...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 only 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. Previous to this, use was made of the Monitor system of teacher training. This system was started in schools by Dr Bell, who was head of the military orphanage there. An one of his teacher 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.

The monitor system was extended in England by John Lancaster. From 1816 his school at Borough Road provided for the training of monitor teachers. By 1819 a large proportion of the school-going population of England and Wales...
was receiving instruction on the model plan, while from
1666 a modified form of this scheme was introduced by Hay-
Shuttleworth and was known as the pupil-teacher system.

Though it was realised that teachers had "een lastig, d.i. ge-
aliseerd heilzaam werk", it was not until 1765 that some form
of teacher training was noted by the authorities at the Cape.

in that year, e.g. seen Frederic Spelin 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. 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.

As a result of Spelin's memorandum the political Council
requested the schoolarch to investigate to what extent "dit
plan ten meeste nutte van het algemeen ten uitvoer zou kunnen
worden getracht." It was not until 1780 that the Scholarch brought out
its report, after a further request had been made to it, in
October of that year, by the political Council. in its
report concerning a "plan ter verbetering van 't schoolwezen
ter dezer plaatze in 't algemeen en ter stiging van een
goed Fransch en Latijnsch school in het bijzonder."

1) Haley, II: "A History of the English people in 1816" p.459-
665.
(b) Hay-Shuttleworth, "Four periods of public education",
 p.334 et seq.
4) C179; Blijen en tot resol., 1771, p.354.
6) Also written Spelin: C184; ges. en d. vol.1761 (9-12-1766) p.569
8) Ibid, p.571.
9) C184, ges. en d. vol.1766 (1766), 9-12-1766, p.576.
10) (a) C186, ges. en d. vol.1779 II (16-3.1778) p.847; (b) C189, ges.
(b) C196, Blijen en tot de resol.1792, p.171-207.
made no mention of Spelin's memorandum. It ascribed the unsatisfactory state of education to the "gesteidheid der schoolmeesters selve" and suggested that an improvement could be brought about only if good teachers could be imported from Holland. There 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 fungeeren."

The plan was not considered favourably by the acting Governor, Van de Graeff, who was only interested in military affairs, and it was only after his departure in 1701 that the matter received further attention, and as discussed by the Political Council at its meeting of 1 in march 1702.

Only a portion of this new educational plan was adopted and a latin school with C.J. van Baack as preceptor came into being in 1703. With regard to the training of teachers, nothing was done. The Political Council was, however, favourably disposed to the importation of teachers.

The latin school continued for some years, though it was not frequented by any pupils. In 1699 there were but eight pupils attending. 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.

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1) C.96, ms.hard rol.1752 41 (16.3.1732) p.862.
2) Ibid p.866.
4) (a) Briefen van lieren XVII naar India (16..41) nr 461,p.m.96.
(b) CI 67, Briefen van liaponee lieren aan Claes T. 1727-1732, aap.che verl. CI. AMSTERDAM 7.2.1731.
5) (a) C.96, Bijlage tot de resolution 1722, p.105 - 170.
(b) C.96, ms.hard rol.1732 (16.3.1732) p.858-867 p.654-64.
7) Ibid.
8) (a) C.96, Briefen I735-18.6, p.60; (b) nl,lo : Not. Be list 1843, Rec. VIII p.61; (c) Arrow, a : Travels II p.429.
9) C.94 163 app.V no.12.
in 1804 he first published his famous "Schooloren voor de Volksopvoeding, en de Hoop de Goede Hoop" 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 vermoedens, zonder schoolelijke of afzienlijke lichamelijke schreken", could be trained as teachers. 2) He also 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 scholar. Unfortunately these plans never materialised at the time.

