

# CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.



## REPORT

OF THE

# Superintendent-General

OF

## EDUCATION

FOR THE

# TWO YEARS 1934 AND 1935.

PRINTED IN THE UNION OF SOUTH AFRICA BY THE  
GOVERNMENT PRINTER, PRETORIA  
1936

C.P. 4-'36.]

G.P.-S.20761-1936-6,285

Cost of Printing: £220.

CAPE OF GOOD HOPE.

DEPARTMENT OF PUBLIC EDUCATION.

REPORT

OF THE

Superintendent-General

OF

EDUCATION

FOR THE

TWO YEARS 1934 AND 1935.

PRINTED IN THE UNION OF SOUTH AFRICA BY THE  
GOVERNMENT PRINTER, PRETORIA  
1936

C.P. 4-'36.]

G.P.-S.20761-1936-6,285

## CONTENTS.

	PAGE
COVERING LETTER.....	3
THE REPORT OF THE SUPERINTENDENT-GENERAL OF EDUCATION :	
Chapter :	
I. <i>Administration</i> .....	5
II. <i>Pupils and Schools (European)</i> .....	8
III. <i>School Broadcasting</i> .....	21
IV. <i>Conference of Inspectors and Instructors</i> .....	25
V. <i>Teachers (in European Schools)</i> .....	27
VI. <i>Examinations</i> .....	30
VII. <i>School Buildings</i> .....	39
VIII. <i>Coloured Education</i> .....	45
IX. <i>Native Education</i> .....	57
X. <i>Finance</i> .....	62

## ANNEXURES.

	PAGE
Report of Medical Inspectors for 1934 and 1935.....	66
Report on Training Institutions.....	88
Report on Indigent Boarding Houses.....	99
Reports of Departmental Instructors and Instructresses in Special Subjects	102
School Statistics 1934 and 1935.....	133

## CAPE OF GOOD HOPE.

### DEPARTMENT OF PUBLIC EDUCATION.

## Report of the Superintendent-General of Education for the Two Years 1934 and 1935.

Department of Public Education,  
Cape Town.

1st March, 1936.

THE HONOURABLE THE ADMINISTRATOR,  
CAPE TOWN.

Sir,

I have the honour to submit to you my report on the period 1st January, 1934, to 31st December, 1935.

Your permission to combine my report for 1934 with that for 1935 is much appreciated. As explained to you when my request for such permission was made, it would have been difficult for me to report on the year 1934, only half of which fell within my term of office.

In July, 1934, Professor Botha relinquished office as Superintendent-General of Education; and I shall not be out of order in taking this opportunity of conveying to him the thanks and appreciation of the Education Department and the teaching profession. Though in control of Cape Education for less than five years, he has left his impress upon the system and upon those with whom he had to deal. There is consolation in the fact that, though lost to the Cape Province, his services are not lost to education generally. It would certainly have been impossible to find a fitter person to fill the Union Secretaryship for Education.

The period 1934-35 was characterised by special activity in the sphere of education. Of commissions, conferences and reports on education and related matters there was no lack. In January, 1934, the Conference on Rural Education, convened by the Minister of Education, was held in Cape Town. Besides the Union and Provincial Education Departments, the Department of Agriculture and the Department of Labour took part in it. The report of the conference is deserving of more attention than it has as yet received.

Shortly after this the People's Congress on the Poor White Question was held at Kimberley in October. Although education did not receive as much attention there as one could have expected, the resolutions taken, in so far as they related to education, were of a far reaching character.

As the outcome of this Congress a Committee on the Unsatisfactory Social Conditions in the George-Knysna-Zitzikama Forest Area was appointed by the Minister of Labour. The report of this Committee contains valuable recommendations on educational matters in the districts concerned.

Towards the end of 1934 the important report of the Government Commission on Provincial Finance made its appearance. Two commissions, viz. a Government commission on the Coloured question and an inter-departmental commission on the problem of Native education have been functioning for some time and their reports are expected to be issued during 1936.

There is no doubt that we in South Africa are on the eve of great educational developments. Bearing this in mind, I thought it best to make my report as full as possible on this occasion, to give a detailed account of the development of our education in the Cape Province and its position to-day, so that it might be possible to examine the whole system and take the next steps forward when necessary.

I also considered it desirable to incorporate in my report full reports on the so-called special or minor subjects of the curriculum.

In conclusion I wish to express my gratification at the valuable work already done by the Provincial Consultative Committee, in connection with which the heads of the five Education Departments have been appointed as a sub-committee on educational matters. The following important questions pertaining to education have already been discussed: vocational guidance and after care, the control of agricultural education, the education of deviate children, the medical inspection and treatment of school children, general health-education, wireless as an instrument of education, etc. In my next report I intend to go into these matters in greater detail.

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

I have the honour to be,

Sir,

Your obedient Servant,

W. de Vos Malan,  
*Superintendent-General of Education.*

## CHAPTER I.

### ADMINISTRATION.

At headquarters the period has been an eventful one. Professor Botha vacated the post of Superintendent-General of Education in July, 1934, to take over the charge of the Union Department of Education as Secretary for Education. The Administrator did me the honour of appointing me to succeed Professor Botha as Superintendent-General of Education. Mr. P. A. Millard, Secretary to the Department, retired on pension in March, 1934, owing to ill health. Mr. H. Z. van der Merwe, B.A., Inspector of Schools for the Cape Metropolitan area, succeeded Mr. Millard as Secretary, and Mr. P. S. Duffett, Chief Clerk, became Assistant Secretary.

Soon after taking up duty as Superintendent-General, I investigated the working of the head office and prepared a scheme of re-organisation. This was thoroughly inquired into by Mr. L. C. Burke, Public Service Inspector, and eventually accepted both by the Public Service Commission and by the Executive Committee of the Province. The office is now divided into seven branches, namely, Examinations, Publications, European Schools, Coloured Schools, Native Schools, Buildings and Requisites, General—each of them under a senior officer who specialises in the work of his branch.

As the result of this re-organisation several important appointments were made at the head office. Among them I may specially mention those of Mr. A. W. Pomeroy to the chief clerkship, Mr. J. P. Caldwell to the examinations officership, and Mr. C. Kitchin and Mr. D. T. L. Scholtz to principal clerkships. These officers have all served the Department faithfully for more than twenty-five years and their promotions are well deserved.

Of Mr. Millard's services to the Department I cannot speak too highly. Throughout his long official career extending from 1893 to 1934, during which he held many important posts at headquarters, he showed himself to be a true follower of the best traditions of the old Cape Civil Service. In 1923 and 1927 he acted as Superintendent-General of Education during Dr. Viljoen's absences in Europe, and in 1929 he again acted in that capacity during the interval between Dr. Viljoen's death and Professor Botha's assumption of duty.

Inspector Swanepoel, who had taken over the Port Elizabeth circuit at the beginning of the year 1934, died suddenly in harness on the 27th May of that year. He had to his credit twenty-five years of good and faithful service under the Department, as teacher, as Language Inspector, and, from 1923 onwards, as Inspector of Schools.

Through the appointment of two new inspectors (Inspectors A. J. van der Merwe and A. E. Puttick) in January, 1934, consequent on the retirement of Inspector Elton in December, 1933, one of the three inspectorial posts which had been allowed to lapse in 1931 at the request of the Public Service Commission was revived. Inspector Sinton retired on pension in April, 1934, and Inspector Joubert in June. The vacancies in the inspectorate created by these retirements were filled by the appointment with effect from July, 1934, of Mr. D. B. van Rensburg, B.A., formerly principal of the Mackay Primary School, Port Elizabeth, and Mr. C. G. Langford, B.A., formerly principal of the Templeton High School, Bedford; but, unfortunately, the vacancies created by the death of Inspector Swanepoel and the appointment of Inspector H. Z. van der Merwe as Secretary to the Department, could not be filled until January, 1935, when, on the appointment of the following three new inspectors, another of the posts left vacant in 1931 was also filled:—Mr. P. J. Nel, B.A., formerly principal of the Hope-town High School, Mr. P. J. Smuts, B.Sc., formerly principal of the Lady Grey High School, and Mr. P. J. van der Walt, B.A., formerly principal of the Burgersdorp High School. Further vacancies in the inspectorate created by the retirement of Inspectors Barker and Chisholm during the third quarter of 1935 were filled by the appointment of Mr. F. J. de Villiers, B.A., B.D., formerly principal of the Uitenhage Coloured Training School, and Mr. L. H. Field, B.A., formerly principal of the Indwe High School.

Changes have also taken place in the staff of Departmental Instructors and Instructresses. At the end of the year 1934, Miss M. E. Barry, Departmental Instructress in Needlework, and Mr. P. K. de Villiers, A.R.C.M., A.R.C.O., Inspector of Music, proceeded on furlough prior to retirement on pension. Their successors are Miss M. Hugo, formerly on the staff of the Malmesbury Girls' High School, and Mr. W. L. W. Poles, L.R.A.M., F.R.C.O., who formerly served under the Orange Free State Department. In April, 1935, Dr. S. J. G. Hofmeyr, formerly on the staff of the Wellington Boys' High School, assumed duty in the new post of Departmental Instructor in Agriculture, and on 1st October, 1935, Mrs. M. de Villiers, Departmental Instructress in Infant School Method, retired on pension.

All the retiring members of the Field Staff have rendered valuable service in the cause of Cape education. They carry with them into their retirement the thanks and good wishes of all who were associated with them in their work. In this connection I also wish to express my sincere appreciation of the willing and loyal assistance which as Head of the Department of Education I have always received from the Head Office Staff and the Field Staff.

The death of Sir Thomas Muir during the year 1934 removed from our midst a noble figure in the history of Cape education. During his incumbency of the post of Superintendent-General of

Education from 1892 to 1915, great progress was made; the number of children attending school was more than doubled, the school-board system was established, the primary syllabus was enriched by the inclusion of subjects previously neglected, the foundations of our high-school system were laid, the training of teachers was greatly improved. These are but a few of the things for which we honour his memory.

## CHAPTER II.

## PUPILS AND SCHOOLS (EUROPEAN).

## ENROLMENT.

At 30th September, 1934, the number of European pupils enrolled was 150,831, as compared with 149,876 twelve months earlier—an increase of 955. At 30th September, 1935, the number was 152,682—an increase of 1,851 on the 1934 figure.

At 30th September, 1909, the European enrolment was 77,647, so that in the first quarter-century of Union the enrolment has nearly doubled.

The doubling of the enrolment becomes still more satisfactory when the position is compared with the growth in the total European population of the Province. Between the two censuses of 1911 and 1931 the European population increased from 582,377 to 749,231. In 1911 the European enrolment was 88,641; and if the enrolment had merely increased in proportion to the total population it would have been only 114,037 in 1931. Actually it was 146,496. Ordinary expansion would, therefore, account for only slightly more than 25,000 of this pupil increase. The percentage which European pupils formed of the total European population was 15.2 in 1911; in 1931 the corresponding figure was 19.5. These figures betoken a rise in educational levels which is of the utmost importance to the Province; and it is attributable to four main factors: (1) the introduction of compulsory school attendance; (2) the introduction of free education; (3) the extension of the system of transporting children to and from school and of boarding children at or near a school; and (4) the greater holding-power of the school resulting from improved methods of teaching, courses of study specially adapted to the individual needs of pupils and increasing economic pressure which necessitated a higher level of education.

## COMPULSORY SCHOOL ATTENDANCE.

When Union came, compulsion was in its infancy in the Cape Province. The School Board Act of 1905 had introduced a permissive measure of compulsion, whereunder it was possible for the Department, on the recommendation of a school board for a district, to make attendance at school compulsory in that particular district. The 1905 age-limits were seven to fourteen years, and the standard of exemption was fixed at Standard IV. The first school board to make this recommendation was that of Kenhardt; and its example was soon followed by a number of other boards. But, owing to the financial depression then prevailing in the Cape Province, it was not until 1909 that a tentative beginning was

made with six districts. Progress then became rapid, district after district coming under the compulsion provisions. In 1913 amending legislation made it possible for the upper age-limit and the standard of exemption to be raised in a particular district. In 1917 an important step forward was taken, for Ordinance No. 7 of that year applied compulsion in all the school districts of the Province, and fixed the minimum age and standard of exemption at fifteen years and Standard V respectively; and Ordinance No. 8 of 1919 raised these exemptions to sixteen years and Standard VI respectively—the points at which they now stand. It is of interest to note that all this time poverty had to be proved before free education or a reduction in fees was granted. Free education as a right did not come until 1920. I may mention that the present age exemption limit (sixteen years) coincides with the minimum age for apprenticeship to trades and other occupations in the Cape Province. In this connection it is of interest to note the ages of those pupils who leave school after completing Standard VI. The following estimate, based on a comparison of the Standard VII age-standard Tables for 1934 with the Standard VI age-standard Tables for 1933, has been arrived at:

- (1) about 46 per cent. of the pupils who completed Standard VI in 1933 left school in 1933;
- (2) of these Standard VI school-leavers about 19 per cent. were in the thirteen year age group, about 30 per cent. in the fourteen year age group and about 28 per cent. in the fifteen year age group, the remaining 23 per cent. being accounted for in the other age groups taken together.

Under the law [Section 238 (b) (iii) of Ordinance No. 5 of 1921] the exemption from compulsory school attendance of a European child of under sixteen years of age who has passed the sixth standard is contingent on such child's being engaged in a regular occupation. In practice the application of this provision is beset with difficulties; and consequently the Provincial Executive is considering the introduction of amending legislation which will have the effect of formally exempting from compulsory attendance children of European parentage or extraction who have either completed their sixteenth year or have passed the sixth standard. Needless to say this will not solve the problem of the early school-leavers who cannot be apprenticed and are out of work.

It is often urged that the age-exemption alone should be retained,—that, for example, a child of thirteen should not be permitted to leave school simply because he has passed Standard VI. In the towns it would be comparatively easy to carry out such a change; but in rural areas it would be exceedingly difficult. In our large province of 277,000 square miles we have over two thousand schools where education up to Standard VI is provided, but not many more than two hundred where education above Standard VI is provided. As has already been pointed out in

previous reports of the Department, compulsion above Standard VI entails, so far as the majority of the rural population are concerned, enforced journeys from home of considerable length, at considerable expense to the Province in the way of boarding and conveyance bursaries. I shall refer to this matter again at a later stage.

#### FREE EDUCATION.

Up to 1920 education was not free to any pupil in the Cape Province unless poverty could be proved. Ordinance No. 27 of 1920, however, made education free up to and including Standard VI. The limits of free education were extended by Ordinance No. 17 of 1930, which laid it down that fees were no longer to be charged to secondary pupils below the age of fifteen, and that, if a pupil's fifteenth birthday fell in the second, third or fourth quarter of a year, education was to continue free up to the end of that year.

Education is thus free up to Standard VI or what we may call the age of "fifteen *plus*," whichever is the later reached. Some schools, however, are exempted from the operation of the 1920 Ordinance, and some from the operation of both the 1920 and the 1930 Ordinance. In the South African College High School (Cape Town), the Port Elizabeth Boys' and Girls' High Schools and the Rondebosch Boys' and Girls' High Schools, and in the junior schools attached to all of these five schools, neither of the two Ordinances cited applies: fees are charged throughout the primary and secondary classes. In the primary schools or departments attached to the following high schools fees are charged, but secondary pupils under the age of "fifteen *plus*" are granted free education:

Bedford.  
Cape Town, Good Hope Seminary.  
Grahamstown Boys'.  
Grahamstown Girls'.  
Kimberley Boys'.  
Kimberley Girls'.  
Kingwilliamstown Boys'.  
Kingwilliamstown Girls'.  
Knysna.  
Queenstown Boys'.  
Queenstown Girls'.  
Uitenhage Boys'.  
Uitenhage Girls'.  
Wynberg Boys'.  
Wynberg Girls'.

The charging of fees in these two groups of schools has come about as a result, not of a decision of the Department, but of the wishes of the majority of the parents of pupils attending the

individual schools. Further, in the vicinity of each such school there is another school under the Department at which free education as provided by the law can be obtained.

In any school a secondary pupil over the age of "fifteen *plus*" can be given free education, provided that ability to profit and inability to pay can be proved, and that such remissions do not exceed 30 per cent. of the total fees chargeable in that school.

It will I think be agreed that the provision for free education outlined above is not ungenerous. From time to time the suggestion is made that education should be free up to the matriculation or senior certificate standard. On the other hand we are told that the granting of free education is sapping the spirit of independence of our citizens, and that people do not value anything for which they do not pay. All things considered, the existing arrangement represents a reasonable compromise between extreme views; an amendment, however, that seems urgent is to allow those secondary pupils who attain their fifteenth birthday in the first quarter of a year to continue to receive free education up to the end of that year, along with those who attain their fifteenth birthday in the second, third or fourth quarter. This would undoubtedly be an improvement on the present arrangement, under which a pupil is allowed free education, say in Standard VIII, for the first quarter and then denied it for the remainder of the school year. The cost of this desirable amendment would be comparatively slight.

#### BOARDING AND TRANSPORT OF PUPILS.

The boarding of pupils at or near a school, and the daily transport of pupils to and from school, are features which existed in our system prior to Union: so long ago as 1873 regulations providing for assistance towards the boarding of pupils were promulgated, and Section 68 of the School Board Act of 1905 made provision for transport. Still, it is generally true to say that before Union the policy was to bring the school to the child, and that since Union the policy has increasingly been to bring the child to the school. The following are the main agencies now employed:—

- (1) The school boarding department, conducted at the profit or loss of the school board. The fees are so regulated as to cover approximately the whole cost. There are thirty-two such boarding departments.
- (2) The school boarding department, conducted at the financial risk of a teacher or other person, with assistance from the Administration in the shape of a grant to the superintendent and a grant towards rent. The number of such boarding departments is 117.
- (3) The indigent boarding house, conducted usually by a church body, with assistance from the Administration in the shape of a grant to the superintendent, a grant towards rent, and

capitation grants in respect of the individual pupils accommodated. Indigent boarding houses number 166. The expenditure for the financial year 1934-35 on grants to these institutions was £116,421.

- (4) The indigent boarding grant (not exceeding £12 per annum), granted to pupils boarding in the vicinity of small rural schools. The expenditure on 4,079 such grants during the financial year 1934-35 was £33,621.
- (5) The secondary boarding bursary (not exceeding £20 per annum) to enable necessitous and promising pupils who have graduated from rural primary schools to receive secondary education at secondary or high schools. The amount expended during the financial year 1934-35 on such bursaries was £42,950, the number of bursaries awarded being 2,772.
- (6) The school conveyance (animal transport, motor transport, or occasionally a boat) to bring attendance at a primary school or department within the reach of children whose homes are more than three miles distant.
- (7) The primary conveyance grant (not exceeding 6d. per school day) to provide for isolated children where the smallness of the number of children concerned does not warrant the provision of school conveyance. The total number of primary conveyance grants given in accordance with paragraphs (6) and (7) during the financial year 1934-35 was 3,823. The expenditure on such grants was £15,292.
- (8) The secondary conveyance bursary (not exceeding £5 per annum if cart or tram be used, and £7 10s. per annum if motor or train be used) to bring attendance at a secondary school or department within the reach of necessitous and promising pupils whose homes are more than three miles distant. An amount of £1,262 was expended on such bursaries during the financial year 1934-35, the number of bursaries being 349.

Whether these agencies may be considered to have equalised educational opportunity for the town child and the country child, especially in so far as education above the primary level is concerned, is a matter of doubt and will further be dealt with in my concluding remarks in this chapter.

By these means many thousands of children are brought to school, and the creation of additional small schools is reduced to the minimum possible. Some idea of the progress that has been achieved in the centralisation of school facilities can be gained by comparing the figures relating to schools under school boards (in which the vast majority of our European pupils are educated) for the end of 1909 with those for the end of 1934:—

Year.	No. of Schools.	No. of Pupils.
1909.....	2,066	68,028
1934.....	2,248	141,744
Increase.....	182	73,716

When an increase of 108 per cent. in the number of pupils is shown to be accompanied by an increase of only 9 per cent. in the number of schools, further justification of the expenditure on the boarding and conveyance of pupils hardly appears to be necessary.

The following tables show how the great increase in secondary enrolment of recent years has resulted in a growth in the average size of high schools and secondary schools, rather than an increase in the number of such schools:—

## HIGH SCHOOLS.

Year.	Number of High Schools.	Total Secondary Enrolment.	Average per High School.
1929.....	124	14,246	115
1930.....	124	15,065	122
1931.....	125	16,062	128
1932.....	127	17,271	136
1933.....	127	18,016	142
1934.....	132	18,576	141

In 5 years: 8 additional high schools.  
4,330 additional pupils.  
541 additional pupils for every additional high school.

## SECONDARY SCHOOLS.

Year.	Number of Secondary Schools.	Total Secondary Enrolment.	Average per Secondary School.
1929.....	81	1,658	20
1930.....	79	1,741	22
1931.....	83	1,939	23
1932.....	82	1,933	24
1933.....	82	2,086	25
1934.....	83	2,065	25

In 5 years: 2 additional secondary schools.  
407 additional pupils.  
203 additional pupils for each additional secondary school.



## TYPES OF SCHOOLS.

A few notes on the different types of schools in existence at the present time may be of interest to the reader. The following table shows the distribution of schools among the various classes at 30th September, 1934, and at 30th September, 1935:—

	1934.	1935.
Training Colleges.....	9	9
High Schools.....	132	135
Secondary Schools.....	83	83
Primary Schools (undenominational).....	1,860	1,847
Farm Schools.....	222	194
Church Primary and Aided Schools.....	31	30
Special Schools.....	3	3
	<hr/> 2,340	<hr/> 2,301

One new high school was founded in 1934, viz., Die Grens Afrikaansmedium-skool at East London, and one in 1935, viz., the Diamantveld Afrikaansmedium-skool at Kimberley. Four secondary schools, viz., Klipdam, Matatiele, Stutterheim and Williston, were raised to high-school grade in 1934, and three in 1935, viz., Muizenberg, Naauwpoort and Elliot. In 1935 the high school at De Rust, Oudtshoorn, reverted to secondary grade.

Two new Afrikaans-medium secondary schools were founded at Observatory and Wynberg in 1934; and three primary schools, viz., Gansbaai and Riviersonderend, both in the division of Caledon, and Cedarville in the division of Matatiele, were raised to secondary-school grade in that year. In 1935 the Afrikaans-medium school at Kingwilliamstown was raised to secondary-school grade, and an *ad hoc* secondary school was established at Lansdowne in the Cape Division.

The 1,847 undenominational primary schools are of all sizes, from the single-teacher school of ten pupils on a farm to the large town school with an enrolment of over 600. The vast majority of them, about 1,500, are small rural schools. Despite the activities in the direction of centralisation which have been outlined in a preceding section, we shall always have the single-teacher school with us. The rural districts of the Cape Province are thinly populated; for example, the density of rural population in the Cape Province is only about half of that in the Transvaal. Many of these little schools, particularly those with an enrolment of less than twenty, are most efficiently conducted: but efficiency is very hard to attain when a teacher has to cope single-handed with twenty or more pupils distributed among all the standards of the primary curriculum. Natal has set its sister Provinces a fine example by allowing a second teacher when the enrolment reaches

twenty; if that could become the rule throughout the Union, the existence of single-teacher schools would no longer need to be deplored.

The 194 farm schools are single-teacher rural schools where a farmer or other suitable person is required to furnish free of charge a schoolroom and board and lodging for the teacher, the remainder of the cost of the school being met out of public funds.

The thirty church schools—an anomaly in our otherwise undenominational system of European education—are survivals of bygone days. Most of them were originally mission schools for poor white children, aided under the same provisions as the mission schools for Coloured children. No new schools of this type can now be aided.

Of the three special schools, two are virtually primary schools for invalid children, conducted at the Princess Alice Home of Recovery at Retreat and the Lady Michaelis Orthopaedic Home at Plumstead—both in the Cape Division.

The eighty-three secondary schools fall into two groups. The first group comprises the two recently established Afrikaans-medium schools at Observatory and Wynberg, neither of which has primary pupils on its roll. The other schools all have complete primary departments; and nearly all of them are really village primary schools on to which secondary “tops” have been grafted. Before a village primary school can be given secondary status, with the attendant extension of curriculum up to and including Standard VIII, it must have maintained, during one complete calendar year and the first half of the succeeding calendar year, a minimum average enrolment of at least twenty-five pupils in Standards V and VI combined. No primary school can, however, be promoted to secondary rank unless (in the words of the law) “the nearest available secondary or high school is so far distant as to render it impossible for pupils residing in the vicinity of such primary school to attend the said secondary or high school except as boarders.”

The 135 high schools are of various types. Twenty-five of them are *ad hoc* schools—they have no primary pupils. Over eighty of them have complete primary departments, which means that pupils can proceed from the primary to the secondary course in the same institution. The remainder have one or more of the primary standards included in their curriculum. Twenty-four of the total are schools for boys, twenty-five are schools for girls, and eighty-six are mixed schools.

One school—graded as a “special school”—is situated on the Training Ship *General Botha*. The more directly scholastic side of the ship’s work is aided by the Department, and forms virtually a secondary school affording instruction in Standards VII and VIII.

## THE GREATER HOLDING POWER OF THE SCHOOL.

In the Superintendent-General of Education's Report for 1932 and 1933 statistical tables giving details of European pupils in Standards VI-X for the years 1925-1933 were published for the purpose of illustrating the elimination of pupils at the end of the primary stage and during the secondary stage. I propose to publish similar elimination tables annually in future.

## ELIMINATION TABLES.

## I. COMPARATIVE TABLE OF EUROPEAN PUPILS IN DIFFERENT STANDARDS.

	VI.	VII.	VIII.	IX.	X.
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	2,565	2,358
1931.....	14,735	7,534	5,270	2,743	2,496
1932.....	14,864	7,932	5,494	3,155	2,665
1933.....	15,754	8,044	5,772	3,300	2,960
1934.....	15,340	8,525	5,856	3,378	2,935

## II. PERCENTAGES BASED ON PRECEDING TABLE.

	VI.	VII.	VIII.	IX.	X.
1926.....	100	—	—	—	—
1927.....	100	52	—	—	—
1928.....	100	51	36	—	—
1929.....	100	50	36	19	—
1930.....	100	52	36	20	18
1931.....	100	54	39	20	20
1932.....	100	54	39	23	20
1933.....	100	54	39	24	22
1934.....	100	54	39	23	21

The elimination tables now published, which deal with the years 1926-1934, contain material for a sufficiently reliable estimate of the extent to which the holding power of the school in the secondary area has grown in strength since 1926. For example, if we assume that the Standard VII pupils in a particular year represent those of the Standard VI pupils of the previous year who remained at school, and that the Standard VIII pupils in a particular year represent those of the Standard VII pupils of the previous year who remained at school, and so on, the following conclusions may be drawn from Elimination Table No. II: That out of every hundred pupils in Standard VI in 1930, fifty-four (as compared with fifty-two out of every hundred in 1926) went on to Standard VII; that thirty-nine out of the fifty-four (as compared with thirty-six out of fifty-two in 1926) went on to Standard VIII; that twenty-four out of the thirty-nine (as compared with nineteen out of thirty-six in 1926) went on to Standard IX; and that twenty-one out of the twenty-four (as compared with 18 out of 19 in 1926) reached Standard X.

The following statistical table relating to the years 1926 and 1934 serves further to illustrate the growth of the holding power of the school in the secondary area:—

	1926.	1934.	Increase.
(a) No. of primary and secondary pupils..	136,150	150,196	14,046
(b) No. in Standard VI.....	13,038	15,340	2,302
(c) Percentage in Std. VI.....	9.58	10.21	.63
(d) No. above Standard VI.....	14,998	20,694	5,696
(e) Percentage above Standard VI.....	11.02	13.78	2.76
(f) No. above Standard VIII.....	4,233	6,313	2,080
(g) Percentage of (d) above Standard VIII..	28.22	30.51	2.29

In order to illustrate the extent of the growth of the holding power of the school in the primary area since 1911, I have applied the principle of elimination to Standards III-VI for the periods 1911-1914, 1921-1924, and 1931-1934, with the result shown in the following table:—

Std.	Year.	Pupils.	Year.	Pupils.	Year.	Pupils.	Percentage.		
							1911-1914.	1921-1924.	1931-1934.
III.....	1911.	10,006	1921.	16,193	1931.	18,231	100	100	100
IV.....	1912.	9,000	1922.	15,667	1932.	17,462	89.95	96.75	95.78
V.....	1913.	6,747	1923.	14,354	1933.	16,621	67.43	88.64	91.17
VI.....	1914.	4,909	1924.	12,247	1934.	15,340	49.06	75.63	84.14

The figures given above to denote the percentage of Standard III pupils proceeding to Standards IV, V and VI, respectively, may be taken as indicative of considerable expansion of the holding power of the school in the primary area since 1911, and of the material extension of that power during the period 1931-1934.

One fact seems to be more or less clearly established by these elimination tables above, namely that the percentage of Standard VI pupils who proceed to secondary schools seems to have been fairly constant the last few years. If the number of Standard VI pupils in a particular year is compared with the number of Standard VII pupils the following year, a more or less accurate estimate of the number leaving school after the completion of Standard VI is obtained. Now it must be borne in mind that on the completion of Standard VI some pupils proceed to vocational schools conducted by the Union Government, some are enrolled in private schools and others attend classes in technical colleges. But even if these facts are taken into consideration there is reason to be concerned about the large number of pupils in our Province who receive nothing more than a primary education. As pointed out before there is no prospect that, with the present means at our disposal and under existing legislation, this number will be much diminished in the near future. Free education up to 15 has, it is true, tended to increase the percentage of pupils proceeding to the secondary school, but the position is still a serious one for us in this Province. If well over 40 per cent. of our Standard VI pupils do not receive even one year of secondary education, we should take immediate steps to remedy the position.

Now it is well known that pupils do not proceed from primary to secondary education because they are not capable of profiting by education above that stage, or because they cannot afford to remain at school any longer, or because they are too old, or because the type of education provided in the post-primary schools is not sufficiently adapted to their particular needs. It would be of interest briefly to investigate these causes of elimination of pupils at this stage of their school life.

There is no doubt that inherent inability to profit by further education accounts for the elimination of a number of pupils. No one, however, would seriously contend that over 40 per cent. of the Standard VI pupils in our schools are in this category. The pupil of average intelligence ought to be able to profit by education above the primary stage, and if it is remembered that the below-average pupil is in most cases eliminated before the Standard VI stage, the percentage actually eliminated at this stage cannot be accounted for on this score.

Inability to pay for further education must be considered a much more potent factor. The measure of free education afforded and the limited provision of secondary boarding and conveyance bursaries are not sufficient to cope with the needs of the situation.

All School Boards and principals of schools will testify to the truth of this statement. Earlier in this report I have stated that it should be possible for the Provincial Administration to make secondary education free for all pupils up to the end of the calendar year in which they attain the age of fifteen. This will slightly ease the position for the town pupil who lives within reach of a secondary institution. For the pupil who lives beyond the reach of a secondary school and who has to pay board to reach a school of this type, increased boarding facilities should be granted. It is not always fully realised that our secondary and high schools are situated in the towns and villages and that the rural child does not have the same opportunity as the town child of attending these schools. The number of boarding bursaries given is strictly limited and the applications far exceed the final allocations made; further the bursaries do not cover the additional cost to the country parent; and, in addition, the country child who has passed Standard VI and applies for assistance has to prove ability to profit by secondary education, whereas the town child or the child requiring no assistance towards boarding shows merely a pass in Standard VI.

Advanced age is to some extent also a cause of the elimination of pupils from our schools. A study of the median age and retardation tables for the different standards appearing on page 144 will show that the median age for the different standards is gradually being lowered. There is every reason also to trust that the grant by the Union Government of subsidy for pupils under seven years of age will tend in the same direction. It has, however, been the contention of this Department for several years that the break between primary and post-primary education in the Cape Province takes place at too late a stage in the child's life and that our school organisation has to be changed. My predecessor stressed this matter in several annual reports, but the obstacles in the way of such reorganisation have so far proved to be insurmountable. If the curriculum of primary schools in the Cape Province were to extend to Standard V only and pupils at that stage were transferred to secondary or other institutions, the Provincial Ordinance relating to compulsory education would need to be changed, or otherwise many of our European children would receive one year less education than at the present time. The solution which has been recommended to the Department by Teachers' Associations and other educational bodies is free and compulsory education for all European children to the age of fifteen *plus*, irrespective of standard attained. In another section of this Report I have touched upon this matter and pointed out what the financial implications of such a measure of free and compulsory education would be. I realise that under present arrangements regarding our Provincial subsidy the financial burden will be too great for the Province. Convinced, however, of the necessity of an earlier break in our educational system I have endeavoured, wherever possible, to attach the sixth standard to the secondary departments of our schools.

The better adaption of the education provided in post-primary schools to the particular needs of pupils will undoubtedly result in keeping them at school for a longer period. The types of post-primary schools provided at the present time are the Provincial secondary and high schools with their differentiated curricula for the Junior and the Senior Certificate, and the vocational and technical schools under the Union Department of Education and the Department of Agriculture. As stated before probably not more than 55 per cent. of the pupils enrolled in Standard VI in any particular year proceed to secondary or high schools for further education. Of the remaining 45 per cent. a very considerable number do not attend any type of school after this stage. The position will have to be faced immediately. Provincial and Union Departments will have to co-ordinate their efforts and the absolute demarcation between so called general education, which is a function of the Provincial Departments, and vocational education, which is a function of the Union Government, will have to disappear. It is possible for the Provincial Departments to provide other types of education beyond the primary stage than the present so called "general" education, and by doing so to reach far more pupils than are provided for to-day. For some time there has been in existence at the Kakamas High School an Agricultural Course leading up to a Junior and Senior Certificate in Agriculture. The same type of course might be instituted at other centres, and for girls a similar course in Domestic Science might be started. Post-primary courses of shorter duration and less advanced in nature might be instituted at typical country primary schools, especially those to which Indigent Boarding Houses are attached. These schools will provide for those pupils who have no inclination for the courses of study required for the Junior and the Senior Certificate examinations and who will not leave their own district to attend the vocational schools under the Union Government. But the Provincial Administrations cannot provide these new types of education without additional subsidy from the Union authorities. There is reason to believe that some measure of agreement will be reached on this point in the near future.

