

CAPE TOWN
TRAINING COLLEGE
1894-1937

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CAPE PENINSULA

UNIVERSITY OF TECHNOLOGY



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CAPE TOWN TRAINING COLLEGE, 1894-1937.

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PREFACE

This study is an attempt to trace the history of the College¹ from 1894 to 1937, noting the changes in its character flowing from its development towards tertiary status and trying to gauge the significance of its overall contribution to primary school teacher-training at the Cape.

Founded under the charge of J.B. Low in 1894 to provide what was little more than secondary education allied with some practical skills, at a time when no other state-run teacher-training institution existed in South Africa, it was to become a fully-fledged tertiary establishment by 1929. It then offered a well-balanced programme of academic, professional and practical training as well as opportunities for specialization. The College continued to play a significant role in the provision of teachers for Cape Town and its environs at the time of retirement of its second Principal, W.R. Campbell, in 1937.

As an organizing principle a thematic approach has been followed in the treatment of the topic. This means that it is not possible to follow the chronological sequence of the College's history chapter by chapter. To give some sense of this, however, a time chart has been included on pp.13-15; this also allows events occurring at the same time in different spheres of College life to be noted.

Chapter I examines the circumstances at the close of the Nineteenth Century that gave rise to the perception of a need for the training of teachers at the Cape.

1. The Cape Town Training College became known as Cape Town Teachers' College in 1975.

Chapter II deals with the provision of buildings and facilities and considers the effects that this process had upon the growth and development of the College.

Chapter III considers the changing composition of the trainee population and its evolution towards the status of student, while Chapter IV analyses developments in the methods of training and the structure of the curriculum.

Chapter V seeks to draw together threads and to consider the forms of restraint that operated to limit the autonomous prospects of such institutions as train teachers.

I should like to thank my supervisor, Howard Phillips for his interest, assistance and advice so generously given; Mrs. Crystal Campbell for helpful information and photographs; and also the staffs of the Cape Archives, the South African Library and the African Studies Department of the Jagger Library at the University of Cape Town.

CHAPTER I.

ORIGINS

During the last decades of the nineteenth century both the need for education and the ability to satisfy that need at the Cape were profoundly affected by the important mineral discoveries that had been made in Griqualand West and on the Rand.¹ The rapid influx of mining capital and labour that paved the way for industrial growth as well as the growing awareness of the magnitude of the "Poor White" question spread the perception of a need for education. On the one hand, the need was intensified by these mineral discoveries; on the other, revenue generated made the extension of education a distinct possibility.

There can also be no doubt that growing British Imperialism fostered the need to promote the culture and ideology of the ruler. This spirit was to be epitomised by Milner both during and after the Anglo-Boer War, but was also evident in the Cape under Prime Minister Cecil Rhodes, who clearly saw the considerable role that education had to play in this regard. The training of teachers locally would clearly constitute an important element of such a thrust.

1. M. Arkin, South African Economic Development - An Outline Survey, (S.A.B.C., 1966), p.44.

Until 1878 the only teaching qualification obtainable in the Colony was the Elementary Teachers' Certificate.² Regulations for this course had been placed on a formal basis in 1874 when it was required that candidates pass a formal examination after a three-year apprenticeship as a "pupil-teacher" in a Public School or a Mission School. The minimum age of enrolment for the course was thirteen and no academic entrance standard was prescribed.³

In 1878 a slightly more demanding qualification was introduced on the basis of training provided at the Normal College founded by the Dutch Reformed Church in Cape Town in that year. This established for the first time the "...training of colonial teachers upon colonial soil...."⁴ The Middle-Class Certificate⁵, equivalent to Matriculation, was thus established. Candidates were required to be at least eighteen years old at the time of the examination.⁶ The ideal of raising standards was sound but unrealistic. The number of school pupils proceeding as far as the admission level required was hopelessly inadequate to satisfy the need for teachers as well as for other professions.

Both of these courses had been developed by Superintendent-General of Education (S.G.E.), Sir Langham Dale (1861-1891).⁷

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2. Later to be known as the T3 or "Third-Class Teachers' Certificate".
 3. L. Behr and R.G. Macmillan, Education In South Africa, (Pretoria, 1966), p.242.
 4. ibid, p.242.
 5. Later to be known as the T2 or "Second-Class Teachers' Certificate".
 6. Behr and Macmillan, p.242.
 7. E.G. Malherbe, Education in South Africa, Vol.I, (Cape Town, 1925), p.112.

His school system enforced English medium instruction via the Education Act of 1865. He was no believer in compulsory education and considered that tact and patience would ultimately win the Dutch speakers over to support of school attendance.

Pressures for change had begun to make themselves felt towards the end of his regime and the Education Commission appointed to enquire into and report upon certain matters connected with the Educational System of the Colony in 1891, noted, as one of the more important questions to be tackled, the inadequate system of teacher-training. Dale was not unaware of the difficulty and pleaded with the Commissioners for an increase in his pupil-teacher allocation for the Colony from 180 to 400.⁸ However, when a member of the Commission, the Very Rev. J.G. Holmes, Dean of Grahamstown, suggested the establishment of a Training College, the idea was rejected out of hand by Dale, who indicated his desire to follow "....the lines they are going on at home..."⁹ The objective there was to have all teachers "....trained in day schools so as to avoid expense..."¹⁰ Moreover, he added, the Synod of the Dutch Reformed Church was no longer prepared to sustain the considerable expense involved in the running of the Normal College.¹¹ Local men could not be persuaded to go teaching and he was resigned to the need to import male teachers. Of those who attended the Normal College he said, "....you still cannot get them to teach. You bring them to the water but they will not drink."¹² He also had no illusions about the poor image of the teaching profession¹³ - a legacy of the tradition of the ill-schooled itinerant meester.

8. G9 - '91, First Report of a Commission appointed to enquire into and report upon certain matters connected with the Educational System of the Colony in 1891, p.36, question 301.

9. ibid., question 302.

10. ibid., question 302.

11. ibid., question 305.

12. ibid., question 305.

13. ibid., question 473.

When evidence for the Second Report of the Commission was heard at Kimberley in September 1891, Dean Holmes took issue with Rev. D.D. Fraser, a school inspector who favoured retention of the Pupil-Teacher system. Fraser was forced to concede that his support for the system was based on his experience of the Scottish system which prescribed five years of training under the direction of well qualified staff.¹⁴ It was clear to him that the quality of pupil-teachers at the Cape was inferior and that the situation was not helped by Principals who were "...not alive to their responsibility".¹⁵ Holmes went on to question the advisability of having "...children who have not completed their own education [being put] to teach other children in the school."¹⁶

In its Third and Final Report the Commission found that the shortage of teachers¹⁷ as well as their character¹⁸ contributed to irregularity of attendance. It was also clear that much more spending on education was required. It pointed out that doubling the cost would only just bring the Cape into line with New Zealand.¹⁹ Finally, it reported the need for a "Central Training School" for aboriginals run by the government in preference to continued support for volunteers".²⁰

14. G3 - '92, Second Report of a Commission appointed to enquire into... the Educational System of the Colony in 1891, p.297, question 8022.

15. ibid., question 8023.

16. ibid., question 8023.

17. G3 - '92, Third and Final Report of a Commission appointed to enquire into..... the Educational System of the Colony in 1891, p.10, section 31.

18. ibid., p.11, section 31.

19. ibid., p.11, section 35.

20. ibid., p.33, section 129.

This recommendation was but a start; however, as it coincided with the appointment of a new S.G.E., Dr. Thomas Muir, in 1892, it was made in unusually congenial circumstances. His vision and drive were to serve as the spur that was required to translate recommendations into reality.

Towards the end of his first year in office in 1890, Prime Minister C.J. Rhodes had gone to considerable lengths to find a suitable successor to Dale. He had appointed T.E. Fuller, M.L.A., to seek out a suitable candidate in Britain, believing in the importance of importing "fresh educational blood" from overseas and opposing a colonial appointment.²¹ Rhodes had subsequently met Muir in London, had clearly been impressed and had decided there and then to offer him the position. His Cabinet colleagues of the Afrikaner Bond needed some persuasion before they relented and gave in to his wishes.²² Rhodes is reported to have told Fuller that he "....would rather throw up [his] position tomorrow,.... than hand over the youth of the Cape Colony to any person not..... fully qualified for such a position..."²³

Muir had had a distinguished academic career as a mathematician, having studied at Glasgow, Berlin and Gottingen.²⁴ A Master of Arts

21. H.M. Daleboudt, "Sir Thomas Muir en die Onderwys in Kaapland tydens sy bestuur as Superintendent-Generaal van Onderwys, 1892-1915" (unpublished D.Ed. thesis, University of Stellenbosch, 1942), p.36.

22. *ibid.*, p.37.

23. *ibid.*, p.37.

24. P.S. Du Toit, Onderwys in Kaapland, 1652-1969 (Pretoria, 1970), p.89.

with a particular taste for Greek, he was to be elected a Fellow of the Royal Geographical Society in 1892, a Fellow of the Royal Society in 1900 and ultimately to be crowned with a knighthood in 1915.²⁵

His early personal background is of special relevance to his attitude towards teacher-training. After the premature death of his father, he had become a pupil-teacher at the age of fourteen. He had gone on to undertake private studies at the University of Glasgow.²⁶

This experience had clearly influenced his attitude towards the practical training of teachers, as is evident from his response to the attempt by the Victoria College²⁷ to establish a Chair of Education in 1905, when he told a Select Committee, "A Professor of Education will never produce teachers. It will be all theory".²⁸ His comments about the efforts of the Normal College were very much in the same vein. In his first Annual Report he said that they were "....too much engrossed in academic studies... very little time is left for preparatory professional practice..."²⁹

The patent inability of the Cape to supply a sufficient number of better qualified teachers was cynically commented upon by Muir in his second Annual Report. He showed that only thirteen out of fifty-four teachers trained in the Colony in the previous four years were teaching there, an effective output of three and a quarter per annum!³⁰

25. H.W. Turnbull, "Sir Thomas Muir 1844-1934" (obituary) in Journal of the Royal Society, (3), December 1934, pp.179-181.

26. Du Toit, p.89.

27. Later to become Stellenbosch University.

28. Daleboudt, p.347.

29. Behr and Macmillan, p.243.

30. G7 - '94, Report of the Superintendent-General of Education for the year 1893, p.21.

When challenged with the statement that "teachers are born and not made", he was quick to reply that "...the natural birth rate was too low to meet the demand..."³¹ He also referred to the pupil-teacher system which he inherited as "...poisoning the supply at source..."³² Clearly then, the S.G.E. was convinced of the need to revise the system of teacher training. Some mechanism was also needed, he felt, to empower him to compel those who trained in the Colony to teach there and to stem the "draining away" to the South African Republic and the Orange Free State.³³ He therefore ruled that all Normal College students enrolled from 1894 onwards would be required to sign a contract to teach in the Cape for two to three years after qualifying.³⁴

The Census of 1891 provided the kind of statistics that could be used to fire the public imagination in support of the cause. It reflected a high degree of illiteracy (inability to "read and write") amongst the white population of school-going age. Of those between five and nine, only 31,2% could read and write, while 74,3% of those between ten and fourteen were able to do so. This compared unfavourably with the adult literacy rate of over 92% for those between fifteen and seventy.³⁵ These figures were taken up by the

31. Malherbe, p.172.

32. Behr and Macmillan, p.243.

33. G7 - '94, Report of the S.G.E., 1893, p.21.

34. ibid., p.22.

35. G6 - '92, Census of the Colony of the Cape of Good Hope, 1891, p.98.

press³⁶ in a campaign led by the Eastern Province Herald and epitomised by an editorial entitled, "Our White Barbarians".

The editor showed that 48422 white children of school-going age (5-15) could not read and write. He saw this backlog as a priority to be attended to before "....dealing with the education of native children."³⁷

The vast majority of these children were situated in the rural areas and were Dutch-speaking. He took the view that it would be to their advantage to be schooled in English as this would "....fit them for life in the Colony..."³⁸ The findings of the Census were also considered by the Education Commission in preparation for its Third and Final Report.³⁹

Moreover, Circuit Inspectors of the Cape Education Department had also made it their business to highlight the inadequacies of the pupil-teacher system. A disillusioned Inspector Fraser, for example, reported that it was a system enabling "....boys and girls to get their education cheaply..." as "subsidized pupils" and "teaching drudges". Very few were pupil-teachers "....properly so called" he concluded.⁴⁰

The shortage of teachers and the need to introduce compulsory schooling for White children were matters debated in both the Legislative Council⁴¹ and the House of Assembly⁴² in 1893.

36. Eastern Province Herald, 7 December 1892.
Cape Times, 3 December 1892 and subsequent issues.

37. Eastern Province Herald, 7 December 1892.

38. ibid.

39. G3 - '92, p.c2.

40. G29 - '93, Report of the S.G.E., 1892, p.17.

41. Cape of Good Hope Debates in the Legislative Council - 1893, columns 212 and 215.

42. Cape of Good Hope House of Assembly Debates - 1893, pp.285-330 and 372-375 (See also House of Assembly Debates - 1895, p.393.)

The dust raised by the press in December 1892 had done much to precipitate this interest. Parliamentary concern was undoubtedly awakened by the "Relief Conference" convened by the Colonial Secretary in Cape Town on 9 December 1892 and attended by, amongst others, Members of the Ministry and the S.G.E. They decided "....to take means to bring to the knowledge of the public the conditions of these white colonists in the hope that some means would be found of removing them from their present surroundings and lifting them in the social scale".⁴³

In his Report for 1893 Muir seized his opportunity to illustrate graphically the teacher shortage, showing that no fewer than 70,7% had no academic qualifications;⁴⁴ in some circuits the figure was as high as 90%.⁴⁵ He put this down to the "....low and perverted estimate of a teachers' qualifications" as well as poor salaries, uncertainty of employment and inadequate training facilities.⁴⁶ The statistics for 1894 drove the point home with even greater force when it was shown that not only had 87,2% no academic qualifications, but 72,5% did not have professional qualifications.⁴⁷ It was clear to Muir in 1893 that "....Any man who [could] put pen to paper and [looked] as if he had been unaccustomed to manual labour [was] in some parts considered fit to be a teacher; and,

43. Cape Times, 10 December 1892.

44. Matriculation was the lowest academic qualification recognized.

45. G7 - '94, Report of the S.G.E., 1893, p.19.

46. ibid., p.20.

47. G7 - '95, Report of the S.G.E., 1894, p.xx.

so great [was] the dearth of capable teachers, that a man of his stamp [would be] sure of employment, if he [could] only be got to rate his services at a low enough figure."⁴⁸ The establishment of large numbers of schools at this time exacerbated the shortage of teachers still further.⁴⁹

Clearly then, there was a need both to raise the standard of teacher-training and to increase the output. The first step taken by Muir in this direction was the publication of revised Pupil-Teacher Regulations and a new syllabus for the T3 course to take effect from 1 January 1894.⁵⁰ To give effect to the system in an organized fashion, he elected to establish the "Central Class System" in order to co-ordinate and unify the system of training teachers in Cape Town and its immediate environs.⁵¹

These classes assembled at the start of 1894 "...for instruction daily, pupils of the first year in one class for an hour and a half and those of the second year for the same time, and at a still later hour those of the third year".⁵² The aim was to eliminate the abuses of the old system by ensuring that these pupils would be given a suitable general education as well as professional instruction.⁵³

48. CP 5- 1915, Report of the S.G.E., 1914-1915, p.18.

49. G7 - '94, Report of the S.G.E., 1893, p.20.

50. Cape of Good Hope Department of Public Education, The Education Manual, 1894, pp. 28-30.

51. J.E. Kellerman, "Die Geskiedenis van die opleiding van Blanke Onderwysers in Suid Afrika 1652-1936" (unpublished D.Ed thesis, University of Stellenbosch, 1936), p.167. A "Central Class System" to cater for a similar situation had been introduced with success in England in 1859.

52. G7 - '95, Report of the S.G.E., 1894, p.xxii.

53. ibid., p.xxiii.

The post of Departmental Instructor of Pupil-Teachers was established for this purpose on 1 January 1894 and the first incumbent was Mr. James Barrie Low, M.A.⁵⁴ These classes were to have daily practice in teaching and would be examined annually by an Inspector in teaching, in an oral test and by written examination.⁵⁵ Lessons in Sewing, Music and Drill were to be given by specialists and pupils talented in Drawing could spend one day each week attending the School of Art.⁵⁶ The entry requirement prescribed was Std. IV and pupils were to be at least fourteen years of age.⁵⁷ Applications were accepted at the discretion of Mr. Low and eighty pupils⁵⁸ were enrolled in 1894. These classes were to develop into the Cape Town Training College, the first Training School⁵⁹ for pupil-teachers established by the State at the Cape. It was an institution "sui generis", unlike any of the other training institutions that followed it in that it was directly administered by the Education Department, being subject neither to School Board nor Church. Its status remained thus until the Second World War.⁶⁰

54. Cape Archives, S.G.E. 13/32, Register of Colleges, Special Day and Evening 1901-1911, p.143.

55. G7 - '95, Report of the S.G.E., 1894, p.xxiii.

56. ibid., p.xxiii.

57. G7 - '98, Report of the S.G.E., 1897, p.20 (In 1894 only 5,82% of Cape pupils were in advance of Std. IV).

58. The Education Manual, 1894, p.5.

59. Kellerman, pp. 171-172 and Malherbe, p.149, list Training Schools established subsequently. Malherbe gives 1893 as the date of establishment of the Cape Town School, but classes only began in the following year.

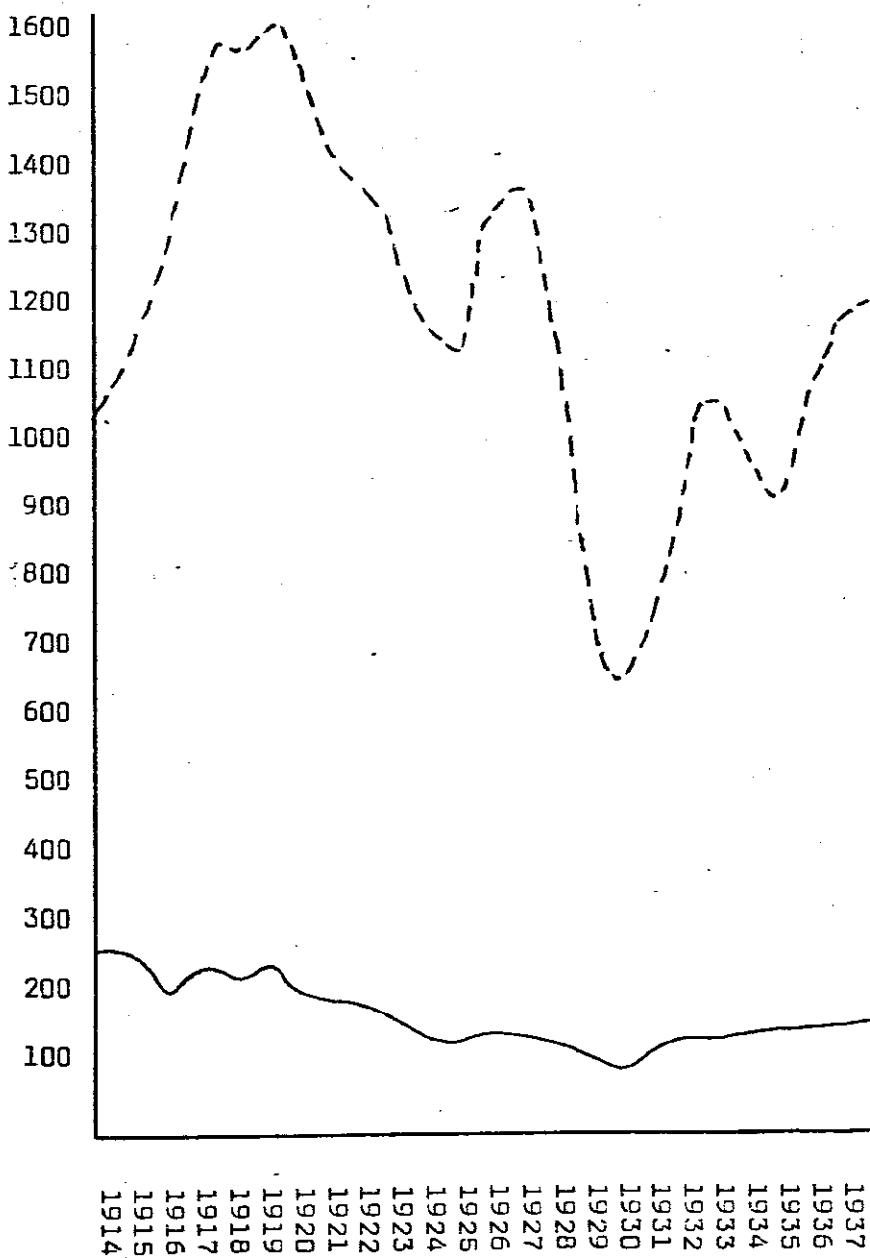
60. Cape Archives, P.A.E. 603, Inspectors' Reports, 1941, Report of Training College Inspectors, p.2, refers to the establishment of a College Committee since the previous inspection in 1939.



