinet	Graaff-Reinet	15	1	5	—	—	—	8	8	—	—	668
Hanover	Hanover	—	—	—	—	—	—	—	—	—	—	—
Hay	Hay	3	—	—	—	—	—	—	—	—	—	30
Heidelberg	Heidelberg	2	—	—	—	—	—	—	—	—	—	151
Herbert	Herbert	5	—	33	—	—	—	36	8	15	13	82
Herschel	Herschel	—	—	—	—	—	—	—	—	—	—	—
Hope Town	Hope Town	—	—	—	—	—	—	—	—	—	—	—

NECESSITOUS PUPILS TREATED DURING THE YEAR 1947 UNDER THE DEPARTMENT'S MEDICAL SCHEME—Continued

Fiscal Division	School Board Area	Ear, Nose and Throat	Ear Drops	TEETH				EYES			Minor Ailments	Vitamin Oil
				Extractions	Fillings	Treatments	Artificial Dentures	Examinations	Spectacles supplied	Lotions		
Humansdorp ...	Strydenburg ...	—	—	—	—	—	—	—	—	—	—	—
Indwe ...	Humansdorp ...	—	1	652	340	—	6	11	9	—	—	406
Jansenville ...	Indwe ...	—	—	—	—	—	—	—	—	—	—	—
Kenhardt ...	Jansenville ...	—	—	—	—	—	—	—	—	—	—	24
...	Kenhardt ...	7	—	16	—	—	—	—	—	—	—	595
...	Kakamas ...	4	—	—	—	—	—	—	—	—	—	—
Kimberley ...	Kimberley ...	12	—	782	57	12	1	66	23	7	17	796
King William's Town ...	King William's Town ...	—	—	208	152	6	1	—	—	—	—	31
Knysna ...	Knysna ...	2	—	435	105	—	—	—	—	—	—	369
Komgha ...	Komgha ...	—	—	6	47	—	—	—	—	—	—	—
Kuruman ...	Kuruman ...	16	—	80	52	—	—	3	1	—	—	169
Ladismith ...	Ladismith ...	—	—	570	76	—	—	—	—	—	—	336
Lady Grey ...	Lady Grey ...	—	—	—	—	—	—	—	—	—	—	—
Laingsburg ...	Laingsburg ...	2	—	90	—	—	—	—	—	—	—	—
Loxton ...	Loxton ...	—	—	—	—	—	—	—	—	—	—	—
Maclear ...	Maclear ...	7	—	178	60	1	—	—	—	1	—	160
Mafeking ...	Mafeking ...	—	—	8	7	—	—	11	11	—	3	51
Malmesbury ...	Malmesbury ...	32	—	209	131	1	—	12	10	1	—	531
...	Hopefield ...	18	—	95	56	1	—	—	—	—	40	173
...	Maraisburg ...	2	—	—	—	—	—	—	—	—	—	—
Middelburg ...	Middelburg ...	—	—	—	—	—	—	—	—	—	—	39
Molteno ...	Molteno ...	—	—	26	17	—	—	—	—	—	—	—
Montagu ...	Montagu ...	19	—	161	92	—	—	—	—	—	—	80
Mossel Bay ...	Mossel Bay ...	6	—	457	88	—	—	—	—	—	1	592
Murraysburg ...	Murraysburg ...	—	—	—	—	—	—	—	—	—	—	—
Namaqualand ...	Garias ...	—	—	—	—	—	—	—	—	—	—	795
...	Springbok ...	9	—	—	—	—	—	2	2	—	—	392
Oudtshoorn ...	Oudtshoorn ...	20	—	1,752	263	—	11	10	7	—	15	416
Paarl ...	Paarl ...	14	—	455	496	16	2	9	4	1	—	960
...	French Hoek ...	—	—	49	57	—	—	1	—	—	3	21
...	Wellington ...	7	—	262	123	—	—	4	2	—	—	70
Pearston ...	Pearston ...	—	—	—	—	—	—	—	—	—	—	—
Peddie ...	Peddie ...	—	—	—	—	—	—	—	—	—	—	—
Philipstown ...	Philipstown ...	—	—	5	—	—	—	—	1	—	—	—
...	Petrusville ...	—	—	—	—	—	—	—	—	—	—	—
Piquetberg ...	Piquetberg ...	13	—	68	21	—	—	2	2	—	—	294
Port Elizabeth ...	Port Elizabeth ...	1	—	97	—	—	—	44	45	—	—	1,603
Prieska ...	Prieska ...	—	—	—	—	—	—	—	—	—	—	261
Prince Albert ...	Prince Albert ...	—	—	66	—	—	—	—	—	—	—	113
Queenstown ...	Queenstown ...	—	—	120	61	3	—	5	2	—	—	203
Richmond ...	Richmond ...	—	—	—	—	—	—	—	—	—	—	—

