

CHAPTER VII.

THE TRAINING OF EUROPEAN TEACHERS AT THE C.A.E.

1. THE FIRST ATTEMPTS AT TRAINING EUROPEAN TEACHERS AT THE C.A.E.

Two centuries, after the planting of European civilisation at the Cape, had elapsed, before the first institution for the training of European teachers was established. This is not at all surprising, if one considers that an effective system for the training of teachers developed in Europe only¹⁾ during the second half of the nineteenth century. In England, for example, the first attempt at the establishment of a normal school on an undenominational basis was made in 1839.²⁾ Previous to this, use was made of the Monitor system of teacher training. This system was started in Madras by Dr Bell, who was head of the military orphanage there. As one of his teachers refused to carry out a certain task, he called upon a senior pupil to assist him. This boy did so well that Bell decided to extend the system and he initiated a scheme by which a school was run by one teacher assisted by a number of senior pupils or monitors. This monitor system spread during the beginning of the nineteenth century to many parts of the civilised world.³⁾

The monitor system was extended in England by John Lancaster. From 1805 his school at Lough Road provided for the training of monitor teachers.⁴⁾ By 1819 a large proportion of the school-going population of England and Wales

1) Rich, R.W.: "The Training of Teachers in England and Wales during the Nineteenth Century," p.12, 116-118.

2) Ibid ; also Balfour, G.: "The Educational System of Great Britain and Ireland", p.7.

3) Versluis, J.: "Beknopte Geschiedenis van de Opvoeding en het Onderwijs vooral in Nederland", p.190.

4) Rich, "The Training of Teachers....." p. 6.

was receiving instruction on the monitor plan,¹⁾ while from 1846 a modified form of this scheme was introduced by Lay-Shuttleworth and was known as the pupil-teacher system.²⁾

Though it was realised that teachers had "een lastig, dog allezins heilzaam werk",³⁾ it was not until 1788 that some form of teacher training was mooted by the authorities at the Cape.⁴⁾ In that year Dr. Jean Frederic Spönlín⁵⁾ visited the Cape as chaplain of the Württemberg regiment. During his stay he drafted a memorandum on the existing educational system and submitted this to the Political Council.⁶⁾ He suggested that a well-equipped teachers' institute be established at the Cape with himself at the helm, and requested the permission of the Political Council to lay his plan before the Council of Seventeen in Holland.⁷⁾

As a result of Spönlín's memorandum the Political Council requested the scholarch to investigate to what extent "oit plan ten meesten nutte van het algemeen ten uitvoer zou kunnen worden gebracht."⁸⁾

It was not until 1790 that the scholarch brought out its report, after a farther request had been made to it, in October of that year, by the Political Council.⁹⁾ In its report concerning a "plan ter verbetering van 't schoolweezen ter deezer plaatze in 't algemeen en ter stipping van een goed Fransch en Latijnsch school in het bijzonder"¹⁰⁾, it

1) Halevy, Dr. "History of the English People in 1815" p.489-485.

2) (a) Rich, "The Training of Teachers...." p.116-118; 134 - 7.
(b) Lay-Shuttleworth, Dr. "Four periods of public education", p. 394 et seq.

3) C179: Bijlagen tot Resolutien, 1778, p.384.

4) Ibid, p.384-9.

5) Also written Spönlín: C.84-Res.raad Pol.1788 I (9.12.1788) p.569

6) C84, -Res.raad Pol.I 1788, 9.12.1788, p.551-575.

7) Ibid, p.573

8) C.84, Res.raad Pol.I (1788), 9.12.1788, p.576.

9) (a) C96, Res.raad Pol.1792 II (16.3.1792) p.847 : (b) C89, Res. raad Pol. 1790 III p.1024.

10) (a) C96, Res.raad Pol.1792 II (16.3.1792) p.857-874.

(b) C196, Bijlagen tot de Resol.1792, p.171-207.

made no mention of Spenlin's memorandum. It ascribed the unsatisfactory state of education to the "gesteldheid der schoolmeesters zelve"¹⁾ and suggested that an improvement could be brought about only if good teachers could be imported from Holland.²⁾ These teachers would then on their part be required to train others in the art of teaching, who would then in their turn, after having submitted to a form of examination and to practice teaching, be able "als schoolmeesters te kunnen fangeeren."³⁾

The plan was not considered favourably by the acting governor, Van de Graaff, who was only interested in military affairs,⁴⁾ and it was only after his departure in 1791 that the matter received further attention, and was discussed by the Political Council at its meeting of 15th March 1792.⁵⁾

Only a portion of this new educational plan was adopted and a Latin school with C.J. van Baak as preceptor came into being in 1793.⁶⁾ With regard to the training of teachers, nothing was done. The Political Council was, however, favourably disposed to the importation of teachers.⁷⁾

The Latin school continued for some years, though it was not frequented by many pupils.⁸⁾ In 1809 there were but eight pupils attending.⁹⁾ It was, however, the forerunner of the system of Higher Education that was to develop in later years, and was, therefore, in that sense not entirely unconnected with the training of teachers.

1) C.96, Res. Raad Pol. 1792: II (16.3.1792) p.862.

2) Ibid p.865.

3) Ibid p.871-874.

4) (a) Brieven van Heren XVII naar Indië (11jan) RA 481, par.44.

(b) Cl 67, Brieven van Kaapscne Kerken aan Classis Amsterdam 1772-1792: Kaapscne Kerkr.-Cl. Amsterdam 7.2.1791.

5) (a) C196, Bijlagen tot de Resolutiën 1792, p.165 - 170.

(b) C96, Res. Raad Pol. 1792 (16.3.1792) p.848-857n 874-5.

6) C103, Res. Raad Pol. 1793: IV, 10.3.1793, p.511.

7) Ibid.

8) (a) BR 89: Uitg. Brieven 1805-1806, p.62; (b) BR110: Not. de List 1803, Deel VIII p.61; (c) Harrow, J: Travels II p.429.

9) C 24 '63 App.V No.12.