### CHAPTER III.

#### SCHOOL BROADCASTING.

The first experiment in school broadcasting in South Africa was carried out in Cape Town in March, 1930, by the Cape Department of Education in collaboration with the African Broadcasting Company. Four lessons were broadcast to selected schools in and around Cape Town, and the principals of these schools were asked to send in reports. The Department was much impressed by the possibilities of this new weapon placed in the hands of the educationist, but the work had to be dropped for the time being owing to financial stringency. In May, 1934, the African Broadcasting Company approached the Department again with the suggestion that the school broadcasts should be resumed, and a tentative plan was drawn up. Then came the New Education Fellowship Conference in July, 1934, and renewed interest was shown as a result of Mr. G. T. Hankin's addresses on the work in school broadcasting in Great Britain (Mr. Hankin is the representative of the English Board of Education on the Central Council for School Broadcasting). Then came Sir John Reith's visit and the meeting between him and the Provincial and Union Education Authorities in Pretoria in October, 1934. At this meeting it was agreed that each province should start an experimental series of school broadcasts and that later another meeting should be held at which the possibility and desirability of continuing and extending the service should be discussed.

The other provincial education departments decided to broadcast only a limited number of lessons to a few selected schools which were to be officially provided with receiving sets. I decided, however, that this preliminary experiment had already been carried out at the Cape and that a more extensive and ambitious test was required, to determine as far as possible the uses to which this new educational instrument could be put under South African conditions. In October, 1934, I appointed an Advisory Committee on School Broadcasting, consisting of a full-time officer of the Department as Chairman, and the four headquarters inspectors representing the Department, two representatives of the Suid-Afrikaanse Onderwysersunie, two representatives of the South African Teachers' Association and a representative of the African Broadcasting Company.

It was decided at the very beginning that receiving sets could not be supplied to the three thousand five hundred schools of the Cape Province. Schools were informed that, if they wished to listen in to the proposed broadcast service, they must purchase sets for themselves. The Department approached the various dealers and secured a rebate of 33½ per cent. off the retail prices

of sets for schools. About 300 schools in the Cape Province have raised the necessary funds and purchased sets during 1935.

A regular service of broadcast lessons to the schools of the Cape Province was started on 1st February, 1935. Two lessons each day were broadcast, of twenty minutes each, with a break of five minutes between them. Each day one lesson was in English and one in Afrikaans, one for primary standards and one for secondary standards. The time chosen was from 11.15 a.m. to 12 noon. Lessons in geography, history, musical appreciation, art appreciation, nature study, elementary science and weekly talks on current world events were included in the programmes.

At the end of the first year's work in school broadcasting principals of schools were asked to send in reports to the Department, giving their views of the results of the experiment. Two hundred and sixty-four reports were received (190 from primary schools and 74 from secondary and high schools) and further reports are still coming in. Among other things, principals were asked to state whether the results achieved are of such a nature as to justify the continuance of the school broadcast service. All, without exception, state that the results justify the service and express the desire that it should be continued: many of the reports are most enthusiastic in their praise of the broadcast lessons. A number of private individuals also took the trouble to express their appreciation.

Principals were also asked to report on the time most suitable for the school broadcasts and the duration of the lessons. The great majority of the reports state that the selected time—from 11.15 a.m. to 12 noon—is the most suitable and that twenty minutes is the correct length of time for a broadcast talk. There is a consensus of opinion that women's voices are not so suitable as men's for broadcasting, and many principals—particularly those of distant schools—asked that men only should be used for broadcasting the school talks. Opinion seems to be more or less equally divided as to whether the talks should deal with topics from the ordinary school curriculum or should be limited to cultural subjects and topics that have no direct bearing on the prescribed work of the school. The Department provides for both types of talks. Most of the talks are intended for pupils of eleven years of age and upwards, but one talk a week is broadcast specially for the little ones in Standards I to III.

As the broadcaster cannot make use of the blackboard, some means of publishing notes and diagrams in connection with the lessons is essential. The British Broadcasting Company issues special pamphlets which are sold to the schools, and a Cape Town firm of printers put out a similar pamphlet for the Department at its own financial risk as an experiment, but it proved to be a failure. Arrangements were then made with the Nasionale Pers whereby the middle two pages of "Die Jongspan" were made

available each week for the publication of the broadcast programmes, notes and diagrams. This arrangement has worked very satisfactorily to date. The Department is indebted to the Nasionale Pers for its generous assistance; the broadcast notes are published each week in "Die Jongspan" without any cost to the Department; notes on the lessons to be given in English are published in English, whilst those on the lessons to be given in Afrikaans are published in Afrikaans. The whole of the school broadcast service is run on the principle that the two official languages must have equality of treatment and that there shall be no translations.

I have watched this experiment with keen interest and I am satisfied that the broadcast service has proved of great value, more especially to the rural schools. The results achieved to date fully justify its continuation, and arrangements have been made to carry on the service on the same lines as during 1935. The other provinces have carried out preliminary experiments in school broadcasting, but have discontinued the service for the time being, but the reports of the responsible committees in each case are all in favour of the establishment of a permanent service—if possible on a Union-wide basis. A committee was appointed to go into the whole matter of school broadcasting in the Union and to report on the possibility and desirability of a Union-wide service. There were representatives of the four provincial education departments, of the Union Education Department and of the African Broadcasting Company on this committee and it reported that a Union-wide school broadcasting service is desirable, but not yet possible. The first essential is that all the broadcasting stations in the Union should be linked up with suitable land-lines, and it is estimated that this would cost over one million pounds. All that can be attempted at present is close co-operation between this department and the other departments, if and when they establish regular school broadcast services in their provinces.

I should like to take this opportunity of expressing the Department's thanks to the African Broadcasting Company for the valuable services they have rendered to the Cape Province in connection with the school broadcasts; they have placed their costly equipment and the services of their staff at the disposal of the Department entirely free of charge. Without the Company's cordial and willing co-operation nothing could have been done. Furthermore, Mr. I. W. Schlesinger has made a personal gift of £120 per annum towards the funds for school broadcasting and this is being utilised to improve the service as much as possible by the inclusion of such items as historical dramalogues in the programmes, for the provision of prizes in connection with the broadcast talks, for the purchase of special records where necessary, and so on.

I wish also to thank the Advisory Committee on School Broadcasting for the valuable work they have done in connection with

the inauguration and carrying-on of the service. Their task has been no easy one and the success of the school broadcasting service in the Cape Province is largely due to their efforts. The work entailed in the organization and supervision of the school talks has proved much heavier than was expected. The drafting of programmes, the selection of speakers, the cyclostyling of the manuscripts, the scrutiny of the manuscripts, the testing of speakers in front of the microphone, rehearsals, the preparation of notes and diagrams for publication, the giving of advice to schools regarding the purchase of sets, the keeping of records and minutes, the consideration of reports, etc., has necessitated regular fortnightly meetings of the Advisory Committee and frequent meetings of the sub-committees. School broadcasts in the Cape Province take place simultaneously from the two transmitting stations, Cape Town and Grahamstown. The manuscripts are first of all approved and passed and then a copy of each is sent to Grahamstown, to be read from the studio there whilst the original paper is read from the Cape Town studio by the writer. A sub-committee at Grahamstown has done valuable work in organizing the work at that centre.

Finally, the Postmaster-General has helped considerably by granting free listeners' licences to schools that are using their sets only for educational purposes.

## CHAPTER IV.

### CONFERENCE OF INSPECTORS AND INSTRUCTORS.

A successful conference of inspectors and instructors was held in March last year, five years after these officers had last been in conference.

The value of such gatherings cannot be over-estimated. Since the carrying out of the Department's policy is largely in the hands of the field staff, it is very desirable that I should frequently come into personal contact with its members; but, circumstanced as I am, the multiplicity of my official duties prevents me from visiting yearly more than a limited number of inspectorial areas, and, as the members of the field staff are summoned to the office as seldom as possible, periodical conferences give me my only opportunity of keeping in personal touch with the inspectors and instructors.

The inspection staff also feel the need for opportunities for the discussion with one another of matters of common interest. Owing to the nature of their activities and the wide extent of their areas, the inspectors get few opportunities of consulting one another on the numerous difficult problems with which they are constantly confronted. There is no doubt that they ought to be given frequent opportunities for such discussions. Apart from these general considerations however there were two matters of outstanding importance which I wished to discuss with the inspectorate. In 1934 the system of individual inspection was to a great extent superseded by class inspection, and it was necessary to arrive at a certain degree of uniformity. I also wished to discuss personally with the field staff the resolutions of the Poor White Congress at Kimberley and the findings of the Carney Committee of the New Education Fellowship on Rural Educational Opportunities.

The conference programme, although devoted exclusively to questions of actual importance, covered a wide field. Each of the subjects on the agenda was referred beforehand to committees for consideration and advice and the concise reports drawn up by the committees contributed greatly to the expeditious despatch of the work as well as to its practical value.

*Inter alia* the following matters were dealt with:—

1. The resolutions of the People's Congress on the Poor White Question, held at Kimberley.
2. The conclusions and recommendations of the Rural Division of the New Education Fellowship (Carney Report).
3. Special classes for backward pupils.
4. Physical training and health education.

5. Centralisation.
6. The connection between the Senior Certificate examination and the Matriculation examination.
7. The abolition of the Junior Certificate examination.
8. The abolition of prescribed books at examinations.
9. The abandonment of the Standard VI examination.
10. The inspection of primary and secondary schools.
11. The medium of instruction in Coloured schools.

Not only was the present state of education in this country examined, but the possibility of the application of new pedagogical ideas was also considered. At the same time I took the opportunity of explaining my policy in a number of matters to those present.

I also had an opportunity of going into special problems of the Transkei and other areas, where there is a considerable Native population, with the Chief Inspector for Native Education and the other inspectors concerned.

The conference unanimously expressed the wish to be called together more frequently than has been usual in the past—at least every three years; and with this I am in full agreement.

## CHAPTER V.

### TEACHERS. (European Schools.)

#### PROFESSIONAL QUALIFICATIONS.

At 30th June, 1935, the number of teachers employed in schools for European pupils was 6,627, of whom no less than 6,586, or 99 per cent. were professionally certificated. A percentage of 99 is as high as we can reasonably expect; in a large teaching service, however well supplied with qualified candidates, it constantly happens that for some particular vacancy, a teacher of suitable qualifications is not immediately forthcoming, and an uncertificated teacher has to be temporarily employed—if only to allow time for the post to be advertised.

An exact comparison of the present position with that immediately prior to Union is difficult to achieve, since in 1909 statistics were not kept in quite the same way as at the present time. If, however, we take the 1909 figures for public schools, farm schools and poor schools (the schools in which the vast majority of European pupils were educated), we shall find that, out of every 100 teachers employed in such schools, 24 had no professional certificate at all, 59 held the lowest teachers' certificate (obtainable on the successful completion of a three year's course after Standard VI), and only 17 held higher qualifications; whereas now, out of every 100 teachers employed in schools for European pupils, only *one* has no certificate, 28 hold the lowest certificate, and no less than 71 hold higher qualifications. The immense educational gain which results from such a revolution in levels of teacher-qualifications needs no emphasising. The Cape Province may well be proud of the fine teaching body it possesses.

#### TRAINING OF TEACHERS.

The work of training teachers is shared in the Cape by training colleges under the Department and by the education faculties of university institutions. The Departmental training colleges confine themselves to the training of primary teachers; the main work of the education faculties is the training of secondary teachers, although by some of them primary teachers are also trained. The view taken by the Department in this matter is that there is no real overlapping as regards Departmental and University courses of training for primary teachers. The Universities offer an integrated three-year course of training, the first year of which is almost entirely academic in nature. Since last year the Universities have instituted one-year primary courses of training for graduates. The

Department has agreed to approve of the appointment of teachers so trained to suitable posts in primary schools although it feels that a course of professional training for service in the primary school which extends over one year only can hardly be considered satisfactory. The experiment is being watched with interest.

The Departmental course of training for the ordinary primary teacher is of two years' duration, following upon the successful completion of a full course of secondary education, and aims at producing a thoroughly satisfactory "general practitioner" for primary education. Success in the final examinations (both written and practical) is attested by the Primary Teachers' Certificate, the actual award of which is however postponed until the teacher has proved his worth by satisfactory service in a school. Superimposed upon this two years' course is a third-year course of specialised training, known as the Primary Teachers' Higher course which may be taken immediately after the Primary Teachers' course, or after a spell of teaching service. The third-year courses so far established are :

Infant school method (at Cape Town, Graaff-Reinet, Grahamstown, Stellenbosch and Wellington).

Manual training (for men only, at Graaff-Reinet and Paarl).

Needlework (at Paarl).

Needlework and laundrywork (at Grahamstown).

Physical culture (for women only, at Cape Town).

A third-year course in physical culture for men will be established at Paarl from the beginning of 1936.

For a number of years past there has been in existence at Cape Town a fourth-year physical culture course for women. The aim of this course was to produce fully-qualified teachers of physical culture. It is proposed however to abolish this course at the end of 1936. The annual demand for full time physical culture teachers is very small, and the number of South African girls who go overseas at their own charges for training in this subject is as a rule sufficient to meet all requirements.

The popularity of primary teaching as a career, and the need for taking steps to prevent overstocking of the teaching profession have had the excellent result of bringing about a preliminary selection of student-teachers. In past days all who wished to enter on teacher-training were accepted, subject of course to success in the prescribed examinations, and it was left to actual service in the schools to weed out those that were unsuitable for the teaching office. Now, even before the student writes for the Senior Certificate examination he is interviewed by the circuit inspector who, in consultation with the principal of the high school attended, advises the Department whether he is likely to make a good teacher. If the student is accepted for training by the Department, he is at liberty to enrol provisionally at a training college ; and his

enrolment is confirmed on his passing the Senior Certificate examination. Although this system of selection came into force for the first time in 1935, evidence is already to hand of the beneficial results of this method of recruiting members of the teaching profession.

#### EXAMINATION AND CERTIFICATION.

A full discussion of the present position with regard to the important matter of the examination and certification of teachers will be found in the comprehensive report on Training Institutions appearing as an addendum to this Report. In my concluding remarks in chapter VI, I touch upon this subject again.

#### CONDITIONS OF SERVICE.

A great change has come over teachers' conditions of service in the last twenty-five years. Prior to Union, teachers were simply employees of local managers and educational authorities, who fixed their salaries and determined the conditions on which they could be granted leave of absence. As a consequence, anomalies abounded in regard to salary-rates and conditions of service. Successive legislative enactments since Union, while not depriving managers and local authorities of the large share they have in the selection of teachers, have gradually welded the teachers of the Province into a *Public Service* with uniform salary scales, leave terms, etc. To-day a teacher's salary depends, not on the district in which he is serving, but on the qualifications he holds and the work he does ; wherever he is employed, he is subject to the same conditions as regards leave and other "service matters."

The Department considers that one of its functions is to act as a sort of welfare organisation in respect of the teachers serving under it—that, indeed, its administration should be so conducted as to give the teachers ground for believing that the Department will jealously preserve their privileges, so that they may concentrate on the discharge of their obligations. Of course, the carrying out by the Department of its policy is not unattended by criticism ; some teachers whose claims in various matters have not been entertained have expressed the opinion that the Department is hard-hearted, while the Provincial Auditor and the Provincial Accountant have more than once expressed the exactly opposite opinion. It may consequently be not unfair to take the view that the Department has achieved some measure of success in its two-fold duty of guardianship—guardianship of the public purse on the one hand and of the interests of the teachers on the other. In its work it receives great assistance from the two teachers' organisations, the officers of which work in close touch with the officials of the Department.



## CHAPTER VI.

## EXAMINATIONS.

In 1934 the entries for all departmental examinations totalled 13,210, and in 1935 the entries totalled 13,681. The number of candidates and the percentage of passes in each examination are shown in the following tables:—

<i>Examination.</i>	1935.	1934.	1933.
Senior Certificate.....	3,236	3,107	2,637
Junior Certificate.....	6,920	6,413	6,207
European Teachers—			
Primary Teachers' Certificate.....	419	557	458
Primary Teachers' Higher Certificate—			
Infant School.....	80	78	52
Physical Culture.....	15	8	11
Manual Training.....	36	37	18
Needlework.....	14	8	10
Housecraft.....	12	10	10
Bilingual Certificate.....	113	98	79
Woodwork, Branch I.....	40	37	25
Woodwork, Branch II.....			
Coloured Teachers—			
Coloured Primary Lower I.....	145	242	338
Coloured Primary Lower III.....	268	281	251
Coloured Primary Higher II.....	195	158	95
Native Teachers—			
Native Primary Lower I.....	777	833	842
Native Primary Lower III.....	658	606	646
Native Primary Higher I.....	42	49	21
Native Primary Higher II.....	96	69	48
Native Housecraft.....	2	—	—
Duke and Duchess Competitions.....	227	220	220
General Botha Scholastic Certificate (Senior)...	7	—	—
General Botha Scholastic Certificate (Junior)...	47	55	53
Senior Certificate Supplementary.....	332	344	237
<b>TOTALS.....</b>	<b>13,681</b>	<b>13,210</b>	<b>12,259</b>

## PERCENTAGE OF PASSES.

<i>Examination.</i>	1935.	1934.	1933.
Senior Certificate.....	78	81	77
Junior Certificate.....	82	84	84
European Teachers—			
Primary Teachers' Certificate.....	82	86	89
Primary Teachers' Higher Certificate—			
Infant School.....	92	100	100
Physical Culture.....	93	100	100
Manual Training.....	86	76	89
Needlework.....	86	100	100
Housecraft.....	100	100	100
Bilingual Certificate.....	61	68	52
Teachers' Woodwork.....	60	70	70
Coloured Teachers—			
Coloured Primary Lower I.....	56	72	64
Coloured Primary Lower III.....	73	81	75
Coloured Primary Higher.....	86	87	82
Native Teachers—			
Native Primary Lower I.....	67	64	64
Native Primary Lower III.....	70	65	68
Native Primary Higher I.....	71	76	81
Native Primary Higher II.....	82	81	67
Native Housecraft.....	100	—	—
General Botha Scholastic Certificate (Junior)...	62	76	83
General Botha Scholastic Certificate (Senior)...	71	—	—
Senior Certificate Supplementary.....	—	53	66

## SENIOR AND JUNIOR CERTIFICATE EXAMINATIONS.

The Cape Senior Certificate Examination was held for the first time in 1923, the number of candidates for that year being 259. The following table shows the actual number of candidates who took the *whole* of the December examination in the last six years:—

1930.....	1,823
1931.....	1,961
1932.....	2,117
1933.....	2,519
1934.....	3,026
1935.....	3,165

The Cape Junior Certificate Examination was held for the first time in 1921, the examination being taken by 266 candidates. The following table shows the number who took the examination in the last six years:—

1930.....	4,961
1931.....	5,474
1932.....	5,726
1933.....	6,134
1934.....	6,323
1935.....	6,742

63 candidates from Coloured schools and 33 candidates from Native schools took the Senior Certificate Examination in 1935.

434 candidates from Coloured schools and 156 candidates from Native schools took the Junior Certificate Examination, 1935.

The remarkable increase that has taken place in the number of Junior Certificate candidates from Coloured schools is shown by the following figures:—

1930.....	90
1931.....	176
1932.....	210
1933.....	310
1934.....	383
1935.....	434

The following table shows the number of candidates who took each subject at the Senior Certificate Examination, and the percentage of passes:—

## SENIOR CERTIFICATE EXAMINATION.

Subject.	No. of Candidates.		Percentage of Passes.	
	1935.	1934.	1935.	1934.
Afrikaans Higher.....	1,679	1,603	97	98
Afrikaans Lower.....	1,412	1,380	88	83
English Higher.....	1,620	1,623	91	94
English Lower.....	1,528	1,408	83	89
Agricultural Science.....	361	345	98	97
Art.....	9	5	100	100
Biology.....	599	507	95	93
Bookkeeping and Commercial Arithmetic	629	540	87	93
Botany.....	574	595	89	85
Chemistry.....	773	748	79	81
Commercial Geography and History.....	34	54	81	89
Cookery, Laundrywork and Housewifery.	239	247	100	99
French.....	28	35	89	91
Geography.....	336	221	90	89
Geology.....	20	17	95	94
German.....	801	809	81	81
Greek.....	9	14	100	86
Hebrew.....	7	15	100	68
History.....	2,849	2,805	87	89
Latin.....	1,079	1,058	81	80
Literature (Afrikaans and Nederlands)..	200	257	99	98
Literature (English).....	68	88	95	98
Manual Training.....	74	56	97	89
Mathematics.....	1,740	1,663	76	78
Mechanics.....	1	9	0	44
Music.....	99	79	100	95
Needlework.....	281	259	100	100
Physical Science.....	1,202	1,138	81	84
Physics.....	14	41	93	88
Physiology and Hygiene.....	358	283	96	90
Shorthand and Typewriting.....	220	238	75	78
Chwana.....	3	0	100	0
Suto.....	2	4	100	100
Xhosa.....	21	15	100	93
Zoology.....	6	36	83	85
Zulu.....	1	1	100	100

The following table shows the number of candidates who took each subject at the Junior Certificate Examination, and the percentage of passes:—

## JUNIOR CERTIFICATE EXAMINATION.

Subject.	No. of Candidates.		Percentage of Passes.	
	1935.	1934.	1935.	1934.
Afrikaans Higher.....	3,463	3,090	99	99
Afrikaans Lower.....	3,130	3,074	97	92
English Higher.....	3,653	3,562	95	96
English Lower.....	3,095	2,775	99	95
Agriculture (Major).....	473	376	96	95
Agriculture (Minor).....	106	138	92	91
Arithmetic (Major).....	1,141	1,246	83	81
Arithmetic (Minor).....	458	528	84	87
Aural Training and Theory of Music....	3	7	100	100
Biology.....	6,321	5,982	87	95
Bookkeeping.....	1,906	1,561	88	93
Commercial Arithmetic.....	1,886	1,628	82	90
Chwana.....	27	18	96	100
Cookery, Laundrywork and Housewifery.	318	293	99	98
Cookery, etc. (Minor).....	349	335	99	98
Drawing.....	29	20	79	85
French.....	31	32	97	88
Geography.....	1,553	1,224	88	95
German.....	1,597	1,520	74	86
Greek.....	5	12	40	75
Hebrew.....	6	8	100	100
History, Course I.....	4,678	4,365	95	94
History, Course II.....	510	489	89	93
Hygiene and Physiology.....	1,903	1,775	91	94
Instrumental Music.....	147	113	99	97
Latin.....	1,806	1,849	87	83
Mathematics.....	3,906	3,883	84	81
Metalwork.....	36	26	100	100
Needlework (Minor).....	531	672	95	99
Needlework (Major).....	189	—	98	—
Physics and Chemistry.....	5,325	5,003	92	89
Shorthand (English).....	738	564	69	83
Shorthand (Afrikaans).....	133	107	80	87
Typewriting.....	827	656	77	76
Suto.....	12	23	91	100
Woodwork (Major).....	283	318	87	93
Woodwork (Minor).....	162	182	87	90
Xhosa.....	105	106	100	100
Zulu.....	1	—	100	—

A table is given below showing approximately the percentage number of candidates obtaining 80-100%, 70-79%, etc., in each subject of the Senior Certificate Examination, 1935. (A = 80-100%, B = 70-79%, C = 60-69%, D = 50-59%, E = 40-49%, F = 33-39%, FF = 30-33%, G = 20-29%, H = Below 20%.)

Subject.	A.	B.	C.	D.	E.	F.	FF.	G.	H.	No. of Candidates.	Approx. Median per cent. Marks.
Afrikaans Higher.....	2	6	19	28	28	13	2	1	—	1,679	52
English Higher.....	3	10	20	28	23	8	3	4	—	1,620	54
Latin.....	3	7	12	23	21	13	6	9	4	1,079	48
French.....	—	3	25	29	25	7	—	11	—	28	52
German.....	3	5	14	21	26	12	8	9	2	801	47
Mathematics.....	2	5	10	17	25	17	6	13	5	1,740	43
Greek.....	11	11	11	34	22	11	—	—	—	9	55
History.....	1	4	15	26	27	14	4	7	2	2,849	49
Afrikaans Lower.....	2	6	18	25	25	13	4	7	0	1,412	50
English Lower.....	3	9	14	22	24	13	5	8	2	1,528	49
Hebrew.....	14	14	14	—	14	14	30	—	—	7	44
Zulu.....	—	—	100	—	—	—	—	—	—	1	63
Xhosa.....	—	—	33	48	19	—	—	—	—	21	58
Suto.....	—	—	—	50	50	—	—	—	—	2	51
Chwana.....	—	33	—	67	—	—	—	—	—	3	59
Geography.....	0	1	5	24	42	18	4	6	—	336	45
Comm. Geog. and History.....	—	6	23	23	23	6	9	6	4	34	51
Physics.....	—	7	50	14	15	7	0	0	7	14	51
Chemistry.....	4	10	14	17	22	12	5	12	4	773	48
Physical Science.....	1	5	14	23	22	16	5	9	5	1,202	47
Botany.....	—	3	16	28	29	13	6	5	—	574	49
Zoology.....	—	17	32	17	—	17	—	17	—	6	56
Geology.....	—	—	5	25	55	10	5	—	—	20	49
Biology.....	—	3	13	38	30	11	2	3	—	599	51
Phys. and Hygiene.....	—	1	14	40	31	10	3	1	—	358	51
Agric. Science.....	—	2	13	40	34	9	2	—	—	361	51
Book. and Comm.Arith.....	3	9	15	24	24	12	3	8	2	629	50
Art.....	—	22	33	34	11	—	—	—	—	9	63
Music.....	9	38	25	20	8	0	0	0	0	99	65
Mechanics.....	—	—	—	—	—	—	—	—	100	1	4
Manual Training.....	3	13	29	26	20	6	3	0	0	74	58
English Literature..	12	19	22	22	14	6	3	2	—	68	61
Afrikaans Literature..	2	12	32	36	10	7	1	0	—	200	59
Shorthand and Typing.....	10	10	12	13	16	12	4	10	11	220	48
Needlework.....	—	4	25	48	20	3	—	—	—	281	56
Cookery, etc..	—	—	19	52	28	1	—	—	—	239	54

The following table shows the distribution of symbols for the Junior Certificate Examination, 1935. (A = 80-100%, B = 70-79%, C = 60-69%, D = 50-59%, E = 40-49%, F = 30-39%, G = 20-29%, H = Below 20%.)

Subject.	A.	B.	C.	D.	E.	F.	G.	H.	No. of Candidates.	Approx. Median per cent. Marks.	
Afrikaans Higher..	1	5	17	33	30	13	1	—	3,463	52	
Afrikaans Lower..	2	9	20	29	25	12	2	1	3,130	49	
English Higher....	1	7	21	30	23	13	4	1	3,653	53	
English Lower....	2	11	21	32	25	8	1	—	3,095	55	
Latin.....	4	8	16	20	22	17	9	4	1,806	49	
German.....	3	7	13	19	23	19	12	4	1,597	46	
Biology.....	2	5	12	20	25	23	9	4	6,321	46	
Physics and Chemistry.....	4	10	20	24	21	13	6	2	5,325	53	
Hygiene and Phys.....	—	2	11	24	31	24	6	2	1,903	46	
Arithmetic (Major)	4	9	12	18	20	20	12	5	1,141	46	
Arithmetic (Minor)	4	9	12	16	20	23	9	7	458	46	
Mathematics.....	4	7	14	19	22	19	10	5	3,906	47	
Geography.....	1	4	11	22	27	23	10	2	1,553	46	
History, Course I.	3	11	21	27	21	12	4	1	4,678	55	
History, Course II	2	4	12	19	25	27	8	3	510	45	
Agriculture (Major)	—	4	19	35	28	11	4	—	473	52	
Agriculture (Minor)	1	6	9	26	30	20	7	1	106	47	
Bookkeeping.....	8	14	18	19	16	13	7	5	1,906	55	
Commercial Arith..	1	4	12	20	24	21	12	6	1,886	45	
Shorthand.....	2	4	8	15	15	25	17	14	738	38	
Snelskrif.....	14	10	20	15	7	14	10	10	133	56	
Typewriting.....	15	13	13	14	11	11	10	13	827	53	
Needlework (Major)	—	1	1	24	35	30	8	1	189	43	
Needlework (Minor)	—	3	15	32	30	15	4	1	531	50	
Woodwork (Major)	6	11	19	17	20	16	8	3	283	52	
Woodwork (Minor)	1	9	16	21	24	16	11	2	162	49	
Aural Trg. and Theory of Music.	—	1	—	2	—	—	—	—	3	87	
Cookery, etc.—	0	2	10	45	35	7	1	0	318	51	
(Major).....	—	6	34	40	16	3	1	—	349	58	
(Minor).....	—	—	3	3	31	42	21	—	29	37	
Drawing.....	7	16	16	32	19	7	3	0	31	58	
French.....	—	—	—	—	20	20	60	—	5	32	
Greek.....	33	17	50	—	—	—	—	—	6	—	
Hebrew.....	11	26	34	19	7	2	1	—	147	66	
Instrumental Music	—	8	42	17	25	—	8	—	12	60	
Suto.....	—	3	25	45	22	5	—	—	105	55	
Xhosa.....	—	—	—	100	—	—	—	—	1	56	
Zulu.....	—	4	11	42	35	8	—	—	26	53	
Chwana.....	—	—	—	—	—	—	—	—	—	—	—

#### PROFESSIONAL EXAMINATIONS.

Twenty-five years ago a distinction was made between Europeans and non-Europeans in the examination for the lowest teacher's certificate issued by the Department.

Previously the examination was taken after a three-year course of training beyond Standard VI; and the examination was practically the same for European, Coloured and Native candidates.

Non-European candidates may still take a three-year course beyond Standard VI, but the admission requirement for Europeans has been raised in three stages. European candidates entering on a course of training in 1910 were required to have passed

Standard VII. From January, 1922, the admission standard was raised to the Junior Certificate, the length of the course being reduced from three to two years; and from January, 1929, the admission standard was raised to the Senior Certificate. It thus took 20 years to raise the admission standard from Standard VI to Standard X.

In the course of training for non-European teachers a discrimination was made between Coloured teachers and Native teachers from the beginning of 1922. Native students who have passed Standard VI have, since January, 1922, taken a three-year training course qualifying for the Native Primary Teachers' Lower Certificate, and Coloured students who have passed Standard VI have, since January, 1924, taken a three-year course qualifying for the Coloured Primary Teachers' Lower Certificate. The course for the latter certificate was revised from the beginning of 1933.

The admission standard for Coloured student teachers has now been raised, and from January, 1936, all entrants on the course for the Coloured Primary Teachers' Lower Certificate will be required to have passed the Junior Certificate Examination. This has necessitated a further revision of the course, the length of which will be reduced from three years to two years.

A bilingual certificate examination for Coloured teachers is being instituted, and Coloured student teachers in their final year of training were afforded an opportunity of taking the Coloured Teachers' Bilingual Certificate Examination in 1935.

A revised course for the Native Primary Teachers' Lower Certificate came into force from the beginning of 1934.

During the year 1934 considerable attention was given to the question of the examination and certification of European students in training, and the two officers at present responsible for the inspection of training colleges were asked to consult principals in regard to these matters with a view to the possible extension of the principle of internal examination. At present the following subjects are examined externally: English and Afrikaans, Principles and Methods of Teaching and Organisation, Psychology, Class Teaching and Nature Study. The practical subjects, Music, Drawing and Manual Training are examined partly by means of written tests and partly by practical tests given by the instructors (or instructresses) during their annual visits. The colleges have thus had a large measure of responsibility for the examination of their students. I have decided to extend this responsibility and have given the principals notice that in and after 1936 the written external examination will be limited to the two official languages and to the requirements for the Bilingual Certificates; that the practical teaching test and the oral test for the Bilingual Certificate will be taken as in the past by the Training College inspectors; that Drawing, Music and Manual Training will be tested by the

responsible Departmental officials during their visits to the training colleges, the purpose of the tests being to ensure a satisfactory general standard and not an assessment of each student's attainment; and that all other subjects will be examined internally. The Department will continue to be responsible for the issue of the certificate which will be based on the external tests and on a return furnished by the training college which will show the attainment of each second-year student in the subjects examined internally. The certificate issued will indicate whether the candidate has obtained honours in the examination as a whole, as well as the subjects in which he has gained distinction.

#### THE EXTERNAL EXAMINATION.

The external examination as a means of selecting candidates for promotion and certification is almost everywhere discredited to-day. The Department has for several years now been giving its attention to this matter and important changes have been made in our examination system. In his last Annual Report my predecessor was able to announce that individual examination by the Circuit Inspector of pupils in the primary school up to the fifth standard for purposes of promotion would be done away with and that in promotion the internal tests of the teachers would be the deciding factor. He further intimated that such latitude would be allowed the Inspector of Schools and the principal teacher in the promotion of Standard VI pupils that, to all intents and purposes, the external examination as previously conducted in the primary school could be said to have disappeared. It is too soon yet to determine the effect of this change upon the work of the primary school. A further step in the same direction is being taken at the beginning of 1936, when the external examination in the Primary Teachers' Course will be discontinued except in the two official languages, the practical subjects and the Bilingual Certificate. Further there is under consideration at the present time a scheme for abolishing the external Junior Certificate Examination in high schools. I hope to be able to report on this matter more fully in my report next year. The Department has also by means of its Examinations Committee on which the Teachers' Associations are well represented consistently tried to minimise the evils inherent in the external examinations at the Junior and the Senior Certificate stage. It is felt that the school record of the candidate should be given greater weight in the final examination, but no entirely satisfactory procedure in this connection has as yet been evolved.