NECESSITOUS PUPILS TREATED DURING THE YEAR 1947 UNDER THE DEPARTMENT'S MEDICAL SCHEME—Continued

Fiscal Division	School Board Area	Ear, Nose and Throat	Ear Drops	TEETH				EYES			Minor Ailments	Vitamin Oil
				Extractions	Fillings	Treatments	Artificial Dentures	Examinations	Spectacles supplied	Lotions		
Riversdale ...	Riversdale ...	15	—	2,367	297	—	—	6	5	—	10	304
Robertson ...	Robertson ...	5	—	468	215	4	—	3	2	—	—	221
Somerset East ...	Somerset East ...	1	—	15	—	—	—	—	—	—	—	127
Stellenbosch ...	Stellenbosch ...	22	—	313	262	3	—	11	6	—	7	692
Sterkstroom ...	Sterkstroom ...	—	—	6	11	—	—	—	—	—	—	45
Steynsburg ...	Steynsburg ...	1	—	—	—	—	—	—	—	—	—	—
Steytlerville ...	Steytlerville ...	—	—	—	—	—	—	—	—	—	—	11
Stockenström ...	Stockenström ...	1	—	39	30	—	—	1	1	—	—	113
Stutterheim ...	Stutterheim ...	—	—	—	—	—	—	1	1	—	—	—
Sutherland ...	Sutherland ...	—	—	—	—	—	—	—	—	—	—	—
Swellendam ...	Swellendam ...	2	—	450	128	—	—	3	2	—	—	311
...	Barrydale ...	—	—	—	—	—	—	—	1	—	—	—
Tarka ...	Tarka ...	—	—	6	9	—	—	—	—	—	—	—
Tulbagh ...	Tulbagh ...	2	—	86	94	1	—	3	3	—	—	151
Uitenhage ...	Uitenhage ...	24	—	895	162	5	—	6	4	—	3	315
Uniondale ...	Uniondale ...	—	—	282	1	—	—	4	1	—	—	199
Van Rhynsdorp ...	Van Rhynsdorp ...	91	—	—	—	—	—	21	10	—	—	1,216
Venterstad ...	Venterstad ...	—	—	—	—	—	—	—	—	—	—	17
Victoria East ...	Victoria East ...	—	—	17	23	—	—	—	—	—	—	—
Victoria West ...	Victoria West ...	3	—	—	—	—	—	7	3	1	—	130
Vosburg ...	Vosburg ...	—	—	—	—	—	—	—	—	—	—	84
Vryburg ...	Vryburg ...	12	—	19	5	2	—	9	6	1	3	225
...	Vaal Harts ...	8	—	—	—	—	—	5	2	—	—	—
Williston ...	Williston ...	—	—	—	—	—	—	—	—	—	—	53
Willowmore ...	Willowmore ...	—	—	—	—	—	—	1	1	—	—	62
Wodehouse ...	Wodehouse ...	—	—	—	—	—	—	—	—	—	—	—
Worcester ...	Worcester ...	9	—	258	160	14	—	5	5	—	19	340
<i>Magistracy:</i>												
Bizana ...	...	—	—	—	—	—	—	—	—	—	—	—
Butterworth ...	Butterworth ...	—	—	16	1	—	—	—	—	—	—	—
Elliotdale ...	...	—	—	—	—	—	—	—	—	—	—	—
Engcobo ...	...	—	—	—	—	—	—	—	—	—	—	—
Flagstaff ...	...	—	—	—	—	—	—	—	—	—	—	—
Idutywa ...	Idutywa ...	—	—	—	—	—	—	—	—	—	—	—
Kentani ...	...	—	—	—	—	—	—	—	—	—	—	—
Libode ...	...	—	—	—	—	—	—	—	—	—	—	—
Lusikisiki ...	...	—	—	—	—	—	—	—	—	—	—	—
Matatiele ...	Matatiele ...	—	—	25	37	3	—	—	—	—	—	55
Mount Ayliff ...	...	—	—	—	—	—	—	—	—	—	—	—
Mount Currie ...	Kokstad ...	—	—	118	10	1	1	—	—	—	2	—