In 1804 De Mist published his famous "Schoolordre voor de Volksplanting aan de Kaap de Goede Hoop",¹⁾ in which he provided for the training of teachers. He desired to establish a training institution at which, under proper guidance, youths who were "van goede vermoogens, zonder schadelijke of afzienlijke lichaams-gebreken", could be trained as teachers.²⁾ De Mist desired further that no person should be employed as a teacher unless such person had satisfactorily passed the necessary examinations, or had been found to be proficient by the schoolarch. Unfortunately these plans never materialised at the time.

Soon after the British occupation of the Cape, Governor Cradock in 1813 introduced the system of free schools for the poor on lines similar to the English monitor schools of Bell and Lancaster.³⁾ This system was regarded as "a simple, cheap and most successful mode of teaching". By this means one teacher could, with the assistance of monitors, i.e. older pupils who would share in instructing the younger ones, control the instruction of one thousand children.⁴⁾ It was especially the Rev. Robert Jones, the military chaplain and member of the Bible and School Commission,⁵⁾ who devoted himself to the extension of this system of schools and who was in a sense responsible for the erection of the first monitor training school at Cape Town, a school based on Bell's system and serving as a general model for all.⁶⁾

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- 1) LA 117: Instr.een Pol.Raad, 1803-1805, p.265-278.
2) Kaapche Coerent, 9 March-1 May 1805, Art.4 - 14, 19, 20 of "het Bestuur der Openbare Scholen....."
3) Cape Town Gazette No.391 : 8 July 1813.
4) Ibid.
5) Cape Town Gazette No.352: 9 Oct.1812.
6) G.24 - '63 App.iii No.1, p.9: Bible and School Commission to Watermeyer Commission, 30.7.1862.

In May 1839 the government at the Cape decided to establish at Cape Town an institution "for the purpose of training teachers for the elementary department",¹⁾ but it was not until 1842 that this institution came into being with Thomas Buchanan as principal.²⁾ Though the intention was to have the principal visit institutions in Germany³⁾ before assuming duty, this was not done and the Cape Town institution was modelled on the Glasgow Seminary. The institution was not only to provide training for aspiring teachers, but would also provide more advanced instruction "in English and classical literature, mental philosophy, abstract and physical science". The idea was not only to qualify the student for the teaching profession but "to diffuse a liberal education through all ranks of society".⁴⁾ The result was that of over 350 students who attended the seminary in the period 1842 to 1860, only twelve were trained as teachers, but not one of these entered the teaching profession! The institution was therefore closed in January 1860.⁵⁾

The country thus relied on obtaining teachers for its schools by importing schoolmasters from overseas and also upon the pupil-teacher system, which was introduced in some measure at the Cape in 1842.⁶⁾ The pupil-teacher system took on greater proportions after 1858, when its introduction was formally announced by the government.⁷⁾ By this system

1) Government Gazette No.1744; Government Minute of 23.5.1839.

2)(a) Govt.Gazette No.1884; Govt.minute of 27.1.1842.

(b) See also: CO 2243-1857: memo Rose-Innes to Col.Secr. Cape Town, 8.4.1857.

3) CO 2243-1857: Rose-Innes to Col.Secr. 15.5.1857.

4) Govt.Gazette No.1884, Govt.minute of 27.1.1842.

5)(a) Rowen, 'N. "Our Educational System with a short Historical Sketch of the System which preceded it; (b) CO 2243-1857: memo on Cape Town Normal School, Rose Innes to Col.Secr. 8.4.1857; S.G.E. Reports 1853 - 1856.

6) CO 2243 - 1857: memo on Cape Town Normal School, Rose-Innes to Col.Secr. 8.4.1857.

7) Govt. Gazette No.2944, Govt.minute 21.6.1858.

the pupil-teacher spent some part of his time listening to his mentor, to whom he was apprenticed, teaching. The pupil-teacher would also be allowed to teach under the supervision of his mentor. It was further required from the schoolmasters, in whose schools the pupil-teachers practised, that they should "devote at least one hour every schoolday, not within the stated school hours, to the instruction of the pupil-teachers under their charge in the subjects of examination."¹⁾ Thus, in the afternoons the pupil-teacher would receive instruction from his mentor on the subject-matter of the lessons to be taught. In the limited amount of teaching the pupil-teachers undertook, they were encouraged to imitate their instructors slavishly. The pupil-teacher, who was to be not less than thirteen years old at the commencement of his training, was required to serve an apprenticeship under his instructor ranging from 3 to 5 years. The regulations for the pupil-teacher system were drafted by Rose-Innes in 1858²⁾ and subsequently amended by Laughton Dale.³⁾

This system did not produce many teachers in its initial stages⁴⁾, though one of the first inspectors of schools to be appointed at the Cape was a product of the pupil-teacher system. He was A.N. Rozan, who was appointed to the position of inspector in October 1872.⁵⁾

The Watermeyer Commission of 1861-1863 concerned itself too with the training and recruitment of teachers, but in its findings, while it did not favour normal college

1) Govt. Gazette No. 3102, Govt. Minute 28.12.1859.

2) CO 2302 - 1858: Rose Innes to Col. Secy. 9.6.1858.

3)(a) CO 2308-1859: Dale to Col. Secy. 20.12.1859; (b) Govt. Gazette No. 3102, Govt. Minute 28.12.1859.

4)(a) CO 2243 - 1857, Memo on Cape Town Normal School, Rose-Innes to Col. Secy. 8.4.1857.; (b) CO 2193 - 1856, Rose-Innes to Col. Secy. 1.5.1856.

5) (a) CO 2988-1872, Dale to Col. Secy., Cape Town 9.8.1872, 29.8.1872.