Although the Department conducts its own Senior Certificate Examination, it is in a very real sense under the control of the Joint Matriculation Board which itself acts as an examining body and grants exemption under certain conditions to candidates who have taken examinations of equal grade under the Provincial Departments. Courses of study in individual subjects, examina-

tion papers and the standard of marking have to be approved by this Board before exemption from Matriculation can be obtained. According as the Board has gained confidence in the standard and efficiency of the Departmental Senior Certificate Examination greater freedom has been allowed the Department in the conduct of its examination. At the present time a Committee of the Board on which the Provincial heads of Departments of Education are represented is considering the question of the maximum freedom which can be granted by the Board to the Departments in their Senior Certificate Examinations. Judging from the spirit prevailing in the Board at the present time, I am confident that the "shackles of the Matriculation Examination" will in the near future be almost wholly removed. The view of this Department is that the Matriculation Board performs a most necessary function in the Union as a co-ordinating body. Without such a body it is inconceivable that an even approximately uniform standard of achievement will be ensured in the final secondary school examinations conducted at the present time by two Provincial Departments, the Union Department of Education and the Matriculation Board itself. Where the Board, however, has attempted to equate courses of study subject by subject instead of considering courses as a whole, and has exerted its influence in demanding particular types of examination in a particular subject, it has stood in the way of radical changes desired by the Department in the content of subjects of study and the type of examination questions set.

## CHAPTER VII.

### SCHOOL BUILDINGS.

A glance at the statement of annual capital expenditure since 1913-14 given below, concluding with the comparatively low totals of £56,897 and £101,861 for 1933-34 and 1934-35, respectively, may give rise to the impression that the provision of school buildings has reached saturation point. Let me, therefore, at the outset correct any misapprehension. It was intimated to me at the commencement of these financial years that there would be a definite limit to the loan funds to be set aside for school buildings, and drastic reductions in my building programme for 1933-34 were necessary. In the prevailing circumstances some such limitation was inevitable, but it rendered even more difficult the delicate task of deciding which of the many legitimate requests for loan funds should receive first consideration.

The demand for new buildings, and more especially for improvements in existing structures, is still insistent. Requests for additional rooms in existing buildings have been more than usually numerous, partly as a result of the slight relaxation of the staffing rules in 1934 which led to the sanctioning of many additional teaching posts, and partly on account of the recognition of pupils of six years of age for staffing purposes in 1935.

A glance at Table A will show that the amount spent on buildings by the Administration during the last three years has been small compared with the capital investment for this purpose in former years. In fact during these three years together very little more was spent than in the preceding year 1931-32, and actually less than in the year 1920-21. Knowing the position in many of our schools with regard to the accommodation for woodwork, domestic science, physical culture, art instruction, etc., I fear that the economy in our building programme exercised during the last three years cannot be maintained.

It is, of course, unavoidable that the interest and redemption charges on advances by the Union Government will grow from year to year till such time as the first loans (1913-14) have been redeemed in full, the period of redemption being 40 years. It is pleasing to note, however, that from the 1st April of the year 1934 the rate of interest on school building loans was reduced to  $3\frac{1}{2}$  per cent.

Representations are so frequently made by local authorities to the effect that they could build more economically if they were allowed to arrange their own contracts locally, that I wish to take the

opportunity to make clear that such proposals, though put forward with the best intentions, are, in most cases, unacceptable. The Administration in looking to the future has set certain building standards to which it must adhere. Even the smallest scheme must be carefully planned with a view to convenience, utility of purpose, durability, economy in future maintenance and possible future expansion.

The moral and aesthetic value of good school buildings need not be stressed. In after years the old school building and its surroundings form the background of one's recollections of school life. While I appreciate the work which is being done by local people in improving the surroundings of schools by planting suitable trees and laying out gardens and sports fields, I feel that more effort could be expended in this direction. Too many of our playgrounds are barren stony wastes.

TABLE A.

## CAPITAL EXPENDITURE ON SCHOOL BUILDINGS SINCE 1913-1914.

	£	s.	d.
1913-14.....	205,711	12	5
1914-15.....	189,273	9	0
1915-16.....	110,806	0	10
1916-17.....	205,095	0	0
1917-18.....	236,483	0	0
1918-19.....	213,809	5	1
1919-20.....	182,503	0	0
1920-21.....	236,053	1	3
1921-22.....	161,493	11	10
1922-23.....	104,993	7	4
1923-24.....	104,551	4	2
1924-25.....	137,412	8	1
1925-26.....	178,316	5	5
1926-27.....	150,003	17	6
1927-28.....	183,645	4	10
1928-29.....	176,360	2	4
1929-30.....	215,866	13	3
1930-31.....	168,188	12	7
1931-32.....	222,192	19	10
1932-33.....	77,180	12	2
1933-34.....	56,897	13	3
1934-35.....	101,861	15	7
	<u>£3,618,703</u>	<u>16</u>	<u>9</u>

TABLE B.

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

Expenditure for	£	s.	d.
1930-31.....	166,984	0	0
1931-32.....	175,551	10	1
1932-33.....	184,551	6	8
1933-34.....	188,492	0	5
1934-35.....	194,138	16	7

## LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED DURING 1934.

Division.	School.
Albany.....	Grahamstown Girls' High (additions).
Albany.....	Grahamstown Primary (additions).
Aliwal North.....	Jamestown Secondary (additions).
Caledon.....	Caledon High (additions).
Caledon.....	Onrust River Primary (new building).
Calvinia.....	Nieuwoudtville Secondary (additions).
Cape.....	Koeberg Road Primary (additions).
Cape.....	Observatory Boys' High (additions).
Cape.....	Observatory Boys' Junior (additions).
Cape.....	Raymond (formerly Richmond Estate) Primary (new building).
Cape.....	Rondebosch Boys' High (additions).
Cape.....	Sea Point Boys' Junior (new building).
Cape.....	Wynberg Van der Stel Primary (new building).
Indwe.....	Grey's Pan Primary (additions).
Kimberley.....	William Pescod High (additions).
King William's Town.....	Berlin Secondary (additions).
Kuruman.....	Winton Primary (purchase of).
Namaqualand.....	Gamoep Primary (new building).
Piquetberg.....	Elandsbaai Primary (new building).
Port Elizabeth.....	North End Primary (additions).
Riversdal.....	Riethuiskraal Primary (new building).
Stu tterheim.....	Stutterheim Secondary (additions).
Van Rhynsdorp.....	Spruitdrift Primary (additions).
Victoria West.....	Hutchinson Primary (additions).
Wodehouse.....	Rossouwdrorp Primary (additions).
Worcester.....	Terras Primary (purchase of).

## HOSTELS.

Division.	Schools.
Namaqualand.....	Springbok Indigent Boys' (additions).
Kuruman.....	Winton Indigent Hostel (purchase of).

## LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED DURING 1935.

Division.	School.
Aberdeen.....	Aberdeen Primary (additions).
Barkly West.....	Vaal River High (additions).
Bredasdorp.....	Napier Secondary (additions).
Caledon.....	Gansbaai Secondary (additions).
Caledon.....	Riviersonderend Secondary (additions).
Caledon.....	Hermanus Secondary (additions).
Cape.....	Ashley Street Coloured Primary (additions).
Cape.....	Bellville South Primary (additions).
Cape.....	Hope Lodge Primary (additions).
Cape.....	Livingstone High (Coloured) (additions).
Cape.....	Maitland Central Coloured Primary (new building).
Cape.....	Lotus River Primary (additions).
Cape.....	Prestwich Street Coloured Primary (additions).
Cape.....	Sea Point Boys' High (additions).
Cape.....	Simonstown Secondary (additions).
Cape.....	Slangkop Primary (additions).
Cape.....	Tiger Valley Primary (additions).
Cape.....	Trafalgar Coloured High (additions).
Cape.....	Wynberg Girls' Primary (additions).
Craddock.....	Boys' High (additions).
East London.....	Beach Primary (additions).
East London.....	Nahoon Causeway Primary (additions).
East London.....	Orange Grove Primary (additions).
East London.....	Southernwood Primary (additions).
East London.....	Vincent Primary (additions).
Gordonia.....	Uppington High (additions).
Hope Town.....	Orange River Primary (school and teacher's residence—new buildings).

LIST OF NEW SCHOOL BUILDINGS AND ADDITIONS COMPLETED  
DURING 1935—*continued.*

<i>Division.</i>	<i>School.</i>
Humansdorp.....	Jeffrey's Bay Primary (new building).
Kenhardt.....	Kanon Eiland Primary (additions).
Kenhardt.....	Kalkwerf Primary (new building—principal's residence and teacher's quarters).
Kenhardt.....	Sternham Primary (new building—principal's residence and teacher's quarters).
Kenhardt.....	Vollgraaff Primary (new building—principal's residence and teacher's quarters).
Kenhardt.....	Wegdraai Primary (new building—principal's residence and teacher's quarters).
Kenhardt.....	Saalskop Primary (new building—principal's residence and teacher's quarters).
Kimberley.....	Beaconsfield Primary (additions).
Kimberley.....	William Pescod Coloured High (further additions).
Knysna.....	Krantzbosch Primary (new building).
Kuruman.....	Kalahari High (additions).
Middelburg.....	Rosmead Primary (new building).
Mossel Bay.....	Great Brak River Secondary (additions).
Piquetberg.....	Piquetberg High (additions).
Port Elizabeth.....	Mount Pleasant Primary (additions).
Port Elizabeth.....	North End Afrikaans Medium Primary (new building.)
Port Elizabeth.....	Patterson Coloured (additions).
Port Elizabeth.....	Sydenham Primary (additions).
Prieska.....	Prieska High (additions).
Queenstown.....	Tylden Primary (new building).
Riversdale.....	Brakfontein Primary (new building).
Swellendam.....	Bonnievale Secondary (new building).
Tulbagh.....	Tulbagh Road Primary (additions).
Van Rhynsdorp.....	Naastdrift Primary (new building).
Van Rhynsdorp.....	Van Rhynsdorp High (additions).
Van Rhynsdorp.....	Vredendal Primary (additions).
Worcester.....	De Doorns Secondary (additions).
Worcester.....	Boys' High, Boys' Junior, Girls' High Schools and Boys' High Hostel (water-borne sewerage).

## HOSTELS.

<i>Division.</i>	<i>School.</i>
Gordonia.....	Askham Indigent Boarding House (additions).
Van Rhynsdorp.....	Van Rhynsdorp Indigent Boarding House for Girls (new building).

## PARLIAMENTARY GRANTS: 1934.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Barkly West....	Delports Hope Secondary School	4.3401	—	—
Cape.....	Koeberg Road Primary School	4.1066	—	—
Ceres.....	Ceres High School.....	2.0462	—	—
Flagstaff.....	Flagstaff Primary School....	1	61	16
Queenstown....	Tylden Primary School.....	1.3889	—	—
Knysna.....	Krantzbosch Primary School.	2.5000	—	—

## PARLIAMENTARY GRANTS: 1935.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Kenhardt.....	Kanon Eiland.....	(i) (ii)	— —	27,271 12,233

## GRANTS UNDER SECTION 18 (b) OF ORDINANCE No. 13 OF 1927: 1934.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Tulbagh.....	Saron Township: School Site.	1	—	12,529
Cape.....	Bellville Kingston Township: School Site	—	—	77,113

## GRANTS UNDER SECTION 18 (b) OF ORDINANCE No. 13 OF 1927: 1935.

School Board.	School.	Area.		
		Morgen.	Rds.	Sq. Ft.
Knysna.....	Heads Township: School Site	1	—	—

## GRANTS OF LAND FOR SCHOOL PURPOSES: 1934.

School Board.	School.	Area.			Donor.
		Morgen.	Rds.	Sq. Ft.	
Uitenhage.	Manor Heights Township: School Site	1.4	—	—	P. B. Botha.
Kuruman..	Dikepping Primary School	3.7697	—	—	D. S. Uys.
Riversdale.	Brakfontein Primary School	1	—	—	A. P. Groenewald.
Loxton....	Loxton Secondary School	—	177	112	Loxton Municipality.
Port Elizabeth	Clarendon Marine Township: School Site	1	—	1,100	Marine Township Pty., Ltd.

GRANTS OF LAND FOR SCHOOL PURPOSES, 1935.

School Board.	School.	Area.			Donor.
		Mor-gen.	Rds.	Sq. Ft.	
Cape.....	Bokmakierie Township: School Site	—	—	77,711	Cape Town Municipality.
East	Cambridge Primary...	—	—	49,236	Cambridge Municipality.
London	North End Primary..	—	—	14,400	Oudtshoorn Municipality.
Oudtshoorn	Alice Secondary.....	(i)	—	31,008	Victoria East Municipality.
Victoria East		(ii)	—	11,925	" "

CHAPTER VIII.

COLOURED EDUCATION.

The Government has appointed a Commission to investigate and report on certain problems connected with the Coloured population of the Union; and it would be out of place for me, as a member of this Commission, which has not yet concluded its inquiries and deliberations, to use the present report as an instrument for setting forth my own views on Coloured education. I shall content myself, therefore, with a brief review of the main phases of Coloured education.

ADMINISTRATION.

For the first eighty years of its existence, the head office of the Department had no separate branch to deal with the education of non-European children; the schools attended by these children were administered by the same officers as administered European schools. In 1919 it was felt that the problems of non-European education tended under this arrangement to receive something less than their fair share of consideration; and a non-European schools branch was instituted. It speedily became apparent that this provision was not enough—that this lumping together of Coloured and Native education tended to drag the Coloured schools in the wake of the Native schools, which formed the predominant partner, whereas Coloured education formed a distinct problem in itself, less related indeed to Native education than to European education. Accordingly in 1930 a Coloured schools branch, with a responsible officer in charge, was established; and the new departure has more than justified itself, though it must be admitted that inadequacy of staff, due to the depression and to the rapid growth of Coloured education, has at times handicapped the branch in its efforts to keep its work up-to-date.

PUPILS AND SCHOOLS.

At 30th September, 1935, there were enrolled in schools under the Department 96,899 Coloured pupils, an increase of 6,273 on the previous year's figure, and an increase of 11,115 on the number at 30th September, 1933.

I am unable to show the growth that has taken place in Coloured enrolment since Union, for it is only in comparatively recent times that statistics relating to Coloured and to Native schools have been kept separate. The figures for the last ten years, however,



will suffice to indicate the rapid rate of growth. The 30th September of each year is the date to which the figures given refer :—

1925.....	53,051
1926.....	57,558
1927.....	61,365
1928.....	64,174
1929.....	67,568
1930.....	73,872
1931.....	79,018
1932.....	80,687
1933.....	85,784
1934.....	90,626
1935.....	96,899

The number of schools at 30th September, 1935, was 788 as compared with 482 ten years previously. They were classified as follows :—

	1935.	1925.	Increase.
Training Schools.....	7	5	2
High Schools.....	4	1	3
Secondary Schools.....	1	—	1
Secondary Departments.....	(7)	(2)	(5)
Undenominational Primary Schools.....	28	20	8
Mission Schools.....	726	452	274
Farm Schools.....	9	—	9
Special Schools.....	2	—	2
Part-time Schools.....	11	4	7
	<hr/> 788	<hr/> 482	<hr/> 306

Three secondary schools, viz., the Livingstone School at Claremont (Cape Division), the William Pescod School at Kimberley, and the Paterson School at Port Elizabeth, were raised to high-school rank from the beginning of 1934. With the high school already existing (Trafalgar), we have now four large well-staffed high schools for Coloured pupils. At the beginning of 1935 a new secondary school (the Luckhoff School) was established at Stellenbosch.

The lay-out, so to speak, of Coloured primary and secondary education is the same as that for European. The complete school curriculum embraces the sub-standards, six primary standards (numbered I to VI) and four secondary standards (numbered VII to X). Primary and secondary education are "end on", that is to say, secondary education begins where primary education leaves off. The Coloured primary schools have a curriculum of their own, though it naturally approximates fairly closely to the Euro-

pean primary curriculum; but in the secondary area Coloured pupils follow the same as European and write for the same examinations (Junior Certificate at the end of the Standard VIII stage, Senior Certificate at the end of the Standard X stage).

Of the seven secondary departments, five are attached to training schools; the sixth, together with the higher standards of the primary course forms a "higher practising and secondary school" conducted as an adjunct to a training school; and the seventh, together with an unaided student-teacher class, is grafted on to the large Roman Catholic mission school at Parow (Cape Division), the place at which the five Roman Catholic bishops of the Cape Province have elected to concentrate the efforts of their church to train teachers.

Of the undenominational primary schools, four are at railway stations, and are the survivors of the schools established by the Cape Government Railway Administration in pre-Union days. The others are under school boards, and a considerable number of them provide instruction only in the higher primary standards, the neighbouring mission schools providing instruction only in the lower classes and acting as feeders to the public school.

The farm schools, from whose institution much was hoped, have not proved a great success so far; but a further period of trial is called for before a judgment can be pronounced.

The part-time schools are all in the Cape Division, the need for schools of this type having apparently not been felt elsewhere.

The two special schools are situated in the Cape Division at the Princess Alice Home of Recovery, Retreat, and at the Lady Michaelis Home, Plumstead, and like their counterpart European schools are primary schools for sick children.

#### TEACHERS.

At 30th June, 1935, the total number of teachers employed in Coloured schools was 2,398, of whom 2,245 were certificated and 153 uncertificated. The uncertificated teachers were either experienced teachers who received permanent appointments at a time when the supply of qualified teachers was inadequate, or others who were being temporarily employed to enable the permanent positions to be advertised. The percentage which certificated teachers form of the whole body of teachers employed in Coloured schools was 93.6, as compared with 86.5 per cent. ten years previously.

The level of qualification of certificated teachers is rising rapidly. Ten years ago almost every certificated Coloured teacher in the service held only a teacher's certificate obtainable after three years' training beyond the Standard VI stage. In 1926, a two-years' course designed for holders of the Junior Certificate (Standard

VIII) was also instituted. The new course hung fire for a time ; but in the last three years the increase in the number of students taking it has been remarkable :—

Year.	Number entering on training with Std. VI qualification.	Number entering on training with Std. VIII (J.C.) qualification.	Total.
1926.....	243	4	247
1927.....	259	8	267
1928.....	258	16	274
1929.....	299	20	319
1930.....	307	34	341
1931.....	282	41	323
1932.....	324	71	395
1933.....	321	142	463
1934.....	225	170	395
1935.....	135	222	357

It will be noted that in 1933 the total number of students entering on training bounded up to the high figure of 463—a higher figure indeed than the staffing needs of the schools call for. The Department therefore took action to restrict the intake of entrants to the Lower Course in 1934, several institutions which had previously had double classes in the Lower Course being restricted to single classes. A further step forward was taken at the beginning of 1935: three institutions have refused admission to all students who have not passed the Junior Certificate examination. In 1936 this will be the rule in all the training institutions, for from 1936 onwards the Junior Certificate has been fixed as the minimum standard of general education required from the intending Coloured teacher.

The new scheme of Coloured teacher-training provides a two-year Primary Teacher's Lower Course for those who hold the Junior Certificate, followed by a third-year course for the Primary Teachers' Higher Certificate. The Lower Course will be mainly professional in character, but will include a number of cultural subjects; the third-year Higher Course will be a "post-graduate" course of specialisation in a subject or a group of related subjects. It is hoped that at one institution a physical culture and hygiene course will be instituted, at another a course in infant-school work, at another a manual training course, and so on. The aim is to produce teachers who are not only soundly-trained general practitioners, but who have also specialised in a branch of primary-school work.

#### GENERAL.

The following statistical tables for Coloured schools are published for the first time this year. In future they will be a regular feature of the annual report :—

TABLE I.—AGE TABLE: COLOURED TOWN SCHOOLS.  
A.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 5TH NOVEMBER, 1935.—BOYS.

AGES.	NUMBER OF BOYS.													Total No. of Boys.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclassified.		
Under 7 years .....	1,482	75	—	—	—	—	—	—	—	—	—	—	—	—	1,557
7 years .....	3,002	581	91	7	—	—	—	—	—	—	—	—	—	—	3,681
8 years .....	2,375	1,608	730	110	6	—	—	—	—	—	—	—	—	—	4,829
9 years .....	1,230	1,448	1,439	611	101	11	1	—	—	—	—	—	—	—	4,841
10 years .....	604	886	1,425	1,225	521	112	7	1	—	—	—	—	1	—	4,782
11 years .....	302	473	869	1,261	1,086	385	72	4	—	—	—	—	—	—	4,452
12 years .....	180	273	548	939	1,065	756	292	57	—	—	—	—	—	—	4,110
13 years .....	83	149	319	486	837	769	570	217	25	3	—	—	1	—	3,459
14 years .....	63	74	122	278	453	637	504	432	89	12	1	—	2	—	2,667
15 years .....	26	46	83	121	233	299	390	427	175	48	8	2	2	—	1,860
16 years .....	12	13	42	53	71	117	166	243	129	67	21	4	—	—	938
17 years .....	1	8	16	21	35	50	64	121	88	78	21	13	1	—	517
18 years .....	2	2	15	10	5	16	19	52	33	46	10	15	—	—	225
19 and over .....	9	2	31	18	15	18	15	48	46	48	12	19	—	—	281
Total number of Pupils .....	9,371	5,638	5,730	5,140	4,428	3,170	2,100	1,602	585	302	73	53	7	—	38,199

B.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 5TH NOVEMBER, 1935.—GIRLS.

AGES.	NUMBER OF GIRLS.													Total No. of Girls.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclas-sified.		
Under 7 years.....	1,502	63	1	—	—	—	—	—	—	—	—	—	—	—	1,566
7 years.....	3,034	685	122	7	—	—	—	—	—	—	—	—	—	—	3,848
8 years.....	2,366	1,614	833	126	5	—	—	—	—	—	—	—	—	1	4,945
9 years.....	1,182	1,528	1,604	695	110	7	—	—	—	—	—	—	—	—	5,126
10 years.....	632	861	1,466	1,354	576	117	8	—	—	—	—	—	—	—	5,014
11 years.....	315	457	861	1,298	1,116	415	72	9	—	—	—	—	—	—	4,543
12 years.....	198	268	572	901	1,116	715	270	39	1	—	—	—	—	—	4,080
13 years.....	100	136	285	510	770	760	500	162	15	1	—	—	—	—	3,239
14 years.....	49	91	130	232	373	461	383	279	55	12	—	—	—	2	2,067
15 years.....	18	36	81	100	146	224	222	264	100	41	3	1	—	—	1,236
16 years.....	6	11	24	36	54	69	51	110	70	33	3	1	—	—	468
17 years.....	1	2	6	11	20	26	32	54	28	31	3	2	—	1	217
18 years.....	—	—	8	2	4	7	8	22	19	23	2	4	—	—	99
19 and over.....	1	1	10	7	5	4	1	13	8	12	1	3	—	—	66
Total number of Pupils.....	9,404	5,753	6,003	5,279	4,295	2,805	1,547	952	296	153	12	11	4	—	36,514

TOTAL A.—BOYS..... 38,199

TOTAL B.—GIRLS..... 36,514

TOTAL PUPILS..... 74,713

TABLE II.—MEDIUM TABLE.

	Number of Pupils receiving instructions through the medium of :					Total Pupils.
	Mainly or exclusively. English.	Mainly or exclusively. Afrikaans.	English and Afrikaans (more or less equally).	Total.		
				Boys.	Girls.	
	(1)	(2)	(3)	(4)	(5)	(6)
Sub-St. A.....	2,257	13,635	2,883	9,371	9,404	18,775
Sub-St. B.....	1,634	7,267	2,490	5,638	5,753	11,391
St. I.....	2,231	5,894	3,608	5,730	6,003	11,733
St. II.....	2,322	4,215	3,882	5,140	5,279	10,419
St. III.....	2,246	2,778	3,699	4,428	4,295	8,723
St. IV.....	1,844	1,576	2,555	3,170	2,805	5,975
St. V.....	1,617	697	1,333	2,100	1,547	3,647
St. VI.....	1,121	426	1,007	1,602	952	2,554
St. VII.....	792	36	53	585	296	881
St. VIII.....	416	16	23	302	153	455
St. IX.....	85	—	—	73	12	85
St. X.....	64	—	—	53	11	64
Unclassified....	—	8	3	7	4	11
Totals.....	16,629	36,548	21,536	38,199	36,514	74,713

TABLE III.—PERMANENT TEACHING STAFF.

	Teachers holding Professional Certificate and University Degree.	Teachers holding Professional Certificate but <i>without</i> University Degree.	Teachers holding University Degree but <i>no</i> Professional Certificate.	Teachers holding neither Professional Certificate nor University Degree.	Totals.
Male.....	46	770	—	15	831
Female ..	40	935	1	79	1,055

TABLE I.—AGE TABLE: COLOURED COUNTRY SCHOOLS.  
A.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 5TH NOVEMBER, 1935.—BOYS.

AGES.	NUMBER OF BOYS.													Total No. of Boys.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclassified.		
Under 7 years.....	389	6	—	—	—	—	—	—	—	—	—	—	—	—	395
7 years.....	960	96	12	—	—	—	—	—	—	—	—	—	—	—	1,069
8 years.....	783	330	117	9	2	—	—	—	—	—	—	—	—	1	1,241
9 years.....	485	383	287	94	15	—	—	—	—	—	—	—	—	—	1,265
10 years.....	310	318	336	235	61	7	—	—	—	—	—	—	—	—	1,267
11 years.....	187	196	264	296	171	65	3	1	—	—	—	—	—	—	1,183
12 years.....	127	138	170	220	239	147	22	6	—	—	—	—	—	—	1,070
13 years.....	98	98	138	181	183	132	67	25	—	—	—	—	—	—	922
14 years.....	57	60	76	101	117	92	71	35	—	—	—	—	—	—	609
15 years.....	37	31	42	74	79	77	56	37	—	—	—	—	—	—	433
16 years.....	8	13	14	33	35	35	25	31	—	—	—	—	—	—	194
17 years.....	7	4	13	11	9	13	11	18	—	—	—	—	—	—	86
18 years.....	4	1	7	5	6	5	2	8	—	—	—	—	—	—	38
19 and over.....	—	1	4	5	2	1	2	2	—	—	—	—	—	—	17
Total number of Pupils.....	3,452	1,675	1,480	1,264	919	574	259	163	—	—	—	—	3	9,789	

52

B.—DISTRIBUTION OF PUPILS ENROLLED BY AGES AND STANDARDS AT 5TH NOVEMBER, 1935.—GIRLS.

AGES.	NUMBER OF GIRLS.													Total No. of Girls.	
	Sub-Standard A.	Sub-Standard B.	St. I.	St. II.	St. III.	St. IV.	St. V.	St. VI.	St. VII.	St. VIII.	St. IX.	St. X.	Unclassified.		
Under 7 years.....	411	10	—	—	—	—	—	—	—	—	—	—	—	4	425
7 years.....	991	152	19	1	—	—	—	—	—	—	—	—	—	4	1,167
8 years.....	824	408	121	14	2	—	—	—	—	—	—	—	—	1	1,370
9 years.....	542	397	299	96	10	1	—	—	—	—	—	—	—	—	1,345
10 years.....	366	343	353	269	58	5	—	—	—	—	—	—	—	1	1,395
11 years.....	233	228	314	293	164	51	3	—	—	—	—	—	—	—	1,286
12 years.....	149	141	207	221	223	102	28	2	—	—	—	—	—	—	1,073
13 years.....	103	97	144	203	207	147	72	26	—	—	—	—	—	—	999
14 years.....	53	57	65	90	130	104	50	33	—	—	—	—	—	—	582
15 years.....	31	38	51	40	62	64	36	33	—	—	—	—	—	—	355
16 years.....	7	19	27	23	32	38	17	21	—	—	—	—	—	—	184
17 years.....	4	9	11	16	20	10	8	10	—	—	—	—	—	—	88
18 years.....	1	6	9	8	5	4	3	2	—	—	—	—	—	—	38
19 and over.....	2	1	2	3	1	1	1	1	—	—	—	—	—	—	12
Total number of Pupils.....	3,717	1,906	1,622	1,277	914	527	218	128	—	—	—	—	10	10,319	

53

TOTAL A.—BOYS..... 9,789  
 TOTAL B.—GIRLS..... 10,319  
 TOTAL PUPILS..... 20,108

TABLE II.—MEDIUM TABLE.

	Number of Pupils receiving instructions through the medium of :					Total Pupils.
	Mainly or exclusively. English.	Mainly or exclusively. Afrikaans.	English and Afrikaans (more or less equally).	Total.		
				Boys.	Girls.	
	(1)	(2)	(3)	(4)	(5)	(6)
Sub-St. A.....	130	6,165	874	3,452	3,717	7,169
Sub-St. B.....	74	2,752	755	1,675	1,906	3,581
St. I.....	27	1,956	1,119	1,480	1,622	3,102
St. II.....	50	1,487	1,004	1,264	1,277	2,541
St. III.....	37	960	836	919	914	1,833
St. IV.....	42	553	506	574	527	1,101
St. V.....	24	216	237	259	218	477
St. VI.....	27	121	143	163	128	291
St. VII.....	—	—	—	—	—	—
St. VIII.....	—	—	—	—	—	—
St. IX.....	—	—	—	—	—	—
St. X.....	—	—	—	—	—	—
Unclassified....	—	12	1	3	10	13
Totals.....	411	14,222	5,475	9,789	10,319	20,108

TABLE III.—PERMANENT TEACHING STAFF.

	Teachers holding Professional Certificate and University Degree.	Teachers holding Professional Certificate but without University Degree.	Teachers holding University Degree but no Professional Certificate.	Teachers holding neither Professional Certificate nor University Degree.	Totals.
Male.....	10	327	1	26	364
Female....	6	128	1	51	186

As stated at the beginning of this chapter, I do not propose to analyse these figures and discuss the position as revealed by them. This will be done at a later stage when the Coloured Commission to which I referred has reported.

I may, however, in conclusion be permitted to summarise briefly the main problems in Coloured education with which the Department is confronted to-day.

(1) First and foremost is the question of finding money to provide for the abnormal development in Coloured education in recent years. There are only two possible alternatives: either the

Province is to find from its own revenue more money for Coloured education or the subsidy obtained from the Government is to be increased.

The point I wish to make here is that the position in which Coloured schools find themselves, especially as regards staffing, should not be allowed to continue. There is an almost unparalleled awakening amongst Coloured people to-day. Often with the greatest sacrifices to themselves Coloured parents are keeping their children at school beyond the age at which they may become wage-earners. The education of the Coloured child, however, is seriously handicapped, amongst other things, by the unwieldy classes with which many teachers in Coloured schools have to deal. If the position in this respect cannot be reasonably improved I shall seriously have to consider the fixing of definite quotas per teacher beyond which no additional pupils may be enrolled. As urgent is the question of the provision of suitable accommodation for Coloured children who attend school to-day or desire to be enrolled. This matter is referred to under (3) below.

(2) Almost as important as the foregoing and closely bound up with it is the question of compulsory education of Coloured children. The practicability of some measure of compulsion for Coloured children within reach of school demands almost immediate consideration.

(3) A vital concern to Coloured people is that of the control of Coloured education and the provision of school buildings for Coloured pupils, viz., the Board school and/or the Mission school. The Department has defined its policy in this connection for the immediate future, namely that it will supplement the Churches and not compete with them, but the Churches cannot always be induced to hand over their upper classes and so make room for more pupils in the lower standards.

(4) The retardation of Coloured pupils is a serious handicap to their education. If the tables appearing on pages 49, 50, 52 and 53 are compared with the corresponding tables for European schools the seriousness of this problem will become clear. It is enough to cite one instance. According to table 1 there were in November 1935, in Coloured Country Schools almost 1,000 pupils in Standard I, i.e. over thirty per cent., who were twelve years of age and above; and in Coloured Town Schools, 2,292, i.e. almost twenty per cent.

(5) The provision of facilities for Coloured children in the country districts who are beyond the reach of existing primary schools.

(6) The extension of facilities to Coloured pupils to obtain education beyond the primary stage. This is not an educational or a financial matter merely; it is part and parcel of the larger question of the place of the Coloured man in the community and the avenues of employment which are opened up for him.

(7) The medium of instruction in Coloured primary and secondary schools, and closely connected with it the necessity of training Coloured teachers who are qualified to deal with the position on the language side.

(8) The establishment of vocational schools for suitable callings.

(9) The employment of European teachers in Coloured schools and the necessity of training more Coloured secondary teachers.

CHAPTER IX.

NATIVE EDUCATION.

As the Government has appointed an Inter-departmental Committee to investigate and report on the control and content of Native Education in the Union of South Africa, and as this Committee has not yet concluded its investigation and submitted its report, I shall confine this section of my report to a brief account of the recent progress in and the present state of Native Education.

ADMINISTRATION.

As indicated in Chapter VIII of my report, a non-European branch, dealing with both Coloured and Native schools, was established in 1919, and in view of the large and important differences between Coloured and Native Education, a Native schools branch, with a responsible officer in charge, was established in 1930. This system has more than justified itself, as each branch is able to concentrate on the problems presented by the particular type of education with which it deals.

It had long been felt that an officer with a specialised knowledge of the Native peoples, of their languages and customs, etc., was required, and this resulted in the appointment of a Chief Inspector for Native Education in 1921. The present incumbent of this post, Mr. G. H. Welsh, B.A., assumed duty in 1929 following on the retirement on pension of Mr. W. G. Bennie, B.A. This arrangement has been found to work satisfactorily, as expert advice on the problems continually arising is available.

It has not been considered advisable to appoint separate Inspectors for Native schools, but it was found necessary to supply inspectors having a large number of Native schools with assistance. This took the form of the appointment in 1926 of two Native Departmental Visiting Teachers. Three additional posts were created in 1929, and two in 1935. In view of the excellent service rendered by these teachers in assisting inspectors in their circuit work, it is hoped that it will soon be possible to increase the number of these appointments.

The financial position of Native education has improved since the last annual report of my predecessor was issued, an amount of £21,500 having been made available for development during the financial year 1935-36. As a result of this provision Government aid was granted to 45 new schools, and 245 additional teachers were appointed to schools which were understaffed. It is hoped that funds will be made available in the near future for further development.



The Advisory Board on Native Education, which was established in 1929, continues to render useful service in its deliberations on matters affecting Native education.

The new Xhosa Orthography, which has been officially approved, has been made permissive in all Departmental examinations in 1935 and 1936, and is to be compulsory in 1937 and thereafter. It is considered that this new orthography constitutes a substantial improvement on the existing system, and will simplify the task of the Native child first learning to read and write his own language.

Control by the Churches continues to be almost universal, the only undenominational public school for Natives being under the control of the Kimberley School Board.

Language difficulties frequently arise owing to the fact that the three Native languages, Xhosa, Sechuana and Sesuto are used in different parts of the Province.

It is pleasing to report that, as a result of the new Primary Lower Teachers' Course which came into operation in 1934, six of the Native Training Institutions have taken the opportunity of providing instruction in Afrikaans in addition to the other official language and a Native language. This will fulfil a long-felt want in certain areas.

