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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

For the Year ended 31st December, 1930.

Price 1s. 6d.

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CAPE TOWN :
CAPE TIMES LIMITED.
1931.

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CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

Report of the Superintendent-General of Education for the year ended 31st December, 1930.

Department of Public Education,
Cape Town,
31st March, 1931.

THE HONOURABLE THE ADMINISTRATOR,
CAPE TOWN.

Sir,

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

The report differs from that of the previous year in that it deals with the work of a full year. Whereas in 1929 I had reason to complain of lack of sufficient time and opportunity for a careful study of our diverse educational problems, it has been possible for me during the past year to acquire a thorough knowledge of the activities of my Department. This has meant, amongst other things, that I have had to travel extensively in the Province, in order to become acquainted personally with educational authorities and their particular problems, and that in the head office I have had to interview each individual or group of persons who wished to discuss educational matters with me. In a country where the democratic spirit is strong, even the highest officials have necessarily to be accessible to practically every citizen who has a grievance to voice or a request to make; consequently the regular office hours of the head of the Department of Public Education are largely occupied with the granting of personal interviews and the receiving of deputations. In addition to this there are meetings of various kinds to be attended and addresses to be delivered throughout the year. You will therefore appreciate the fact that I lead a very busy life. In a sense this is to be expected. To be able to give a lead in a matter of such national importance as the instruction and the education of the rising generation, one needs to be

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assured of the confidence of the general public, and, by constant exchange of opinion with parents differing in race and language, in traditions and ideals, as is the case in South Africa to-day, to arouse and maintain interest in the work of the Department. There is, however, only too often, a tendency, due perhaps to our highly centralised financial system, to appeal to the Department for favours not allowed under the Ordinance. This cannot but be an irksome and uncongenial task to anyone whose time is precious and who, moreover, has little control of any other than statutory educational expenditure.

Granted, therefore, that the head of the Department of Public Education is in a peculiar sense the servant of the public and, as such, in duty bound to serve the public in all matters of educational importance—which may include anything and everything—he is at the same time the administrative head of a Department which spends millions of money annually and consequently demands much of his time and labour. And finally, as indicated above, he must be able to give effective guidance in educational matters and where necessary reform the educational system in accordance with the constantly changing needs of society. Both on the administrative and on the professional side I am ably assisted by a staff that work together harmoniously and fulfil their duties in a most devoted manner. But there is danger that my administrative duties will assume too great proportions, and that I shall not find sufficient time for the more important professional work. Up to the present I have had to devote most of my time to administrative work. Indeed it often seems—especially in a time of financial depression such as the Province, together with the rest of the world, is passing through to-day—as if administrative matters, in other words, economy, occupy all our time. I need, however, hardly point out that it will be a sad day for education if the official head becomes so occupied with administrative details that his professional growth—which includes general scientific and cultural development—is brought to a standstill. To obviate this possibility, it is necessary for me to be less bound to the office and to have more leisure for the study of the principles underlying our educational system. For this, more prosperous times and more effective organisation of my Department would seem to be required.

I have the honour to be,

Sir,

Your obedient servant,

M. C. BOTHA,

Superintendent-General of Education.

I. ADMINISTRATION.

In the organisation of the Department the most important event that took place during the past year was the appointment of Dr. W. de V. Malan as professional assistant. Dr. Malan assumed duty in April, 1930, and soon proved his worth to me personally, as well as to the Department. Apart from his thorough training, his experience as a headmaster of one of our high schools and as a professor of education in one of our universities, is invaluable in a Department which, by the very nature of things, cannot consist of former teachers. The duties allotted to him are, amongst others, to keep abreast of recent educational developments and to indicate in what respects we can profit from the experience of other countries; to inquire into the efficiency of instruction in our schools (native schools excepted) and to recommend reforms; to investigate the problem of the backward child and to seek a solution which will benefit both the child and the State; to deal, in the first instance, with matters of a purely professional nature and to make recommendations to the Superintendent-General; to take cognisance of departmental syllabuses and examinations; to be responsible for any additions of books and periodicals to the educational library of the Department; to keep in close contact with the school by attending where possible district conferences of teachers and rendering professional assistance; and to encourage research in connection with our educational system, either by personally instituting such research or by helping in the conduct of it. Time and money have up to the present been lacking for the best use of Dr. Malan's services. Owing to the fact that no successor to Mr. Long was appointed, he has had to assume a fair share of administrative work. Still, valuable work was done during the past year in the directions indicated, not less important because it has not become widely known.

In April, 1930, Mr. F. H. Long retired on pension after thirty-four years' service in the Department. His sense of duty and devotion to work, coupled with his rare courtesy, are too well known for me to dilate on them. We extend to him our best wishes for a happy retirement.

Mr. W. A. Hofmeyr, Principal of the High School, Fraserburg, was at the beginning of 1930 appointed as Inspector of Schools in the Transkei in the place of Mr. G. Bell, who, after a long period of service both as teacher and as inspector, resigned to take up a position abroad.

Miss H. Buyskes, Instructress of Needlework, retired on pension after she had devotedly served the Department for a considerable number of years. Another Instructress of Needlework, Miss C. M. B. Tinling, was prematurely forced by ill-health to give up her work and to retire on pension. Miss M. E. Barry of the Training College, Cape Town, and

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Miss A. L. Joubert of the Training College, Graaff-Reinet, were appointed to the positions vacated by these instructresses.

Mrs. M. E. de Villiers of the Training College, Wellington, was appointed as Instructress of Infant School Method.

In the head office I made a few changes which more especially affect the education of non-Europeans. Before 1919 European and non-European education were not assigned to separate sections in the Department. From the time, however, that this separation was effected, coloured and native education made such rapid progress, and along such different lines, that further differentiation became necessary. Administratively these now constitute two different sections of the work of the Department. This re-organisation has already proved advantageous judging from the increased efficiency resulting from it.

II. SCHOOLS AND PUPILS.

(European.)

Last year I had to report a decrease of 192 in European enrolment. This year I find myself in the fortunate position of being able to announce an increase of 3,226—from 139,752 to 142,978. When it is borne in mind that during a three-year period, 1926 to 1929, the number of European pupils increased by only 2,394, there is reason for thankfulness in this noteworthy increase in a single year. To whatever cause this increase may be assigned, let us hope that it is not due to defective enforcement in the past of legislation regarding compulsory education.

The number of schools for European pupils has increased during the year only by one—from 2,395 to 2,396. This affords proof that the desirability of centralisation has not been lost sight of.

CENTRALISATION OF SCHOOLS.

Proposals for centralisation are constantly being sent by school boards to the Department. Very frequently proposals of this kind are attended by such expense, and the distances over which the pupils are to be transported are so great, that both on economic and on health grounds they are found to be impracticable. There can, however, be no doubt that the urge towards centralisation is manifesting itself more strongly in all who have to do with education—with the exception possibly of the parents, and this is hardly to be wondered at. In my first annual report I drew attention to the danger of pushing the matter to harmful extremes. The fact that during the period under review centralisation schemes have been laid before me which entail a lorry journey of thirty miles a day justifies a repetition of my warning of last year. It is high time to lay down certain general principles to serve as a guide to local school authorities as well as to the Administration. The policy which I have hitherto been inclined to follow, and which I shall in due course take an opportunity of laying before you and discussing with you, is tentatively set forth below.

In all attempts at centralisation account must be taken of three factors: the child, the parent, and the Administration. As regards the child, it does not appear to me fair to expect him to spend more than an hour and a half each day in journeying to and from school. Now, if it is borne in mind that the lorry cannot pass by the doors of every house, and that the children must have time to reach the stopping-places, it will be obvious that centralisation should be limited to distances of less than nine miles. And since it is always an

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unpleasant matter to deprive a locality of an existing school, it follows that such a school should be closed only at the request of the parents. The establishment of a *new* school is naturally a different thing. Previous inquiry must also be made as to the character of the road (with a view to the possibility of accidents), and as to the possibility of provision of lunch for the children.

After the interests of parents and pupils have been duly considered, the matter becomes one for the Administration, *i.e.*, of educational and financial policy. With the exception of schools with two or more teachers, situated in the vicinity of large and important schools offering special privileges, centralisation should be confined to the single-teacher school. If a country school has more than one teacher, the advantages of centralisation do not always outweigh the disadvantages of motor transport. So much for the educational side of the matter.

The chief stumbling block, however, is the high cost of motor transport. As a general rule it can and must be laid down that the cost of education must not be increased under such a scheme. In practice this would mean that at least one teacher's services are to be saved as a result of centralisation, since expenditure on transport cannot be justified as an *additional* cost in a country which has never yet had enough money for education. But what may appear to be an immediate saving is not necessarily a saving in the long run. It is impossible to say in advance with absolute certainty that an additional teacher will not after all be required, in spite of centralisation. It thus seems necessary to lay down a reasonable basis for dealing with each case; and a sliding scale of transport expenditure, not less than £5 or more than £7 10s. per pupil per annum, would seem to meet the case. If then the minimum distance to warrant the granting of a transport-bursary is three miles—as fixed by law—it goes without saying that the scale would rise from £5 to £7 10s. as the distance to be travelled increases from three to nine miles. On the whole this basis appears to be financially sound. If the required expenditure on transport is greater than this tariff allows, it will be necessary for the parents, assuming that they have asked for centralisation, to make up the difference themselves, in accordance with a plan worked out and agreed upon by them.

In cases where the school building is the property of the Administration, centralisation naturally becomes an actual impossibility.

The foregoing is in no way intended to convey the impression that the rural single-teacher school necessarily does less efficient work. The uplifting influence which such schools often exercise on their environment can never be too highly valued in a thinly-populated country. In the consideration of centralisation schemes this aspect of the question is often a deciding factor.

TYPES OF SCHOOLS.

(*European.*)

The table given below shows the distribution of schools among the various classes on 30th September, 1930, and 30th September, 1929:—

	1930.	1929.
<i>Training of Teachers:</i>		
Training Colleges	11	10
Training Schools	1	2
<i>Secondary Education:</i>		
High Schools	124	124
Secondary Schools	79	81
<i>Primary Education:</i>		
Undenominational Public Schools	1,858	1,846
Farm Schools	289	298
Church Schools	33	33
<i>Special School</i>	1	1
	2,396	2,395

The figures given above show that the position is little altered in comparison with that of the preceding year. The Stellenbosch Training School has been promoted to the rank of a training college; the secondary department of the Strand Secondary School has been absorbed in the Hottentots-Holland High School; and one rural secondary school has been reduced to the rank of a primary school as a result of a material decline in the number of secondary pupils.

EXTENSION OF FREE EDUCATION.

The extension of free education up to the age of fifteen, irrespective of the standard attained by the pupils, stands to-day on the statute book of the Province. There are not wanting those who wonder whether, in view of the financial difficulties of the Province, this was a wise step to take. The depression bears more heavily than the gloomiest pessimist of a year ago ventured to prophesy, and the future is much darker than the average taxpayer cares to think; yet it is a comforting thought that, bad as the times were, the Provincial Council was animated with sufficient idealism to pass the Ordinance without cavil. There are many who are in principle opposed to all free education, and there is unquestionably much to be said for their contention. More than one of them will now load the champions of free education with

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reproaches. None the less it is true that these people *can* pay for the education of their children, and that they forget that there are many parents who *cannot* do so and whose children are in danger of growing up without sufficient education and of going out into the world without the minimum equipment necessary to make them useful citizens of the country. It is notorious that, in spite of the measure of free education which now exists, numbers of boys and girls are unable to obtain remission of school fees and book-charges and are thus prevented from completing a course of secondary education. The amount annually devoted to secondary bursaries appears large indeed—it exceeds forty thousand pounds—but it is far from being sufficient to meet all our needs. And so long as this is so, we can hardly rest content. If our ideal is—as I take it to be—to bring secondary education of one kind or another within the reach of every child, we must see to it that no exceptions are made. It is better that the parents should submit to reasonable taxation than that the children, as a result of parental poverty or apathy, or of the State's neglect of duty, should grow up without education.

The concession whereby children who attain the age of fifteen later in the year than the 31st March enjoy free education up to the end of that year, has undoubtedly been much appreciated. In the circumstances, it is to be hoped that there are not many children whose birthdays fall in the first quarter!

The Ordinance allows the exemption from its provisions of schools which elect to remain fee-paying. Certain high schools have exercised this right of election; but they are all situated in the larger towns, where several high schools are conveniently available. In each such case the exemption of the school has been recommended by the school committee and board concerned. Without analysing the motives leading to such an attitude, I may point out that this concession in the law has undoubtedly restrained many parents from removing their children from public schools and sending them to private schools. From a financial point of view they are in more than one respect an asset to the Administration.

III. TEACHERS.

(In European Schools.)

SUPPLY OF QUALIFIED TEACHERS.

Out of a total of 6,432 teachers in the service of the Department in June, 1930, 6,321 were certificated and 111 had received no professional training. The satisfactory state of affairs with regard to the professional qualifications of our teachers, outlined in my last report, still obtains and will continue as long as sufficient young men and women come forward to be trained as teachers. The raising of the entrance requirements has meant that the enrolment in the Training Colleges has appreciably decreased during the last few years. In 1928 the enrolment reached the total of 523; in 1929 the number dropped to 249. Last year I expressed the opinion that within the near future there would probably be a shortage of teachers. But financial stringency has meant that, for some considerable time, extension of the service has been curtailed in many important directions, if not entirely stopped; consequently there is ample reason to fear that newly-trained teachers will in the course of next year find greater difficulty in securing positions. It would seem also as if the stream of Cape teachers to the northern provinces is steadily beginning to flow back again.

TRAINING OF TEACHERS.

As in the case of universities and university colleges, we have been too lavish in the past in establishing high schools and institutions for the training of teachers. Some of these institutions showed little sign of growth and their enrolment shrank to such an extent that, both financially and educationally, their continued existence became impossible. At the end of 1930 the training school at Uitenhage had to be closed down and I have reason to believe that several other institutions will suffer the same fate in 1931. If our training of teachers is to be effective, the required quota of students should be considerably raised; otherwise the expenditure involved will become greater than the State can afford and differentiation of courses and breadth of culture will be impossible of attainment owing to the necessarily limited staff. The need for centralisation is even greater here than in the case of the country primary school; but it seems to be a much more difficult task to convince the public of this truth.

In the past we too often had to employ as teachers persons with some knowledge of subject matter, but without any professional training. Some of them learnt by experience—at the expense of their pupils it is true—and eventually became good teachers; the majority, however, tried to inculcate knowledge by force because they had not learnt to teach in the

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proper way. That time is fortunately past, for the percentage of highly-qualified teachers in our schools is increasing annually. As a body the teachers are also genuinely interested in the professional side of their work. The best proof of this is to be found in the important discussions held at the annual conferences of teachers and the eagerness with which district conferences are attended. Anyone who has come in contact with the noble work done by teachers, often hundreds of miles from civilisation, will be able to assess at their true value the periodical campaigns in the press against the school and teachers in general. A critical attitude towards the school on the part of the public is a welcome sign of interest; criticism is fraught with danger, however, if it is based on ignorance of what the school is doing and is rooted in the belief that the school has shouldered all the responsibility of the home, or ought to do so. In a sense it is comforting to think that such high ideals are cherished for the school and its teachers; but some so-called critics have certainly shown a sickly frame of mind.

At the same time we have to admit that it has become necessary for us to exercise greater care in future in the certification of teachers. The fact that from time to time *certificated* teachers have to be discharged from the service on the ground of incompetence, or their salary increments withheld, is sufficient proof that we need to be more careful in our selection of candidates suitable for the teaching profession. The struggle for existence on the part of some of our training institutions may have led to undue leniency in this respect. But since examinations in the training institutions have become largely an internal matter, it will be an easier task for the heads of training institutions to reject those students who, in the course of their first year of training, do not show the necessary promise and ability. A real difficulty in this connection, of course, is the fact that many students receive loans from the Administration; but this should not be an insurmountable obstacle where the elimination of students is concerned. Principals of schools, too, can render valuable assistance by giving their pupils advice with regard to the choice of a profession before they decide to proceed to a training institution.

THE PROBLEM OF THE BACKWARD CHILD.

In my previous report I complained of the lack of facilities for the training of teachers of backward children. Special provision for such a course of training was made during the course of last year at the University of Stellenbosch. At the end of 1930, three teachers completed this course. That their services as special teachers have not yet been utilised is due to the prevailing lack of funds.

In the course of the year I appointed a special committee to investigate this problem. The report submitted to me by the committee contained many important recommendations, but I shall mention the following only as an indication of the trend of possible developments in this direction:—

- (i) that mentally backward pupils should be provided for in special classes in the ordinary schools;
- (ii) that the appointment of teachers specially trained for the work be made possible by means of a reduced quota for such classes;
- (iii) that the selection of pupils for such classes should be placed in the hands of the principal, in consultation with a medical inspector and, where possible, a psychologist;
- (iv) that 18 pupils constitute the maximum enrolment of such classes;
- (v) that a memorandum containing suggestions for teachers of such classes be prepared;
- (vi) that the Department, in co-operation with the universities, should undertake a mental survey of some typical area in order to determine in general the percentage of backwardness in the Cape Province.

These recommendations have not yet been acted upon because I am awaiting the report of the Inter-Departmental Commission on Mental Deficiency which closely bears on this matter, and also because the economy measures adopted as a result of our financial position have largely stood in the way. As soon as the embargo on the appointment of additional teachers is raised, the Department will be prepared, on the conditions stated under (ii) and (iv) above, to appoint such teachers provided that the services of specially trained teachers can be procured. Principals are urged to organise their classes in such a way that the appointment of such teachers will become possible; and, where this is impossible, to make some provision for these pupils with the existing staff.