NECESSITOUS PUPILS TREATED DURING THE YEAR 1947 UNDER THE DEPARTMENT'S MEDICAL SCHEME—Continued

Fiscal Division	School Board Area	Ear, Nose and Throat	Ear Drops	TEETH				EYES			Minor Ailments	Vitamin Oil
				Extractions	Fillings	Treatments	Artificial Dentures	Examinations	Spectacles supplied	Lotions		
Mt. Fletcher ...	Mt. Fletcher ...	—	—	—	—	—	—	—	—	—	—	—
Mount Frere ...	...	—	—	—	—	—	—	—	—	—	—	—
Mqanduli ...	...	—	—	—	—	—	—	—	—	—	—	20
Ngqeleni ...	...	—	—	—	—	—	—	—	—	—	—	—
Nqamakwe ...	Nqamakwe ...	—	—	—	—	—	—	—	—	—	—	—
Ntabankulu ...	...	—	—	—	—	—	—	—	—	—	—	—
Port St. John ...	Port St. John ...	—	—	—	—	—	—	—	—	—	—	—
Qumbu ...	...	—	—	—	—	—	—	—	—	—	—	—
St. Marks ...	...	—	—	—	—	—	—	—	—	—	—	—
Tsolo ...	...	—	—	9	—	—	—	—	—	—	—	—
Tsomo ...	...	—	—	—	—	—	—	—	—	—	—	—
Umtata ...	Umtata ...	—	—	62	56	—	—	—	—	—	—	97
Umzimkulu ...	...	—	—	—	—	—	—	—	—	—	—	—
Willowvale ...	...	—	—	—	—	—	—	—	—	—	—	4
Xalanga ...	Cala ...	—	—	28	1	—	—	—	—	—	—	—
Total ...		768	5	41,123	8,430	300	28	415	254	29	185	32,150

118

CAPE TOWN MUNICIPAL CLINICS

	MEDICAL CLINICS				DENTAL CLINICS			
	Ophthalmic School Clinic		General School Clinic		School Board Dental Clinic		Municipal Dental Clinic	
	Sessions	Eur.	Non-Eur.	Total	Sessions	Eur.	Non-Eur.	Total
Number of pupils from Cape Town Municipal area who received treatment ...	68	112	421	533	191	517	2,886	3,403
Number of pupils not from Cape Town Municipal area who received treatment ...	—	6	16	22	—	3	9	12
Total number of visits ...	—	235	865	1,100	—	1,351	8,702	10,053
Number of pupils who received treatment ...	439	804	3,003	3,807	118	17	1,859	1,876
Total number of visits ...	—	2,405	4,877	7,282	—	20	2,661	2,681
Extractions ...	—	—	—	15,275	—	—	—	7,725
Fillings ...	—	—	—	1,483	—	—	—	9
Dressings ...	—	—	—	122	—	—	—	—