#### PUPILS AND SCHOOLS.

When it is remembered that this branch of the work has been hampered by lack of funds for a considerable period, the increase in the number of pupils enrolled over the period 1924-34 is indeed surprising. The following figures, taken for the fourth quarter of each year, indicate the growth during that period:—

1924.....	115,603
1925.....	121,661
1926.....	120,133
1927.....	122,261
1928.....	122,575
1929.....	131,782
1930.....	137,804
1931.....	143,361
1932.....	142,921
1933.....	155,450
1934.....	159,310

The enrolment for the third quarter of 1935 was 169,823 and for the fourth quarter, 172,299. This large increase is partly accounted for by the opening of new schools, previously referred to.

It must also be remembered that compulsory school attendance for Natives has not been introduced, and these figures can therefore be taken as indicating the keen desire of the Native people to better themselves.

The number of schools at the 30th September, 1935, was 1,756, classified as follows:—

Training Schools.....	14
Practising Schools.....	13
Secondary Schools.....	8
Industrial Schools.....	15
Industrial Departments.....	(8)
Higher Boarding Schools.....	3
Higher Mission Schools.....	154
Mission Schools.....	1,546
Undenominational Public Schools.....	(1)
(Included in Secondary Schools above.)	
Part-time.....	3

Of the 3,651 teachers employed in Native schools at 30th June, 1935, only 186 were not fully certificated. The employment of most of these uncertificated teachers is due to the fact that considerable difficulty is still being experienced in obtaining the services of teachers capable of teaching through the medium of Sesuto and Sechuana.

In 1924 there were only 9 student-teachers entered for the Native Primary Higher examination, whereas 60 took this examination at the end of 1934 and 82 at the end of 1935. This will enable more efficient instruction to be imparted to Standards V and VI, as it is highly desirable that the teachers of these standards should hold the Native Primary Higher certificate. There were 721 pupils in the secondary standards in 1935, of whom 60 were in Standards IX and X.

A complete secondary course, Standards VII to X, is now offered at two institutions, and an extension in this line is anticipated. Natives take the same secondary course as Europeans, with the exception that, instead of the two official languages, a Native language and only one of the official languages is taken. It is now possible for Natives to take the Senior Certificate of the Department at institutions which are under its control and then to proceed to the South African Native College at Fort Hare, whereas previously students who wished to take a degree course had to attend Fort Hare from Standard IX. With the exception of one, the Lyndhurst Road Undenominational Native School under the School Board of Kimberley, all the secondary schools are attached to the various Training Institutions, as are most of the industrial schools and departments. There are therefore Native institutions with the following constituent parts: training, secondary, industrial (boys and girls), each under different principal teachers, and in addition, a practising school for providing facilities in teacher-training. Some of the larger institutions have recently inaugurated schemes whereby student-teachers are conveyed to out-station schools and thus obtain their practical teaching under normal

school conditions. Special model single-teacher schools have also been started in order to provide better practice facilities.

Industrial education naturally plays a large part, and the following courses are offered: Basketry, Blacksmith-work, Book-binding, Carpentry and Cabinet-making, Gardening and Agriculture, Masonry, Printing and Compositing, Leatherwork and Shoemaking, Tailoring and Wagon-making; Cookery, Housewifery, Laundrywork, Spinning, Weaving and Needlework. All students training as teachers are expected to take Gardening and Woodwork in the case of the male students, and Domestic Science and Needlework in the female students' course. In Mission and Higher Mission schools manual and industrial training of pupils is commenced in Sub-Standard A with Weaving, Clay-modelling or some other form of approved handwork. In addition the boys are taught Gardening and other outdoor work and the girls Needlework and other indoor work. From Standards IV to VI the boys are taught Gardening or elementary Agriculture, plus one other form of handwork such as Woodwork, Leatherwork, Thatching, etc., and the girls Needlework plus Cookery or Spinning and Weaving, or some such approved subject.

Higher Mission schools are authorised to extend their curriculum to Standard VI and there has recently been an increased demand for this form of education. At Native schools where ground is available the boys are taught Agriculture and a garden in which various forms of produce can be grown is attached to most schools. The girls are, wherever possible, taught Needlework and the elements of Domestic Science. In single-teacher Mission schools with a male teacher in charge, it is not possible to give the girls this instruction. As a pass in the Standard VI examination paves the way for admission to either the secondary school course or the Native Primary Lower Course, it is understandable that the demand for this privilege should be on the increase.

Mission schools are allowed to give instruction usually up to Standard IV, and form the majority of the schools under the Department. These schools, by commencing with the teaching of the pupils in Sub-Standard A, play their part in fitting them for further education if this is desired. As a large number of schools are understaffed, the local people often combine and pay the salary of another teacher to enable their children to receive better attention. The efforts made are appreciated.

The part-time schools are night schools in urban areas attended chiefly by Native youths already in employment. The instruction given aims mainly at improving the pupils knowledge of language and simple arithmetic and by this means assists those attending to secure better-paid employment.

The school buildings for Native schools are usually provided by the denomination controlling each particular school.

As I have previously indicated, there are no less than three Native languages used in schools under this Department, namely, Xhosa, Sesuto and Sechuana. While the supply of teachers capable of giving instruction through the medium of Xhosa has been equal to the demand, that of teachers who can teach through the medium of the other two languages has not, and this has resulted in the employment of a certain number of teachers who are not fully certificated. This has occurred in spite of the fact that teachers to whom a special allowance is made have been employed to teach the vernacular at each of the training schools. It is, however, hoped that this shortage will soon be overcome, and that it will be possible to employ only fully certificated teachers in all the schools.

## CHAPTER X.

## FINANCE.

The following statement shows the expenditure on educational services, other than interest and redemption charges, during the financial year 1934-35, during the four preceding financial years, and during the first year of the operation of a Financial Relations Act definitely laying down the financial relations between the Union Government and the Provinces, viz., 1913-14 :—

	1934-35.	1933-34.	1932-33.	1931-32.	1930-31.	1913-14.
	£	£	£	£	£	£
A. Administration....	20,451	21,819	20,074	21,021	21,599	11,229
B. School Boards and School Committees	53,468	51,041	50,735	54,025	53,947	41,232
C. School Inspection.	34,302	34,289	32,839	37,271	36,658	33,523
D. Medical Inspection	9,313	9,118	8,887	8,595	8,841	—
<i>European Education.</i>						
E. Training of Teachers	50,813	47,109	45,471	51,448	56,716	} 1,122,470
F. Secondary Education	201,886	183,818	165,578	158,977	149,934	
G. Primary Education	1,325,514	1,236,985	1,218,584	1,262,087	1,254,518	
H. Combined Primary and Secondary Education.....	905,347	837,724	828,539	865,072	887,042	
J. Coloured Education	461,373	409,106	374,587	377,804	323,811	
K. Native Education..	358,586	347,506	348,182	357,645	358,033	
L. General.....	166,644	139,025	124,421	121,424	116,622	
M. Minor Works.....	6,627	4,374	3,818	5,557	11,260	
TOTAL.....	3,594,324	3,321,914	3,221,715	3,320,926	3,278,981	1,208,454

In 1913-14 the system of school board finance was such that it is not possible to analyse the expenditure under the same headings as in the later years. The total expenditure is made up of £853,448 disbursed from voted funds and £355,006 disbursed by school boards from local receipts, such as school fees, rates, etc.

It will be observed that in the twenty-one years that have elapsed since the passing of the first Financial Relations Act the expenditure per annum upon education shows almost a 200 per cent. increase. The school enrolment has risen in the same period from 220,122 pupils of all races (4th Quarter, 1913) to 400,443 pupils (4th Quarter, 1934). Of this number, European pupils have risen from 95,438 to 150,931, and non-European pupils from 124,684 to 249,512, so that there has been an increase of 55,493 European and 124,828 non-European pupils in the twenty-one year period, or 58.1 and 100.1 per cent. respectively.

The greatest relative expansion has, however, taken place in the most expensive area, viz., the secondary standards of the schools.

European secondary pupils have increased by 11,117, from 9,524 to 20,641, or 116.7 per cent. In 1913 secondary pupils represented 10 per cent of the total European enrolment; in 1934 they represented 13.7 per cent. Secondary education for non-European pupils was virtually non-existent in 1913. In 1934 there were 1,247 Coloured and 516 Native secondary pupils.

Having regard to the many improvements and reforms that have been introduced into the education system since 1913-14, the disparity between the percentage growth of expenditure and the percentage growth of school enrolment is much lower than might be expected; and it will not be out of place to enumerate in this financial chapter some of the improvements and reforms that have been effected.

Free education for all pupils up to standard six was introduced in 1920, necessitating the payment by the Provincial Administration of the full salaries of all teachers and the full cost of all equipment in church and mission schools. Free education was extended in 1931 to the age of fifteen. The indigent boarding house system was created, and secondary boarding and transport bursaries made available for European and Coloured pupils. Differentiated secondary courses were introduced, giving a wide choice of subjects to secondary pupils; and the examination of all secondary pupils is now undertaken by the Department instead of by an outside body. The pupil-teacher system has been replaced by the more efficient (but more costly) training-college system; teachers' salary scales (European and Coloured) have been vastly improved; fixed leave conditions for European teachers have been provided; and additional contributions to the teachers' pension funds are now made by the Administration. Provision has also been made for aid towards the erection of school buildings for non-European pupils.

It is not possible to give an accurate estimate of the annual cost of these improvements and reforms. Obviously, however, the aggregate cost is very heavy, but none of the reforms can be said to have been unnecessary: in fact most of them were overdue, and more still remains to be done. But the accomplishment of these reforms, accompanied by a growth in the school enrolment of 55,000 European and 124,000 non-European pupils, at an increased cost of not more than 197 per cent. on a basic enrolment of 220,000 pupils, is sufficient evidence of the superficial outlook that from time to time prompts some of the Administration's critics to conclude that extravagance prevails in the administration and conduct of education.

When the first Financial Relations Act was passed the subsidy was fixed at one half of the normal or recurrent expenditure of the Province, with provision for a seven and a half per cent. annual increase before reduction of subsidy took place. To-day the subsidy is calculated on school attendance, except in respect of

Native education, which is financed entirely by a block grant from the Union Government and grants from the Native Development Fund.

At the present time about 43 per cent. of the revenue of the Provincial Administration is derived from local taxation, school fees, revenues assigned, etc., and about 57 per cent. from the Union Government subsidy on school attendance (including the grant for Native education).

The subsidy paid to the Cape Administration in 1913-14 was £862,000. In 1934-35 the amount due, including the grant for Native education, was £2,749,037. The subsidy is a grant towards all expenditure of the Provincial Administration, not towards expenditure on education only; but it is of interest to note that in 1913-14 the expenditure on education was £346,454 more than the subsidy, and in 1934-35 the expenditure on education (exclusive of interest and redemption charges) was £845,287 more than the subsidy. Seeing that revenues assigned and revenue from local taxation are more than sufficient to meet the services of the Provincial Administration other than education, it is fair to adduce that to provide for the 180,000 additional pupils brought into the schools since 1913-14, to give educational facilities to 12,880 additional secondary pupils, and to provide for the many improvements and reforms already cited, the Administration has had to rely upon local receipts and taxation and revenues assigned for an additional sum of only £499,000 (i.e., the round difference between £845,287 and £346,454). Revenues assigned in 1934-35 exceeded those of 1913-14 by £109,000, leaving only £390,000 to be provided by additional local receipts and taxation, much of which has, of course, accrued from normal growth and development.

Recent Union Government legislation has brought much-needed relief by the inclusion for subsidy calculation purposes of children under seven years of age. The additional subsidy that will accrue under this legislation will amount to approximately £100,000 per annum, but the greater portion of this amount will have to be disbursed again in providing staff, accommodation and equipment for the pupils in question.

The last annual report compiled by my predecessor gave particulars of the expenditure up to the year 1932-33. This report brings the position up to 1934-35. In the two years there has been an increase in expenditure of £372,609, but to obtain a true idea of the position this figure should be reduced by £152,498, representing the temporary deductions from the salaries of teachers and other officials during 1932-33. The true increase is, therefore, £220,111, which is accounted for mainly as follows:—

	European. £	Coloured. £	General. £
Teachers' salaries.....	73,815	55,000	—
Boarding bursaries.....	4,362	2,041	—
Equipment and scholars' books.....	21,512	6,877	—
Contributions to Pension Funds.....	—	—	27,306
Contributions to Student Teachers Loan Fund.....	—	—	8,000
Examination expenses.....	—	—	2,677
Repairs, Renovations, etc.....	—	—	18,498
Minor Works.....	—	—	2,810
	<u>99,689</u>	<u>63,918</u>	<u>59,291</u>

TOTAL..... £222,898

It will be seen that teachers' salaries represent the heaviest item of the services responsible for the increase, and it is of interest to note that the following factors account for this fairly substantial rise in the salary bill of the Department during the two years:—

	European. £	Coloured. £
Increments to teachers.....	90,700	18,750
Regrading of schools.....	5,070	1,930
Additional schools and posts.....	21,110	33,600
Increase in sick leave.....	5,420	—
Transfer.....	—	4,640
TOTAL INCREASES.....	<u>122,300</u>	<u>58,920</u>
Less:—		
Savings on staff changes.....	40,715	3,920
Decrease in furlough.....	3,120	—
Transfer.....	4,640	—
TOTAL DECREASES.....£	<u>48,475</u>	<u>3,920</u>
NET INCREASES.....£	<u>73,825</u>	<u>55,000</u>

The rather substantial increases in expenditure upon repairs, renovations, etc., and school equipment and scholars' books, are due to the rigid curtailment of expenditure on these services in 1932-33 and previous years. The full programme of arrears that had to be overtaken was by no means completed at the close of the financial year 1934-35.

## REPORT OF MEDICAL INSPECTORS FOR 1934 AND 1935.

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

Full statistics of the work of medical inspection are given at the end of this report, but the following is a brief summary:—

Children medically examined.	1934.		1935.	
	European.	Non-European.	European.	Non-European.
Routine entrant and adolescent group.....	14,545	632	13,269	1,036
Specially selected children.....	6,810	411	6,007	602
Re-examinations.....	2,416	93	1,963	87
Special examinations.....	1,544	223	520	—
Number of children examined by medical inspectors.....	26,674		23,484	
Number of children examined by school nurses apart from medical inspection.....	30,474		38,575	
TOTAL.....	57,148		62,059	

	1934.		1935.	
	European.	Non-European.	European.	Non-European.
Schools visited by medical inspectors.....	420	24	382	19
Schools visited separately by school nurses.....	745	132	678	112
Training schools visited.....	8	—	6	—
Indigent boarding houses visited	43	—	51	—
Home visits paid.....	834	—	874	42
Lectures given by medical inspectors.....	39	—	21	—
Lectures given by nurses.....	285	—	240	16

During the course of the year it became necessary to carry out additional examinations of school children for certain specific purposes. These children did not have the ordinary schedule cards filled in and in consequence their numbers are not included in the general statistical summary.

In connection with the Hearing Survey carried out in several areas by the National Council for the Deaf by means of the audi-

ometer it was necessary for 303 children found by this test to be hard of hearing to be re-examined by the Medical Inspector of Schools before further action was taken.

During the year 1934 a special inquiry was made into the condition of the eyesight of children in the primary schools of the Cape School Board with a view to finding cases suitable for a "sight-saving" class.

The School Nurses tested large numbers of children and 160 were selected for further examination by the Medical Inspector. Much "following-up" work has been done in connection with these cases and the work is not yet complete. At one school 44 children were examined with a view to selecting the most suitable for a special class for the dull and backward.

All the children in one School Board area were examined owing to public uneasiness in connection with the outbreak of several cases of syphilis in some of the schools in that area.

During a visit to Namaqualand opportunity occurred to examine several Coloured children where a very high degree of malnutrition and physical ill-health was found among the non-European population of that area. The deplorable condition of these people demands urgent attention.

The staff of school nurses has not been at its full strength during the year. In the first three months of 1934, Mrs. G. E. Davies was on leave prior to retirement. She joined the school medical service shortly after it was started, and was responsible for the organisation and control of the work of the school nurses. We owe a very great deal to the years of intensive work which she put in. No day was too long for her, no work too difficult, and her enthusiasm inspired others. She realised fully how valuable the nurses' work could be on the side of prevention and education and developed this as much as was possible with the small staff at her disposal. Her lectures to senior girls on mothercraft and her work for and with the Child Welfare Societies and the A.C.V.V. were most valuable, and all was done with the careful conscientiousness characteristic of her. Miss Dora Ackermann has succeeded Mrs. Davies as chief school nurse. She has been on the staff several years, has had wide experience in many areas, and is proving herself a worthy successor.

Two of the nurses have been on prolonged sick leave, and as a result there has been little opportunity for "following-up" work or lectures, as the nurses were so occupied with helping at medical inspections. This is unfortunate, as the results of home visits and extra visits to the schools show a higher percentage of children treated and a higher level of cleanliness. There should be at least three nurses to each medical inspector, and the Cape Province requires about thirty nurses to cover the ground, instead of the

present eight. The organisation of work in her area and the giving of lectures bring the nurse in touch with important bodies such as welfare societies and give scope for initiative and resource.

During 1935 one of the Medical Inspectors was absent for four months on furlough, and throughout the year one or more nurses have been on sick leave.

From the statistical tables it can be seen that of the children examined in the routine age groups 33 per cent. of the entrants and 39 per cent. of the older group had physical defects which reduced their efficiency, 35·8 per cent. together, and 17 per cent. of the entrants and 29 per cent. of the older group were recommended to get medical treatment, total 23 per cent. In the entrant group there was very little difference between boys and girls, but in the senior group the girls show a higher percentage of defect. It is a disturbing fact that the percentage of defect increases during school life. As the children are under trained supervision, they should improve. Unfortunately, education is often considered as a matter which affects mental development only, and physical education, if considered at all, is thought to be quite apart. This attitude is shown in many different ways—the statement that the syllabus is too full to allow time for drill and games, the dropping of physical education in country high schools, the neglect to provide for meals or rest at central schools. At present many of the smaller country schools are being closed down, and the children travel by train or bus to a central school. Wherever this happens, the school committee should make definite arrangements for a room where children can have a proper meal and shelter during the break between sessions. The problem of centralisation is one which is giving the medical inspectors serious concern. Because no one considers the child as a whole, apart from his educational needs, children work hours which would be illegal in a factory, spend long hours in travelling with no proper meals, get no exercise and too little sleep. The results are seen in the rise in the percentage of physical defects, and the still more rapid rise of fatigue, nervous instability and postural defects. This problem is found in the country school and the town school alike. In most cases, if the community realised it was a problem, and looked for a solution, it would be easy to provide one.

The new syllabus for the teaching of hygiene and physical education has been introduced into the schools, and is now compulsory. If it is properly taught it ought to help the coming generation to know how to manage their bodies, and keep them fit. It is only by regarding the child as a whole that mind and body can each reach their full development.

#### *Cleanliness.*

Of the children seen at medical inspection 2·8 per cent. in 1934 and 3·2 per cent in 1935 had nits or vermin on the hair or body. The corresponding figures for Non-European were 7·5 per cent.

in 1934 and 6·9 per cent. in 1935. At the nurses' examinations, which take place without notice, 5·6 per cent. had nits and ·7 per cent. had vermin in 1934 and 4·8 per cent had nits and ·6 per cent. lice in 1935. In the case of Non-Europeans the figures were 11·2 per cent. for nits and 1·7 per cent. for lice. These latter figures probably give the true incidence. A considerable number of schools are quite free, which is a definite improvement on the first years of medical inspection, when, in the first couple of years, only two or three schools were clean. A still further number are clean except for a small group of families, which continually re-infect the classes. When such cases occur in towns, they are referred to the sanitary authority for disinfection. But in spite of the improvement the level of cleanliness cannot be regarded as entirely satisfactory. Though in many cases over-crowding and poverty are contributory causes, a careful mother can usually keep her children free, even if they are occasionally re-infected. The percentage of uncleanness may be regarded as a measure of the level to which the community has risen in personal and community hygiene.

#### *Treatment.*

The percentage of children who obtained medical treatment after being recommended for it at the medical inspection was 63 per cent. in 1934 and 64 per cent. in 1935. The percentage in many schools is between 90 and 100 per cent., but with a school population which moves about so much, and therefore cannot be traced, and the difficulty of getting treatment in some areas, the percentage known to have been treated by the next visit of the inspector comes to 63 per cent. It must be clearly understood that the number of children re-examined as having been defective at the last inspection does not include all school children who have received treatment. Between the inspections cases are referred to clinics or hospitals by teachers and school nurses, but none of these records are available except in the case of a few municipal clinics. The number is, however, considerable, as will be seen from the figures of the Cape Town and Port Elizabeth clinics.

#### CAPE TOWN CLINIC FOR MINOR AILMENTS AND OPHTHALMIC CASES : FROM JULY, 1934, TO JUNE, 1935.

	European.	Non-European.	Total.
New cases.....	1,226	1,584	2,810
Total attendances.....	4,018	3,973	7,991

#### PORT ELIZABETH CLINIC FOR DENTAL CASES : FROM FEBRUARY 1st, 1934, TO SEPTEMBER 30th, 1934.

	European.	Non-European.	Total.
New cases.....	690	196	886
Attendances.....	984	413	1,397

There were 2,671 extractions, 6 fillings and 11 scalings.

Much has been done by different areas to enable children to get the necessary treatment. In Kimberley 1,500 necessitous children receive a midday meal, boots and clothing have been supplied to urgent cases, and medical and dental help was given. Unfortunately, on the present system of giving grants according to the money raised, the areas which most need help are often the least able to raise money on the £ for £ system. Kimberley has reported that the funds did not allow of treatment being provided for all the cases recommended by the school medical officer. The children in Kimberley are showing the effect of economic stress in the homes. Without the work of the Children's Special Relief Fund, and especially of Mr. Pescod, the Chairman of the School Board, their condition would be still worse.

As examples of the type of work done in smaller areas, the *Caledon School Board* arranges for the medical and dental treatment of cases referred from the medical inspection, and also cases referred by the nurses and teachers. In the High School alone 150 children were treated apart from medical inspection.

At *De Aar* a Pupils' Welfare Society held lectures on health subjects, and raised funds for the treatment of children and 120 children received food during the winter months.

But in spite of the splendid work done, of which these examples are given, the present system does not meet the need. In 1935, however, a further £5,000 has been voted for medical treatment.

A scheme for the expenditure of this amount has been framed. This scheme limits the expenditure to necessitous children and deals only with certain types of physical defect. It is not intended that cases of serious illness should be treated. There are other channels by which such cases can receive treatment. The class of defect for which this scheme provides are defects of the teeth, ear, nose and throat, eye and minor ailments.

As far as possible the scheme has sought to utilise the services of local doctors and dentists.

The administration of the scheme has been put in the hands of local school boards, who are asked to arrange for the personnel to carry out the treatment and to expend the money available for their areas.

Owing to the variation in the amount of dental decay in different areas the block grant available for dental treatment has been based on the relative needs of each area rather than on the school enrolment.

In a country which is very largely rural great difficulties are experienced in getting suitable treatment for cases of defective

vision, as very few doctors are able to prescribe glasses. In consequence the Department has secured the services of four part-time ophthalmic surgeons who will visit various rural towns, examine and where necessary prescribe glasses for those necessitous children who need them. In the case of operations for tonsils and adenoids it is desirable that these should be carried out at a hospital. Accordingly in the scheme it is suggested that children be brought in batches to the nearest hospital for such treatment.

In the case of minor ailments a block grant based on the enrolment is made from which payment will be made to local doctors for their services in these cases.

The plan for medical treatment whereby it was sought to utilise the services of local school boards in administering the scheme and to obtain medical and dental treatment from local practitioners has not proved to be a success in many areas although apparently working smoothly in others. There are various factors contributing to this failure, one being the inertia of many school boards and the apparent lack of interest displayed locally. Another has been the disinclination of the doctors and dentists in some places to accept the scale of fees available for payment of their services from the funds voted by the Provincial Administration. There appears to have been a misunderstanding in regard to this scale. It was based on payments made elsewhere but could quite well have been augmented by local contributions if the scale did not prove acceptable locally. It would seem as if many Municipal and smaller bodies overlook the fact that the children to be treated are the necessitous poor of their own boundaries, and a contribution to the cost of this service might well have been expected from such sources.

The following figures show what has been done in regard to the carrying out of this scheme up to the end of the present financial year, considerably more than a year after the various School Boards were first notified.

Of 112 School Boards—

- 41 have made no arrangements ;
- 42 have made arrangements for dental treatment ;
- 13 have made arrangements for nose and throat treatment ;
- 28 have made arrangements for the treatment of defective vision ;
- 12 have made arrangements for the treatment of minor ailments.

During the period the following cases were dealt with :

Dental cases.....	2,773
Ear, nose and throat cases.....	117
Eye cases.....	535
Minor ailments.....	149
Total.....	<u>3,574</u>

In the Transvaal various local authorities have contributed money towards the cost of dental treatment of school children in their own area.

#### Physical Measurements.

During the past year measurements of the height, weight and in the case of boys chest circumference, have been made. These measurements are shown in the accompanying tables and are based on the records of 18,000 European children. They indicate that both boys and girls as far as such measurements prove, compare favourably with children of similar stock in other lands. The children were measured without shoes and weighed in their ordinary indoor clothes minus shoes. There has been no differentiation between children from poor schools and those from others.

Statistics are also submitted of measurements based on records of 2,000 Cape coloured children.

They seem to indicate that such children are smaller, lighter and have a narrower chest than European children of the same age. It is not possible to be sure that the ages given were correct although they were taken from the school register, but assuming that they are correct it would appear as if these children have the physical proportions of European children two years younger. There is a difference of about three inches in height, 8 to 15 lbs. in weight and  $1\frac{1}{2}$  inches in chest circumference. There has not been time to work out the figures on a satisfactory statistical basis so that only the bare averages are given.

Age last Birthday.	EUROPEAN BOYS.				CAPE COLOURED BOYS.			
	Num- bers.	Height (ins.).	Weight (lbs.).	Chest (ins.).	Num- bers.	Height (ins.).	Weight (lbs.).	Chest (ins.).
6.....	229	45	45	21	13	44	38.8	19.3
7.....	667	47.6	51.2	22.1	107	45	43.5	20.5
8.....	1,151	49.4	55.8	22.5	170	40.8	47.1	21
9.....	927	51.3	61	23.4	140	48.6	51.5	21.5
10.....	714	53.4	67.5	23.8	80	49.7	55.6	22.2
11.....	693	55.4	73.3	24.7	66	51.9	60.5	22.7
12.....	756	57	79.5	25.5	66	54	67.4	23.7
13.....	754	58.8	87.1	26.5	55	55.8	73.1	24.1
14.....	1,784	62.3	103.1	27.7	128	59.3	88.4	25.7
15.....	1,763	64.6	114.6	29.2	137	61.2	99.4	26.2
16.....	442	66.7	129.8	30.4	—	—	—	—
17.....	195	67.7	138.9	31.7	—	—	—	—
18.....	106	68.1	144.2	32	—	—	—	—

Age last Birthday.	EUROPEAN GIRLS.			CAPE COLOURED GIRLS.		
	Num- bers.	Height (ins.).	Weight (lbs.).	Num- bers.	Height (ins.).	Weight (ins.).
6.....	244	45.1	44.7	18	43	37.2
7.....	643	47.2	49.5	107	44.7	41.2
8.....	1,093	49.2	54.3	176	46.7	45.3
9.....	955	51.1	59.5	152	48.7	51.3
10.....	618	53.3	66.9	89	50.2	54
11.....	708	55.5	73.2	80	52	60.5
12.....	721	58	84.6	69	54.7	68.7
13.....	894	60.2	95.8	54	56.7	77.5
14.....	1,086	61.9	106.9	95	59.6	91.5
15.....	1,055	62.7	115.7	71	60.2	97.6
16.....	462	63.4	122.5	—	—	—
17.....	219	63.5	128.4	—	—	—
18.....	91	63.7	127.5	—	—	—

#### Physical Training.

There is great need for a better, more extended and regular system of physical training in our schools. Forward steps have been the recent introduction of compulsory physical training in the secondary schools and the establishment of a course of training for men students at one of the training colleges. Greater facilities are needed for games of all kinds. Such games should be organised on the basis of their general value to the health of the school community as a whole rather than on that of the coaching of a few privileged players whose prowess on the field gains kudos for the school. Such an orientation in outlook would prevent some of the problems that arise under present conditions of competition league matches. In the matter of Rugby football there is definite need for a change in the basis of selecting teams. The age basis is unsatisfactory, for boys of the same age vary so much in size and weight. The table below shows what a marked difference may be found in these respects among boys of the same age. Records taken during the past two years indicate that 14 year old boys range from 54 to 72 inches in height and from 60 to 185 lbs. in weight. Tables for boys of 15 years show a similar distribution from 54 to 75 ins., and from 65 to 225 lbs.



HEIGHT-WEIGHT DISTRIBUTION OF BOYS AGED 14 YEARS.

Lbs.	INCHES.																			Totals.
	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	
60	2	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	4
65	1	3	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	5
70	4	5	8	3	—	2	—	—	—	—	—	—	—	—	—	—	—	—	—	22
75	2	4	6	19	6	6	1	1	—	—	—	—	—	—	—	—	—	—	—	45
80	1	4	7	23	30	26	7	7	2	1	1	—	—	—	—	—	—	—	—	109
85	—	—	1	17	28	45	20	16	2	2	—	—	—	—	—	—	—	—	—	131
90	—	—	—	6	13	39	41	50	18	10	5	3	—	—	—	—	—	—	—	185
95	—	—	1	—	3	23	15	54	25	19	5	3	—	—	—	—	—	—	—	148
100	—	—	—	1	—	12	9	37	53	39	11	17	1	—	—	—	—	—	—	180
105	—	—	—	1	—	3	8	15	23	45	15	17	5	1	1	—	—	—	—	134
110	—	—	—	—	—	4	5	12	17	45	29	29	10	11	3	1	—	—	—	166
115	—	—	—	—	—	1	—	4	7	25	16	26	18	8	2	—	1	—	—	108
120	—	—	—	—	—	—	—	2	3	20	18	33	21	18	5	5	1	—	—	126
125	—	—	—	—	—	—	1	—	2	3	9	17	16	24	5	4	1	—	—	82
130	—	—	—	—	—	—	—	1	2	3	8	15	18	22	10	10	2	1	1	93
135	—	—	—	—	—	—	—	—	—	1	1	4	8	10	3	7	5	—	1	40
140	—	—	—	—	—	—	1	—	2	—	2	5	3	8	4	3	—	—	1	29
145	—	—	—	—	—	—	—	—	—	—	2	2	—	2	2	3	2	1	—	14
150	—	—	—	—	—	—	—	—	—	—	—	2	—	1	4	2	2	3	1	14
155	—	—	—	—	—	—	—	—	—	—	—	—	—	2	—	1	1	1	1	8
160	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	—	—	—	5
165	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	—	2
170	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2
175	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
180	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
185	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	1	1
Totals.	10	18	24	70	80	101	108	199	156	213	122	173	101	107	37	40	16	10	8	1,653

It would appear as if a better basis of selection would be that of weight such as is the case with boxers, taking the age also into consideration. In such a team it is suggested that there should not be a variation of more than say 20 lbs. in the same team.

### *Social Hygiene.*

In July, 1934, the Department appointed Miss Ruth Powis, formerly principal of the Uitenhage Training College, as part-time lecturer in Social Hygiene attached to the medical branch. There has been much controversy about the giving of sex instruction in schools, and discussions with parents and at the New Education Fellowship Conference seemed to show that parents and teachers themselves needed guidance. Moreover, the first problems arise before the child reaches school age, though the teacher afterwards has to deal with the difficulties which follow from unwise methods. It was therefore decided to concentrate on meeting parents at the schools, and teachers and teachers in training. Principals were invited to ask for the lecturer to visit their areas. As the result Miss Powis has been overwhelmed with requests for lectures. She has given short courses in the schools at each centre visited, with opportunities for discussion of questions afterwards. The lectures have aimed at putting the problems in their biological and psychological setting, and giving a scientific outlook on child training in these matters. The Department has received many expressions of approval and appreciation for the help given to teachers and parents. It is obvious that all teachers do not possess either the information or the temperament for giving such instruction in class, even if it were decided to introduce the subject generally as apart from physiological facts in biology, whereas all who are in charge of children have to deal with problem children maladjusted in these matters. The lecturer on social hygiene is therefore available to give help, and the enthusiasm with which it has been received shows that the difficulties have been appreciated, and discussions welcomed.

MEDICAL INSPECTION STATISTICS.  
ANNUAL SUMMARY  
(FOR YEAR ENDED 30TH SEPTEMBER, 1934).  
EUROPEAN SCHOOLS.

NUMBER OF EUROPEAN SCHOOLS VISITED DURING YEAR: 420.

	ROUTINE EXAMINATIONS.						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		TOTAL.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	4,305	3,478	4,050	2,712	8,355	6,190	3,407	3,403	6,810
Number defective.....	1,465	1,303	1,293	1,128	2,758	2,431	1,387	1,499	2,886
Number of defective children recom- mended for treatment.....	794	935	756	844	1,550	1,779	925	1,068	1,993
Number of directions to teachers.....	1,214	404	1,029	553	2,243	957	797	921	1,718
Number of parents (or guardians) present	1,657	407	1,603	524	3,260	931	1,204	1,327	2,531
Number of verminous children.....	39	5	273	63	312	68	25	194	219
Number of children vaccinated.....	3,217	2,902	2,966	2,460	6,183	5,362	2,773	2,806	5,579

76

MEDICAL INSPECTION STATISTICS—(continued).

ANNUAL SUMMARY—(continued)

(FOR YEAR ENDED 30TH SEPTEMBER, 1934)—(continued).

EUROPEAN SCHOOLS—(continued).