JAMES BARRIE LOW, M.A.

(Principal 1.1.1894-30.9.1915)

TOTAL ENROLMENT OF STUDENTS AT ALL CAPE TRAINING COLLEGES
1914-1937, - SHOWING THE PROPORTION OF THOSE STUDENTS ENROLLED
AT CAPE TOWN TRAINING COLLEGE.



TOTAL ENROLMENT - - - - -

ENROLMENT AT C.T.T.C. ~ ~ ~

TIME CHART : MAIN EVENTS RELATING TO C.T.T.C. 1891-1937.

YEAR	SUPERINTENDENTS- GENERAL OF EDUCATION.	PRINCIPALS AND VICE-PRINCIPALS	ENTRY STANDARDS.	LEGISLATION, COMMISSIONS, INVESTIGATIONS	BUILDINGS, GROUNDS HOSTELS.	STATUS
1891				G 9 - '91, Education Commission (I)		
1892	Dr. T. Muir appointed			G 3 - '92, Education Commission (I + II) G 6 - '92, Census (Cape)		
1893			Pupil-teacher regu- lations revised w.e.f. 1/1/1894			
1894		Instructor of pupil- teachers appointed, J.B. Low.	1) Std. IV 2) Not less than 14 yrs. old		1) University Chambers 2) William Frederik School 3) Fine Arts Association (Students have own boarding arrangements)	First State-run Training Institu- tion for Primary School Teachers in South Africa (80 students)
1895						
1896						
1897					Fine Arts Association Building demolished 4) Mutual Hall	
1898					5) Y.M.C.A. 6) Riebeeck Hall	
1899			Std. V			
1900		Low appointed Principal			7) "Training Institute" opened (Queen Victoria St.) (No sports facilities)	Training School
1901			1) Std. VI 2) Admission Exam.			
1902						
1903						
1904						

YEAR	SUPERINTENDENTS- GENERAL OF EDUCATION.	PRINCIPALS AND VICE-PRINCIPALS	ENTRY STANDARDS	LEGISLATION, COMMISSIONS, INVESTIGATIONS	BUILDINGS, GROUNDS HOSTELS.	STATUS
1905	Muir on leave (C. Murray acting)			School Board Act - Segregation of Public Schools		
1906						
1907						
1908						'Training College' (More than 20 Post- Matric students for a full year)
1909		Vice-Principal appointed - W.R. Campbell				
1910			Std. VII (White) Std. VI (Coloured)	G 17 - 1910 Education Commission : (Bilingualism)		
1911	Muir on leave (C. Murray acting)					
1912						
1913					Demand for segregated toilets and rooms	
1914		Low on leave Campbell acting Head			1) Separate facilities built. 2) Practising School opened.	
1915	Muir retires (June) Charles Murray, M.A. (Acting)	Low retires (Septem- ber) Campbell appointed Principal	1) P.T.2 for E.K.G. 2) E.K.G. for H.K.G.		Wesley Training College for Coloured students opened	Remains largest Teacher Training Institution in South Africa
1916		F.H.A. Lange appointed as Vice-Principal	Entrance exam re- introduced	C.P.5 - '16, Language Ordinance Commission	Sports field between College and Keerom Street	University attempts to take over all Post-Matric students
1917						
1918	Dr. W.J. Viljoen appointed				Single-teacher Practi- sing School opened	
1919						
1920			Std. VIII (P.T.L.C.) Std. X (P.T.H.C.)			
1921					Palmyra Road site turned down	First Internal exams introduced

YEAR	SUPERINTENDENTS- GENERAL OF EDUCATION.	PRINCIPALS AND VICE-PRINCIPALS	ENTRY STANDARDS	LEGISLATION, COMMISSIONS, INVESTIGATIONS	BUILDINGS, GROUNDS, HOSTELS.	STATUS
1922						
1923						
1924					'Cape Times' built on only sports field	
1925						
1926						Internal exams extended
1927					Charlton House bought	
1928						
1929	Viljoen dies (July) P.A. Millard (acting)		Std. X		Charlton House occupied	
1930	Prof. M.C. Botha appointed	Lange dies			New building plans approved	
1931		Campbell on leave H. Hutchinson B.Sc. (acting)			Tennis and Netball courts laid out College moves to Mowbray from Queen Victoria Street	
1932						
1933	Botha appointed Secretary for Education (U.G.)					All exams, except languages and practical subjects internally examined
1934	Dr. W. de Vos Malan appointed					
1935						
1936						
1937		Campbell retires W.J.B. Pienaar, M.A. appointed.				

THE CONCRETE FABRIC:
BUILDINGS, GROUNDS AND HOSTELS.

This chapter outlines the circumstances that led to the construction of buildings to house the Training College¹ in Queen Victoria Street and seeks to show how factors such as the development of courses, racial ideology, the disappearance of surrounding open space, coupled with increasing noise and other difficulties, were rapidly to render these premises inadequate and to give rise to the need to relocate the institution in more suitable surroundings. These were finally found in Mowbray, to which the College moved in 1931.

After the inauguration of the "Central Classes" in 1894, some years were to elapse before they were housed in satisfactory buildings, having to occupy no fewer than six different premises before finding a home of their own. This reflected official uncertainty about the future of teacher-training on the one hand, and the depressed Cape economy after 1895 on the other.²

A start was made in University Chambers, 5 Bureau Street at the beginning of 1894.³ The classes soon moved to the William Frederik School in Boom Street⁴ (now Commercial Street), where they

1. The building was referred to as the Training Institute and provided facilities for a School of Art as well as classes of various kinds for adults having no connection with the "Central Classes" as such.

2. M. Arkin, South African Economic Development - An Outline Survey, (S.A.B.C., 1966), p.45. (Rail tariff competition with Natal and the Delagoa Bay line between 1895 and 1898 reduced Cape profits to zero and 1896 saw the Rinderpest epidemic.)

3. Department of Public Education, Colony of the Cape of Good Hope, Prospectus of the Training School, (Cape Town, 1900), p.5.

4. ibid., p.5. (This school had been established as part of a church complex which included an old-age home.)



UNIVERSITY CHAMBERS, BUREAU STREET - BETWEEN
CULTURAL HISTORY MUSEUM AND GROOTE KERK

(Courtesy of Cape Archives J 8532)



N.G. KERK BUITENKANT STREET
FORMER WILLIAM FREDERIK SCHOOLS ON
RIGHT-HAND SIDE

(As it appeared in 1983)



FORMER WILLIAM FREDERIK
SCHOOLS, COMMERCIAL STREET
(Previously Boom Street)

used a room from February 12 until June 30, 1894. Their stay was marred by the failure of both parties to observe their contract. On the one hand, the school failed to supply adequate furniture, while the Department made unauthorized use of the room for singing lessons outside school hours on the other. In respect of the former, the Department threatened to withhold payment of all rent due to the proprietors. Three months' notice was duly given at the beginning of April 1894.⁵

The classes duly migrated to rooms in New Street (now Queen Victoria Street) which they rented from the Fine Arts Association until the end of 1896.⁶ It was on the site occupied by this building that the College was to find its first permanent home in a building approved by Parliament in 1895.⁷ Although the Fine Arts Association Rooms were abandoned for demolition in 1896, it was not until 1898 that building operations began.

Meanwhile, from the start of 1897 the classes were held in the Mutual Hall in Darling Street.⁸ The Department continued to lease this Hall for various purposes and shared the facility with other organizations until the end of 1899.⁹ That the venue was less than

5. Cape Archives, S.G.E. 1/160, P.G.I. Meiring to S.G.E., 21 March 1894 and 23 May 1894, and margin notes thereon.

6. S.G.E. 1/173, J.A. Fairbairn to S.G.E., 10 June 1895.

7. G5 - 1900, Report of the Superintendent-General of Education for the year 1899, p.24.

8. Prospectus of the Training School, p.5. (The Mutual Hall was destroyed by fire in 1902. It stood on the present site of the S.A. Permanent Building Society at 9 Darling Street, Cape Town.)

9. S.G.E. 1/187, Secretary S.A. Mutual to J. Barrie Low, 18 November 1896.

1/201, Secretary, S.A. Mutual to Secretary, Department of Public Education, 15 November 1899.

1/230, Extract of lease, Mutual Hall, lease renewals, 18 November 1899.

satisfactory may be judged from the correspondence of the Woodwork Instructor, John Cook, who wrote to the S.G.E. in March 1897, complaining about the positioning of a piano in the middle of the area used by him, and the up-ending of "....a large packing case in which I store a quantity of small articles." Called upon by the Secretary of the Education Department to respond, Low remarked that "....Mr. Cook does not seem to understand that we all have to submit to inconveniences at present - he less than anyone else - and that this is bound to continue as long as we are in the Mutual Hall".¹⁰

A brief spell in the Y.M.C.A. Hall, Long Street, followed, when these premises were rented from 1 January to 31 March 1898.¹¹ Thereafter a lease was signed with J.R. McKillop of "Encaustic Tile and Marble Show Rooms" in Hout Street for the use of the Riebeeck Hall in Bree Street from 1 April 1898, with the "....option of renewing the lease for a further period on the same terms..."¹² This building was to remain the home of the Central Classes until the end of 1899.¹³

In the interim the S.G.E. continued to remind the Colonial Secretary, who was the minister responsible for Education, of the urgent need for suitable premises. After raising the matter in his Reports for 1896¹⁴ and 1897¹⁵, he reported in 1898 that

10. S.G.E. 1/201, Cook to S.G.E., 19 March 1897 and Low's reply to Education Office, 24 March 1897 on back of same.

11. S.G.E. 1/215, Secretary Y.M.C.A. to S.G.E., 31 March 1898.

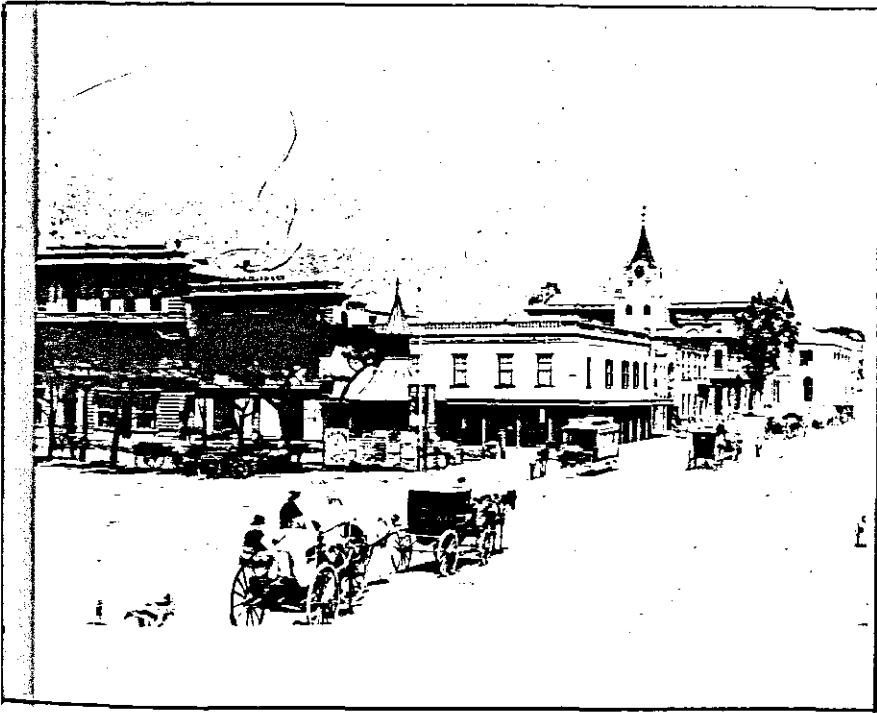
12. S.G.E. 1/230, J.R. McKillop to Secretary, Education Department, 29 March 1899.

1/230, Extract of lease, Riebeeck Hall, lease renewals, 30 September 1899.

13. Prospectus of the Training School, p.5.

14. G10 - '97, Report of the S.G.E., 1896, p.22.

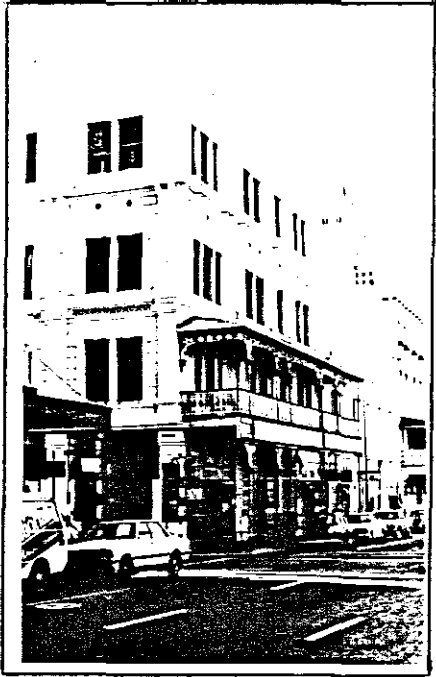
15. G7 - '98, Report of the S.G.E., 1897, p.23.



CORNER OF ADDERLEY AND DARLING STREETS CIRCA.1863
MUTUAL HALL ON EXTREME LEFT-HAND SIDE.

Courtesy of Cape Archives AG 762)

FORMER Y.M.C.A.,
LONG STREET AS IT
APPEARS IN 1983



RIEBEECK HALL CIRCA.1900

(Courtesy of Cape Archives E 7983)



"The classes are still carried on in disadvantageous circumstances, their only place of meeting being a public hall designed for quite different purposes. The Pupil-Teacher Institute authorized by Parliament three years ago is far from being finished..."¹⁶ That building finally commenced in 1898 may have been inspired by the demand for improved educational facilities that were emphasized in the election campaign of that year.¹⁷

With some pleasure the S.G.E. reported in 1900 that building had been completed and that "This pile of buildings satisfies every requirement from an educational point of view and the Principal, Mr. James Barrie Low, M.A., will appreciate the permanent home his pupils now have, after the many changes which have taken place since these classes were first started in 1894."¹⁸ The ground and first floors of the three-storeyed building were available to the Central Classes; the second floor was allocated to the School of Art.¹⁹

THE QUEEN VICTORIA STREET ERA (1900-1931)

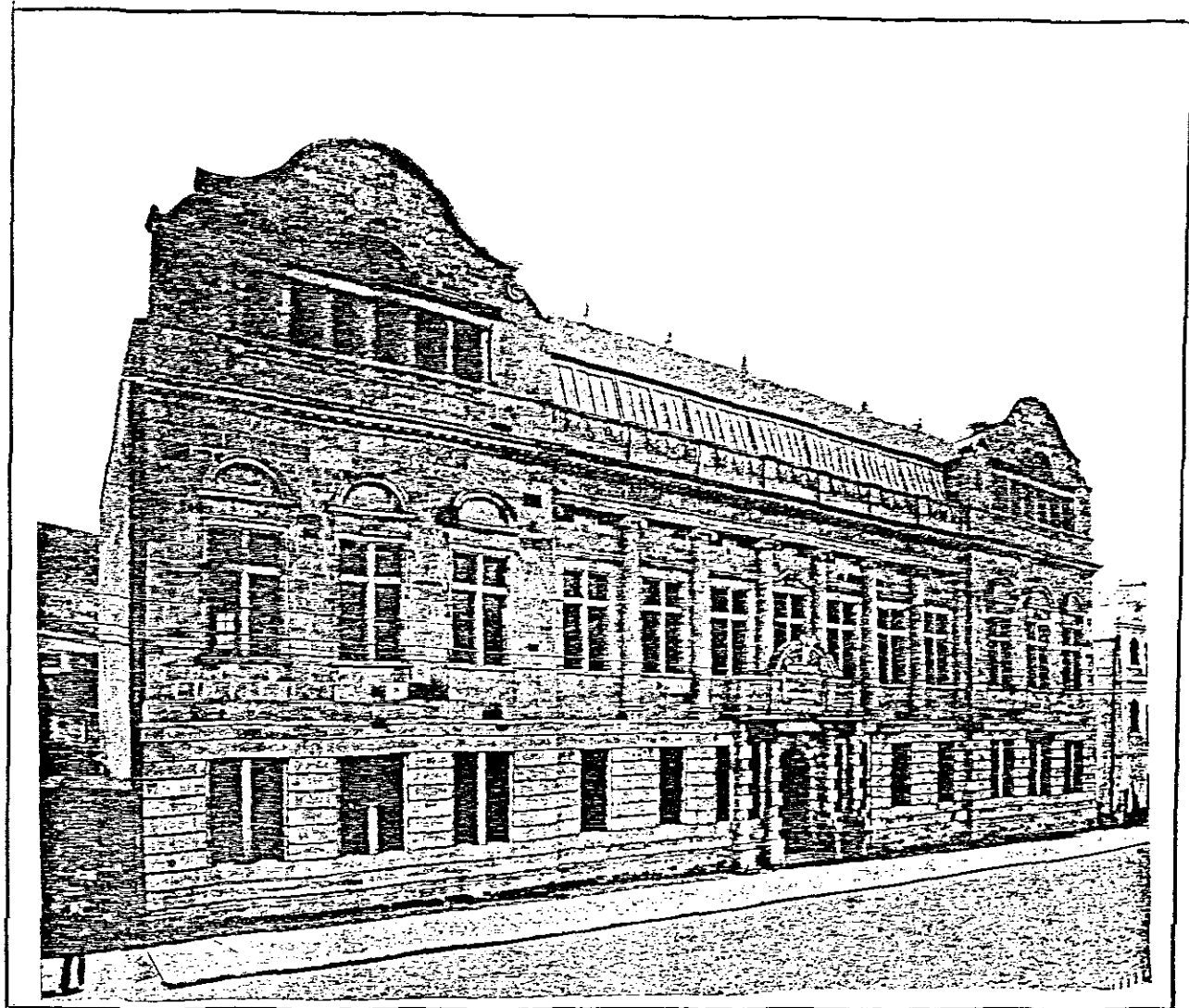
However, it was not long before it became apparent that the building was not ideally located. The growth of motor traffic

16. G2 - 99, Report of the S.G.E., 1898, p.19.

17. M.A.S. Grundlingh, "The Parliament of the Cape of Good Hope with Special Reference to Party Politics, 1872-1910", in Archives Year Book for S.A. History - 1969, VOL.II (Johannesburg 1973), pp. 256-259.
(The date 1898 appears above the entrance to the College building in Queen Victoria Street.)

18. G3-1901, Report of the S.G.E., 1900, p.16.

19. S.G.E. 1/272, Memorandum Regarding Fittings for Pupil-Teachers' Institute, n.d.



COLLEGE BUILDINGS, QUEEN VICTORIA STREET
1900 - 1931

resulted in increasing noise to such an extent that in 1902 the Chief Inspector of Public Works was induced by the S.G.E. to request financial support from the City Council on a fifty-fifty basis for the double-glazing of street-side windows and paving the road with wood! The Council refused to support the suggestion and it was duly dropped.²⁰

Noise was to be a recurrent difficulty, as is evident in the reminiscences of W.R. Campbell, who was appointed Vice-Principal in 1909. He recalled that a skating rink was constructed between the College and Keerom Street. Skaters, accompanied by violin and piano, were a distraction, particularly in the evenings, until "....the competition of bigger and better rinks in the suburbs swept away that nuisance..."²¹ From 1911 onwards stone-cutting became a constant source of distraction on the site previously occupied by the skating rink, as the Supreme Court was being built on one side and the D.R.C. Synod Hall was arising on the other. The distractions of forge and anvil were such that the Inspector of Training Colleges, H.J. Anderson, felt moved to comment that "....one room can hardly be used at all for teaching purposes."²²

20. S.G.E.1/354, Chief Inspector of Public Works to S.G.E., 11 September 1902. and C. Murray to Chief Inspector of Public Works, 6 November 1902.

21. "The Cape Town Training College Early Years", in "William Campbell Book", a collection of memorabilia in the possession of Mrs. C. Campbell, widow of the late W.R. Campbell, of Somerset West. (The article referred to is mounted between pp. 42 and 43.)

22. S.G.E.2/324, Inspectors' Reports, 1912 (See also S.G.E.1/970, Low to S.G.E., 11 November 1911.)



WILLIAM RAMSAY CAMPBELL, M.A.

(Principal 1.10.1915-31.12.1937)

Space in the new building soon proved inadequate too and the matter came to a head in 1911-12 over the need to set up a practising school at the College.²³ It had become necessary to make more satisfactory provision for demonstration and practice lessons since classes in surrounding schools were too few to satisfy these needs.²⁴

Three possibilities existed if space was to be made for a practising school in the building of the Institute.

1. The School of Art could be removed from the second floor;
2. Additional rooms could be added or;
3. Coloured students could be removed.