## MEDICAL INSPECTION STATISTICS, 1947

## EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Yngr.	Older	Yngr.	Older	Yngr.	Older			
Number of children examined ... ..	7,548	5,201	6,878	4,850	14,426	10,051	5,675	5,347	11,022
Number defective ... ..	2,343	2,162	1,902	2,013	4,245	4,175	2,508	2,425	4,933
Number of defective children recommended for treatment ... ..	2,269	2,253	1,877	1,843	4,146	4,096	2,476	2,329	4,805
Number of directions to teachers ... ..	4,221	2,264	3,575	1,649	7,796	3,913	3,400	3,017	6,417
Number of parents (or guardians) present ... ..	3,285	412	3,160	645	6,445	1,057	1,580	1,651	3,231
Number of verminous children ... ..	46	11	197	122	243	133	58	315	373
Number of children vaccinated ... ..	6,420	5,036	5,947	4,680	12,367	9,716	4,173	5,056	9,229

## NON-EUROPEAN SCHOOLS

	Routine Examinations						Special Examinations		
	Boys		Girls		Total		Boys	Girls	Total
	Yngr.	Older	Yngr.	Older	Yngr.	Older			
Number of children examined ... ..	198	267	206	158	404	425	145	132	277
Number defective ... ..	45	109	44	54	89	163	65	52	117
Number of defective children recommended for treatment ... ..	45	109	44	54	89	163	65	51	116
Number of directions to teachers ... ..	107	143	115	173	222	316	96	93	189
Number of parents (or guardians) present ... ..	72	32	76	14	148	46	25	9	34
Number of verminous children ... ..	21	7	40	49	61	56	10	40	50
Number of children vaccinated ... ..	157	267	162	157	319	424	139	126	265

## NUMBER OF SCHOOLS INSPECTED

Year	European	Non-European	Total
1947 ... ..	404	7	411

ANALYSIS OF DEFECTS, 1947  
EUROPEAN SCHOOLS

Defects	Routine Examinations								Special Examinations			
	1				2				3		4	
	Number of defects present				Number of defects listed under column 1 which were recommended for treatment				Number of defects present		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Boys	Girls	Boys	Girls	
Malnutrition ...	284	85	185	34	280	84	185	34	257	132	255	126
Teeth ...	1,213	1,721	1,092	1,427	1,197	1,703	1,076	1,312	1,429	1,332	1,411	1,310
Nose and Throat	22	28	16	15	21	26	16	14	53	39	51	39
Tonsils ...	408	180	341	127	407	176	340	127	267	331	265	331
Adenoids ...	101	14	76	11	100	13	75	11	48	47	45	44
Speech ...	—	1	1	—	—	1	1	—	1	1	—	1
Glandular system:												
Lymphatic ...	5	5	2	2	5	4	2	2	3	2	3	2
Thyroid ...	2	1	2	3	2	1	2	3	4	11	4	11
Eyes:												
External ...	28	17	27	10	27	16	27	10	34	34	33	32
Vision ...	118	248	117	340	118	238	116	337	361	444	356	430
Ears ...	140	102	121	79	138	100	116	77	179	192	174	184
Hearing ...	26	15	17	19	24	13	15	15	36	33	32	20
Skin ...	89	69	85	38	87	65	80	36	109	69	105	66
Heart and circulation ...	36	22	39	29	32	17	34	26	43	52	35	48
Anaemia ...	60	16	76	21	59	15	75	18	59	57	57	55
Lung ...	69	14	37	17	55	11	35	14	48	44	44	41
Nervous system	8	7	4	6	6	7	4	5	15	18	15	17
Genito-urinary system ...	90	45	18	22	87	43	15	22	80	24	78	24
Abdomen ...	89	37	66	37	85	37	63	36	88	72	88	71
Deformities ...	31	30	27	27	30	27	25	25	53	44	50	40
Infectious diseases	2	4	9	2	2	4	7	2	2	2	2	2
Other diseases or defects ...	19	35	25	18	11	30	16	17	51	34	47	26