I need scarcely emphasise the necessity of finding a solution to this problem. If these backward pupils are left in the ordinary classes of the school and receive their instruction along with the other pupils, both groups are penalised, while the burden placed on the State gradually assumes greater proportions.

FURLOUGH AND PENSIONS.

(*European.*)

There was a time in the educational history of the Cape Province when teachers at their meetings and congresses could speak of little else than salary difficulties. Since the fixing [C.P. 3—'31.]

of the present salary-scales in 1921, peace has in general prevailed, save when attempts were made to depart from these scales. Nevertheless there were always two other matters that gave rise to discontent and inspired the oratory of many teachers at the annual congresses. Whether the treatment meted out to teachers in respect of furlough and pension was actually such a scandal or not, is outside the scope of the present discussion. All questions have two sides, and in education—as an educationist once put it—the converse too is always true. The truth however is that the pension-legislation, carried through with or without the assistance of the teachers' representatives who were consulted, was scarcely calculated to give satisfaction all round. And although there is to an appreciable extent a fundamental difference of opinion whether teachers, now that the majority of them no longer need to go overseas from time to time, are entitled to furlough apart from their ordinary vacations, the paucity of furlough has apparently given rise to a greater feeling of grievance among the teachers than the non-refund of pension-contributions on voluntary retirement has.

The settlement of the furlough question during the year is a matter having an important bearing on the relations of the teachers with the Administration. Formerly a teacher could get six months' furlough on full pay only after nearly twenty years' service—nineteen and a quarter, to be exact. Under the amending Ordinance this term of nineteen years and a quarter has become twenty years; but it has also become possible to obtain either three months' furlough on full pay after ten years, or three months' furlough with full and three with half salary after fifteen years—and this not as a favour, but as a right. The "may" has become "shall," a concession for which the teachers are undoubtedly very grateful to the Administration. The immediate result of this legislation has been a reduction of several thousands in the expenditure of sick leave. Comment is needless. The only stumbling-block now in the way of furlough is a condition preventing the number of teachers absent from the same school on furlough being so large as to injure efficiency. The desirability of such a reservation is self-evident.

Although the pension troubles were not finally removed in 1930, the whole matter at the moment of writing has been brought to a happy issue by amending legislation during the March session of the Provincial Council. The fact that this legislation is the outcome of proper consultation with the teachers is one more pleasant feature of the matter.

IV. THE SCHOOL—ORGANISATION AND WORK.

CONFERENCE OF INSPECTORS AT EAST LONDON.

During the past year I organised a conference of school inspectors and departmental instructors at East London, with a view to making closer acquaintance with the members of the field staff, and discussed with them matters of importance connected with the Department's work. It is hardly necessary to emphasise the desirability of such conferences of officials who, though employed in different areas, are busy with the selfsame general problems of our educational system. The following matters came up *inter alia* for discussion:

- (i) methods of inspection and desirability of a certain measure of uniformity in methods; class versus individual inspection; necessity of more effectual inspection of secondary and high schools;
- (ii) the desirability or otherwise of a uniform Std. VI examination throughout the Province;
- (iii) the desirability or otherwise of terminating the primary course at Std. V;
- (iv) the necessity of special classes for retarded and mentally-backward children;
- (v) the possibility of standardising school books in the same school board area;
- (vi) the suitability of the primary school curriculum.

Owing to pressure of work and the lack of the necessary funds it has not, as yet, been possible to give effect to all the valuable suggestions made. It is nevertheless true that the conference has given a great impetus to future development and has materially influenced the trend of future reforms in our educational system.

I had intended after the conference to nominate a commission of representatives of all parties interested in the education of the child, for the discussion of the organisation of our school system and the effectiveness of our existing curricula. So far, however, both time and money have been wanting. One of the teachers' organisations has already discussed the matter at its annual congress, and the other hopes to do so in the course of 1931. The criticism which in recent times has more and more been levelled at our educational system by the general public in itself makes a comprehensive discussion of this kind an urgent necessity.

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SOME TENTATIVE CONCLUSIONS WITH REGARD TO THE
ORGANISATION OF OUR SCHOOL SYSTEM.

Last year I touched incidentally on certain aspects of the matter. A full treatment of the problem in this place is for more than one reason not feasible, even if the necessary data were available. I shall thus content myself with a few observations on the latest statistics.

COMPARATIVE TABLE OF EUROPEAN PUPILS IN DIFFERENT STANDARDS.

	VI.	VII.	VIII.	IX.	X.
1925	12,332	6,123	4,148	2,278	2,076
1926	13,038	6,419	4,346	2,036	2,197
1927	13,182	6,824	4,558	2,252	2,092
1928	13,457	6,672	4,767	2,390	2,138
1929	13,610	6,708	4,697	2,514	2,210
1930	13,964	7,038	4,861	2,563	2,358

Absolutely reliable conclusions regarding the elimination of pupils after Std. VI and succeeding standards cannot, however, be based on the data given above: other factors come into play. Thus, for example, it would not be correct to arrive at the conclusion, from a comparison of the number of pupils, say in Std. VI in 1925 with the number in Std. VII in 1926, that the difference between the two figures represents the number of pupils who did not proceed to secondary education but left school for good after Std. VI. A number of "failures" remain another year in Std. VI; some pupils go to schools in other provinces; others go to industrial, vocational and agricultural schools, while still others must be sought under the figures of mortality. The same considerations naturally hold good to a greater or less extent in respect of the figures given for the other standards. In connection with Std. VIII, for example, it should be borne in mind that until 1928 a pupil could proceed at this stage direct to a training school for a two-year course. Yet it is possible to arrive at certain general conclusions from these figures:—

- (1) There is a steady increase in each year in the number of pupils in the various standards—an increase larger in proportion than the growth in the population. This gratifying sign is apparently the result of a stronger impulse towards further education among our people, of the provision of greater education facilities and possibly also of the increased attractiveness of the school of to-day.

- (2) There is a great wastage in the number of pupils as they pass from Standard VI to Standard VII, from Standard VII to Standard VIII, and from Standard VIII to Standard IX. This phenomenon is more clearly seen if the pupils in Standard VI in a certain year are followed throughout their school career. The table given below, based on the preceding one, will throw more light on this particular point. Here again, of course, absolute accuracy is not attainable.

NUMBERS BASED ON PRECEDING TABLE.

	VI.	VII.	VIII.	IX.	X.
1925	100	—	—	—	—
1926	100	52	—	—	—
1927	100	52	37	—	—
1928	100	51	38	19	—
1929	100	50	36	19	18
1930	—	52	36	20	18

Whatever value can be attached to these figures, it is at least plain that we have here to do with a disquieting shrinkage in the number of pupils proceeding from one standard to another. The fall after Standards VI, VII and VIII is in each case appreciably large. That so large a number of pupils never reach a secondary school, or spend only one or two years in it, gives cause for anxiety in a country where a general high level of instruction and education for Europeans is imperative. The fact that education ceases to be compulsory after the Standard VI stage is scarcely an adequate explanation of this phenomenon; and in any case this does not diminish the seriousness of the matter. To contend that a very large percentage of pupils can derive no profit from post-primary education is, to say the least, scant comfort, if not a serious criticism of the kind of education provided after Standard VI.

In what directions the causes of this condition of affairs are to be sought, it is probably not easy to say with the same degree of readiness and certainty; but that they must be

sought and if possible removed, does not admit of the slightest doubt. I shall venture to specify a few possible causes. It may be that many pupils who are to be found in Standards VI and VII have reached an age at which the education provided is unattractive because it is not adapted to their temperament and ability; it may even be that the mischief has already been done in the primary school. It may also be—and here I am expressing my considered opinion—that sufficient facilities do not exist for pupils, who possess the ability, to study further than Standard VI, VII or VIII.

Some age figures relating to pupils found in our primary and secondary schools will give greater probability to my tentative diagnosis of the phenomenon. The figures are taken from the annual report for 1929.

NUMBERS IN THE PRIMARY AREA—NOVEMBER, 1929.

Age.	No. of Pupils.	Grand Total in Primary Area.	Percentage.
13 to 18 +	33,824	123,981	27
14 to 18 +	20,624	123,981	17

NUMBERS IN THE SECONDARY AREA—NOVEMBER, 1929.

Age.	No. of Pupils.	Grand Total in Secondary Area.	Percentage.
13 to 18 +	16,083	16,129	99
14 to 18 +	15,540	16,129	97
15 to 18 +	13,437	16,129	83
16 to 18 +	9,376	16,129	58

These figures are for November, 1929, i.e. virtually the end of the year. As regards the primary area, therefore, it must be remembered that the majority of pupils in Standard VI who fall within the age limits mentioned have virtually passed through the primary school; and similarly those in Standard X, who are included in these figures have really completed the secondary course. But even if account be taken of this, we are faced with the disquieting fact that there are in our primary schools to-day a considerable number of pupils of 13 to 18+ years of age, and 14 to 18+. And if in addition we take into consideration that during this period of life the South African youth reaches maturity, the figures quoted above attain even greater significance.

The following table gives a still clearer insight into the position of affairs in regard to the age of pupils in the various classes of our schools. It is again pointed out that the

figures relate to November, i.e., the end of a year's course for the majority of the pupils in the primary area.

Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.
10 years and over.	11 years and over.	12 years and over.	13 years and over.	14 years and over.
4,214	5,286	6,486	6,362	6,326
% 26	% 31	% 37	% 39	% 41

Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.
15 years and over.	16 years and over.	17 years and over.	18 years and over.	19 years and over.
5,446	2,180	1,264	579	523
% 40	% 32	% 27	% 23	% 24

Now if we take it that the normal child in one of our schools is expected to complete Standard I in his ninth year, and Standard II in his tenth year, it becomes abundantly plain that the percentage given for each class must be viewed as an indication of the number of pupils in each class who have reached that class at least a year late.

Without going more deeply into the causes of this state of affairs, I may safely say that the working of our school system demands our earnest attention. And it is clear that we are face to face with the problem of the re-organisation of the primary part of our system, as well as that of greater differentiation in our secondary education; and from this the problem of the centralisation of secondary and high schools irresistibly presses upon us.

V. EXAMINATION AND INSPECTION.

DEPARTMENTAL EXAMINATIONS.

The entries for all departmental examinations this year totalled 9,737. The following table shows the number for each examination, with the corresponding figure for the previous year:—

Examination.	1930.	1929.	Increase.
Senior Certificate	1,903	1,706	197
Junior Certificate	5,034	4,803	231
<i>European Teachers:—</i>			
Primary Teachers' Certificate	255	Not in existence.	255
Old Primary Higher	40	334	-294
Old Primary Lower	41	246	-205
Infant School Teachers'	108	86	22
Bilingual Certificate	182	147	35
Physical Culture	12	14	-2
Freehand Drawing	18	35	-17
Geometrical Drawing			
Model Drawing			
Woodwork, Branch I			
Woodwork, Branch II. }	33	80	-47
Art			
Special Courses	Discontinued.	35	-35
	4	12	-8
<i>Coloured Teachers:—</i>			
Coloured Primary Lower I.	353	322	31
Coloured Primary Lower III.	213	239	-26
Coloured Primary Higher I.	34	20	14
Coloured Primary Higher II.	42	32	10
Coloured I.S.T.	4	7	-3
<i>Native Teachers:—</i>			
Native Primary Lower I.	766	751	15
Native Primary Lower III.	450	441	9
Native Primary Higher I.	7	1	6
Native Primary Higher II.	21	18	3
Native I.S.T.	4	—	4
Native Housecraft	2	7	-5
Duke and Duchess Tests	158	232	-74
General Botha Scholastic Certificate	53	51	2
Totals	9,737	9,619	118

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

JUNIOR CERTIFICATE EXAMINATION, 1930.

Subject.	Number of Candidates.
Afrikaans, Higher	2,548
Afrikaans, Lower	2,265
English, Higher	2,935
English, Lower	2,039

Subject.	Number of Candidates.
Latin	1,653
German	1,215
Biology	4,773
Physics and Chemistry	4,119
Hygiene and Physiology	1,325
Arithmetic	4,397
Commercial Arithmetic	471
Mathematics	3,291
Geography	941
History	4,465
Agriculture (Major)	329
Agriculture (Minor)	123
Cookery, Laundrywork and Housewifery	192
Cookery, etc. (Minor)	305
Needlework	517
Bookkeeping	1,152
Business Methods	570
Shorthand	448
Typewriting	493
French	56
Housecraft Arithmetic	56
Drawing	50
Woodwork (Major)	80
Woodwork (Minor)	308
Xosa	95
Instrumental Music	60
Hebrew	1
Greek	18
Zulu	6
Suto	22
Chwana	7
Metalwork	11
Aural Training and Theory of Music	11

SENIOR CERTIFICATE EXAMINATION, 1930.

Afrikaans, Higher	1,259
Afrikaans, Lower	578
English, Higher	757
English, Lower	1,072
German	628
Latin	610
Agricultural Science	254
Biology	279
Botany	361
Chemistry	505
Physical Science	537
Physiology and Hygiene	173

<i>Subject.</i>	<i>Number of Candidates.</i>
Geography	80
History	1,805
Mathematics	1,070
French	8
Geology	1
Greek	6
Hebrew	2
Physics	13
Zoology	23
Bookkeeping	286
Business Methods	61
Commercial Arithmetic	115
Cookery, Laundrywork and Housewifery	151
Literature (Afrikaans)	154
Needlework	166
Typewriting	99
Commercial Geography and History ..	33
Drawing	14
Literature (English)	39
Manual Training	34
Music	41
Shorthand	30

A comparison of the number of entries for the different subjects included in the above list will be of interest to those who are concerned with the secondary school, its nature and purpose. A variety of comment is possible according to the differences in conception or idea which may exist in regard to the function of this type of school in the life of the pupil. In order to arrive at any true conclusions, however, it would be necessary to have a knowledge of the content of the courses of study indicated as well as of the pupils who have selected them. The facts given are therefore intended merely as an indication of the main lines of development in our secondary education. As is well known the problem of the secondary school at the present time claims the attention of all educationists, not only in the Cape Province, but also in other parts of the world, and this is the result of changed and changing social and economic conditions. In South Africa, where such conditions are to a great extent still in a state of flux, and where in addition we are concerned with a small European population spread over an enormous area, the solution of the problem becomes increasingly difficult.

Much has already been said and written in regard to the somewhat arbitrary and unscientific manner in which as a rule such examinations are planned. The need for reform in this direction is recognised on all sides. In recent years considerable changes have been brought about in our exami-

nation system, but we are far from reaching finality in this respect. At this stage, however, I cannot do more than state that the whole question forms the subject of thorough inquiry, and that on another occasion I hope to report what progress has been made in the interim.

In order to avoid misunderstanding I wish again this year to indicate that the candidates returned under the Bilingual-certificate examination are all teachers in service. The desire to possess a bilingual certificate appears to me to be general among our teachers, and justifies the expectation that in our bilingual country unilingual teachers will within a reasonable time be ranked among the fossils of the profession.

What is not apparent from the figures, but what in my opinion is specially noteworthy, is the fact that there were last year only three candidates for the Departmental Senior Certificate Examination who did not offer both official languages as subjects of the examination. But in this connection it is necessary to add that a considerable number of our larger high schools enter their candidates for the equivalent examination of the Joint Matriculation Board.

The language problem, however, although by no means so acute as before, still presents difficulties. Most important of these has been the interpretation of the language sections of Ordinance No. 5 of 1921, with regard to which much difference of opinion exists. The important point to bear in mind, however, is that the pupils should not be sacrificed in the interests of the teachers. In this spirit the ordinance is being carried out.

As far as the parents are concerned, a change has been made in the admission forms which are required to be completed when a child enters school for the first time. In the past the teacher had to accept the parent's statement as recorded on the admission form and classified pupils accordingly with regard to their home language without investigating the matter himself. Often trouble arose in this way and it was difficult to determine who was to blame. On the new forms to be used there is no mention of the home language of the child, with the result that the principal will have to inquire into the matter himself.

If he finds that the child knows both languages more or less equally well, he will, of course, leave the choice to the parent. Should the teacher's judgment be palpably wrong and complaints are lodged with the Department that the ordinance is being evaded, as has happened in more than one instance, it will be possible at any rate to allocate the blame and to take the necessary steps—a course of action impossible in the past under the Ordinance, in the case of the parent. Often, however, the fact is lost sight of that the name of a

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person is no indication of his home language. English-speaking van Zyls and Afrikaans-speaking Richards are incontrovertible truths.

Although the principle of instruction through the mother tongue is generally accepted and also largely carried out, there are parents and teachers who regard its application in the secondary area of the school of less importance, and consider that it is desirable to use both languages as media of instruction on the ground of the practice that the pupil obtains in the other language. The amount of harm done to the pupil in his mental development as a result of such a change of medium is difficult to determine in the almost total absence of experimental proof. The practice, however, is of doubtful value, if not educationally foolish. Unfortunately circumstances force us to adopt this practice in most of our country secondary and high schools; for where the enrolment in the secondary area is too small to justify the introduction of parallel classes, the principal and the committee are left with no alternative except the division of the subjects of instruction between the two media, more or less in proportion to the number of pupils constituting each group. But even this course of action is often not adopted, and minorities are lost sight of entirely; sometimes majorities are sacrificed to minorities that do not exist! The Department will be forced in the near future to devote its attention to this side of the language problem.

With regard to the bilingual certificate there is often considerable difference in the standard adopted by the different bodies and individuals responsible for granting these certificates. Some measure of uniformity is clearly needed and I intend instituting investigations with regard to this matter. This applies to the practical test more especially. There is a strong tendency still to attempt to learn a language from books instead of through the ear. Effective methods of language instruction are doubly necessary in a bilingual country.

MEDICAL INSPECTION OF SCHOOLS.