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Analysis of Defects:												
Malnutrition.....	207	62	131	14	6	—	5	—	130	102	8	1
Teeth.....	685	724	585	582	469	663	335	531	602	637	472	507
Nose and Throat.....	225	142	221	124	208	108	205	101	221	246	191	212
Eye.....	51	49	60	25	16	7	24	8	62	49	28	23
Vision.....	135	268	153	353	101	177	109	232	220	385	170	319
Ear.....	28	25	24	23	14	12	12	8	32	44	17	16
Hearing.....	33	37	26	28	19	12	9	3	46	48	24	14
Speech.....	16	27	2	2	1	—	1	1	18	7	2	1
Skin.....	69	41	59	19	46	12	34	9	66	92	34	57
Heart: Organic.....	21	28	24	21	—	1	1	—	33	36	—	—
Functional.....	59	12	38	8	—	—	—	—	32	31	1	1
Anaemia.....	74	25	69	27	16	9	16	10	45	54	9	17
Lung.....	22	7	10	1	7	1	6	—	13	8	7	2
Nervous System.....	13	8	6	5	1	1	—	—	9	12	1	4
Intelligence.....	19	20	9	10	—	—	—	1	41	33	1	2
Deformities.....	30	27	16	30	7	5	3	6	26	23	5	2
Other defects.....	186	72	160	59	57	8	55	13	168	165	35	48

77

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	BOYS.		GIRLS.		TOTAL.	
No. of Re-examinations.....	1,233		1,183		2,416	
No. of children recommended for treatment.....	2,663		2,604		5,267	
No. of children who obtained treatment.....	1,628		1,703		3,331	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
Defects:						
Dental disease.....	868	510	845	418	1,713	928
Nose and Throat disease.....	255	296	332	260	587	556
Eye disease and defective vision.....	325	177	401	211	726	388
Ear disease and deafness.....	40	22	38	12	78	34
Other diseases.....	204	83	189	72	393	155

78

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARY

(FOR YEAR ENDED 30TH SEPTEMBER, 1934.)

NON-EUROPEAN SCHOOLS.

NUMBER OF NON-EUROPEAN SCHOOLS VISITED DURING THE YEAR: 24.

	ROUTINE EXAMINATIONS.						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		TOTAL.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	332	250	300	161	632	411	360	328	688
Number defective.....	147	123	147	90	294	213	187	171	358
Number of defective children recommended for treatment.....	96	89	91	72	187	161	125	119	244
Number of directions to teachers.....	76	31	70	23	146	54	92	73	165
Number of parents (or guardians) present	206	79	199	65	405	144	187	179	366
Number of verminous children.....	17	8	46	14	63	22	15	29	44
Number of children vaccinated.....	223	205	202	134	425	339	287	264	551

79

MEDICAL INSPECTION STATISTICS—(Continued).  
 ANNUAL SUMMARY—(Continued)  
 (FOR YEAR ENDED 30TH SEPTEMBER, 1934.)—(Continued).  
 NON-EUROPEAN SCHOOLS—(Continued).

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Analysis of Defects:												
Malnutrition.....	38	17	44	2	—	—	—	—	47	27	—	1
Teeth.....	87	77	80	64	64	69	59	61	84	56	69	53
Nose and Throat.....	8	5	7	2	8	3	5	1	13	25	12	20
Eye.....	12	7	12	6	5	4	7	1	21	14	4	4
Vision.....	9	20	8	22	7	14	4	12	31	31	20	20
Ear.....	2	5	2	1	1	4	1	1	12	13	4	6
Hearing.....	2	3	5	1	2	1	2	1	15	12	5	3
Speech.....	2	1	1	1	—	—	—	—	4	2	—	—
Skin.....	7	1	5	6	6	1	2	3	11	12	5	7
Heart: Organic.....	1	4	1	2	—	—	—	—	4	—	2	—
Functional.....	1	3	—	—	—	—	—	—	2	3	—	—
Anaemia.....	8	1	10	2	1	1	3	1	9	4	—	1
Lung.....	13	5	11	1	8	3	7	—	13	12	5	8
Nervous System.....	2	2	3	1	—	—	—	—	3	6	—	—
Intelligence.....	7	4	2	3	—	—	—	—	10	8	—	1
Deformities.....	4	3	4	1	—	—	1	1	5	—	—	—
Other defects.....	11	3	16	5	7	—	9	3	20	25	12	14

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	BOYS.		GIRLS.		TOTAL.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
No. of Re-examinations.....	55		38		93	
No. of children recommended for treatment.....	167		105		272	
No. of children who obtained treatment.....	117		70		187	
Defects:						
Dental disease.....	73	30	36	20	109	50
Nose and Throat disease.....	12	8	15	3	27	11
Eye disease and defective vision.....	24	9	14	9	38	18
Ear disease and deafness.....	6	1	1	—	7	1
Other diseases.....	10	6	6	4	16	10

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARY  
(FOR YEAR ENDED 30TH SEPTEMBER, 1935.)

EUROPEAN SCHOOLS.

NUMBER OF EUROPEAN SCHOOLS VISITED DURING YEAR : 382.

	ROUTINE EXAMINATIONS.						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		TOTAL.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined .....	3,875	3,180	3,805	2,409	7,680	5,589	3,053	2,954	6,007
Number defective .....	1,463	1,171	1,415	1,062	2,878	2,233	1,418	1,388	2,806
Number of defective children recommended for treatment .....	891	881	982	869	1,873	1,750	999	1,039	2,038
Number of directions to teachers .....	868	269	947	383	1,815	652	580	645	1,225
Number of parents (or guardians) present .....	1,604	464	1,658	423	3,262	887	1,239	1,248	2,487
Number of verminous children .....	24	5	317	62	341	67	15	190	205
Number of children vaccinated .....	2,738	2,792	2,697	2,107	5,435	4,899	2,421	2,354	4,775

82

MEDICAL INSPECTION STATISTICS—(continued).

ANNUAL SUMMARY—(continued)  
(FOR THE YEAR ENDED 30TH SEPTEMBER, 1935)—(continued).

EUROPEAN SCHOOLS—(continued).

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.					
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.	Boys.	Girls.	Boys.	Girls.
Analysis of Defects :												
Malnutrition .....	136	44	119	21	7	5	5	6	154	99	9	5
Teeth .....	850	706	822	630	514	641	552	579	661	645	527	529
Nose and Throat .....	217	119	268	122	196	106	245	116	221	254	196	235
Eye .....	42	54	60	30	14	13	23	15	67	57	41	29
Vision .....	118	198	163	262	88	112	130	188	219	285	161	210
Ear .....	25	32	25	8	15	15	11	5	39	32	16	15
Hearing .....	42	51	36	29	15	15	15	8	61	53	27	25
Speech .....	14	16	4	3	—	1	—	—	16	6	1	—
Skin .....	76	42	55	15	46	24	36	5	62	40	39	25
Heart : Organic .....	12	18	23	17	—	—	—	—	24	19	—	—
Functional .....	37	9	32	9	—	—	—	—	29	21	—	—
Anaemia .....	52	30	49	26	17	10	23	10	51	58	29	25
Lung .....	21	5	11	6	5	—	5	4	20	12	5	5
Nervous System .....	9	10	7	4	—	1	2	—	17	10	1	1
Intelligence .....	11	9	17	12	—	—	—	—	46	25	—	—
Deformities .....	19	32	19	26	3	1	6	7	31	34	7	5
Other defects .....	127	76	99	51	42	17	52	18	147	131	39	45

83

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	BOYS.		GIRLS.		TOTAL.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
No. of Re-examinations.....	985		978		1,963	
No. of children recommended for treatment.....	2,224		2,297		4,521	
No. of children who obtained treatment.....	1,355		1,556		2,911	
Defects :						
Dental disease.....	752	456	782	369	1,534	825
Nose and Throat disease.....	197	218	261	229	458	447
Eye disease and defective vision.....	241	147	383	177	624	324
Ear disease and deafness.....	38	24	31	5	69	29
Other diseases.....	174	69	174	52	348	121

MEDICAL INSPECTION STATISTICS.

ANNUAL SUMMARX

(FOR YEAR ENDED 30TH SEPTEMBER, 1935).

NON-EUROPEAN SCHOOLS.

NUMBER OF NON-EUROPEAN SCHOOLS VISITED DURING YEAR : 19.

	ROUTINE EXAMINATIONS.						SPECIAL EXAMINATIONS.		
	Boys.		Girls.		TOTAL.		Boys.	Girls.	TOTAL.
	Younger.	Older.	Younger.	Older.	Younger.	Older.			
Number examined.....	508	237	355	136	663	373	291	311	602
Number defective.....	155	87	157	63	312	150	165	155	320
Number of defective children recommended for treatment.....	114	68	127	56	241	124	116	126	242
Number of directions to teachers.....	46	30	41	14	87	44	60	63	123
Number of parents (or guardians) present	147	38	190	31	337	69	106	119	225
Number of verminous children.....	12	3	48	4	60	7	6	37	43
Number of children vaccinated.....	225	204	229	123	454	327	219	226	445

MEDICAL INSPECTION STATISTICS—(continued).  
 ANNUAL SUMMARY—(continued)  
 (FOR THE YEAR ENDED 30TH SEPTEMBER, 1935)—(continued).  
 NON-EUROPEAN SCHOOLS—(continued).

	No. defects present.				No. defects recommended for treatment.				No. defects present.		No. defects recommended for treatment.	
	Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Boys.	Girls.
	Younger.	Older.	Younger.	Older.	Younger.	Older.	Younger.	Older.				
Analysis of Defects:												
Malnutrition.....	32	10	13	3	—	—	—	—	35	20	—	—
Teeth.....	97	52	103	50	89	49	101	49	83	83	78	76
Nose and Throat.....	17	3	9	1	13	2	8	1	20	15	16	13
Eye.....	7	3	9	3	6	—	6	—	7	17	3	6
Vision.....	7	16	11	8	6	13	5	4	29	31	18	22
Ear.....	6	3	4	—	2	2	2	—	11	8	8	4
Hearing.....	6	1	6	2	3	—	3	—	13	7	4	4
Speech.....	2	—	—	—	—	—	—	—	7	1	—	—
Skin.....	8	3	7	1	6	1	5	1	7	3	3	1
Heart: Organic.....	1	2	2	—	—	—	—	—	—	2	—	—
Functional.....	1	2	2	—	—	—	—	—	—	—	—	—
Anaemia.....	10	1	2	3	3	1	2	2	6	6	2	3
Lung.....	8	—	8	—	5	—	6	—	2	3	1	2
Nervous System.....	1	—	2	—	—	—	—	—	—	1	—	1
Intelligence.....	6	3	8	3	—	—	—	—	13	9	—	—
Deformities.....	1	2	3	1	—	—	—	—	1	2	—	—
Other defects.....	10	4	11	3	5	1	4	2	15	23	5	15

86

RESULT OF PREVIOUS RECOMMENDATIONS FOR TREATMENT.

	BOYS.		GIRLS.		TOTAL.	
	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.	Treatment obtained.	No treatment obtained.
No. of Re-examinations.....	46		41		87	
No. of children recommended for treatment.....	123		113		236	
No. of children who obtained treatment.....	73		69		142	
Defects:						
Dental disease.....	49	32	40	24	89	56
Nose and Throat disease.....	9	10	12	9	21	19
Eye disease and defective vision.....	4	7	6	8	10	15
Ear disease and deafness.....	—	—	1	1	1	1
Other diseases.....	8	2	6	3	14	5

87



## REPORT ON TRAINING INSTITUTIONS.

INSPECTOR : MR. A. L. CHARLES, B.Sc.

INSPECTOR : MR. C. J. HOFMEYR, B.A.

## EUROPEAN TRAINING COLLEGES.

Our first report on Training Colleges and Schools appeared as an addendum to the Report of the Superintendent-General of Education for the years 1932 and 1933. It ran to considerable length since it covered a five-year period (1929-1933) during which important changes had taken place in the training colleges and their personnel, in the curriculum and in the method of inspection and examination. This report covers the two years 1934 and 1935 and these were years of consolidation and not change.

A. *Colleges and Courses.*—There has been no change in the number of training colleges which should be sufficient to meet the needs of the Province for many years to come. The buildings are all satisfactory and there have been no additions except the erection at Graaff-Reinet of a room to accommodate a one-teacher school in the college grounds for experimental and demonstration purposes.

Mr. A. Wynn Davies, B.Sc., retired at the end of 1935 from the principalship of the Wellington Training College with which he had been associated for nearly a quarter of a century, first as vice-principal and then as principal. His vigorous and breezy personality, his pride and practical skill in his profession and his high sense of duty will be gratefully remembered by many generations of students. All who knew Mr. Davies and especially those who had the pleasure of working with him will wish him many happy years of retirement.

The training courses remain the same as in 1934 and these are distributed among the nine colleges as shown below:—

*Primary Teachers' Certificate : Two Year Course.*

- (a) Six-class institutions : Graaff-Reinet, Grahamstown, Paarl.
- (b) Four-class institutions : Cape Town, Oudtshoorn, Wellington.
- (c) Two-class institutions : King William's Town, Stellenbosch, Steynsburg.

A six-class institution means one that has three first-year classes and three second-year classes i.e. an approximate enrolment of 150 students in the Primary Teachers' Course. Similarly a four-class institution has an approximate enrolment of 100 and a two-class institution has 50. Thus the nine colleges are staffed and equipped to carry a full complement of 900 students.

*Primary Higher Courses.*

These courses follow the Primary Teachers' Course and they are for one year except the Full Domestic Science Course for Women which requires two years. The existing provision of Third-Year Courses is shown below.

<i>Course.</i>	<i>Colleges.</i>
(a) Physical Culture (Women).....	Cape Town.
(b) Manual Training (Men).....	Graaff-Reinet and Paarl (2).
(c) Needlework.....	Paarl.
(d) Full Domestic Science.....	Grahamstown.
(e) Infant School Course.....	Cape Town, Graaff-Reinet, Grahamstown, Stellenbosch, Wellington (5).

Altogether there are now ten courses in operation in six colleges compared with nine in 1934. The new course instituted since our last report is the Manual Training Course (Men) at Graaff-Reinet. In connection with these special courses we wish to say—

- (i) Students do not willingly change their college for the third year course. It is easy to understand this reluctance and also the desire of the colleges to keep their students, but those who have made the change have found it to be decidedly beneficial. There is no doubt however that the chief support for the third year courses comes from the students who have just completed their primary teachers' course in the same institution.
- (ii) At present there are eight courses open to women and only two to men. Women may take the Primary Higher Certificate in one of the four branches, Infant School Work, Physical Culture, Needlework, Domestic Science ; men have no option but to take manual training. It is obvious that there should be more courses open to men. There are many teachers who have a special interest and are willing to give up a year to extra training if the facilities are provided. In the establishment of new courses the Department has to be guided by the needs of the schools and it is satisfactory to note that an additional course in Physical Culture (Men) will be started in 1936 at Paarl.
- (iii) Students in these special courses spend most of their time with one specialist teacher, they do not come into contact with the rest of the staff and there is the danger that they regard themselves as a self contained unit with only a slight or accidental connection with the rest of the college. This danger is increased where these specialist courses are housed in separate buildings some distance away from the college as are both manual training classes (men) at Paarl and Graaff-Reinet. It is also unfortunate that the new class in Physical Culture (Men) at Paarl must be started under similar unfavourable conditions. We hope that

suitable accommodation will soon be provided for all these courses in close proximity to the college. These groups are senior students with strong professional and special interests and if given suitable opportunities they can exert a strong and beneficial influence on the corporate life of the college.

(iv) The Department in the near future will be faced with applications to establish new courses and this question was discussed at a meeting with training college principals who considered that additional courses should be established in the following order:

(a) Rural School Course: To train principals for larger rural schools.

(b) Music.

(c) Drawing.

(d) Speech-Training and Dramatic Art.

In view of recommendation (a) above, it is significant that the principals were unanimous in the opinion that the training given in the Primary Teachers' Course should be *general* and should not be related specifically to the needs of the one- and two-teacher rural schools. We do not wish to express any opinion on the order given above but—keeping to special subjects—we have no doubt that all our schools would benefit greatly if there was a steady stream of teachers who had special qualifications and training in Music, Drawing and Speech-Training.

**B. Medium of Instruction.**—During our inspections we gave attention to the question of medium of instruction. Students in training should be sufficiently bilingual to follow and to profit by instruction in either English or Afrikaans. Nevertheless the individual student usually has a preference for one medium and he will probably be required to use that medium for the greater part of every school day when he goes out to teach. The Department has also to ensure a steady supply of teachers capable of using efficiently the medium and/or media required in the schools.

These circumstances and requirements have led to a natural development by which the colleges fall into three groups:—

- (1) Colleges where the prevailing medium is Afrikaans: Graaff-Reinet, Paarl, Stellenbosch and Steynsburg.
- (2) Colleges where the prevailing medium is English: Cape Town, Grahamstown and King William's Town.
- (3) Colleges where both languages are used as media: Oudtshoorn and Wellington.

**C. Student Enrolment and Student Selection.**—The position in regard to enrolment is shown by the following table.

TABLE 1.

Year.	Men.	Women.	Total.	Average per College.
1932.....	227	684	916	102
1933.....	300	753	1,053	117
1934.....	252	740	992	110
1935.....	187	692	879	98

The number of teachers who have become available year by year are shown in:—

TABLE 2.

Year.	Primary Teachers' Certificate.	Special Certificates.	Total.
1932.....	352	97	449
1933.....	401	98	499
1934.....	455	131	586
1935.....	364	143	507

Since 1933 two new factors have contributed to cause a fluctuating total enrolment and supply.

(i) In 1934 the Department limited in each college the number of first year entrants to the Primary Teachers' Course. The size of each class was limited to a range of 17 to 21, with the result that there was a considerable decrease in the total enrolment for that year and a corresponding drop in the available supply in 1935. This limitation was continued in 1935 and we must expect a further fall in the supply in 1936.

(ii) In consequence of the restrictions on first year entrants in 1934 the number of applicants was far in excess of the requirements. Many applicants had to be refused and principals of training colleges found considerable difficulty in making their selections. After consultation with the training colleges it was decided to institute in 1935 a more effective system of selection, which would ensure *inter alia*:—

- (a) That the most suitable applicants would be selected.
- (b) A uniform method of selection for each college.
- (c) That there would be a reasonable territorial distribution of the supply i.e., that our future teachers should be drawn from all parts of the Province.

- (d) That applicants should be allocated as far as possible to the institution which they preferred and that they should be trained through the medium most appropriate to their language attainments.

It is not necessary to go into the details of the scheme but in essence it shifted the responsibility for selection from the principals of the Training Colleges to the principals of high schools and the circuit inspectors who have a close personal knowledge of each applicant. The scheme has worked well and the training colleges agree that there has been an improvement in the average quality of their recruits. This is due mainly to the fact that applicants who are entirely unsuited for the teaching profession are prevented from entering on the training course. Formerly these could be discovered only after they had been accepted and they usually had to be kept for one year before they could be eliminated. There is no doubt that the new method of selection should be continued and that it will yield even better results with further use.

D. *Examination.*—In these latter days examinations have come under suspicion and in some cases they are “under arrest”. In the examination and certification of its teachers the Department in 1929 embarked on a policy of delegation of responsibility to the training colleges. Up to the present the Department has set external written tests for the Primary Teachers’ Certificate in the two official languages, the principles and methods of teaching and psychology. In all other subjects the training colleges have had the right of planning their own courses and examining their own students. During our visits to training colleges in 1934 we discussed with principals in how far it was possible and desirable to extend the system of internal responsibility and examination. We found a very large measure of agreement and in May 1935 the Department issued a memorandum in which it outlined its proposals for the method of examination in 1936. These proposals were discussed very fully at a conference of principals and the Department has now formulated the changes which will be made for the first time in 1936. The external tests will in future be confined to the two official languages and to the practical subjects. The tests in these practical subjects will be taken by departmental officers in the training college itself and will not aim at assessing the abilities of individual students but at ensuring a satisfactory standard of work in each subject. A board of moderators will be set up to ensure a reasonable uniformity of standard and to advise the Department in the issue of certificates. The proposed arrangement has been worked out in considerable detail and a full report on its working will be made next year. In view of the growing uneasiness as to the reliability of external tests and the search that is going on for a more satisfactory substitute, we are hoping that this experiment may contribute some useful results.

With this release from external tests is coupled the right of each college—subject to previous departmental approval—to frame its

own course. It is hoped that profitable use will be made of this new right and already one college has worked out an integrated scheme in which the artificial barriers between “subjects” have been largely removed.

E. *Bilingual Certificate.*—The table below gives the bilingual qualifications for the past six years of all students from training colleges who were awarded the Primary Teachers’ Certificate.

PRIMARY TEACHERS’ CERTIFICATE EXAMINATION.

Year.	Number Passed.	Bilingual Qualification of Successful Candidates.		
		1st Grade.	2nd Grade.	English or Afrikaans only.
1930.....	238	125 (53%)	99	14
1931.....	276	119 (43%)	139	18
1932.....	337	56 (17%)	262	19
1933.....	390	67 (17%)	297	26
1934.....	428	63 (15%)	332	31
1935.....	308	63 (20%)	218	27

The bilingual qualification is awarded on the results of three tests, viz. written, oral and teaching and we have been responsible for the oral and teaching tests for the whole period shown above. It will be seen that the standard which we set before us was applied rigorously for the first time in 1932. This standard may be stated briefly thus:—

For the First Grade Bilingual a candidate must satisfy the examiners that he is able to teach Afrikaans-speaking *and* English-speaking pupils in all primary standards through the medium of their mother tongue.

The figures show that a fairly uniform standard has been maintained since 1932. In 1935 there was an increase in the percentage of first-grade passes but the colleges have now accustomed themselves to the new standard and have reorganized their work accordingly. They diagnose their students’ language attainment at the beginning of the course, group them accordingly and are able to give to each group the appropriate preparation.

It will be noted that there is still a small but not inconsiderable group who fail to get any bilingual certificate at all, and this group contains an almost equal number of English-speaking and Afrikaans-speaking students. They had all passed in the second language at the Senior Certificate and this failure after two years study is very difficult to explain.

F. *Libraries.*—In our last report we had to draw attention to the deplorable condition of almost all the college libraries. It is very satisfactory to report substantial progress. The Department by

its direct library grant has made it possible for the colleges to begin buying books again. Most colleges realize how much leeway has to be made up and they are supplementing the direct grant with sums from college funds. Rooms are now being set aside for library purposes, shelving is being installed and many of the useless books that have been lying on the shelves for years are being thrown out. The great gaps on the professional side will now be slowly filled and it will be possible for most colleges to begin work on individual lines in some subjects.

Some colleges get a good supply of general and professional periodicals and this example could profitably be followed by the others.

#### COLOURED TRAINING INSTITUTIONS.

The past two years have been characterised by great activity as regards Coloured training institutions. Almost everywhere there have been extensions. At Paarl, classrooms, a hall and a library have been added to the Athlone Institute at a cost of approximately £400. The whole of the Wesley College, Salt River, has been re-organized, and extensions added at a cost of approximately £800. As a result of the reorganization, the Principal of the institution remains in charge only of the training section, the secondary section, and the highest standard of the primary section. The lower standards of the primary section have now a Principal of their own and are housed in a separate building. At Zonnebloem, where the training section has been transferred to the building previously used for the Boys' Primary School, additions have been made on a very large scale to provide additional classrooms and an office for the Principal at a cost of approximately £3,500. At Uitenhage, a suitable residence for the Principal has been erected in the grounds of the Institution and a woodwork room built at a cost of approximately £500; and at the Rhenish institute at Worcester additional classrooms have been constructed costing approximately £600, and the Practising School has been transferred to the grounds of the Training School where it is at the moment accommodated in a beautiful building, the cost of construction being £7,500.

In January, 1935, a hostel for girls under proper supervision was started at Perseverance, Kimberley. This provides for a long-felt want. In July, 1935, a commencement was made with the separation of Coloured and Native students in the Institution, and thus the foundation was laid for a separate training school for Native teachers for this area.

Previously the Roman Catholic Church trained its teachers at Cradock, but since January, 1935, this Church has been granted permission to concentrate the training of its teachers at the St. Monica's Institution, Parow, on condition that no further new students will be enrolled at Cradock. The training at Parow has

begun well, and the classes are suitably accommodated. Plans are being made to reorganize the whole institution on the same lines as the institution at Salt River.

All this is an indication of vigorous growth in the institutions for the training of Coloured teachers.

During the two years under review the principal of the training institution, Mr. Meadows, and also Mr. Ashworth who was for some years connected with Perseverance, permanently retired from the service of the Department of Education. It is with regret that we take leave of two teachers who have rendered such faithful service in the interests of Coloured education. Their services are appreciated, and we wish them a pleasant period of retirement. The Rev. Alban Heath, who for several years was Principal of Dower College, Uitenhage, retired on pension and was succeeded by the Rev. de Villiers who was already serving on the staff. The latter, to everyone's regret, accepted an appointment as Inspector in the Native area, and has been succeeded by Mr. W. Caley.

H.—In January, 1935, students were for the last time enrolled for the C.P.L. 1. course, as after 1935 the standard required for entrance to the Coloured teachers' courses was changed to Junior Certificate. Some of the institutions wisely decided not to enrol any more C.P.L.I. classes, even in 1935, but to concentrate on their C.P.H. classes. The teacher who enters the training school with a Standard VI certificate will therefore disappear after the end of 1937.

The following figures clearly indicate that for some years past there has been an increasing tendency amongst candidates to take the Junior Certificate examination before entering a course of training as teachers:—

C.P.H. 2 (Number of Students enrolled).					
1930.	1931.	1932.	1933.	1934.	1935.
36	52	51	91	147	188

This steady increase in numbers warrants the belief that even with the higher entrance standard the supply of teachers will be adequate to provide for the needs of the schools.

It is significant that in the following table, which shows the number of men and women students who entered for the C.P.L. 3 examination during the years 1930-1935, the balance between male and female students is more or less maintained:—

Number of Male and Female Students enrolled for C.P.L. 3.											
1930.		1931.		1932.		1933.		1934.		1935.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
73	97	111	91	112	105	92	90	129	118	135	103

During these six years, therefore, 652 male and 604 female students followed the C.P.L. 3 course and entered for the final examination.

As regards the C.P.H. course, the position for some reason or other appears to be quite different, as the following table will show:—

Number of Male and Female Students enrolled for C.P.H.											
1930.		1931.		1932.		1933.		1934.		1935.	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
26	10	41	11	43	8	73	18	106	41	146	42

The number of male students for the six years is therefore 581, whilst the number of female students is only 172. Whether the raising of the entrance standard to training schools will cause a shortage of female teachers, only time can show.

I. The new training courses for teachers have just come into operation as a whole. As a result of the raising of the entrance standard to Junior Certificate, no candidate will be able to obtain the Primary Lower Certificate after 1937, and the course will then disappear altogether. The present Primary Higher Certificate will then presumably become the Primary Teacher's Certificate. In this connexion two matters will shortly have to be decided, and the Principals of Coloured training institutions have already been advised of a conference to be held in January, 1936, for discussion of these matters:—

(1) Whether the examination for the new Primary Teacher's Certificate will be conducted on the same syllabus as that which has just come into force for the Primary Higher Course, or whether a new syllabus will be prepared for the above-mentioned course.

(2) Whether a new Primary Higher Course will be drawn up for Coloured teachers—either a special course at each institution on the lines of the existing special courses for the European training colleges, or a Primary Higher Course with a higher entrance standard.

J. In the last report on training institutions the question of the medium of instruction at Coloured institutions was mooted. The institutions were advised during 1934 that in future three institutions would have to provide instruction primarily through the medium of Afrikaans, viz., the Rhenish Training School at Worcester, the Athlone Institute at Paarl, and the Battswood Training School at Wynberg, and three will have to give instruction primarily through the medium of English, viz., Zonnebloem, Wesley College at Salt River, and Perseverance. At the Dower College, Uitenhage, the subjects will be more or less equally divided for instruction through the two media. The arrangement has its difficulties, because the staff is not always so constituted as to be able to give effect to this instruction. The Rhenish institution at Worcester is already well on the way towards doing this, and at the other institutions arrangements have been made to comply as far as possible with this instruction from the beginning of 1936.

K. Since 1935 provision has been made for students attending Coloured training schools to take their own Bilingual Certificate.

Up to this year a Coloured teacher could obtain such a certificate only if he entered for the examination which was intended in the first instance for European teachers. It can easily be understood that the Coloured teacher found it difficult to obtain a certificate intended for candidates in respect of whom the entrance standard was much higher than that for the courses followed by Coloured teachers. And very few Coloured teachers entered for the Bilingual examination. From 1936 teachers who are actually in service will also be given an opportunity of entering for the examination for the Bilingual Certificate which is specially intended for Coloured teachers, and for which the requirements in the two languages are more or less on a par with those of the existing Junior Certificate.

L. It is of primary importance to the teaching profession that only the best candidates should be granted admission to the profession, that is, the best candidates not only as far as academic attainments are concerned, but in all respects. As a result of the raising of the entrance standard to Junior Certificate, the Inspectors concerned will meet all possible candidates when the oral examinations in the two languages are conducted at high and secondary schools. This was taken into account when it was decided in 1935 to utilise the service of Circuit Inspectors for selecting the applicants to be admitted to the training institutions. The procedure which was already being followed in regard to European training colleges has simply been applied *mutatis mutandis* to Coloured training institutions.

M. It has been felt for some time that the criticism and demonstration lessons of Coloured students at training schools, as well as their class-teaching, should be placed on a sound basis. In too many cases in the past it was true that the criticism lessons on which most emphasis was laid could sometimes do more harm than good, and that too little attention was given to demonstration lessons conducted by the various members of the staff. In addition there was too much difference in practice as regards the practical class-teaching of the students. In some cases class-teaching could mean everything to the students who went out to the schools; in other cases very little. To remedy this a meeting of the principals of training schools in the Cape Peninsula, with their teachers in Method, was convened early in 1935. The difficulties were discussed and a scheme drawn up by means of which more uniformity and efficiency could be obtained.

N. In the training institutions for European teachers provision is slowly being made for the better equipment and the extension of the libraries of the institutions. There is everything to be said in favour of the application of this principle also to the institutions for the training of Coloured teachers. The lack of properly equipped libraries at the latter institutions is much greater, and this lack certainly affects the training schools for Coloured teachers much more seriously.

O. In the year 1934 a refresher course for Coloured teachers was held at the Zonnebloem College during the June vacation. The work done at this course indicates initiative, and appears to have been of great value to the teachers who could attend the course.

Again in 1935 a series of Saturday demonstrations of the more recent education methods, as for example the "Play Way", the Project method and the Dalton plan, was given by the same institution. The result of this is that the students are given an opportunity of becoming acquainted with these methods and of applying them in practice. Teachers in service also to a certain extent share the privileges of the students. This is an example worthy of imitation, and enjoys the appreciation as well as the full support of the Department of Education.

## REPORT ON INDIGENT BOARDING HOUSES.

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

During the year 1935 certain changes were made in the Main Ordinance No. 17 of 1930. These changes which were made after representatives of the Administration had consulted representatives of the Dutch Reformed Church, are embodied in Ordinance No. 30 of 1935.

The following are the most important changes introduced by the new ordinance:—

It is laid down that at least one lady and one member of the staff of the school attended by the children must serve on the committee of management, whilst parents who have children in an indigent boarding house either free of charge or at a reduced fee cannot serve on the committee.

Everything needed by these institutions must, as far as possible, be bought by tender, and provision is made for the automatic increase of the quotas in certain cases.

The ten per cent. cut is restored in toto for the first thirty children in those boarding houses where the superintendents are especially capable, and partially for all children in excess of thirty.

The rent for the buildings is fixed at eight per cent. of the Provincial valuation or £3 per child or the present rent, whichever of the three may be the least, and the committees are allowed, under certain conditions, to erect additional buildings out of surplus funds.

It is also definitely fixed, to which institutions the children may be admitted and with regard to outstanding boarding fees it is laid down that the collection of contributions owed by parents may be handed over to the School Board, the sums so collected to be handed over to the committee of management concerned.

With some of these changes I wish to deal more fully.

### (1) THE RENT QUESTION.

Unfortunately there were a few cases where church councils or committees of management charged too high a rent for the buildings used as indigent boarding houses. It thus became necessary to limit by legislation the amount which could be paid out of the per capita grants as rent for the buildings and it was laid down that the rent could be fixed at eight per cent. of the Provincial valuation or £3 per child, whichever may be the lesser amount.

This stipulation now hits certain committees of management rather hard. In certain cases new buildings have been erected at

great cost and the numbers have fallen to such an extent, that the basis of £3 per child per year gives a very low rent to the body which was responsible for the erection of the building. In other cases, again, where the institutions are situated in out of the way country places, the valuation of the property and the land is so low that eight per cent. on the valuation also procures for them a very low rent.

The only way out of the difficulty seems to be for the Administration to send someone specially to value the buildings and grounds and to come to an agreement with the managing bodies with regard to a fair rent—a rent that will be fair to the body bearing the financial responsibility for the institution and fair also to the Administration which has to see that too much of the money voted specially for the benefit of the children does not go into rent for buildings.

#### (2) THE INSTITUTIONS TO WHICH THE CHILDREN MAY BE ADMITTED.

The experience of a number of years has taught us that in certain areas it is absolutely necessary to lay down in the law to which institution the child must go. Such great competition has arisen between certain schools and indigent boarding houses that all kinds of devices have been tried to attract more children. One institution offers to take in the children for less than what the parents pay at another institution. Another promises the parents higher prices for slaughter stock or produce, and then comes another with promises of clothing for the children or of payment for all work done by them. The children are even conveyed for 80 or 100 miles and the conveyance is paid for out of the funds of the institution.

Unfortunately some of the people in charge have little or no feeling of professional etiquette and resort to any expedient to recruit children; and this has had a very demoralising effect both on the parents and on the children.

The new ordinance now lays down that in the future a child must go to the indigent boarding house which is nearest to the home of his parents or to the institution under the control of the church congregation to which his parents belong. Where there are two or more institutions under the control of the same church congregation, the child must go to the one which is nearest to the home of his parents.

#### (3) SUPERINTENDENTS.

It has so often been pointed out that we can no longer be satisfied to have these indigent boarding houses simply as places where the children get food and sleeping accommodation and are then sent to school. The children must be educated in the true sense of the word. It is not generally realised what a splendid opportunity the institutions offer for the uplifting of these less privileged children and for preparing them to become useful and more self-reliant citizens.

