

SCHOOL BUILDINGS.—Question 12.

The main points brought forward in evidence were:—

- (1) The grant of five per cent. on the cost of erection gives general satisfaction, but should be extended to buildings erected prior to 1st April, 1918.
- (2) The Administration should make provision for school buildings in localities not served by any church.
- (3) The whole of the rent of hired buildings should be paid by the Administration.
- (4) A loan fund for school buildings for coloured children should be created. The churches and other voluntary recognised organisations could borrow from such fund on terms fixed by regulation.

COMPULSORY ATTENDANCE.—Question 14.

The main points brought out in evidence were:—

- (1) The principle of compulsion was generally desired. In urban areas some form was regarded as immediately practicable, but compulsion was felt to be out of the question at present in rural areas.
- (2) The compulsory attendance of pupils actually enrolled at school was favoured by some witnesses, but others saw no advantage in such a measure.
- (3) Standard IV was the lowest upper limit recommended, with ages varying from 13 to 16.
- (4) The application of compulsion to coloured children should proceed on similar lines to those followed in the gradual application of the principle to European pupils.

RURAL SCHOOLS.—Question 17.

The following points were brought out in evidence:—

- (1) The establishment of more schools in the rural districts is a necessity.
- (2) Rural areas need a different type of school from urban areas.
- (3) If more schools were established in rural areas, the coloured population would be more settled, and there would be a diminution of "trekking."
- (4) Generally speaking, the farming community does not appear to have been favourably disposed towards the education of the coloured people, but a change of attitude was stated to be evident in some areas.
- (5) The interest of the farmers should be enlisted to establish the schools jointly with the local missionary and the circuit inspector.
- (6) Conveyance grants to make possible attendance at central schools should be made available.
- (7) The law should be amended to permit the establishment of farm schools with a smaller enrolment than is possible under the existing law.
- (8) These schools need not necessarily be staffed by trained or certificated teachers.
- (9) Evidence went to show that the city-trained and urban-minded teacher did not always reflect the ideals of the farmer in respect of the right type of education needed on the land. Likewise, the kind of education at present given was partly blamed for the undesirable relations often existing between employer and employee.

LANGUAGE MEDIUM.—Questions 21 to 24.

The main views put forward were:—

- (1) It is difficult to determine the home language of coloured children in the principal towns.
- (2) In the rural districts, Afrikaans is the home language of the great majority.
- (3) The parents in the large urban areas would object to the introduction of the language medium provisions of the Ordinance, because it is feared that their children would not learn sufficient English to prepare them for the practical requirements of life.
- (4) The medium of instruction should be the language in which the child will eventually have to earn his living.
- (5) If the home language medium were applied, the country child would be handicapped as compared with the town child because, owing to the early school-leaving age of the coloured pupil, he would know only his home language.
- (6) In the chief towns, English appears to be used as the prevailing medium of instruction. In the country districts both media are used, and many schools begin by teaching the child through the home language medium.
- (7) Many teachers are not as yet well qualified to teach through the Afrikaans medium.