In drawing attention to the interesting and instructive information given in the report of the Medical Inspectors of Schools, I wish to deal specially with certain points of outstanding importance, in the hope that my remarks will help to awaken a more general interest in the bodily and mental health of the children of our country.

I may state without exaggeration that it is my firm conviction that, important as it is to bring our children into school, it is much more important to make provision for their bodily health. It is the duty of the State to provide for the mental training of its future citizens; it is just as much its duty to make provision for the preservation and development of their

bodies, and even, if necessary, to make medical inspection *and* treatment compulsory for every child. Free and compulsory education is of little value where children suffering from some physical defect or sickness or malnutrition are thereby prevented from making full use of it. In such circumstances education is thrown away, for the children would in the long run cost the State much more than timely medical inspection and treatment during their school life would have cost. It is surprising that no extensive health campaign has as yet been set on foot in a country like South Africa, where so large a proportion of the population consists of poor people—European, Coloured and Native—and ignorance of the most elementary principles of health is so general. Clearly, public opinion needs some education in this respect, and the State a fuller realisation of its responsibility in regard to national health. I must, however, restrict my remarks to school health.

Under present-day conditions, serviceable school buildings, sufficiently lighted and ventilated and provided with proper furniture and sanitation, are fairly effective safeguards of the health of the pupil. But much remains to be done. Owing to lack of funds school-rooms which are imperfectly equipped from a health point of view have sometimes to be used longer than they should be before new buildings can be provided. Unnecessary exposure to severe cold and excessive heat is prejudicial to efficient school work, and the absence of necessary playgrounds very often results in a lack of wholesome fresh air and exercise. Unfortunately the health of children is all too often endangered by ignorance, on the part of parents and teachers, of physiological and psychological laws. The school is, nevertheless, beginning to play a more and more important part in improving the pupil's health. Many teachers hold themselves responsible in a great measure for the bodily welfare of their pupils by taking special note of marked physical defects; by providing warm milk and soup during school hours and by devoting much of their time after school hours to all forms of sport. In the training of teachers special importance is attached to school hygiene, and every teacher is expected to give adequate attention to it throughout the school. There is, however, a general feeling that much can still be done in this respect, and the Department is aware of the necessity for laying much greater stress on this part of the work of the school in future than has been the case in the past. Unfortunately there are many cases where healthy surroundings, wholesome food and proper exercise, are insufficient to assure bodily and mental health without the help of a medical man. In some cases the teachers are able to recognise the signs of ill-health, but the actual diagnosis of the trouble is doctors' work. In such cases, as well as in cases where there are no outward signs of defective health, the cause of the complaint can only be traced by proper

medical examination. The report of the Medical Inspectors makes quite clear what they have been able to accomplish during the past year with the help of the school nurses. It also makes it apparent that the Department's present staff of medical inspectors should be practically doubled in order to cope effectively with the work of inspection. Surely a comparison of the expenditure in this Province on the medical inspection service with the expenditure in other Provinces and other countries, should act as a stimulus to the Administration to take vigorous action in the direction of extension.

In the past it was uncertain as to who should be actually responsible for the medical treatment of school children. Even now a clearly defined policy for the future is almost completely lacking. The matter was discussed during the session of the Provincial Council held in August last year, and fortunately there was no lack of interest and enthusiasm in regard to it. After that session of the Council further steps were taken, and a circular was sent to school boards to enlist their help in the solution of the problem. For several reasons this effort was destined to fail. The medical treatment of school children is not a matter that can be settled piecemeal, and in my opinion it was a mistake to disregard the Medical Council in the first instance. Very little light was thrown on the question by the extremely diversified replies sent by the school boards in response to the circular. We must, therefore, make other plans.

In whatever direction the solution may lie, there is one thing on which there is almost general unanimity, namely, that we cannot stop at medical inspection, even if the medical staff is doubled. Medical inspection without treatment in cases where treatment is necessary, is, as such, waste of time and money. In view of the fact that the majority of parents could be induced to permit their children to undergo medical treatment without being forced to do so by law, the only question which now remains to be settled is who is to pay for the treatment. The following questions occur spontaneously to those who look for a line of action in this connection:

- (1) Is the medical treatment of children, including school children, a matter for the Provincial Administration and should it be accounted for under educational expenditure; or does it naturally fall under the Department of Public Health?
- (2) Is it not necessary to look for co-operation, and to divide financial responsibility between the Health Department and the Provincial Administration?
- (3) Must well-to-do parents pay for the treatment of their children, the State paying only for the treatment of necessitous children; or must all children be treated

under one system, the local educational and Public Health bodies receiving a grant from the central authority?

- (4) On what principle must the services of doctors be obtained?
- (5) What criterion must be applied to decide whether children are necessitous or not before they can be treated free of charge?

That local bodies ought to bear part of the cost and that necessitous children ought to be treated free, are two points on which there will be very little difference of opinion. It is further clear that different methods would apply to the organisation of a school health service in thinly populated areas and in the towns. In each case it is obviously undesirable to leave this important national question to charitable societies. The £ for £ system prescribed by law at present has the advantage of laying down a general principle, but it is capable of application only in well-to-do communities. In practice the system appears to have become a dead letter, and a change in the law has perhaps become necessary. In the towns the obvious solution is the establishment of clinics. The treatment of children in existing hospitals is open to serious objections. Some of these are:

- (1) it disorganises school hours;
- (2) insufficient attention is given in hospitals to defects common to school children;
- (3) children have to wait too long in the out-patient section, and as a result become distressed;
- (4) in the out-patient section children and adults are intermingled;
- (5) there is insufficient provision for children in the existing hospitals.

These defects are removed if there is a school clinic which children can attend during school hours or during the holidays, at times convenient to teachers, parents and pupils. The less serious complaints can be treated at the clinic, and in serious cases arrangements can be made for treatment to be given in approved institutions. When a child is removed from a school clinic to a hospital he is able to obtain immediate attention and is not kept waiting so long as an ordinary out-patient. In urgent cases beds can be made immediately available for such children.

The Cape Peninsula is eminently adapted for a school clinic as the schools would lie within a radius of 10 miles from the clinic, which would thus be easily accessible. In the school clinic at Claremont, treatment is given not only to children from the southern suburbs, but also to children from places like Paarl, Stellenbosch and Malmesbury. During the

past year more than 1,200 children received suitable treatment at this clinic, but at least one additional clinic is necessary, if not two, to meet our needs. The Town Council of Cape Town has been endeavouring for years to obtain a grant from the Provincial Administration, but so far without success. Seeing that the Administration would desire to have some measure of control over the expenditure of any funds which might be given for this purpose, it would perhaps be well to accord help under certain specific conditions:

- (1) that the money shall be used exclusively for treatment, and this would naturally include necessary advice and the transfer of children to other institutions, as well as the general directions which it is the duty of a school clinic to furnish for children;
- (2) that children from other districts as well as children in the Cape Peninsula shall be admitted for special treatment;
- (3) that the Administration impress upon the Town Council the desirability (a) of arranging for visits to the homes of children—this is very necessary—by voluntary workers connected with the clinic; and (b) of making use of municipal nurses only when school nurses are not available;
- (4) that, if the Administration finds it practicable to give aid only on the £ for £ system at present prescribed by law, the value of the Council's buildings and the salaries of those workers who are employed on this work be assessed in order that the amount of the Administration's contribution may be fixed proportionately.

In the rural area circumstances are altogether different. In widespread areas such as Namaqualand, the solution of the problem will have to be sought by instituting a travelling school clinic, the clinic's staff to be appointed by the Department and, like the medical inspectors, to be full-time officers. In this case undoubtedly the expenses would be higher, but in all probability no higher than the cost to the Administration for the maintenance of children, including school children, in hospitals. The details of such a plan would have to be very carefully worked out. In the meantime the Claremont clinic could serve as an example for the establishment of similar clinics in the more thickly populated areas of the country districts—on the £ for £ system or otherwise, according to circumstances. As soon as the Executive Committee is in a position to make funds available for this purpose, I shall be prepared to submit a detailed plan to the Administration, in co-operation with the Medical Council and other bodies interested in the matter.

VI. SCHOOL BUILDINGS.

In the short review which I gave in my last annual report of the position in respect of school buildings, I pointed out that in reality the Province is engaged in a continuous building programme. New buildings are being erected at new centres; old and antiquated buildings are being replaced, and additions are constantly being made in those centres where there is definite growth of population. Finality in this matter is never reached.

There is evidence on all sides, too, that higher standards of convenience and suitability are being achieved in the provision of more modern school buildings, and, as a consequence, teachers are enabled to carry out their duties more efficiently. Incidentally the moral effect of good school buildings makes itself increasingly felt, and the school is steadily becoming one of the more important and vital factors in the life of the community.

Some indication of the progress in the erection of school buildings is shown by the increase in the annual charges for interest and redemption which have to be met by the Province on school building loans. It may be explained that shortly after Union (1910) all liability in respect of such charges on school building loans then current was wiped out, and to-day we are paying on loans issued since 1913 only. In 1920-'21 the annual charge for interest and redemption for this service amounted to £66,855. By the year 1929-'30 it had more than doubled, and it now stands at £154,182 per annum. This rapidly growing annual charge gives cause for thought, and points to the need for the most careful examination of all applications for new building schemes. Reference was made last year to the difficulty of establishing the relative urgency of such claims, and, whilst probably in the majority of cases there is warranty for the claims put forward by local education authorities, many applications are not made with that full sense of responsibility which could be desired. The absence in our educational system of a local rate, or of some *pro rata* contribution, as against the expenditure made by the central authority, is, in my opinion, a serious weakness in our educational finance. If the proceeds of such an educational rate as is referred to were placed in the hands of the local school boards, it would increase materially the sense of responsibility of the local people, as well as promote a deeper interest in the educational work for which they are responsible.

The capital expenditure made on school buildings since 1913-14, from which date interest charges again became payable by the Provincial Administration, is shown in the following table, from which it will be seen that the Province

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is to-day responsible for the annual charges on a total school loan expenditure of £2,992,382.

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	150,008	17	6
1927-28	183,645	4	10
1928-29	176,360	2	4
1929-30	215,866	13	3
	£2,992,382	3	4

These loans, it may be stated, are on a forty-year basis.

The list given below includes new school buildings and additions completed during 1930:—

Division.	School.
Albany	Grahamstown Primary (additions).
Albert	Burghersdorp High (additions).
Aliwal North	Jamestown Secondary (additions).
Bredasdorp	Napier Secondary (additions).
Caledon	Gansbaai Primary (additions).
Caledon	Greyton Secondary (additions).
Cape	Cape Town, Ashley Street (Col.) Primary (additions).
Cape	Cape Town, Trafalgar (Col.) High (additions).
Cape	Bellville South Primary (new building).
Cape	Goodwood Primary (additions).
Cape	Green and Sea Point Boys' High (additions).
Cape	Mowbray Primary (additions).
Cape	Parow Secondary (new building).
Cape	Sea Point, King's Road Primary (new building).
Cape	Wynberg, York Road Primary (additions).
Ceres	Ceres High (additions).
De Aar	De Aar Primary (additions).
East London	Tainton Village Primary (new building).
Fort Beaufort	Adelaide High (additions).
Glen Grey	Lady Frere Secondary (additions).
Gordonia	Warmzand Primary (additions).
Graaff-Reinet	Kendrew Primary (additions).
Hay	Niekerk's Hoop Secondary (additions).

Division.	School.
Herbert	Douglas High (additions).
Humansdorp	Humansdorp High (additions).
Humansdorp	Karreedouw Secondary (additions).
Kenhardt	Karos Primary (additions).
Kenhardt	Kenhardt Secondary (additions).
Kimberley	Kimberley, William Pescod (Col.) Secondary (new building).
Kingwilliamstown	Kingwilliamstown Central Primary (additions).
Kingwilliamstown	Kingwilliamstown Dale College Boys' High (additions).
Kingwilliamstown	Kingwilliamstown Domestic Science Centre (new building).
Knysna	Gladstone (Col.) Primary (additions).
Kuruman	Kalahari High (additions).
Kuruman	Olifantshoek Primary (additions).
Lusikisiki	Lusikisiki Primary (additions).
Maclear	Maclear High (additions).
Mafeking	Mafeking Secondary (additions).
Malmesbury	Kalabas Kraal Primary (new building).
Mossel Bay	Great Brak River Primary (new building).
Paarl	Kraaifontein Primary (additions).
Paarl	Paarl Girls' High (additions).
Port Elizabeth	Fairview Primary (new building).
Port Elizabeth	P.E. Dr. Viljoen Primary (new building).
Port Elizabeth	P.E. Grey Boys' Primary (new building).
Queenstown	Queenstown, Queen's Drive Primary (additions).
Riversdale	Corrente Rivier Primary (new building).
Somerset East	Somerset East, Hofmeyr Institute Primary (additions).
Stellenbosch	Hottentots Holland High (new building).
Steynsburg	Steynsburg, Paul Kruger High (additions).
Uitenhage	Uitenhage, Muir College Boys' High (additions).
Uniondale	Joubertina High (additions).
Uniondale	Warmbad Primary (teacher's residence).
Van Rhynsdorp	Bitterfontein Primary (new building).
Vryburg	Reivilo Primary (additions).
Vryburg	Vryburg High (additions).
Worcester	Touws River (Col.) Primary (additions).

HOSTELS.

Albany	Grahamstown, Victoria Boys' High (Superintendent's quarters).
Calvinia	Calvinia High (new building).
Cape	Rondebosch Boys' High (additions).
Cape	Wynberg Boys' High (additions).
Kingwilliamstown	Kingwilliamstown Dale College Boys' High (additions).
Paarl	Paarl Training College Men's Hostel (additions and alterations).
Stellenbosch	Stellenbosch Boys' High (new building).

VII. COLOURED EDUCATION.

Substantial progress has been made during the year in the sphere of Coloured education. Possibly the most striking feature has been the large increase in enrolment—from 67,568 in September, 1929, to 73,872 in September, 1930. This increase of 6,304, or nearly 10 per cent. is very satisfactory, indicating as it does the bringing into school of children previously uncared for, and the lengthening of the school life of children already within the educational net.

The number of schools has risen by 37—from 584 to 621. It will be noted that schools do not increase at the same rate as the enrolment; and this is not to be wondered at, since care is taken to sanction the establishment of a new school only when it is absolutely necessary, the fullest possible use of schools already established being insisted on.

While our system of schools has catered fairly well for the Coloured population in the towns and villages, it has made little or no provision for Coloured children on the farms. It has long been felt to be necessary that an effort should be made to prevent such children from growing up in ignorance, and I was very pleased, therefore, when the Provincial Council at its first session of 1931 made provision for the establishment of Coloured *farm schools* on the lines found so useful in the sphere of European education. Schools of this type, if established in sufficient numbers, will not only bring the means of education to the scattered Coloured population; they should go far to obviate the difficulty often experienced by farmers in securing suitable Coloured labour, since it is undoubtedly true that one of the objections on the part of the Coloured man to agricultural labour has been that it entails the cutting off of his children from school facilities.

The number of teachers employed in the schools has increased by 121—from 1,683 in June, 1929, to 1,804 in June, 1930. Of these 121 additional teachers, 108 were certificated and 13 were uncertificated. It is thus possible to say that every certificated teacher who left our service during the year was replaced by a certificated teacher, and that for all but a very few of the additional posts created we were able to find certificated teachers. The position in regard to teacher-supply would thus appear to be a sound one; but things in this respect are not quite so good as they seem. In the first place, we must remember that the increase in enrolment was so large as to outrun our financial resources, and that, had funds been available, the total number of additional posts created would have been considerably larger than 121. Secondly, there is the fact that 12 per cent. of the teachers in Coloured schools are uncertificated; and it is not sufficient merely to provide for development and to replace the wastage of certificated teachers by the appointment of certificated

teachers—we ought year by year to replace uncertificated teachers as they leave the service by certificated teachers. Thirdly, many posts in primary schools of the mission type are filled by European teachers, whereas this is work that should be done practically without exception by Coloured teachers. It is evident that there is lee-way still to be made up before we can rest satisfied in regard to the supply of Coloured teachers. It is not so much a question of lack of training institutions—indeed I doubt whether there is room in the Province for more than one additional training institution for Coloured teachers. The weak point rather is the enormous wastage that occurs during the course of training. Of the students who enter on the first year of training, little more than one-third successfully complete the course and become certificated teachers. To some degree this is inevitable, in view of the fact that Coloured education is, comparatively speaking, still in the embryo stage; and no doubt matters in this respect will improve as the years go on and the Coloured primary and secondary schools give a more efficient general education to the student-teachers of the future. The whole matter is, however, being carefully watched by the Department.

Elsewhere in this report I have recorded the granting of free education to European pupils up to the age of 15, irrespective of the standard attained. It is pleasant also to record that the Provincial Council extended the same privileges to Coloured pupils. Since most of the secondary schools for Coloured pupils are under denominational management, the Provincial Council made special provision for the payment by the Department of the fees of Coloured pupils of appropriate age in denominational secondary institutions.

Another important step forward has been taken by the introduction of a system of boarding and conveyance bursaries for Coloured pupils. In this way secondary education will be brought within the reach of pupils who in the past have been debarred therefrom by reason of distance. The scheme has been extended so as to include student-teachers, and it should now no longer be the case that a promising Coloured pupil will be unable to obtain secondary education or training as a teacher simply because he is not resident in a town where an institution giving the requisite education or training exists.

A number of years ago the practice of giving grants to European student-teachers was abolished, a system of loans being substituted. Though some opposition manifested itself at the time to this, there is no doubt that the step then taken was in the direction of raising the status of the profession. The same thing has now been done in regard to Coloured teachers. The system of grants is being abolished, and those students who require financial assistance during their course

of training, will be able to draw on the Loan Fund. Of course those who require to board away from home in order to obtain teacher-training will be eligible for boarding bursaries, since the training courses for Coloured teachers run parallel with the secondary courses, the entrance to both being the passing of Standard VI.