(b) CO 5676- 1871/2 Col. Secy. to Dale, 12.10.1872.

training, it felt the need for extending the pupil-teacher system.¹⁾

The Bishop of Cape Town was, however, not much in favour of having all teachers trained locally. He contended: "I think, however, it would be undesirable to have all the teachers trained in this country..... There should be an infusion of English blood into our schools, from time to time, with a view to stimulate activity and introduce the latest improvements in education. I should, therefore, like to see an importation of English teachers into the colony, but along with that, I should desire that we should use the materials which God has placed within our reach, and not let them run waste."²⁾

As a result of the findings of the Watermeyer Commission revised regulations were introduced in February 1866 regarding the training of teachers by the pupil-teacher system for approved mission schools.³⁾ Again in 1874, as a result of Dale's endeavour to place the pupil-teacher system on a sounder foundation,⁴⁾ further regulations were introduced.⁵⁾

According to these revised regulations, applicants for admission as pupil-teachers had to be of good character and at least thirteen years old. They would receive their training at approved un denominational public schools or mission schools and would have to serve an apprenticeship of three years.⁶⁾ Pupil teachers would also have to subject themselves to an examination for the "Elementary Teachers' Certificate."

1) For a short period after 1860 this system was partly suspended. (CO 5674-1860/3: Col. Secr. to Dale 31.7.1860), when a sum of £300 had been voted for transport of teachers from Europe.

2) G 24'63, p.87 No.750.

3)(a) CO 2682 -1866: Dale to Col. Secr. 31.1.1866.

(b) CO 5675 -1864/1871: Col. Secr. to Dale 21.2.1866.

(c) S.C.E. Report 1866.

4) CO 3026-1873: Dale to Col. Secr., Cape Town 24.10.1873.

5) Govt. Gazette No.4688: Regs re the Training of Pupil-teachers, 13. 8. 1874.

6)

In August 1874 the government announced that possession of this teacher's certificate was an essential requirement for an appointment as a teacher,¹⁾ so that in this way, for the first time in South Africa, examinations for teachers and the issue of teachers' certificates were introduced. The possession of the Elementary Teachers' Certificate was an indication that the possessor thereof was proficient to teach at third class public schools or in mission schools. In 1878 provision was made for "the Middle Class Certificate", and those in possession of this higher certificate would be fit to take charge of second class schools or to serve as assistant teachers in first class schools. Candidates who presented themselves for examination had to be at least eighteen years old and they were examined in the following subjects, viz:- English, Arithmetic, Geography, Writing, School Management, Latin, Science and Drawing. The candidates could be examined also in Dutch, French or German if they so desired.²⁾

In order to put teacher-training on a sound foundation and to supplement the pupil-teacher system, a Normal College was established in Cape Town in January 1879. This institution was originally started by the Dutch Reformed Church,³⁾ in collaboration with the Superintendent-General of Education, and received government support. The first principal was J.R. Whitten.⁴⁾

1) Govt. Gazette No.4683: examinations for Teachers' Certificates, 7 Aug. 1874.

2) S.G.S. Report 1880.

3) The Dutch Reformed Church started a fund for the training of teachers in 1862: Acta synodi, 13.11.1862.

4) G.75-1880, G.3-1882: Evidence of J.R. Whitten to these Education Commissions.

It thus took close on a quarter of a millennium to elapse before a specific South African system for the training of European teachers was evolved. Here we had for the first time the "training of colonial teachers upon colonial soil", as the Inspector-General of Education, Donald Ross, put it in 1883.¹⁾

It was, however, Dr Thomas Huir, who as Superintendent-General of Education, placed the training of teachers at the Cape on a sound and proper footing. Soon after his appointment in 1892 he expressed himself dissatisfied with the training that the normal college students were receiving. He found "that they were too much engrossed in academic studies" and that "very little time is left for preparatory professional practice and for the study of the science, art and history of education, school management and school hygiene".²⁾ He was not enamoured of the pupil-teacher system and commented in his report of 1892 as follows:- "Pupil teachers", in fact in one class of schools are subsidised pupils, in another they are a cheap form of teaching drudge; in very few indeed are the pupil-teachers properly so called. The state of affairs thus partially indicated I cannot reconcile myself to; it seems to me to amount to a poisoning of the teacher supply at its source."³⁾

Huir increased the admission requirements for the Elementary Teachers' Certificate to Std.IV in 1892⁴⁾ and encouraged pupil-teachers to spend their final year of training at a normal college. He also made provision for

1) Ross, D: "Preliminary Report....." p.36.

2) S.G.E. Report 1892, p.17.

3) S.G.E. Report 1892, p.17.

4)(a) S.G.E. Report 1894, p. 27-28.

(b) See also S.G.E. Report 1913, p.17.

better professional training for the Middle Class Teachers' Certificate,¹⁾ and instituted in 1885 a University examination for a First Class Teachers' Certificate.

In 1920 the pupil-teacher system was abolished entirely and all training was thenceforward concentrated in the training colleges and university institutions,²⁾ while after 1924 no person could obtain a teachers' certificate in the Cape Province merely by passing the prescribed examinations after studying privately for it. To obtain a teachers' certificate it became necessary to attend an approved course of training at a recognised institution for the training of teachers.³⁾

Gradually the standard for admission to the various teachers' certificates was raised. In 1888 the course for the lowest teachers' certificate occupied three years after Std.VII - two years for pupil-teachership and one year of training. It was therefore possible for a primary school teacher to obtain all his educational and professional preparation at a primary school, except for the final year of training. In 1920 the arrangements were altered to a two-years' course of training after Junior Certificate (Std.VIII).⁴⁾ As from 1928 the minimum standard of general education for admission to any course of training was the Senior Certificate or Matriculation Certificate (Std.X).⁵⁾

In his report for 1927-'28, Dr W.D. Viljoen, the Superintendent-General of Education commented as follows:-

1) S.G.E. report 1883.

2) S.G.E. report 1927-'28, p.16.

3) Ibid, p.16.

4) S.G.E. report 1927-'28 (CP2 - '29), p.17.

5) Ibid.