It has often been pointed out on former occasions that the success of an indigent boarding house depends on the superintendent in charge. Unfortunately the new ordinance does not yet provide for a salary scale that will attract the best type of superintendent, and the Administration, which to-day contributes very nearly 100 per cent. of the total income of these institutions, still has no say in the appointment of superintendents.

The new ordinance, however, does provide that £1 extra per child per year shall be given to institutions where there are especially capable superintendents. This will no doubt help a little to get rid of some of the weakest superintendents, but will not help to attract those who are best fitted for the work.

In conclusion I wish to refer to the splendid work which is done in some of the institutions in connection with the medical treatment and after-care of the children. As regards medical treatment there are boarding house committees that pay doctors a fixed sum to visit the institutions regularly and to treat the children when necessary. Some of these medical practitioners take a great interest in their work and do their utmost not only to make the children healthy but also to keep them healthy. They visit the institutions regularly and give advice on the feeding and treatment of the children. Children are weighed when they are admitted to the boarding house and again at the end of the quarter, to see whether the regular life of the boarding house has resulted in any improvement in weight. Before the long vacations and immediately on their return they are also weighed to see what effect feeding, etc., at home has had on their weight.

As regards the after-care of the children, there are institutions that do everything possible to find out what their children have an aptitude for and to encourage the children to continue their studies beyond Standard VI. They also keep in contact with their past pupils and can always give an account of nearly every one of them.

Unfortunately this excellent work in connection with medical treatment and after-care is still the exception and we can only hope that these good examples will gradually be followed by the other institutions.

REPORTS OF DEPARTMENTAL INSTRUCTORS AND  
INSTRUCTRESSES IN SPECIAL SUBJECTS.

AGRICULTURAL EDUCATION : APRIL-DECEMBER, 1935.

DR. S. J. G. HOFMEYR, M.Sc., PH.D.

Agricultural education in the Provincial school has come to stay. This is the impression gained when one looks into the matter. The reason is that agriculture meets a definite need. It is beginning to take to an increasing extent its rightful place amongst the other school subjects. Agricultural education has not only come to stay but it is also appreciably developing, for where agriculture has already been introduced every effort is being made to make it more effective; and many of the schools where the subject has not as yet been introduced intend introducing it as soon as circumstances permit.

An interesting development which has been in progress for some time is the appearance of farm schools where nature study is being taught with agriculture as a background. The aim of these schools is not merely to spoon-feed the pupils with agriculture but to interest them in their surroundings and to foster in them a love for the land. These schools are rendering meritorious service in the remote parts of our country.

With the object of determining the position of agriculture in our educational system I made a study last year of the position in all the high and secondary schools where agriculture is taught. This year my investigations are being continued with a view to the collection of statistics.

From the information gleaned it appears that there are only two teachers of agriculture who teach no other subject, whilst the great majority are required to devote a large proportion of their time to other subjects. There are even cases where the teacher of agriculture has also to teach such subjects as history and Afrikaans. Where the teacher is overloaded in this way with other work agriculture, especially the practical part of it, suffers, for if the practical work is to be done properly a good deal of time must be devoted to it—in any case much more time than the minimum of  $1\frac{1}{2}$  hours per class per week.

Generally speaking the teachers of agriculture are capable and well-equipped for their work, but, judging from my investigations, they read far too little as a rule and in general do not participate sufficiently in the agricultural affairs of the neighbourhood; it seldom happens that they speak at farmers' meetings and they do not come into contact with the farming community often enough. They are not greatly to blame on this account, as they

cannot be expected to visit farms at their own expense to investigate agricultural problems. For the convenience of teachers of agriculture the Department has decided to extend the agricultural education section of its library, or rather to build up such a section. A number of books dealing with agricultural education have already been obtained. As soon as practicable a list of the books will be published in the *Education Gazette* so that teachers may know what books to ask for. This section of the library should be of great value to the teachers.

It has also been found that schools as a rule make very inadequate provision for agricultural reading matter. As long as this is so agricultural education will not come into its rights.

The data collected show that last year there were 220 girls and 813 boys taking agriculture in Standards VII and VIII, and 160 girls and 553 boys in Standards IX and X, in the schools (high and secondary) at which agriculture is taught. The total number of pupils who took agriculture at these schools was 1,746, and the number of those who did not take agriculture was 1,591. It follows that the majority of the pupils in these schools took agriculture. Last year 344 candidates entered for Senior Certificate Agriculture and 473 for Junior Certificate Agriculture. Of the boys who took agriculture in 1934, 157 went straight to farming whilst 21 went to study agriculture further at a university or an agricultural school. As regards the girls who take agriculture the general opinion of the teachers of agriculture is that in any case they make quite as good students as the boys and as a rule take the work more seriously. The difficulty which they sometimes experience in doing the practical work is not insuperable; and many teachers meet the girls half-way by getting them to cultivate and tend flowers, etc.

No agricultural-club work is done at any of the high or secondary schools. There is likely to be a change in this respect as a result of the Inter-Departmental Conference on the subject recently held in Cape Town.

Revised Syllabuses in agriculture have been adopted for candidates taking agriculture as a major subject at the Junior Certificate examination after 1935, and for candidates taking agriculture as a minor subject at the Junior Certificate examination after 1937. A revised syllabus has been drawn up for candidates taking agricultural science at the Senior Certificate examination after 1937.

The Senior Certificate syllabus especially is a big improvement on the previous one, because it is better suited to local circumstances and lends itself to practical work. Certain amendments and additions which it is anticipated will remove the existing confusion and dissatisfaction amongst the teachers of agriculture are being considered in connection with the practical work.



The practical work is being done chiefly on school grounds except in the case of two schools where the senior pupils (Standards IX and X) do all their practical work on farms in the neighbourhood. Most of the grounds, however, do not come up to requirements because they are unsuitable owing to their smallness, their situation and nature, and the lack of irrigation water, etc. This is especially the case at the schools where agricultural instruction was first introduced. This constitutes a serious disability which must be strongly guarded against in future, since it is very difficult to obtain additional facilities after agriculture has actually been introduced.

The agricultural garden showed a profit in very few cases and it is questionable whether it is desirable at this stage and in existing circumstances to expect the practical work to be self-supporting.

A large percentage of schools at which agriculture is taught have no suitable store-room for the implements and fertilisers, with the result that this equipment is too often neglected. Teachers of agriculture are being encouraged to erect their own store-room with material supplied by the Department. In this way the difficulty will be solved without great cost to the Department.

Many complaints have been received in the past regarding the poor quality of agricultural implements supplied by the Department. This matter has been thoroughly investigated and the Department has undertaken to supply in future only implements of good quality. In order to obviate waste, teachers of agriculture have been warned that they must take good care of their equipment and see that their supplies are always in order, as the Department intends to keep a strict watch on these matters in future. No item may be deleted from the inventory without the prior approval of the Department.

In order to make agricultural instruction more interesting and effective steps are now being taken to ascertain whether it would not be possible for schools to compete with each other in agriculture at central shows. The competitions would take the form of school exhibits, individual exhibits, judging of animals, etc. Almost all the teachers approached have promised their support of, and co-operation in, this movement.

Good work is being done in the sphere of agricultural education, but there is still much room for improvement. The instruction is much too theoretical and too far removed from the reality. The existing syllabus for Senior Certificate is partly responsible for this but a better syllabus is now in prospect. Other reasons why the instruction is at fault lie in lack of sufficient facilities, lack of time and probably also in the professional training of the teachers. Agricultural instruction should be much more practical, because the purpose of agriculture should be to enable the students to assimilate as much useful knowledge as possible, knowledge which they can apply after they leave school. With this object

in view there ought to be a close connection between theory and practice; and in the practical work the teacher should be guided by the methods followed by the farmers of the district. The work of the teacher should be a reflection of the farming methods of the district. A teacher can only succeed in achieving this result if he is conversant with farming in his neighbourhood. This means that he should visit the farms in the neighbourhood and study the various branches of farming. The modern farmer is expected to have some knowledge of various kinds of machinery and to be able to carry out minor repairs to agricultural implements, and it is therefore necessary that the pupil taking agriculture should also acquire knowledge of this kind. Business is a predominating factor in farming to-day. This should be taken into account by the teacher of agriculture, and pupils should as far as possible gain experience in business by marketing their products. Here project work is very useful in that it helps the pupils to learn the business side of farming. The achievement of the objects mentioned above depends on the following considerations:—

- (a) Pupils, the seniors especially, should do their practical work as far as possible on farms in the neighbourhood. Here they have the opportunity of gaining practical knowledge which they can never acquire at school. Here the work is done under natural conditions in the right atmosphere. This form of practical work is to be commended not only from an educational standpoint, but also because it would mean a saving to the Department in expenditure on equipment. It would naturally be possible only in thickly populated areas; and in such cases the Department's teachers ought to be re-imbursed for the expenditure incurred in connection with visiting farms and supervising the work of the pupils. The payment of travelling expenses should be considered by the Department.
- (b) Where possible the pupils should do project work, even those who take the ordinary agricultural course.
- (c) Schools should be encouraged to erect small workshops where pupils could carry out simple repairs. Such a workshop need only be an iron building alongside the implement store, where only the implements which a progressive farmer of the neighbourhood would consider necessary for conducting his farming operations satisfactorily would be stored.
- (d) Schools should try to make better provision for magazines, pamphlets and books on agriculture.
- (e) Teachers of agriculture should not be overloaded with other work to the detriment of agriculture.

Two schools have been authorised to appoint an additional teacher of agriculture in order that special agriculture can be taught along with ordinary agriculture. A division between ordinary

and special agriculture is considered undesirable for various reasons and on this account the same teacher should as far as possible be responsible for all the agriculture in the school. Where there is a large number of pupils it is naturally impossible for one teacher to be responsible for everything, but it should be quite possible at the smaller schools. The appointment of a lay-assistant to the teacher of agriculture where for some reason or other an additional teacher cannot be appointed, is commended to the consideration of the Department. Such an arrangement would cost much less than an additional teacher and ought to answer well.

During the vacations there is no one at the schools to supervise agricultural matters unless somebody is appointed locally. This difficulty can be solved if in future school caretakers who are capable of taking charge of the school gardens and livestock during vacations are appointed with extra remuneration for these services. Where there is a lay-assistant he should remain on duty during vacations.

### DOMESTIC SCIENCE.

#### WESTERN DISTRICTS : MISS R. FOUCHE, B.Sc.

All the schools with domestic science centres were visited during 1934 and 1935 and Junior and Senior Certificate candidates who took the subject for examination were tested in practical cookery, laundrywork and housewifery.

#### PRIMARY SCHOOLS.

In the third quarter of 1934 there were 1,554 girls from Standards IV, V and VI in the Western districts receiving instruction in domestic science. In 1935 there were 1,668.

No new centres were opened during 1934, but arrangements were made for the pupils of the Tamboers Kloof and Jan van Riebeeck primary schools to go to the Westcliff centre for instruction. In 1935 a new centre was opened at the Plumstead Primary School.

There is an increasing demand in the rural areas for facilities for teaching domestic science. At Kuils River, Lindeshof (Caledon) and van der Hoven (George) teachers have been doing useful work for several years. Lessons, as a rule, are given after school hours and with privately owned equipment. A syllabus for the guidance of teachers in rural schools has been drawn up and, if funds are available, rural schools should receive some assistance in obtaining equipment.

#### SECONDARY SCHOOLS.

There were 1,125 girls taking domestic science in secondary schools during 1934 and 1,229 during 1935.

In most schools the work is making fair progress, but many teachers still have to cope with difficulties such as the influx of large numbers of girls into Standard IX with no previous domestic science work and an inadequate time allowance for the subject. Theory work suffers in consequence.

In 1935 new centres were opened at Prieska, Riversdale and Van Rhynsdorp and there is a long list of applications for 1936. In 1935 there were 968 candidates who took domestic science as an examination subject.

### COLOURED SCHOOLS.

Instruction in domestic science is given to all women-students at the training schools. In 1934 there were 191 and in 1935 there were 136 attending the classes.

In the secondary schools the numbers increased from 231 in 1934 to 286 in 1935 and in the primary schools from 381 in 1934 to 565 in 1935.

In 1935 two primary centres were opened at Diep River and Athlone (Cape Flats).

It is hoped that it will be possible to extend the work to the rural areas. A syllabus for these areas has been drawn up and a beginning has been made at the United Mission School at Upington.

The domestic science classes at all the Coloured schools, with the exception of the United Mission School at Upington, are in charge of European teachers.

There is every likelihood that the work will continue to extend in the rural areas and in urban secondary and primary schools and the question of training Coloured teachers for the work will have to be considered.

There has been a great demand for domestic science from all over the country, from European as well as from Coloured schools; but unfortunately applications have had to be refused or shelved owing to lack of funds.

### DOMESTIC SCIENCE.

#### NORTHERN AND EASTERN DISTRICTS : MISS E. M. GREGORY.

The difficulties which confronted me as a newcomer were much reduced by the valuable suggestions on the routine of the work offered to me by my predecessor, Miss Currey. I wish to thank her and also my colleagues and the principals of schools who, by their kind co-operation and help, have assisted me during the two years.

## EUROPEAN SCHOOLS.

## 1. NUMBERS TAKING DOMESTIC SCIENCE IN EUROPEAN TRAINING, SECONDARY AND PRIMARY SCHOOLS.

	Training.	Secondary.	Primary Divisions of Secondary.	Primary.
1934.....	10	746	258	1,171
1935.....	13	829	356	1,320

## 2. TRAINING.

The demand for teachers has just been met during this period by the supply. The training given in the different colleges is not identical, and this accounts to a certain degree for the variation in teaching in the schools.

It is often required of the domestic science teacher that one of her duties should be to teach hygiene and physiology. For this I found that she is frequently inadequately prepared, and at the Training College at Grahamstown steps are being taken to improve this. The course is a very comprehensive one, and through the interest and devotion of those who have the different subjects in charge, the students in training are receiving a thorough training.

## 3. SECONDARY SCHOOLS.

When this work was taken over it was evident that recent development in this subject has taken place in the country secondary schools. This development has been continued. In 1935 the Kalahari High School was accommodated with a kitchen, and classes which had had temporary premises for a year, were transferred. At Komgha Secondary School, also, a room has been adapted and equipped for instruction. Classes from the Diamantveld-hoërskool, Kimberley, are in temporary premises.

## 4. PRIMARY SCHOOLS.

It is apparent from a very cursory examination of opportunities for domestic science instruction in town and country that the town girl has been favoured in the past. Port Elizabeth, East London and Kimberley are, on the whole, well equipped. Towards the end of 1935 a kitchen at the Erica School, the largest primary school for girls in Port Elizabeth, was under construction. In Port Elizabeth, also, girls from the Junior Collegiate School are now attending the High School kitchen.

The number of kitchens available in the country districts is small in comparison with the town, and it is regretted that even where a kitchen is available, full opportunity of the facilities is not made use of.

The great advantage of early teaching of this subject cannot be over-emphasized. Girls of Standards IV and V are not overburdened with the pressure of other school subjects, and manipulative skill is readily acquired at this age. Previously little attention has been paid to housecraft instruction in the rural schools. The desirability is at present being considered of instituting a course suitable for isolated school boarding houses.

The primary courses should, in my opinion, be essentially practical, with stress on the craft knowledge and skill. It will then form a foundation for a secondary course in which the scientific aspect of the subject will lend additional interest.

## COLOURED SCHOOLS.

## 1. NUMBERS TAKING DOMESTIC SCIENCE IN COLOURED TRAINING, SECONDARY AND PRIMARY SCHOOLS.

	Training.	Secondary.	Primary.
1934.....	103	69	142
1935.....	92	78	95

## 2. TRAINING SCHOOLS.

In the Northern and Eastern Districts, the Perseverance School, Kimberley, and the Dower Memorial School, Uitenhage, respectively have facilities for teaching domestic science. Students are in training also at the Holy Rosary Mission School, Cradock, and in 1935 certain students completed the course in housecraft as part of their training.

## 3. SECONDARY SCHOOLS.

As will be seen from the above schedule of numbers, it is only in this class of school that progress, numerically measured, can be seen. The growth appears to be slight, but is not the true indication of the development which is taking place. It may be expected that owing to the raising of the standard of admission to training schools, and the suitability of this course for girls in Standards VII and VIII, the numbers in 1936 will be considerably augmented if accommodation can be found. I would like to add that the enthusiasm and interest shown by these girls in the schools visited by me are very encouraging.

## 4. PRIMARY SCHOOLS.

Except in practising schools attached to training schools, it has not been possible to supply accommodation for housecraft in this class of school. In the William Pescod School at Kimberley, classes were started in 1934, but in 1935 these and also classes for the Weis Primary School, Port Elizabeth, had to be suspended for lack of accommodation. It is hoped that they may be resumed in 1936.

## NATIVE SCHOOLS.

## 1. GENERAL.

The range of courses in the Native schools is wide. It extends from the simple primary course with lessons conducted in the open air on a hearth, to a complete course of training for housecraft teachers.

## 2. NUMBERS TAKING DOMESTIC SCIENCE IN THE TRAINING, SECONDARY, INDUSTRIAL AND PRIMARY SCHOOLS.

	Training.	Secondary.	Industrial.	Primary.
1934.....	515	50	134	309
1935.....	504	89	94	265

## 3. TRAINING SCHOOLS.

In 1934 there were six training schools in this area, viz., Bensonvale, Emgwali, Healdtown, Lovedale, St. Matthew's, and Tigerkloof. At the end of that year Bensonvale was closed as a training school. In 1935 the Native teachers in training at the Perseverance Training School became the nucleus of the new Gore-Browne Training School, but continued their studies in housecraft to the end of the year at the Perseverance School.

The innovation of the new syllabus for the Lower Primary Teachers' Course at the beginning of this period, brought with it a change of scheme in housecraft in which more practice-teaching has been advocated.

In 1934 there were no candidates for the Housecraft Teachers' Course, and in 1935 only two. The few entries for this course is partly accounted for by the inadequate remuneration for the additional study.

## 4. SECONDARY SCHOOLS.

At Healdtown, Lovedale, St. Matthew's and Tigerkloof, secondary school courses are being taken in this subject, and there is an increase in the number of entries for the course. This increase is expected to continue.

## 5. INDUSTRIAL SCHOOLS.

In 1934 industrial courses in housecraft were provided at Bensonvale, Grahamstown, Lovedale and Tigerkloof. At the end of the year the Bensonvale Industrial School was closed. Difficulties of giving these girls suitable practice in home conditions is being experienced in some cases, and the assistance given by ladies on the governing committees and by others in offering their houses for practice purposes is appreciated. This practice is regarded as absolutely essential to the course, as class-room conditions would not produce satisfactory results.

## 6. PRIMARY SCHOOLS.

The present facilities are mainly confined to practising schools. Several higher mission schools have applied for equipment, and it is hoped in the near future to develop the teaching of this subject in these schools.

A new type of school for this area was opened in July, 1935 viz., a Domestic Science Centre, at East London. Through the interest of a local branch of the East London National Council of Women, a room and stove were placed at the disposal of the Committee by the Municipality, and equipment was provided by local effort. Classes from three primary schools in the location attend the centre for instruction under a Departmental teacher, and useful work should be done here. This type of centre would no doubt satisfy a need in other large locations, and might be utilised with advantage for post-primary classes.

An appreciation of the work done by the teachers in the past is due to them for the results so far attained, which could not have been produced without their willing efforts both in and out of school hours. I thank them for their help and interest.

In conclusion, I would like to place on record the Department's appreciation of and thanks for the work of Miss Birkett, who retired at the end of 1934 after long, devoted service in the schools in Port Elizabeth.

## DRAWING AND ART.

MR. J. E. RAWSON, A.R.C.A.

YEAR 1934.

Six months furlough having been granted to me in 1934, I was in consequence able to pay only 91 visits to schools and training colleges.

During my absence overseas I interviewed administrative officials and educational authorities in England, France, Switzerland, Holland and Austria. I visited, also, schools and training colleges under their control.

Being authorised to do so, I purchased on behalf of the Department a collection of good reproductions in colour of pictures by Old Masters and modern artists. These were intended to provide material for lessons on "Art Appreciation" to senior high school pupils.

In general, I found that art education in Europe was in a state of flux—as it is in this Province. What I saw confirmed my opinion that the radical changes I have recommended, as a result of the experimental work I instituted five years ago, are justified. The

new, suggestive syllabus that I drafted for the primary schools has been approved by the Departmental Committee charged with the revision of the Primary School curriculum. It is in accord with modern educational science.

While I was in Europe, an international exhibition was arranged by the Art Section of the New Education Fellowship. Before I departed from South Africa I gave all the assistance I could and arranged for an exhibit of pupils' work in the Cape schools and training colleges.

Mr. Lismer, Educational Director of the Art Gallery of Toronto, gave a valuable series of lectures to Conference and stimulated interest in the new teaching of art.

#### YEAR 1935.

I was able to pay only 188 visits to training colleges and schools in 1935, a considerable portion of my time being occupied with the preparation and broadcasting of a series of talks on "Great Artists and Their Work." In connection with these talks, competitions for school children were organised and admirable specimens of painting and design were submitted.

The warm appreciation that the talks received convinced me that a potentially fertile field in education lies fallow. Children, student-teachers, teachers and members of the public evinced an enjoyment that startled me. A warm response awaits those who will treat the subject of art simply and reasonably as a manifestation of man's inherent interest in graphic, sane and beautiful forms of expression. It is to be feared that the pseudo-intellectual jargon, which is the favourite medium of certain newspaper critics, merely persuades the public that art is not for them. In consequence, individuals submit patiently to exploitation, following fashions blindly. Few pause to reflect how much they spend unwittingly on art—much of it extremely bad. "Art is long and life is short," but little attempt is made to brighten life's brief span by providing a proper understanding of art. It might be worth while, concurrently with the effort to develop through the ear a nice appreciation of the aesthetic qualities of language and literature, to use the eye to observe beauty that so often escapes attention. Those pupils to whom I have shown the reproductions of Old Masters' and modern artists' pictures have evinced great interest in and enjoyment of them. On every occasion I gave a simple explanation of the artists' purposes, and described their efforts to realise their aims and their environment in history.

#### PRESENT POSITION.

The teaching of art in the schools of the Cape Province is very unsatisfactory and in need of radical reorganisation. The following causes are, in my opinion, responsible:—

- (a) In general—excepting particular schools, in which excellent work is being done—instruction in art is given in a perfunctory, indifferent spirit.

- (b) The inspiration, that should be provided by close regular inspection, is often lacking.
- (c) Accommodation is such that only the most zealous and enthusiastic teachers can give anything but ordinary drawing-book exercises to their pupils. The range, too, of available materials is very limited.

The provision of specialist art-teachers in primary schools has so far proved to be impracticable and class teachers must undertake the teaching of art. In Europe they do this as readily as they teach the three R's and the reluctance of teachers in the Cape Province to do likewise is, I consider, due intrinsically to the wrong direction which this Department, in common with others throughout the world, has given to the teaching of art in the primary schools and training colleges. All, alike, lacked the knowledge which educational research has provided of recent years. Primary school teachers, profoundly conscious of their own lack of executive skill have, in many instances, expressed a strong distaste for the teaching of drawing. Yet the normal child uses drawing, a graphic means of expression, as instinctively as speech. It is an indictment of the old method of teaching that such children grew up to become such teachers. It is imperatively necessary that teachers should learn that "old heads cannot be placed on young shoulders" and that the spirit and not the mechanical perfection of a drawing is of paramount importance. Fortunately no insuperable obstacles obstruct the path of progress and already there is forward movement. The inspectors, charged with the examination of student-teachers in the training colleges, authorise me to state that they find already a marked improvement in the facility and confidence with which the students employ blackboard illustration in their general teaching. Unfortunately, staffing-difficulties have, in some instances, prevented the appointment of teachers properly qualified to give art instruction in the training colleges. In those institutions in which adequately qualified teachers are in charge of the subject the students make rapid progress and develop enthusiasm. Their innate ability is certainly no less than that of overseas students and I am not sure that it is not greater. By means of instructional visits to the schools and training colleges and attendance at Teachers' Conferences I have sought with some success to encourage the teachers and to persuade them to regard art teaching from a different angle. It is gratifying to find that the Joint Council of the S.A.O.U. and the S.A.T.A. have requested the Department to allow me to visit the larger urban centres in order to give short courses of instruction in modern methods of art teaching.

When Special Third Year Courses for the Primary Higher Certificate were instituted in particular training colleges, administrative reasons precluded the provision of an Art Course in any one of them. Those student-teachers who wish to specialise in art must do so in one of the three Schools of Art administered by

the Union Department of Education and the Universities of Cape Town and South Africa. On the successful completion of a year's course in one of those institutions they are graded for salary purposes as though they possessed the Primary Higher Certificate. Their additional qualification is, however, merely endorsed on their Primary Certificate.

The Art Course is more expensive than the others and it would be better if it could be given in a suitable training college. Student-teachers naturally incline, whenever they can, to take the course provided by the training college at which they have attended for the two years spent in securing their Primary Certificate. In consequence, only those who are very enthusiastic gravitate to the Schools of Art. In 1935 only three student-teachers took the course in art and in previous years their numbers have been small.

Mr. Lismer's lectures at the New Education Fellowship Conference of June, 1934, have led to his engagement by the four provinces of the Union of South Africa for the period of one year. He is to spend the first quarter of 1937 in the Cape Province and in this period he is to visit the larger urban centres and Cape Town. An excellent opportunity of providing a Vacation Course for teachers who would otherwise be unable to profit from his visit, offers itself.

In our schools a complete hiatus in art education exists between the Primary School and the Training College. In the Cape, no matter how gifted a pupil may be, his art education is stopped summarily, immediately he enters the secondary area of education. From standards VII to X inclusive the subject is an extra and an especial fee must be paid. In 1935 only 29 candidates entered for the Junior Certificate Examination in drawing and 9 for the Senior Certificate Examination in art.

It is not strange, therefore, that matriculated pupils entering the training colleges are dismayed to find that they must achieve a satisfactory standard of execution and develop the ability to teach art. The periods of instruction average less than two per week for two years! It is striking testimony to the vital possibilities inherent in the subject that so much is done in so limited a time.

Supervision, which provides stimulus and guidance, is as necessary for the effective teaching of art as of arithmetic. 35 inspectors are entrusted with the supervision of teaching in the Cape schools. Their circuits are large, but two or more specialist officers have been appointed for each of the subjects that present technical difficulties, e.g., music, woodwork, needlework and domestic economy. They undertake the supervision and inspection of pupils' work in those subjects. Naturally girls do not take woodwork nor boys needlework and domestic economy.

Throughout the primary schools, European and Coloured, girls and boys alike take the subject of art, but only one officer has been appointed to supervise the work of 4,000 schools and 18 training colleges. At present, regular, systematic inspection can only be carried on by the circuit inspectors, but in some circuits they do it effectively.

It is questionable if the appointment of sufficient specialist officers to relieve the inspectors of the duty of art supervision would be satisfactory, even apart from the cost. As far as possible it would appear to be desirable that the circuit inspectors should have control of and be in touch with the whole of the work in their schools.

The mistaken conception of the aims of instruction that the old teaching fostered is, in my opinion, at the root of the trouble. Time is needed to eradicate it and patience is essential during the transitional period. Understanding of the child's psychology and a relegation of the old insistence on photographic accuracy to its proper position will simplify the inspectors' and teachers' difficulties. There is nothing to prevent the inspectors from acquiring easily sufficient knowledge to enable them to give adequate supervision.

In my opinion one specialist officer can provide the information and guidance required by the circuit inspectors. Already I have submitted to the Department a memorandum "Suggestions for the Help of Inspectors in their Circuits" which is in reference to the new suggestive syllabus and I have visited circuits in the company of the inspectors giving instruction to the teachers.

The London County Council Educational Authority has placed the supervision of the art work throughout its schools in the hands of an Inspector of Art and an Assistant Inspector. In England, too, art teaching is given throughout the secondary area of education.

In France one Inspector of Art controls the teaching of the subject throughout the country.

Although it may appear reactionary I believe that valuable assistance could be given to teachers and inspectors if a publication were provided which gave explicit guidance for a sequence of lessons for a definite period e.g., one quarter. I do not suggest that teachers should be required to follow this rigidly. The Primary School teacher has a multiplicity of subjects to attack and many lack initiative. Those that possess it, need not be fettered, but those that do not, would be helped. The inspectors' task, too, would be facilitated.

The human tendency to concentrate attention on unimportant detail is fostered if children are compelled to draw continually on a small scale. A sufficiently large room should be available in every school to permit them to work freely and largely, untram-

melled by desks. Modelling in clay and other exercises wherein composition and drawing in three dimensions become possible, require the provision of a separate Art Room to which classes can repair in turn.

#### IMMEDIATE NEED.

A change of spirit is essential. Art teaching must be regarded and treated as a vital part of education. More effective supervision and guidance are required. Better accommodation and a wider range of media are desirable. During the period of transition, assistance can be given by means of detailed instruction in the form of a publication, and by means of vacation courses.

#### INFANT SCHOOL METHOD.

MRS. M. DE VILLIERS (RETIRED 1ST OCTOBER, 1935).

In most of the infant schools the work is proceeding smoothly and the teachers are endeavouring to carry out the instructions given by the visiting Departmental Instructresses. Progress has been slow but sure for some years.

At the present time we are striving after more freedom than has hitherto obtained. Such a state of freedom is somewhat difficult to arrive at. It is best to think of it as "freedom within bounds", e.g., a child may busy himself with all the various occupations at hand, but the moment he interferes with another child or causes a disturbance of any kind, freedom has translated itself into licence and must be checked.

With regard to the three R's—and more especially reading and writing—a definite reform is in progress. In reading, the "Sentence Method" by "Look and Say" has helped much towards simplifying the early approach to that subject. Slowly but surely this practical method of approach is taking root in all our infant schools; and as most of the modern reading books are based upon this method, the task of the teacher is considerably lightened. In the teaching of writing we have broken away from some of the old set rules and the children are encouraged to express themselves freely in graphic signs by preliminary scribble drawings.

In number work we have definitely come to realize that the approach must be through the sensory experience of handling concrete objects and so translating perception into conception, and gradually passing over into the abstract.

In nature study a real effort is being made to study the subject from Mother Nature herself. The school garden has been of real

value and through nature study collections of all kinds the child's interest is aroused and maintained.

As regards stories, poems and supplementary reading matter, the Afrikaans infant school teacher was somewhat handicapped in the past; but recently a wealth of Afrikaans material has been put through the press and the shortage of Afrikaans books is a thing of the past.

Education in rhythm is coming to be recognized as of fundamental importance in child development. For the physical well-being of the child rhythmical order is essential. Alternative periods of sleep and activity, feeding and fasting, the daily bath and other matters of personal hygiene, depend for their effectiveness largely on the regularity of their performance. The child's physical nature demands such rhythmical order, and it is the function of the infant school to co-operate with the home in bringing it about. It is definitely recognized that the desirable atmosphere of peace and cheerfulness found in every good infant school and home depends largely on the rhythm of the daily round.

As cleanliness comes next to godliness, close attention is rightly given in all good infant schools to matters of hygiene. It is the duty of the teacher to see that every child is adequately fed, hygienically clothed and scrupulously clean. It is also her duty to keep a watchful eye on all ailments and to cope with any physical troubles which may assail the infants in her charge.

History and geography are taught with the aid of models made of waste material, and the lessons are given in the form of social chats or stories. In recent years we have turned our attention to the Project Method and through this project method to facing the child with the necessity for learning. "Learn by doing" is here the watchword. In the *farm project*, for example, the child is soon faced with the necessity for learning to count sheep, cattle, bags of corn, etc., and to know the price of things and money values in order to buy and sell. The necessity for reading arises simultaneously with the farm business; as also the knowledge of the elements of nature and general conditions of life. These projects are built up in the same way as the construction models, the separate pieces being made mainly out of waste material. This covers a large portion of the handwork scheme. In handwork a great deal of freedom has been exercised. Moreover the children have been encouraged to experiment and work upon their own initiative with waste material.

The idea of *free social chats with the infants* is not half as ridiculous as it may seem. It is in these informal social chats that teacher and children are more closely drawn together than ever before. For it is at this time that the teacher has a wonderful opportunity of showing tact and of understanding the child mind.

## MANUAL TRAINING.

MR. A. BURNS AND MR. J. M. DOVEY.

It is generally accepted that handwork plays an important part in the development of the child. It is essential for the mental as well as for the purely physical development.

There was a time when handwork did not commonly find a place in the primary school curriculum. The need at that time was not so great, as the conditions of life surrounding the child in his early years provided natural means for acquiring dexterity and skill.

From the mud-pies and earth models made as spontaneous playtime occupations, through the small duties which fell to the child to do as he advanced in years, and later through apprenticeship, this training was unconsciously given. To-day the mechanisation of all production, bringing with it changed types of dwelling, and changed conditions of home life, deprive the average child of those opportunities for the enjoyment and discipline of handwork.

To meet this need created by the advance of civilization the school has had to provide in increasing measure, opportunities for handwork suitable for the mental age and physical development of the child.

## EUROPEAN SCHOOLS.

In the early stages, from five to eight years, the kindergarten occupations are carried out in materials which the child's small fingers and limited strength can manipulate. The whole system of teaching in these early years is a correlation of playwork, handwork and formal instruction. This stage of the work demands specialist treatment, and a separate report is written on it. From the age of nine to thirteen years, that is from Standard II to Standard VI the introduction and organization of handwork has presented many difficulties, not the least of which is the cost. Handwork instruction demands tools, materials and often a special room. In the larger schools the supply of a minimum amount of equipment and material is provided; but for the smaller schools no proper provision is made. In many cases enthusiastic teachers at small schools have attempted to introduce handwork, using scrap material such as cardboard boxes, wallpaper, home-made paste, local grown reeds, etc., but lacking support in the way of Departmental supplies, these efforts often fade away. Owing to the wide area over which we have to exercise supervision, and the time required to visit the existing larger schools no systematic investigation of the problems of handwork in the smaller schools has been undertaken.

The position with regard to the larger primary schools and secondary schools is as follows—

Instruction is at present being given in 286 schools to a total number of 24,384 boys.

These are divided into standards as shown—

Std.	Std.	Std.	Std.	Std.	Std.	Std.	Std.
II-III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
7,145	5,279	5,492	5,204	793	339	72	60

Although the value of handwork is in principle generally admitted yet the time devoted to it is too often cut to the irreducible minimum, limiting the type, scope and usefulness of it.