The S.G.E. came up with a solution in a confidential meeting with Low on 14 April 1913 when he stated his intention to remove the School of Art to make way for a practising school.²⁵ After the exclusion of Coloured students during the First World War, some of the additional classrooms built to accommodate them separately in 1914 were also allocated to the Practising School.²⁶

The prospect of a practising school on the top floor of the

23. S.G.E. 2/272, Inspectors' Reports, 1910. (See also S.G.E. 2/298, Inspectors' Reports for 1911 and S.G.E. 2/324, Inspectors' Reports, 1912).

24. S.G.E. 2/298, Inspectors' Reports, 1911.

25. Cape Archives, P.A.E. 186, file B.2023, Memorandum, S.G.E. to General Correspondence Branch, 14 April 1913.

26. P.A.E. 186, file B.2023, Secretary of Education Department to Provincial Secretary, 11 September 1913; C. Hougham (P.W.D.) to Education Department, 12 June 1913; Provincial Secretary to S.G.E., 12 December 1913.

(Four rooms were added, two above each of the back courtyards, situated on the first and second floors. Additional toilets were also added on the ground floor.)

building posed immediate difficulties in terms of playground space. This was highlighted by the Secretary of the Education Department, Charles Murray, who wrote that "Even should they be allowed to use Queen Victoria Street as a playground this running up and down stairs and through the corridors will be unbearable." He suggested the use of the roof of the new rooms on the second floor linked by the roof over the stair-case as "...a roof-garden so as to offer at any rate if not a commodious playground at least a suitable breathing place."²⁷ That such a scheme was not subject to Municipal Building Regulations went without saying;²⁸ its hazardous nature, even when fenced, was brought home to the authorities in later years.²⁹

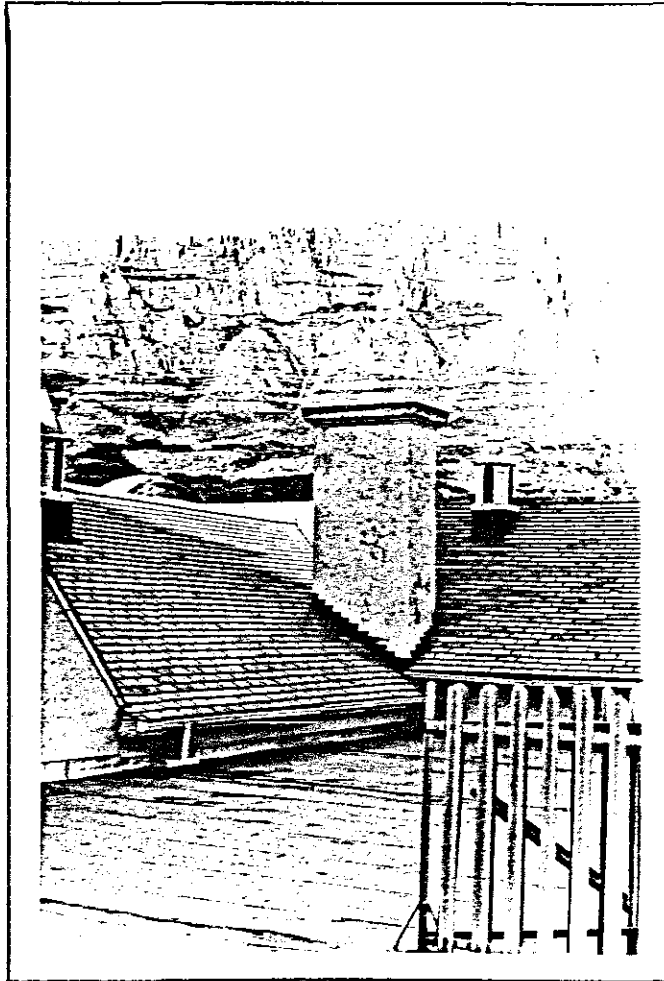
The Practising School was opened by the Chairman of the School Board on 7 August 1914.³⁰ No sooner had the school set to work than the visiting Kindergarten Instructress, Miss Drake, noted the need for windows in a "blank wall" of one of the new rooms. The matter was raised with the S.G.E. who rejected the idea out of hand on the grounds that the building had just been completed. Referring to his interview with her, he said that she must realize

27. P.A.E. 186, file B.2023, Memorandum, Secretary of Education Department to S.G.E., 13 October 1913.

28. P.A.E. 186, file B.2023, Secretary of Education Department to S.G.E., 19 February 1913.

29. P.A.E. BATCH 57, file S.B.B. 19/1009, W.R. Campbell to Controller of Educational Finance, 22 May 1930, refers to crumbling wire netting around a playground serving 200 children on the roof of the second floor.

30. Cape Times, 8 August 1914.



THE ROOF PLAYGROUND
1914 - 1931

(As it appeared in 1983.)

that "....she was no longer merely a teacher, who had got to ask her Committee to spend other people's money; she was now, so to speak, a spender of her own Department's money; and the Departments' point of view must be constantly kept before her."³¹

The disadvantage of direct administrative control was evident again when it was pointed out to him that there was a need for one of the new sets of blackboards to be lowered to meet the requirements of the kindergarten. He adopted the same standpoint, refusing alterations, once he had established that the error had been the fault of the Principal, Mr. Low!³²

Expansion of the School to meet the needs of the entire elementary school range raised further space problems. Rooms had to be partitioned³³ and when a "Single Teacher Practising School" was established in 1918, arrangements had to be made to rent the Old Cathedral for this purpose.³⁴ Nevertheless, adequate facilities to provide training in specialist courses were lacking.³⁵ Campbell even investigated the possibility of relocation. With a small sub-committee he soon established that the fine thirty acre estate of Keurboom, in Palmyra Road, was available for £15 000.³⁶ The matter got no further because of the lack of funds.³⁷

31. P.A.E. 186, file B.2023, Memorandum, S.G.E. to General Correspondence Branch, 24 November 1914.

32. P.A.E. 186, file B.2023, Memorandum, Secretary of Education Department to P.W.D., 24 November 1914 and P.W.D. to Secretary of Education Department, 26 November 1914.

33. S.G.E. 1/1471, W.R. Campbell to S.G.E., 15 May and 23 June 1916. S.G.E. 1/1472, W.R. Campbell to S.G.E., 22 May 1916.

34. S.G.E. 1/1711, Secretary of Education Department to P.O. Wathes, 2 August 1918.

35. C.P.4-'20, Report of the S.G.E., 1919, p.7.

36. "William Campbell Book."

37. P.A.E. BATCH 57, file S.B.B. 19/100A, Memorandum, Administrator to Provincial Secretary, 18 March 1927.

Developments next-door to the College added to its increasingly unsatisfactory character. In 1924 the only sports-field in close proximity to the College, a vacant piece of ground between the College and Keerom Street, was withdrawn from use when construction of the "Cape Times" building commenced. In stressing the need to move, Campbell pointed out that this building would exclude light and air from the College and he expressed fears about the printing noise that was likely to follow.³⁸ The Controller of Educational Finance then ascertained from the "Cape Times" that no definite plans had been decided upon and that "...as far as is known it is not intended to house any noisy machinery in the proposed building. A three-storeyed building to be used principally for storage purposes has been suggested and the upper stories will probably be set back from the Training College."³⁹ Inspector Anderson reported in 1925 upon the noise of construction, the elimination of light and air and the disappearance of the only playground other than the "roof-garden". He stressed that the College should "...in all respects be the model institution for the training of primary school teachers", and stressed the extent to which it compared unfavourably in buildings and grounds with similar institutions in small country towns.⁴⁰

38. P.A.E. BATCH 57, file 19/100, W.R. Campbell to S.G.E., 6 February 1924.

39. P.A.E. BATCH 57, file S.S.B. 19/100A, Memorandum, Controller of Educational Finance to S.G.E., 26 February 1924.

40. S.G.E. 2/642, Inspectors' Reports, 1925.

Matters went from bad to worse. At the start of 1926 Campbell wrote to the Controller of Educational Finance to tell him that the noise from linotype machines at the "Cape Times" was such as to render three rooms useless for lecture lessons. Rearrangement of rooms had been effected, with Woodwork and Science occupying noisier venues. Consequently it would be necessary to have a tap installed in the new laboratory to obviate the need to carry water for experiments up and down stairs in a bucket.⁴¹

At this point Campbell seems to have decided to initiate a carefully orchestrated campaign to underline the College's deficiencies. His opening ploy was to ensure that the already sympathetic S.G.E. be "...brought to a standstill in the course of a speech to students in the Assembly Hall. How that was arranged [he said] need not be mentioned. It was not accidental. A telephone call to an obliging friend in the Printing Works enabled the S.G.E. to resume his speech; and when, about a year later, he was told, he chuckled delightedly and forgave the affront to his dignity."⁴² A sympathetic S.G.E. who lacked control of finance was not sufficient however.

Next, Dr. E.M. Chubb, Medical Inspector of Schools, reported on her inspection of the Training College School that "The strain caused to both teachers and pupils by trying to talk and listen in such a continuous and distracting noise is very serious, and the children must lose much of what is said to them....after two days great fatigue was experienced. For those who have to strain continuously the consequences are serious and the harm cumulative."⁴³

41. P.A.E. BATCH 57, file 19/100B, W.R. Campbell to Controller of Educational Finance, 26 January 1926.

42. "William Campbell Book".

43. P.A.E. 603, Inspectors' Reports, Report of Medical Inspector, 1926.

Then, the Secretary for Public Works informed the Controller of Educational Finance that there were no fire escapes. He had suggested temporary steel ladders from the roof-playground to the roof of the "Cape Times", but the "Cape Times" had failed to respond to the suggestion and he concluded by suggesting discontinuation of the use of the building for educational purposes.⁴⁴ The S.G.E. himself suggested the sale of the building to the Union Government for offices in order to raise the funds needed for a new building.⁴⁵ A private offer to purchase was also submitted but the scheme was rejected by the Controller of Educational Finance.⁴⁶

If more support was needed it was forthcoming in a delightful report of the Kindergarten Instructress, Miss C. Drake, who said of her visit to the Training College in 1927 that "Nature Study is carried on in the face of difficulties, rats come and eat off the plants, and a building shuts off much light and air. But the plants are re-potted and tended with care and so flourish." She then added that

"This is an ideal infant room carried on under unideal conditions. It is at the top of two long flights of stairs. The only playground is on the roof, the exit to which is at the end of a long passage passing the other classrooms. It is often too hot or too windy to use it. A building close outside the windows of the room cuts off air, light and view and causes great heat. The work being done reflects much credit on the enthusiasm and resourcefulness of the teachers."⁴⁷

44. P.A.E. BATCH 57, file S.B.B. 19/100A, Secretary for Public Works to Controller of Educational Finance, 15 May 1927.

45. P.A.E. BATCH 57, file S.B.B. 19/100A, S.G.E. to Administrator, 26 March 1925.

46. P.A.E. BATCH 57, file S.B.B. 19/100A, Zoutendyk Bros. and Stamper to Controller of Educational Finance, 7 October 1925.

47. P.A.E. 603, Inspectors' Reports, Report of K.G. Instructress, 1927.

Even the Inspector of Afrikaans at Training Colleges dug in his
 oar when he reported after his 1927 inspection that "Duidelikheid
 is veral hier nodig omdat die straatrumoer so storend is..."⁴⁸

It was not only in teaching facilities that there was inadequacy.
 The need for boarding facilities had long been evident when
 Inspector Anderson commented critically upon the condition of
 private hostels run for student-teachers and subsidized by the
 Education Department in 1926. He urged that all hostels for that
 purpose should be supplied and directly controlled by the Department.⁴⁹
 Increasingly from 1913 onwards, boarding facilities had been in greater
 demand as a result of the requirement that all pupil-teachers spend
 their final year of training at a recognized Training College.⁵⁰

The introduction in 1921 of the two-year Physical Culture course
 was aimed at the provision of such teachers for the entire Province.
 Aside from adequate facilities, the provision of boarding arrangements
 would clearly facilitate development of the course.⁵¹ Provision of
 facilities of this nature, although limited in scope, were to provide
 a hold on a site in Mowbray upon which the Education Department had
 much grander designs than the Administrator was prepared to concede
 at the time.⁵²

48. P.A.E. 603, Inspectors' Reports, Report of Afrikaans Inspector,
 1927.

49. C.P.3 - '27, Report of the S.G.E., 1926, p.34.

50. C.P.5 - 1914, Report of the S.G.E., 1913, p.18.

51. C.P.4 - '22, Report of the S.G.E., 1921, p.43.

52. P.A.E. BATCH 62, file S.B.B. 19/150A, W.R. Campbell to
 Administrator, 1 June 1927.

With no fewer than 60 out of 138 students on the roll boarding at a variety of local institutions in 1927⁵³ and the Keurboom site turned down, Campbell saw potential in the large and dilapidated "Charlton House" in Mowbray Main Road, together with its adjoining land. The house, with this portion of land, was duly acquired from the Catholic Church for £8 000 on 4 August 1927.⁵⁴

The site was clearly chosen with more than boarding facilities in mind. It was close to Mowbray Public School, adjoining which Campbell hoped to have a new College built, whilst the grounds of Charlton house could be developed as tennis and netball courts. He was anxious to demolish the old home so that new boarding facilities could be erected. This was not to be, however, and makeshift arrangements were duly made to provide accommodation for about twenty students in tiny cubicles.⁵⁵

Substantial alterations and repairs were carried out in order to make the building habitable.⁵⁶ The need for securing and lighting the grounds, though emphasized in 1928, was not met until the latter part of 1931, after students had been in residence for the best part of two years.⁵⁷

53. P.A.E. BATCH 57, file S.B.B. 19/1008, Memorandum, S.G.E. to Provincial Secretary, 31 October 1927. (Institutions included Saasveld, Spes Bona, Buxton, Astra, Y.W.C.A. and Hofmeyr Home.)

54. P.A.E. BATCH 62, file S.B.B. 19/150A, Peter Zoutendyk to Administrator 10 June 1927; G.J. O'Reilly to Provincial Secretary, 4 August 1927.

55. *ibid.*

56. P.A.E. BATCH 57, file S.B.B. 19/1008, W.R. Campbell to S.G.E., 20 November 1928.

57. P.A.E. BATCH 57, file S.B.B. 19/1008, Memorandum, S.G.E. to Provincial Secretary, 18 September 1931. (This quotes Campbell as saying that "The lighting of the grounds is so inadequate as to invite intruders from among the very considerable coloured population whose homes are in the neighbourhood of the hostel. Mrs. Couper the Lady Warden finds it necessary to patrol the garden at night and turn out coloured men and natives who are preparing to spend the night under the trees and shrubs".)

No sooner had the Lady Warden moved in than she was forced to evacuate the building due to the infestation of pests. A "Fumigator and Vermin Exterminator" was called in and, having done his work, could report with relish that "....the main reason of the trouble in the building was caused by starling lice. This we found on sweeping the chimneys from which we got six grain bags of nests. There were also bugs in the coloured staff section... and most of the empty rooms were infested with fleas."⁵⁸ Continually leaking roofs, failing and smoky geysers and faulty locks and windows were part of a continuing tale of woe. Survival of the inmates must have had much to do with the 'esprit de corps' fostered by the Warden.⁵⁹

The name of the residence was changed as a result of a complaint from a previous owner of the house, Mrs. Bright (née Bleek),⁶⁰ who contended that abandonment of the name, Charlton House, as well as a restriction against future sale to "....Asiatics, Kaffirs or Coloured persons..." had been a condition of transfer.⁶¹ Campbell respected the wish expressed and approached the S.G.E. for permission to use his name. Consequently it became Viljoenhof,⁶² the name that has been retained in successor buildings.

58. P.A.E. BATCH 57, file S.B.B. 19/100B, H.W. Wintle to W.R. Campbell, 5 January 1929.

59. "William Campbell Book".

60. Daughter of the late Dr. Bleek, the noted authority on the San.

61. P.A.E. BATCH 62, file S.B.B. 19/150A, W.H.A. Bright (Mrs) to W.R. Campbell, 2 January 1929.

62. P.A.E. BATCH 57, file S.B.B. 19/100B, W.R. Campbell to N. Reeler, 4 March 1929.

The boarding establishment remained inadequate. In 1935 it was fully occupied by nineteen students whilst twenty-five had to make their own arrangements.⁶³ The situation was no better in 1937.⁶⁴ In 1939 of 120 students enrolled, 46 were coming in daily from Bellville, Kuils River and the Strand by means of public transport. Boarding was only available to students doing specialist courses in the third and fourth years.⁶⁵

THE COLLEGE MOVES TO MOWBRAY

Having a foot in the door, it was now a matter of sustaining the pressure for new College premises. The initial suggestion made by Campbell was for a building attached to the Mowbray Public School to facilitate the incorporation of the school for practising purposes.⁶⁶ This was abandoned, however, when a committee of Campbell, Inspector Anderson and Provincial Architect Willis took up the instruction of the S.G.E. to investigate the possibility of building on the Grove Road side of the school grounds. They recommended the demolition of two houses on the site, those of the Headmaster and another which also belonged to the School Board,⁶⁷ and the construction of a double-storeyed building on the site facing the grounds of "Charlton House."⁶⁸

63. P.A.E. 603, Inspectors' Reports, 1935.

64. P.A.E. 603, Inspectors' Reports, 1937.

65. P.A.E. 603, Inspectors' Reports, 1939.

66. P.A.E. BATCH 62, file S.B.B. 19/150A, W.R. Campbell to Administrator, 1 June 1927.

67. Demolition was favoured by the Headmaster and School Committee.

68. P.A.E. BATCH 62, file S.B.B. 19/150A, W.R. Campbell to S.G.E., 1 October 1928.

Campbell submitted his plans as well as detailed plans for each of the specialist rooms to the S.G.E.,⁶⁹ who supported the scheme. A capital estimate of £15 000 was submitted to the Provincial Secretary for approval and £5 000 was earmarked for the working schedule of 1928.⁷⁰ His support is evident from the length to which he went to show how the existing building could be put to use as offices. This would save sufficient money, presently paid out in rental, to cover the annual redemption cost of the proposed new building and to off-set the loss in rentals from the houses it was proposed to demolish. He also reminded the Administrator of the proximity of this site to the recently purchased "Charlton House".⁷¹

Anxious to proceed at once, the S.G.E. found himself blocked by Administrator A.P. Fourie, who had the Controller of Educational Finance requesting full details about future plans, expressing the view that information was "extremely meagre."⁷²

Full specifications and estimated costs were duly submitted with the suggestion that the Administrator visit the site.⁷³ The urgency with which he viewed the project is clear from the fact that it took him seven months to respond! Ultimately the Controller of Educational Finance informed the S.G.E. that it was the intention of the Administrator to reduce the cost to £150 per student, based

69. *ibid.*

70. P.A.E. BATCH 62, file S.B.B. 19/150A, Memorandum, S.G.E. to Provincial Secretary, 15 October 1928.

71. P.A.E. BATCH 62, file S.B.B. 19/150A, Memorandum, Provincial Secretary to Administrator, 13 November 1928.

72. P.A.E. BATCH 62, file S.B.B. 19/150A, Memorandum, Controller of Educational Finance to S.G.E., 20 November 1928.

73. P.A.E. BATCH 62, file S.B.B. 19/150A, Memorandum, S.G.E. to Provincial Secretary, 5 December 1928.

on present enrolment of 100 students. By this time estimated costs had risen to £ 22 500 for a building to accommodate 155 students. The S.G.E. took care to show why present enrolment was a "low-water mark", but the Administrator was not to be moved. Neither was he prepared to accept a compromise proposed by the S.G.E. to narrow all the rooms to effect a saving of £2 500. Expenditure on a new building for the College was thus limited to £15 000.⁷⁴ Negotiations could hardly have been helped by the death of Dr. Viljoen, the onset of the World Depression in the latter part of 1929 and the failure to appoint a replacement for the Inspector of Training Colleges who had retired in 1928.

Acting S.G.E. Millard attempted to convince the Administrator that the reduced figure would not be sufficient to provide for the minimum number of classes envisaged. He was not persuaded, however, and replied, "I am quite prepared to give you all the classes you have asked for, moreover I am strongly in favour of the physical culture classes." He was not prepared to concede the need for more money⁷⁵ in spite of the insistence of Millard that "There is no likelihood of a good Training College Building at Mowbray ever becoming a 'white elephant'".⁷⁶

74. P.A.E. BATCH 62, file S.B.B. 19/150A, Memorandum, Acting S.G.E. to Controller of Educational Finance, 9 August 1929. (Annotated in margins by Administrator)

75. P.A.E. BATCH 62, file S.B.B. 19/150A, Memorandum, Acting S.G.E. to Administrator, 12 August 1929 (Annotated in margin by Administrator)

76. *ibid.*

Reduced plans were duly submitted by Architect F.W. Glennie and approved on 27 May 1930.⁷⁷ Tenders were called for and the contract was awarded to T.J. Donnelly at £15 245 ⁷⁸ for completion by 31 August 1931; building duly commenced in December 1930. The move from Queen Victoria Street took place in July 1931⁷⁹ and the College has remained at this site since then.