"For a long time it has been a reproach to us that our standards of teacher-qualification have been considerably below those of a country like England. I think we may fairly claim that this reproach will now disappear."¹⁾

2. THE FIRST AFFIDAVIT AT THE FIRST COLOURED TEACHERS.

No attempt was made to train Coloured teachers during the period of the occupation of the Cape by the Dutch East India Company or the Batavian Republic, though the Kerkraad of Stellenbosch in 1793 expressed itself strongly in favour of schoolmasters among the heathen being examined by a minister of the Church.²⁾ In a decision taken on 28th October, 1792 it resolved that "niemant zal mogen, als Schoolmeester gelijkt word, tenzij hij bevorens door een der pred: van den Hervormden Godsdienst alhier geëxamineerd zij, of hij ook leerstellingen koesterd, die voor de jeugd schadelijk en nadelig zouden kunnen zijn, en van deese zijnen Examinatie, een bewijs te hebben geproduceert".³⁾

The Church Council of Cape Town was also of the opinion that teachers should be examined by the minister of the Dutch Reformed Church,⁴⁾ though it felt that all schoolmasters, and particularly those teaching the heathen, i.e. non-Europeans, need not necessarily conform to the requirements and confessions of the Dutch Reformed Church.⁵⁾

1) S.C.C. Report 1927-'8 (CP-2-'29), p.17.
 2) Kerkraad Stellenbosch to Kerkraad Kaapstad, 11.1.1793, St. Ar.
 3) Kerkraad Stellenbosch to Kerkraad Kaapstad, 11.1.1793, St. A. Archives.
 4) Kerkr. Kaapstad to Kerkr. Stellenbosch, 14.2.1793, ...A. Stellenbosch.
 5) Ibid.

There was no question of training teachers, merely one of examining their religious beliefs.

Many of the missionaries trained their own evangelists and teachers to help them in their work. One of the early missionaries to train teachers and evangelists in this way was Barnabas Shaw, who laboured amongst the Namaquas at Leliefontein. In 1817 he began to instruct Jacob Links, the youngest son of the Namaqua Leuso Links, who was a close relation of the chief.¹⁾ When Shaw met Links at the Namiesberg, the latter was about seventeen years of age.²⁾ Links soon learnt to read the New Testament,³⁾ and began to "evinced those pleasing tokens of usefulness which were afterwards so clearly manifested to all who knew him".⁴⁾ After he had learnt to write and read, he addressed a letter on 10th November 1818 to the Missionary Committee in London, which gave its members much joy.⁵⁾ Jacob Links was soon able to preach⁶⁾ and offered to go to Bushmanland in an endeavour to teach the people there.⁷⁾ For several years he was employed as schoolmaster and assistant missionary, in which capacity he proved to be very useful. The Namaqua children were strongly attached to him because he gave them much attention, and he displayed amazing patience with the adults, whom he instructed in reading.⁸⁾ "The zeal of Jacob for the salvation of souls became increasingly fervent" and so he went to labour

1) Shaw, B: "Memorials of South Africa", p.317.

2) Ibid., p.317

3) Ibid p. 100.

4) Ibid p.317.

5) Ibid p.111, 317.

6) Shaw, Memorials..... p.112.

7) Ibid, p.108.

8) Ibid, p.318.

among the Bushmen in an endeavour to teach them the way
1) to salvation. He accompanied the missionary Inreiffall
and Joannes Jaager across the Gariep or Great Orange
River into Great Namaqualand, but there he was shot at
with poisoned arrows and died. A youthful witness stated
that Jacob Links continued to preach to his assailants
notwithstanding the pain he had to endure. 2)

Another person trained by Shaw as teacher and
evangelist was a Namaqua named Andries Orang, who became
a teacher and an active member of the church at Lelie-
fontein. Orang died about 1833³⁾. Another was Peter Links,
of whom Shaw wrote, "if I were going to labour in Namae-
qualand, I would prefer him as an assistant to any man in
the world." 4)

Others trained in the same way were Eve Bartels,
a mulatto woman, who later became the leader of a class
of females at Leliefontein and whom Edwards mentions in
his Journal under date of 31st December 1827, and the
Hottentot woman Biana. 5)

There were other missionaries who trained their own
evangelist-teachers just as Shaw had done. At Supperthal
several persons were trained in this way by the Anenish
missionaries and at Worcester Nela Februarie was trained by
the missionary Asselen. 6)

When in 1819 Craefock introduced into the Cape Colony

1) Shaw, Memorials..... p. 319.

2) Ibid, p.320.

3) Ibid p.321 - 325.

4) Ibid, p.330.

5) Ibid p. 331 - 339.

6) CG 54 - 1837, p.356.

the monitor system of teacher-training¹⁾, it found favour in the mission schools. When Campbell of the London Missionary Society visited Durban on 22nd February 1813 he found the monitor system being used at the mission school of Seidenfaden. Campbell described the procedure as follows: "A little after five in the morning a bell was rung as a signal for the school to assemble, when about eighteen women and four boys came together. A leader spells and pronounces each syllable, which all pronounce after her".²⁾ He went on to say that the system required much improvement.³⁾

When Campbell visited Bethelsdorp in the same year (1813), he found that this system had not yet been introduced there, though it was contemplated "as soon as the plan can be obtained."⁴⁾

When Campbell, on his second journey, visited Orligatown on 14th March 1819, he found the monitor system in use. Four boys had been appointed to act as monitors. The attendance at the school had much increased and was more punctual. Campbell wrote: "When I visited them in the morning they were all engaged according to the British system, and their number exceeded one hundred."⁵⁾

As the monitor system lost favour as a method of teaching and a means of teacher-training, it was replaced by the pupil-teacher system. Many Coloured teachers were trained by the latter system and it was to be for many years the main source of supply^{of} teachers for the Coloured schools of

1) Cape Town Gazette No.391 - 8 July 1813.

2) Campbell, J: "Travels in S.A." (1st journey) p.41.

3) *ibid*, p.41.

4) *ibid*, p.116-117.

5) Campbell, J: "Travels.... (2nd journey) Vol 1 p.55.

the Cape.

The Watermeyer Commission recommended in its findings¹⁾ in 1863 that the annual interest derived from the capital of the Old Bible and School Commission Fund of 1813 and the Reserve Slave Compensation Fund of 1842 be diverted towards providing grants to pupil-teachers practising in mission schools. Previously in 1862 Rose-Innes had recommended that the abovementioned funds be placed under the control of a Board of Commissioners of Public Instruction.²⁾ The final outcome was the adoption of these recommendations by the government. In February 1866, it was announced that persons, between the ages of thirteen and seventeen years and who had attained a satisfactory standard in Arithmetic and the reading and writing of English, could be apprenticed as pupil-teachers at approved state-aided mission schools. The training would not exceed five years, and candidates would receive annual grants ranging from £6 to £12.³⁾

To place the system on a more satisfactory basis, the regulations were amended in August 1874⁴⁾. Candidates who wished to enrol as pupil-teachers had to be of good character and at least thirteen years of age. They would receive their training at approved mission schools and for

1) G.24 - '63, p. LXXIII - LXXIX.