Soon after the British occupation of the Cape, Governor Grahame in 1813 introduced the system of free schools for the poor on lines similar to the English monitor schools of Bell and Lancaster. 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 a member of the Bible and School Commission, 5) who devoted himself to the extension of this system of schools and 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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2) As per ante Comptt, 9 March 1805, art. 2 - 14, 19, 30 of "Het Bestuur der Openbare Schoolden..........
3) Cape Town Gazette No.591: 8 July 1813.
4) Ibid.
6) ibid., 1814 - '63 appendix no.1, p.9; Bible and School Commission to Wernerswey Commission, 30 July 1879.
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", but it was not until 1842 that this institution came into being with Thomas Buchanan as principal. Though the intention was to have the principal visit institutions in Germany 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". 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.

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. The pupil-teacher system took on greater proportions after 1852, when its introduction was formally announced by the government by this system.

2) (a) Govt. Gazette No.1744: Government Gazette of 27.1.1842.
3) See also: CO 2243-1857: memo rose-innes to Col. Secr. Cape Town, 5.4.1857.
4) CO 2243-1857: memo to Col. Secr. 15.5.1857.
6) (a) Report: "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., 3.4.1857.
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 school-day, 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 visibly. 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 6 years. The regulations for the pupil-teacher system were drafted by Hope-Innes in 1858 2) and subsequently amended by Langham Hale. 3)

This system did not produce many teachers in its initial stages 4) 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. Moran, 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

2) CO 23.2 - 1858, Note Innes to Col. Secr. 28.12.1858.
3) (a) CO 2363-1858, Note to Col. Secr. 28.12.1858; (b) Govt. Gazette No.31.2, Govt. Minute 28.12.1858.
4) (a) CO 2243 - 1857, Memo on Cape Town Normal School, Note Innes to Col. Secr. 4.12.1857; (b) CO 2153 - 1856, Note Innes to Col. Secr. 1.3.1856.
5) (a) CO 2968-1872, Note to Col. Secr., Cape Town 9.6.1872, 29.6.1872.
   (b) CO 3076-1871/2 Col. Secr. to. Hale, 12.1.1872.
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 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 "Elements of Teachers' Certificate."

1) For a short period after 1860 this system was partly suspended. (Co 5674-1865/3: Col. Secr. to Dale 31.7.1865), when a sum of £300 had been voted for transport of teachers from Europe.
2) G 24'63, p.67 No.759.
   (b) Co 5679 -1864/1871: Col. Secr. to Dale 21.2.1866.
In August 1874 the government announced that possession of this teacher's certificate was an essential requirement for an appointment as a teacher, 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 1876 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.

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 in collaboration with the Superintendent-General of Education, and received Government support. The first principal was W.K. Shilton.

2) S.A. report 1880.
3) The Dutch Reformed Church started a fund for the training of teachers in 1862: Acts Synod., 15.11.1862.
It thus took close on a quarter of a millennium to
collapse before a specific South African system for the train-
ing 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.  

It was, however, Dr Thomas Fair, who as superintendent-
general of education, placed the training of teachers at the
cape on a sound and proper footing. Soon after his appoint-
ment in 1892 he expressed himself dissatisfied with the train-
ing that the normal college students were receiving. He
found "that they were too much occupied in academic studies"
and that "very little time is left for preparatory profes-

sional practice and for the study of the science, art and
history of education, school management and school hygiene".  

He was not enamoured of the pupil-teacher system and com-
mented 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, drudges; 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."  

Fair increased the admission requirements for the
Elementary Teachers' Certificate to I.C.S.IV in 1892 and
encouraged pupil-teachers to spend their final year of
training at a normal college. He also made provision for

2) S.C.T. report 1892, p.17.
(b) See also S.C.T. report 1893, p.17.
better professional training for the Middle Class Teachers' Certificate, 1) and instituted in 1855 a university examination for a First Class Teachers' Certificate.