During the year the whole question of the salaries of Coloured teachers was thoroughly investigated by the Department, and the Education Amendment Ordinance of 1930 included a chapter which has placed salaries on a logical and reasonably satisfactory basis. The old salary scales were imperfect in many respects, and a change was overdue. The new scales do not represent by a long way all that the Coloured teachers, through their accredited organization, asked; but they have nevertheless been criticized in various quarters as being somewhat too lavish. I must say that I cannot agree with this view. Now and then one's attention is drawn to some Coloured teacher who is getting what looks like a very handsome salary; but it will invariably be found that a Coloured teacher who is getting a large salary has very high qualifications, or has had very long experience as a teacher, or is occupying the principalship of a large school. The new scales have been so arranged as to encourage teachers to obtain better qualifications than the bare minimum, and to compensate teachers who have to shoulder heavy responsibilities. I feel sure that the additional money that has been provided for Coloured teachers' salaries will in the end prove a most profitable investment of public money, and I might refer to the fact that, in suggesting the present rate of subsidy for Coloured pupils, the Provincial Finances Commission was guided by the conclusion it had come to "from the evidence submitted, that there is an overwhelming case for the increase of Coloured teachers' salaries at the Cape."

VIII. NATIVE EDUCATION.

Steady progress and a certain measure of advance are indicated by the statistics of enrolment, teaching staff and number of schools in operation for the year 1930, which show an increase of 9,106, 116 and 13 respectively. The inability of the Native Affairs Department to allow any additional funds for development in the financial year 1930-31 has caused hardship to the Missions and disappointment to the Department. Native education is likely to be very seriously affected by stoppage of development over a period of years. When it is remembered that the education of European children between the ages of seven and sixteen (or Standard VI) is compulsory, that practically all European children between these age limits are actually attending school, and that, on the other hand, the education of Natives is purely voluntary and that it is estimated that more than half the total number of Native children between the ages of seven and sixteen are not attending school, the gravity of the position will be better realised. The Native Development Account is now allocating for Native education annually its full estimated annual income. It has been unable in the present financial year to allow any funds for development, and has no reasonable prospect of furnishing such funds for years to come. There is therefore the definite and inevitable prospect, if the present system continues unaltered, of stagnation, if not actual retrogression, in Native education for an indefinite period of years. For this reason amongst others, revision of the present system is urgently necessary. Such a revision, it is suggested, should include:

- (a) provision of a graded increase in the proportion of the Native Poll Tax paid into the Native Development Account over a period of five years as follows:

	In each £ of Poll Tax.
Present rate	4s. 0d.
Suggested rate next year	4s. 9d.
Suggested rate in following year	5s. 6d.
" " " " " "	6s. 0d.
" " " " " "	7s. 0d.
" " " " " "	8s. 0d.

alternatively, provision, by other means, for an annual increase in the funds allocated for Native education to the Provinces of, say, five per cent. of their previous year's expenditure;

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- (b) provision that the total expenditure of the amounts allocated from the Account to each Province should be solely controlled by the respective Provincial Executives;
- (c) provision for the creation of an advisory board consisting of the Superintendents or Directors of Education in the Provinces, to advise on measures for the promotion of such uniformity of policy in Native education as might seem necessary or desirable.

These suggestions, if carried out, would ensure a moderate and definite measure of development in Native education during the next five years; would bring to an end the present deadlock between the Provinces and the Native Affairs Department as to the final responsibility for the financing of Native education; and would remove the well-founded objection to the present system of dual control of expenditure on Native educational services.

With regard to the management of Native schools, Section 28 of Ordinance No. 17 of 1930 has made it possible for the Natives themselves, under certain conditions, to obtain some measure of control in the conduct of Native schools. It appears to me necessary to create opportunities for the development of a sense of responsibility amongst the Natives in matters of public concern. In the long run it is the Natives themselves who are most directly concerned in the uplift of the Bantu race, and the white race can best help them by guiding them in such a manner as will enable them, in due course, to manage their own affairs. At their present stage of development and civilization, however, it would seem advisable not to aim at too rapid progress; and by making a beginning with the school committee system in more advanced areas, we may hope to check the hostility that is sometimes shown against Missions, to create confidence, and to develop a spirit of closer co-operation between black and white. The responsibility of the community for the upkeep and improvement of buildings and school grounds, and for securing the best available teachers in the schools, would also be fostered. From conversations I have had with men who have had life-long experience of Mission work, I am convinced that the guidance of Europeans, and particularly of the Churches, will be indispensable for years to come in the gradual process of civilizing the Native.

Apart from financial and administrative matters, in which there is but little public interest, there are, however, several other matters connected with Native education which are frequently discussed and sometimes sharply criticised. Two of these—the content of Native education and the place of the vernacular in Native education—are of sufficient importance

to justify special reference, and may here be briefly touched upon.

Common criticisms of the content of Native education are:

- (a) that the courses provided are too bookish;
- (b) that insufficient attention is paid to the environment and social life of the Native peoples;
- (c) that the schools tend to create a contempt for manual labour;
- (d) that the educated Native develops a superiority complex in relation to the mass of his fellows, and a keen desire to ape the superficialities of European civilization.

There can be no doubt that the latter tendencies are sometimes noticeable; and such results of school education are indefensible, whether they appear amongst Natives or Europeans—for it is not only amongst the Natives that these regrettable qualities sometimes appear. But it is highly doubtful whether an alteration in the school curricula would have the desired effect. The so-called “practical” subjects are already definitely provided for, e.g., hygiene, gardening, Native forms of hand-work, needlework, and, in the larger schools, also housecraft. There is, however, room for substantial improvement in the quality of the instruction provided in these subjects; and much more attention ought to be paid to branches of instruction which aim at improving the domestic and social life of the Native. It is, therefore, more a question of laying the correct emphasis on certain subjects than one of evolving a radical change in the present curriculum. Due emphasis on the various branches of the curriculum should extend the wholesome influence of the school through the pupils, short though their school life may be, to the whole community, and education in the broader sense of the word will acquire social significance.

As regards the vernacular, I am convinced that in the past this has not received sufficient attention. This comparative neglect is to be ascribed on the one hand to European ignorance of Bantu languages, and on the other to an over-keenness to grant the Native a share in European civilization. It seems obvious that the Missionary cannot bring the white man's religion into Native life without at the same time imparting his own civilization and culture. The constant contact of the Native labourer with European civilization, apart altogether from the influence of school and church, hastens this process of Europeanization, and it is an open question whether even segregation would materially lessen its effects. However this may be, the uplift of the Native can only be accomplished by rousing and maintaining his self-respect and national pride by means of education; and this

entails the definite study of the mother-tongue throughout the school, and the use of the mother-tongue as medium. At present the introduction of an official language is left too much to the discretion of the teacher, and too little account is taken of sound educational principles. This, of course, does not mean that the official language should not be introduced as a subject for study as early as possible—indeed this is doubly necessary owing to the lack of literature in the vernacular. The danger, however, is (as experience has proved) that emphasis of the official language often means neglect of the vernacular—a result which needlessly checks the intellectual development of the pupil. The very slow progress sometimes made by Native children is clearly to be ascribed as much to the foreign medium of instruction, as to the pupils' home environment. Of recent times, however, interest in Native languages has gradually increased. In this connection I may quote the following passage from a resolution of the Executive Council of the International Institute of African Languages and Cultures, at a meeting held in Rome in October, 1930:—

“ It is a universally acknowledged principle in modern education that a child should receive instruction both in and through his mother tongue, and this privilege should not be withheld from the African child. That there are in certain cases difficulties in education through the medium of the vernacular is undeniable. But experience in many parts of Africa has shown that they are not insurmountable, and that they are far outweighed by the advantages resulting from instruction in the native language. The child should learn to love and respect the mental heritage of his own people, and the natural and necessary expression of this heritage is the language. We are of opinion that no education which leads to the alienation of the child from his ancestral environment can be right, nor can it achieve the most important aim of education, which consists in developing the powers and character of the pupil. Neglect of the vernacular involves the danger of crippling and destroying the pupil's productive powers by forcing him to express himself in a language foreign both to himself and to the genius of his race.

“ As a general rule, therefore, during the first three years of school education, instruction should be carried on exclusively in a native language.”

The whole question of the use of the vernacular as medium of instruction, and of the two official languages in parts of the country where both are used, will, at an early date, form the subject of careful investigation and discussion with those directly concerned, and I hope to report next year as to the

result of these inquiries and the changes which may, in consequence, be found necessary in the Department's regulations on this matter.

In conclusion I have to report that in the course of the year I undertook a tour of the Transkei in order to get into closer touch with those engaged in the work of Native education, and to gain first-hand experience of some of the problems which arise. In the few weeks at my disposal I visited as many as possible of the larger institutions, but even there I did not obtain conclusive answers to all my questions—proof, if that were needed, that there still exists a Native question (or questions).

In summing up my Transkeian impressions, I would say that the following impressed me most:—

- (1) the lofty idealism of the Mission Churches and the great work already done by them;
- (2) the insignificance of what has been done in comparison with the great and extensive task that lies ahead;
- (3) the keen desire amongst the more or less educated Natives to advance along the path that they have entered upon, and the deep appreciation of the need of more education as a means of raising the people;
- (4) the peaceful nature of the Native population and the ease with which, apparently, they can be influenced and led;
- (5) the necessity that we Europeans should convince them of our honest interest in them and so win their trust, before success can attend our efforts to help them;
- (6) the valuable training which many Natives are undergoing in the service of their own people's interests;
- (7) the great need which they have of the help and guidance of Europeans in their efforts to raise their people to a higher standard of civilization—a process which, in the nature of things, must be a long and arduous one;
- (8) the excellent work which is being done by the agricultural schools; and the interesting fact that these schools have been established and are maintained from purely Native funds by the Transkeian General Council itself;
- (9) the immense economic problems which arise in South Africa in connection with Native development.

IX. FINANCE.

The following statement shows the expenditure on educational services during the financial year ended 31st March, 1930, as compared with that for the financial year ended 31st March, 1929:

	1929-30.			1928-29.		
	£	s.	d.	£	s.	d.
A. Administration	22,061	7	2	20,779	2	1
B. School Boards and School Committees	53,433	12	0	53,282	13	1
C. School Inspection	37,299	16	0	38,265	3	0
D. Medical Inspection	8,321	19	0	8,035	0	3
<i>European Education—</i>						
E. Training of Teachers	63,311	19	5	66,941	1	2
F. Secondary Education	131,649	18	9	123,623	5	4
G. Primary Education	1,212,799	0	10	1,161,219	18	7
H. Combined Primary and Secondary Education	887,117	0	7	884,143	14	2
J. Coloured Education	285,866	16	7	256,773	5	2
K. Native Education	347,548	7	3	335,213	6	3
L. General	114,116	15	5	107,124	12	5
M. Minor Works	7,555	13	9	6,218	3	11
Total	£3,171,082	6	9	£3,061,619	5	5
Increase .. .. .	.. .. .	.. .. .	.. .. .	£109,463	1	4

The increase in expenditure upon Administration is due to certain non-recurrent items of a special nature.

There have been savings upon school inspection and upon the training of European teachers, due to the abolition of the post of inspector of training schools, the abolition of teaching posts in training schools and the supply of less equipment.

During the year there was an increase of expenditure of approximately £62,000 in connection with European schools generally. Additional equipment, grants for indigent boarders and incidental expenses, account for about £12,000 of this increase, the remaining £50,000 being entirely in respect of teachers' salaries. Only about £5,000 of this amount represents true development in the establishment of new schools and the appointment of additional teachers to meet increased enrolment. The bulk of the money went to meet increased salaries of teachers, due either to scale increments under the law, the promotion of schools to higher grade, or the entry into the service of teachers with improved qualifications.

Expenditure upon Coloured education advanced by about £29,000. Of the salary vote true development in the direction of increased educational facilities accounts for about £12,000 and increments to teachers, £4,500. Additional equipment to meet the increased enrolment, additional student-teachers' grants and rent charges account for £7,000 and the new liability created by the granting of assistance for the

repair of school buildings under Section 20 of Ordinance No. 25 of 1928 was approximately £2,000 for this year.

The increase in the expenditure upon Native education was almost entirely due to development in the establishment of new schools and the appointment of additional teachers to meet the increased enrolment.

EDUCATION SUBSIDY.

The question of the inequality of the education subsidy to the Cape Province as compared with the other Provinces has been referred to at length in previous reports, and it is unnecessary again to emphasize the disadvantageous position in which the Cape Province is placed. At the time of the drafting of this report a Conference of the Administrators and Executive Committees of the four Provinces is giving further consideration to the matter, and it is to be hoped that the labours of the Conference will bear good fruit.

REPORT OF THE CHIEF INSPECTOR FOR NATIVE EDUCATION.

MR. G. H. WELSH, B.A.

During the year under review there has been a small increase of thirteen in the number of Native schools in operation, an increase of 116 in the number of teachers employed and an increase of 9,106 in the number of pupils enrolled. From April, 1930, it was found necessary, owing to financial stringency to curtail all schemes of development, and since that date it has not been possible to open any new schools or to sanction the appointment of any additional teachers in existing schools.

SUPPLY OF SCHOOLS.

The number and classification of Native schools drawing aid during the third quarter of 1930, with the corresponding totals for 1929, are given in the following table:—

	Tr.	Sec.	Indus.	Pt.-Time.	Miss. (Prov. Instr. up to Std. VI).	Miss. (Other).	Totals.
1930 ..	14	6	16	4	155	1,541	1,736
1929 ..	15	6	16	2	152	1,532	1,723

The Buntingville Native Training School was closed down at the end of 1929, and the number of Training Schools in operation in 1930 was thus reduced by one; two new evening schools—at Ndabeni and Langa, Cape Town—have been established; a few large mission schools have been promoted to Higher Mission rank; and twelve new mission schools for which grants were authorised in the early part of the year have been opened.

NUMBER OF PUPILS.

(a) *Enrolment.*—The average number of pupils enrolled in Native schools aided by the Department during the third quarter of 1930, with the corresponding totals for 1929, is as follows:—

	Tr.	Sec.	Indus.	Pt.-Time.	Miss. (Prov. Instr. up to Std. VI).	Miss. (Other).	Totals.
1930 ..	1,645	401	533	185	29,970	108,718	141,452
1929 ..	1,565	334	478	166	27,863	101,940	132,346

All types of schools show an increased enrolment, the total increase being 9,106. For the seven-year period 1920-1927, the increase in enrolment averaged only 1,088 per annum: in 1928 it was 5,912, in 1929 it was 5,173 and in 1930, as shown above, it was 9,106. It thus appears that of recent years there has been a definite acceleration in the rate of increase of school enrolment.

(b) *Attendance.*—The average attendance during the third quarter of the year 1930 was 113,936 or 80.5% of the average enrolment.

This figure shows a slight decrease of .6 per cent. on that for 1929. In present conditions of Native life, an average attendance of much over 80 per cent. of enrolment cannot, it would seem, be hoped for.

TEACHERS.

The total number of teachers employed in Native schools during the second quarter of 1930 was 3,632, of whom 152 were European, fifteen were Coloured and 3,465 were Native. Of this total 2,115 were men and 1,517 were women. 89.1 per cent. of all teachers employed were fully certificated as compared with 88.6 per cent. in 1929. Of the remainder the great majority have had one or more years of professional training.

The increase of 116 in the number of teachers employed is accounted for by appointments sanctioned before the end of the financial year 1929-1930.

A sum of some £5,000 was made available during the year for the payment of small increments to certain Native teachers having over five years' service. The provision of funds for payment of regular annual increments as contemplated in the Union salary scales for Native teachers is not in the present circumstances of the Native Development Account possible. The teachers are with good reason becoming more and more restive at the long delay in applying in full the principles in regard to salaries approved and recommended in 1928 by the Native Affairs Commission.

In order to ensure that Native teachers of suitable qualifications should have the opportunity of securing employment in higher grade teaching posts all managers of Practising schools and of Training Schools were asked during the year to advertise future vacancies in posts in these types of schools at present occupied by Europeans as open to either Europeans or Natives, and to give preference in nominating teachers for a proportion of such posts to Native applicants of suitable qualifications. The number of Natives competent for these posts is limited but the arrangements now made will at least secure full opportunity of obtaining promotion to those who have undergone the necessary academic and professional training and have proved themselves efficient and successful teachers.

TRAINING OF TEACHERS.

The number of students in training during the year 1930 was 1,645, of whom 980 were females and 665 were males. The total shows an increase of 80 over that for the previous year.

The question of extending the period of training for the Native Primary Lower Certificate by one year has been under consideration and was referred to the Advisory Board on Native Education at its last meeting. The resolution of this body on the question, viz., "that in view of the economic condition of the Native people an extension of the period of training for the Native Primary Lower Certificate is not desirable" is significant. Though the desirability of providing a fuller and broader training for mission school teachers can hardly in itself be questioned, the financial difficulties of the Native people in providing for the training of their sons and daughters as teachers, coupled with the lack of funds for any increase in the Training School or Practising School staffs such as would be necessary were the course to be extended to cover a period of four in place of three years, are factors of the situation which for the present render impracticable any change in the period of training of the mass of Native teachers.

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In 1930 only four students took the special course of training for Native Infant School Teachers provided at All Saints', and in view of this unsatisfactory support, the mission has determined to discontinue the course. It is highly regrettable that the inducement held out by way of increased salary to teachers taking the Certificate (£3 per annum) is so inadequate. Until this amount is increased, there can be little prospect of inducing female teachers to take the additional year of training required.