2) G.24 - '63, p. CVII.

3) (a) CO 2682-1866: Dale to Col. Sec., Cape Town, 31.1.1866.
(b) CO 5675- Jan. 1864 to March 1871: Col. Sec. to Dale, 21.2.1866. (c) See also S.G.E. Report 1866. Malherbe contends that the interest from the funds amounted to about £600 p.a., which was sufficient for the maintenance of 20 pupil-teachers. (See Malherbe, S.G.: "Education in S.A. 1652-1922", p.110).

4) (a) Government Gazette No.4685: regulations re training of pupil-teachers, 13 August 1874.
(b) CO 3026 - 1873: Dale to Col. Sec., Cape Town, 24.10.1873.

the first year a candidate would receive £12, but thereafter £10 per year. The training was to be of three years duration, but it could be extended to five years. The headmasters of the schools to which the pupil-teachers were attached had to give at least four hours instruction per week to them in order to prepare them for the examinations of the Elementary Teachers' Certificate. This teachers' certificate¹⁾ ensured that the possessor thereof was proficient to teach in third class public schools or mission schools.

The De Villiers Commission in 1880²⁾ expressed itself in favour of an extension of the pupil-teacher system, as did the Inspector-General of Schools and Colleges, Donald Ross. He was also in favour of the churches training their own teachers.³⁾

Langham Dale even went so far as to say in 1891 that training colleges should be abolished and "have your teachers trained in day schools, so as to avoid expense."⁴⁾

With Thomas Muir's assumption of duty as Superintendent General of Education, changes were gradually effected in the pupil-teacher system⁵⁾ until it was completely abolished.⁶⁾ By 1922 there were four training institutions for Coloured teachers,⁷⁾ while 221 student-teachers were being trained in 27 other schools. By 1929 most of the Coloured teachers were being trained in teacher-training institutions.⁸⁾

1) Government Gazette No.4623: Examinations for Teachers' Certificate, 7.5.1874.

2) C 75-'80; See also S.G.E. Report 1880, p.14-15.

3) Ross, D.: "Preliminary Report....." p.36.

4) C 9 - 1891 1 p.36.

5) S.G.E. Report 1894, p.27-8; S.G.E. Report 1913, p.17.

6) S.G.E. Report 1923/4 p.44.

7) S.G.E. Report 1922, p.33.

8) S.G.E. Report 1929, p.23.

In the case of three mission schools at which student-teachers were still being trained, only first year students were admitted on the understanding that they would complete the remainder of the course at a recognised Coloured Teacher-Training Institution.¹⁾

We thus see that as from 1839 the training of Coloured student-teachers had been concentrated in approved fully-equipped and state-maintained training institutions.²⁾

When considering the training of Coloured teachers during its pioneering years, special mention must be made of Genadendal, for it was here that the first training school for teachers in South Africa was established in 1838. Between that year and 1836, when the Genadendal Training Institution had to close its doors in favour of the Rhenish Training School for Teachers at Worcester, no fewer than 236 Coloured teachers had qualified and passed their final examination at Genadendal.³⁾

The founder of the Genadendal Teachers' Training Institution was the Rev. H.F. Hallbeck, Superintendent of the Moravian Missions in the Cape at the time. He was responsible personally for training several Coloured teachers, among whom was Ezechiel Pfeiffer⁴⁾. The latter and his descendants have given yeoman service to Coloured education in the Cape. If one reads the history of the "Teachers' League of South Africa," the first Coloured teachers' organisation to be formed, one finds that when

1) S.G.S. Report 1929, p.23.

2) Ibid.

3) Schmidt, H: "Die Kweekskool van....Genadendal", p.8-20.

4) For an account of some of the work done by Rev. H.F. Hallbeck see 50 of 1835, p.26-7; 538 of 1836, p.342; Schmidt, "Die Kweekskool....." p.8-11.

the League was established on 23rd March 1913, among its first committee members the name of A. Pfeiffer.¹⁾

The students at Genadendal were given a very sound training stretching over a period of six years. Students were admitted to the training course after Std.IV. The first two years of their training were devoted to the academic studies of standards V and VI. Thereafter they underwent three years training as teachers followed by a year especially devoted to Bible Study and Theology. Later the academic requirements for admission to the course was raised and the training in Theology was increased to two years. The teacher-training continued to stretch over a period of three years.

Teachers trained at Genadendal were required to assist the missionaries in the latter's spiritual duties as well.²⁾

It is also of interest to note that the Cape Department of Education held its first refresher course for Coloured teachers in service at Cape Town in the winter vacation of 1911, when some 150 teachers attended.³⁾

S.G.Hendrickse who attended the course at the time stated: "Meeting together daily for almost three weeks was a unique experience. Till then Coloured teachers had never met in a body professionally or socially. There were teachers from most of the towns and dorps in the Western Province. It was an unusual sight to see Wesleyans rub shoulders with Doravians and English churchmen with Dutch

1) "The Sun", 28.6.1940: "Review of the Teachers' League", p.5.

2) Schmidt, R: "Die swakkekol....." p.8,20.

3) "The Sun," 28.6.1940, p.5.

Reformed and Khénisn teachers. Such a thing had never happened before."¹⁾ It was this meeting that helped to break the barriers between the Coloured teachers of different denominations and that led ultimately to the formation of the "Teachers' League of South Africa."