In 1880 the pupil-teacher system was abolished entirely and all training was therefore concentrated in the training colleges and university institutions, 2) while after 1864 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 1880 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 Junior Certificate or Matriculation Certificate (Std.N). 5)

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

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1) S.R.E. report 1813.
2) S.R.E. report 1887-'22, p.16.
3) Ibid., p.16.
4) S.R.E. report 1927-'28 (Gr2 - '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 not disappear. 1)

2. The Church Council of the Dutch Reformed Church.

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 20th October, 1792 it resolved that "niemand zal moeien, als schoolmeester genoemd wordt, tenzij hij bevreesd door een der predikanten of den hervormden Sociëldienst althier geëxamineerd zij, of hij ook leerstelling en loesterd, die voor de kinderen schadelijk en nadelig kunnen kunnen zijn, en van deze zouden examinatie, een bevrie te hebben enreduceer". 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)

2) Kerkraad Stellenbosch to Kerkraad Kaapstad, 11.1.1793, St. nr.
3) Kerkraad Stellenbosch to Kerkraad Kaapstad, 11.1.1793, St. nr. Archiven.
4) Kerkraad Kaapstad to Kerkraad Stellenbosch, 14.2.1793, . . . . 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 among the Hamaqua at Bethfontein. In 1817 he began to instruct Jacob Links, the youngest son of the Hamaqua chief Links, who was a close relation of the chief. 1) Then Shaw went to Links at the mission, the latter was about seventeen years of age. 2) Links soon learnt to read the New Testament, 3) and began to "evidence 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 preach 6) 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 Hamaqua 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.

2) Ibid., p.317
3) Ibid., p.446.
4) Ibid., p.317.
5) Ibid., p.411, 317.
6) Shaw, Memorials...... p.410.
7) Ibid., p.410.
8) Ibid., p.415.
among the Bushmen in an endeavour to teach them the way to salvation. 1) He accompanied the missionary Smith-Lil and Johannes Damer across the country of first Orange River into Great Kamequaland, 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 Oram, who became a teacher and an active member of the church at Reliefontein. Oram died about 18333) Another was Peter Links, of whom Shaw wrote, "if I were going to labour in Kamequaland, I would prefer him as an assistant to any man in the world."4)

Others trained in the same way were Joe Bartels, a mulatto woman, who later became the leader of a class of females at Reliefontein and whom scarcely mentions in his journal under date of 31st December 1877, and the Bottentot woman Diana.5)

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

When in 1813 Cradock introduced into the Cape Colony

1) Shaw, Memorials...... p. 318.
2) Ibid, p.326.
the monitor system of teacher-training, it found favour in
the mission schools. When Campbell of the London Missionary
Society visited Kharbrek on 2nd February 1813 he found
the monitor system being used at the mission school of
Saldenfaden. 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 Bethelhosp 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 Eerquaton
on 14th March 1819, he found the monitor system in use.
Four boys had been appointed to act as monitors. The attend-
dance 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."6)

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 teachers for the coloured schools of

1) Cape Town Gazette No.391 - 8 July 1813.
3) Ibid, p.41.
4) Ibid, p.146-147.
The Waterperry Commission recommended in its findings in 1863 that the annual interest derived from the capital of the Old Bible and School Commission Fund of 1823 and the Reserve Slave Compensation Fund of 1842 be diverted towards providing grants to pupil-teachers practicing in mission schools. Previously in 1862 commissions had recommended that the aforementioned funds be placed under the control of a board of Commissioners of Public Instruction. The final outcome was the adoption of those 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-subsidized mission schools. The training would not exceed five years, and candidates would receive annual grants ranging from £6 to £12.