The number of candidates from the Native Training Schools of the Province who took the examinations of the Department in 1930, and the number who succeeded were as follows :—

	Candidates.	Passes.
Native Primary Lower (First Year)	729	431
Native Primary Lower (Third Year)	424	276
Native Primary Higher (First Year)	7	7
Native Primary Higher (Second Year)	20	18
Native Infant School Teachers' Certificate	4	4
Housecraft Teachers' Certificate	2	2

SECONDARY EDUCATION.

The following table shows the number of pupils enrolled during the last five years in secondary classes at the Native Secondary Schools supported by the Department :—

	Enrolment.	Increase on previous year.
1926	164	—
1927	221	57
1928	289	68
1929	334	45
1930	401	67

At four of the six aided Native Secondary Schools in the Province, pupils are not taken beyond Standard VIII or the Junior Certificate stage; but at the remaining two, Lovedale and Healdtown, the full secondary course up to Standard X. or Matriculation will be offered in 1931. The claims of several of the Secondary Schools to additional salary grants-in-aid are very strong; but in the absence of the necessary funds, no such grants have been available since April, or are likely to be available during 1931. It is most unfortunate that the steadily growing demand for secondary education among Natives is thus likely to be checked and that the very small amount spent on this form of education, viz., £3,914 during the year 1930-1931 cannot be increased.

Of 126 candidates from Native Secondary Schools in the Province for the Junior Certificate Examination in 1930, 75 were successful, six being placed in the First class. The great majority of the successes were obtained by the schools at Lovedale (34), Healdtown (31) and Clarkebury (8). The other three aided Native Secondary Schools are not yet commanding that support from Native parents which had been hoped for.

INDUSTRIAL EDUCATION.

An increase of fifty-five is shown for the year in the enrolment of the Industrial Schools aided by the Department, the total number of students undergoing training now being 533.

Growing interest is being shown in the Spinning and Weaving Departments of the various Girls' Industrial Schools in Bechuanaland and the Transkei. In order to guide, co-ordinate and extend the work done at these centres, there is now in my opinion need of the services of a specialist Departmental Instructor, and such an appointment, when financial conditions permit, should receive consideration. The possibility of establishing a new branch of training for Native girls in hand-made carpet-making has been brought to the notice of the Department and is being investigated.

The various departments engaged in the training of carpenters, builders, blacksmiths, tailors, shoe-makers, and basketry-workers are making satisfactory progress. A wagon-making department at Lovedale is no longer commanding the support previously accorded it, and as this is recognised as a dying industry, the department is likely to be closed down during 1931.

PRIMARY EDUCATION.

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

1,350 schools are provided with school gardens, an increase of 71 during the year; tree-planting is carried on at 343 schools, an increase of 32 over the 1929 figures; and one or more forms of handwork are taught in all but fifty of the schools.

A simple course of Housecraft (Cookery and Laundrywork) for Standards V. and VI. girls is being provided at 44 mission schools. It is highly desirable that this course should be provided at *all* Higher Mission Schools in the Province, of which there are at present 155; and the Departmental Instructresses are making steady efforts, by means of special vacation courses for female teachers and other propaganda work, to attain this end.

Many of the mission schools are found on the occasions of Inspectors' visits to be labouring under serious difficulties owing to the pupils' lack of necessary books. The system of supplying Native Schools with books and other requisites for pupils' use at approximately half price involves a considerable expenditure of public funds and relieves Native parents of a substantial part of the cost of educating their children. It is therefore the more regrettable to find that the principal teachers of many schools are apparently unable or unwilling to adopt businesslike methods in the disposal of books and requisites to pupils, and allow their school book accounts to mount up quarter by quarter until eventually the school has to be refused any further supplies. When this occurs, pupils in outlying schools often find themselves through no fault of their own unable to obtain the necessary books and requisites for their standards, and the progress of their education is as a result seriously hampered. The matter is one which deserves the earnest attention of all school managers who can do much to check the careless and casual attitude of some teachers towards their school debts for books and requisites.

The question of language instruction and of the practice in regard to medium of instruction in Native mission schools was referred to at some length in my report for 1929. It will suffice here to say that proposals for making more definite and explicit the Department's regulations in regard to medium of instruction in these

schools are at present under consideration, and that insistence upon a fuller use of the pupils' home language in the junior classes of the schools up to Standard II. is contemplated. The advisability of urging the adoption of Afrikaans as second language in Native schools in certain areas where Afrikaans is the prevailing language of the European population has also been investigated; but, owing to the lack of Native teachers who possess any knowledge of Afrikaans, no immediate action in the direction indicated seems practicable.

The management of almost all Native mission schools is in the hands of the missionaries of the various denominations working amongst the Native people, and, generally speaking, the powers of control over the schools and the teachers enjoyed by the missions are retained in the hands of the managers, who need not, though they generally do, consult Native opinion in matters affecting individual schools. In some parts of the Province, there is a growing feeling amongst the Natives, shared by many missionaries, that the Natives themselves should be given fuller and more direct opportunity for sharing in the control of their schools. To meet this desire, legal provision has recently been made for the creation, where this is desired by the missionary superintendents, of committees for the management of individual schools, the constitution of each such committee being left to the discretion of the manager, subject to the approval of the Superintendent-General of Education. It has further been provided that where there is a wish to co-ordinate the control of a number of mission schools under different denominations, a committee may be established for the joint control of two or more such schools. It is of interest to note that a definite scheme for the establishment of such a committee for the control of all Native mission schools in the district of Victoria East is under consideration by the various missionary managers of that district. The progress of this scheme if it comes to fruition will be followed with interest by all concerned with Native education.

ADVISORY BOARD FOR NATIVE EDUCATION.

At the annual meeting of the Board held at East London in July, 1930, a number of matters of educational importance were discussed. Amongst the more important resolutions adopted were the following:—

- (1) That the Department be asked to enter into negotiations with the South African Native College with a view to exploring the possibility of organising Vacation Courses for Native teachers who wish to improve their qualifications.
- (2) That the Board approach the Department of Public Education with the request that the conditions granted to Coloured Mission Schools in respect of rents for school buildings be applied also to Native Mission Schools.
- (3) That in view of the economic condition of the Native people an extension of the period of training for the Native Primary Lower Certificate is not desirable.
- (4) The Board recommends that the Department should consider the advisability of providing instruction in a second official language at selected training institutions.

(5) Since it is an accepted principle, in efforts to ameliorate the condition of backward peoples that a due share of the required expenditure be borne by the more advanced sections in the interests of the common weal, and since in the opinion of this Board the Native population of the Union is contributing towards the cost of its uplift to the utmost of its capacity, and whereas the experience of the last four years has clearly proved that the funds made available for Native Education are inadequate for the present needs and consequently do not provide for normal development, this Board strongly urges that—

- (a) Grants be allocated to the Provinces from general revenue on a per caput basis in view of the fact that the cost of European education in the Union exceeds £15 per pupil, and that the allocation to Coloured education is £5 5s. per pupil.
- (b) That until this principle is acted upon it is incumbent on the Union Government to provide a larger fixed payment than £340,000 as provided from the Consolidated Fund (Act 46, Section 3 (1), 1925), and a higher proportion than one-fifth of the general tax paid by the Natives (Act 41, Section 12, 1925).
- (c) That in the meantime the balance of approximately £145,000 standing to the credit of the Native Development Fund, as at 31st March, 1930, be disbursed in order to meet the pressing need for educational development in the Provinces.

In explanation of these resolutions it may be remarked in regard to No. 2 that practically no rent grants for Native school buildings are now being paid in this Province, though fairly generous grants are paid in respect of Coloured mission schools; in regard to No. 4 that instruction in only *one* official language is at present provided at Native Training Schools; and in regard to No. 5 that, as the present system of financing Native education referred to at some length in my report for 1929, is giving general cause for dissatisfaction, the Board's views on the reforms desirable deserve careful consideration.

In regard to the question of the promotion of pupils by the principals of mission schools, the Board expressed the view that the time was not yet ripe for the placing of this responsibility on Native principal teachers, but was not opposed to a trial being given to the suggested system in a few specially selected schools. A discussion on the advisability of introducing a Departmental examination for all Native Standard VI. pupils on the lines of the Department's secondary school and professional examinations showed that such an examination is not regarded as necessary. This is of some interest as showing a definite opposition to a system which has long been in force in Natal and has recently been introduced in both the Transvaal and the Orange Free State.

The cause of Native education in the Province sustained a severe loss during the year through the death of Dr. James Henderson, of Lovedale. Dr. Henderson had laboured for a quarter of a century for the welfare of the great Institution under his charge and for

the betterment of the Bantu race throughout the Union. The sanity of his views and the breadth of his outlook secured for him a great measure of influence, an influence always steadily exerted to secure an amelioration of the conditions of the people amongst whom he worked. As an educationist he was a man of vision and faith; and he profoundly inspired the work of Lovedale with its varied educational activities. The South African Native College at Fort Hare, for the establishment of which Dr. Henderson was largely responsible, remains as a memorial of what his determination and personality could accomplish.

The death of the Rev. R. E. Baur towards the end of the year removed yet another of the missionary stalwarts who have devoted their lives to educational and mission work amongst the Natives of this Province. Mr. Baur was the founder of the Moravian Institution at Mvenyane in East Griqualand, and under his guidance as teacher and missionary the Institution grew to be one of the most efficient of the Native educational centres under the Department. His loss will be deeply felt.

DEVELOPMENT.

Though in present financial conditions there is little likelihood of the early provision of additional funds for schemes of development, it may be as well in concluding this report for me to summarise briefly the chief requirements for development of Native education in the Province.

Provision requires to be made—

- (1) for the appointment of an additional Inspector of schools in the Transkei;
- (2) for the appointment of two additional Departmental Native Visiting Teachers;
- (3) for the appointment of a specialist Departmental Instructor in spinning, weaving and allied courses of industrial training;
- (4) for the opening of new schools and for the appointment of additional teachers for existing schools;
- (5) for improved conditions of aid to secondary schools particularly in urban areas; and also for the appointment of such additional teachers as may be needed for the extension of the secondary course to include Standards IX. and X. at approved centres;
- (6) for the granting of regular annual increments to Native mission school teachers whose work is efficient.

REPORT OF MEDICAL INSPECTORS FOR 1930.

In this report the statistics for the first time cover a complete period of twelve months in which the enlarged staff of four medical inspectors and eight nurses were at work. It therefore seems advisable to give a short review of what can be done with the present staff, and what should be done as the minimum for a complete and satisfactory system.

When staff is insufficient for the work to be done, it is necessary to decide what must be dealt with first, as an attempt to cover too wide a field produces no effect. Experience has repeatedly proved this to be true as regards medical inspection. A single visit and inspection, which is not repeated for many years, has next to no effect on the health and cleanliness of a school. It was therefore decided to deal at first with schools under school boards, as the Department is more directly responsible for such schools. At first, while there were only two inspectors, it was only possible to visit the larger schools, of an enrolment of 100 or over. Since the appointment of two assistants it has been possible to visit the smaller schools, of an enrolment of 20 to 30 or upwards. In towns, or areas such as Stellenbosch, Tulbagh or Paarl, where the schools are closer together and two or more can be inspected in one day, it has been possible to visit practically all the schools under the School Board, even the smallest. In areas such as Caledon and Worcester the children from country schools have been collected at central points, and in this way a number of schools have been brought in touch with the medical inspector. This is not a very satisfactory plan, nevertheless, as, if a number of children arrive at the same time on lorries or by cars, there is a long wait while the inspection is being carried on; it is difficult to avoid wearisome delays for the busy parents present, the schools are disorganised, and the medical inspector has no opportunity of seeing the actual conditions under which the children work. It must therefore be regarded as a temporary plan only, until the schools can be visited individually.

But it is when we have to deal with areas of the type of Namaqualand, Wodehouse, Uniondale, Kenhardt, Barkly West or Calvinia that the greatest difficulty is found. There are a large number of schools at considerable distances, and often the number of children in them is small. It may perhaps take a day to reach a school and inspect ten children or even fewer; sometimes there may be only five or six children in a farm school. In a large school, or in an area where schools are close together, the medical inspector may see fifty children in a school day. It was therefore in order to get the greatest possible amount of work out of the present staff during the school terms that the larger schools were visited first. With each extension of staff the scope of the work done is widened. Unfortunately the necessary expansion expected has been long delayed. It was over eight years before the staff was raised from two inspectors and four nurses to four inspectors and eight nurses, and this is still very inadequate.

The original limitation to schools under school boards meant that inspection at first was almost entirely confined to European schools. It was hoped to extend inspection to schools not under school boards as soon as possible; the estimates of the staff required for inspection which were prepared and submitted were

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based on the number of coloured and European children in the Province.

A scheme covering regular inspection of schools under school boards with treatment by school clinics and local doctors, could easily, when once in being, be extended to the coloured schools, while inspection even of those coloured schools under school boards showed that few children in them would be able themselves to obtain the treatment found necessary on medical examination.

The large number of native school children also forms a difficult problem. In the Territories there are no facilities for treatment within reach of the vast majority of children, and inspection and treatment should form part of a scheme for providing a medical service for the Territories, such as was discussed at the Medical Association. That it is urgently needed there is no doubt.

The schools for native children scattered through the Province should be inspected with the other schools of the area in any complete scheme. The school nurses when visiting an area do as far as possible work in all the coloured and native schools in the area. Where there is a nurse at work among the native people, as at Aliwal North and Queenstown, they get in touch with her and give as much help as possible.

When a school with an enrolment of anything up to fifty children is inspected, every child present is medically examined. With a school of an enrolment up to a hundred half the school is inspected at each visit. With the larger schools there are two alternatives. Under some systems the whole school is examined at one visit which may take three weeks or more, and the school is not revisited for several years. Under our system a certain proportion of the school is examined at each visit and an attempt is made to visit yearly, if possible, two yearly if not. In this way new cases coming in are seen regularly, instead of waiting four or more years, and a regular supervision can be kept over school conditions.

It is desirable to see every child shortly after he enters a school. As seven is the compulsory school age we therefore arrange to examine all the children of seven, and any of eight years old who were not examined at seven. It is also very desirable to have an examination at or near adolescence. We therefore arrange to examine all children of fourteen and fifteen. In the future this group will be larger, as up to the present children could leave school when they reached Standard VI., though they might still be under fifteen. It may be reckoned that these two groups together will form rather less than one-fifth of the total school enrolment, and two medical examinations during school life may be regarded as the very minimum requirement.

But in addition there will be children who have been noted down by teachers as flagging or suffering from some defect; others noted as unfit by the school nurse on her visits to the school, and requests for inspection from parents who are anxious about their children. There are also cases selected by the medical inspectors themselves from observation of the school, and lastly all the cases who were found defective at the last visit, and need to be re-examined. These cases altogether will form a large percentage of those presented for examination at an inspector's visit to a school, and form another reason for regular and frequent visits, if any effect is to be produced on the health of the school, and if there is to be any work done in the prevention of defect.

In calculating the percentage of children found to be defective, it is obvious that the true incidence of defect on the school population will not be given by calculating the number of defects found in the total number of children examined. To take a concrete example. At a country High School two hundred children were examined at this year's visit out of a total of four hundred odd. Of these two hundred, eighty were examined as entrants and as fourteen and fifteen year olds (adolescent group), just on one fifth of the school. One hundred and twenty were specially selected, some because they had been found defective at a previous visit, and were re-examined to see if treatment had been obtained, some because they showed signs of fatigue or of some defect. A few were put in because owing to frequent change of schools or to attendance at a distant school they had not yet been examined.

Obviously therefore the percentage incidence of defect in a normal sample of the school population must be calculated on the entrant and adolescent groups. As the defective children are re-examined frequently and reappear at consecutive examinations, they would vitiate the statistics if included every year.

In every year, therefore, when the statistics are prepared from all the schools examined, the entrant and adolescent groups are calculated separately—this is obtained from the date of birth on the medical inspection card—and the remaining specially selected cases are grouped separately. Many discrepancies in statistics are due to the fact that the calculations are not made on a normal sample of the population under discussion.

The statistical tables are given in full at the end of the report, but a short summary is discussed here.

The number of children medically inspected was as follows:—

<i>European children:</i>					
Entrant group	..	..	..	..	9,393
Adolescent group	..	..	..	..	6,647
Specially selected	..	..	..	..	6,712
Re-examinations	..	..	..	..	1,271
					24,023
<i>Non-European</i>	..	..	..	..	1 127
					25,150
Total number medically inspected	..	..			25,150
Number of children examined by school nurses apart from medical inspection	..	..	..	..	39,827
Total number examined by medical inspectors and nurses	..	..	..	..	64,977

The Non-European figures are given to complete the returns but they are too small to allow of any deductions being made, and the conclusions drawn below apply only to the European figures. The medical inspectors are most anxious to extend the work to the coloured schools, and as it is physically impossible to cover the ground without more staff, it has been decided to visit the Coloured Training Schools regularly, and so make the best use of the time available. A beginning has been made this year. The Training Colleges have been visited for lectures to students in training, medical inspection of the practising schools, and demonstrations to students. In country areas it is possible for the school nurses

to visit the coloured schools round their headquarters, but in Cape Town the number of schools is so great that visits have been almost entirely limited to coloured schools under the school board.

If we take the European children only, we find that there are

131,085 under school boards.
8,905 not under school boards.

139,990 Total.

If we reckon that a minimum of one-fifth of the school population is examined each year, covering the whole school population every five years, at least 28,000 children should be examined each year, and if we allow for specials the number will be still higher.

The following table shows the number of schools which have been visited, or from which some of the children have been brought to a central medical inspection, with the enrolment in these schools with which the medical inspectors have been in touch, and the number of schools and their enrolment with which the medical inspectors are not in touch.