The formation of a Coloured Teachers' Organisation was mooted in 1912 in a letter published in the columns of the "A.P.O.", a newspaper for Coloured People published by the African People's Organisation, but now no longer in circulation.²⁾ As a result of this letter and of the interest displayed by Dr A. Abdurahman, a leading personality amongst the Coloured people,³⁾ a meeting was held on 22nd March 1913 at the Albertus Street School, attended by between thirty and forty Coloured teachers, and a decision was taken to form a Coloured Teachers' Association to be known as the Teachers' League of South Africa. W.G. Hendrickse was one of its first members and its first treasurer.⁴⁾ This organisation held its first conference on 24th June 1913.⁵⁾ The organisation received the blessings of Dr Thomas Cair, the Superintendent-General of Education and soon also received the official recognition of the Department of Education.⁶⁾

3. THE TRAINING OF COLOURED TEACHERS DURING THE PERIOD 1920 TO 1942.

The present-day system of Coloured teacher-training at the Cape emerged out of the pupil-teacher system and some of the schools at which pupil-teachers had served terms of

1) "The Sun", 28.6.1940, p.5.

2) A.P.O. 13.7.1912.

3) Dr Abdurahman was a member of the Coloured Commission of Enquiry of 1937: C. 54-1937, p.1.

4) "The Sun", 28.6.1940, p.5.

5) Ibid.

6) Ibid.

apprenticeship, were converted into training institutions for teachers.

The four training institutions recognised by the Education Department in 1922 were Connebloem at Cape Town and Perseverance at Kimberley, both under the supervision of the Anglican Church; Wesley College at Salt River under the Wesleyan Methodist Church and the Dower Memorial College at Citenhage under the Congregational Church. The last-named institution originated at Hankey, where the Rev. Walton and his spouse had done some remarkable pioneering work.¹⁾ In 1922 there were already 323 students at these four training institutions preparing themselves for the teaching profession, whilst there was in addition a good number still receiving instruction in Coloured mission schools by the pupil-teacher system.²⁾

There was a considerable element of native students at the Coloured training institutions for teachers, especially at the Kimberley institution.³⁾

Two years later (1924) the training of Coloured teachers was still carried on in 21 schools in addition to the four previously mentioned training institutions.⁴⁾ The Superintendent-General of Education at the time, Mr A.S. Viljoen, commented upon the "serious need for concentrating the training of Coloured teachers in a few centres properly equipped and staffed for the purpose."⁵⁾ This had already been done as far as the training of European teachers was

1) S.G.E. Report 1922 (CP 2-'23) p.33.

2) S.G.E. Report 1922, p.72.

3) S.G.E. Report 1922, p.72.

4) S.G.E. Report 1923/4 (C.P.4 - '25) p.66.

5) Ibid, p.44.

concerned and also in connection with the training of native teachers but in the field of Coloured Teacher-training the "principle of concentration had still to be applied."¹⁾

A commission of enquiry which was appointed in September 1925 by the Provincial Administration to investigate Coloured education at the Cape, also gave attention to the training of Coloured teachers and to the curricula followed at Coloured Teacher-Training institutions.²⁾

In 1926 an additional training institution was established at Wynberg. This institution, known as the Battswood Coloured Training School is under the control of the Dutch Reformed Church.³⁾ In 1926 a similar institution was established at Paarl and known as the Athlone Coloured Training School, under the control of several mission societies.⁴⁾ In 1929 the Ahenish Coloured Training School was established at Worcester and into this institution the old Genadendal institution was absorbed.⁵⁾

By 1942 there were eight training institutions for Coloured teachers in the Cape Province. These were the institutions already mentioned, and in addition the St. Augustine Coloured Training School at Parow, which is a Roman Catholic institution.⁶⁾ In addition, too, Coloured students, who had passed the Senior Certificate examination or its equivalent, could follow a two-year course of training at the Best Training School, Cape Town.⁷⁾

1) C.G.A. Report 1923/4 (C.G.A.-'23) p.66; See also Education Gazette 21.2.1934.

2) C.G.A. Report 1926 (C.G.A.-'26) p.25-6.

3) C.G.A. Report 1926, p.47.

4) Ibid.

5) C.G.A. Report 1928 (C.G.A.-'29) p.68.

6) Courses of Training for Coloured Teachers: Dept. of Public Education, Cape of Good Hope, 1942, p.3.

7) Ibid.

By 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 of certificated teachers formed of the whole body of teachers employed in Coloured schools was 93.6, as compared with 86.8 in 1925.¹⁾

In their report on Coloured Training Institutions for the years 1934 and 1935, the inspectors of training colleges, A.L. Charles and C.J. Hofmeyr, commented on the great activity that was going on at the Coloured training institutions. Almost everywhere extensions were being added. At the Athlone institution at Paarl classrooms, a hall and a library had been added; the whole of the Wesley College at Salt River had been re-organised. At Bonnebloom large scale additions had been provided at a cost of £3,500; at the Dower institution at Oitenhage a woodwork room had been added to the premises, while at the Khenish institution at Worcester, a new building had been erected at a cost of £7,500. At Perseverance (Kimberley) a hostel for girls had been started and the native students there, who had been until then attending the training school for Coloureds were transferred to a separate school of their own.²⁾

1) S.G.E. Report 1934-5 (C.L.4-136) p.48.

2) (a) S.G.E. Report 1934-5, p.94;

(b) See also S.G.E. Report 1935 (C.L.2-136) p.48.

Prior to 1924 there was only one course of training for Coloured teachers, namely the course for pupil-teachers. This course was abolished in 1926.¹⁾

In April 1923 the Cape Education Department published regulations regarding new training courses for Coloured teachers. According to the regulations three courses of training were provided, viz:- (1) A three years course for the Coloured Primary Teachers' Certificate, with Std. VI as the entrance qualification; (2) A two years course for the Coloured Primary Higher Teachers' Certificate, with Standard VIII as the entrance qualification; (3) A one year Coloured Infant School Course. This course was intended to enable teachers to specialise in the requirements for the Grades and Standard I of the primary school. This course of specialisation followed upon the three years course for the Coloured Primary Lower Certificate and could only be taken at approved institutions.²⁾

In general arrangement the Coloured Primary Lower course resembled the corresponding course for native teachers, but in content the two courses differed considerably. Owing to the relatively low entrance qualification, the first year of the Coloured Primary Lower course was regarded as preparatory and included no professional training. At the end of that year a strict test was applied especially as regards a student's knowledge of the official languages. In the Lower course great emphasis was placed

1) S.C.E. Report 1923-4 (C.E.4 - '25) p.44.

