

CHAPTER X.

THE HISTORY OF THE TRAINING OF COLOURED TEACHERS IN THE TRANSVAAL.

1. THE RECRUITMENT AND TRAINING OF EUROPEAN TEACHERS IN REPUBLICAN DAYS.

A small number of teachers accompanied the Voortrekkers on their pioneering journey to the interior and these teachers performed the very onerous task of educating the youth while on trek. Not only did they instruct the Voortrekker youth in the fundamentals of reading and writing, but they were largely responsible too for giving religious instruction.

The Boer communities were at all times concerned about the need for more teachers. The Trekkers who had gone to Orligstad and had been subjected to twelve years of hardship and wandering, had the education of their children uppermost in their minds, and in 1848 directed a letter to "De Hollandsche Handel en Verrygtschappy te Vlaardingen". In this letter they stated that "Een Leeraar is de voornaamste behoefte omtrent onze zedelijke aangelegenheden, goede onderwyzers voor de jeugd even noodzakelyk".¹⁾ A teacher from Holland, H.T. Böhmann, was sent out to serve this community, but he proved a failure and was completely disinterested in teaching.²⁾ In 1849 Dr. J. Spyker pointed out "er is dringende behoefte aan onderwijzers".³⁾ Although three teachers had in that year been obtained from Holland, there was immediate need for at least four more, "aan de

1) Engelbrecht, G.P.: "Gesk. Ned. Herv. Kerk van S.A. (1930) I, Byl. VII, VIII.

2) Voortrekkerargiefstukke, p.376 : 397-400

3) Laubs Collection, Band 4, III/ 1181: 8.3.1849 (T.A.)

andere zyle van de Oranje Rivier.¹⁾

The scarcity of teachers continued throughout the whole period of the Voortrekker regime in the Transvaal. In 1856 Dr. S.N.H. van Zweel wrote to General Pretorius as follows:- "Bedroevend is het, dat er onder Wlieden zoo weinige Leerzars en onderwijzers zijn, om in geestelyke en zedelyke kennis te onderrichten."²⁾ In 1898 Dr Mansvelt the Superintendent of Education in the Z.A.R. commented on "het reeds lang bestaande gebrek aan bekwame en bevoegde onderwyzers".³⁾ He went on to point out that in spite of all his efforts to obtain suitably qualified teachers for the community "de aanvraag blyft den aanvvoer en het aanbod steeds verre overtreffen."⁴⁾ In spite of appeals made to the Orange Free State and the Cape Colony, the supply from these sources remained negligible as in both these territories there was a shortage of teachers, and were compelled to import teachers from overseas.⁵⁾ The Z.A.R. thus depended upon locally trained teachers as well as upon teachers imported from Holland. But as Mansvelt pointed out, "ook uit Nederland was de toevvoer van goede onderwyzers geheel onvoldoende."⁶⁾ Mansvelt must have been exasperated, for at the end of his period of office he could but state:- "Ik heb, door de aanbeveling tot het stichten van onderwyzersbeurcen, door het vormen van Normaalklassen en door myn aanbeveling tot het instellen van Normaallessen over

1) Laubs Collection, Band 4, III/1191 : 2.3.1843 (T.A.)

2) SB 7R 1005/56: S.N.H. van Zweel - Kom. Gen. Pretorius, 20.3.1856 (T.A.)

3) Verslagen van den Staat van het Gesubsidieerd en van het Staats-onderwyk in de Z.A.R., 1898, p.4.

4) Ibid.

5) Ibid.

6) Ibid.

het geheele land, gedaan wat in myn vermogen was om het aankweeken van onderwyzers uit de zonen en dochteren des lands te bevorderen, doch zoolang eigen krachten nog niet voldoende zyn, zyn wy van het buitenland afhankelijk en de dierbaarste belangen der natie word benadeeld, wanneer men niet de bruikbare en vertrouwbare krachten uit het buitenland door alle wettige middelen tracht te trekken.¹⁾

In 1897 but 40% of the 687 teachers in the Transvaal had some qualification, and at the time of the outbreak of the Anglo-Boer War the number of qualified teachers did not exceed 46%.²⁾

John Robinson, who was at one time Director-General of the schools promoted by the Witwatersrand Council of Education and Secretary of the Transvaal Technical Institute, wrote scathingly at the time on the incompetence of some of these teachers. He said:- "Teachers are holding positions owing to personal influence without regard to their qualifications. There are teachers who are unable to sign their own name properly, who cannot spell the words 'Pretoria' or 'Potchefstroom' without a mistake and who do not know the difference between a noun and an adjective."³⁾

Out of 187 teachers employed at schools in Johannesburg in 1895, only 46 held teachers' certificates.⁴⁾

There were, however, some very good teachers and some of these were employed in the private schools.⁵⁾ This

1) Verslagen van het Gesubsidieerd en van het Staats Onderwys in de Z.A.R., 1896, p.5.

2) Ibid.

3) Report of Dept. of Educ. 1900-1904 : Transvaal and O.R.C. Appendix XV, p.57.

4) Report of D. of Educ. 1900-1904 : Transvaal and O.R.C. Appendix XV, p.60.

5) The Johannesburg Times, 16.4.1898 : Mansvelt's Educational Policy.

compelled Miss H. Orr to consent in 1895 thereon. Her speech was reported in "The Johannesburg Times" as follows:-
"Although some few purse proud individuals thought it necessary to send their children away from home to Europe and elsewhere to be educated, she saw no reason why ordinary folk in which she included the majority of respectable Johannesburg citizens should not be satisfied with the advantage to be obtained at the local schools for their boys and girls, as everything that would be necessary for them in after life was taught in the principal schools; in fact, the lists of the successful candidates published in last Saturday's papers spoke for themselves".¹⁾

In order to alleviate the shortage of trained teachers steps were taken to institute classes for the training of teachers locally.

During the brief occupation of the Transvaal by the British from 1877 to 1881, Dr J. Vacy Lyle was directed "to enquire into the condition of education in the territory at the time, the laws regulating it, and the adaptability of those laws to the wants of the people and the circumstances of the country". He brought out a lengthy report in which he recommended that at the schools at Pretoria and Potchefstroom a measure of teacher-training be introduced.²⁾

When Dr S.J. du Toit became Superintendent of Education of the newly liberated Boer Republic he drafted a new education law in 1882.³⁾ He made provision for the

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- 1) The Johannesburg Times, 17.7.1895: Report of Miss H. Orr's speech.
 - 2) Transvaal Government Gazette No.95, 7.1.1879: Report on the Conditions of Education in the Transvaal, 16.11.78 by J. Vacy Lyle.
 - 3) Staats Courant (S.A.R.) 18.5.1882, Net No.1, 1882. See also : "De Volkstem", 25.10.1886 on the work of S.J. du Toit.

establishment in Pretoria of an institute for Higher Education. This institute was to provide the necessary instruction for the training of teachers and of public servants. The institute was opened in 1883 with W. Louis of Potchefstroom as principal, and had an interesting career until it merged with the State Gymnasium in 1887.¹⁾

This institute, however, produced negligible results in so far as the training of teachers was concerned.