Of the move, Campbell said it brought "....peace and space. The staff taught in an atmosphere free from the fumes of petrol, the dust of traffic and stone cutting, the noise of machinery, and the ever-present risk of losing both voice and temper." He was also to comment somewhat cynically in respect of the building he had planned as an ideal for present and future needs that the Administrator "....was not interested in future needs, or even much in present needs... and the present building was the result, a duckling shorn of its feathers."⁸⁰ It is somewhat ironic that the Inspector of Training Colleges should echo the remarks of the S.G.E. in 1900⁸¹ when he referred to the new buildings in 1933 as "eminently suitable" and "adequate".⁸²

77. P.A.E. BATCH 62, S.B.B. 19/150A, Memorandum, Provincial Architect to S.G.E., 27 May 1930.

78. P.A.E. BATCH 62, S.B.B. 19/150A, Memorandum, Provincial Tender Board to Provincial Secretary, 4 October 1930.

79. P.A.E. BATCH 62, S.B.B. 19/150A, Memorandum, S.G.E. to Provincial Secretary, 8 August 1931.

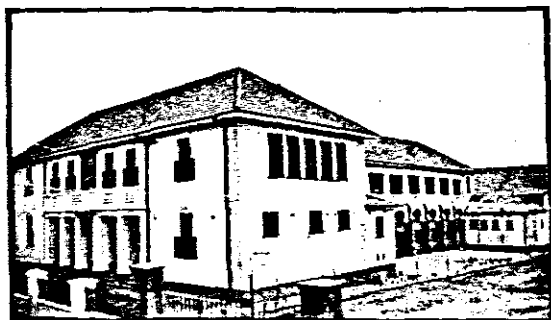
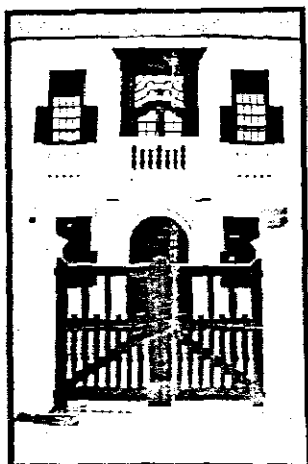
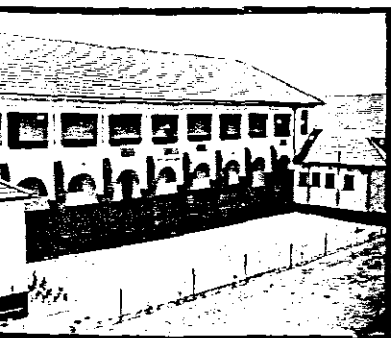
80. "William Campbell Book".

81. See footnote 18, p.19.

82. P.A.E. 603, Inspectors' Reports, 1933.



Capetown Training College and Hostel



HIGHBURY ROAD, MOWBRAY (1931).

- TOP ROW: L to R; Front Garden at "Viljoenhof"; "Viljoenhof".
- MIDDLE ROW: L to R; Courtyard of College Building; Campbell at work.
- BOTTOM ROW: L to R; Facade of College Building and Mowbray Public School; Gateway and Main Entrance; College Building Showing Hall on right-hand side.

(Photographs by courtesy of Mrs. C.M. Campbell)

Inadequacies were soon to make themselves apparent, as may be judged from the fact that the new library was found to have 72 feet of shelves compared with 280 feet in the old.⁸³ Little progress had been made by 1935 when the library consisted of a small room with four tables and sixteen chairs, with all books kept in a storeroom.⁸⁴

The absence of an official practising school under the direct control of the College Principal was soon identified as a major obstacle in the way of an effective programme,⁸⁵ although it is only fair to point out that the confidence of the Committee of the Mowbray School, when won, was to lead to a fruitful relationship of willing co-operation between the two institutions, particularly during the principalship of Mr. T. Edwards.⁸⁶

SPORTING FACILITIES

The first reference to the need for sport and school games at the College was made by Inspector Anderson in 1912 when he stated that "...those students who do not play any school game should be urged to begin at once..."⁸⁷ At that time the College possessed no sporting facilities of its own. Students were thus required either to participate in the sporting arrangements of the schools where they taught or to join sports clubs of their own accord. An immediate difficulty thus confronted those students who had all their College classes in the afternoons and their teaching in the mornings.⁸⁸

83. P.A.E. BATCH 62, file S.B.B. 19/150A, Acting Principal to S.G.E., 14 August, 1931.

84. P.A.E. 603, Inspectors' Reports, 1935.

85. P.A.E. 603, Inspectors' Reports, 1935.

86. "William Campbell Book".

87. S.G.E. 1/324, Inspectors' Reports, 1912.

88. S.G.E. 1/1387, W.R. Campbell to S.G.E. n.d.

In 1914 arrangements were made to rent a field belonging to Stuttaford and Co. at Observatory for hockey at the rate of £5-0-0 per annum for two hours weekly.⁸⁹ Matters looked somewhat more promising when Low was able to persuade Senator Marks to permit the use of his ground between the College and Keerom Street free of charge.⁹⁰ This ground was simply an unprepared building site and the S.G.E. was prevailed upon to continue the grant of £5-0-0 annually which was to go towards the cost of preparing this areas as a sportsfield.⁹¹ This venue partially served the needs of hockey⁹² and netball⁹³ players until the "Cape Times" building was constructed on the site.⁹⁴

To satisfy the needs of the Physical Culture course, netball and tennis courts were hired at various places, but the use of such facilities was confined to this group of students.⁹⁵ This situation was to continue until the move to Mowbray. As a result of considerable persistence at the height of the Depression, Campbell was able to persuade the authorities of the need to "....make good the deficiencies of the past...."⁹⁶ He took some pains to point out the fact that his Physical Culture trainees were not up to standard in tennis.⁹⁷

89. S.G.E. 1/1254, Memorandum, S.G.E. to General Correspondence Branch, 4 June 1914.

90. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 29 March 1915.

91. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 22 April 1915.

92. S.G.E. 1/1471, Senator Marks to S.G.E., 12 April 1916.

93. Cape Town Training College Magazine, 1917, p.29.

94. See footnote 40, p.24.

95. Cape Town Training College Magazine, 1923-24, p.25.

96. "William Campbell Book".

97. P.A.E. BATCH 62, S.B.B. 19/150A, Memorandum, Acting S.G.E. to Provincial Secretary, 13 October 1931.

Consequently, the Department agreed to recondition and widen the existing tennis court at "Viljoenhof" to a double court width and to construct two netball courts on the site as well.⁹⁸

The inadequacy of the field behind the College in Queen Victoria Street was soon apparent and by 1919 the rented ground at Observatory was in-spanned for practices once more.⁹⁹ Matches were played on borrowed fields such as the "Paddock" at S.A.C.S.¹⁰⁰ Later, sportsfields and an athletics track were hired at Green Point¹⁰¹ and after the move to Mowbray, Sports Days were held at Kelvin Grove,¹⁰² whilst swimming was organized at Long Street¹⁰³ and Sea Point Baths.¹⁰⁴ Gymnastics had to make do with the small hall on the first floor of the College building in Queen Victoria Street, whilst public displays were given in the Cathedral Hall.¹⁰⁵ Some improvement followed the move to Mowbray when the new hall was fitted out, albeit inadequately, to serve as a gymnasium.¹⁰⁶

98. *ibid.*

99. Cape Town Training College Magazine, 1919, p.35.

100. Cape Town Training College Magazine, 1917, p.29.

101. Miss A. Anders to author, 14 June 1983. (Miss Anders was a member of the College Staff from 1929-1943, when she became Principal of the Training College in King Williams Town.)

102. Interview, Miss A.M. Ball, 10 July 1983 (Miss Ball was Head Student in 1937, became a K.G. teacher, lecturer at Cape Town T.C., Inspectress and, ultimately, Chief Inspectress in charge of K.G. in the Department of Coloured Affairs.)

103. Cape Town Training College Magazine, 1923-24, p.25.

104. Miss A. Anders to author, 14 June 1983.

105. Cape Town Training College Magazine, 1922, pp. 50-51.

106. P.A.E. BATCH 62, file S.B.B. 19/150A, Controller of Educational Finance to R.W. Glennie, 4 August 1931.

It is thus clear that the situation in respect of fields was at no time satisfactory. Difficulty of access to sporting facilities inevitably limited participation in a full range of games to the Physical Culture students whilst the College was situated in Queen Victoria Street. The slight improvement in provision at Mowbray made it possible for the staff to insist that all students participate in at least one summer and one winter game.¹⁰⁷ Luxuries such as a swimming bath, gymnasium and sports fields were not provided before the Second World War.

CONCLUSIONS

It seems reasonable to conclude that the building in Queen Victoria Street was conceived in terms of present needs. Designed to serve a multiplicity of purposes, the "Training Institute provided for the Central Classes, an Art School, Evening Technical and Commercial Classes,¹⁰⁸ as well as in-service courses for "acting teachers"¹⁰⁹ in Woodwork, Needlework, Drawing and Kindergarten.¹¹⁰ It was also used to house Educational Exhibitions¹¹¹ and even for orchestra rehearsals.¹¹² Central location of the building was an obvious advantage if it was to satisfy the needs of such a variety of activities.

107. Miss A. Anders to author, 14 June 1983.

108. Cape Times, 29 July 1902.

109. Such teachers as lacked academic or professional qualifications.

110. Prospectus of the Training School, (Cape Town, 1900), pp.8-14.

111. Cape Argus, 17 January 1901.

112. S.G.E. 1/354, S.G.E. to T. Barrow-Dawling, 3 July 1902.

As long as the Central Classes attended in relays, the pressure on facilities was not great, but inadequacy became apparent as full-time teacher-training developed. The need for boarding was increased by the insistence that pupil-teachers spend at least their third year at a recognized training institution from 1912 onwards.¹¹³ Inadequacy was also amplified by the demand for a practising school, a need that could not be satisfactorily met in the existing building.

Sharing was not without its difficulties, as is evident in correspondence in connection with the condition of the furniture. Having visited the institution, the S.G.E. had Secretary Murray write to Low that "In one room in particular, when he [the S.G.E.] spent a minute or two with his visitor, it seemed as if there were not a single desk that has not been disfigured - disfigured not merely by the spilling of ink but by handwriting. In an ordinary school this would be highly objectionable; in a school where teachers are trained it is scarcely possible to use too strong an expression in regard to it..."¹¹⁴ Having made his apologies,¹¹⁵ Low later seized his opportunity to point out that "....the desks are left by those attending the Vacation Courses [not his students] in a very dirty condition, although they were without spot when the classes closed last month."¹¹⁶

113. See footnote 50, p.27.

114. S.G.E. 1/367, Secretary of Education Department to Low, 22 July 1903.

115. S.G.E. 1/367, J.B. Low to S.G.E., 27 July 1903.

116. S.G.E. 1/461, J.B. Low to S.G.E., 25 January 1904.

Rearrangement of the programme in 1916 made it possible for all the pupil-teachers and students¹¹⁷ to assemble at the same time and made the development of corporate life possible. This, in turn, sought expression in various areas such as the introduction of sport and the consequent need for facilities that flowed from this. The lack of such local facilities was emphasized when the Physical Culture Course was introduced. The need of these students for both grounds and boarding facilities was to lead to the acquisition of Charlton House in 1927 and, ultimately, to secure the move of the College to Mowbray in 1931.

While central location held an obvious aspect of convenience, it was short-sighted in terms of the need for an environment of peace and tranquility that would best serve the needs of an educational institution.

Once teacher-training had been firmly established, there was a need for a building more suitable than that which had been erected at a time when the training of teachers faced an uncertain future in the Colony. Once established in a building, however inadequate, official inertia would be likely to resist any attempt to make fresh provision elsewhere. Consequently, a drawn-out campaign was needed before more suitable arrangements could be made.

It is therefore ironic that the move to Mowbray was to buildings considerably reduced in scale by the parsimonious attitude of an Administration bent once more on the satisfaction of present needs with little thought for the future.

117. The term "student" implies the possession of an academic qualification not less than matriculation OR a professional qualification.

CHAPTER III.

STUDENTS

During the period of the College's history examined in this dissertation, its student population underwent significant changes: numbers grew to a maximum of 275 and reached a low ebb of 69.¹ Rising admission standards steadily turned the student body from one that was, primarily, made up of teenagers with a Std. IV certificate to one of young adults who had passed Matric and race too became a determinant of entry. Providing originally for students from a wide-ranging socio-economic background, without racial barriers, it was eventually to submit to internal and external pressures to exclude those who were not regarded as white. The development of the corporate life of the student body was not to become a reality until arrangements had been made for them all to assemble regularly and to attend College classes for longer hours daily after 1915.²

The central themes of this chapter will thus focus on the composition of the student population; the factors affecting enrolment; and student life.

COMPOSITION

In the years before Union, the College, along with those at Grahamstown and Wellington, had "...provided the bulk of the

1. See table, p.12.

2. Cape Archives, S.G.E. 1/1380, Acting S.G.E. to School Board Secretary, 8 December 1915.

teachers for the whole country."³ Not only did the College serve a wide area, but it also drew its student body from far-flung parts.⁴

Racial composition, before the introduction of separate courses based on colour in 1910,⁵ is difficult to determine. Returns of pupil-teachers until then list only the names of students and the schools to which they were attached. The division of students between Public Schools and Mission Schools is also not a clear indication of race. Although the majority of white pupils attended Mission Schools rather than Public Schools in 1892,⁶ provisions of the School Board Act of 1905 clearly reversed the trend and very few white pupils attended Mission Schools by 1909.⁷ In the same year the S.G.E. took steps to have 19 white pupil-teachers attached to Mission Schools and 20 coloured pupil-teachers attached to Public Schools transferred to schools of their own race groups "so as to bring things into a proper

3. E.G. Malherbe, Education in South Africa, VOL. I : 1652-1922 (Cape Town, 1925), p. 404. Malherbe (who was himself a member of the College Staff in 1919) notes that the first Training College in Natal was established at Pietermaritzburg in 1908 (p.195); that Training Institutions in the South African Republic, founded in 1896 (pp. 272-273), had trained only 39 teachers by 1899; while in the O.F.S. a Training College was first established in 1899 (p.367). Considerable numbers of teachers in South Africa came from abroad.

CP 4 - 1913, Report of the Superintendent-General of Education, 1912, p.37, indicates that 682 of 900 white teachers who completed their training in South Africa in 1910 were trained in the Cape.

4. S.G.E. 1/1065, Return of Students enrolled from country districts, n.d. (? 1912), lists students from as far afield as Potchefstroom and Bethulie.

5. S.G.E. 1/875, Draft of press release, n.d.

6. G12 - 1910, Report of the S.G.E., 1909, pp.3-4.

7. ibid.

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6. G12 - 1910, Report of the S.G.E.. 1909, pp.3-4.

7. ibid.

42.
condition."⁸ However it seems clear that the College itself was not segregated at first and that coloured students were members of the "Central Classes" from the date of establishment in 1894.⁹ The number of black students was never large. The roll for 1913 reflected two men, one of whom had left at the end of that year, the other to be joined by a woman student in the following year.¹⁰

Although age-restrictions were linked to academic standards required for entry to the College, it should not be assumed that students were generally of the minimum age.¹¹ An examination of letters of application reveals that candidates were commonly between the ages of fifteen and nineteen at the time of application.¹² Furthermore, candidates were able to shorten their training as pupil-teachers to as little as one year if their age and standard

8. S.G.E. 1/788, Memorandum, S.G.E. to General Correspondence Branch, 2 June 1909.

9. S.G.E. 1/187, M. Dudley to S.G.E., 21 February 1896. In this letter she refers to her two years of training as a pupil-teacher at the Central Classes 1894-1895. An Inspector's Report in 1900 (S.G.E. 2/73), refers to Miss M. Dudley as Principal of St. Anne's English Church School, Maitland, saying "...there is, unfortunately, likely to be serious difficulty in securing the services of European assistants." Moreover, the vast majority of pupils at the school were "coloured". It seems safe to assume that she was regarded as such.

10. S.G.E. 1/1156, List of Students attending the Cape Town Training College, 13 February 1913, names Price Ntsiko and Abijah Bolani, both of Uitvlugt.

11. Malherbe, p.151. The minimum age at entry in 1894 was fourteen, whilst the T3 and T2 examinations could not be taken before the candidate had turned 17.

12. S.G.E. 1/160, A. Lord to Secretary, Congregational Mission School, Barrack Street, 3 September 1894.

S.G.E. 1/173, M.E. Kingon to S.G.E., 22 March 1895.

exceeded the minimum sufficiently.¹³ Those who wished to take the T2 examination were generally rather older as they were required first to have passed the T3 and to have Matriculated,¹⁴ although exceptions were made in respect of Matriculation in cases where holders of the T3 had considerable teaching experience.¹⁵ Exceptions were also made for those who were too young,¹⁶ but it was usual to require such candidates to serve as 'probationers' until the end of the year in which they reached the required age. The objective was to keep a hold on youthful, but potentially able pupils.¹⁷ Provision was also clearly made for mature students to obtain the T3 certificate with the minimum of inconvenience.¹⁸

The constant shortage of male candidates is reflected in the table on page 12 and has been alluded to previously.¹⁹ While the

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13. Cape Times, 11 January 1908, Advertisement placed by Low states T3 requirements as follows: Age 14 + Std. IV + 3 years; Age 15 + Std. VII + 2 years and; Age 17 + Matric + 1 year.
14. S.G.E. 1/970, Memorandum, J. Rodger to S.G.E., 30 January 1911.
15. S.G.E. 1/600, J.B. Low to C. Murray, 16 January 1907.
16. S.G.E. 1/689, J.B. Low to S.G.E., 7 September 1908.
17. S.G.E. 1/1568, W.R. Campbell to S.G.E., 2 July 1917. In this letter he refers to the need for the establishment of a "probationer" class at the Practising School to stop "leakage" of those who had passed Std. VII but were too young for the pupil-teacher course.
18. S.G.E. 1/970, Return of Students for 1911; n.d., reflects the name of Sarah Goldblatt. J. Rodger to C. Murray, 20 February 1911 (ibid.) implies her acceptability as a T3 student on the grounds that she was an experienced "acting-teacher" and stating also that she ".....cannot be traced as having taken any previous examination".
19. See footnote 48, p.10.

S.G.E. could report with some justification upon the appeal that the T3 course had for women students,²⁰ the same could not be said for men. The salary available and career prospects for a man with this qualification were minimal. Male teachers were thus to be sought amongst Matriculants who were a rare breed indeed. In 1911, for example, Inspector W.A. Russell estimated a country-wide need of 2 500 male teachers annually, at a time when the total output of Matriculants had not exceeded 900 per annum for the previous three years.²¹ With the range of other occupations available to Matriculants at that time, few men could be persuaded to take up teaching. Frequent reference was made to the need for male pupil-teachers and students²² who were to dwindle in numbers until the decision was taken in 1947 that men would no longer be trained at the College.²³

FACTORS AFFECTING ENROLMENT

a) ACADEMIC

Malherbe points to the gradual raising of entry standards from 1894 to 1920, stressing the need for cautious progress in doing so since rapidly increased demands might have diminished the output of pupil-teachers.²⁴ Apart from the raising of the school standard required for entry,²⁵

20. G 26 - 1908, Report of the S.G.E., 1907, p.21.

G 8 - 1907, Report of the S.G.E., 1906, p.23.

G 19 - 1905, Cape of Good Hope, Census of the Cape of Good Hope, 1904, pp. cxiii-cxiv, shows that 89% of white women were involved in farming or domestic duties. Of the remainder, 3,5% were teaching and 2,8% were milliners or seamstresses. No other occupation exceeded 1% of the total. For women with some degree of formal education, teaching provided one of very few outlets.

21. CP 7 - 1912, Report of the S.G.E., 1911, p.40.

22. CP 2 - '17, Report of the S.G.E., 1916, p.8.

23. Cape Archives, P.A.E. 1391, Inspectors' Reports, 1947, p.2.

24. Malherbe, p.151.

25. See table, p.12.

examination standards at the College were raised²⁶ and grants were administered in such a way as to favour the more able and avoid the risk of expenditure on weaker candidates,²⁷ particularly amongst the first-year pupil-teachers.²⁸ Furthermore, the raising of the Matriculation examination standard in 1913²⁹ clearly had a powerful effect in reducing the number of T2 students enrolled in 1914.³⁰ When the entry standard for the basic course was raised to Std. X in 1929, enrolment declined sharply, since those who would previously have been able to enter the College after Std. VIII were no longer eligible.³¹ Internal measures were also adopted in order to limit enrolment to the more able by way of entrance exams.³² Selection was eventually refined to the point where Senior Certificate candidates would be interviewed by a School Inspector, whose recommendation would enable the Department to accept such candidates as were satisfactory on a provisional basis, pending the outcome of their school examination results.³³ The

26. G 7 - '98, Report of the S.G.E., 1897, p.21.

G 2 - '96, Report of the S.G.E., 1895, p.24.