ANALYSIS OF DEFECTS, 1947—Continued  
NON-EUROPEAN SCHOOLS

Defects	Routine Examinations								Special Examinations			
	1				2				3		4	
	Number of defects present				Number of defects listed under column 1 which were recommended for treatment				Number of defects present		Number of defects listed under column 3 which were recommended for treatment	
	Boys		Girls		Boys		Girls		Boys	Girls	Boys	Girls
Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Boys	Girls	Boys	Girls	
Malnutrition ...	11	4	11	1	11	4	11	1	10	5	10	5
Teeth ...	14	87	13	36	13	87	13	36	16	20	16	20
Nose and throat	1	—	—	—	1	—	—	—	1	—	1	—
Tonsils ...	3	9	6	4	3	9	6	4	13	10	13	10
Adenoids ...	—	—	—	—	—	—	—	—	1	—	1	—
Speech ...	—	—	—	—	—	—	—	—	—	—	—	—
Glandular system:												
Lymphatic ...	1	—	—	—	1	—	—	—	—	—	—	—
Thyroid ...	—	—	—	—	—	—	—	—	—	—	—	—
Eyes:												
External ...	—	—	—	—	—	—	—	—	3	2	2	2
Vision ...	4	6	3	14	4	6	3	14	16	15	16	13
Ears ...	2	2	9	3	2	2	9	3	2	5	2	5
Hearing ...	1	1	—	—	1	1	—	—	1	2	1	2
Skin ...	5	3	4	—	5	3	4	—	1	2	1	2
Heart and circulation ...	—	—	1	1	—	—	1	—	2	1	1	1
Anaemia ...	1	2	3	—	1	2	3	—	4	2	4	1
Lung ...	2	4	—	2	2	4	—	2	3	2	3	2
Nervous system	—	1	—	—	—	1	—	—	—	—	—	—
Genito-urinary system ...	1	—	—	—	1	—	—	—	1	—	1	—
Abdomen...	1	—	5	—	1	—	5	—	1	—	1	—
Deformities ...	1	2	—	1	1	2	—	—	3	2	3	2
Infectious diseases	—	—	—	—	—	—	—	—	—	—	—	—
Other diseases or defects ...	—	1	1	2	—	1	1	1	1	1	1	1

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1947  
EUROPEAN SCHOOLS

	Boys			Girls			Total		
No. of re-examinations...	3,684			3,434			7,118		
No. of children recommended for treatment	8,498			8,076			16,574		
No. of children who obtained treatment ...	5,444			5,311			10,755		
No. of children who did not receive treatment...	1,173			1,038			2,211		
No. of children who have left school without information on this point	1,881			1,727			3,608		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental ... ..	2,976	2,823	5,799	678	513	1,191	1,204	1,015	2,219
Nose and throat...	600	644	1,244	330	379	709	339	296	635
Eye ... ..	557	746	1,303	121	129	250	229	237	466
Ear ... ..	195	158	353	32	21	53	63	52	115
Other ... ..	1,779	1,735	3,514	290	276	566	445	474	919

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT, 1947  
NON-EUROPEAN SCHOOLS

	Boys			Girls			Total		
No. of re-examinations...	73			90			163		
No. of children recommended for treatment	178			204			382		
No. of children who obtained treatment ...	124			116			240		
No. of children who did not receive treatment	23			40			63		
No. of children who have left the school without information on this point ... ..	31			48			79		
Nature of defect	Defects treated			Defects not treated			Information not available in regard to following defects		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dental ... ..	30	28	58	5	8	13	21	20	41
Nose and throat...	9	3	12	4	5	9	2	2	4
Eye ... ..	10	9	19	2	6	8	—	3	3
Ear ... ..	6	4	10	—	—	—	1	—	1
Other ... ..	86	91	177	20	28	48	12	30	42

RESULTS OF PREVIOUS RECOMMENDATIONS FOR TREATMENT  
NON-GOVERNMENT SCHOOLS

Total	Boys	Girls	Name of School
107	77	30	St. Ignace's School
52	38	14	St. Mary's School
240	174	66	St. Patrick's School
22	15	7	St. Vincent's School
12	8	4	St. Joseph's School
18	14	4	St. Michael's School
12	9	3	St. Francis School
25	18	7	St. Thome School



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