For many years we have recommended that up to, and including Standard IV, 1½ hours per class per week, should be devoted to handwork, and in Standard V and Standard VI 2 hours per week, yet it is common practice to find the time provided limited to a uniform period of 80 to 90 minutes per class, and even this is cut into during the periods of quarterly examinations.

The types of work officially organized are cardboard modelling for Standard II and Standard III, woodwork for Standard IV, Standard V and Standard VI and woodwork or metalwork for the secondary classes.

It has been argued that this limits the variety and scope of handwork which should be done in the school. The limitation is more apparent than real. It is necessary to prescribe basic types of handwork, so that essential principles can be insisted upon. It is also possible to provide equipment and material for a larger number of boys when the supply is standardized; but there is no reason, other than cost, why teachers should not augment this.

For example, cardboard modelling is taught to the boys of Standard II and Standard III, ages approximately 9 and 10 years. The teaching of accurate measurement with the ruler, the acquiring of the delicate touch necessary for the setting-out of a neat drawing, the acquiring of the firmer, but still delicate touch required to cut with a knife accurately to the lines drawn, the neatness demanded in pasting-on binding-cloth and covering paper, are suitable for this stage of the child's development.

The joy of creating beautiful, useful and interesting objects, is tempered by the discipline occasioned by the necessity for accurate and methodical work. Additional crafts which would aid the subject are the making of stencils, dies and lino-cuts, and the ornamentation of the models with these.

In woodwork, as taught to the boys of Standard IV, Standard V and Standard VI the possibilities are enormous. The material is more difficult to work than cardboard. The tools used, the processes followed in the use of the tools and the types of construction employed are many and varied. No hard and fast scheme of work, or series of models is prescribed by the Department; but each teacher is free to draw up his own scheme of work, bearing in mind the following principles:—



In the first year the models should be designed to give practice in the fundamental tool operations of planing, sawing and chiselling and the use of the bench-tools. The articles to be made should be simple, but if possible, useful. Instruction in the correct use of the drawing instruments and easy exercises in the drawing of plans, elevations and picture views (isometric) of the models made should be given. Arising out of the instruction at the bench and from the drawing lessons, questions should be set demanding either written or illustrated answers.

As the work proceeds the easier types of jointing are introduced and articles embodying these joints as essential features of their construction are made. The problems in drawing and the questions on tools and processes naturally increase in difficulty.

Proceeding with more difficult construction and more advanced drawing, the work develops, until at the end of Std. VI the boy should be able to make, read and use working drawings of the simple objects he is making. He should also make at least one article of real utility, built up of several pieces of wood.

During the past few years much has been heard of the need for more self-expression in this work. Self-expression is, however, but a process of selection from experience and knowledge gained, and until the nature of the material, and the technique of working it is understood, attempts at design, and the execution of original pieces of work are likely to prove failures. This does not mean that all efforts at self-expression are to be stifled, but is merely to emphasize that it does not take such a prominent place in the work as has been argued.

The range of work in the secondary classes is clearly defined in the syllabus. The number of boys taking this subject is small, and is generally limited to those who will not proceed beyond Standard VIII. The quality of work on the whole has been satisfactory, although in some centres instruction has been made difficult, if not almost impossible by allotting only single periods of 40 minutes per day instead of longer periods of 1½ to 2 hours per lesson.

At training colleges all student-teachers receive instruction in cardboard modelling and all male student-teachers undergo a preliminary training in woodwork.

The primary higher manual training courses at Paarl and Graaff-Reinet are doing excellent work, and the results of this specialized training should soon be reflected in an improved standard of work in the primary schools.

#### COLOURED SCHOOLS.

With regard to coloured schools the position is not so satisfactory. Up to this year woodwork has been taught to all male Coloured student-teachers, and to the pupils at the practising schools at these training centres. Development in other schools has been slow mainly owing to lack of accommodation, lack of funds for equip-

ment, staffing difficulties. Where Coloured secondary schools have been established woodwork is a popular subject, but great difficulty is experienced in bringing the pupils up to the required standard for the Junior Certificate examination. This is largely due to the absence of any systematic training in the primary standards.

Where the Department is centralizing the Standard V and Standard VI classes in special schools it should be possible to provide instruction in this subject; but even in these schools, the accommodation is fully taxed. The staffing difficulty cannot be overlooked. Coloured schools have from 40 to 45 primary pupils per teacher. It is not possible to give satisfactory handwork instruction to classes of this size. The cost of a workroom and the equipment to provide for such large classes would also be very high. The dividing of classes to provide for woodwork instruction would mean the loading-up of some other teacher with an abnormally large class. A possible means of assistance in urban centres, such as Cape Town would be the appointment of itinerant woodwork teachers to visit the large central schools.

In the syllabus for Coloured Primary Schools handwork is prescribed; but owing to lack of the necessary funds adequate supplies of equipment and materials have not reached the schools.

Until much more money is spent on these items it will be impossible to standardize the work satisfactorily.

Instruction in woodwork is at present being given in 23 primary and secondary schools to a total number of 1936 boys.

These are divided into standards as shown—

Std.	Std.	Std.	Std.	Std.	Std.	Std.	Std.
III.	IV.	V.	VI.	VII.	VIII.	IX.	X.
78	250	443	551	382	190	26	18

#### NATIVE SCHOOLS.

Instruction in woodwork is given to all male student-teachers in the Native training schools in the Province. The syllabus has undergone considerable change lately with a view to making the subject more intensely practical and utilitarian. Whether this is possible remains to be seen.

In addition to this, instruction is given at twelve Native secondary and primary schools.

The enrolment is as follows—

Std.	Std.	Std.	Std.	Std.	Std.
III.	IV.	V.	VI.	VII.	VIII.
22	28	86	225	12	3

equals 376.

Industrial instruction is also given to 273 apprentices in the eleven Native boy's industrial schools. The scope of the various departments include carpentry and joinery, brickwork and masonry, tanning and leatherworking, printing and book-binding and

tailoring. Most of these courses are of five years duration; but in two schools a course of general handicraft including woodwork, metalwork and agriculture is given and lasts only three years.

The fact that the total number of Native boys receiving woodwork and industrial instruction in all schools in the Province is only 1,343 out of 72,211 enrolled is largely due to the poverty-stricken condition of the schools.

Until Native school buildings are very much better, and have at least the bare necessities such as blackboards, desks and other requisites there is no possibility of making helpful suggestions for the development of formal woodwork instruction.

Other forms of handwork such as grass weaving, basket making, simple pottery, knife work and carving are being done in many Native schools, and as these call for no expenditure on equipment, and the materials are procurable locally it seems likely that they will continue to provide the only alternative form of instruction for a long time to come.

### NEEDLEWORK.

WESTERN DISTRICTS: MISS M. M. HUGO.

#### NEEDLEWORK AND NATIVE HANDWORK.

EASTERN DISTRICTS: MISS A. L. JOUBERT.

#### A.—PRIMARY SCHOOLS.

##### (a) EUROPEAN.

The progress of the needlework in the European primary schools is handicapped by the following prevailing conditions:—

- (i) Time is cut short because of the introduction of other subjects on to the time-table, e.g., cookery, wireless lessons.
- (ii) The needlework of the substandards which is very important, as it forms the foundation of the subject, does not receive adequate attention.
- (iii) Neglect on the part of teachers to draw up schemes of work and to keep a record of the work finished.
- (iv) The preliminary work is often rushed through with the result that it loses its value.
- (v) The pupils are slow in bringing in materials for garments thus wasting time and handicapping the teacher.
- (vi) The instructresses are not able to visit the schools regularly, because of examination work in the high schools, especially at the end of the year when finished garments could be expected.

We should like to see more originality, efficiency and confidence on the part of the pupils.

##### (b) COLOURED.

The same difficulties that exist in the European schools are met with in the Coloured schools but in a more acute degree.

##### (c) NATIVE.

The Native schools too have the same difficulties and an added source of trouble is the fact that any debt outstanding debars the school from receiving the required supply of material for the needlework.

#### B.—HIGH AND SECONDARY SCHOOLS.

In these schools we find that—

- (i) in many cases too much time is devoted to the individual finishing off of the garment with the result that there is insufficient collective class-teaching;
- (ii) the pupils do not get sufficient practice in the working of various processes required for different styles of garments;
- (iii) very little time is devoted to the drafting of different types of patterns;
- (iv) insufficient time is given to the doing of practical tests with the result that the pupils lack speed and efficiency when doing their final tests.

Exhibitions of work do much to rouse interest as far as both parents and pupils are concerned and the pupils are eager and proud to wear the garments they have made. The hats too are fashionable and skilfully finished off.

A change that has been welcomed in several schools is the arrangement that needlework may be taken as a major subject in standards VII and VIII. At the end of 1935 one-third of the schools that entered candidates for standard VIII needlework offered the major test.

There is an increase of about twenty candidates each year in the number entered for standard X needlework.

Suitable rooms with the required equipment are wanted in a number of schools.

Of the 75 schools where needlework is taught 18 in the Western and 12 in the Eastern Districts have rooms equipped for needlework. In some schools the needlework is taught in the domestic science or chemistry rooms causing inconvenience and confusion when changing classes. In the remainder the subject is taught in the ordinary class-rooms or in the hall or in the staff-room and because of lack of tables the drafting is done on the floor.

The approximate number of high and secondary schools where needlework is taken as an examination subject:—

	Western Districts.	Eastern Districts.
1934.....	38	20
1935.....	48	25
1936.....	54	28

### C.—TRAINING COLLEGES.

#### (a) EUROPEAN.

The preliminary work throughout is of a high standard.

More discussions as regards organisation in connection with schools where one teacher is responsible for the needlework of all the standards, schemes of work and requisitions are essential.

#### (b) COLOURED.

The preliminary work is of a satisfactory standard where the teachers responsible are qualified and capable. The theory is of a less satisfactory standard. On the whole the students are too dependent on the ideas of the teacher with the result that the teaching in the primary schools is very much cut to pattern and dull.

#### (c) NATIVE.

There is one Native training institution in the Western Districts. The preliminary work has reached a very high standard but the theory is not as satisfactory.

The Native training institutions of the Eastern Districts are visited by the Instructress for the Transkei.

#### NATIVE HANDWORK: EASTERN DISTRICTS.

A praiseworthy effort has been made by the teachers of most of the town schools visited to bring the work to a more satisfactory standard. Materials too were more plentiful.

At some of the outlying schools the work was excellent.

### NEEDLEWORK.

#### TRANSKEI: MISS A. A. ROWE.

##### EUROPEAN SCHOOLS.

In my area there are two high schools, one secondary school, and twenty-two primary schools where needlework is taken as a subject. There are two other high schools which desire to include needlework in the curriculum, but owing to inadequate staffing it is impossible to do so.

Domestic science is being taught at the High School, Umtata, where there is a fully qualified teacher, also at the Convent, Kokstad. A beginning has been made in the subject at the secondary school at Cedarville and there is a great need for its introduction at the high schools at Kokstad and Matatiele. If it were possible to grant equipment and specialist teachers at these centres, needlework and domestic science would be popular subjects for the girls.

#### COLOURED SCHOOLS.

There are ten Coloured primary schools where needlework is taught. At the three boarding schools, practical training is given in domestic science. There is an urgent need for a domestic science centre at Umtata, which could be attached to the United Coloured School, but unfortunately the enrolment does not warrant the cost of equipment and an extra teacher.

#### NATIVE SCHOOLS.

There are four training schools where needlework and domestic science are taught. The syllabuses have been drawn up with a view to training the students to make practical use of these subjects for their own needs as well as to teach them to others.

In the four hundred and twenty-three primary schools, there are definite signs of progress in the teaching of needlework, and many of the former difficulties are gradually being overcome. More equipment in the way of cupboards or boxes for keeping the work in is sorely needed, also tables for cutting-out on. Domestic science, or housecraft as it is more often called, is being taught in thirty-nine schools, but not all of these are fully equipped. Some schools have been equipped entirely by local effort. The chief difficulties which arise here are in getting sufficient time for the lesson, in fitting in the lesson and in getting sufficient practice for the pupils. Another problem was the supply of materials, but most of the teachers have come to the rescue here by supplying their own materials for the demonstration lesson, and getting the pupils to bring theirs for the practising lesson. So keen are most of the people on this branch of the work that several standard V schools have started to teach housecraft, and there have been more requests from standard V schools to be allowed to start it.

Handwork still varies according to the ingenuity of the teachers and the materials available. So much could be done to beautify the schools if teachers would only realize the importance of this subject. The pupils could make grass mats for the infants to sit upon, instead of having to sit on planks of wood, or anything else they can get hold of; floor mats at the teacher's tables; door mats to save the mud from being tramped into the school; picture frames to keep the few pictures there are from crumpling up, etc.

## INDUSTRIAL SCHOOLS.

There are five of these, all varying in the kind of work they are doing.

St. Cuthbert's is the largest industrial centre for girls, and here we have the Weaving School, where they are taught to spin and weave the local wool. Many students trained here are conducting small schools in different parts of the Transkei, and others are doing useful work in their kraals, making rugs and blankets which they sell to their own people. By buying the wool ready spun for the weaving the St. Cuthbert's School provides employment for many people from the district surrounding the mission. All parts of the work are taught during the three years' course, from washing the raw wool to dyeing, carding, spinning, making up designs, and weaving rugs, blankets, etc., and to the making up of garments from material woven. At the same mission there is a housecraft school, where cookery, laundry-work, housewifery, dressmaking, pottery and grass-weaving are taught. The majority of the girls who have attended it marry and run model homes in their kraals, while others go out into domestic service and, judging from reports which come in, are doing well.

There are two other schools like St. Cuthbert's Housecraft School, one at Shawbury and the other at Holy Cross. These are smaller schools with only one teacher at each; and it is very difficult to carry on the various branches of work in three different years with no help.

The fifth industrial school is at Baziya where basketry and the making of grass furniture are taught. The original intention of this school was to start an industry which the Native could carry on in his own kraal, but few are doing this. For those who have been trained at it there seems to be very little chance of earning a living unless they are attached to some European centre, but those of the ex-pupils who are attached to schools are doing very good work.

## NEEDLEWORK.

TRANSKEI: MISS M. TEBBATT.

During the two years 1934-35 I visited 437 schools—European, Coloured and Native—and gave instructions to teachers from 598 other schools, who met me at various centres with the needlework, etc.

## NEEDLEWORK.

In most of the European schools this subject continues to be well taught and the girls make very practical use of the lessons they receive. Unfortunately very few schools in my area offer needlework for the Junior or Senior Certificates.

In the Native primary schools the work varies. In some schools it is well taught, and the girls hand in excellent results, while in others it is still taught under great difficulties, the chief of these being—

- (a) very large classes of girls;
- (b) debts at the school causing a delay in the arrival of sewing materials, and
- (c) children arriving in Standard IV from a one teacher (usually a man) school, where no sewing lessons have been given.

The work of the Native training and industrial schools continues to grow, as the numbers in these schools are rapidly increasing. The teachers in these schools especially deserve a word of praise for the good work that has been done during the two years under review.

## HOUSECRAFT.

This subject is not receiving the attention it deserves in the Native schools. It is a subject which greatly appeals to the Native people, and it is a pity that more is not done in this branch of education. Only three new schools have received equipment during the two years. The total number of primary schools—not including practising schools—that is able to teach this subject is at present only fifteen, and yet there are 70 higher mission schools in my area with qualified teachers on the staff.

Good work is being done in the industrial schools and the girls are receiving an excellent foundation for their future.

## HANDWORK.

This subject continues to show varied results. Under some teachers the children acquire habits of neatness and cleanliness, and at the end of the year exhibit several well finished articles of which they are very proud. In some centres it is still very difficult to obtain suitable raw materials, especially in those districts that have been visited by locusts, or have not had sufficient rain.

During this period I attended 10 shows judging needlework and domestic science entries. I spent two interesting weeks in the Ft. Beaufort and Stockenström districts where I substituted for Miss Joubert who was on leave.

## MUSIC.

MIDLANDS AND EASTERN DISTRICTS: MR. S. J. NEWNS, B.A.

The present position of the subject in European, Coloured and Native schools is one which may be regarded as fairly satisfactory in that there is a sincere desire on the part of those responsible to make it a cultural and interesting factor in school life.

In the European schools the standard of attainment varies very much according to the knowledge and musical abilities of those who take the subject. The most successful appear to be those, who, even with a minimum of musical knowledge, understand class psychology; who can impart their knowledge in an interesting way and rouse the interest and enthusiasm of their pupils.

In Coloured and Native schools, the enthusiasm of the pupils is evident and needs very little quickening. The general weakness is the great tendency to neglect the technical side of the subject. If the importance of modulator work and sight-singing were only stressed, and systematically taken on properly graded lines, there would be no limit to the advancement possible in both these types of schools. It is found that choir competitions, in the Native areas particularly, have acted as a stimulus in correcting this weakness, and big strides have been made in Native schools. The instituting of new competition centres at the request of the teachers and the encouraging of the idea by the circuit inspectors, have been very beneficial factors.

The immediate needs are many, and only an increase in cost could remedy all of them; but the one urgent factor is, the easy availability of an ample supply of music for each of the three classes of schools. Initial steps have been taken to secure this but the final ones still remain to be taken. When this has been done, an important and vital problem will have been solved.

There are two Departmental officials for the whole of the Cape Province. Thus it is impossible for every school to be visited. Owing to various circumstances the larger centres have received the greater share of attention, but it is hoped it will now be possible to give some help to the smaller schools, where it is really most needed.

The number of entrants for the Junior Certificate and Senior Certificate Music Examinations has steadily risen, and this entails an increase in the work which has necessarily to be accomplished in the latter half of the school year. The gradual increase in the number of boys who take the subject is gratifying and a good omen for the future.

This general enlargement of interest and widening of outlook points to a greater responsibility in the training of our teachers to meet the situation. The increasing demand for teachers who can make music in the schools a "live" cultural subject has to be met. In the cycle of events, the training colleges and training schools will eventually reap the benefit in the effect of this on the future entrants to the profession.

I should like to add a personal note of thanks to the many circuit inspectors who have organized choir competitions. Their personal interest always ensures the success of these competitions; also to these must be added the magistrates who have helped by their influence and presence; to all I am indebted.

## MUSIC: WESTERN DISTRICTS.

MR. W. POLES, L.R.A.M., F.R.C.O.

Apart from the individual music lessons, which are outside the scope of this report, class-singing comprises the greater part of the music taught in the schools, and thus claims most attention here. But other musical activities are important enough, and are being sufficiently practised, to receive at least brief mention.

*Instrumental Classes.*—In some schools the piano and violin respectively are being taught to groups of pupils who meet for the purpose. Those teachers who have made this venture are confident that the already gratifying results betoken still more satisfactory progress and are congratulated on their initial efforts. The Department is watching these enterprises with keen interest.

*Percussion Band.*—In the Kindergarten and junior classes of a number of schools percussion bands have been inaugurated. In some instances this work has done little more than provide fun; in others a fair standard of efficiency has been reached. The responsible teachers are recommended to avoid merely "joyful noise". Noise and rhythm are not synonymous.

*"Rhythm" Classes.*—Some of the newer types of dancing and rhythmic physical exercises (based on the Medau and Daleroze systems respectively) are being enthusiastically taken up and appear to absorb the children's interest, so much so that physical exhaustion seems largely to be ruled out.

*Music Appreciation.*—This is mainly put into practice where the staff includes qualified music teachers, though in certain cases it forms a regular part of the curriculum. The gramophone is a most useful adjunct in these classes, though some teachers do good work without it. The lives of many composers are of peculiar interest and should be a helpful introduction to the study of their music.

*School Orchestras.*—These have not often been met with, but there is a useful and interesting field for them, and their extension is earnestly recommended. It is surely worth while to make a beginning with even a piano and two violins if more is not available.

*Radio.*—During the year various series of broadcast lessons and talks on music have formed part of the newly instituted radio education scheme. Suggestions for improvement and expansion would be welcome. All principals are earnestly requested to make the fullest use of this new educational medium and to render it as effective as possible. The radio lessons in themselves can in the nature of things scarcely be regarded as complete; and every opportunity should be taken of following them up, whether by supplementary talks, or gramophone programmes, or a combination of both.

Generally speaking, the singing is below the desired standard. A variety of reasons for this may be adduced, some of the principal ones being as follows :

- (1) School principals in some cases allow it to be squeezed out by (supposedly) "more important" subjects ;
- (2) teachers capable of giving effective instruction in the subject either are not appointed or are allowed too little time to do their work more than superficially ;
- (3) The period(s) chosen is (are) unsuitable—children should be allowed to approach the singing lesson with zest, not brought to it when too tired to give it the requisite mental and physical energy ;
- (4) insufficient imagination on the teacher's part ;
- (5) unsuitable classroom accommodation ;
- (6) too small a répertoire of appropriate songs, with too little variety in the technical and theoretical departments ;
- (7) defective discipline, with the concomitant lack of concentration ;
- (8) non-realization, on the part of all concerned, of the requirements and aims of the work.

*Atmosphere.*—Even more than other subjects, class-singing demands its own warm, bright atmosphere. The singing class should, in fact, be the brightest and most keenly anticipated of the whole week. It should evoke definite pleasure and joy, happy faces being the rule for children and teacher alike. Even so, boisterousness is to be avoided and a certain decorum is indispensable. It being axiomatic that any subject taught (learnt) in school must have positive educational value, this aspect is never to be ignored in singing. Being educational, then, it must be scientifically, not casually, taught ; being cultural, it must provide not only amusement but uplift ; being an art, it must enrich life to the fullest—spiritually, mentally, socially, physically. Unless aim and direction have been clarified, our endeavour can hardly lead us onward and upward.

*Place in the Curriculum.*—Apart from its own importance, the reaction of singing on the life of the school in general cannot be overlooked. A school without singing, or one in which singing does not take its rightful place, is not usually conspicuous for its "tone". The warmth of a singing class intelligently and effectively conducted, and its influence in the lives of the children and the institution itself, while it cannot be calculated by ordinary standards, is yet unmistakable.

*Fundamentals overlooked.*—In too many cases the fundamentals are overlooked :—

- (1) class arrangement is defective—the children are not comfortably spaced or grouped according to height, and deportment is not uniform and may even be the opposite of graceful ;

- (2) breathing exercises are either superficially done or omitted on the ground that "the children know them", when actually *knowledge* is of small use if divorced from *practice* ;
- (3) vocal exercises in the form of sustained notes are often omitted in favour of what might more properly be called "flexibility exercises" ;
- (4) the primary purpose of aural tests is not grasped—the ability to *name* given sounds seems to be regarded as the chief requirement, when actually the *general* development of the aural faculties should be the aim. The imitation of phrases sung or played by the teacher, the singing of nominated notes, the clapping of short rhythmic phrases, the recognition of different kinds of time and of extracts from familiar melodies should all receive attention. Children must be taught to cultivate a habit of *aural observation* just as assiduously as *optical observation*—to distinguish between good and bad tone, to appreciate melody beauty and rhythmic shape and pulse.
- (5) In the singing of songs the aim is not mere correctness but a vivid interpretation, which in turn is dependent on the necessary stimulus to imagination.

*Singing in the Secondary Departments.*—In too many instances singing is excluded from the curriculum of the secondary classes, who, however, are sometimes allowed from fifteen to thirty minutes' "community singing" per week. This is unfair to the children and to the cause of education. The children leave our schools ill-equipped to develop their innate, if latent, musical tastes and to explore the great mass of musical masterpieces that to-day, more than ever, would be easily within their reach did they but know the way ; and education suffers because insufficient teachers are available to give the necessary instruction. Further, scholars in the primary classes do not attach importance to a subject which they know will be discontinued after standard VI. It is therefore gratifying to learn that this lack is to be remedied in a number of high schools during 1936.

*Competitions.*—These have been responsible for giving a strong fillip to school singing, and their extension is earnestly recommended. In at least one neighbouring province they have rescued singing from a state of hopelessness, and their effect in the Cape Province could be very beneficial.

*New Education Fellowship Music Section (Western Province Group).*—The non-competitive school music festival held under the auspices of the N.E.F. last October in Cape Town, though mainly confined to the schools of the Cape Division, was an event of such importance that mention of it cannot be omitted here. It is hoped that the festival idea may be fastened on by other

Divisions and that regional massed choirs may be brought together in many parts of the province, thus making the children partakers in an unforgettable experience.

*Progress.*—It remains to be said that hundreds of teachers of singing in our schools are showing keen enthusiasm in and tireless devotion to their task, and, no matter what defects there may be, their efforts are far from being wasted. Indeed, the influence of the singing class is widely felt by schools as a whole as well as by individual children. If it has been necessary to call attention to some weaknesses, it is at the same time scant justice to record gratitude for the excellent work done in many schools. And the skilful tuition in music that the students are receiving in the training colleges augurs well for the future.

**SCHOOL STATISTICS, 1934 AND 1935.**

	PAGE
INSPECTORS AND INSTRUCTORS, 1935.....	134
<b>SCHOOLS AND PUPILS :</b>	
European, Coloured and Native schools.....	{ 1934 136 1935 137
Enrolment of European, Coloured and Native pupils.....	{ 1934 138 1935 139
European schools and enrolment.....	{ 1934 140 1935 140
Non-European schools and enrolment.....	{ 1934 141 1935 141
Average attendance of pupils.....	{ 1934 141 1935 142
Number of European pupils at each year of age.....	1934 142
Average age of European pupils in each standard.....	1934 142
Classification of European pupils in standards.....	1934 143
Ages and standards of pupils in European schools.....	{ 1934 143 1935 144
Medium of Instruction in European schools.....	1934 145
Classification of Coloured pupils in standards.....	{ 1934 145 1935 145
Ages and standards of pupils in Coloured schools.....	1935 146
Medium of instruction in Coloured schools.....	1935 146
Classification of Native pupils in standards.....	{ 1934 147 1935 147
Ages and standards of pupils in Native schools.....	1935 148
Medium of instruction in Native schools.....	1935 149
<b>TEACHERS :</b>	
European, Coloured and Native teachers.....	{ 1934 149 1935 150
Sex of teachers.....	{ 1934 152 1935 153
Race of teachers.....	{ 1934 152 1935 153
Teachers holding professional and academic certificates....	{ 1934 159-160 1935 161-162
<b>FINANCE :</b>	
Expenditure for public education for years ended 31st March, 1934, and 31st March, 1935.....	154
Student teachers' fund for year ended 31st March.....	{ 1934 158 1935 158

**ABBREVIATIONS.**

- Sec..... Secondary School.
- Prim..... Primary School.
- Sp..... Special School or Institution.

## INSPECTORS AND INSTRUCTORS, 1935.

## CIRCUIT INSPECTORS :

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

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

INSPECTOR FOR INDIGENT BOARDING-HOUSES : D. J. J. de Villiers, M.A.

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

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

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

DEPARTMENTAL INSTRUCTORS AND INSTRUCTRESSES :

*Agriculture :*

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

*Domestic Science :*

Miss E. M. Gregory : *Eastern Districts.*

Miss R. Fouché, B.Sc. : *Western Districts.*

*Drawing :*

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

*Infant School Method :*

Mrs. M. de Villiers (Retired on Pension 1st October, 1935).

*Manual Training :*

J. M. Dovey : *Eastern Districts.*

A. Burns : *Western Districts.*

*Needlework :*

Miss A. L. Joubert : *Eastern Districts.*

Miss M. M. Hugo : *Western Districts.*

Miss A. A. Rowe : *Transkei.*

Miss M. Tebbatt : *Transkei.*

*Science and Agriculture :*

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

*Vocal Music :*

S. J. Nowns, B.A. : *Eastern Districts.*

W. Poles, L.R.A.M., F.R.C.O. : *Western Districts.*

*School Nurses :*

Miss D. Ackermann : Chief School Nurse.

Miss M. Ashley-Cooper : Assistant School Nurse.

Miss G. N. Botha : Assistant School Nurse.

Mrs. R. E. Clark : Assistant School Nurse.

Miss R. de Waal : Assistant School Nurse.

Miss A. M. Glendining : Assistant School Nurse.

Miss E. Krige : Assistant School Nurse.

Miss K. D. E. Rouse : Assistant School Nurse



STATISTICS, 1934—SCHOOLS.

EUROPEAN, COLOURED, AND NATIVE SCHOOLS IN OPERATION, 30TH SEPTEMBER, 1934.

	Euro- pean Training Colleges.	High.	Sec.	Prim.	Sp.	Part- time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total Sept., 1934.	Total Sept., 1933.	Increase.
<i>European :</i>															
Schools under School Boards....	4	129	81	1,825	2	—	216	—	—	—	—	—	2,257	2,297	- 40
Labour Colony Schools.....	—	1	—	8	—	—	—	—	—	—	—	—	9	9	—
Church Schools.....	1	—	—	28	—	—	—	3	—	—	—	—	32	32	—
Aided Schools.....	—	—	—	—	1	—	—	—	—	—	—	—	1	1	—
Other European Schools.....	4	2	2	27	—	—	6	—	—	—	—	—	41	41	—
<i>European Schools, Sept., 1934.</i>	9	132	83	1,888	3	—	222	3	—	—	—	—	2,340	—	—
<i>European Schools, Sept., 1933.</i>	9	127	82	1,950	3	—	206	3	—	—	—	—	—	2,380	—
Increase.....	—	5	1	- 62	—	—	16	—	—	—	—	—	—	—	- 40
<i>Coloured :</i>															
Schools under School Boards....	—	4	—	25	1	7	—	—	—	—	—	—	37	32	5
Other Coloured Schools.....	—	—	—	4	—	1	8	—	7	680	—	—	700	671	29
<i>Coloured Schools, Sept., 1934..</i>	—	4	—	29	1	8	8	—	7	680	—	—	737	—	—
<i>Coloured Schools, Sept., 1933..</i>	—	1	4	27	1	5	4	—	7	654	—	—	—	703	—
Increase.....	—	3	- 4	2	—	3	4	—	—	26	—	—	—	—	34
<i>Native :</i>															
Schools under School Boards....	—	—	1	—	—	—	—	—	—	—	—	—	1	1	—
Other Native Schools.....	—	—	6	—	—	3	—	—	—	—	14	1,696	1,719	1,723	- 4
<i>Native Schools, Sept., 1934....</i>	—	—	7	—	—	3	—	—	—	—	14	1,696	1,720	—	—
<i>Native Schools, Sept., 1933....</i>	—	—	7	—	—	3	—	—	—	—	14	1,700	—	1,724	—
Increase.....	—	—	—	—	—	—	—	—	—	—	—	- 4	—	—	- 4
<b>Total Schools, 1934.....</b>	9	136	90	1,917	4	11	230	3	7	680	14	1,696	4,797	—	- 10
<b>Total Schools, 1933.....</b>	9	128	93	1,977	4	8	210	3	7	654	14	1,700	—	4,807	—

135

	Sept., 1934.	Sept., 1933.	Increase.
European Schools.....	2,340	2,380	- 40
Coloured Schools.....	737	703	34
Native Schools.....	1,720	1,724	- 4
<b>Total Number of Schools.....</b>	<b>4,797</b>	<b>4,807</b>	<b>- 10</b>

STATISTICS, 1935—SCHOOLS.

EUROPEAN, COLOURED, AND NATIVE SCHOOLS IN OPERATION, 30TH SEPTEMBER, 1935.

