A Brief Report to the Adams College Advisory Board.

I have the honour to present to you the following brief description of the activities of our High School Department.

1. You may be aware that under the auspices of the Natal Education Department the following types of secondary schools are open to the Native student in this Province, namely,
   (a) A high school course with an academic bias
   (b) A high school course with an industrial bias, this being of two kinds, one for girls emphasising subjects such as Cookery, Laundry, Needlework, Housewifery and other subjects connected with Domestic Science, and another for boys including training in Cabinet-making, Building Construction, etc.
   (c) A high school course with a Commercial bias including subjects like Book-keeping, Shorthand and Typewriting, Business Methods, etc.

2. In our High School Department provision is made for both an academic and an industrial course. About the latter you will hear from Dr Brueckner who is in charge of that side of our work. My remarks will be confined to the academic section of which I have the honour to be in charge.

3. On its present basis our academic high school course has been in existence since 1924. At that time the then Principal, Rev. A. E. Le Roy, realised after experimenting with different types of courses, that there was a demand among the Native people of this Province for a more strictly academic course leading at first to the Junior Certificate of the University of South Africa and later to the Matriculation examination of the Joint Matriculation Board. He was, of course, quite aware of the limitations of these courses which were not designed with the needs of the Native population in mind, but rightly or wrongly the Native student has no great love
for courses specially adapted to so-called Native needs but which are not brought into line with those approved for other sections of the population. Accordingly in 1924 a beginning was made with a Standard VII class of 25 boys. Our first Junior Certificate candidates took their examination in 1926. By 1931 our work had progressed so far that we were able, again in response to insistent demands on the part of the Native people, to introduce Matriculation classes, and the extent to which our Native students have taken advantage of the facilities provided here for a secondary education may be gathered from the fact that for a few years now our average enrolment is regularly over 156; the numbers in our present classes being as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Standard VII</td>
<td>52</td>
</tr>
<tr>
<td>Standard VIII</td>
<td>44</td>
</tr>
<tr>
<td>Junior Certificate</td>
<td>43</td>
</tr>
<tr>
<td>Matriculation</td>
<td>18</td>
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</tbody>
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Making a total of 157.

Our Junior Certificate is a three-year course after Standard VI and our Matriculation Course a two-year one for those who have passed the Junior Certificate or equivalent examinations. The Junior Certificate, of course, to be a two year course after Standard VI, but the peculiar difficulties of our pupils—varying standards of attainment by those entering Std.VI the language difficulty, etc.—make it necessary for us to run a Std.VII class which is really a kind of glorified Std.VI intended to break in our new recruits and to bring them up to something like the same level before they begin the Junior Certificate course proper. Moreover a fair number of students come to us because they have failed to gain admission into a Training College; these leave as soon as they have completed their Std.VII.

To avoid retardation of brighter pupils we reserve the right of promoting, with the approval of the Education Department, students of outstanding ability to Std.VIII, and in one or two cases where this has been
done in the past the experiment has proved entirely satisfactory.
Our examinations are partly internal and partly external. Thus the Natal
Education Department examine our Std.VII, we examine internally Std.VIII
and First Year Matric., while our Junior Certificate and Matriculation
classes take the examinations of the University of South Africa and the
Joint Matriculation Board respectively. Our examination results have on the
whole been satisfactory, and apart from difficulties which can quite natur­
ally be laid at the door of their environment and background, the courses
we are following do not seem to present any unusual difficulties
to our students. These remarks apply more particularly to the Junior Certif
icate course with which we have had a longer experience. Our Matriculation
course is still much more in the experimental stage, but even here evidence
from other Native schools seems to point to the fact that this course is
not beyond the mental capacity of the native student, as is so often errone­
ously supposed.

**Staff.** We have a staff of eight full-time teachers, two European and six
Bantu. In addition to this six members of the Training College Staff do
part-time teaching in the High School, and several of our teachers also do
some work in the Training College, the balance of the exchange put us in
debt to the latter to a considerable extent. This debt will be considerably
reduced by two additional appointments to Staff which have just been approv­
ed by the Education Department, one full-time Afrikaans teacher and a Science
teacher.

**Students.** Our students are drawn from all over the Union of South Africa,
while we have a fair number of students from the British Protectorates and
Southern Rhodesia. This means, amongst other things, that we have to provide
vernacular instruction in at least three of the main Bantu languages in
South Africa, Zulu, Xosa and Sesuto. Those who do not belong to these groups
are compelled to take one or other of these languages because their numbers do not justify our running special courses for them. In fact one of our main problems is that of attempting to avoid overloading our courses with languages, for where the white student is normally faced with the two official languages and perhaps a foreign language, the native student must add to these his home language, which means that his high school course includes not less than three languages, of which two are foreign. Afrikaans as a second foreign language is today much more popular with our students, but it has not yet entirely displaced Latin.

Broadly speaking,

1. One of the official languages - literature
2. Home language - human literature, history, geography
3. Mathematics - history, physics, natural science
4. Science - Latin
5. Foreign language - Latin
6. One or two other subjects - home

Other studies