27. S.G.E. 1/689, J.B. Low to S.G.E., 19 December 1907.

28. S.G.E. 1/768, S.G.E. to J.B. Low, 16 February 1909.

S.G.E. 1/1471, Memorandum, S.G.E. to General Correspondence Branch, 29 February 1910.

29. CP 5 - 1914, Report of the S.G.E., 1913, p.14, indicates 923 Matriculation passes for the Union in 1912 but only 574 in 1913.

30. See table, p.12.

31. Report of the S.G.E., 1931, p.11, (See table, p.12).

32. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 21 October 1915.

33. CP 4 - '36, Report of the S.G.E., 1934 and 1935, pp.28-29.

restriction of entry to post-matriculants was accompanied by the abolition of various specialist courses, as well as restriction on future developments of this kind. Such economies restricted academic opportunities and led to a further decline in enrolment.³⁴

b) POLITICAL

i) THE COLOUR QUESTION

"In tune with the racial attitudes of white society of his day, S.G.E. Muir had pursued a policy of segregation in schools with devastating effect. Of the "success" of his scheme to combat integration he said in 1909 that:

"The evil was specially great in the Cape Peninsula, where even in 1894 the number of white children (4 155) taught along with coloured children was more than the number (3 240) to be found in the Public Schools of the Division. Now.... only 295 are being educated along with coloured children in the Mission schools. This change, amounting almost to a small revolution, was called for in the interests of both classes of children, and has been effected without entailing any real inconvenience and with the entire absence of friction."³⁵

The machinery employed to provide compulsory, segregated education for white children was provided by the School Board Act of 1905, whose regulations were finally approved by the Cape Parliament in 1909.³⁶

Muir proved less zealous in extending segregation to the College, mainly for financial reasons, and the initiatives for this came from elsewhere. The opening shots in the campaign to exclude coloured students were fired in 1908 by the newly appointed Inspector for Training Colleges, H.J. Anderson,³⁷ whose prime

34. CP 2 - '29, Report of the S.G.E., 1927 and 1928, p.18.

35. G 12 - 1910, Report of the S.G.E., 1909, pp.3-4.

36. ibid., p.5.

37. S.G.E. 2/221, Inspectors' Reports, 1908.

concern was evidently with the effect that their inferior Mission School education had in lowering the standard of the classes.³⁸

Anderson was supported by the newly appointed Vice-Principal, W.R. Campbell, who submitted a lengthy memorandum to the S.G.E. in favour of the exclusion of coloured students. His comments had strong racial overtones; he referred, for example, to

"The effects on white students of association with native students - apathy, discouragement, lessons adapted to the intelligence of the natives, resulting in the belief on the part of the whites that their intelligence is rated no higher than that of the natives; spirit of antagonism and even rebelliousness, no feeling of pride in their position as pupil-teacher, no 'esprit de corps' as students of the Institute."

He also contended that the multi-racial nature of the College militated strongly against the recruitment of white teachers.³⁹

Muir was quick to put them in their place by pointing out the fact that coloured pupil-teachers had been enrolled from the start and that present financial conditions ruled out other possibilities.⁴⁰

At this stage Anderson and Campbell took matters into their own hands and introduced a measure of segregation by "....confining the Coloured Students to one section of each pupil-teacher class".⁴¹

The matter was promptly taken up by an irate parent, Mr. S. Gow, who visited the Secretary of the Department and objected to the relegation of coloured pupils to the back benches which led the

38. S.G.E. 2/298, Inspectors' Reports, 1911.

39. S.G.E. 1/788, Memorandum, W.R. Campbell to S.G.E., n.d. (? 1909).

40. S.G.E. 1/788, Memorandum, Secretary of Education Department to H.J. Anderson, 8 September 1909.

41. S.G.E. 1/788, Memorandum, H.J. Anderson to S.G.E., 17 September 1909.

"....white pupils to jeer at the coloured ones." He also noted that segregation was not complete, in that light coloured pupils were seated with "Europeans" instead of with the "Coloured", "....practically [putting] a premium on illegitimacy."⁴² Low was called to account for the situation and took care to explain to the S.G.E. that pupils had been seated according to class places, and that no other principle was involved. Furthermore, neither he nor his staff would permit jeering. Nevertheless, the bulk of those in the lowest group were products of the Mission Schools.⁴³

The forces in favour of segregation then began to marshall themselves outside the College. A sub-committee of the School Board was convened by the Rev. Bender, who sought to convince the S.G.E. that girls from country areas avoided the institution because it was not segregated. Muir gave him short shrift, however, pointing out "....that the Institution was not there for the purpose of teaching country girls."⁴⁴ That such resistance was not confined to "country girls" soon became evident when a petition was organized by Miss A. Ridgill, Principal of the William Street School in Woodstock, who collected signatures of students and teachers who attended classes at the Training Institute. The petitioners took the view that many ladies would not attend classes if there were other means of passing examinations, whilst others would not attend in any event; the cause being their objection to "studying in the same classes with Kaffir

42. S.G.E. 1/788, Memorandum, C. Murray to General Correspondence Branch, 13 September 1909.

43. S.G.E. 1/768, Memorandum, S.G.E. to General Correspondence Branch, 18 September 1909.

44. S.G.E. 1/875, Memorandum, S.G.E. to General Correspondence Branch, 14 March 1910.

and Hottentot men, even more than with women of mixed birth."⁴⁵

The introduction of the T3 (Junior) course in 1910, specifically for coloured students, provided a device for the implementation of segregation within the College, as did the restriction of the new T3 (Senior) course to white students.⁴⁶ Once these courses entered their third year in 1912, segregation was complete.⁴⁷

Already in 1910 moves began to exclude coloured students from the College altogether. Campbell used the pretext of limited accommodation to enrol only white students for the School Teacher's Music Certificate (S.T.M.C.) admitting, privately, to the S.G.E. that he would thus be able to guard against the admission of coloured teachers;⁴⁸ while in 1911 the Cape Provincial Council, encouraged by the Appellate Division ruling in the notorious Keimoes case,⁴⁹ took advantage of Muir's absence overseas to pass a resolution on the desirability of separate teacher-training institutions.⁵⁰ Following these developments Low found himself under pressure from Anderson not to admit any further coloured

45. S.G.E. 1/875, Miss A. Ridgill to S.G.E., 14 April 1910. It is perhaps ironic to note that neither of the pupil-teachers at her school was a signatory. Called upon to comment on the petition, Low remarked that "...it might have been presented with equal force any time during the last 16 years." (ibid., J.B. Low to S.G.E., 18 April 1910).

46. S.G.E. 1/875, Draft of Press release, "Pupil-Teacher Entry Requirements 1910", n.d.

47. S.G.E. 2/324, Inspectors' Reports, 1912.

48. S.G.E. 1/875, Memorandum, S.G.E. to General Correspondence Branch, 28 September 1910. (It is of interest to note that M. Dudley is listed as a participant in the course - See Form F3 d.d. 29 September 1910).

49. CP 7 - 1912, Report of the S.G.E., 1911, pp.2-3.

50. Cape Times, 8 April 1911.

students in 1912, but the S.G.E. upheld his right to admit such students, provided that all classes would be segregated in that year.⁵¹

The storm finally broke in 1913 when Mrs. U. Scholtz, evidently someone having a vested interest, wrote to C. Murray, the Secretary of the Education Department, in connection with the need for segregated toilets, asking whether he was aware that such facilities were shared - "Some of the white young ladies bring their own towels and even that is not good enough I think. They get laughed at by the Coloured, and in the end the coloured get the run of the place and the young ladies must simply do without the lavatory or share with them."⁵² In next to no time the matter sped its way through the Education Office and the Public Works Department to the Administrator who readily approved of a scheme to add four classrooms as well as toilets in order to eliminate the sharing of facilities.⁵³

With one eye on these new classrooms to accommodate the much-needed practising school at the College⁵⁴ and the other on the

51. S.G.E. 1/978, Memorandum, S.G.E. to General Correspondence Branch, 22 November 1911.

52. P.A.E. 186, file B2023, U. Scholtz to C. Murray, 6 February 1913.

53. S.G.E. 1/1065, Memorandum, S.G.E. to General Correspondence Branch, 2 May 1912.

54. See footnote 27, p.22.

possibility of alternate arrangements for the training of coloured pupil-teachers, Muir seized his opportunity when confronted by a delegation from the fledgling Teachers' League of South Africa, to suggest that they approach Mission Institutions with a view to the establishment of a separate Training School.⁵⁵ Little transpired from this suggestion and Muir then sought to interest the Wesleyan Church in the scheme to provide such facilities.⁵⁶ His good offices prevailed and the Rev. T.E. Marsh, President of the Methodist Conference,⁵⁷ agreed to finance the project from his own resources⁵⁸ and the Wesley Training School in Salt River was duly opened in January 1915.⁵⁹ Once Muir had satisfied himself that facilities were "equal" in respect of the provision of books⁶⁰ and desks⁶¹ and the absence of fees,⁶² he ruled that Cape Town Training College would be closed to coloured students of the First Year as from 1915.

55. S.G.E. 1/1156, Memorandum, S.G.E. to General Correspondence Branch, 7 June 1913.

56. S.G.E. 1/1254, Memorandum, S.G.E. to General Correspondence Branch, 29 May 1914.

57. S.G.E. 1/1254, Memorandum, S.G.E. to General Correspondence Branch, 2 June 1914.

58. S.G.E. 1/1254, Memorandum, S.G.E. to General Correspondence Branch, 13 June 1914.

59. CP 5 - 1915, Report of the S.G.E., 1914-1915 (June), p.17.

60. S.G.E. 1/1254, Memorandum, S.G.E. to General Correspondence Branch, 1 December 1914. In this he refers to a collection of redundant reading books rejected by Anderson that the College was happy to supply.

61. S.G.E. 1/1254, Secretary of Education Department to W.R. Campbell, 30 December 1914. In this he refers to a set of inferior desks that were inclined to collapse and that could be disposed of to Salt River at a "reduced rate".

62. S.G.E. 1/1254, S.G.E. to General Correspondence Branch, 13 November 1914.

Campbell gave Second and Third Year students the option to move in 1915, but many elected to remain until the end of that year when the College was formally closed to coloured students.⁶³

Racial classification was a good deal less "sophisticated" then than it has become in more recent times. Even the Administrator, in a Provincial Council Debate in 1911, was prepared to concede that he was hard put "....to decide what was a coloured child."⁶⁴ Furthermore, the S.G.E. was sensitive to the delicate position that he held, preferring to leave decisions on the racial classification of pupils to the Principals and Committees of schools.⁶⁵ It was his view that the College should henceforth be available only to the products of the Public Schools, a restriction less overt, but hardly less absolute than one in which the question of colour was spelt out.⁶⁶

Inevitably, therefore, with the application of differing admission policies at schools at a time when "passing for white" was common and "mixed marriages" were not prevented by legislation, the question of colour was likely to continue to raise its head as a barrier to College entrance. A well-documented case of this kind was that of Alice Mackay, who sought entrance to the College as a first-year student in 1915.⁶⁷ Although a product of the Salt River

63. S.G.E. 1/1254, Campbell to S.G.E., 30 November 1914. (See also table, p.12). Campbell evidently had other ideas in mind for the additional rooms that would become available. See footnote 136, p.65.

64. Cape Times, 8 April 1911.

65. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 13 March 1915.

66. *ibid.*

67. *ibid.*, R.R. Mackay to S.G.E., 8 March 1915. In this letter her father indicated that he was English and his wife's mother was from St. Helena, whilst her father was European.

Public School, she was excluded shortly after entry when her mixed parentage was brought to Low's attention. The complainants were apparently hostile parents, resident in the same street as the Mackay family, who had children at the Salt River Public School to which Alice had been attached as a pupil-teacher.⁶⁸ The issue dragged on for three months, during which time her parents sought legal support for her reinstatement,⁶⁹ after taking care to point out the presence of another girl of mixed descent in the College first-year class!⁷⁰ The ultimate grounds for her exclusion were found in a new direction spelt out by Low, to the effect that all students were accepted provisionally until such time as the College was "....satisfied as to their fitness and suitability".⁷¹ It seems clear that this form of restriction could be invoked at will in the interests of the administration and in deference to local pressures.

Satisfied at the part he had played in the introduction of segregation, Inspector Anderson continued to exercise his keen eye for colour, noting the presence of "....two students who were... evidently coloured" in the first-year senior class and another in the third-year senior class in 1915. Aware of the temporary nature of the situation he was prepared, however, to let the matter rest.⁷²

68. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 16 March 1915.

69. S.G.E. 1/1380, H.R. Macleod & Co. to S.G.E., 26 April 1915 and 22 June 1915.

70. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 16 March 1915.

71. S.G.E. 1/1380, P.S. Duffett to J.P. Low, 29 April 1915 and Low's reply thereon.

72. S.G.E. 2/402, Inspectors' Reports, 1915.

Apart from the fact that the College was a significant source for the supply of coloured teachers over an extended period, a further aspect of significance should not be overlooked. This was the role that the College played in affording a measure of secondary-cum-tertiary education for members of the coloured community at a time when such facilities were lacking in Cape Town. There is no doubt that numerous such students employed the College as a means to the end of advancing their academic careers elsewhere afterwards.⁷³

This situation would seem, at least partially, to explain the presence of "unwilling" pupil-teachers whose conduct led to dismissal. Such reluctance may be seen as an expression of resentment against a system that failed to provide secondary education other than that which, through the acceptance of grants, implied a commitment to teaching in a system of inferior and poorly paid Mission Schools.⁷⁴

Once segregation had been completed, Campbell and his students went out of their way to guard against the use of their facilities, even on special occasions, by other racial groups. Thus, when in 1917 the Teacher's League of South Africa, which had already come to regard the Training College as the venue for their Annual Conference,⁷⁵

73. Interview, David van der Ross, 29 April 1983. (A student at the College from 1911-1913, taking the T3 (Junior) course, he went on to graduate from the University of Cape Town in 1925). He also recalls the disadvantage at which the students from Mission schools found themselves academically, and the extent to which staff went out of their way to assist them after hours.

74. S.G.E. 1/1254, W.R. Campbell to S.G.E., 13 August 1914, refers to the case of Alfrieda Hendrikse who was dismissed for non-attendance.

75. S.G.E. 1/1380, H.J. Gordon to S.G.E., 24 April 1915.

applied for the use of the building as usual,⁷⁶ their application was turned down on the grounds that use would interfere with alterations. However, in private, Campbell made it clear to the S.G.E. that "....the College [should not] be used for the meetings of the coloured teachers [as] it is not pleasant for our students to return in the third term, knowing that the rooms and particularly the lavatories and cloakrooms have been used by coloured teachers."⁷⁷ Conscious of the "weakness of [his] contentions", he was clearly personally sympathetic towards protests that had been expressed in this respect in 1916.⁷⁸

ii) LANGUAGE MEDIUM

The fact that no provision was made for the teaching of Dutch or for the use of the Dutch medium during the first ten years must have had some effect upon the enrolment of students who spoke that language. When required by the Provincial Council to furnish details about the teaching of Dutch at the College in 1912, Muir replied somewhat blandly that residents of the Peninsula did not know the language and that it had not been taught as there had been no demand.⁷⁹ It would seem more realistic to view his decision to suppress the teaching of Dutch against the backdrop of official British policy, exemplified in a lengthy memorandum of High Commissioner

76. S.G.E. 1/1568, Memorandum, S.G.E. to General Correspondence Branch, 5 June 1917.

77. S.G.E. 1/1568, W.R. Campbell to S.G.E., 5 June 1917.

78. *ibid.*

79. Cape Archives, P.A.E. 205, file E 1/22/1, Cape Town Schools, Cape Town Training College, Instruction in Dutch, S.G.E. to Administrator, 27 February 1912.

Milner in 1900, wherein he expressed the view that "...Dutch should only be used to teach English, and English to teach everything else", in addition to which, large scale immigration from Britain was to be encouraged so as to ensure the safety and prosperity of the country.⁸⁰ That Anglicisation continued to be pursued as deliberate policy after the Anglo-Boer War is evident in a Transvaal Government notice promulgated by the High Commissioner, Lord Selborne, in December 1905. This specified that "A knowledge of English as prescribed for each Standard shall be a condition of promotion from any [school] Standard to a higher one".⁸¹

The low priority which Muir attached to the need for Dutch instruction may be judged from his refusal to permit C.J. van Rijn to conduct Dutch classes for pupil-teachers at the Training Institute in 1900,⁸² giving as his reason that such a precedent would entice all manner of other private teachers to seek similar privileges.⁸³ Dutch classes were eventually introduced on a voluntary basis after hours in 1904.⁸⁴ A report of the newly appointed Inspector of Dutch in 1911 took exception to this state of affairs and to the fact that Low refused the Dutch teacher permission to set written homework.⁸⁵

80. L.M. Thompson : The Unification of South Africa 1902-1910, (Oxford, 1960), p.7.

81. Malherbe, p.330.

82. S.G.E. 1/272, C.J. van Rijn to S.G.E., 9 February 1900.

83. S.G.E. 1/272, Secretary of Education Department to C.J. van Rijn, 24 February 1900.

84. P.A.E. 205, file E 1/22/1, S.G.E. to Administrator, 27 February 1912.

85. S.G.E. 2/298, Inspectors' Reports, 1911, Report of Dutch Inspector S.F.N. Gie.

There followed a vitriolic press campaign, waged by Van Rijn in support of the Dutch cause.⁸⁶ His wild allegations, as well as the fact that he had blotted his copy-book some years earlier,⁸⁷ did little to endear him or his cause to Muir.⁸⁸ The problem was left to his successors to solve. It was not until 1916 that bilingual qualifications were made available to teachers⁸⁹ and Dutch classes did not obtain classroom time equal to the English until 1919.⁹⁰ Part of the difficulty surrounding the introduction of Dutch was clearly its declining position in relation to Afrikaans, which replaced it in all aspects except literature in 1919.⁹¹ Nevertheless, Dutch, as a written language, persisted until the end of 1926⁹² and it was not until the entry requirement was raised to Std. 10 that more stringent bilingual requirements could be imposed upon student teachers, all of whom would have had Afrikaans as a school subject to that level.⁹³

86. Ons Land, 23 March 1911; 25 April 1911; 21 October 1911.
Cape Argus, 24 October 1911; 26 October 1911.

87. Cape Times, 10 March 1906. He had been convicted on a charge of defrauding the Cape Government Railways in respect of concession tickets and sentenced to a fine of 10 shillings or three days with hard labour on each count. He had consequently been dismissed from his posts at the S.A. College and School.

88. S.G.E. 1/970, Memorandum, S.G.E. to General Correspondence Branch, 13 November 1911.

89. CP 2 - '17, Report of the S.G.E., 1916, refers to the Education (Language Certificate) Ordinance No. 3 of 1916. Bilingualism was not obligatory however.

90. S.G.E. 2/505, Inspectors' Reports, 1919, Report of Dutch Inspectors Radloff and Boersma.

91. CP 4 - '20, Report of the S.G.E., 1919, p.11. (See also Cape Argus, 4 December 1937)

92. CP 3 - '27, Report of the S.G.E., 1926, p.30.

93. Report of the S.G.E., 1932 and 1933, p.88. (Unnumbered)

The lesser priority accorded to Dutch and, later, Afrikaans, should not be overstated as a negative factor affecting enrolment; however, by 1927 at least, Afrikaans-speaking students were being attracted to the College in increasing numbers with a view to improving their English and securing instruction in that medium.⁹⁴

This tendency had become so strong by 1937 that Inspector H.R. Storey was moved to suggest that Afrikaans Medium instruction be introduced to cater for and encourage the growth of a sector that already constituted a third of the enrolment.⁹⁵ It was not until 1947, however, that success in teachers' exams was made conditional upon the passing of Afrikaans.⁹⁶

c) SOCIAL AND ECONOMIC

Enrolment at the College clearly serves as a barometer of the social and economic conditions induced by wars and depressions.⁹⁷

The influence of the Anglo-Boer War on the growth of school enrolment at the Cape was slight, annual gains being registered except in 1901.⁹⁸

Nevertheless, the rate of growth was retarded and this tendency continued until Union in 1910.⁹⁹ In addition, during this decade there was an

94. CP 2 - '29, Report of the S.G.E., 1927 and 1928, pp. 67-68.

95. Cape Archives, P.A.E. 603, Inspectors' Reports, 1937, p.2.

96. P.S. du Toit : Onderwys in Kaapland (Pretoria, 1951) p.149.

97. S.G.E. 1/272, J.B. Low to S.G.E., 23 May 1900.

S.G.E. 1/307, C. Murray to J.B. Low, 29 March 1901; See table, p.12.