It was thus left to Dr Nicolaas Mansvelt, who succeeded S.J. du Toit as Superintendent of Education in 1891 to bring to fruition a system of teacher training for the Transvaal. In 1892 a new education law was promulgated, the last of the educational enactments of the Z.A.R.²⁾ In this law provision was made for "het stichten van eene inrichting voor Hooger Onderwijs, voornamelijk ter opleiding van ambtenaren en onderwijzers".³⁾ As a result, the "Staatsmodelschool" was opened in August 1893 with F.W. Wagner as principal, to serve as a training school for male student teachers.⁴⁾ This institution made a promising start and produced 16 teachers in the short period of its existence, which came to an end with the outbreak of the Anglo-Boer War.⁵⁾

Provision for the training of women teachers was made at the "Staatsmeisjesschool", which was opened in

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- 1) (a) Lugtenburg, A.H.: "Geschiedenis van die Onderwys in die S.A.Republiek, 1836-1900" p.109 - 120.; (b) V.V.O.O.Z.A. Gedenkboek, p.77 - 88. The first attempt at an institute for Higher Education in the Transvaal was made by Pres. Burghers in 1874 when he established an institute at Pretoria. The scheme was in advance of the times and was foredoomed to failure; (c) Pot, A.K.: "Honderd Jaar Onderwys in Transvaal", p.38.
2) Staats Courant (Z.A.R.) 1.6.1892, Vet No.8, 1892.
3) Ibid, Vet 8, 1892, Art.1(c)
4) Coetzee, J.G.: "Onderwys in Transvaal" (1838-1937) p.67.
5) Pot, A.K.: "Honderd Jaar Onderwys in Transvaal", p.43.

in October 1894.¹⁾ This institution produced 43 female teachers who received the Teachers' Third Class Certificate, while some forty students were in training at the time of the outbreak of the Anglo-Boer War, when the activities of this institution came to an end.²⁾

During the course of the protracted struggle between Boer and Briton which lasted from 1899 to 1902, the established educational system in the Transvaal virtually came to a standstill. Many of the Boer teachers joined the commando forces, while many of the children in the rural areas were concentrated in camp schools. The teachers who had been brought over from Holland returned to their homes or they threw in their lot with the Boer forces or remained in the towns but refused to take the oath of allegiance to the British. "The army of European teachers melted away", said Sargent.³⁾ The British authorities intent upon a policy of anglicising the Boers, introduced English men and women teachers from all quarters of the British Empire.⁴⁾ These teachers were to perform their duties with tact and diplomacy.

2. THE RECRUITMENT AND TRAINING OF EUROPEAN TEACHERS DURING THE CROWN COLONY PERIOD AND THEREAFTER.

Not only were English teachers imported into the Transvaal during and after the cessation of hostilities, but Sargent and his successor as Director of Education,

1) Coetzer, J.G.: "Onderwys in Transvaal (1838-1937)" p.67.
2) Bot, A.K.: "Honderd Jaer Onderwys in Transvaal," p.43.
3) D. of Ed. Report : Transvaal and O.R.C. 1900-1904, p.18.
4) Ibid.

Fabian Ware, immediately after the war, concerned themselves with the establishment of State Normal Schools. Sargent contended that "the training of teachers lies at the root of all the best growth of education", and the first students¹⁾ were admitted to a course of training on 2nd September 1902.

The whole object of the education in the Transvaal had to be orientated "to win over the young generation of Dutch Afrianders to English ways of thought and speech and English ideas of truthfulness and loyalty."²⁾

In the camp schools Dutch teachers were where possible replaced by Britishers and throughout the Transvaal an attempt was made to enlarge the proportion of English teachers even in preference to Scottish teachers.³⁾ At Pretoria the Dutch Cost-Kind School was taken over by the British in 1901; so too were the schools at Klerksdorp, Balmoral, Middelburg, and elsewhere.⁴⁾ In all schools Dutch was banished as a medium of instruction, except for religious teaching.⁵⁾

The aims of the British authorities in the newly conquered Transvaal Colony were best expressed in a memorandum from Sargent to Milner on 14th June 1901. He stated: "We must appeal to England, and ask the sisters and daughters of those who have been fighting for the Empire to come out and complete that part of the work which their male relatives are unable to accomplish. Our military policy has gathered the greater part of the child population into these camps,

1) D.of Ed.Report:Tvl.and O.R.C. 1900-1904, p.14.

2) Otto, J.C.: "Die Konsentrasiekampe gedurende die Anglo-Boere Oorlog, 1899-1900 (Unpublished B.Litt.thesis, Univ. of Pretoria, 1948) p.276.

3) Col.Sec.1027: Miscellaneous Educ.MattersIII, Sargent to Fiddes and Wilson, 10.2.'01.

4) Cd 893 - 1902, p.135-136, 162, 144, 150.

5) Cd 819 - 1902, p.170-172.

and, as you will see from my report, I feel that the opportunity during the next year of getting them all to speak English is golden.

"That we want out here at present are women, thoroughly good teachers and of patriotic mind.... in order that they might teach the children of the burghers our language and our ideals..... But I have great hopes that many of these teachers who undertook special service would stay to go on with the work of education in the Colony, or even to marry and become the mothers of children who would be taught to understand the greatness of the English Imperial Idea".¹⁾

For Dr Kendal Franks, the Inspector of Camp Schools, there was only one solution to the problem of anglicising the dissident Dutch population and that was that in all the schools in the burgher camps "the headmaster should be a loyal Britisher, and, if possible, at least half of his assistants should be the same."²⁾

Through the scarcity of English teachers, Sargent was compelled to employ Dutch teachers and this he did with great reluctance. In October 1901 he asked for the importation of twelve headmasters from Britain because he wanted the right tone imparted into the scholars, and because his educational work was hampered "through having to use as instruments of education persons of whose loyalty (he) was not fully persuaded."³⁾⁴⁾ In some instances it was found

1) Report of D. of Ed.: Transvaal and O.R.C., 1900-1904, Appendix III, p.10 - 11.

2) Cd. 819 - 1901, p.298.

3) Col. Secr. to Transvaal Admin. 3172 - 13.7.'01.

4) Col. Secr. to Transvaal Admin. 5445 - 15.10.'01.

necessary to discharge teachers for disloyalty.¹⁾

Sargant's appeal did not go unheeded, and British teachers came to the Transvaal from England, Canada, Australia and New Zealand.²⁾ These teachers came "in gallant response to an appeal," but they had to face a Dutch public, "hostile to teachers who could not speak their language".³⁾

The flow of British teachers to the Transvaal continued steadily and a year after the peace of Vereeniging there were already 356 British teachers engaged in the Transvaal.⁴⁾ The numbers were, however, insufficient and more were needed.⁵⁾ British male teachers, in particular, were dissatisfied with their conditions of service and demanded higher salaries than it was possible for the Colony to pay, and this served to deter others from coming to the Transvaal. It was for this reason that the Director of Education requested that "King's Scholarship Candidates" be sent from England to the Transvaal to complete their training at local normal schools,⁶⁾ but the Colonial Secretary was ill disposed to the suggestion.⁷⁾

It was thus in a large measure due to the inadequacy of the supply of teachers from Britain that the authorities in the Transvaal decided to establish institutions for the training of teachers locally. The matter was first raised at an Inspectors' Conference at Pretoria in November 1901 when it was found that there were no candidates from the Transvaal who wished to enter for the teachers' examinations

1)(a) Cd 393 - 1902, p.119, 121; (b) Cd. 319-1901, p.352 and Sec.-Transvaal Admin. 1227/1902.

2) Report of the D. of Ed. Tvl. and C.R.C. 1900-1904, p.8.

3) The Milner Papers II, p.278.

4) Report of D. of Ed. Tvl. and C.R.C. 1900-1904, p.19.

5) Cd. 893 - 1902, p.13.

6) Col. Sec. to Tvl. Adm.: 5102/03 - D. of Ed. to Col. Sec. 9.5.'03.

7) Ibid, Ass. Col. Sec.- to Ass. Director of Ed. 13.6.'03.

conducted by the Cape Department of Education.¹⁾ This expedited the establishment of the Normal College at Pretoria, which came into existence on 2nd September 1902, when the first student- a Dutch girl- came into residence. At the end of the month there were 13 students on the roll, and when the Christmas vacation arrived at the end of the first term there were 19 women students.²⁾

The initial organisation was undertaken by one of the district inspectors, Mr. H.S. Scott, until the arrival of J.E. Adanson from England, who took over the principalship in November 1902. The institution was established at Sunnyside, where two dwelling houses were occupied. These houses were used as classrooms and hostels for the students in training.³⁾

The entrance requirements for a course of training was quite low in the beginning. No special qualifying examination for entrance had to be passed. Candidates were admitted on the recommendation of the district inspector of schools or the Normal College authorities, and all that was required of entrants was "a fair standard of proficiency in English and Arithmetic."⁴⁾

By 1903 there were 71 students to whom Third Class Teachers' Certificates were granted. Of this number only 13, i.e. 17%, were up to matriculation standard at entrance.⁵⁾ The standard of general education of the others at entrance was low and the course of training had to be more of a practical nature." Instead of being largely professional,

1) Col. Sec. to Transvaal Administration : 396/02.