2) Courses of Training for Coloured Teachers, Dept. of Public Education, Cape of Good Hope (1924).

on manual and industrial training, and provision was made for instruction in elementary science as well as in physiology and hygiene.¹⁾

The Primary Lower Course was commenced in 1924 while a start was made with the Coloured Teachers' Primary Higher Course in 1926. The special course of training for Coloured infant school teachers was not commenced until 1929.²⁾

The course for the Coloured Teachers' Primary Higher Certificate was discontinued in December 1936,³⁾ while new regulations for the Coloured Primary Teachers' Lower Certificate were introduced in January 1936. This course was from then on to be of two years' duration. For admission to the course candidates had to be in possession of the Junior Certificate (Std.VIII) and had to be at least fifteen years of age.⁴⁾

It had been felt for a long time that Standard VI was an inadequate standard of general education for admission to a teachers' training course; and that the minimum standard should be raised to Junior Certificate. In 1928 Mr H.J. Anderson, Inspector of Training Colleges and Schools commented that many of the Coloured students at entrance had a very poor general education. He said: "The pass in Standard VI seems to be of a very variable standard; and many of the students have a satisfactory command of neither

1) S.G.E. Report 1923-4, p.44.

2) (a) S.G.E. Report 1923-4, p.44. ; (b) S.G.E. Report 1925, p.47 ; (c) S.G.E. Report 1929 (or 3'30) p.23-'4.

3) CG 54'37 para.61B.

4) Courses of Training for Coloured Teachers, Dept. of Public Education, Cape of Good Hope, 1936, p.1.

official language. I should welcome the time when Standard VIII or Junior Certificate could be made the entrance qualification for the lower course of training. It is hard to see how some of the young coloured teachers who are sent out to the schools can do much to help their people on the path of intellectual progress or higher ideals of living."¹⁾

It was felt as highly desirable that a new Coloured Primary Teachers' Higher Course should be instituted with Senior Certificate or matriculation as the entrance requirement. In 1936 the Association of Coloured Training Schools pleaded with the Superintendent-General of Education for the establishment, at at least one centre, of a Coloured Primary Higher Course to which only students holding the Senior Certificate shall be admitted.²⁾ In 1937 the Commission of Inquiry regarding the Cape Coloured Population stated that "one cannot logically take the view that, while the European teacher required a general education up to the Senior Certificate stage in order to enable him to give primary education to a European child, a Coloured teacher required a general education up to the Junior Certificate standard in order to enable him to give primary instruction to a Coloured child,"³⁾ and in 1939 the Teachers' League of South Africa resolved at its annual conference "that the Department be asked to consider the desirability of instituting a Primary Teachers' Course for post-matriculation students."⁴⁾

1)(a) S.G.E. Report 1927-28 (C.P.2-'29) p.68; (b) See also S.G.E. Report 1932-33 (C.P.4-'34) p.45.

2) The Education Gazette, 28.11.40, p.1677.

3) S.G.54 - '37 para.938.

4) The Education Gazette, Vol.LXXIX, No.26: 28.11.1940, p.1677.

The Cape Education Department agreed to the request and in January 1941 a start was made with the training of teachers at Cape Town for the Coloured Teachers' Primary Higher Certificate. This course of training was of two years' duration and followed upon the passing of the Senior Certificate examination. Loans and boarding bursaries were made available to students who enrolled for the course and teachers who successfully completed this course of training received increases in salary.¹⁾

The regulations and courses of training for Coloured teachers were once again revised in 1942, and as from January 1943 provision was made for a Primary Teachers' Lower Certificate Course, a Primary Teachers' Higher Certificate Course and a Primary Teachers' Advanced Course,²⁾

When it was decided to train Coloured teachers in the Transvaal, the course for the Coloured Primary Lower Certificate of the Cape, with Standard VI as entrance qualification, was followed. The student-teachers in the Transvaal, therefore, wrote the examinations conducted by the Cape Education Department.

Today all Coloured teachers in the Cape have a minimum academic background of Standard VIII. The fact that it was not possible to introduce this basic requirement until 1936 was due to the inadequacy of the instruction given in Coloured primary and secondary schools. In 1930 the Superintendent-General of Education in the Cape reported

1) The Education Gazette, Vol. XXXIX No. 26, 28.11.1940, p. 1677.

2) (a) The Education Gazette, Vol. XLII No. 8, 14.3.1942,

(b) See also: Courses of Training for Coloured Teachers, Department of Public Education, Cape of Good Hope, 1942.

that there was an adequate number of training institutions in the province, but a weak point was the enormous wastage that occurred during the course of training. He said: "Of the students who enter on the first year of training, little more than one-third successfully complete the course and become certificated teachers. To some degree this is inevitable, in view of the fact that Coloured education is, comparatively speaking still in the embryo stage; and no doubt matters in this respect will improve as the years go on and the Coloured primary and secondary schools give a more efficient general education to the student-teachers of the future."¹⁾

With the raising of the standards required for admission to a course of training from Std.VI to Std.VIII, there followed also a general improvement in the nature of the training which the student-teachers receive.²⁾

The question of the medium of instruction in Coloured teacher-training institutions was a matter of concern to the authorities and received attention in 1935.³⁾ Provision was made in that year for students attending Coloured training schools to follow a course leading to a bilingual certificate.⁴⁾

In the same year a meeting of the principals of Coloured training schools was convened to investigate the methods of teaching at their institutions and to place the criticism and demonstration lessons of Coloured

1) S.G.E. Report 1930 (C.P.3 - '31) p.31.

2) G.O. 54 - '37 para. 93b.

3) C.C.E. Report 1934 - 5 (C.P.4 - '36) p.96.