98. Malherbe, p.174.

99. CP 4 - '13, Report of the S.G.E., 1912, p.11.

increasing entry of women into clerical occupations, where more lucrative opportunities had begun to arise.¹⁰⁰ Enlistment for active service in the First World War had little effect on the number of students enrolled, there being only two documented cases of students who abandoned their studies for this cause.¹⁰¹ Any negative effect that the War may have had on enrolment was clearly countered by the benefit of a considerable influx of funds to the Provinces, by way of Central Government Subsidies after Union, the bulk of which were employed in the development of Education.¹⁰²

To begin with, tuition at the College was free. This was not so at training colleges founded subsequently and they began to complain that potential students of theirs were being attracted to Cape Town. Accordingly, in 1913 the S.G.E. took steps to levy a fee of £1-10-0 per quarter on students of the College who came from outside Cape Town.¹⁰³ The introduction of fees coincided with the 1913 requirement that all pupil-teachers spend their final year at a recognised training institution and the S.G.E. was clearly anxious that the Cape Town College should not be selected by such students on account of its "cheapness".¹⁰⁴ There were,

100. G 11 - 1903, Report of the S.G.E., 1902, p.12;

G 5 - 1904, Report of the S.G.E., 1903, p.23;

G 19 - 1905, Cape of Good Hope, Census of the Cape of Good Hope, 1904, p. cxiv, shows that there were no women shorthand typists in 1891, when such work was done by men, whereas 85% of such positions were held by women in 1904.

101. S.G.E. 1/568, A. Middleton to W.R. Campbell, 22 March 1917; Cape Town Training College Magazine, 1917, p.3.

102. Malherbe, p.176.

103. S.G.E., 1/1156, S.G.E. to J.B. Low, 2 October 1913.

104. *ibid.*;

S.G.E. 1/1568 W.R. Campbell to S.G.E. 4 April 1917

nevertheless, some for whom the payment of fees was an obstacle, to the extent that they had to withdraw in 1917.¹⁰⁵

The injection of Government funds was greatly reduced during the depression that followed the First World War. The effects of these economies were dramatic. Demands were made for reduction of expenditure on teacher-training¹⁰⁶ and the establishment of new schools and teaching-posts was firmly resisted. Consequently, primary school classes of sixty pupils became common features.¹⁰⁷ In this situation, newly qualified teachers were unable to obtain posts, thus giving the impression that the profession was overstocked and reducing the intake of all Colleges.¹⁰⁸

A further factor of significance that had reduced the overall demand for teachers in the Cape was the centralizing policy pursued by Murray and Viljoen, whereby large numbers of small schools had been eliminated with consolidation into larger units¹⁰⁹ which had resulted in the annual need for new teachers in the Province declining from 1100 at Muir's retirement in 1915¹¹⁰ to 800-900 in 1918.¹¹¹

105. S.G.E. 1/1568, W.R. Campbell to S.G.E., 20 April 1917, wherein Campbell appeals for remission of fees on behalf of student Jan Venter, who was dependent upon his "bijwoner" brother who hired stock and rented a 250 acre farm. Venter was prepared to mark out sports-fields and help with the entertainment of visiting sides in return.

106. Malherbe, p.160;

CP 2 - '23, Report of the S.G.E., 1922, p.53.

107. CP 2 - '23, Report of the S.G.E., 1922, p.53.

108. ibid.

109. CP 5 - '19, Report of the S.G.E., 1919, p.11.

110. CP 5 - 1915, Report of the S.G.E., 1914-15, p.18.

111. CP 6 - '19, Report of the S.G.E., 1918, p.11.

Nevertheless, the S.G.E. appears to have been justified in his contention that there would not have been unemployment in 1923 had "normal development" been allowed.¹¹² It is also clear that the raising of the entrance level to Std. 8 in 1919 had something to do with the decline in the roll of all Cape Colleges of 22,7% from 1922 to 1924.¹¹³ Coupled to this was the growing self-sufficiency of the other Provinces in teacher-training.¹¹⁴

Though the economy began to show signs of improvement towards the end of the twenties, it became apparent that opportunities for teachers would not be rising proportionately, since the rate of enrolment was decreasing.¹¹⁵ Consequently, apart from the diminishing opportunities for new teachers, retrenchment of serving teachers became common practice in 1927 and 1928. Conditions did not improve during the Great Depression which began in 1929, when further economies were effected. New posts were refused once more, the quota of pupils per teacher was raised from 32 to 36 and all leave privileges were withdrawn, thus eliminating the possibility of even part-time work for substitutes. Furthermore, it was laid down that the enrolment at all Colleges was restricted to fixed quotas to be based on future projections.¹¹⁶ The only advantage to

112. CP 4 - '25, Report of the S.G.E., 1923 and 1924, p.19, points to the growing number of children not attending school through lack of provision.

113. ibid., p.19.

114. Malherbe, p.161.

115. CP 2 - '29, Report of the S.G.E., 1927 and 1928, p.6, cites the Influenza epidemic of 1918; the Depression of 1921; the Drought that followed it; and the fact that children of school-going age represented a declining proportion of the population as reasons for the decline in enrolment.

116. Report of the S.G.E., 1932 and 1933, p.29.

the College in this situation of austerity was the opportunity it created for a high degree of selectivity in the admission of students.¹¹⁷

STUDENT LIFE

Pupil-teachers, as long as they were bound to schools for a major proportion of their time and spending many hours in travel between their schools and the "Central Classes" of the College, were unlikely to develop into a cohesive body. The tender years of many of them, their status as "pupils" and the division of their loyalty between school and College seemed to preclude the possibility of their development into a self-aware student body. Since they only spent about eleven hours per week at the "Central Classes" and all their classes met separately by year, there can have been little conception of belonging to a corporate whole.¹¹⁸ Apart from a weekly "Criticism Lesson" and a lecture in "School Method", all their practical training was in the hands of school-teachers and their proficiency was tested annually by the Inspectorate. They were also indentured to a particular school for the duration of the course, a factor with wide ramifications in cases where schools did not have their interests at heart, or where they were not competent to provide adequate supervision and guidance.¹¹⁹ Consequently,

117. Interview with Miss A.M. Ball, 10 July 1983 (She was head-student at the College in 1937 and later a prominent educationalist; she recalled that she was the only one of seven applicants from her school to be admitted in 1935).

118. Department of Public Education, Colony of the Cape of Good Hope, Prospectus of the Training School (Cape Town, 1900), pp.6-7; their 11 hours per week at the College was made up as follows: Monday to Friday: 1½ hours per day - classes in "normal subjects".

One day of the week : 2 hours at School of Art.
 Saturday morning: 1 hour Needlework.
 ½ hour Drill (See also S.G.E. 1/272, J.B. Low to S.G.E., 28 May 1900.)

119. S.G.E. 2/221, Inspectors' Reports, 1908.

the influence of the College upon them in the early years was almost exclusively on a theoretical level. Nevertheless, the completion of the Training Institute in 1900 afforded a venue for more ambitious schemes, which were to include Physical Training Displays¹²⁰ as well as Choral Concerts¹²¹ and would go some way towards the development of student identity.

Disciplinary action was an ever-present threat for those whose conduct, results or attendance were not regarded as satisfactory. Transgression in any of these areas at school or College was likely to be punished by the withdrawal of grants,¹²² suspension¹²³ or expulsion.¹²⁴ Such boarding facilities as were available privately catered for high school pupils, thus opening a week later than colleges and primary schools. Inevitably, late arrival at schools brought students close to expulsion, although the fault was not theirs, until hostel managers could be persuaded to alter their arrangements.¹²⁵

120. South African News, 12 September 1901. This describes the nature and intention of the military drill system taught and outlines the benefits of a particularly vigorous exercise displayed which "...brings into play the whole of the muscular system, and is intended to strengthen and render supple the back muscles from the heels upwards and the front from the fingertips to the toes, and in the case of girls and young women is especially beneficial in strengthening the abdominal muscles."

121. S.G.E. 1/689, C. Murray to Dr. T. Barrow-Dowling, 4 April 1908.

122. S.G.E. 1/600, J.B. Low to S.G.E., 25 April 1907. (In such cases, the grants had to be repaid.)

123. S.G.E. 1/788, J.B. Low to S.G.E., 19 November 1909; Department of Public Education, Cape of Good Hope, Prospectus of the Training College (Cape Town, 1914), p.5.

124. S.G.E. 1/788, J.B. Low to S.G.E., 20 December 1909.

125. S.G.E. 1/789, D.J. de Villiers to S.G.E., 17 December 1909.

A further factor inhibiting the growth of corporate spirit was the lack of sporting facilities, a difficulty which was partially met by the move to Mowbray in 1931. Undoubtedly though, the tensions springing from racial prejudice were to have an increasingly pervasive effect upon student relationships until the end of 1915, when coloured students were finally excluded.¹²⁶

The introduction of the Elementary and Higher Kindergarten courses in 1915 as well as the growing number of students coming to the College for the final year of the T3 certificate¹²⁷ raised both the academic tone and the level of maturity of the student body. This, in turn, emphasized the need for extension of the hours of tuition.¹²⁸ Following a suggestion by Anderson in 1909,¹²⁹ the hours of tuition had been raised to between 14 and 15 hours per week, while practical teaching ranged between 5 and 15 hours per week, dependent upon the distance of the school from the College.¹³⁰ This system was hardly less cumbersome however, involving students in teaching at their schools as well as attending College classes daily, with all the attendant disruption of staggered class hours and considerable time wasted in travel.¹³¹ The establishment of the practising school in

126. See pp. 52-53.

127. See table, p.12.

128. S.G.E. 2/376, Inspectors' Reports, 1914.

S.G.E. 1/1380, Acting S.G.E. to School Board Secretary, 8 December 1915 with supporting memorandum from W.R. Campbell.

129. S.G.E. 1/788, H.J. Anderson to Statistical Branch, 23 November 1909.

130. S.G.E. 1/1380, Acting S.G.E. to School Board Secretary, 8 December 1915 with supporting memorandum from W.R. Campbell.

131. *ibid.* The T2 class, for example, had to attend lectures from 1.00 p.m. until 5.30 p.m. on Thursdays.

1914 had created the opportunity to revise the practical teaching sessions so that students could observe lessons on the spot, as well as teach under the direct supervision of College Staff¹³² in addition to teaching in the schools to which they were indentured. This arrangement served to overcome two significant problems: the restriction of pupil-teachers to one school for the entire period of their training and, secondly, the conservative restriction of unco-operative school principals who demanded traditional conformity and resisted new methods.¹³³

These factors, in association with the appointment of the energetic and enthusiastic W.R. Campbell as the new Principal,¹³⁴ produced significant changes in the years after 1915. Campbell's proposals to reduce school visitation to two half days per week, to increase the time given to tuition by six to seven hours per week for all classes and to rearrange the time-table to enable all students to attend several assemblies each week were carried into effect at the start of 1916.¹³⁵ This rationalization made it possible to restrict College hours to the period between 9.00 a.m. and 3.15 p.m. daily and necessitated the use of all the available rooms in the building for white classes.¹³⁶

132. *ibid.*

133. *ibid.*

134. S.G.E. 1/1380, C. Murray to W.R. Campbell, 18 May 1915.

135. S.G.E. 2/428, Inspectors' Reports, 1916.

136. S.G.E. 1/1380, Acting S.G.E. to School Board Secretary, 8 December 1915, with supporting memorandum from W.R. Campbell.

Now that large numbers of students were available at one and the same time, with afternoons at their disposal, the stage was set for the establishment of a full-scale extra-mural programme and the development of student life.

As far as sport was concerned, opportunities had been limited by the lack of facilities.¹³⁷ Furthermore, most students attended the College for not more than one or two years before 1919.¹³⁸ After 1919 the new basic courses were each of two year's duration and could be followed by one year specialist courses or the two-year Physical Culture course introduced in 1921.¹³⁹ It was from the latter that the core of sporting sides was to be drawn. The remainder came from a student body that suffered from a high rate of turnover which made it difficult to build teams.¹⁴⁰ Participation in the Hockey League was sporadic, entrance being made for the first time in 1917.¹⁴¹ A fair comment on the state of the game then, and in the years that followed, is provided by D. Musson, the Captain in 1917, who said "...the Western Province and Gardens matches were rather disheartening, for the scores mounted too high to mention here and not in our favour....The weak point of our team is the forward line, they have very little or no self-confidence and as for 'push' - the word is not known among us."¹⁴² Highlights of the

137. See p.24.

138. See table, p.12. Typically students came for the final year of the T3 or for either of the one-year Kindergarten courses.

139. The Primary Teachers' Higher Certificate took two years after Std. 10 (P.T.H.C.).
The Primary Teachers' Lower Certificate took two years after Std. 8 (P.T.L.C.).

140. Interview with Mrs. G. Powell (née Shaw), 9 July 1983.
(She was a student from 1919-1921 and a regular member of the First Hockey XI).

141. Cape Town Training College Magazine, 1917, p.29.

142. *ibid.*

season were the encounters with Wellington Training College and victory in 1917 was celebrated in fine style with a luncheon and an outing on the Bay with Campbell and their guests.¹⁴³ A "....true sporting spirit, a loyal sense of duty and a strong feeling of 'esprit de corps'" were what mattered.¹⁴⁴ Netball, started in 1914, suffered greater limitations since it was a game confined to schools, as a result of which only friendly games were available.¹⁴⁵ It was not until the introduction of the Physical Culture course in 1921 that Athletics was to be introduced. In the absence of facilities for general participation in sport,¹⁴⁶ the Annual Sports Day quickly assumed a form that enabled all students to participate by including a wide range of novelty events amongst the more conventional. Starting at Green Point in 1922,¹⁴⁷ the event was to become annual, moving in later years to Kelvin Grove.¹⁴⁸ Physical Culture displays were widely acclaimed, being annual events from 1921 onwards and doing much to raise funds for the College.¹⁴⁹

Growing maturity of the student population, allied to an increasing awareness of issues around them and their need to participate

143. ibid.

144. Cape Town Training College Magazine, 1920, p.55.

145. Cape Town Training College Magazine, 1917, p.29.

146. See p.24.

147. Cape Town Training College Magazine, 1922, p.49. Heats in the morning were followed by finals in the afternoon and novelty events included cake and water, potato, flower pot, biscuit and whistle and blindfold driving races. Competition was on an inter-class basis and prizes on the first occasion were distributed by the S.G.E., Dr. W.J. Viljoen.

148. Letter from Miss A. Anders to author, 14 June 1983.

149. Cape Town Training College Magazine, 1922, pp.50-51.

in a wider world, were cast into relief by the First World War.

In tune with the growing demands for universal suffrage, they involved themselves in the Women's Enfranchisement League. That such activities were frowned upon is clear from the agreement between Campbell and the S.G.E. that they should not be permitted the use of the hall for the promotion of this cause.¹⁵⁰ The death on the Western Front of former student, Hugh Magee,¹⁵¹ serious injury to another, as well as letters to the College from active servicemen, no doubt did much to bring home the realities of war to the student body, leading to their active involvement in war-time relief work¹⁵² and a range of other social activities which were to become a regular feature with the passage of time.¹⁵³

150. S.G.E. 1/1471, W.R. Campbell to Acting S.G.E., 15 August 1916; Acting S.G.E. to W.R. Campbell, 16 August 1916.

151. Cape Town Training College Magazine, 1918, p.2.

152. Cape Town Training College Magazine, 1917, p.4, mentions the donation of the cost of a Hospital bed to Richmond Hospital. This magazine also refers to volunteer work amongst the sick and wounded at Maitland Hospital (p.9).

Cape Town Training College Magazine, 1918, p.38, mentions variety concerts arranged by various classes to entertain convalescent soldiers as well as to raise funds for institutions such as St. Dunstan's House.

153. Cape Town Training College Magazine, 1920, p.54, mentions sponsorship of the cost of maintaining two children at the Buxton Home.

Cape Town Training College Magazine, 1922, p.1, refers to involvement in the Children's Mission as well as growing involvement in the running of Play Centres for children.

In order to foster, co-ordinate and maintain a growing number of student clubs and societies, as well as to promote the image of the College and provide a channel of communication between students and the Principal, the Students' General Committee was established in 1919.¹⁵⁴ Made up of elected class representatives, each member was charged with the responsibility of running a club or society; the Committee was given the power to impose levies on all students to meet the costs of such societies, as well as the publication of the College Magazine and the purchase of audio-visual, sports equipment and periodicals for the library. It was also empowered to raise funds for special projects and to administer such funds as were forthcoming from library fines and locker-key money as well as the income raised by drama productions.¹⁵⁵

Close ties with past students were forged by the publication of the first Magazine in 1917 and a Past-Student's Association was founded in 1918. It sought to maintain links with former fellow-students through the Magazine, raise funds for the College and preserve past association through participation in regular social activities.¹⁵⁶ Initial enthusiasm soon waned as students scattered

154. Cape Town Training College Magazine, 1919, p.31. W.R. Campbell saw this as "...clear evidence of the gradual appreciation of the possibility of introducing the desirable elements of University life into that of the Training College" and a positive step in the direction of self government by the student body (p.1).

155. Cape Town Training College Magazine, 1921, p.50;
Cape Town Training College Magazine, 1922, pp.44-45;
Cape Town Training College Magazine, 1923-24, p.22.

156. Cape Town Training College Magazine, 1918, pp.28-30.

far and wide while the administrative burden fell upon the few.¹⁵⁷ It finally collapsed when publication of the Magazine fell into abeyance in 1924. When attempts were made to revive the Association in 1930, these were resisted by Campbell who urged the proponents to forget the past and "...concentrate on the new", urging them to be content with what they already had - "a bond of hearts."¹⁵⁸

While the development of a full sporting programme was always inhibited by the absence of adequate facilities, the same cannot be said of the well-balanced arrangement of social and cultural activities that were to become a central feature of the Campbell era.

By 1917, afternoon lectures by distinguished figures on subjects of general interest were being given on several occasions each term. Regular speakers included the Archivist, C. Graham Botha,¹⁵⁹ and J. Rodger, Secretary of the Examination Branch of the Education Department, whose specialities included Italy and illustrated talks on musical orchestration.¹⁶⁰ Other speakers ranged from the Marne campaign to Greek influences on English literature, and on through Jane Austen, China, Keats and Mountaineering to Hygiene, Elocution and Deep Sea Life.¹⁶¹ These lectures were supplemented by the activities of the Literary Society which was established in 1919 and met in the evenings. Papers on literary figures were presented

157. Cape Town Training College Magazine, 1919, p.34.

158. Cape Town Training College Magazine, 1930, p.5.

159. Cape Town Training College Magazine, 1922, p.46.

160. Cape Town Training College Magazine, 1919, p.33.

161. Cape Town Training College Magazine, 1922, p.46 (See also all other editions of the Magazine, 1917-1924 and 1930).

along with recitation, music, illustration and dramatisation.

That of 16 June 1919, for example, was a Shakespeare evening,

featuring scenes from "Hamlet" and "Romeo and Juliet", along with

songs sung by Master Adkins of the Cathedral Choir and a short talk

on Shakespeare.¹⁶² The Society continued to flourish, expanding its scope to include regular debates by 1922.¹⁶³

The Musical Society was established in 1924,¹⁶⁴ meeting fortnightly to study the works of great composers and making extensive use of staff from the College of Music; in addition it added a theoretical dimension to a musical life that had long since found expression in regular concerts¹⁶⁵ and in distinguished performances by students in the Eisteddfod.¹⁶⁶ Music was also allied to Drama when Gilbert and Sullivan's "Trial by Jury", the first of an annual run of their operettas, was produced in 1922.¹⁶⁷ Dramatics continued to grow apace. In the following year, "H.M.S. Pinafore" was produced, along with Langenhoven's "Die onmoontlike tweeling" and a comedy titled "Wurzle Flummery".¹⁶⁸

162. Cape Town Training College Magazine, 1919, p.32.

163. Cape Town Training College Magazine, 1923-24, p.24.

P.A.E. 603, Inspectors' Reports, 1933, also refers to Literary and Debating Societies.

164. Cape Town Training College Magazine, 1923-24, p.24.

165. Cape Town Training College Magazine, 1920, p.50.

166. Cape Town Training College Magazine, 1919, p.32.

167. Cape Town Training College Magazine, 1922, pp.46-47.

168. Cape Town Training College Magazine, 1923-24, pp.20-21;
Cape Town Training College Magazine, 1918, p.38, refers to the problem posed by the shortage of men when it came to dramatic productions, referring particularly to "Checkmate", produced in that year, in which six of seven male roles had to be played by women.

P.A.E. 603, Inspectors' Reports, 1933, refers to continued Dramatic Productions.



'PATIENCE'

1927

(Courtesy of Mrs. C.M. Campbell)

To these, social functions of a lighter kind were added.