2) T.E.D. Report, 1903 : p.52.

3) T.E.D. Report 1903, p.52.

4) Ibid, p.55.

5) Ibid, p.55.

i.e. a consideration of educational values, principles and methods, it was necessary to make it largely tutorial. Of course, every effort was made to develop the habit of reflection on the principle of teaching and education, and thus to fulfil in some measure the functions of a Normal Institution, but it is necessary to know something before you can appreciate why and how you teach it."¹⁾

The work at the Pretoria Normal College was soon extended and by 1904 it included vacation courses for teachers in service. The Director of Education could thus write in 1904 that this Normal College was a place to which teachers could continually return in order to increase their theoretical and practical knowledge and to mix with others of their profession who had been working under different conditions.²⁾

In October 1902 a Normal College was also opened at Johannesburg under the control of Dr E. Mullin.³⁾ The institution was established in two rooms of a building on Von Brandis Square, and fourteen students were enrolled. Plans were made in December of that year to purchase a plot of ground of seven acres for £9,000 and erect a permanent building thereon.⁴⁾ Dr Mullin died early in 1903 and the Principal of the Pretoria Normal College took charge of the Johannesburg institution as well and he visited the latter institution regularly once per week.⁵⁾ This arrangement

1) T.E.D. Report 1903, p.55, op.cit.

2) Report of the Dir. of Educ.: Tvl. and O.R.C., 1900-1904, Appendix XXI, p.95 - 96.

3)(a) T.E.D. Report, 1903: p.52-53. See Tvl. Administration Reports for 1902, Ed. Dept. re Normal Colleges; (b) Report of Dir. of Educ.: Tvl. and O.R.C. 1900-1904, p.36.

4) (a) Executive Council : Minutes 2-3 Dec. 1902, para. 702, p.162
(b) Ibid., minutes 31-23 January 1903, para. 22/p.9.

5) (a) T.E.D. Report 1903, p.52 - 53.

(b) Transvaal Administration Reports for 1902 : Ed. Dept.

did not prove satisfactory and it was decided to amalgamate the two colleges into one institution. On 19th March 1903 the Johannesburg institution was closed and all its students transferred to the Pretoria institution, which now became known as the Transvaal Normal College.¹⁾

John E. Adamson relinquished the principalship of the Transvaal Normal College in 1905 to become Director of Education, a post which he occupied with distinction until 1924. As Director of Education he devoted much of his energies to improving the facilities for the training of teachers and it was during his term of office that a great extension in the facilities for the training of teachers in the Transvaal took place. Gradually the requirements for admission to the course of training were raised and the number of institutions increased.

In February 1909 the Normal College in Johannesburg was re-established and Inspector F.H. Thompson acted as principal until July 1909, when Keith MacGregor assumed duty as permanent principal.²⁾ It was at first decided that the College would not provide hostel accommodation but would only admit day scholars. It was decided later, however, to provide residential facilities as well and a³⁾ hostel for about forty students was established in 1909. The hostel was, however, closed at the end of the same year, to be re-opened only several years later.⁴⁾ In the same year a Normal College was established at Heidelberg, and

1) T.E.D. Report 1903, p.52 - 53.

2) (a) Minutes of the Wit. Central School Board, 28.3.1908.
(b) Ibid, 26.3. 1909 ; (c) T.E.D. Report 1909, p.1,187;
T.E.D. Report 1910, p.145.

3) T.E.D. Report 1910, p.203.

4) (a) Minutes of Council of Education : 13.2.1909, Acq.295.
(b) Minutes of the Wit. Central School Board, 3. 9. 1909.
(c) T.E.D. Report 1910, p.203 - 3.

in 1921 the Potchefstroom Teachers' College came into being,¹⁾ while in the same year a Normal College was also established at Ermelo.²⁾

In his report for 1910 the Director of Education stated that the corporate life and the traditions of a normal College, as of any other educational institution, depended for their creation and maintenance largely on the presence of residential students, and therefore, it was desirable to have hostels attached to all the normal colleges.³⁾

Prior to the opening of these Normal Colleges, provision was made for a preliminary course of training for students preparatory to their admission to these institutions.⁴⁾ At Johannesburg the Junior Student Centre was established, where women recruits, who would later become teachers, were concentrated. This Centre had the status of a high school.⁵⁾ At Ermelo a Preliminary Training Centre was established where students spent two years preparatory to their admission to the Normal College.⁶⁾ At Potchefstroom there was a similar arrangement.⁷⁾

One of the most important developments in the educational system of the Transvaal occurred in 1909, when comprehensive regulations for the training of teachers and the award of teachers' certificates were formulated and enforced.⁸⁾ The Director of Education at the time, John E. Adamson, referred to these regulations as embodying / the

1)(a) Die Onderwysberoep in Transvaal (T.E.D.1942) p.4.

(b) T.E.D. Report 1922, p.49.

2) T.E.D. Report 1922, p.48. This College was subsequently closed.

3) T.E.D. Report 1922, p.203.

4) T.E.D. Report 1908, p.23; Ibid, 1922, p.48, 54.

5) T.E.D. Report 1910, p.79.

6) T.E.D. Report 1922, p.46.

7) T.E.D. Report 1922, p.54.

8) T.E.D. Report 1909, p.17.

fundamental and essential principles of any sound system of professional training."¹⁾

As from 1909 three grades of teachers' certificates were issued. These were the third, second and first class certificates, "representing respectively an empirical, a scientific and a philosophical acquaintance with the aims and methods of sound teaching."²⁾ The Third Class Certificate or T.3 was within the reach of the normal college student who had reached a matriculation standard or thereabouts in his general education and had for a year concentrated his attention on the practice of general teaching. The T.2 Certificate connoted a higher standard of general education - the inter B.A. standard - and a more systematic enquiry into the scientific bases of method. The First Class Certificate or T.1 was intended "for the intelligent schoolmaster of some years experience, who had read fairly widely in the literature bearing upon his profession, and had thought out for himself the educational problems and issues involved in his daily task."³⁾

From the beginning the students at the normal colleges visited schools for practice teaching.⁴⁾ The university connection was stressed almost from the beginning. In his report for 1908, the Director of Education remarked: "I look especially to the association of the Normal College at Pretoria with the Transvaal University College for a raising of the academic and professional standing of the teaching staff. Intending teachers can take a post-matriculation

1) T.E.D. Report 1909 (TG '6, 1910) p.18.

2) Ibid.

3) Ibid.

4) T.E.D. Report 1910, p.205 - 6.

course at the Transvaal University College..... before they go through their strictly professional training at the Normal College.¹⁾

By 1919 a system had been fully established at Johannesburg and Pretoria by which student teachers enjoyed a combined University and Normal College training.²⁾

By 1918 all the Normal Colleges reported satisfactory progress,³⁾ although the Principal of the Pretoria Normal College felt that defects in the work at his college were firstly, that the staff was "getting out of touch with the methods and experience of other countries", and secondly, that very little research work and educational experiment had been conducted.⁴⁾

In 1920 amendments were made to the syllabuses and courses of training at the Normal Colleges.⁵⁾

At the present time there are four normal colleges in the Transvaal providing teacher training for Europeans. These institutions provide courses of two years', three years' and four years' duration. The two years' course leads to the Transvaal Teachers' lower Diploma. The three years' course consists, broadly speaking, of one year at the University followed by two at the Normal College and leads to the Transvaal Teachers' Diploma. The course of four years' duration is taken partly at the University and partly at the Normal College, and leads to a degree and the

1) T.E.D. Report 1908, p.83.

2) T.E.D. Report (Dutch Ed.) 1919, p.18.

3) T.E.D. Report 1918, p. 77 - 83.

4) T.E.D. Report 1918, p.83.

5) T.E.D. Report 1920 (Dutch Ed.) p.101.