	Under School Boards.	Not under School Boards.
Number of schools visited or attending an inspection	802	23
Enrolment of schools	102,356	3,924
Schools not visited or attending inspec- tion	1,427	19
Enrolment	24,186	2,606

It will be noted that the average enrolment of the schools not visited is 16·9, and they lie widely scattered over large areas. It will be understood therefore that a medical inspector visiting these schools would spend so much time in travelling that it would be impossible for him to examine over 6,000 children a year, which is the present average of each inspector.

If we take the total European and coloured school population—

European	139,990
Coloured	67,575
<u>Total</u>	<u>207,565</u>

and reckon the minimum of one fifth, this would give 42,000 children to be inspected annually. There are also the special examinations and re-examinations, so that a staff of eight medical inspectors would be necessary.

The following comparative tables may be of interest :—

	Total Expenditure Inspection and Treatment.	Average European Enrolment.	Cost per Head.
Cape	£9,368	139,990	1s. 4d.
Transvaal	21,724	130,857	3s. 3·8d.
Natal	4,550	28,022	3s. 2·9d.
Orange Free State	3,230	44,459	1s. 5·4d.
England and Wales	1,450,987	4,561,641	6s. 4d.

	No. of European children at school.	Average attend- ance.	No. medically examined yearly.	Per- centage
Cape	139,990	92	24,000	17·3
Transvaal	130,857	91·1	14,464	11
Natal	28,022	76·2	2,725	10
Orange Free State	43,289	92·8	5,202	12
England and Wales	4,967,394		2,685,739	54·1

It will be seen that no province has yet reached the minimum even so far as the European population is concerned, and the problem of the coloured and native population has not been touched. It is impossible to keep the population in separate compartments. Disease and ill-health in one section react on the whole community, and an unhealthy or defective person is an expense and a drag on the State whatever his race or position.

THE SCHOOL NURSES.

The work of the school nurses is a most valuable part of a school medical service, and the results obtained depend very largely on them. When the medical inspector is in her area, the school nurse assists at inspections, and enables the inspector to examine a larger number of children than would otherwise be possible. When not assisting at an inspection, she visits the schools in her area, inspecting children for cleanliness and minor defects, and giving talks on hygiene, home nursing and mothercraft in the school. One of her most important duties is the "following up." At her next visit after an inspection she sees all children recommended for treatment, and visits the homes of those who have not been treated. If it is a question of lack of means, she puts the parents in touch with hospitals or clinics; if it is merely a question of delay she explains the need of treatment to the mother. The nurse leaves a written report of her following-up for the medical inspector at his next visit.

This personal contact with the parent is most important. Where a nurse is able to visit her schools regularly and call on the parents the results are excellent. As an instance of what can be done by an energetic school nurse, when helped by the teachers and the local authorities, the figures for Mrs. Clark's headquarters may be quoted. In 1925, 9·5 per cent. of the children had nits and 1·3 per cent. vermin. In 1930, ·6 per cent. had nits, and no cases with vermin were found. The percentage treated after inspection was 100 per cent. in eight schools and the lowest percentage was 83 per cent.

Unfortunately our nursing staff is far too small, and is not able to give sufficient time to lectures and home visits. The work of the nurse is so essential to supplement that of the inspector, and the results depend so much on her activity, that it is well worth while to increase the nursing staff in the proportion of at least three to one, that is, 24 nurses to eight medical inspectors. Where the school nurse can visit schools and homes between each medical inspection, the percentage of children treated goes up at once.

Mrs. G. E. Davies, the chief school nurse, has given a large number of lectures in the schools and has set papers on the courses given. She has also given lectures at vacation courses for teachers, which have been of great value. The teachers are pressing for

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regular courses of lectures in mothercraft, home nursing and hygiene in the schools, especially for the older girls. But it must not be forgotten that it will not do to educate one sex only in healthy living. Some of the mothers complain now that attempts to modify diet and introduce into the home what they have been taught in school make trouble if the husband has not been taught diet and hygiene as a boy. So it is encouraging that one excellent set of papers on hygiene came from a boys' school. At present hygiene is on our school syllabus, but it is often not taught satisfactorily, and the school medical service could give the help it is asked for much more freely with a larger staff of nurses.

The following are the figures for the work of the school nurses :—

Medical inspections attended	734
School visits apart from medical inspection ..	867
No. of children examined	39,827
Visits to homes	1,073
Lectures given	187
Indigent Homes and other institutions visited ..	57

At the medical inspections 3·7 per cent. of the cases examined had vermin or nits. As the parents are invited to be present at the inspection, and therefore may be supposed to prepare the child, it may be said that this is not a fair index of the actual percentage. The school nurses visit a school without notice, and see every child present. Their figures give a percentage of 1·5 per cent. with vermin and 6·9 per cent. with nits, a total of 8·4 per cent. The following figures are added for comparison :—

	Children examined by School Nurses.	No. with nits or vermin.	Per- centage.
Cape Province	39,827	3,373	8·4
Amsterdam	383,523	36,449	9·5
England and Wales	13,806,144	777,498	5·6

There is a very marked improvement in the areas regularly visited. Some schools now show a clean bill, and many only a few children with nits among the newer entrants. Ten years ago it was almost unknown to discover a clean school. As soon as an area has reached a good level of cleanliness the nurses extend their work to areas not yet touched, while the clean schools are visited at rare intervals. Unfortunately there are a few schools which show no improvement, and usually one or two families are responsible for the condition. In the big towns such cases can be reported to the municipal authority for disinfection, but they soon relapse, and in country schools they form a problem. The co-operation of the teachers has been freely given to the nurses in the work in the schools, and we are very grateful for their help.

INCIDENCE OF DEFECT.

Of the entrants and adolescents examined 32 per cent. were found to be defective, and 24 per cent. required treatment at the time of inspection. Of the specially selected cases 44 per cent. were defective and 37 per cent. required treatment.

The incidence in defect as found in the town schools varies very little from year to year, but there is a great variation in the different country districts. One figure which fluctuates widely in different

parts of the Province is severe dental decay. In some areas cases requiring urgent treatment are numerous, while in other areas the mouths are in better condition.

The average percentage of some of the principal defects which handicap school work, calculated on entrants and older children over a period of three years is :—

Nose and throat defects	5·5%
Vision and eye defects	6·4%
Hearing	1·2%
Ear diseases	·8%
	} 2%

The percentage among the specially selected cases, and hence the total number requiring treatment this year, is much higher.

It may be of interest to compare these with the figures of 17,585 *entrants and leavers only* who have been examined in schools under the Cape School Board in the last eight years. The numbers under this Board are large enough to give a true picture of the incidence of defect in school population.

Percentage defective	35%
Nose and throat	3·5%
Vision	6·8%

Over 6,000 children were recommended to obtain medical or dental treatment. A certain number will consult their own doctor or dentist, but it may be reckoned that none of those children who receive free books will be able to pay for treatment, and some of those who pay for books will not be able to pay the fee for specialist treatment required, *e.g.*, orthopaedic, aural, visual defects. So far the question of treatment of the school child in the Cape Province has been left to private arrangements, the only help given being by grants to Child Welfare Societies, A.C.V.V. *Gesondheid* Komitee or similar organisations. Voluntary organisations are perhaps useful for a short time in forming a public opinion as to the urgency of the problem, and the need for dealing with it, but they are insufficient in a permanent organisation. It is the areas which have the largest proportion of children needing help which find the greatest difficulty in raising money to obtain a grant, and in the country areas expenses are raised by the long distances the children must travel for treatment.

Another serious difficulty is that under the present scheme the doctor or dentist is expected to treat a large number of children for the community without a fee, often at expense to himself. In the beginning of medical inspection many willingly did this, to show the necessity of treatment and the improvement which resulted when it was given. Thus the Cape Town dentists staffed and financed a treatment centre for some time, and similar work was done in Port Elizabeth, and in other centres, while the doctors gave free treatment. But the Cape Town dentists could not indefinitely continue to run a clinic for the school children, and resolutions have been passed at Port Elizabeth, Oudtshoorn and other places by doctors and dentists that they can no longer continue to attend school children free, but that it is the duty of the authorities to make suitable provision. The position therefore is worse than it was a few years ago, and as the number inspected increases the need will become more urgent.

The Transvaal and Natal have from the beginning made regular provision for treatment as an integral part of their school medical services.

A second reason why conditions are worse than a few years ago is that, owing to the depression, people who used to subscribe to the funds of these voluntary societies, are not only no longer able to subscribe, but are unable to pay for the treatment of their own children. The provision of treatment for defective children is even more urgent in bad times than in good. When children remain in school suffering from defects which are remediable, but not remedied, the whole level of work done is lowered, and later the children leave school, not only delayed in their school work, but unfitted physically for their future work. There is a definite loss, not only in the money spent on their education without full value being obtained, but in reduced efficiency later as wage-earners, and increased cost in sickness and support when incapacitated.

Even where there are hospitals, as in the large towns, more provision is needed. For example, more than a hundred children are awaiting treatment for tonsils and adenoids at one hospital, and the surgeon complains he has insufficient time to devote to his cases. The same is true at all the hospitals—the out-patient departments are crowded, the children wait months for treatment, and the doctors are so overworked that it is impossible to give each case the time they feel it should have. The more children are inspected, the greater becomes the difficulty, and as most of the clinics which have been established only treat minor cases, and refer eye and throat cases and operation cases to the hospitals, they have not eased the situation there.

Dental treatment, with a few exceptions, means extractions only. A few centres—Caledon, Worcester among others—provide for conservative treatment. In Cape Town a few schools get the benefit of conservative treatment at the dental clinic at the Free Dispensary. It is unfortunate that every parent cannot have demonstrated to him or to her the improvement in the children in those schools where such treatment is given regularly.

As far as the authorities are concerned, therefore, practically nothing has been done. What has been done is largely due to the efforts of the teachers themselves, backed by the voluntary societies, or in the country, by separate individuals. Where the principal and the teachers interest themselves in the health of the children, and where the school nurse can visit regularly, surprising results have been obtained even under these difficult conditions. It is amazing what has been done in spite of everything, but we feel that it is not right that the teachers and their helpers should be called upon to do work which rightly belongs to the whole community. That they have done it at the cost of much time and labour, too often paying themselves for treatment rather than letting the children suffer, should not be used as an argument for continuing to do nothing officially.

At the schools revisited this year 3,936 children were found to have been recommended for treatment at the last visit. A considerable number of the older children had already left school, and some had gone to other schools. Of these a report was given in writing by the school nurse, or where she had not seen the children by the principal. Records were available of 2,384 of last year's recommendations. Where no report was given, or was

doubtful, the case was entered as not treated. 1,271 children were still in the schools, and these were re-examined by the medical inspectors, the nurses' and principals' reports checked, and a note made of the children's present condition. The teachers' reports are usually very accurate as to when and by whom treatment was given and their report on the child's work after treatment is of value to the medical inspector.

Of the children who were recommended for treatment 66 per cent. had been treated. A number of schools returned every child treated. This invariably means that the principal had devoted a great deal of time to getting in touch with the parents, making appointments at hospitals and clinics, etc.

Unfortunately in other areas treatment is most unsatisfactory. In some country schools no child had been treated, and it seemed impossible to make any satisfactory arrangements. Moreover, as has already been pointed out, the number requiring treatment increases as inspection is extended, and it becomes increasingly difficult to make arrangements. The country child who needs glasses or an operation may suffer for years without relief.

We have submitted detailed schemes for dealing with the problem, but put briefly the method recommended is as follows:

As medical inspectors' work lies in the schools and has to be co-ordinated with school work, and as they are called upon for many other duties in connection with medical matters in the Department besides school inspection, which are done out of school hours, it is advisable that they be whole time officers attached to the Education Department. This also removes any difficulty about one doctor in practice examining the patients of a colleague, or of a doctor having to recommend treatment as an official which he would afterwards carry out as a private practitioner. This is the present practice through the Union.

The treatment however should be given by the local doctors and specialists, and paid for at recognised rates. In the Transvaal the school clinics are staffed by oculists, dentists, aurists and other doctors who are paid a fee for each session. In the country areas arrangements are made to employ the local doctor or dentist. When necessary a railway warrant is given to the nearest hospital.

The same method is adopted by the municipalities in paying the doctors who conduct the infant welfare clinics for example.

We have suggested that wherever a town has a full time medical officer of health the municipality should be asked to submit a scheme for the treatment of school children, such a scheme to include provision for conservative dental treatment, and the treatment of defects of vision and nose and throat as well as minor defects. The Cape Town Municipality has submitted such a scheme to establish three clinics at different centres to deal with the school population. Such a scheme would be the most economical, as it makes use of the already existing organisation and buildings of the health department, which already runs other clinics. Some such scheme could be submitted by all the other large towns, and when approved by the Superintendent-General of Education would be financed from the Provincial funds.

For smaller places the local health authority would submit a scheme for children in its area, making use of the local hospital and local doctors and dentists, who would be paid the recognised fee.

Naturally such a scheme would only be for necessitous children, and provisionally might be limited to children obtaining free books. The audit of expenses would be made by the Provincial Auditor.

It is impossible to calculate exactly what proportion of children among those requiring treatment would fall among the necessitous group. The percentage would vary in different areas and in different years. But it would be necessary to make a beginning by voting a sum of money for treatment and approving schemes as they were submitted. From experience gained it would be possible to calculate the total amount required for a complete service.

The Transvaal at present votes £6,605 for medical treatment. It has four clinics, and numerous part time and full time specialist officers in different areas. Country children who need specialist treatment are given railway warrants to the nearest clinic. Over 13,000 children were treated at the four clinics in the last year for which statistics were obtainable.

To sum up, provision for treatment is urgently needed, is long overdue, and the voluntary organisations are finding it difficult even to keep up what they have done in the past. The Cape Town Municipality is at present financing a school clinic, but will probably close it soon if it does not get financial aid, as the municipality is not responsible for children of school age. Provision of treatment is the logical outcome of medical inspection, as medical inspection is of compulsory education.

OTHER WORK.

During the year the usual visits have been paid to the Training Colleges by the two chief medical inspectors, and lectures and demonstrations were given. One of us was also still seconded to the Inter-departmental Commission for Mental Deficiency, but the sittings were mostly held in the vacations, and the clerical work was done out of school hours. The report has now been completed, and we hope may later be available for the information of Education Authorities.

Lectures given.. .. .	50
Training Colleges visited	12
Indigent Boarding Houses visited	42

MEDICAL INSPECTION STATISTICS.

FOR YEAR ENDED SEPTEMBER, 1930.

EUROPEAN SCHOOLS.

No. of European Schools visited during year: 512.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.			
Number examined ..	4,718	3,162	4,675	3,485	9,393	6,647	3,244	3,468	6,712
Number defective ..	1,472	1,066	1,347	1,279	2,819	2,345	1,420	1,545	2,965
Number of defective children recommended for treatment ..	1,100	825	1,054	1,028	2,154	1,853	1,041	1,201	2,242
Number of directions to teachers ..	1,173	613	1,178	1,127	2,351	1,740	870	1,095	1,965
Number of parents (or guardians) present	1,680	412	1,824	614	3,504	1,026	1,097	1,268	2,365
Number of verminous children ..	61	36	357	135	418	171	53	227	280
Number of children vaccinated ..	3,356	2,791	3,528	2,779	6,884	5,570	2,487	2,724	5,211

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys	Girls	Boys	Girls
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.				
Analysis of Defects:												
Malnutrition	165	33	102	17	6	1	9	2	114	86	5	10
Teeth ..	653	537	634	551	586	519	571	521	453	454	424	437
Nose & Throat	302	162	293	189	282	140	269	180	303	331	277	311
Eye ..	68	54	53	55	41	21	31	33	75	79	43	51
Vision ..	134	194	194	348	114	161	171	267	267	393	219	339
Ear ..	19	21	27	10	8	11	17	5	33	27	23	21
Hearing ..	31	27	28	7	19	18	21	6	48	29	29	21
Speech ..	8	11	4	3	—	—	—	—	8	7	—	—
Skin ..	71	24	31	24	47	12	22	10	44	41	34	32
Heart:												
Organic ..	10	15	9	15	1	1	1	—	19	17	—	1
Functional	12	26	14	22	3	1	1	—	13	15	1	—
Anaemia ..	50	19	39	47	25	14	12	20	52	64	36	32
Lung ..	17	5	10	3	7	1	6	—	9	9	2	1
Nervous System ..	9	8	3	9	3	—	1	—	14	11	2	2
Intelligence	22	15	6	5	1	—	1	—	33	30	1	2
Deformities	24	27	20	31	4	5	9	10	29	22	5	13
Other defects	119	59	100	67	73	34	62	36	150	148	87	107

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
No. of Re-examinations	575		696		1,271	
No. of children recommended for treatment	1,683		2,253		3,936	
No. of children who obtained treatment ..	991		1,393		2,384	
	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.
Defects :						
Dental disease ..	501	407	740	410	1,241	817
Nose & Throat disease	145	193	179	252	324	445
Eye disease and defective vision ..	146	129	323	189	469	318
Ear disease and deafness ..	31	20	36	21	67	41
Other diseases ..	139	85	167	62	306	147

NON-EUROPEAN SCHOOLS.