The tradition of an Annual Dance was established in 1919 when the function was so successful that students hoped for another in the next term.¹⁶⁹ Early each year socials were also held especially to welcome new students. Until his retirement in 1924, charades by Music Lecturer and Cathedral Organist, Dr. T. Barrow-Dowling, were the highlight of these occasions.¹⁷⁰

The importance of academic achievement was stressed by the establishment of the Gold Medal Competition in 1922. In this competition medals and certificates of merit were awarded both for academic subjects and professional skills, such as Afrikaans Teaching and Physical Culture. The unique feature of the competition was that each of the categories was open to all students, regardless of their age or class.¹⁷¹

Probably the aspect of College life that influenced students most profoundly was what today would be called "outdoor education". There were some formal week-long courses conducted during holidays at Kirstenbosch by Mrs. Bolus, during which time detailed field studies in Bird, Reptile and Amphibian Anatomy, The Principles of Classification, Vegetative reproduction and Indigenous Flora were carried out.¹⁷² It is no accident that the first two teachers to

169. Cape Town Training College Magazine, 1919, p.35.

170. Cape Town Training College Magazine, 1922, p.47.

171. ibid., p.53.

172. Cape Town Training College Magazine, 1920, p.17;
The Education Gazette, Vol. XX, No. 28, 2 June 1921.

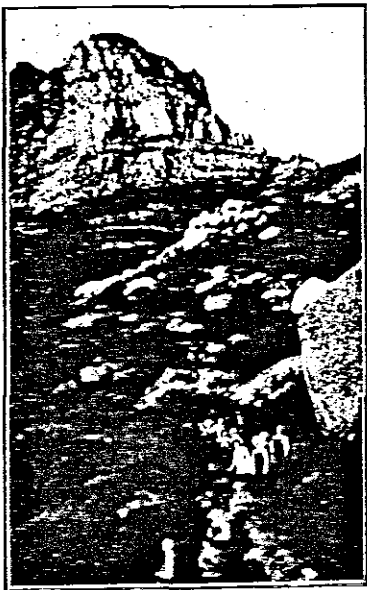
CAMPBELL AND T2 STUDENTS 1914



At Kirstenbosch



In the Gardens



Hout Bay Corner



Above Noord-Hoek



Tlandudno



Visit to Paarl

(CAPE TOWN TRAINING COLLEGE MAGAZINE - 1922)

run the Kirstenbosch School were products of the College.¹⁷³

Similar courses were later conducted by Miss Anders.¹⁷⁴ The needs of students who would move to country areas, where they would run single-teacher schools, were also catered for. In order to familiarise them with agricultural technology, week-long vacation courses were conducted at Elsenburg Agricultural College.¹⁷⁵

Geographical practical work was extensive and the Cape Geographical Society was well supported by students, in addition to which, a wide range of institutions was visited on a regular basis.¹⁷⁶ Other outdoor activities included hikes to a variety of venues around the Peninsula and further afield for the purposes of picnicking and camping, particularly during the short holidays. Of these venues, Llandudno was clearly one of the more popular. The procedure was to take the tram over Kloof Nek to Camps Bay and walk the remainder of the way.¹⁷⁷ More influential than any of these activities were the regular "College Rambles" undertaken under the leadership of Campbell in association with colleagues, fellow members of the Mountain Club of South Africa and guides attached to the Publicity Association. Ever the keen mountaineer, nature lover and conservationist,

173. Interview with Mrs. Powell, 9 July 1983. The first two teachers were Mesdames Letitia Starke and Muriel Johns. (See also "William Campbell Book", "The Cape Town Training College Early Years".)

174. P.A.E. 603, Inspectors' Reports, 1928. (Miss Anders was appointed as a Nature Study Specialist in 1928)

175. Cape Town Training College Magazine, 1918, pp.6-7. Reporting on such a course and the interesting nature of practical work involved, a student remarked "...the fowls were killed so scientifically that even the nervous ones [students!] forgot to shudder."

176. P.A.E. 603, Inspectors' Reports, 1933.

177. Cape Town Training College Magazine, 1920, p.35 (and subsequent issues).

he led large numbers of students up and down the mountains of the Peninsula and beyond, as well as taking them by train to the districts of Paarl, Stellenbosch, Eerste Rivier, Jonkershoek and Franschoek in order to explore the countryside on foot. These week-end excursions were voluntary, but it was not unusual for him to be accompanied by as many as seventy students at a time.¹⁷⁸

Ranging even further afield in 1924, a walking tour took students from Prince Albert Road over the Zwartberg and Montagu passes to George, while Campbell organized a mountaineering expedition to the Riversdale district in the same year.¹⁷⁹

Given so wide-ranging an extra-mural programme, it is perhaps not surprising that Inspector Anderson felt the need to express his reservations, stressing the need for moderation. He was, nevertheless, convinced of the impact it would have in turning the students into "....more valuable members of the communities they will later be called upon to serve."¹⁸⁰ His reservations declined in time to the point where he had nothing but praise to offer in respect of the role played by such activities in developing the character as well as in extending the outlook and interests of students¹⁸¹ and his successors followed the same line.¹⁸²

178. Cape Town Training College Magazine, 1919, p.1;
Cape Town Training College Magazine, 1920, pp.1 and 51;
Cape Town Training College Magazine, 1922, pp.45-46;
Cape Town Training College Magazine, 1923-34, p.24.

179. Cape Town Training College Magazine, 1923-24, p.24.

180. S.G.E. 2/594, Inspectors' Reports, 1923.

181. S.G.E. 2/642, Inspectors' Reports, 1925.

182. P.A.E. Inspectors' Reports, 1928.

P.A.E. Inspectors' Reports, 1933.

CONCLUSIONS

Starting from humble origins at a time when no other state-run institution was training teachers in Southern Africa, the Cape Town Training College still retained its leading position as the largest such institution at the time of Low's retirement in 1915.¹⁸³ At that time Low could claim, with some pride, that his former students were teaching in areas as diverse as Natal, The Orange Free State, the Transvaal, Bulawayo, East and West Africa, England, Scotland, Canada, South East Asia and China.¹⁸⁴

It had opened without racial restrictions and served primarily as a form of secondary education with a modicum of professional training for students who spent the majority of their time in the schools. In this capacity it fulfilled a dual role for members of the "coloured" community who lacked secondary education facilities. To all intents and purposes it was a unilingual institution until 1919, when it preceded all other Colleges by introducing Afrikaans in place of Dutch. Unlike Low, Campbell was an active protagonist of bilingualism.¹⁸⁵ The number of Afrikaans-speaking students grew steadily until his retirement in 1937, when the introduction of parallel classes in Afrikaans was within striking distance.¹⁸⁶

183. The Educational News, October 1915, p.162.

184. Cape Times, 24 September 1915.

Cape Town Training College Magazine, 1917, p.24. (The activities of Miss Fagg, who was working as a missionary in China, occasioned special pride. Working at Kutien, she was running a large Kindergarten and training students.)

185. In 1930 he married a former T2 student of the 1913-14 class, the Afrikaans speaking Miss C.M. Scholtz, his first wife having died thirteen years earlier. (Interview with Mrs. C.M. Campbell, 11 March 1983).

186. Cape Argus, 4 December 1937.

During the period 1894 to 1937 the College was to be transformed from a unilingual, multiracial institution to one that was bilingual and for whites only. The extent to which anglicisation inhibited enrolment is open to speculation, but early action to retard the teaching of Dutch cannot have been without effect.

There were two significant aspects surrounding the projected removal of coloured students. Clearly, white racialism both within and outside the College desired racial exclusivity and held that the multiracial character inhibited the development of white schooling as it discouraged enrolment. This attitude was expressed by Campbell when he stated that there was "1. Prejudice against the Institute on the part of parents of white students; 2. This prejudice will result in a deterioration in the class of white students; 3. The status of the Institute is affected. Already it is being recognized partially as a coloured training centre."¹⁸⁷

The other aspect had to do with the fact that exclusion of the coloured students served as a means of securing additional rooms at the College. This situation enabled Campbell to restructure the training programme, to extend hours of tuition and to introduce an effective programme of practical training. He hinted at this in a letter to the S.G.E. after his attempt to persuade the balance of the coloured students to leave at the end of 1914¹⁸⁸ and spelt it out in his memorandum at the end of the following year.¹⁸⁹ In no sense was this exclusion unique. The College was but a microcosm of

187. S.G.E. 1/788, Memorandum, W.R. Campbell to S.G.E., n.d. (1909)
See also footnote 39, p.47.

188. S.G.E. 1/1254, W.R. Campbell to S.G.E., 30 November 1914.

189. See also footnote 136, p.65.

society at a time when growing 'poor white' urbanization was leading to demands for protection of that community by legislation, in order to entrench their privilege at the expense of socio-economic equals of other colours.

Of the other factors which determined the numbers and composition of the student body over time, the raising of the entry standard did most to change its character. As and when the authorities became convinced that such raising would not harm the necessary supply of teachers unduly, steps were taken to lift the level until what had essentially been a schooling of three years beyond Std. IV in 1894 had become a tertiary education of at least two years beyond Std. X in 1929.

It seems clear that the reluctance of English-speaking men to go teaching had something to do with the relative decline of the College. There was a shortage of male numbers in relation to those in country areas, where significant numbers of Afrikaans-speaking men were being trained. The breakdown for 1937 is revealing, showing that men represented 33,5% of the other co-educational Colleges' enrolment compared with 3,4% of the College's in Cape Town.¹⁹⁰ In that year only 122 of the total of 1147 student teachers at Cape Colleges were attending the Cape Town College. Self-sufficiency in the Northern Provinces and Natal, the rationalization of schools, the increase in the quota of pupils per teacher and the imposition of quotas on the Colleges had all played their part. These, in turn, had been induced by economic depressions and demographic changes.

190. Cape of Good Hope Department of Public Education, Educational Statistics, 1937, p.E 29, (Published with Report of the S.G.E., 1937).

In addition, the introduction of fees and the withdrawal of grants had worked together to reduce enrolment. Depressed conditions and the lack of alternative opportunities for women worked together to ensure that there would, increasingly, be a surplus of applicants. Consequently, selection procedures could be refined and higher standards demanded. The shortage of boarding facilities also imposed a constant restriction.

The prospects for the development of student life were exceedingly slender at the outset, when pupil-teachers were teaching in inadequately supervised conditions for up to five hours a day and attending classes at College for short spells all through the week. This situation was not to change, materially, until 1916. The T2 students were somewhat better placed. Being post-matriculants, their courses were of a more academic nature and they were actively encouraged to engage in such cultural activities as were available in Cape Town. Attending classes for lengthier periods at a stretch and being few in number, they formed a more cohesive group and, as post-matriculants, were regarded as students.¹⁹¹

Revision of the College day in 1916 facilitated the development of a corporate identity and the establishment of a wide-ranging extra-mural programme. Further encouraged by the effects of the First World War, social concerns were to assume a prominent position. The establishment of a measure of self-government by the formation of the Student's General Council in 1919 was a significant step forward

191. Letter from Mrs. C.M. Campbell to author, 15 March 1983.

ensuring, as it did, the maintenance of a vigorous extra-mural programme that was both to supplement their theoretical and practical studies and to exercise a profound influence upon them in their teaching careers and beyond. It would be reasonable to conclude that these activities did more than enough to compensate for the lack of adequate sporting arrangements.

In spite of development towards the status of university student, the very nature of teacher-training, closely linked as it was to schools, implied an essential conservatism. With this went firm discipline, both in the lecture room and the hostel.¹⁹² Classes lining up in Assembly were a feature and such gatherings were conducted with formality, although students were given the opportunity to participate on the platform. Nevertheless, it was on these occasions that Campbell used his opportunities to promote the corporate cause and ethics of the profession with powerful effect, an influence to which his students bear unanimous witness.¹⁹³ Although formal, "The relations between the principal and staff on the one hand and between staff and students on the other [were] manifestly pleasant,"¹⁹⁴ said the Inspector in 1933 and his remarks were echoed by a colleague four years later, who remarked that, "There is always a spirit of hearty co-operation between principal and staff and staff and students".¹⁹⁵

192. "William Campbell Book", W.R. Campbell to Miss N. Henshilwood, 6 November 1949.

193. Interviews, Miss A.M. Ball, 10 July 1983;
Mrs. G. Powell, 9 July 1983;
Letter, Miss A. Anders to author, 14 June 1983.

194. P.A.E. 603, Inspectors' Reports, 1933, p.1.

195. P.A.E. 603, Inspectors' Reports, 1937, p.1.

CHAPTER IV.

TEACHING AND TRAINING.

Students may have constituted a majority of the College's population, but it was the teaching staff who, by and large, determined the nature of the training provided. This chapter offers a consideration of the factors that influenced the composition of the staff, both at the executive level and in the classroom, before going on to examine the evolution of the system of training and to outline the main thrust of developments in the curriculum from 1894 to 1937.

a) STAFF COMPOSITION

i) THE EXECUTIVE

Both Low and Campbell had a good deal in common with Muir. Their Scots origins and considerable experience of the educational system of that country, as well as their academic excellence and all-round ability, were clearly regarded as suitable qualifications for men who would train teachers. Like Muir, Low was a mathematician of some distinction, having graduated from Edinburgh University with Honours in Mathematics, as well as being Medallist in Mathematics and English Literature. After a distinguished academic career in numerous Scottish institutions between 1871 and 1893, he came to South Africa to act as Professor of Mathematics at Victoria College until Muir appointed him as Instructor of Pupil-Teachers at the start of 1894.¹

1. The Educational News, October 1915, p.162.

Campbell had further points in common with the S.G.E. His father had died when the boy was five years old. Early years of hardship were brightened by the award of a string of bursaries and scholarships² that saw him through his schooling, pupil-teacher training and at the Training College, where he was placed second for Scotland in the King's Scholarship Examination,³ before going on to Glasgow University to complete his M.A. By 1905 he had equipped himself to teach the full range of academic and professional subjects, as well as having specialist qualifications in Music, Drawing and Manual Work.⁴ A brief spell of teaching in Scotland was concluded at the United Free Church Training College,⁵ from where he moved to Queens College, Queenstown in the Cape Province.⁶ He had the good fortune to meet Muir on board ship on the way to South Africa in 1907. Muir was apparently impressed by his testimonials,⁷ notably that from the Head of the Free Church Training College, which described him as

"....a teacher among a thousand...of refined presence and manner, and of the highest moral principles: as a student he is thoroughly efficient, and abreast of modern requirements, while as a teacher it is impossible to overestimate his enthusiasm, his freshness and vigour, his inventiveness and whole hearted devotion to his profession....The students

2. Education, January 1938, p.6;

"William Campbell Book", p.7.

3. "William Campbell Book", pp. 2 and 7.

4. *ibid.*, p.7.

5. *ibid.*, pp.7 and 11.

6. *ibid.*, p.12.

7. Interview with Mrs. C. Campbell, 11 March 1983.

in training compete with one another to be sent to his particular class for their practical training. No teacher I know is such an 'all-round man'. Thoroughly proficient in all the elementary work and in the instruction of pupil-teachers..."⁸

It is thus hardly surprising that he was appointed as the first Vice-Principal of the Cape Town Training College in 1909.⁹ The creation of such a post indicated the extent to which the College had grown since its inception and the acknowledgement of this development by the Administration.

In this capacity he soon made his presence felt, assuming increasing administrative responsibilities as Low advanced in years and acting as Principal in the latter part of 1914 when Low was overseas.¹⁰ The hand of Muir is evident in his appointment as Principal, which was made shortly before the S.G.E. retired in 1915. In a private letter to Muir at the time, Campbell expressed his gratitude to the S.G.E. for giving him "....every opportunity of advancement..." and for interest shown in his work.¹¹

The appointment of Low and Campbell, their personal abilities apart, clearly owed much to the fact that the system of teacher-training at the Cape was modelled according to the Scottish pattern.

8. "William Campbell Book", p.11.

9. Cape Archives, S.G.E. 1/689, Telegram, Education to W.R. Campbell, 3 August 1908;

ibid., C. Murray to W.R. Campbell, 6 August 1908;

S.G.E. 2/246, Inspectors' Reports, 1909;

10. "William Campbell Book", p.13.

11. Cape Times, 23 June 1914. (Low was almost seventy at the time of his retirement.)

11. S.G.E. 1/1380, C. Murray to W.R. Campbell, 18 May 1915 (Muir retired on 30 June 1915);

S.G.E. 1/1380, W.R. Campbell to Dr. Muir, 18 May 1915.

This being the case, consideration needed to be given to the appointment of an executive familiar with that system and possessed of all-round ability as well as to academic excellence. Such characteristics were clearly evident amongst the accomplishments of the first two Principals, both of whom were to give the greater proportion of their time to classroom teaching throughout their tenure of office.

ii) LECTURING STAFF

At the establishment of the Central Classes in 1894 the only permanent staff member involved in the work was Low, the Instructor of Pupil-Teachers. He was assisted by other Instructors as well as a steady procession of temporary staff, teaching such subjects as Drill, Music, Needlework¹² and Woodwork;¹³ until such time as suitable staff could be imported from overseas. Once the "Classes" were permanently housed in their own premises in 1900, the S.G.E. felt justified in seeking to appoint additional permanent staff. He was convinced of the need to import well-qualified women "....of good general culture and address..."¹⁴ for this purpose and made arrangements for prospective candidates to be interviewed by the Agent-General in London. His attempts were frustrated at first by

12. G 7 - '95, Report of the S.G.E., 1894, p.xxiii;

S.G.E. 1/272, M.M. Bannerman to Dr. Muir, 9 February 1900;

S.G.E. 1/272, J.B. Low to S.G.E., 28 May 1900;

S.G.E. 1/272, N. Garisch to S.G.E., 31 July 1900;

Department of Public Education, Cape of Good Hope, Prospectus of the Training School, (Cape Town, 1900), pp.6 and 7.

13. S.G.E. 1/201, J. Cook to S.G.E., 19 March 1897.

14. S.G.E. 1/354, S.G.E. to Miss Mary Hervey, 21 May 1902.

the foot-dragging tactics of the Auditor-General in the Colony, whose "....interminable delays..." in agreeing to an appointment resulted in the withdrawal of a suitable candidate at the start of 1901.¹⁵

Clearly aware of the staff shortage, Muir then engaged the services of the "British Women's Emigration Association" in London with a view to the selection of suitable candidates.¹⁶ Two appointments were made from the start of 1903. Miss Dyer,¹⁷ a Froebel trained Kindergarten expert, and Miss Swain,¹⁸ who held the British "Privy Council"¹⁹ (P.C.) certificate. Miss Swain was to give much of her time to part-time Kindergarten classes for adult teachers.²⁰ Reliance upon part-time, temporary assistance in such subjects as Dutch,²¹ Singing,²² Woodwork²³ and Drawing²⁴ continued.

15. S.G.E. 1/307, Memorandum, S.G.E. to Under-Colonial Secretary, 18 January 1901.

16. S.G.E. 1/354, S.G.E. to Miss Mary Hervey, 21 May 1902.

17. S.G.E. 1/354, Telegram, Education to Miss R. Dyer, 22 December 1902.

18. S.G.E. 1/354, Telegram, Education to Miss E.M. Swain, 26 November 1902.

19. The "Privy Council" Certificate was a training college qualification for general primary school work.

20. S.G.E. 1/354, S.G.E. to J.B. Low, 13 May 1902.

21. S.G.E. 1/788, L.B. Rose to S.G.E., 5 June 1909.

22. S.G.E. 2/198, Inspectors' Reports, 1907, Report of Singing Instructor A. Lee.

23. S.G.E. 1/527, P. Tait to S.G.E., 8 September 1906;

S.G.E. 1/1472, W.R. Campbell to S.G.E., 15 April 1916;

S.G.E. 1/875, Appointment form E42 for C.W.J. Dreyer, 10 May 1910.

24. G 5 - 1906, Report of the S.G.E., 1905, Report of Drawing Instructor, p. 232a.

The limitation of dependence upon part-time staff cannot have been helped by a parsimonious attitude towards their payment, particularly apparent in the case of the Dutch teacher, Miss Rose. Her salary had not increased in five years, when in 1909 she was required to teach for an additional hour each week, her pupils having risen from 40 to 130.²⁵ Though train fares had doubled and she was teaching four classes instead of three, her request for an increase in payment was turned down six months later by the S.G.E. on the grounds that "....the claim does not appear to be a very strong one".²⁶

With a view to maintaining a high academic standard as a requirement for appointment, Muir was clearly anxious that permanent staff should be proficient in some skill as well so that each College would eventually become self-sufficient without the need to rely on part-time helpers. This policy is evident in the appointment of Miss N. Clark M.A., P.C., who was required also to "....qualify herself in Needlework" before taking up her duties in 1908.²⁷ Similarly, Miss J. Morgan, B.A., P.C. was appointed in the same year on the strength of her additional qualifications in Drill and Sewing.²⁸

As the academic standard of the student population rose, Muir became increasingly anxious about the need to appoint university

25. S.G.E. 1/788, L.B. Rose to S.G.E., 5 June 1909.

26. S.G.E. 1/788, S.G.E. to L.B. Rose, 10 December 1909.

27. S.G.E. 1/600, C. Murray to N. Clark, 5 November 1907.

28. S.G.E. 1/688, J.B. Low to S.G.E., 27 June 1908.

graduates.²⁹ At the same time, the introduction of the Kindergarten Course in 1914 suggested the need for specialist non-graduates with overseas qualifications, a need that was still being stressed in 1919.³⁰ A sense of proportion was retained, however, by the Inspector of Training Colleges, H.J. Anderson, aware of the needs of the primary school and fearful of academic over-specialization. He stressed the need for correlation of subjects,³¹ thus implying the need for staff with a general range of abilities. Nevertheless, the prospects of securing the services of well-qualified staff of any description were clearly limited by the poor salary prospects at the Cape until after the First World War. In 1902, for example the Chairman of the British Women's Emigration Association warned that the salaries offered were inadequate to attract women graduates.³² Moreover, in 1912 salaries at the Cape were substantially poorer than those in the Transvaal.³³ Furthermore, there was no incentive to attract holders of promotion posts to the Colleges as they would suffer a drop in salary.³⁴ In fact it was not until July 1937 that arrangements were made to raise the status of "assistant teachers" at Training Colleges above that of school teachers to the level of "....principals of secondary schools of Group A" in the Cape Province.³⁵

29. C.P.7 - '12, Report of the S.G.E., 1911, p.18.

30. C.P.4 - 1920, Report of the S.G.E., 1919, p.45, Report of Miss C. Drake.

31. S.G.E. 2/376, Inspectors' Reports, 1914 (Informal Report).

32. S.G.E. 1/354, Miss M. Hervey to S.G.E., 20 June 1902.

33. S.G.E. 1/1065, Schedule of Salaries, n.d. (?1912), This indicates that starting salaries for non-graduates in the Transvaal were more than double those of the Cape, with five years taken to reach the maximum as opposed to 36 years at the Cape.