Transvaal Teachers' Diploma.¹⁾ The academic training of student teachers takes place at the University, while the professional training is conducted at the Normal College. Provision is made at the Normal Colleges for students with a particular bent or leaning to specialise in the teaching of music, art, handicrafts, domestic science, physical culture, Junior work and backward children.²⁾

Apart from the training at the Normal Colleges under the control of the Transvaal Education Department, there is another form of training, which can be taken at the Universities of Pretoria and Potchefstroom.³⁾

In 1937 the Provincial Commission of Enquiry into the conditions of education in the Transvaal reported that the normal colleges for European teachers kept pace with modern developments in education and the constantly changing requirements of the province.⁴⁾

3. THE FIRST ATTEMPTS AT THE TRAINING OF COLOURED TEACHERS IN THE TRANSVAAL.

When the Coloured schools were established in the Transvaal, these schools were staffed by European and Coloured teachers. The latter were imported from the Cape Colony. In 1903 five Coloured teachers were imported and as the facilities for Coloured education were increased, more Coloured teachers were imported from the South. Some of these teachers were certificated, while others were not.⁵⁾

1) The Teaching Profession in the Transvaal: T.E.D. Pamphlet, 1942, p.6 - 7.

2) Ibid, p.8.

3) Ibid, p.8: See also current calendars of the University of Pretoria and University of Potchefstroom for C.H.E.

4) TP No.5 - 1939, para. 149.

5) C.S. Kooman, one of the first Coloured teachers to enter the Transvaal was not fully qualified, but was granted a Provisional licence to teach Manual Training for one year from 1.1.1906. This certificate, issued by the T.E.D. under the signature of J.E. Adamson, dated 1.1.1907, is in possession of the writer.

In 1920 the Coloured schools were staffed by 59 European and 64 non-European teachers.¹⁾ Although some of the European teachers at Coloured schools were well qualified, a considerable proportion had no teachers' certificate.²⁾ Of the non-European teachers about 40% were not certificated.³⁾ The problem of recruiting teachers for the Coloured schools was a difficult one.⁴⁾ It was generally felt, too, that these Coloured schools ought to be staffed entirely by Eurafrikan teachers.⁵⁾

In order to alleviate the problem of recruiting teachers for the Coloured schools a post-primary school was started at Vrededorp in 1919. This school was to provide secondary education for Coloured pupils, who would at a later stage be trained as teachers.⁶⁾

The idea of establishing an institution for secondary education for Coloured children was mooted as early as 1911, but did not come to fruition until eight years later.⁷⁾

On 6th August 1919 the "Eurafrikan Normal School" was opened in an iron building in 24th Street, Vrededorp, Johannesburg, with Mr. W. Wells, B.A. as teacher and acting-principal. Eight girls and one boy were enrolled as the first pupils.⁸⁾ Later in the year an additional student was enrolled, bringing the total to ten.⁹⁾ Instruction beyond the Std.VI level was given in the following subjects, viz:- Algebra, Geometry,

1) T.E.D. Report 1920, p.61, clxii - clxv.

2) T.E.D. Report 1920, p.62.

3) T.E.D. Report 1920, p.62.

4) T.E.D. Report 1920, p.62.

5) T.E.D. Report 1918 (Dutch Ed.) p.47.

6) Minutes of the Wit. Central Sch. Board, 3.3.1911.

7) Minutes of the School Management Committee, 3.3.1920.

8) Logbook of the Eurafrikan Normal School from 6.8.1919 to 10.12.1926, entry 6.8.1919.

9) Ibid, Inspector's Report, 26.11.1919.

Arithmetic, Latin, English, History and Science.¹⁾

Mr Wells remained at the school for one term only, for on 14th October 1919 Mr S. Shepherd commenced duties as teacher and principal.²⁾ It is evident from the first Inspector's Report, dated 26th November 1919, that the instruction of the children in the beginning had to be undertaken under difficult circumstances. Of the ten pupils on the roll, only five could cope adequately with the work and much revision of Std.VI work had to be done.³⁾

There was no apparatus for Science teaching and consequently the treatment of this subject had to be carried out without experiment or practical demonstrations.⁴⁾ In this early period, too, the equipment and school stock were totally inadequate, and such materials as there were, were left lying on the floor or in the pupils' unlocked desks.⁵⁾ A teacher's desk was urgently needed and also a cupboard in which to store the school material.⁶⁾ The neighbourhood in which the school was situated left much to be desired and on 8th December 1919 the principal reported that the school building had been broken into during the previous week-end and the whole stock of school material had been carried away! For a time the instruction of the pupils had to proceed without books, pencils or paper.⁷⁾ The building, too, was most unsuitable. Not only were the books constantly disappearing, but no less than 57 window panes were

1) Logbook of the Durafrikan Normal School from 6.8.1919 to 10.12.1926, Inspector's Report, 26.11.1919.

2) Ibid, 26.9.1919; 14.10.1919.

3) Ibid, Inspector's Report 26.11.1919.

4) Ibid.

5) Logbook of the Durafrikan Normal School, entry 14.11.1919.

6) Ibid, Inspector's Report, 26.11.1919.

7) Ibid, entry 8.12.1919.

broken, and in spite of repeated requests made by the principal to the School Board and the owners of the property, no action was taken.¹⁾

Of interest are the following remarks of the principal in regard to the unsatisfactory state of the building and the trying conditions under which instruction had to be given. On 18th February 1920 he reported: "School dismissed early today. The smell arising from what I imagine to be the dead body of some animal under the floor of the building is unbearable. The matter has been reported to the School Board and the Sanitary Authorities".²⁾ The following day the dead body of a dog was removed from beneath the floor of the building; the building had to be disinfected and the school was closed for several days.³⁾ The unsatisfactory state of the building was a matter to which the principal contently referred. In an entry in the School Journal dated 19th March 1920, he stated that the broken windows had not been mended and that the wind and rain had caused great inconvenience and "being injurious to the health of pupils and myself."⁴⁾

During the second term of 1920 the enrolment at this school was enlarged as a result of a decision of the authorities to concentrate there all Standard VI pupils from Coloured schools in the Witwatersrand Central School Board Area.⁵⁾ On 7th April 1920 an additional 25 pupils were

1) Logbook of the Eurafrikan Normal School, entry 11.2.1920.
2) Ibid, entry 18.2.1920.
3) Ibid, entry 19.2.1920.
4) Ibid, entry 19.3.1920.
5) Ibid, entry 23.3.1920.

enrolled,¹⁾ and an adequate supply of books and equipment was received.²⁾ On 10th May 1920, an additional teacher, Mr Samuel Schiller, was appointed to assist the headmaster.³⁾

The Std. VI pupils who had come from other schools were very backward and had to receive extra coaching. It was, therefore, decided to shorten the winter vacation.⁴⁾

The enrolment at this school gradually increased during the second half of the year as a result of a decision to abolish Standard VI classes at a number of Coloured Schools on the East and West Rand, and at the commencement of the fourth term of 1920 this institution became a three-teacher school. The Director of Education was thus able to report at the end of the year that the school was "developing well".⁵⁾

On 28th February 1921 the then Director of Education and Mr F. Handel Thompson visited the school and it was decided to institute a four years' course of training for Coloured teachers at this institution. The course would prepare students for the European T3 certificate. The first three years of the course would be of an academic nature, while the fourth year would be wholly professional.⁶⁾

A start was made with this course of training only in the second term of 1921, after the school had been visited on 22nd March of that year by Messrs. MacGregor and Garnett, Principals of the Johannesburg and Pretoria Normal Colleges

1) Logbook of Eurafrikan Normal School, entry 16.4.1920.

2) Ibid, entry 23.4.1920.

3) Ibid, entry 10.5.1920.

4) Ibid, entry 20.7.1920.

5) T.E.D. Report 1920, p.62, clxv; see also Logbook of the Eurafrikan Normal School, entry 18.10.1920.