No. of Non-European Schools visited during year : 15.	Routine Examinations.						Special Examinations.		
	Boys.		Girls.		Total.		Boys.	Girls.	Total.
	Yngr.	Older	Yngr.	Older	Yngr.	Older			
Number examined ..	178	209	202	128	380	337	235	164	399
Number defective ..	71	95	77	55	148	150	132	93	225
Number of defective children recommended for treatment ..	55	81	64	54	119	135	109	90	199
Number of directions to teachers ..	51	37	54	28	105	65	108	60	168
Number of parents (or guardians) present ..	61	47	86	37	147	84	106	90	196
Number of verminous children ..	2	—	15	1	17	1	5	10	15
Number of children vaccinated ..	123	154	149	101	272	255	175	118	293

	No. defects present.		No. defects recom-mended for treatment.		No. defects present.		No. defects recom-mended for treatment.					
	Boys.		Girls.		Boys.		Girls.					
	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.	Yngr.	Oldr.				
Analysis of Defects :												
Malnutrition ..	8	3	8	—	—	—	—	—	12	7	—	—
Teeth ..	33	54	46	42	33	53	43	41	59	45	55	45
Nose & Throat	11	9	11	5	11	7	10	5	16	15	15	13
Eye ..	2	4	3	—	—	2	1	—	4	4	3	1
Vision ..	4	20	8	8	6	16	6	7	22	23	17	20
Ear ..	4	3	4	—	4	3	3	—	9	9	7	7
Hearing ..	3	1	5	1	1	1	1	1	6	3	6	—
Speech ..	—	1	1	—	—	—	—	—	4	—	—	—
Skin ..	3	3	3	—	2	—	2	—	6	2	3	2
Heart :												
Organic ..	2	—	—	—	—	—	—	—	2	—	—	—
Functional	—	—	1	—	—	—	—	—	1	—	—	—
Anaemia ..	3	—	1	3	3	—	1	3	3	6	3	6
Lung ..	3	2	4	—	3	1	3	—	—	2	—	2
Nervous Sys-tem ..	1	1	—	—	1	—	—	—	1	—	1	—
Intelligence	1	1	2	—	—	—	—	—	7	2	—	2
Deformities	1	2	—	—	1	—	—	—	1	2	1	2
Other defects	3	6	4	1	3	3	3	1	9	6	8	6

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	Boys.		Girls.		Total.	
	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.	Treat-ment obtained.	No treat-ment obtained.
No. of Re-examinations	5		6		11	
No. of children recom-mended for treatment	7		10		17	
No. of children who ob-tained treatment ..	3		6		9	
Defects :						
Dental disease ..	1	2	2	—	3	2
Nose and Throat disease ..	—	1	—	4	—	5
Eye disease and defec-tive vision ..	2	—	2	—	4	—
Ear disease and deaf-ness ..	—	—	1	—	1	—
Other diseases ..	—	1	1	—	1	1

SCHOOL STATISTICS, 1930.

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ABBREVIATIONS.

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

INSPECTORS AND INSTRUCTORS.

CIRCUIT INSPECTORS :

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

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

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

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

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

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

Domestic Science :

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

Drawing :

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

Handwork :

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

Infant School Method :

- Mrs. M. de Villiers.

Needlework :

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

Science and Agriculture :

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

Vocal Music :

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

School Nurses :

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

STATISTICS, 1930.

SCHOOLS.

EUROPEAN, COLOURED AND NATIVE SCHOOLS IN OPERATION AT 30TH SEPTEMBER, 1930.

	European Training Colleges & Schools.	Aided.	High.	Sec.	Prim.	Part-Time.	Farm.	Coloured Training Schools.	Coloured Mission Schools.	Native Training Schools.	Native Mission Schools.	Total, Sept., 1930.	Total, Sept., 1929.	Increase.
<i>European :</i>														
Schools under School Boards	7	..	121	77	1,821	..	280	..	..	..	..	2,306	2,309	-3
Labour Colony Schools .. .. .	..	..	1	..	8	..	..	..	..	..	..	9	9	..
Church Schools .. .. .	..	3	..	..	30	..	..	..	..	..	..	33	33	..
Other Schools for Europeans	5	1	2	2	29	..	9	..	..	..	..	48	44	4
<i>European Schools, Sept., 1930</i>	12	4	124	79	1,888	..	289	..	..	..	..	2,396	..	..
<i>European Schools, Sept., 1929</i>	12	4	124	81	1,876	..	298	..	..	..	..	..	2,395	..
<i>Increase</i> .. .. .	..	..	..	-2	12	..	-9	..	..	..	..	..	..	1
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	1	3	18	..	..	..	..	..	..	22	20	2
Other Coloured Schools .. .. .	..	..	..	..	4	..	..	7	588	..	..	599	564	35
<i>Coloured Schools, Sept., 1930</i> .. .. .	..	..	1	3	22	..	..	7	588	..	..	621	..	..
<i>Coloured Schools, Sept., 1929</i> .. .. .	..	..	1	3	20	..	..	7	553	..	..	..	584	..
<i>Increase</i> .. .. .	..	..	..	..	2	..	..	..	35	..	..	..	..	37
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	1	..	..	..	..	..	..	1	1	..
Other Native Schools .. .. .	..	..	..	6	..	4	..	..	..	14	1,711	1,735	1,722	13
<i>Native Schools, Sept., 1930</i> .. .. .	..	..	..	6	1	4	..	..	..	14	1,711	1,736	..	..
<i>Native Schools, Sept., 1929</i> .. .. .	..	..	..	6	1	2	..	..	..	15	1,699	..	1,723	..
<i>Increase</i> .. .. .	..	..	..	..	..	2	..	..	..	-1	12	..	..	13
Total Schools, Sept., 1930	12	4	125	88	1,911	4	289	7	588	14	1,711	4,753	..	..
Total Schools, Sept., 1929	12	4	125	90	1,897	2	298	7	553	15	1,699	..	4,702	51

	Sept., 1930.	Sept., 1929.	Increase.
European Schools	2,396	2,395	1
Coloured Schools	621	584	37
Native Schools	1,736	1,723	13
Total Number of Schools	4,753	4,702	51

ENROLMENT.

ENROLMENT OF EUROPEAN, COLOURED AND NATIVE PUPILS AT 30TH SEPTEMBER, 1930.

	European Training Colleges & Schools.	Aided.	High.	Sec.	Prim.	Part-time.	Farm.	Coloured Training Schools.	Coloured Mission Schools.	Native Training Schools.	Native Mission Schools.	Total, Sept., 1930.	Total, Sept., 1929.	Increase.
<i>European :</i>														
Schools under School Boards	354	..	37,556	13,705	80,626	..	2,015	..	..	..	..	134,256	130,826	3,430
Labour Colony Schools .. .. .	..	..	348	..	595	..	..	..	..	..	..	943	958	-15
Church Schools .. .. .	..	239	..	..	4,400	..	..	..	..	..	..	4,639	4,767	-128
Other European Schools	280	114	976	500	1,200	..	70	..	..	..	..	3,140	3,201	-61
<i>European Pupils, Sept., 1930</i>	634	353	38,880	14,205	86,821	..	2,085	..	..	..	..	142,978	..	..
<i>European Pupils, Sept., 1929</i>	851	354	38,866	14,556	83,011	..	2,114	..	..	..	..	..	139,752	..
<i>Increase</i>	-217	-1	14	-351	3,810	..	-29	..	..	..	..	..	..	3,226
<i>Coloured :</i>														
Schools under School Boards .. .. .	..	..	139	517	3,919	..	..	..	..	..	..	4,575	4,279	296
Other Coloured Schools .. .. .	..	..	..	..	568	..	..	705	68,024	..	..	69,297	63,289	6,008
<i>Coloured Pupils, Sept., 1930</i> .. .. .	..	..	139	517	4,487	..	..	705	68,024	..	..	73,872	..	..
<i>Coloured Pupils, Sept., 1929</i> .. .. .	..	..	122	861	3,817	..	..	643	62,125	..	..	..	67,568	..
<i>Increase</i> .. .. .	..	..	17	-344	670	..	..	62	5,899	..	..	..	..	6,304
<i>Native :</i>														
Schools under School Boards .. .. .	..	..	..	..	366	..	..	..	..	..	..	366	344	22
Other Native Schools .. .. .	..	..	..	401	..	185	..	..	..	1,645	138,855	141,086	123,002	9,084
<i>Native Pupils, Sept., 1930</i> .. .. .	..	..	..	401	366	185	..	..	..	1,645	138,855	141,452	..	..
<i>Native Pupils, Sept., 1929</i> .. .. .	..	..	..	334	344	166	..	..	..	1,565	129,937	..	132,346	..
<i>Increase</i> .. .. .	..	..	..	67	22	19	..	..	..	80	8,918	..	..	9,106
Total Enrolment, <i>European, Coloured and Native, Sept., 1930</i>	634	353	39,019	15,123	91,674	185	2,085	705	68,024	1,645	138,855	358,302	..	18,636
Total Enrolment, Sept., 1929	851	354	38,988	15,751	87,172	166	2,114	643	62,125	1,565	129,937	..	339,666	..

	Sept., 1930.	Sept., 1929.	Increase.
European Pupils	142,978	139,752	3,226
Coloured Pupils	73,872	67,568	6,304
Native Pupils	141,452	132,346	9,006
Total number of pupils	358,302	339,666	18,636

EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1930.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools	7	5	12
Aided Schools	—	4	4
High Schools	121	3	124
Secondary Schools	77	2	79
Primary Schools	1,821	67	1,888
Farm Schools	280	9	289
Total 1930	2,306	90	2,396
„ 1929	2,309	86	2,395
<i>European Enrolment :</i>			
Training Schools	354	280	634
Aided Schools	—	353	353
High Schools	37,556	1,324	38,880
Secondary Schools	13,705	500	14,205
Primary Schools	80,626	6,195	86,821
Farm Schools	2,015	70	2,085
Total 1930	134,256	8,722	142,978
„ 1929	130,826	8,926	139,752

NON-EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1930.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools	7	705	14	1,645
High Schools	1	139	—	—
Secondary Schools	3	517	6	401
Primary Schools	22	4,487	1	366
Part-time Schools	—	—	4	185
Mission Schools	588	68,024	1,711	138,855
Total 1930	621	73,872	1,736	141,452
„ 1929	584	67,568	1,723	132,346

AVERAGE ATTENDANCE OF PUPILS AT 30TH SEPTEMBER, 1930.

	1930.	1929.	Increase.
European Schools	132,147	127,600	4,547
Coloured Schools	63,602	57,100	6,502
Native Schools	113,936	107,347	6,589
Total	309,685	292,047	17,638

AGES OF PUPILS.

NUMBER OF EUROPEAN PUPILS AT EACH YEAR OF AGE IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS ON 4TH NOVEMBER, 1930.

Age in years.	High.		Secondary.		Primary.		Farm.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	1930.	1929.
Under 7 ..	372	408	253	215	2,068	1,958	58	73	5,405	4,946
7 ..	761	894	527	505	4,825	4,476	134	115	12,237	12,382
8 ..	1,010	1,214	758	704	5,810	5,244	151	147	15,038	14,707
9 ..	1,193	1,339	775	732	5,735	5,332	171	160	15,437	15,076
10 ..	1,259	1,423	764	735	5,672	5,252	131	126	15,362	13,943
11 ..	1,282	1,398	755	672	5,004	4,703	136	118	14,068	14,892
12 ..	1,525	1,673	771	736	5,320	4,772	129	120	15,046	14,309
13 ..	1,830	1,818	770	716	4,769	4,166	99	87	14,255	13,755
14 ..	2,225	2,257	726	715	3,584	3,179	77	57	12,820	12,712
15 ..	2,592	2,449	653	530	2,478	1,890	46	39	10,677	11,144
16 ..	2,426	1,993	471	384	839	590	27	13	6,743	6,433
17 ..	1,650	1,352	177	148	205	70	5	5	3,612	3,461
18 ..	869	620	70	46	31	16	—	1	1,653	1,641
Over 18 ..	584	265	18	3	13	5	—	—	888	848
Total ..	19,578	19,103	7,488	6,841	46,353	41,653	1,164	1,061	143,241	140,249

AVERAGE AGE IN YEARS, OF EUROPEAN PUPILS IN EACH STANDARD ON 4TH NOVEMBER, 1930.

	Subs. Stds.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.
High ..	7.5	8.9	10.0	11.1	12.2	13.2	14.1	15.0	15.9	16.2	17.7	18.1
Sec. ..	7.6	9.1	11.0	11.4	12.4	13.4	14.3	15.2	16.1	..	..	14.0
Prim. ..	7.4	8.9	10.0	11.2	12.2	13.2	14.2	14.4	16.6	..	17.5	11.8
Farm. ..	7.3	8.5	9.4	10.7	11.8	12.8	14.0	14.5	..	..	..	..

CLASSIFICATION OF PUPILS IN STANDARDS.

TABLE SHOWING THE STANDARDS FOR WHICH EUROPEAN PUPILS IN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS WERE BEING PREPARED ON 4TH NOVEMBER, 1930.

Standards.	High.	Secondary.	Primary.	Farm.	Total.	
					1930.	1929.
Sub-standards ..	4,216	2,773	21,199	479	28,667	28,240
Standard I. ..	2,433	1,727	11,847	295	16,302	16,111
„ II. ..	2,814	1,764	12,427	346	17,351	16,841
„ III. ..	3,236	1,776	12,535	321	17,868	17,620
„ IV. ..	3,255	1,641	11,448	323	16,667	16,254
„ V. ..	3,554	1,534	10,154	229	15,471	15,305
„ VI. ..	4,076	1,385	8,273	230	13,964	13,610
„ VII. ..	5,932	1,085	19	2	7,038	6,708
„ VIII. ..	4,211	643	7	..	4,861	4,697
„ IX. ..	2,565	..	..	..	2,565	2,514
„ X. ..	2,356	..	2	..	2,358	2,210
Unclassified ..	33	1	95	..	129	139
Total ..	38,681	14,329	88,006	2,225	143,241	140,249

DISTRIBUTION OF TEACHERS.—2ND QUARTER, 1930.

	Teachers in European Schools.				Teachers in Coloured Schools.				Teachers in Native Schools.				Total number of Teachers.			
	Cert.	Uncert.	Total.	Percentage Cert.	Cert.	Uncert.	Total.	Percentage Cert.	Cert.	Uncert.	Total.	Percentage Cert.	Cert.	Uncert.	Total.	Percentage Cert.
Training Colleges & Schools	68	1	69	—	39	2	41	—	71	3	74	—	178	6	184	—
High	1,676	34	1,710	—	6	—	6	—	—	—	—	—	1,682	34	1,716	—
Secondary	569	5	574	—	22	—	22	—	18	3	21	—	609	8	617	—
Primary	3,653	53	3,706	—	115	2	117	—	9	—	9	—	3,777	55	3,832	—
Part-Time	—	—	—	—	—	—	—	—	[5]	2	2[+5]	—	[5]	2	2[+5]	—
Farm	274	17	291	—	—	—	—	—	—	—	—	—	274	19	291	—
Aided European Schools..	11	1	12	—	—	—	—	—	—	—	—	—	11	1	12	—
Mission	—	—	—	—	1,409	209	1,618	—	3,138	388	3,526	—	4,547	597	5,144	—
Itinerant Teachers ..	70	—	70	—	—	—	—	—	—	—	—	—	70	—	70	—
Total	6,321	111	6,432	98.3	1,591	213	1,804	88.2	3,236	396	3,632	89.1	11,148	720	11,868	93.9

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

SEX OF TEACHERS AS AT 30TH JUNE, 1930, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	European Training Colleges & Schools	Aided.	High.	Secondary.	Primary.	Part-time.	Farm.	Coloured Training	Coloured Mission.	Native Training.	Native Mission.	Total.
Male	27	24	2	790	262	1,118	[4]+2	21	20	748	43	2,057	5,114
Female	43	45	10	926	355	2,714	[1]	270	21	870	31	1,469	6,754
Total 1930	70	69	12	1,716	617	3,832	[5]+2	291	41	1,618	74	3,526	11,868
Total 1929	70	80	13	1,717	629	3,721	[4]	279	32	1,514	74	3,418	11,547
Percentage of male teachers, 1930	38.6	34.7	16.6	46.0	42.4	41.2	85.7	7.2	48.7	46.2	58.1	58.0	43.0
Percentage of male teachers, 1929	37.1	31.2	15.3	44.7	40.0	28.7	75	8.2	46.8	45.1	52.7	58.3	42.4

RACE OF TEACHERS AS AT 30TH JUNE, 1930. ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	European Schools.							Coloured Schools.					Native Schools.					Total No. of Teachers.				
	Itinerant Teachers.	Training Colleges & Schools.	Aided.	High.	Secondary.	Primary.	Farm.	Total.	Training Schools.	High.	Secondary and Intermediate.	Primary.	Mission.	Total.	Training Schools.	Secondary.	Primary.		Part-time.	Mission.	Total.	
European Teachers	70	69	12	1710	574	3706	291	6432	31	5	7	13	227	283	71	11	1	..	69	152	6867	
Coloured Teachers	..	..	..	..	..	..	..	..	10	1	15	101	1302	1429	1	..	..	..	14	15	1444
Native Teachers	..	..	..	..	..	..	..	..	..	..	..	3	89	92	2	10	2	[5]	3443	3465	3557
Total 1930	70	69	12	1710	574	3706	291	6432	41	6	22	117	1618	1804	74	21	9	2	[5]	3526	3632	11868
Total 1929	70	80	13	1710	578	3618	279	6348	32	7	36	94	1514	1683	74	15	9	4	3418	3516	11547	

GRANTS OF LAND.

GRANTS OF LAND FOR SCHOOL PURPOSES, 1929.