To place the system on a more satisfactory basis, the regulations were amended in August 1874. 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) CB 1862, p. LXXXI - LXXII.
2) CB 1863, p. CVII.
3) (a) CO 3533-1866: Dale to Col. ec., Cape Town, 31.1.1866.
   (b) CO 5575 - Jan. 1864 to March 1871: Col. ec. to Dale, 21.3.1866. (c) See also C.G.B. Report 1866. Salherbe contends that the interest from the funds amounted to about £60 p.a., which was sufficient for the maintenance of 20 pupil-teachers. (See Salherbe, C.G.: "Report in A. 1853-1865", p.11b).
4) (a) Government Gazette No.4666: Regulations re training of pupil-teachers, 13 August 1874.
   (b) CO 3.26 - 173: Dale to Col. ec., Cape Town, 74.10.1873.
the first year a candidate would receive £22, but thereafter £16 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. The teachers’ certificate ensured that the possessor thereof was proficient to teach in third class public schools or mission schools.

The Le Villiers Commission in 1897 expressed itself in favour of an extension of the pupil-teacher system, as did the inspector-general of schools and colleges, Conrad Horn. He was also in favour of the churches training their own teachers.

Jan van Dale even went so far as to say in 1891 that training colleges should be abolished and “have your teachers trained in the day schools, or see to avoid expense.” 1

With Thomas More’s assumption of duty as superintendent general of education, changes were gradually affected in the pupil-teacher system until it was completely abolished. By 1895 there were four training institutions for coloured teachers, while 821 student-teachers were being trained in 27 other schools. By 1899 most of the coloured teachers were being trained in teacher-training institutions.

2) L 75-100; see also E.C. Annual Report 1895, p.12-15.
4) L 9 - 1885 i, 36.
5) E.C. Report 1813, p.87-94; ... Annual Report 1813, p.17.
6) E.C.G. Report 1813/14 p.34.
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 1939 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 1938, when the Genadendal training institution had to close its doors in favour of the Rheinisch 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. P.P. Hallbeck, Superintendent of the Moravian missions in the Cape at the time. He was responsible personally for training several Coloured teachers, among whom was Oeschiel Naffier. 4) 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

2) Ibid.
3) Schmidt, "Die Twee skool van... Genadendal", p. 8-96.
4) For an account of some of the work done by Rev. P.P. Hallbeck see 50 of 1835, p. 26-7; 536 of 1836, p. 342; Schmidt, "Die Twee skool....", p. 8-11.
the league was established on 23rd March 1913, among
its first committee members the name of W. Kieffer. 1)

The students at Semadalal 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 Semadalal 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 Depart-
ment 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)
W.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 esleysans rub
shoulders with lutherans and english churchmen with dutch

2) Ibid., "Die weekskool......" p.6, 30.
3) "The Sun", 25.6.1940, p.5.
refounded and Akkadian 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' organization was mooted in 1912 in a letter published in the columns of the "A.O.C.", a newspaper for Coloured People published by the African People's Organization, but now no longer in circulation. 2) As a result of this letter and of the interest displayed by Dr. M. Sobhraman, a leading personality amongst the Coloured people, 3) a meeting was held on 23rd 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. Hendricks was one of its first members and its first treasurer. 4) This organization held its first conference on 24th June 1913. 5) The organization received the blessings of Dr. Thomas Mair, the superintendent-general of Education and soon also received the official recognition of the Department of Education. 6)

3. The Training of Coloured Teachers, 1850-1942

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

2) A.O.C. 13.7.1913.
3) Dr. Sobhraman was a member of the Coloured Commission of Inquiry of 1937: A.O.C. 54-1937, p.1.
5) Ibid.
6) Ibid.
apprenticeship, were converted into training institutions for teachers.

The four training institutions recognised by the Education Department in 1882 were Connablos at Cape Town and Perseverance at Kimberley, both under the supervision of the Anglican Church; Wesley College at Belt River under the Wesleyan Methodist Church and the Lower Memorial College at Littlefont under the Congregational Church. The last-named institution originated at Kimberley, where the Rev. Walton and his spouse had done some remarkable pioneering work. 1) In 1882 there were already 323 students at these four training institutions preparing themselves for the teaching profession, while 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 (1884) 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, Dr. J. 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
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."

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.