6) Logbook of the Eurafrikan Normal School, 26.2.1921.

respectively, and they had prescribed the curricula, standard of examination and formulated regulations for the issue of certificates.¹⁾ The first examination for Part I of the T.3 certificate was to be taken at the end of 1922 by the students, who at the end of 1921 were in the highest classes.²⁾

At the end of 1921 a start was also made with instruction in Afrikaans by the appointment on 4th November of that year of a Mr Carolla, as visiting teacher of Afrikaans.³⁾

In his Inspection Report for 1921, Mr F. Handel Thompson commented as follows on the institution:- "The school is still very badly housed, while the numbers continue to increase. It is most essential that the School Board should consider at the earliest possible opportunity the question of providing satisfactory accommodation for the school. The question of staff is still more or less unsettled and quite unsatisfactory."⁴⁾ He found that "the Dutch of the scholars showed improvement". He wrote:- "The children have no difficulty in expressing themselves in Dutch, the language is generally not of a very good class of Afrikaans and their choice of words very limited."⁵⁾ There were two sections in Standard VI. There was an advanced section that was to take the Primary School Certificate Examination at the end of 1921, and a weaker section, that would not be fit for this examination until the end of the

1) Logbook of Eurafrikan Normal School, 22.3.1921.

2) Ibid, entry 22.3.1921.

3) Ibid, entries 12.8.1921 ; 4.11.1921.

4) Ibid, Inspector's Report dated 17.11.1921.

5) Ibid.

following year.¹⁾ At the end of 1921 there were 101 scholars on the roll, classified as follows, viz:- Form IV.....9;
Form III.....21; Form II... 25; Form I (Std.VI)...46.²⁾

When the school re-opened for the 1922 session there was an appreciable decrease in the enrolment, because of a decision taken by the Johannesburg Municipal Council that school children had in future to pay tramway fares, and many pupils had left school as their parents were unable to pay fares.³⁾ The result was that at the end of the year there were only 76 pupils on the roll. This number included not only those desiring to be trained as teachers, but all Coloured pupils who sought education beyond the primary stage.⁴⁾

On reading the school journal one is struck by the constant complaints regarding the unsatisfactory state of the school building and the inadequacy of the school equipment and materials. The school stock had been lying in packing cases as received for several terms as there was no place to store it.⁵⁾ Science equipment was made available only towards the end of 1922,⁶⁾ and on 10th November 1922 the principal reported that "a portion of the roof of the school building was blown off during the preceding night and rain found its way into the school."⁷⁾

On 5th December 1922 the examination for Part I of the T-3 certificate was held and eight students sat

1) Logbook of Eurafrikan Normal School, Inspector's Report dated 17.11.1921.

2) Ibid.

3) Logbook of Eurafrikan Normal School, entry 8.2.1922.

4) T.E.D. Report 1922, p.24.

5) Logbook of Eurafrikan Normal School, entry 15.9.1922.

6) Ibid, entry 27.10.1922.

7) Ibid, entry 10.11.1922.

for the examination.¹⁾ The results of the T-3 Part I examination - the first teachers' examination to be written by Coloureds in the Transvaal - was intensely disappointing. Not one student passed. Several were so disappointed that they discontinued with their studies; a few persevered.²⁾ Nevertheless, no candidates submitted themselves for examination at the end of 1923.³⁾ Only at the end of the following year, 1924, did four students sit for the examination.⁴⁾ Only one passed, namely M. Abdoola, who is at the present time teaching at the Bree Street Indian School, Johannesburg.⁵⁾

When Mr A.M. Robb inspected the school on 23rd November 1923 he wrote as follows:- "There are 74 pupils on the roll, of whom 65 were present on the day of my visit. The staff consists of Mr Shepherd (Principal), Miss Nicholson, Mr Nass, Mrs Goddard, Mr Gussons. With Forms II and III taken together as one class (roll 11) it will be seen that the school is very generously staffed.

"There is a lack of text-books for history, geography and arithmetic, the result being that much time is wasted dictating and copying down notes.... An attempt at practical work in the Sciences was commendable considering the inadequacy of the apparatus.... A library for the use of pupils is much needed."⁶⁾

1) Logbook of Eurofrican Normal School, entry 5.12.1923.

2) Ibid, entries 28.2.1923, 14.3.1923.

3) Ibid, entry 28.11.1923.

4) Ibid, entry 9.12.1924.

5) Ibid, entry 24.2.1925; also letter Principal, Bree Street Indian School to author, 17.8.1949.

6) Logbook of Eurofrican Normal School, Inspection Report, 23.11.1923.

In view of the disappointing results of the students at the T3- examinations, it was decided by the Education Department to draw up new schemes for the training of Coloured teachers.¹⁾ It was evident that the standard of training the students received at the Burafrican Normal School was not sufficiently high to enable them to fulfil successfully the requirements for the European Third Class Teachers' Certificate. As from the beginning of 1925 a new course of training was instituted at the school and students were from then on to be prepared for the Coloured Primary Lower Teachers' Certificate of the Cape Education Department.²⁾ This course of training, which was introduced at the Cape in 1924, was of two years' duration with Standard VI as the entrance requirement.

During 1925 provision was made for the practice teaching of students. As from 25th April 1925 students were required to give lessons regularly each week at the Vrededorp Coloured School situated in Krause Street. This school was situated near to the Burafrican Normal School and served also as a demonstration school for that institution.³⁾ During the year provision for instruction in physical training was also made.⁴⁾

At the end of 1925 a number of students presented themselves as candidates for Parts I and II of the Coloured Primary Lower Teachers' Certificate examination of the Cape of Good Hope Education Department.⁵⁾ The results of this

1) Logbook of Burafrican Normal School, entry 24.2.1925.

2) Ibid, entry 26.2.1925.

3) Ibid, entries 22.4.1925, & 27.4.1925.

4) Ibid, entry 13.5.1925.

5) Ibid, entry 11.12.1925.

examination were very satisfactory as only one student failed.¹⁾ Thus in this year the first certificates were issued to Coloured teachers who had received their training in the Transvaal. In the same year, too, the Coloured Teachers' Third Class Certificate was issued by the Transvaal Education Department to acting teachers in its service.²⁾

One thus finds that from 1925 onwards a system for the training of Coloured teachers was introduced in the Transvaal which was similar to that in the Cape Province. For several years Coloured student teachers in the Transvaal sat for the examinations conducted by the Cape Education Department.

In the course of time the training of the students was improved and more attention was given to teaching practice. In 1926 the principal reported that there was a great improvement in the style of the lessons given by students and in the manner of presentation.³⁾

The building which housed the Eurafrikan Normal School continued to be unsatisfactory and when a new building was erected for the Krause Street Coloured School in 1926, a number of classrooms was placed at the disposal of the former school.⁴⁾ In this way two institutions were housed in one building. This prompted the educational authorities to amalgamate the two schools into one institution. This occurred on 18th January 1927 when the amalgamation of the Eurafrikan Normal School and the Krause Street School became

1) Logbook of the Eurafrikan Normal School, entry 19.2.1926.

2) Coloured Teachers' Third Class Certificate issued to H.C. van Nagt, dated 20.1.1925 in possession of writer.

3) Logbook of Eurafrikan Normal School, entries 26.3.1926, 14.4.1926, 17.11.1926.

4) Ibid 3.8.1926, 12.8.1926.

an accomplished fact. The new institution was thenceforth known as the Eurafrikan Training Centre and Practicing School.¹⁾ Mr S. Shepherd, who was at the time principal of the Eurafrikan Normal School, was appointed headmaster of the amalgamated school,²⁾ while the person who had been the principal of the Krause Street School, Mr J.B. Serridge, had to break off his association with that school to take over the principalship of the Pretoria Coloured School.³⁾

The course of training for Coloured teachers which was commenced with in 1925 remained in force until the end of 1934.⁴⁾ With the rapid growth of Coloured education in the Transvaal it was felt that a course of training should be instituted which would meet more specifically the local needs of the Coloured People of the Transvaal and which would be of a more advanced nature than that of the existing course.