School Board.	School.	Area.	Donor.
Barkly West ..	Good Hope ..	2 morg.	Messrs. B. and J. Goldberg.
Cape ..	Lansdowne ..	86 sq. rds. 116 sq. ft. . .	Purchased from B. & H. Zinn.
Cape ..	Athlone ..	208 sq. rds. 48 sq. ft. . .	Cape Town Municipality
Cape ..	Jan v. Riebeeck High	377 sq. rds. 24 sq. ft. . .	Purchased from P. J. Forbes.
Cape ..	Observatory ..	(1) 6,053 sq. ft.	Purchased from F. A. S., J. A. and C. A. M. Gibson.
		(2) 7,018 sq. ft.	Do.
		(3) 24,564 sq. ft.	Do.
		(4) 208 sq. rds. 48 sq. ft.	Do.
		(5) 208 sq. rds. 48 sq. ft.	Do.
Cape ..	Observatory ..	(1) 208 sq. rds. 48 sq. ft.	Purchased from J. A., J. F., and B. M. Gibson and Mrs. Griffin and Mrs. James.
		(2) 208 sq. rds. 48 sq. ft.	Do.
		(3) 34 sq. rds. 104 sq. ft.	Do.
Cape ..	Sea Point ..	1 morg. 122 sq. rds. 11 sq. ft.	Purchased from Union Government.
De Aar ..	De Aar High ..	600 sq. rds.	Dutch Reformed Church, De Aar.
Garies ..	Garies ..	1 morg. 36 sq. rds. 99 sq. ft.	Opvoedingskommissie.
George ..	Herolds Bay ..	1 morg. 2-4 sq. ft. . . .	C. F. M. Gerecke.
Kingwilliamst'n	Afrikaans medium ..	22 morg. 16-3 sq. ft. . .	Bishop of Grahamstown, etc.
Prince Albert ..	Klaarstroom ..	1 morg.	J. E. Claasen.
Riversdale ..	Corente Rivier ..	300 sq. rds.	Messrs. J. J. J. and W. H. J. van Noordwyk.
Robertson ..	Vink Rivier ..	415 morg. 118 sq. rds. . .	Purchased from Messrs. W. J. Conradie, J. A. van Eeden and C. P. J. Klopper.
Tulbagh ..	Tulbagh High ..	225 sq. rds.	Tulbagh Municipality.
Uitenhage ..	Uitenhage ..	50 sq. rds. 86 sq. ft. . .	Municipality
Uitenhage ..	Barkly Bridge ..	283 sq. rds. 68-25 sq. ft. .	De Beers Consol. Mines, Ltd.
Umtata ..	Umtata ..	304 sq. rds. 87-5 sq. ft. . .	Municipality.
Van Rhynsdorp	Van Rhynsdorp ..	3 morg. 300 sq. rds. 76 sq. ft.	Purchased from Dutch Reformed Church.
Van Rhynsdorp	Bitterfontein ..	1 morg.	Messrs. Gelb & Co.
Willowmore ..	Willowmore ..	(1) 75 sq. rds. 78 sq. ft. . .	Purchased from B. J. K. Strydom.
		(2) 75 sq. rds. 78 sq. ft. . .	Do.
		(3) 5 sq. rds. 15 sq. ft. . .	Do.
Worcester ..	Worcester Boys' High	1 morg. 578 sq. rds. 18 sq. ft.	Purchased from Worcester Boys' Boarding House Syndicate.

PARLIAMENTARY GRANTS, 1929.

School Board.	School.	Area.
Barkly West ..	Barkly West Public School.	91 sq. rds. 48 sq. ft.
Cape ..	Rondebosch (Rustenburg).	4 morg. 591 sq. rds. 75 sq. ft.
King William's Town	Keiskama Hoek ..	1 morg. 270 sq. rds. 54 sq. ft.
King William's Town	Berlin School Agric. Lot	3 morg. 413 sq. rds. 122 sq. ft.
Maclear ..	Ugie ..	(1) 1 morg. 587 sq. rds. 72 sq. ft.
		(2) 2 morg. 300 sq. rds.
Prince Albert ..	Fraserburg Road ..	25 morg. 347 sq. rds.

GRANTS UNDER SECTION 18 (b) OF ORDINANCE NO. 13 of 1927 : 1929.

School Board.	School.	Area.
Cape ..	Hazendal ..	(1) 523 sq. rds. 63 sq. ft.
		(2) 578 sq. rds. 128 sq. ft.
Port Elizabeth ..	Fair View ..	(1) 112 sq. rds. 72 sq. ft.
		(2) 121 sq. rds. 126 sq. ft.
		(3) 121 sq. rds. 126 sq. ft.
		(4) 112 sq. rds. 72 sq. ft.
		(5) 117 sq. rds. 27 sq. ft.
		(6) 117 sq. rds. 27 sq. ft.

GRANTS OF LAND FOR SCHOOL PURPOSES, 1930.

School Board.	School.	Area.	Donor.
Albany ..	Grahamstown Primary.	146 sq. ft.	Transferred to Educational Trustees by order of Court.
Bedford ..	Bedford ..	432 sq. rds.	Donated by A. F. C. Turpin.
Cape ..	Pinelands ..	81,643 sq. ft.	Donated by Pinelands Garden City.
Cape ..	Tiger Valley ..	1 morg. 11 sq. rds. 16 sq. ft.	Purchased from Messrs. Joyce & McGregor.
Cape ..	Plumstead Primary	1 morg. 59,507 sq. ft. . .	Purchased from Max Gurland.
Garies ..	Garies Secondary ..	12,000 sq. ft.	Purchased from J. H. Genis.
Garies ..	Garies Indigent Boarding House (New Building).	400 sq. rds. 411-6 sq. ft.	Donated by D. R. Kerkraad.
Gordonia ..	Uppington High and Hostel.	1 morg. 63,524 sq. ft. . .	Donated by Municipality.
Gordonia ..	Abeam ..	2 morg. 50,051 sq. ft. . .	Donated by J. J. de Witt.
Herbert ..	Honeynestkloof Primary.	1 morg.	Purchased from J. A. Booyen.
Mafeking ..	Maritzani ..	2 morg.	Donated by Bechuana-land Farms, Ltd.
Mafeking ..	Heath Primary ..	2 morg.	Purchased from R. A. Pretorius.
Malmesbury ..	Kalabaskraal ..	55,341 sq. ft.	Grant from Railway Administration.
Maraisburg ..	Middelpan ..	2 morg.	Purchased from Mr. P. L. du Plessis.
Middelburg ..	Conway Primary ..	1 morg. 43,240 sq. ft. . .	Transferred by J. W. J. van Rensburg to Educational Trustees.
Oudtshoorn ..	De Rust Primary ..	557 morg. 102 sq. ft. . .	Donated by J. J. Schoeman.
Port Elizabeth	Northern Boundary with Diagram.	3 morg. 35,242 sq. ft. . .	Donated by Municipality.
Port Elizabeth	Cunningham ..	1,677 sq. ft.	Exchanged with Municipality for 1,766 sq. ft. Property previously vested in Educational Trustees.
Riversdale ..	Boys' High ..	17,100 sq. ft.	Donated by Municipality.
Somerset East	Girls' High ..	432 sq. rds.	Purchased from S. G. J. Bosch.
Tulbagh ..	Tulbagh New Boarding House Property.	265 sq. rds. 32 sq. ft. . .	Purchased from C. Barnard and donated by local School Committee.
Venterstad ..	Venterstad ..	102 sq. rds. 12 sq. ft. . .	Donated by Mr. C. L. Vivier.
Victoria West ..	Hutchinson ..	57,600 sq. ft.	Donated by S.A. Railways and Harbours.
Willowmore ..	Willowmore Boys' Boarding House.	520 sq. rds. 531 sq. ft. . .	Purchased from D. J. H. Codner.
Willowmore ..	Eendracht Primary	43,200 sq. ft.	Donated by Mr. F. W. Nortje.

PARLIAMENTARY GRANTS, 1930.

School Board.	School.	Area.
Albany	Grahamstown Common- age.	13 morg. 1,437 sq. rds. 63,496 sq. ft.
Cape	Lichtenberg	1 morg. 4,890 sq. ft.
Cape	Heathfield (Diep River) Coloured.	519 sq. rds. 771 sq. ft.
Ceres	Gansfontein	6 morg. 10 sq. ft.
East London	Orange Grove	1 morg. 43,194 sq. ft.
Gordonia	Askham	6 morg.
Herbert	Douglas Secondary School (Playground)	1 morg. 83 sq. rds. 100.0636 sq. ft.
Humansdorp	Coldstream Primary ..	1 morg.
Kenhardt	Swartkop Primary ..	400 sq. rds.
King William's Town	Girls' High	1 morg. 5,313 sq. ft.
Prince Albert	Fraserburg Road	3 morg. 86,358 sq. ft.
Uitenhage	Sundays River	1 morg. 18 sq. rds. 108 sq. ft.
Williston	Williston	400 sq. rds.
Willowmore	Vondeling Primary ..	16,285 sq. ft.

GRANTS UNDER SECTION 18 (b) OF ORDINANCE NO. 13 OF 1927 : 1930

School Board.	School.	Area.
Cape	Murdock Valley Town- ship.	333 sq. rds. 48 sq. ft.
East London	Gonubie Park Town- ship.	566 sq. rds. 85 sq. ft.

FINANCE.

EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEAR ENDED 31ST MARCH, 1930.

	£	s.	d.
<i>Administration.</i>			
A 1.—Salaries, Wages and Allowances	20,641	4	1
2.—Subsistence and Transport	218	3	11
3.—Office Equipment, Material and Furniture, including Repairs	483	8	2
4.—Rent, Rates and Insurance	37	15	8
5.—Fuel, Light, Water, Cleaning and Sanitary Services	147	13	9
6.—Repairs, Renovations and Maintenance	221	18	6
7.—Incidentals.. .. .	311	3	1
Total 2 A	22,061	7	3
<i>School Boards and School Committees.</i>			
B 1.—Salaries, Wages and Allowances	43,485	13	1
2.—Subsistence and Transport	4,320	4	4
3.—Office Equipment, Material and Furniture, including Repairs	528	2	6
4.—Rent, Rates and Insurance	4,083	13	7
5.—Fuel, Light, Water, Cleaning and Sanitary Services	307	6	3
6.—Repairs, Renovations and Maintenance	208	12	8
7.—Election Expenses	240	6	5
8.—Incidentals.. .. .	214	18	2
9.—Actuarial Examination of School Board Officials' Pen- sion Fund	44	15	0
Total 2 B	53,433	12	0
<i>School Inspection.</i>			
C 1.—Salaries, Wages and Allowances	26,913	12	3
2.—Subsistence and Transport	10,342	5	0
3.—Incidentals.. .. .	43	18	9
Total 2 C	37,299	16	0
<i>Medical Inspection.</i>			
D 1.—Salaries, Wages and Allowances	6,035	5	2
2.—Subsistence and Transport	2,266	3	7
3.—Incidentals.. .. .	20	10	3
Total 2 D	8,321	19	0
<i>European Education : Training of Teachers.</i>			
E 1.—Salaries, Wages and Allowances	41,532	2	10
2.—Subsistence and Transport	2,707	19	4
3.—School Equipment, Material and Furniture, including Repairs	478	13	6
4.—Hostels	14,207	2	10
5.—Grants-in-aid, including Hostels under Private Control	2,823	4	10
6.—Rent, Rates and Insurance	296	3	6
7.—Fuel, Light, Water, Cleaning and Sanitary Services ..	711	1	0
8.—Repairs, Renovations and Maintenance	464	5	7
9.—Incidentals.. .. .	91	6	0
Total 2 E	63,311	19	5

[C.P. 3—'31.]

Secondary Education.

	£	s.	d.
F 1.—Salaries, Wages and Allowances.. .. .	84,173	14	8
2.—Subsistence and Transport	19	8	8
3.—School Equipment, Material and Furniture, including Repairs	2,698	14	8
4.—Bursaries	35,349	0	7
5.—Hostels	5,039	18	9
6.—Grants-in-Aid, including Hostels under Private Control	—		
7.—Rent, Rates and Insurance	910	3	11
8.—Fuel, Light, Water, Cleaning and Sanitary Services ..	810	7	5
9.—Repairs, Renovations and Maintenance	2,623	5	10
10.—Incidentals.. .. .	25	4	3
Total 2 F	131,649	18	9

Primary Education.

G 1.—Salaries, Wages and Allowances.. .. .	929,348	16	0
2.—Subsistence and Transport	608	1	11
3.—School Equipment, Material and Furniture, including Repairs	45,383	8	9
4.—Bursaries	180,439	11	8
5.—Hostels	2,627	7	7
6.—Grants-in-Aid, including Hostels under Private Control	1,215	14	3
7.—Rent, Rates and Insurance	28,728	17	3
8.—Fuel, Light, Water, Cleaning and Sanitary Services ..	7,461	6	1
9.—Repairs, Renovations and Maintenance	16,890	0	9
10.—Incidentals.. .. .	94	16	7
Total 2 G	1,212,799	0	10

Combined Primary and Secondary Education.

H 1.—Salaries, Wages and Allowances.. .. .	732,109	0	11
2.—Subsistence and Transport	408	14	10
3.—School Equipment, Material and Furniture, including Repairs	34,917	19	2
4.—Hostels	85,279	15	2
5.—Grants-in-Aid, including Hostels under Private Control	6,663	18	11
6.—Rent, Rates and Insurance	5,457	14	8
7.—Fuel, Light, Water, Cleaning and Sanitary Services ..	8,424	13	7
8.—Repairs, Renovations and Maintenance	13,746	0	10
9.—Incidentals.. .. .	109	2	6
Total 2 H	887,117	0	7

COLOURED EDUCATION.

Training of Teachers.

	£	s.	d.
J 1.—Salaries, Wages and Allowances.. .. .	15,591	17	0
2.—Subsistence and Transport	210	18	10
3.—School Equipment, Material and Furniture, including Repairs	714	13	9
4.—Bursaries	8,559	19	9
5.—Rent, Rates and Insurance	3,009	0	8
6.—Fuel, Light, Water, Cleaning and Sanitary Services ..	129	0	4
7.—Repairs, Renovations and Maintenance	4	8	3
8.—Incidentals.. .. .	68	5	10
Sub-Total	28,288	4	5

Primary and Secondary Education.

	£	s.	d.
J 9.—Salaries, Wages and Allowances.. .. .	221,876	15	1
10.—Subsistence and Transport	10	15	2
11.—School Equipment, Material and Furniture, including Repairs	21,768	10	5
12.—Bursaries	—		
13.—Rent, Rates and Insurance	7,681	8	10
14.—Fuel, Light, Water, Cleaning and Sanitary Services ..	3,204	18	7
15.—Repairs, Renovations and Maintenance	2,919	2	7
16.—Incidentals.. .. .	117	1	6
Sub-total	257,578	12	2
Total 2 J	285,866	16	7

NATIVE EDUCATION.

*School Inspection.**Inspection by Europeans.*

K 1.—Salaries, Wages and Allowances.. .. .	12,482	5	6
2.—Subsistence and Transport	4,910	19	7
Sub-Total	17,393	5	1

Native Supervisors.

K 3.—Salaries, Wages and Allowances.. .. .	559	8	0
4.—Subsistence and Transport	386	18	2
Sub-Total	946	6	2
Sub-Total	18,339	11	3

Training of Teachers.

K 5.—Salaries, Wages and Allowances.. .. .	28,646	11	0
6.—Subsistence and Transport	966	17	1
7.—School Equipment, Material and Furniture, including Repairs	362	12	5
8.—Bursaries	4,461	7	9
9.—Vacation Courses	8	2	7
10.—Miscellaneous	560	12	10
Sub-Total	35,006	3	8

Secondary Education.

K 11.—Grants-in-Aid	3,648	5	3
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Primary Education.

K 12.—Salaries, Wages and Allowances.. .. .	250,258	12	5
13.—Subsistence and Transport	8	8	11
14.—School Equipment, Material and Furniture, including Repairs	13,363	16	5
15.—Miscellaneous	356	6	3
Sub-Total	263,987	4	0

Technical and Industrial Education, Boys.

K 16.—Salaries, Wages and Allowances.. .. .	6,857	5	11
17.—School Equipment, Material and Furniture, including Repairs	69	12	9
18.—Bursaries	952	0	0
19.—Miscellaneous	14	8	5
Sub-Total	7,893	7	1

£ s. d.

Girls.

K20.—Salaries, Wages and Allowances.. ..	3,579	13	1
21.—School Equipment, Material and Furniture, including Repairs	72	17	10
22.—Bursaries	264	0	0
23.—Miscellaneous	7	6	11
	<u>3,923</u>	<u>17</u>	<u>10</u>
Sub-Total	11,817	4	11

General.

K24.—Good Service Allowances and Bonuses.. ..	12,780	14	7
25.—Examination Expenses	1,932	19	2
26.—Incidentals.. .. .	36	4	5
	<u>14,749</u>	<u>18</u>	<u>2</u>
Sub-Total	14,749	18	2
Total Native Education	347,548	7	3

General.

L 1.—Examination Expenses	10,148	0	8
2.—Good Service Allowances.. .. .	15,133	9	8
3.—Pensions and Gratuities	428	7	0
4.—Contributions to Pension Funds	73,865	9	1
5.—Printing, Stationery and Advertising	10,007	11	9
6.—Telegraphs and Telephones	2,813	9	6
7.—Grant to Student Teachers' Loan Fund	—	—	—
8.—Grants to Private Hostels for General Educational Purposes.. .. .	522	0	0
9.—Miscellaneous	1,198	7	9
	<u>114,116</u>	<u>15</u>	<u>5</u>
Total 2 L	114,116	15	5

Minor Works.

M 1.—Minor Works, including Site Transfer and other expenses, School Footbridges, Fencing and Boreholes	7,555	13	9
Grand Total, Vote 2	3,171,082	6	9

STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1930.

To Balance 1st April, 1929	—	By Allowance to Stu- dent Teachers. £378 4 8	£378 4 8
„ Cash receipts	378 4 8		
	<u>£378 4 8</u>		<u>£378 4 8</u>