4) S.G.E. Report 1935 - 5 (C.P.4 - '39) p. 96 - 7.

students at training schools, as well as their class-teaching on a sponder basis.¹⁾ Attention was also given to providing these institutions with properly equipped libraries.²⁾

In 1934 a refresher course for Coloured teachers was held at the Konnebloem College in Cape Town, during the winter vacation. The work done at the course appeared to have been of great value to the teachers who attended.³⁾ 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 at Konnebloem. These demonstrations enabled teachers to become acquainted with new methods, which they could then apply in practice.⁴⁾

A matter of great concern to the Cape Education Department was the scarcity of Coloured female student-teachers. Of the 351 students who entered on training in 1938 only 138 were girls. There was an over-supply of male teachers and the Education Department was concerning itself with ways and means of increasing the supply of female teachers.⁵⁾

The Cape Education Department was also concerned with the problem of European teachers serving in Coloured schools. In his report for 1932-33, Mr M.C. Botha, the Superintendent-General of Education, pointed out the desirability of employing only Coloured teachers in Coloured schools, and indicated that steps were being taken towards

1) S.G.E. Report 1934-5, p.37.

2) Ibid.

3) Ibid p.98.

4) Ibid, p.98.

5) S.G.E. Report 1938, p.23-4.

achieving this end.¹⁾

4. THE PRESENT POSITION WITH REGARD TO THE TRAINING OF COLOURED TEACHERS.

Since 1943 three courses of training for Coloured teachers were made available by the Cape Education Department.²⁾

The course of training for the Coloured Primary Teachers' Lower Certificate stretches over a period of two years and may be taken at any one of the following Coloured Training Schools :- Battswood (Wynberg), Wesley (Salt River), Zonnebloem (Cape Town), Perseverance (Kimberley), St. Augustine (Farrow), Athlone (Paarl), Dover (Uitenhage) and Rhenish (Worcester).

Students are admitted to the course of training only if they have passed the Junior Certificate examination and if they are 15 years of age at the time of admission. They must be in possession of such character traits as will make them an asset to the teaching profession. Students will be excluded from the course of studies if their conduct is not exemplary and if they neglect their work persistently.

Certificates will be issued to students only after they have passed the final examinations, and have in addition completed one years satisfactory service in the schools.³⁾

The course of training includes the following subjects:- 1. Class Teaching; 2. The Official Languages;

1) S.G.E. Report 1972-3 (CF4 -'34) p.46-7.

2) Education Gazette Vol.XLI No.8, 19.3.1942.

3) Courses of training for Coloured Teachers, 1942 para.1-6

3. Methods of teaching; 4. History, Geography, Arithmetic, Elementary Science and Nature Study, Hygiene, Literature; 4. Handwork, Physical Education, Art, Music, Writing.

Special attention is given in this course to Practical Teaching, which the students must do regularly, and also to efficiency in the use of English and Afrikaans. The courses in the languages include not only grammar, composition and literature, but also elocution and dramatic art.

The examination papers on the Methods of Teaching include questions on general educational theory, elementary child psychology and school organisation. The curricula in Arithmetic, Nature Study, Geography, History, Physical Education, Music and Art and Crafts are extensions of the primary school syllabuses and are aimed at giving students a satisfactory grounding so as to enable them to be proficient in the teaching of these subjects in the primary school. The syllabus in Hygiene emphasises the training in habits of healthy living, both for the individual and for the community.

All students must take handwork as a major subject of the course. This handwork includes Domestic Science for women and manual training for men, and in addition cardboard modelling, clay modelling, illustrative handwork, basketry. The illustrative handwork consists of the making of models to illustrate general school subjects such as history, geography, nature study, literature, art. These students are expected to prepare models illustrating different events in South African history, e.g. a model of

This course of training is essentially practical and aims at fitting the teacher for his duties in the classroom. Very little attention is given to the theoretical aspects of education.

The Coloured Primary Teachers' Higher Certificate Course is a one year course following upon the Coloured Primary Teachers' Lower Certificate. The aim of the course is to enable teachers to specialise in certain subjects of the primary school curriculum.

The course consists of one major subject and two minor subjects. The two official languages form one of the minor subjects.

The primary higher course is offered at six institutions, each institution specialising in a particular subject. Thus the training institution of Athlone at Paarl offers woodwork as the major subject and metalwork as the minor subject. The Tower institution at Uitenhage offers music as the major subject and art as the minor subject. Such is the case too at Battswood, Wynberg. At other centres, physical education and handwork are offered as major subjects for specialisation.¹⁾

A surprising feature of these courses is that no provision is made for specialisation in junior work and in nursery school teaching, particularly in view of the fact that its inclusion in Coloured teacher-training was strongly recommended by the Cape Coloured Commission in 1937.²⁾

1) Courses of Training for Coloured Teachers (1942) p.36-47
2) U.C. 54 - 1937, para. 939.

The Coloured Primary Teachers' Advanced Course extends over two years and may only be taken at the Hewat Training School, Cape Town. For admission to this course, students must be in possession of the Cape Senior Certificate or its equivalent. The subjects to be studied for this course are arranged in three groups. The subjects in Group I are to be taken over two years and include: (i) Afrikaans : reading, elocution, phonetics, literature and language; (ii) English: reading, elocution, phonetics, language and literature; (iii) Methods of Teaching, which includes general educational theory, class teaching, school organisation and methods of the school subjects; (iv) Educational Psychology; (v) Physical Education and Hygiene; (vi) Music; (vii) Art; (viii) Educational Handwork.

The subjects in Group II are also studied for two years and consist of the following school subjects: History, Geography, Arithmetic, Elementary Science and Nature Study.

Group III comprises of one subject, namely Writing, which is studied for one year only.¹⁾

This course of training provides the Coloured student-teacher with the opportunity of obtaining a fairly adequate grounding in the practical as well as theoretical aspects of classroom instruction.

An interesting feature of all the above courses is that no provision is made for religious education.

No adequate organised facilities exist for the training of Coloured teachers for work in Secondary schools. Coloured students are permitted to attend the University.

1) Courses of Training for Coloured Teachers, 1942 p.48-53.

of Cape Town, but few Coloured students avail themselves of the opportunity. A number of Coloured students receive training at the South African Native College at Fort Hare, where there are facilities for University training and for taking the Education Diploma and Bachelor of Education degree of the University of South Africa.¹⁾

1) Calendar, University of South Africa, 1949, p.418.