4. THE TRAINING OF COLOURED AND INDIAN TEACHERS IN THE TRANSVAAL, 1935 to 1940.

It had been felt for some time that Std. VI was not a sufficiently high standard for admission to a course of training. As a result of a decision taken by the Administrator in Executive Committee at the end of 1934, new regulations were drafted for the training of Coloured and Indian Teachers in the Transvaal.⁵⁾

The regulations provided for the training of teachers for a new certificate to be known as the Transvaal Coloured and Indian Teachers' Certificate.⁶⁾ The training for this

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- 1) Logbook of the Eurafrikan Training Centre and Practising School 18.1.1927,
 - 2) Ibid.
 - 3) Logbook of the Krause Street Coloured School, 10.12.1926.
 - 4) The training course was not confined to Coloureds only; Indians were also admitted to the Course of training.
 - 5) Administrator's Notice No. 589, 7.11.1934: Regulations Governing the training of Transvaal Coloured & Indian Teachers.
 - 6) Administrator's Notice No. 589, 7.11.1934: Regulations Governing the Training of Transvaal Coloured and Indian Teachers, p.1.

certificate commenced in 1935 and all students in training were thenceforth required to comply with the requirements for this certificate.

Whereas it had previously been the practice of admitting to the course of training all Coloured and Indian pupils who had passed Standard VI, the new regulations required students to be approved first by a selection board before being admitted to the course of training. Approved candidates could commence with the course of training only if they were in possession of the Transvaal Junior Certificate or its equivalent or had qualified for the supplementary examination of the Transvaal Junior Certificate in one major or two minor subjects.¹⁾ The training was to extend over a period of two years and where students had failed to make the necessary progress or had been found to be temperamentally unsuited for the teaching profession, the principal of the training institution was at liberty to discontinue their training.²⁾

The course of training comprised the following three groups of subjects, viz:-

Group I : (a) Afrikaans or English (Higher Grade), written and oral.

The oral work included recitation, reading and dramatisation, correct pronunciation and language usage.

The written work included the rules of grammar, the writing of compositions, a knowledge of literature and of

1) Administrator's Notice No.589, 7.11.1934: Regulations Concerning the Training of Transvaal Coloured and Indian Teachers, p.1, para. 3 - 4.

2) Ibid, p.2. para. 4, 5.

the methods of primary school teaching in respect of reading, writing, poetry, composition and spelling.

(b) Afrikaans or English, not already taken under (a) in the Higher or Lower Grade.

(c) Methods of teaching in Arithmetic, Geography, History, Nature Study, Science. Here were included general principles of method, the drawing up of schemes of work and the classification of subject matter as could be expected of a class teacher or principal of a small school.

(d) Theory, Organisation and Discipline. In this subject students were given instruction in the different methods necessary for the maintenance of order in the classroom and the cultivation of good habits; students were also instructed in the keeping of registers and record books and other documents required by a teacher as well as in the general principles of the Education Act.

(e) Physiology and Hygiene.

(f) Practical Teaching.

Group II : (a) Blackboard Work and Drawing.

(b) Music.

(c) Handicraft or Gardening.

The gardening included lectures and practical work in connection with beautifying the school grounds, sowing, transplanting, pruning of trees and shrubs as well as the preparation and treatment of cuttings and slips. Provision was also made for the practical work in the lay-out of experimental plots.

Group III: (a) Scripture, (b) Physical Training.

The examination was conducted by the staff of the Euroafrican Training Centre, in consultation with the Board of Examiners for the training of European teachers.¹⁾

1) Regulations for the Training of Col. and Ind. Teachers (1934) p.3, para.9 (h).

Candidates who failed in one or two subjects were permitted to be re-examined at a subsequent date in the subject(s) concerned.¹⁾

Acting teachers, who were in possession of the Transvaal Coloured Teachers' Third Class Certificate or its equivalent, and had completed at least two years of satisfactory teaching experience, were permitted to take the examinations for the Transvaal Coloured and Indian Teachers' Certificate. For acting teachers living on the Witwatersrand, special afternoon classes were instituted in June 1936.²⁾ These extra-rural classes have been continued to the present day.

During the period 1936 to 1940 the arrangements for the practice teaching of students were altered considerably. Students were now required to visit the larger Coloured schools in Johannesburg three times per year and on occasion they were to stay at the schools visited for a period of two weeks. As from the third term of 1940, students were drafted to Coloured and Indian schools situated on the Witwatersrand, in Pretoria and in rural villages. In this way the Coloured students had the opportunity of gaining experience of conditions in urban as well as in rural Coloured schools.³⁾ As from 1940, senior students from the Eurafrikan Training Centre were, from time to time called upon to take charge of classes at schools where members of the regular teaching staff were incapacitated and unable to perform their duties.⁴⁾

1) Regulations for the Training of Col. and Ind. Teachers, 1934, para. 9(g).

2) Administrator's Notice No. 256, 1.6.1936; Ibid 391, 31.7.1935.

3) Jaar rapport 1940 : Opleidingsentrum en Middelbare Skool vir Kleurlinge en Indiers, p.3. (Wit. Central Sch. Bnd. Archives)

4) Ibid.

The number of Coloured students who enrolled at the Eurafrikan Training Centre for the teachers' training course, continued to remain small during the period 1935 to 1939 as the figures below clearly indicate:-

<u>YEAR.</u>	<u>ENROLLMENT</u>	<u>NO. OF PASSTO.</u>
1935	9	9
1936	11	11
1937	24	24
1938	31	27
1939	18	18 1)

In 1940 there was a sudden increase and no fewer than 51 students enrolled for the course of training. Among this number were 5 students who were matriculated. The increase was ascribed to the fact that salaries and service conditions for Coloured teachers had been improved. As a result of this improvement a number of Coloured persons from other provinces also enrolled as students at the Eurafrikan Training Centre.²⁾ Though the increase was encouraging, the principal of the institution, Mr A.M. Visser, deprecated the fact that few Coloured girls had availed themselves of the opportunity to train as teachers.³⁾

5. THE NICOL COMMISSION REPORT AND SOME SUBSEQUENT DEVELOPMENTS

During 1939 the Transvaal Provincial Commission of Enquiry headed by Dr W. Nicol brought out its extensive report on the state of education in the province. The

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- 1) Jaerrapport 1940 : Opleidingsentrum en Middelbare Skool vir Kleurlinge en Indiers, p.3.
 - 2) Ibid; also T.F.S. Report 1941, p.25.
 - 3) Jaerrapport 1940 : Opleidingsentrum en Middelbare Skool vir Kleurling en Indiers, p.1 - 2.

Nicol Commission, as it has been called subsequently, investigated, inter alia, the problems incidental to the training of Coloured teachers and made certain recommendations which were later partly implemented,¹⁾ and which have resulted in changes in the courses of training for Coloured teachers.

The Nicol Commission was of the opinion that all Coloured schools should be staffed ultimately by Coloured teachers only, and it therefore recommended that the facilities for the training of Coloured teachers be extended and that more Coloured People should be encouraged to take up teaching as a career.²⁾ It felt that the number of recruits was totally inadequate for the growing needs of the Coloured community in the Transvaal and that the best type of Coloured person was not being attracted to the profession.³⁾ The Nicol Commission was particularly concerned about the small number of Coloured women recruits.⁴⁾

In order to attract more recruits to the profession the Commission recommended that the provincial authorities provide an adequate number of loan bursaries for boarding, transport and books to enable promising Coloured students in Std.VI to continue with their studies beyond the primary school level, so that they may ultimately be trained as teachers.⁵⁾ The Commission recommended also that a provincial hostel for Coloured girls be established near the Training Institution and hoped that in this way more Coloured females would be drawn to the teaching profession.

1) T.E.D. Report 1941, p.95.
2) T.E.D. - 1939, para. 835 - 837.
3) Ibid, para. 837 (b).
4) Ibid, para. 837.
5) Ibid, para. 837 (b).