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. In 1926 a similar institution was established at Paarl and known as the Athlone Coloured Training School, under the control of several mission societies. In 1929 the Akenish Coloured Training School was established at Worcester and into this institution the old Conndendal institution was absorbed.

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 Berow, which is a Roman Catholic institution. 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 Katutura Training School, Cape Town.

3) C.G.B. Report 1926, p.47.
4) Ibid.
6) Courses of Training for Coloured Teachers: Dept. of Public Education, Cape of Good Hope, 1942, p.3.
7) Ibid.
By 30th June 1936 the total number of teachers employed in Coloured schools was 2,398 of whom 1,246 were certificated and 1,153 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 53.6, as compared with 56.6 in 1935.1)

In their report on Coloured Training Institutions for the years 1934 and 1935, the inspectors of training colleges, W. 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 racial classrooms, a hall and a library has been added; the whole of the Wesley College at Salt River has been re-organised. At Somewood large scale additions had been provided at a cost of £3,500; at the Lower institution at Cintsa 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 (Alberley) 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)

2) (a) S.C.E.E. Report 1934-5, p.94.
(b) See also S.C.E.E. Report 1936 (C...2-’36) p.42.
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.R.6-123) 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 1896. The special course of training for Coloured infant school teachers was not commenced with 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 Senior 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

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3) UC 54137 para.518.
4) Courses of Training for Coloured Teachers, Dept. of Public Education, Cape of Good Hope, 1936, p.l.
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."

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 least one centre, of a coloured primary higher course to which only students holding the senior certificate shall be admitted.

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," 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."

1) (a) C.G.E. report 1927-28 (G.R.2-28) p.68; (b) See also C.G.E. report 1932-33 (G.R.4-34) p.45.
2) The education gazette, 26.11.40, p.1677.
3) C.G.E. 37 p.38.
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

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2) (a) The Education Gazette, Vol.XXXX No.8, 18.3.1943,
(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: "If 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 embryonic 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 standard 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

⁴ S.D.E. report 1936 - 6 (C.2.4 - '36) p.96 - 7.
students at training schools, as well as their class-teaching on a scarcely 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 Connablocan College in Cape Town, during the winter vacation. The course 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 educational methods, such as the "ring way", the project method, and the Dalton plan, were given at Connablocan. 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 383 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. A.C. Botta, 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

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2) Ibid.
3) Ibid p.38.
4) Ibid, p.38.
achieving this end.

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 Depart-
ment. 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: Batavia (Wynberg),
Wesley (Salt River), Zoneblosom (Cape Town), Perseverance
(Kimberley), St. Augustine (Parow), Athlone (Paarl),
Dover (Uitenhage) and Rheinish (Worcester).

Students are admitted to the course of training
only if they have passed the Junior Certificate examina-
tion and if they are 15 years of age at the time of ad-
mission. They must be in possession of such character
traits as will make them an asset to the teaching pro-
fession. 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 ad-
dition completed one year satisfactory service in the
schools. 3)

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

2) Education Gazette Vol.XLI No.8, 19.3.1943.
3) Courses of training for Coloured Teachers, 1943 para.1-6

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. Thus 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 Faarl offers woodwork as the major subject and metalwork as the minor subject. The Tower institution at Littenhage offers music as the major subject and art as the minor subject. Such is the case too at Pattwood, Wynberg. At other centres, physical education and handicraft 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)

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1) Courses of Training for Coloured Teachers (1943) p.36-47
2) U.C. 54 - 1937, paras. 939.
The Coloured Primary Teachers' Advanced Course extends over two years and may only be taken at the Heuwel 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:

1. Afrikaans: reading, elocution, phonetics, literature and language;
2. English: reading, elocution, phonetics, language and literature;
3. Methods of Teaching, which includes general educational theory, class teaching, school organisation and methods of the school subjects;
4. Educational Psychology;
5. Physical Education and Hygiene;
6. Music;
7. Art;
8. 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.

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1) Courses of Training for Coloured Teachers, 1943 p.48-49.
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.