	Euro- pean Training Colleges.	High.	Sec.	Prim.	Sp.	Part- time.	Farm.	Aided Church Schools.	Coloured Training Schools.	Coloured Mission.	Native Training Schools.	Native Mission.	Total Sept., 1935.	Total Sept., 1934.	Increase.
<i>European :</i>															
Schools under School Boards....	4	131	82	1,814	2	—	187	—	—	—	—	—	2,220	2,257	- 37
Labour Colony Schools.....	—	1	—	7	—	—	—	—	—	—	—	—	8	9	- 1
Church Schools.....	1	—	—	27	—	—	—	3	—	—	—	—	31	32	- 1
Aided Schools.....	—	—	—	—	1	—	—	—	—	—	—	—	1	1	—
Other European Schools.....	4	3	1	26	—	—	7	—	—	—	—	—	41	41	—
<i>European Schools, Sept., 1935.</i>	9	135	83	1,874	3	—	194	3	—	—	—	—	2,301	—	—
<i>European Schools, Sept., 1934.</i>	9	132	83	1,888	3	—	222	3	—	—	—	—	—	2,340	—
Increase.....	—	3	—	- 14	—	—	- 28	—	—	—	—	—	—	—	- 39
<i>Coloured :</i>															
Schools under School Boards....	—	4	1	26	2	8	—	—	—	—	—	—	41	37	4
Other Coloured Schools.....	—	—	—	2	—	3	9	—	7	726	—	—	747	700	47
<i>Coloured Schools, Sept., 1935..</i>	—	4	1	28	2	11	9	—	7	726	—	—	788	—	—
<i>Coloured Schools, Sept., 1934..</i>	—	4	—	29	1	8	8	—	7	680	—	—	—	737	—
Increase.....	—	—	1	- 1	1	3	1	—	—	46	—	—	—	—	51
<i>Native :</i>															
Schools under School Boards....	—	—	1	—	—	—	—	—	—	—	—	—	1	1	—
Other Native Schools.....	—	—	7	—	—	3	—	—	—	—	14	1,731	1,755	1,719	36
<i>Native Schools, Sept., 1935....</i>	—	—	8	—	—	3	—	—	—	—	14	1,731	1,756	—	—
<i>Native Schools, Sept., 1934....</i>	—	—	7	—	—	3	—	—	—	—	14	1,696	—	1,720	—
Increase.....	—	—	1	—	—	—	—	—	—	—	—	35	—	—	36
<b>Total Schools, 1935.....</b>	9	139	92	1,902	5	14	203	3	7	726	14	1,731	4,845	—	48
<b>Total Schools, 1934.....</b>	9	136	90	1,917	4	11	230	3	7	680	14	1,696	—	4,797	—

137

	Sept., 1935.	Sept., 1934.	Increase.
European Schools.....	2,301	2,340	- 39
Coloured Schools.....	788	737	51
Native Schools.....	1,756	1,720	36
<b>Total Number of Schools.....</b>	<b>4,845</b>	<b>4,797</b>	<b>48</b>



## EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1934.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools.....	4	5	9
High Schools.....	129	3	132
Secondary Schools.....	81	2	83
Primary Schools.....	1,825	63	1,888
Farm Schools.....	216	6	222
Special Schools.....	2	1	3
Aided Church Schools.....	—	3	3
TOTAL, 1934.....	2,257	83	2,340
TOTAL, 1933.....	2,297	83	2,380
<i>European Enrolment :</i>			
Training Schools.....	521	466	987
High Schools.....	41,266	1,362	42,628
Secondary Schools.....	14,519	524	15,043
Primary Schools.....	83,865	6,332	90,197
Farm Schools.....	1,476	37	1,513
Special Schools.....	27	118	145
Aided Church Schools.....	—	318	318
TOTAL, 1934.....	141,674	9,157	150,831
TOTAL, 1933.....	140,722	9,154	149,876

## EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1935.

	Schools under School Boards.	Schools not under School Boards.	Total.
<i>European Schools :</i>			
Training Schools.....	4	5	9
High Schools.....	131	4	135
Secondary Schools.....	82	1	83
Primary Schools.....	1,814	60	1,874
Farm Schools.....	187	7	194
Special Schools.....	2	1	3
Aided Church Schools.....	—	3	3
TOTAL, 1935.....	2,220	81	2,301
TOTAL, 1934.....	2,257	83	2,340
<i>European Enrolment :</i>			
Training Schools.....	458	414	872
High Schools.....	42,205	1,860	44,065
Secondary Schools.....	14,418	92	14,510
Primary Schools.....	85,376	6,062	91,438
Farm Schools.....	1,302	36	1,338
Special Schools.....	20	119	139
Aided Church Schools.....	—	320	320
TOTAL, 1935.....	143,779	8,903	152,682
TOTAL, 1934.....	141,674	9,157	150,831

## NON-EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1934.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools.....	7	995	14	1,862
Students in Training in Mission Schools.....	—	20	—	—
High Schools.....	4	1,243	—	—
Secondary Schools.....	—	—	7	805
Secondary Departments.....	[7]	492	—	—
Primary Schools.....	29	6,786	—	—
Part-time Schools.....	8	502	3	98
Farm Schools.....	8	124	—	—
Mission Schools.....	680	80,448	1,696	153,462
Special School.....	1	16	—	—
TOTAL, 1934....	737	90,626	1,720	156,227
TOTAL, 1933....	703	85,784	1,724	156,399

## NON-EUROPEAN SCHOOLS AND ENROLMENT AT 30TH SEPTEMBER, 1935.

	Coloured.		Native.	
	Schools.	Enrolment.	Schools.	Enrolment.
Training Schools.....	7	924	14	1,865
Students in Training in Mission Schools.....	—	16	—	—
High Schools.....	4	1,311	—	—
Secondary Schools.....	1	78	8	1,005
Secondary Departments.....	—	606	—	—
Primary Schools.....	28	7,460	—	—
Part-time Schools.....	11	610	3	109
Farm Schools.....	9	210	—	—
Mission Schools.....	726	85,667	1,731	166,844
Special School.....	2	17	—	—
TOTAL, 1935....	788	96,899	1,756	169,823
TOTAL, 1934....	737	90,626	1,720	156,227

## AVERAGE ATTENDANCE OF PUPILS AT 30TH SEPTEMBER, 1934.

	1934.	1933.	Increase.
European Schools.....	138,778	139,892	— 1,114
Coloured Schools.....	77,145	74,106	3,039
Native Schools.....	127,201	129,054	— 1,853
TOTAL.....	343,124	343,052	72



TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN EUROPEAN HIGH, SECONDARY, PRIMARY AND FARM SCHOOLS AT 5TH NOVEMBER, 1935.

AGES.	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Unclassified.	Total.
Under 7.....	5,876	764	39	—	—	—	—	—	—	—	—	—	6	6,685
7.....	6,644	5,072	1,405	65	3	—	—	—	—	—	—	—	7	13,196
8.....	2,364	5,698	5,791	1,515	88	2	—	—	—	—	—	—	29	15,487
9.....	441	2,167	5,890	5,336	1,418	95	—	—	—	—	—	—	39	15,386
10.....	110	431	2,489	5,771	5,091	1,311	111	1	—	—	—	—	66	15,381
11.....	29	124	714	2,885	5,750	4,503	1,287	88	3	—	—	—	88	15,471
12.....	11	51	206	983	3,357	5,424	4,079	1,122	80	—	—	—	84	15,397
13.....	5	13	74	297	1,521	3,547	5,291	3,823	860	48	1	—	104	15,584
14.....	4	16	30	128	514	1,642	3,595	5,000	2,856	647	53	1	97	14,583
15.....	1	2	9	45	205	690	1,712	3,499	3,149	2,140	487	42	97	12,078
16.....	—	—	3	7	27	107	370	1,263	1,539	1,917	1,192	379	30	6,834
17.....	—	—	1	—	5	9	64	286	509	1,063	1,123	1,029	22	4,121
18.....	—	1	—	1	1	1	12	39	113	328	505	974	15	1,990
19 and over.....	—	—	—	—	1	—	2	13	14	63	171	559	25	848
Total number of Pupils.....	15,485	14,339	16,651	17,033	17,981	17,331	16,523	15,134	9,123	6,206	3,532	2,994	709	153,041
Median Age—1935	7·71		9·19	10·28	11·42	12·51	13·53	14·51	15·24	16·14	17·03	18·04		
Per cent. Retarded 1935.....	%	%	%	%	%	%	%	%	%	%	%			
	—	—	6·2	8·6	12·6	14·1	13·1	10·6	6·9	6·3	4·8	—	—	—

MEDIUM OF INSTRUCTION IN EUROPEAN SCHOOLS  
AT 6TH NOVEMBER, 1934.

	Number of Pupils receiving instruction through the medium of :							Total Pupils.
	Mainly or exclusively English.	Mainly or exclusively Afrikaans.	Mainly or exclusively Nederlands.	English and Afrikaans (more or less equally).	English and Nederlands (more or less equally).	Total.		
						Boys.	Girls.	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Sub-St. A....	4,543	8,228	21	982	—	7,164	6,610	13,774
Sub-St. B....	4,131	8,639	23	1,339	—	7,439	6,693	14,132
St. I.....	5,259	9,052	48	2,096	—	8,435	8,020	16,455
St. II.....	5,519	9,389	51	2,410	8	8,949	8,428	17,377
St. III.....	5,853	9,702	55	2,610	4	9,423	8,801	18,224
St. IV.....	5,905	8,997	49	2,523	4	8,986	8,492	17,478
St. V.....	5,956	8,203	24	2,534	5	8,499	8,223	16,722
St. VI.....	5,340	7,299	19	2,682	—	7,860	7,480	15,340
St. VII.....	3,924	2,748	106	1,723	24	4,577	3,948	8,525
St. VIII.....	2,790	1,779	64	1,211	12	3,285	2,571	5,856
St. IX.....	1,540	1,028	24	785	1	1,966	1,412	3,378
St. X.....	1,352	868	37	672	6	1,706	1,229	2,935
Unclassified..	350	251	1	54	—	328	328	656
TOTALS....	52,462	76,183	522	21,621	64	78,617	72,235	150,852

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION IN 1934, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	High.	Secondary Schools and Departments.	Primary.	Mission.	Farm.	Total.
Sub-Standard A.....	—	—	536	17,806	18	18,360
Sub-Standard B.....	—	—	455	9,249	7	9,711
Standard I.....	—	—	542	9,783	1	10,326
Standard II.....	—	—	513	8,484	—	8,997
Standard III.....	—	—	493	6,472	—	6,965
Standard IV.....	52	—	299	3,798	3	4,152
Standard V.....	237	—	351	1,830	—	2,418
Standard VI.....	173	—	260	1,046	—	1,479
Standard VII.....	295	91	—	—	—	386
Standard VIII.....	147	78	—	—	—	225
Standard IX.....	36	—	—	—	—	36
Standard X.....	14	—	—	—	—	14
Unclassified.....	—	—	9	3	—	12
TOTAL.....	954	169	3,458	58,471	29	63,081

Student teachers are not included. Of the pupils present at two consecutive inspections 78 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH COLOURED PUPILS WERE PRESENTED AT INSPECTION IN 1935, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	High.	Secondary Schools and Departments.	Primary.	Mission.	Farm.	Total.
Sub-Standard A.....	—	—	376	18,577	123	19,076
Sub-Standard B.....	—	—	276	9,147	47	9,470
Standard I.....	—	—	260	9,748	32	10,040
Standard II.....	—	—	307	8,738	18	8,703
Standard III.....	—	—	318	6,853	5	7,176
Standard IV.....	—	—	590	3,981	—	4,571
Standard V.....	166	91	619	1,859	—	2,735
Standard VI.....	110	99	455	951	—	1,615
Standard VII.....	97	143	—	10	—	250
Standard VIII.....	64	82	—	14	—	160
Standard IX.....	21	—	—	—	—	21
Standard X.....	8	—	—	—	—	8
Unclassified.....	—	—	—	—	—	—
TOTAL.....	466	415	3,201	59,518	225	63,825

Student teachers are not included. Of the pupils present at two consecutive inspections 74.2 per cent. were placed in a higher class.

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN COLOURED SCHOOLS AT 5TH NOVEMBER, 1935.

AGES.	Sub-Std. A.	Sub-Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII.	Std. IX.	Std. X.	Un-classified.	Total No. of Boys.
Under 7 years	3,784	154	1	—	—	—	—	—	—	—	—	—	4	3,943
7.....	7,987	1,514	244	15	—	—	—	—	—	—	—	—	5	9,765
8.....	6,348	3,960	1,801	259	15	—	—	—	—	—	—	—	2	12,385
9.....	3,439	3,756	3,629	1,496	236	19	1	—	—	—	—	—	1	12,577
10.....	1,912	2,408	3,580	3,083	1,216	241	15	1	—	—	—	—	2	12,458
11.....	1,037	1,354	2,308	3,148	2,537	916	150	14	—	—	—	—	—	11,464
12.....	654	820	1,497	2,281	2,643	1,720	612	104	1	—	—	—	1	10,333
13.....	384	480	886	1,380	1,997	1,808	1,209	430	40	4	—	—	1	8,619
14.....	222	282	393	701	1,073	1,294	1,008	779	144	24	1	—	4	5,925
15.....	112	151	257	335	520	664	704	761	275	89	11	—	2	3,884
16.....	33	56	107	145	192	259	259	405	199	100	24	—	5	1,784
17.....	13	23	46	59	84	99	115	203	116	109	24	15	2	908
18.....	7	9	39	25	20	32	32	84	52	69	12	19	—	400
19 and over.	12	5	47	33	23	24	19	64	54	60	13	22	—	376
Total No. of Pupils....	25,944	14,972	14,835	12,960	10,556	7,076	4,124	2,845	881	455	85	64	24	94,821
Median Age, 1935	8.68		10.49	11.52	12.48	13.36	14.74	15.12	15.93	17.10	17.29	18.47	—	—

MEDIUM OF INSTRUCTION IN COLOURED SCHOOLS AT 5TH NOVEMBER, 1935.

	Number of Pupils receiving instruction through the medium of:					Total Pupils.
	Mainly or exclusively English.	Mainly or exclusively Afrikaans.	English and Afrikaans (more or less equally).	Total.		
				Boys.	Girls.	
	(1)	(2)	(3)	(4)	(5)	(6)
Sub-St. A.....	2,387	19,800	3,757	—	—	25,944
Sub-St. B.....	1,708	10,019	3,245	—	—	14,972
St. I.....	2,258	7,850	4,727	—	—	14,835
St. II.....	2,372	5,702	4,886	—	—	12,960
St. III.....	2,283	3,738	4,535	—	—	10,556
St. IV.....	1,886	2,129	3,061	—	—	7,076
St. V.....	1,641	913	1,570	—	—	4,124
St. VI.....	1,148	547	1,150	—	—	2,845
St. VII.....	792	36	53	—	—	881
St. VIII.....	416	16	23	—	—	455
St. IX.....	85	—	—	—	—	85
St. X.....	64	—	—	—	—	64
Unclassified....	—	20	4	—	—	24
TOTALS.....	17,040	50,770	27,011	—	—	94,821

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION IN 1934, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	Secondary.	Part-time.	Industrial.	Mission.	Total.
Sub-Standard A.....	35	—	—	43,558	43,593
„ B.....	33	—	—	20,913	20,946
Standard I.....	34	—	—	18,164	18,198
„ II.....	28	—	—	14,087	14,115
„ III.....	29	—	—	10,393	10,422
„ IV.....	21	—	18	6,346	6,385
„ V.....	40	—	17	4,303	4,360
„ VI.....	69	—	22	2,740	2,831
„ VII.....	130	—	—	—	130
„ VIII.....	74	—	—	—	74
„ IX.....	21	—	—	—	21
„ X.....	14	—	—	—	14
Unclassified.....	—	—	35	13	48
TOTAL.....	528	—	92	120,517	121,137

Student teachers are not included. Of the pupils present at two consecutive inspections 68.2 per cent. were placed in a higher class.

TABLE SHOWING STANDARDS FOR WHICH NATIVE PUPILS WERE PRESENTED AT INSPECTION IN 1935, ARRANGED ACCORDING TO CLASS OF SCHOOL.

Standards.	Secondary.	Part-time.	Industrial.	Mission.	Total.
Sub-Standard A....	34	20	—	47,102	47,156
„ B....	33	9	—	21,845	21,887
Standard I.....	34	8	18	18,444	18,504
„ II.....	28	5	14	14,544	14,591
„ III.....	29	6	6	10,968	11,009
„ IV.....	21	5	27	6,499	6,552
„ V.....	40	3	5	4,164	4,212
„ VI.....	66	3	7	2,947	3,023
„ VII.....	219	—	—	25	244
„ VIII.....	77	—	—	—	77
„ IX.....	22	—	—	—	22
„ X.....	15	—	—	—	15
Unclassified.....	—	—	—	—	—
TOTAL.....	618	59	77	126,538	127,292

Student teachers are not included. Of the pupils present at two successive inspections 70.2 per cent. were placed in a higher class.

TABLE SHOWING AGES AND STANDARDS OF PUPILS ENROLLED IN NATIVE SCHOOLS AT 31st OCTOBER, 1935.

AGE Last Birthday.	PRIMARY.								SECONDARY OR INTERMEDIATE.				Indus- trial.	TEACHERS' COURSE.			Un- classi- fied.	Total.
	Sub- Std. A.	Sub- Std. B.	Std. I.	Std. II.	Std. III.	Std. IV.	Std. V.	Std. VI.	Std. VII.	Std. VIII or J.C.	Std. IX.	Std. X or Matric.		1st Year.	2nd. Year.	3rd. Year.		
Under 7.....	8,336	190	13	—	—	—	—	—	—	—	—	—	—	—	—	—	68	8,607
7.....	13,039	1,325	184	15	—	1	—	—	—	—	—	—	—	—	—	—	12	14,576
8.....	11,688	3,267	884	146	12	—	—	—	—	—	—	—	—	—	—	—	14	16,011
9.....	9,249	4,526	2,289	608	84	4	—	—	—	—	—	—	—	—	—	—	—	16,760
10.....	7,874	5,168	3,729	1,659	464	74	4	—	—	—	—	—	—	—	—	—	6	18,978
11.....	4,916	4,004	3,810	2,568	1,154	273	34	4	—	—	—	—	—	—	—	—	11	16,774
12.....	4,115	3,903	4,147	3,486	2,160	847	220	33	—	—	—	—	—	—	—	—	5	18,916
13.....	2,547	2,654	3,347	3,359	2,846	1,483	564	115	4	1	—	—	—	—	—	—	2	16,922
14.....	1,576	1,874	2,408	2,771	2,758	1,813	992	330	21	3	—	—	2	—	—	—	3	14,551
15.....	844	1,047	1,390	1,722	2,119	1,620	1,131	730	66	7	—	1	5	10	—	—	1	10,693
16.....	384	510	729	985	1,295	1,246	1,010	931	68	16	1	—	20	101	10	—	—	7,306
17.....	218	251	366	502	725	804	801	921	84	27	1	1	44	147	90	8	4	4,994
18.....	123	125	159	231	333	420	509	643	67	23	5	3	65	147	110	66	1	3,030
19 and over.....	78	99	118	144	199	292	487	723	150	124	20	28	488	337	360	576	21	4,244
TOTAL.....	64,987	28,943	23,573	18,196	14,149	8,877	5,752	4,430	460	201	27	33	624	742	570	650	148	172,362
Median Age, 1935..	9·66		12·45	13·18	14·13	14·97	15·94	17·08	17·85	19·19	19·35	19·43	—	—	—	—	—	—



MEDIUM OF INSTRUCTION IN NATIVE SCHOOLS  
AT 31ST OCTOBER, 1935.

	Mainly or Exclu- sively English.	Mainly or Exclu- sively Afri- kaans.	Mainly or Exclu- sively Native Lan- guage(s).	Official and Native Lan- guages used almost Equally.	Total.
Sub-Standard A.....	671	536	49,563	14,217	64,987
"    B.....	509	216	17,905	10,313	28,943
Standard I.....	519	126	12,449	10,479	23,573
"    II.....	690	52	8,766	8,688	18,196
"    III.....	1,721	38	2,103	10,287	14,149
Standard IV.....	1,866	21	491	6,499	8,877
"    V.....	2,794	17	115	2,826	5,752
Standard VI.....	2,482	14	9	1,925	4,430
VII, VIII, IX and X combined	721	—	—	—	721
Industrial.....	551	—	16	57	624
Teachers' Courses.....	1,962	—	—	—	1,962
Unclassified.....	—	—	90	58	148
TOTAL.....	14,486	1,020	91,507	65,349	172,362

TEACHERS.

*European Teachers in European Schools at 30th June, 1934 :*

Training.....	64
High.....	1,806
Secondary.....	590
Primary.....	3,784
Farm.....	221
Aided.....	10
Special.....	4
Itinerant Teachers.....	63
TOTAL, 1934.....	6,542
TOTAL, 1933.....	6,484

*European Teachers in Coloured Schools :*

Training.....	41
High.....	22
Secondary.....	15
Primary.....	10
Special.....	1
Mission.....	214
Part-time.....	[1]
TOTAL, 1934.....	303
TOTAL, 1933.....	316

*European Teachers in Native Schools :*

Training.....	73
Secondary.....	14
Mission.....	62
TOTAL, 1934.....	149
TOTAL, 1933.....	139

Total European Teachers in Non-European Schools, 1934.....	452
"    "    "    "    "    1933.....	455

## TEACHERS—(continued).

*Coloured Teachers :*

Coloured Training.....	8
High.....	25
Secondary.....	7
Primary.....	153
Mission.....	1,682
Farm.....	8
Native Mission.....	7
Part-time.....	[13] 1
<b>TOTAL, 1934.....</b>	<b>1,891</b>
<b>TOTAL, 1933.....</b>	<b>1,723</b>

*Native Teachers :*

Native Training.....	3
Secondary.....	18
Mission.....	3,470
Part-time.....	[3] 1
Coloured Primary.....	4
Coloured Mission.....	72
<b>TOTAL, 1934.....</b>	<b>3,568</b>
<b>TOTAL, 1933.....</b>	<b>3,574</b>

Total Number of European Teachers.....	6,994
Total Number of Coloured Teachers.....	1,891
Total Number of Native Teachers.....	3,568

<b>TOTAL, 1934.....</b>	<b>12,453</b>
<b>TOTAL, 1933.....</b>	<b>12,236</b>

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

*European Teachers in European Schools at 30th June, 1935 :*

Training.....	64
High.....	1,882
Secondary.....	590
Primary.....	3,819
Farm.....	195
Aided.....	10
Special.....	3 [2]
Itinerant Teachers.....	64
<b>TOTAL, 1935.....</b>	<b>6,627 [2]</b>
<b>TOTAL, 1934.....</b>	<b>6,542</b>

*European Teachers in Coloured Schools :*

Training.....	45
High.....	25
Secondary.....	18
Primary.....	25
Mission.....	218
Special.....	2 [2]
Part-time.....	1
<b>TOTAL, 1935.....</b>	<b>334 [2]</b>
<b>TOTAL, 1934.....</b>	<b>303</b>

## TEACHERS—(continued).

*European Teachers in Native Schools :*

Training.....	72
Secondary.....	16
Mission.....	52
<b>TOTAL, 1935.....</b>	<b>140</b>
<b>TOTAL, 1934.....</b>	<b>149</b>

Total European Teachers in Non-European Schools, 1935.....	474
„ „ „ „ „ „ 1934.....	452

*Coloured Teachers :*

Coloured Training.....	4
High.....	27
Secondary.....	7
Primary.....	156
Mission.....	1,787
Farm.....	10
Native Mission.....	2
Part-time.....	[17]
<b>TOTAL, 1935.....</b>	<b>1,993 [17]</b>
<b>TOTAL, 1934.....</b>	<b>1,891</b>

*Native Teachers :*

Native Training.....	7
Secondary.....	20
Mission.....	3,481
Part-time.....	1 [3]
Coloured Primary.....	2
Coloured Mission.....	71
<b>TOTAL, 1935.....</b>	<b>3,582 [3]</b>
<b>TOTAL, 1934.....</b>	<b>3,568</b>

Total Number of European Teachers.....	7,101 [4]
Total Number of Coloured Teachers.....	1,993 [17]
Total Number of Native Teachers.....	3,582 [3]

<b>TOTAL, 1935.....</b>	<b>12,676 [24]</b>
<b>TOTAL, 1934.....</b>	<b>12,453</b>

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

SEX OF TEACHERS AS AT 30TH JUNE, 1934, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	Euro-pean Training Colleges.	High.	Second-ary.	Prim-ary.	Part-time.	Farm, Aided.	Special.	Coloured Training, Mission, Farm.			Native Training, Mission.	Total.	
									Coloured Training, Mission.	Coloured Farm.	Native Training, Mission.			
Male.....	28	21	918	289	1,295	[11]	20	2	24	942	6	38	2,027	5,611
Female.....	35	43	935	355	2,656	[6]	201	3	25	1,026	2	38	1,512	6,842
Total, 1934.....	63	64	1,853	644	3,951	[17]	221	5	49	1,968	8	76	3,539	12,453
Total, 1933.....	66	62	1,764	659	3,927	[13]	232	—	49	1,856	5	73	3,530	12,236
Percentage of Male Teachers, 1934.....	44.4	32.8	49.5	44.9	32.8	63.2	9	40	49	47.9	75	50	57.3	45.1
1933.....	40.9	30.6	48.9	44.5	31.3	69.2	6.9	—	51	48.3	60	52.1	57.7	44.5

RACE OF TEACHERS AS AT 30TH JUNE, 1934, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Coloured.										Native.				Total Number of Teachers.										
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	Aided.	Special.	Total.	Training Schools.	Secondary.	Part-time.	Mission.	Total.											
European Teachers.....	63	64	1,806	590	3,784	221	10	4	6,542	41	22	15	10	10	[1]	214	1	303	73	14	—	62	149	6,994	
Coloured Teachers.....	—	—	—	—	—	—	—	—	—	8	25	7	153	13	[13]	1,682	—	8	1,884	—	—	—	7	7	1,891
Native Teachers.....	—	—	—	—	—	—	—	—	—	—	—	—	4	—	—	72	—	—	76	3	18	[3]	3,470	3,492	3,568
TOTAL, 1934.....	63	64	1,806	590	3,784	221	10	4	6,542	49	47	22	167	14	[14]	1,968	1	8	2,263	76	32	[3]	3,539	3,648	12,453
TOTAL, 1933.....	66	62	1,753	593	3,765	232	13	—	6,484	49	11	35	162	9	[9]	1,856	—	5	2,118	73	31	[4]	3,530	3,634	12,236

SEX OF TEACHERS AS AT 30TH JUNE, 1935, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Itinerant Teachers.	Euro-pean Training Colleges.	High.	Second-ary.	Prim-ary.	Part-time.	Farm, Aided.	Special.	Coloured Training, Mission, Farm.			Native Training, Mission.	Total.
									Coloured Training, Mission.	Coloured Farm.	Native Training, Mission.		
Male.....	25	23	970	302	1,345	1	21	2	1,013	7	40	2,016	5,788
Female.....	39	41	964	349	2,657	1	174	3	1,063	3	39	1,519	6,888
Total, 1935.....	64	64	1,934	651	4,002	2	195	5	2,076	10	79	3,535	12,676
Total, 1934.....	63	64	1,853	644	3,951	2	221	5	1,968	8	76	3,539	12,453
Percentage of Male teachers, 1935.....	39.1	35.9	50.2	46.4	33.6	86.4	10.8	22.2	46.9	70	52.6	57.0	45.7
1934.....	44.4	32.8	49.5	44.9	32.8	63.2	9	40	49	75	50	57.3	45.1

RACE OF TEACHERS AS AT 30TH JUNE, 1935, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

	Coloured.										Native.				Total Number of Teachers.										
	Itinerant Teachers.	Training Colleges.	High.	Secondary.	Primary.	Farm.	Aided.	Special.	Total.	Training Schools.	Secondary.	Mission.	Part-time.	Total.											
European Teachers.....	64	64	1,882	590	3,819	195	10	3	6,627	45	25	18	25	218	—	1	2	334	72	16	—	52	140	7,101	
Coloured Teachers.....	—	—	—	—	—	—	—	—	—	4	27	7	156	1,787	10	[17]	—	—	1,991	—	—	2	—	2	1,993
Native Teachers.....	—	—	—	—	—	—	—	—	—	—	—	—	2	71	—	—	—	—	73	7	20	3,481	1	3,509	3,582
TOTAL, 1935.....	64	64	1,882	590	3,819	195	10	3	6,627	49	52	25	183	2,076	10	1	2	2,398	79	36	—	3,535	1	3,651	12,676
TOTAL, 1934.....	63	64	1,806	590	3,784	221	10	4	6,542	49	47	22	167	1,968	8	1	1	2,263	76	32	—	3,539	1	3,648	12,453

## FINANCE.

## EXPENDITURE FOR PUBLIC EDUCATION.

STATEMENT FOR YEARS ENDED 31ST MARCH, 1934, AND 31ST MARCH, 1935.

<i>Administration.</i>		1934.		1935.	
		£	s. d.	£	s. d.
A	1. Salaries, Wages and Allowances.....	20,487	8 0	19,623	0 9
	2. Subsistence.....	105	16 8	34	15 9
	3. Transport.....	98	11 5	39	5 4
	4. Office Equipment, Material and Furniture, including Repairs.....	103	13 1	131	8 11
	5. Rent, Rates, and Insurance.....	17	2 5	17	0 7
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	134	6 1	130	10 6
	7. Repairs, Renovations and Maintenance.....	185	0 9	22	12 10
	8. Incidentals.....	687	7 8	452	12 11
TOTAL 2 A.....		£21,819	6 1	£20,451	7 7

<i>School Boards and School Committees.</i>		1934.		1935.	
		£	s. d.	£	s. d.
B	1. Salaries, Wages and Allowances.....	41,592	2 11	43,768	9 6
	2. Subsistence.....	75	4 5	70	9 10
	3. Transport.....	4,300	4 1	4,515	9 11
	4. Office Equipment, Material and Furniture, including Repairs.....	345	3 3	480	3 3
	5. Rent, Rates, and Insurance.....	4,055	13 1	4,002	5 7
	6. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	260	15 2	243	2 7
	7. Repairs, Renovations and Maintenance.....	216	16 6	176	3 4
	8. Election Expenses.....	45	7 5	61	4 9
	9. Incidentals.....	149	19 2	150	10 7
TOTAL 2 B.....		£51,041	6 0	£53,467	19 4

<i>School Inspection.</i>		1934.		1935.	
		£	s. d.	£	s. d.
C	1. Salaries, Wages and Allowances.....	26,474	18 11	25,825	4 9
	2. Subsistence.....	3,308	3 10	3,259	1 8
	3. Transport.....	4,472	19 8	5,171	14 11
	4. Incidentals.....	32	16 10	46	4 1
TOTAL 2 C.....		£34,288	19 3	£34,302	5 5

<i>Medical Inspection.</i>		1934.		1935.	
		£	s. d.	£	s. d.
D	1. Salaries, Wages and Allowances.....	6,329	9 4	6,203	19 9
	2. Subsistence.....	1,177	1 9	1,183	6 10
	3. Transport.....	682	12 0	729	2 0
	4. Incidentals.....	928	9 5	1,196	9 9
TOTAL 2 D.....		£9,117	12 6	£9,312	18 4

*European Education: Training of Teachers.*

		1934.		1935.	
		£	s. d.	£	s. d.
E	1. Salaries, Wages and Allowances.....	32,101	2 1	35,161	2 5
	2. Subsistence.....	1,328	16 10	1,253	0 8
	3. Transport.....	838	18 0	819	4 5
	4. School Equipment, Material and Furniture, including Repairs.....	714	7 4	1,024	13 11
	5. Hostels.....	7,937	17 8	7,823	9 6
	6. Grants-in-aid, including Hostels under Private Control.....	3,216	0 9	3,410	3 4
	7. Rent, Rates, and Insurance.....	91	3 3	73	5 9
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	415	16 3	443	15 8
	9. Repairs, Renovations and Maintenance.....	430	0 7	759	18 7
	10. Incidentals.....	34	15 7	44	15 9
TOTAL 2 E.....		£47,108	18 4	£50,813	10 0

		1934.		1935.	
		£	s. d.	£	s. d.
F	1. Salaries, Wages and Allowances.....	123,361	19 3	137,215	7 9
	2. Subsistence and Transport.....	39	14 4	46	13 6
	3. School Equipment, Material and Furniture, including Repairs.....	2,227	4 8	3,739	5 11
	4. Bursaries.....	47,169	12 8	49,422	10 9
	5. Hostels.....	7,695	2 3	7,408	0 4
	6. Grant-in-aid, including Hostels under Private Control.....	—	—	—	—
	7. Rent, Rates, and Insurance.....	329	7 7	703	15 10
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	1,892	3 8	1,476	13 10
	9. Repairs, Renovations and Maintenance.....	1,056	17 7	1,825	4 5
	10. Incidentals.....	46	4 4	48	0 0
TOTAL 2 F.....		£183,818	6 4	£201,885	12 4

		1934.		1935.	
		£	s. d.	£	s. d.
G	1. Salaries, Wages and Allowances.....	985,450	14 4	1,060,122	1 0
	2. Subsistence and Transport.....	755	17 3	819	19 10
	3. School Equipment, Material and Furniture, including Repairs.....	34,493	13 11	43,962	8 4
	4. Bursaries.....	165,331	4 10	165,389	17 0
	5. Hostels.....	2,002	11 10	1,738	6 2
	6. Grants-in-aid, including Hostels under Private Control.....	1,262	1 9	1,350	13 1
	7. Rent, Rates, and Insurance.....	27,135	10 5	26,457	0 1
	8. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	11,507	12 0	9,344	9 0
	9. Repairs, Renovations and Maintenance.....	8,892	13 10	16,271	9 10
	10. Incidentals.....	153	5 8	57	12 3
TOTAL 2 G.....		£1,236,985	5 10	£1,325,513	16 7

		1934.		1935.	
		£	s. d.	£	s. d.
H	1. Salaries, Wages and Allowances.....	732,824	1 10	785,611	18 1
	2. Subsistence and Transport.....	394	2 7	510	0 2
	3. School Equipment, Material and Furniture, including Repairs.....	25,787	3 9	30,509	6 2
	4. Hostels.....	52,238	1 1	56,553	6 0
	5. Grants-in-aid, including Hostels under Private Control.....	6,785	11 10	6,996	3 10
	6. Rent, Rates, and Insurance.....	2,015	0 10	2,380	16 7
	7. Fuel, Light, Cleaning Supplies, Water and Sanitary Services.....	9,027	4 7	8,426	3 4
	8. Repairs, Renovations and Maintenance.....	8,623	4 3	14,356	4 8
	9. Incidentals.....	29	10 10	3	3 11
TOTAL 2 H.....		£837,724	1 7	£905,347	2 9



STUDENT TEACHERS' FUND.

INTEREST ON SLAVE COMPENSATION AND BIBLE AND SCHOOL FUNDS.

(Under Section 376 of the Consolidated Education Ordinance.)

(1) ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1934.

£ s. d.		£ s. d.	
To Balance, 1st April, 1933	86 1 2	By Allowance to Student-teachers.....	368 7 6
„ Cash Receipts.....	378 4 8	„ Balance.....	95 18 4
	£464 5 10		£464 5 10

(2) ACCOUNT FOR THE YEAR ENDED 31ST MARCH, 1935.

£ s. d.		£ s. d.	
To Balance, 1st April, 1934	95 18 4	By Allowance to Student-teachers.....	336 4 1
„ Cash Receipts.....	396 19 8	„ Balance.....	156 13 11
	£492 18 0		£492 18 0

[See overleaf for the following Tables:—

*Teachers Holding Certificates at 30th June, 1932 and 1933.]*



TEACHERS HOLDING PROFESSIONAL AND/OR ACADEMIC CERTIFICATES AT 30TH JUNE, 1935, ARRANGED ACCORDING TO CLASSES OF SCHOOLS.

SUMMARY table showing teacher counts by school type and certification status. Columns include 'CERTIFICATED.', 'UNCERTIFICATED.', 'TOTAL.', and 'PERCENTAGE OF CERTIFICATED.' with sub-columns for European, Coloured, and Native schools.

Class of School table detailing teacher qualifications. Columns include 'Privy Council Certificate', 'Other British Government Certificates', 'Other European Government Certificates', and various levels of 'Secondary Higher', 'Primary Teachers', and 'Primary Higher' qualifications.

TEACHERS IN EUROPEAN SCHOOLS table with 30 columns of data for various school types like Training Colleges, High, Secondary, Primary, etc., and their respective teacher counts.

TEACHERS IN COLOURED SCHOOLS table with 30 columns of data for various school types like Training, High, Secondary, etc., and their respective teacher counts.

TEACHERS IN NATIVE SCHOOLS table with 30 columns of data for various school types like Training, Secondary, Industrial Schools, etc., and their respective teacher counts.

TOTALS table summarizing teacher counts across all categories from the previous three tables.

PART-TIME SCHOOLS:—The bracketed figures refer to teachers also employed in day schools.



9314  
/ 14