The Nicol Commission wanted the standard of instruction and the proficiency in Coloured schools raised, and it therefore recommended that vacation courses be established for teachers in service. The vacation courses were to lead to higher qualifications.¹⁾

It felt also that the academic requirements for admission to a course of training should be raised and recommended that the Eurafrikan Training Centre at Johannesburg should prepare students for two grades of certificates, namely an A-Grade Certificate and a B-Grade Certificate. Candidates for the A-Certificate would have to complete a two years' course of training after matriculation, while candidates in possession of the Junior Certificate (Std.VIII) could enrol for a two-years' course of training leading to the B-certificate. The A-certificate would be of a standard equivalent to the Transvaal T3-Certificate issued to European teachers.²⁾

The Nicol Commission expressed the wish also that at some future time Coloured teachers should be given the opportunity of qualifying for teachers' certificates equal in status to the T3 or Transvaal Teachers' Diploma.³⁾

As a result of the recommendations of the Nicol Commission the conditions governing the training of Coloured and Indian teachers in the Transvaal were revised and new courses of training were introduced in 1941. By the institution of a Higher Certificate Examination in addition to the ordinary Teachers' Certificate Examination the Nicol Report was partially given effect to.⁴⁾

1) TP 5-1939, para.838.

2) Ibid.

3) Ibid.

4) T.E.D. Report 1941, p.25.

As from the beginning of 1941 the Eurafrikan Training Centre and Secondary School at Johannesburg made provision for the training of students for the following two courses, viz:-

(a) The Transvaal Coloured and Indian Teachers' Lower Certificate Course and (b) The Transvaal Coloured and Indian Teachers' Higher Certificate Course.¹⁾

Both courses of training extended over a period of two years. In the case of teachers in the service, a course could be reduced to one year's training at the Training Centre provided such teachers were in possession of the Transvaal Coloured Teachers' Third Class Certificate or its equivalent and provided, too, that they had completed at least two years of satisfactory service in the Transvaal Education Department.

The requirements for the Transvaal Coloured and Indian Teachers' Lower Certificate were in a large measure identical to those laid down for the Transvaal Coloured and Indian Teachers' Certificate, of which mention has already been made and which had been introduced in 1935 and was now being discontinued.

Candidates who wished to be admitted to the training course for the Transvaal Coloured and Indian Teachers' Higher Certificate had to be in possession of the Transvaal Secondary School Certificate (Std.X) or its equivalent. They had to be at least sixteen years of age at the time of entrance, of good health, and approved by a selection committee appointed by the Director of Education.²⁾

1) Conditions Governing the Training of Transvaal Coloured and Indian Teachers and the Issue of Transvaal Coloured and Indian Teachers' Certificates (1941).

2) Ibid, p.1, 2.

The subjects to be taken for the Higher Certificate were the following, viz:-

GROUP A:

1. Academic.

- (i) English or Afrikaans (Higher Grade);
- (ii) English or Afrikaans (Lower Grade);
- (iii) Human Physiology and Hygiene including First Aid.

2. Professional.

- (i) Methods of Teaching;
- (ii) Practical Teaching;
- (iii) Theory and History of Education;
- (iv) Organisation and Discipline at school, including a short course in librarianship.

GROUP B:

- (i) Blackboard Work, Drawing and Penmanship;
- (ii) Art and Crafts.

GROUP C:

- (i) Bible History, unless exempted therefrom under section thirty-four of the Education Act;
- (ii) Domestic Science or Wood- and Metalwork;
- (iii) Physical Training;
- (iv) Music and Singing.

All the above subjects had to be studied for two years, with the exception of Theory and History of Education, Organisation and Discipline at school, Blackboard Work, Drawing and Penmanship, which had to be taken for one year only.¹⁾

At the end of 1941 the first examination for this certificate was conducted. Two students, who had two years previously obtained the Transvaal Secondary School Certificate, presented themselves for examination and both passed.²⁾ They were thus the first Coloured persons to obtain the Transvaal Coloured and Indian Teachers' Higher Certificate.³⁾ At the

1) Conditions Governing the Training of Transvaal Coloured and Indian Teachers(1941), p. 2 - 3.

2) T.S.O. Report 1941, p.125.

3) "Ticta": Official Organ of the Transvaal Coloured and Indian Teachers' Association : Vol. II No.2, Nov. 1943, p.5.

end of 1942 four candidates sat for and obtained the Transvaal Coloured and Indian Teachers' Higher Certificate.¹⁾

In order to enable teachers in service to have the opportunity of studying for the Higher Certificate, afternoon classes were instituted in Johannesburg in 1943.²⁾

The regulations for the Transvaal Coloured and Indian Teachers' Lower Certificate required that the following subjects should be studied, viz:-

GROUP A:

1. Academic.

- (i) Afrikaans or English (Higher Grade);
- (ii) Afrikaans or English (Lower Grade);
- (iii) Human Physiology and Hygiene, including First Aid;
- (iv) Arithmetic.
- (v) Physical Science;
- (vi) History;
- (vii) Geography.

2. Professional:

- (i) Methods of Teaching;
- (ii) Practical Teaching;
- (iii) Organisation and Discipline, including librarianship.

GROUP B:

- (i) Blackboard Work, Drawing and Penmanship;
- (ii) Art and Crafts.

GROUP C:

- (i) Bible History;
- (ii) Physical Training; 3)
- (iii) Music and Singing.

Where the Higher Certificate aimed at giving Transvaal Coloured and Indian Teachers some grounding in the fundamentals of the theoretical aspects of education, the Lower Certificate was essentially of a practical nature. It merely aimed at equipping students with sufficient knowledge and skill to

1) T.E.D. Report 1942, - p. 84.

2) The author himself conducted some of these classes.

3) Conditions Governing the Training of Transvaal Coloured and Indian Teachers..... (1941), p.3.

perform the tasks of classroom instruction with a measure of success.

Neither of the two courses made provision for training in leadership, social-work nor extra-mural school activities. The courses did not provide for training in gardening either.

In 1941 twenty-five persons sat for the Transvaal Coloured and Indian Teachers' Lower Certificate examination and twenty passed.¹⁾ In 1942 there were 19 candidates who sat for the examination, but only 13 passed.²⁾

In 1941 the Director of Education reported that it was the policy of the Transvaal Education Department to entrust the instruction of Coloured children to Coloured teachers where possible, "but often insufficient applications for vacancies or applications from unsuitable applicants had compelled the Department to appoint European teachers",³⁾ A loan bursary system was put into operation to assist approved candidates with secondary education and their preparation for the teaching profession. The result had been an increase in the enrolment at the Training Centre in Johannesburg. In 1941 there were 56 students who had enrolled for the teachers' training courses.⁴⁾

The salary scales for Coloured teachers had been raised in a way that would encourage them to improve their qualifications generally.⁵⁾

Thus by the end of 1942 some of the recommendations of the Nicol Commission Report in regard to the training of Coloured Teachers had been implemented and become practical policy

1) T.E.D. Report 1941, p.125.

2) T.E.D. Report 1942, p.84.

3) T.E.D. Report 1941, p.25, op.cit.

4) T.E.D. Report 1941, p.25.

5) T.E.D. Report 1942, p.16.

6. THE PRESENT POSITION IN REGARD TO THE TRAINING OF COLOURED TEACHERS IN THE TRANSVAAL.

The conditions governing the training of Coloured and Indian Teachers and the issue of certificates and diplomas were once again revised in 1945.¹⁾ From that year onwards provision was made for the training of Coloureds and Indians for the following four courses, viz:

- A. The Transvaal Coloured and Indian Teachers' Certificate, a two years' professional training course, following upon the successful completion of the Junior Certificate (Std. VIII);
- B. The Transvaal Coloured and Indian Teachers' Higher Certificate, a three years' professional training course, following upon Junior Certificate;
- C. The Transvaal Teachers' Lower Diploma, a two years' professional training course following upon the successful completion of the matriculation examination;
- D. The Transvaal Teachers' Diploma, a three years' professional course of training following upon the successful completion of the matriculation examination.²⁾

By providing the necessary training for the Transvaal Teachers' Lower Diploma and the Transvaal Teachers' Diploma, all the recommendations of the Nicol Commission in regard to the training of Coloured teachers came to fruition. Coloured and Indian teachers in the Transvaal were now enabled to obtain the same diplomas as were issued to European teachers. It was a tremendous advance forward.

For the first time Coloured teachers in the Transvaal have had the opportunity of obtaining instruction in the

1) T.E.D.: Conditions Governing the Training of Coloured and Indian Teachers (1945), p.3 - 11.

2) Ibid, p. 3 - 5.

fundamentals of educational psychology, child study and educational philosophy, as well as in junior work and specialised manual training.¹⁾

The specialised courses in Junior Work and Manual Training have fulfilled a very necessary need, especially as the majority of the Coloured children are to be found in the junior classes of the primary school, and Coloured children have at all times shown a special aptitude for manual training and crafts.²⁾

The specialised course in Manual Training enables a teacher to study the following subjects, viz:-

SECTION A (THEORETICAL)

- (i) Theory and Organisation of Manual Training;
- (ii) Mechanical Training;
- (iii) Trees and Commercial Timbers;
- (iv) Engineering materials.

SECTION B (PRACTICAL).

- (v) Woodwork;
- (vi) Metal Work;
- (vii) Work in cardboard and bookbinding;
- (viii) Art metal work;
- (ix) Wood-carving;
- (x) Leatherwork;
- (xi) Arts & Crafts;
- (xii) Blackboard Work.

SECTION C:

- (xiii) Teaching of Manual Training.³⁾

At the end of 1945 there were 24 candidates for these Coloured and Indian Teachers' Certificates. Of this number eleven passed and six qualified to write a supplementary examination.⁴⁾

1) T.E.D. : Conditions Governing the Training of Coloured and Indian Teachers (1945), p. 9 - 11.

2)(a) Manual Training is taught as a subject in Transvaal Coloured schools from Std.IV onwards; in European schools this subject is only taught to pupils in Std.VI and above.; (b) Handbook, Fourth Arts Festival and Exhibition 1951 (Natal Society for Arts- Coloured and Indian) p.33-34.

3) T.E.D. Conditions Governing the Training of Coloured and Indian Teachers (1945) p.11.

4) T.E.D. Report 1945 (TP No.3 -1950) p.152.

In 1947 the following certificates and diplomas were issued to Transvaal Coloured and Indian Teachers, viz:-

(a) Teachers' Lower Diploma..... 8; (b) Coloured and Indian Teachers' Certificate.....14; (c) Teachers' Lower Diploma, with specialisation in Manual Training.....19; (d) Coloured and Indian Teachers' Certificate for Manual Training....6.¹⁾

In 1948 eleven teachers obtained the Teachers' Lower Diploma and 25 the Transvaal Coloured and Indian Teachers' Certificate.²⁾ There were no other certificates issued.

The Transvaal Education Department has made the teaching profession attractive for ambitious young Coloured People. The Acting Director of Education, Mr F.J. Otten, could, therefore, say with justification in his report at the end of 1945 as follows:- "There are excellent prospects for young people desirous of taking up the teaching profession, especially as it is the policy of the Department to give preference to the appointment of teachers of the same race at Coloured and Indian Schools. The maximum (annual) salary for men with the lowest qualification is £350, for women £234. The maximum salary for the highest posts is £660 (men) and £480 (women). Between these there is a large number of other posts making promotion possible as the incumbents improve their qualifications and as they become more efficient in practice."³⁾

In the report of the Director of Education for 1948 appears the following interesting comment: "In order to promote further the policy of the Department, viz., in Coloured

1) T.E.D. Report 1948 (T.D.No.7 - 1950) : p.48.

2) Ibid.

3) T.E.D. Report 1945 : p.21 - 22, op.cit.

and Indian Schools to attract teachers of their own race to the teaching profession, so far as possible, the Executive Committee authorised the award of five free annual bursaries of £30 each to promising students. The training is to be undergone at the Training Centre for Coloured and Indian students in Johannesburg and preference will be given to candidates who have obtained the Transvaal Secondary School Certificate. The course which commenced in 1948, will extend over two years.¹⁾

Special part-time courses for teachers were introduced in 1949. The purpose was to enable Coloured teachers to qualify for the higher certificates.²⁾

Since there is only one training institution for Coloured teachers in the Transvaal and since the institution is at the same time the only one in Johannesburg providing secondary education for Coloureds, it has been felt that this institution should play a more important role than hitherto in the communal life of the Coloured People of the Transvaal.

The training institution is badly housed in an old building in Vrededorp. In the same building the Krause Street Coloured School is also housed. In his annual report for 1945 the Principal, Mr A.M. Visser, wrote:- "Vanaf 1.30 na middag gebruik die primêre skool drie van ons kamers. Die meistes se waskamer is nou gedeeltelik afgeskort om as voorraadkamer vir die laerskool te dien.... nuwe klaskamers bly nog steeds broodnodig."³⁾

It has long been felt that this institution should be housed in a modern building, that it should be provided with

1) T.E.D. Report 1948 : p.17 op. cit.

2) T.E.D. Report 1948 : p.17.

3) Jaarrapport 1945 : Opleidingsentrum en Middelbare Skool vir Kleurlinge en Indiërs." p.1.

better equipment and that it should serve as a centre of recreation for the whole Coloured community on the Witwatersrand. At this institution there ought to be a well-equipped library, a reading room, swimming bath, sports fields "and all forms of cultural activity, such as clubs, hobbies, and other likely to assist in the inculcation of good habits of study and discipline."¹⁾

In recent years the Coloured People of the Transvaal have agitated that the training institution should be staffed by Coloured teachers only and not by Europeans as is the case at present. There has also been a request from the Coloured People that the staff at this institution should undertake research work in connection with social, economic and educational problems affecting the Coloured People in the Transvaal.²⁾

In a leading article in the official organ of the Transvaal Coloured and Indian Teachers' Association the following remarks were made concerning this institution:- "Hitherto this institution has interested itself only in the actual preparation for examinations. No staff member cared about openings for their pupils when they left.... The teachers must endeavour to let the students feel that their teachers are what they should be, trustees of their welfare."³⁾

The Eurafrikan Training Centre and Secondary School has for several years prepared students for the Transvaal Secondary School Certificate Examination and for the Junior Certificate examination. The results in the public examinations

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- 1) "The News Bulletin", Johannesburg : Official Organ of the Progressive Group of Coloured Teachers, No.6, 24.4.1942, p.2
 - 2) (a) "The News Bulletin" 24.4.1942, p.2.
(b) The Star, 20.7.1940: Readers' Views: Martin Koopman on "Objection to European Teachers in Coloured Schools".
 - 3) The News Bulletin, No.6; 24.4.1942, p.2.

have not been good. The persistently poor results in public examinations have been received by the Coloured community with a measure of dissatisfaction and apprehension. In the "News Bulletin", official organ of the Progressive Group of Coloured Teachers, a leading article comments on the large number of failures, which have occurred "over a long period with painful persistence and monotonous regularity." The article continues to point out that "Coloured and Indian parents are particularly hard-hit by failure" and concludes "that something must be wrong at the institution and that it must be remedied without fail."¹⁾

When one considers the history of teacher training in the Transvaal, one cannot but come to the conclusion that the authorities have at all times been conscious of the needs of the Coloured People and that these People have been given similar facilities to those made available to Europeans. Coloured teachers in the Transvaal are able today to qualify for the same teachers' certificates as are Europeans. The Provincial Council of the Transvaal has shown its interest in and goodwill towards the Coloured People of the province by voting a sum of £66,000 at its session in May 1951, for the purpose of erecting a modern Eurafrikan Teachers' Training Centre and Secondary School in Johannesburg.²⁾ This is most significant in view of the fact that the war years have brought

1) The News Bulletin, No.4, Jan. 1942, p.7.

2) Province of Transvaal, Estimates on Capital Expenditure: 31.3.'52 in Minutes and Proceedings of the Provincial Council, 2nd Session, 11th Council, 1950-1951.

"a backlog of £7,000,000 which faces the Provincial Administration in its school building programme."¹⁾ Furthermore, of the twenty top priority school building projects for the Transvaal, set out in the annexure to the estimates of capital expenditure for the 1951-1952 financial year, there are only two for Johannesburg. Of these two, one is the new Burafrican Training Centre and High School and this is regarded as the first priority.²⁾

When this new building is completed, the high light in the development of Coloured teacher training in the Transvaal will have been reached.

1) Rand Daily Mail, 13.4.1951, p.9 from Statement by Wit.
Central School Board issued on 11.4.'51.
2) Rand Daily Mail, 29.5.1951, p.9.