34. S.G.E. 1/471, Miss L.F. Todd to S.G.E., 24 February 1916.

35. Report of the S.G.E., 1937, p.31.

The years from 1913 to 1918 were difficult in terms of staffing. Illness afflicted a number of the women staff, who, being British, felt the need to seek attention for extended periods in their lands of birth,³⁶ while the new Vice-Principal, F.H.A. Lange, suffered a breakdown in 1918.³⁷ The introduction of the Kindergarten course in 1914 posed problems when the S.G.E. refused to countenance an allocation of work that provided a member of staff for each of the classes of the two-year course, which totalled 32 students, and gave instructions that of the two staff involved, the last appointed was "....to keep an eye on any suitable vacancies that may occur."³⁸ Neither were matters made easier by the outbreak of War in 1914, an event that led to the internment of Woodwork teacher, C.W.J. Dreyer, as a German subject³⁹ and the dismissal of Miss A. van Held on the same grounds.⁴⁰ Of her objection to dismissal without notice, Muir said, "I could not help adding that I thought it would have been only fair that Miss Van Held should give us three months' notice of her indiscreet speeches regarding the German Army". Given these difficulties, he went on to castigate the College for making appointments in a "haphazard slack way", suggesting that it would no longer

36. S.G.E. 1/1156, R. Dyer to S.G.E., 14 January 1913 and 24 July 1913;
S.G.E. 1/1380, J.W. Edgington to S.G.E., 11 February 1915;
S.G.E. 1/1380, Dr. Carmichael to S.G.E., 28 April 1915;
S.G.E. 1/1711, C.E. Huckvale, Form E94, 16 September 1918;
S.G.E. 1/1380, S.G.E. to W.R. Campbell, 24 February 1915.

37. S.G.E. 1/1711, F.H. Lange to S.G.E., 29 July 1918.

38. S.G.E. 1/1254, C.Murray to W.R. Campbell, 29 July 1914.

39. S.G.E. 1/1254, Secretary of School Board to S.G.E., 17 September 1914.

40. S.G.E. 1/1380, Memorandum, S.G.E. to General Correspondence Branch, 9 January 1915.

be able to appoint anyone who simply turned up, whether able or not, to "....fill the hole into which the authorities had got themselves".⁴¹ To crown their difficulties, this period saw a succession of no fewer than seven teachers of Dutch at a time when the Provincial Council was anxious to ensure parity of the two official languages.⁴²

The raised standard of entry in 1919 emphasized the need for well-qualified staff, by which time fully-trained British teachers with Primary School experience were in short supply.⁴³ At the same time the increasing availability of local graduates was evident in new appointments that were being made.⁴⁴ Unfortunately they suffered a serious disadvantage in their lack of Primary School experience and Inspector Anderson held the view that such appointments should not be confirmed unless candidates had obtained appropriate experience and qualifications.⁴⁵ The problem persisted, being overcome to some extent in 1924 by the publication of a Departmental handbook, The Primary School : Suggestions for the consideration of teachers⁴⁶ and by regular visits to all the Training Colleges of Departmental Instructors.⁴⁷ It was not until 1926, however, that an adequate

41. S.G.E. 1/1380, S.G.E. to General Correspondence Branch, 10 February 1915.

42. S.G.E. 1/1156, S.G.E. to General Correspondence Branch, 28 January 1913;

S.G.E. 1/1471, W.R. Campbell to Acting S.G.E., 8 January 1916;

S.G.E. 1/1471, W.R. Campbell to Acting S.G.E., 12 February 1916.

S.G.E. 1/1568, P.A. Millard to W.R. Campbell, 29 May 1917.

S.G.E. 1/1711, Form E.42, 8 February 1918, re: J.J. Nel;

S.G.E. 1/1711, J.J. du Preez to W.R. Campbell, 14 January 1918.

43. C.P.2 - '21, Report of the S.G.E., 1920, p.15.

44. ibid.

45. ibid.

46. C.P.4 - '25, Report of the S.G.E., 1923 and 1924, p.63.

47. ibid., p.64.

solution was found with the establishment of the Central Method Scheme, whereby a member of staff was charged with the particular responsibility of teaching Primary School Method to all students,⁴⁸ working in close association with subject specialists and supplemented by the efforts of those with primary school experience.⁴⁹

The introduction of the specialist two-year Physical Culture course in 1921 called for the importation of a suitably qualified teacher from England.⁵⁰ The more academic aspects of Anatomy and Physiology were taught on a part-time basis by Professors of the School of Medicine at the University of Cape Town⁵¹ and pianists were hired to accompany the dance and rhythmical exercises after the retirement of Dr. Barrow-Dowling at the end of 1923.⁵²

Growing awareness of the need to provide education of greater relevance to rural areas led to the appointment of Dr. S.H. Skaife as Departmental Science Instructor. He spent much of his time promoting the cause of Nature Study and School Gardening at the College⁵³ until such time as a full-time teacher for the subject could be found in 1928.⁵⁴

48. Cape Archives, P.A.E. 603, Inspectors' Reports, 1926.

49. S.G.E. 2/594, Inspectors' Reports, 1923.

Interview with Miss A.M. Ball, 10 July 1983. She refers to demonstration lessons taught by Campbell and other members of staff.

50. C.P.2 - '23, Report of the S.G.E., 1922, p.10.

51. ibid.

52. S.G.E. 2/594, Inspectors' Reports, 1923;
P.A.E. 603, Inspectors' Reports, 1925-1937.

53. S.G.E. 2/542, Inspectors' Reports, 1921;
C.P.2 - '26, Report of the S.G.E., 1925, pp.64-65.

54. Letter, Miss A. Anders to author, 14 June 1983;
C.P.2 - '26, Report of the S.G.E., 1925, p.65.

Once the Central Method Scheme had been put into effect, Campbell built and maintained a core of graduates to cover the academic basis of the course as well as full-time, non-graduate specialists to run the Kindergarten and Physical Culture courses.⁵⁵ At the same time he steadily extended the use of a range of part-time specialists to supplement and enrich the programme in such fields as music, elocution, eurythmics, dance and woodwork and maintained the link with the University through the Departments of Anatomy and Physiology. The South-African component of the staff grew steadily, constituting two thirds of the permanent staff by 1937.⁵⁶

b) TRAINING

For the first twenty years of the College's existence, the practical training of pupil-teachers was at the hand of teachers in the schools to which they were attached. In order to gain acceptance as a pupil-teacher at the "Central Classes", a candidate was required to submit a time-table specifying the details of his duties to Instructor Low.⁵⁷ Once appointed, the pupil-teacher would be attached to a school for the duration of the course. Arrangements were eventually made in 1916 that the period of indenture to a particular school was not to exceed one year.⁵⁸ Their practical

55. The Education Gazette, VOL.XXII, No.22, 26 April 1923, p.466.

The S.G.E. pointed here to the composition of the ideal training school staff which should include "...two distinct types of teacher...the teacher with high academic attainments with, if possible, professional training and experience, and...the teacher with thorough training in and wide experience of primary school work."

56. P.A.E. 603, Inspectors' Reports, 1937. (See also returns of staff with all Inspectors' Reports from 1921-1937).

57. S.G.E. 1/187, J.B. Low to S.G.E., 16 May 1896 on reverse of a letter from A.J.Madsen to S.G.E., 8 May 1896.

58. S.G.E. 1/1711, W.R. Campbell to School Board Secretary, 18 February 1918; Acting S.G.E. to W.R. Campbell, 8 March 1918.

examinations were conducted by Departmental Inspectors in charge of the circuits in which their schools were situated until the appointment of the Inspector of Training Colleges in 1908.⁵⁹ The examination of pupil-teachers was to become a large part of his work. Local variations in the demands made of pupil-teachers soon became evident and were highlighted by Inspector E. Noaks who urged that three hours of daily teaching should constitute the maximum.⁶⁰ The effects of this system were somewhat moderated by weekly "criticism lessons" for each of the groups at the "Central Classes" where students "taught" their peers, followed by sessions on "school method",⁶¹ but the need for individual supervision and guidance remained unsatisfied.⁶² Anderson continually referred to the reluctance of teachers responsible for pupil-teachers to accept the responsibility of criticism.⁶³ By 1910 he had come to the conclusion that the solution to the problem lay in the establishment of a practising school,⁶⁴ where criticism could effectively be provided by staff qualified for the purpose. Sustained pressure led to the opening of a practising school at the College in August of 1914,⁶⁵ but

59. G 26 - 1908, Report of the S.G.E., 1908, pp.2-3.

60. S.G.E. 2/60, Inspectors' Reports, 1899.

61. Prospectus of the Training School, pp.6-7.

62. C.P.7 - '12, Report of the S.G.E., 1911, p.18.

63. S.G.E. 2/272, Inspectors' Reports, 1910;

S.G.E. 2/324, Inspectors' Reports, 1912;

S.G.E. 2/350, Inspectors' Reports, 1913.

64. S.G.E. 2/272, Inspectors' Reports, 1910.

65. Cape Times, 8 August 1914.

its immediate usefulness was considerably restricted by the fact that students attended the College in relays, many of them at hours after school pupils had gone home.⁶⁶ Conditions were somewhat ameliorated by the presentation of Model (Demonstration) lessons by College staff to their students, a comprehensive series of which was clearly in use by 1911.⁶⁷ Furthermore, the attendance of classes at all hours of the day committed the staff to a teaching programme that denied them the opportunity of observing their students at work in surrounding schools, a factor of significance when one realizes that but a small minority of the student body could be absorbed as pupil-teachers at the practising school.⁶⁸

The first steps towards the extension of a larger measure of control over the practical training of Kindergarten students were taken by Campbell in 1915 when he arranged that they would all be concentrated in neighbouring schools from the start of 1916 in order to promote continuous work and to facilitate access from the College.⁶⁹ At the same time, the removal of coloured students⁷⁰ had made it

66. See Chapter III, p. 64.

67. C.P.7 - '12, Report of the S.G.E., 1911, p.19.

68. S.G.E. 2/428, Inspectors' Reports, 1916. In 1916 its capacity was 24 pupil-teachers.

69. S.G.E. 1/1360, Memorandum, Acting-S.G.E. to General Correspondence Branch, 21 October 1915.

70. Chapter III, pp.50-52.

possible for him to re-arrange the College day from 1916 in order to accommodate all of his students in a programme conducted during school hours.⁷¹ It thus became possible to make more extensive use of classes at the practising school for both Demonstration and Criticism lessons. Each class had three sessions per week at schools; the time saved on travel, as well as the abolition of daily teaching, afforded more time for both academic and professional training by the lecturing staff. Matters were further improved in 1917 when a member of staff was detached from most of her classroom duties in order to enable her to supervise students at their schools.⁷² Furthermore, access to the practising school afforded students the opportunity both to observe experimental work⁷³ and to employ the methods they had been taught, freed from the conservative restraints of other schools.⁷⁴

Developments proceeded apace. The practising school was extended to cover the entire primary school range from Sub. A to Std. VII in 1917,⁷⁵ by which time steps had been taken to ensure that students be given experience of teaching throughout the primary school range if they were matriculants.⁷⁶ In addition, a further

71. S.G.E. 1/1380, Acting S.G.E. to School Board Secretary, 8 December 1915, accompanied by memorandum from W.R. Campbell, n.d.

72. S.G.E. 2/454, Inspectors' Reports, 1917. (The success of this arrangement was confirmed when an additional staff member was set aside for the same purpose in 1923 (See S.G.E. 2/594, Inspectors' Reports, 1923)).

73. S.G.E. 2/428, Inspectors' Reports, 1916.

74. S.G.E. 1/1380, Acting-S.G.E. to School Board Secretary, 8 December 1915, accompanied by Memorandum of W.R. Campbell, n.d.

75. S.G.E. 2/428, Inspectors' Reports, 1917.

76. S.G.E. 1/1471, S.G.E. to Training College Principals, 14 March 1916.

significant step was taken in 1917 with the establishment of a single-teacher practising school in order to prepare students who were likely to have charge of such country schools after they had qualified. This was a pioneering venture and evidence of the professional leadership that was to come from the College, being reflected later in the Education Gazette in a series of memoranda for the guidance of teachers in primary schools.⁷⁷

Further improvements in the system were made in 1918 when it was arranged that students would spend an entire morning at schools each week. This not only caused less disruption at the schools than briefer, more frequent visits, but it also enabled them to teach a wider range of subjects, as well as saving travelling time. Furthermore, the time saved made it possible to extend the periods given to Demonstration and Criticism lessons at the College. In spite of the reduction in teaching practice, the College continued to exceed the time given to that facet by other colleges by considerable margin.⁷⁸

True to the motto of the College, "Praecepto et Exemplo", Campbell stressed the value of Demonstration lessons in preference

77. The Education Gazette, Vol. XXI, No.23, 30 March 1922, pp.690-696, on the Single-Teacher School;

The Education Gazette, Vol. XXI, No.22, 16 March 1922, pp.670-678, on Infant School Method.

78. S.G.E. 1/1711, W.R. Campbell to Acting S.G.E., 18 February 1918.

to learning by way of criticism. It was his view that, while learning by experience had advantages, there was more to be gained from the previous experience of others, by means of which succeeding generations might improve upon one another.⁷⁹ He believed that through criticism one might begin to get "...useful towards retirement."⁸⁰ In holding this view he was clearly in tune with his colleagues and with the Inspectorate. The matter was taken up by the Training College Inspectors in the Report on Training Institutions in 1933. They took the view that

".....a lesson given by a raw beginner can have no value whatsoever to students at the same stage of training, and these students are equally incapable of offering any helpful or original criticism on the performance.. A beginner is bound to make mistakes but these should be made under the eye of the method master only or in classroom of a competent teacher where they can be immediately corrected by sympathetic advice or skilled demonstration... it is generally admitted that we learn by imitation and students practice should be preceded by a full course of demonstration lessons given by skilled practitioners... The traditional type of criticism lesson shows the student mainly those things he should avoid and therefore violates the sound principle that a student should see and hear only what is worthy of his imitation."⁸¹

The post-matriculation Primary Teachers' Certificate introduced in 1929 was affected by this philosophy and first-year students were duly relieved of criticism lessons and exposed to demonstration lessons given by staff and senior students.⁸² Tertiary status urged a move

79. Cape Town Training College Magazine, 1918, p.3.

80. ibid.

81. Report of the S.G.E., 1932 and 1933, p.85 (unnumbered).

82. P.A.E. 603, Inspectors' Reports, 1935.

towards greater student autonomy and the new arrangements as from 1929 included a requirement that "....a minimum of 150 hours of responsible teaching practice apart from demonstration and criticism lessons"⁸³ was to be prescribed for each student in training for the two-year diploma course. Of this time, second year students were permitted to make their own arrangements for 50 hours (two weeks) of continual practice, spending one week in each of the first and third terms at schools near to their homes.⁸⁴ The remaining four weeks were divided equally between the first and second years, the idea being that a full week, under normal teaching conditions, supervised by teachers at the schools and visiting College lecturers, during the second term would be given to the work of each of four different primary school standards.⁸⁵

Demonstration lessons could be presented to classes of students in the absence of pupils,⁸⁶ as could criticism lessons, but such conditions were artificial compared with lessons presented to classes of children. This pointed to a further difficulty in that the move to Mowbray in 1931 deprived the College of its official practising school under the sole authority of its head;⁸⁷ within a few years, however, full co-operation with the local English and Afrikaans medium schools had been gained. There was then a regular interchange of school classes undergoing tuition under demonstration and criticism

83. Report of the S.G.E., 1932 and 1933, p.86 (unnumbered).

84. ibid.

85. ibid., pp.87-88.

86. Interview with Miss A.M. Ball, 10 July 1983.

87. Report of the S.G.E., 1932 and 1933, pp.84-85 (unnumbered).

conditions, as well as visits by students to the schools.⁸⁸

Increasing emphasis on demonstration lessons reflected conservatism and the considerable extent to which training was regarded as the essential function of the College. In such a scheme there was little room for experiment. In spite of injunctions by Superintendents-General Viljoen and Botha in respect of the need for colleges to experiment,⁸⁹ growing conservatism sprang from the establishment of tried and tested methods. In this, the heavy hand of the Inspectorate may be discerned. Anderson warned his colleagues "...against seeking to turn the Training Colleges too much into experimental stations for new ideas and nostrums, whose value is unproved and at best doubtful"⁹⁰ before going on to point out that, since "...the central requirements of Primary Teachers' training are fairly well determined...what our colleges and their staffs most need and desiderate, is to be left free to devote their full energies to their special work, so that they may make the training and preparation of their students at all points as thorough and efficient as possible."⁹¹

The conservatism of schools was also clearly a factor militating against experimentation. In spite of the insistence of the S.G.E., Professor M.C. Botha, in 1933 that training colleges should develop

88. P.A.E. 603, Inspectors' Reports, 1935. This refers to a cordial relationship with Mowbray Public School (English Medium) and Nassau and Albert Street Schools (Afrikaans Medium);

Interview with Miss A.M. Ball, 10 July 1983.

89. C.P.5 - '19, Report of the S.G.E., 1918, p.19;
Report of the S.G.E., 1932 and 1933, p.19 (unnumbered):

90. C.P.2 - '26, Report of the S.G.E., 1925, p.40.

91. ibid., pp.40-41.

into "...schools of educational research and experimentation on a small scale,"⁹² such development was firmly resisted by both the Inspectors of Training Colleges and Campbell. In their report for 1933 the Inspectors gave as their reason the absence of a practising school under the sole control of the College, but a more candid view was expressed in a private letter from Inspector A. Sinton to Inspector C.J. Hofmeyr, in which he expressed the view that both he and Campbell believed that "...the Training College is not the place for experiments. Teachers should learn approved methods, as they have to fit in with other members of the staffs to which they may be appointed."⁹³

Thus, deviation from the norm during the Anderson era tended to be firmly resisted in his attempt to secure a level of uniformity amongst the colleges.⁹⁴ Nevertheless, despite such restriction on training in methodology in the classroom throughout the period 1894 to 1937, the authorities were clearly amenable to suggestions of reform in respect of the arrangements made for practice-teaching. Furthermore, the training given was clearly expanded and enriched by the appointment of a growing number of part-time specialists.⁹⁵

92. Report of the S.G.E., 1932 and 1933, p.19 (unnumbered).

93. P.A.E. 603, Inspectors' Reports, 1933, A. Sinton to C.J. Hofmeyr, 17 June 1933.

94. S.G.E. 2/642, Inspectors' Reports, 1925.

95. See Chapter IV, p.104.

c) THE CURRICULUM

Between 1893 and 1938 there were essentially three types of course available. The first of these provided a form of secondary education with some skills and little professional training. The second was at a tertiary level, emphasizing professional training, further general education and the development of particular skills. The third type was designed to provide opportunities for specialization after basic training.

i) SECONDARY EDUCATION : SOME SKILLS AND LITTLE PROFESSIONAL TRAINING

The pupil-teacher course developed and expanded over the years as the standard of entry was raised from Std. IV to Std. VIII.⁹⁶ It led at first to the award of the Third-Class Certificate (T3). The standard of this three-year course was significantly raised for white students when a new third-year course was introduced in 1912, based on an entrance requirement of Std. VII. At the same time, the second and third years of the old course became the first and second years of the new. (For coloured students, however, the old course based on an entry requirement of Std. VI was retained. Further simplified, it provided a device to segregate classes on racial grounds since coloured students were not permitted to enrol for the senior course.⁹⁷) Further improvement came in 1919 when Std. VIII became the new standard of entry.⁹⁸ Thereafter, the

96. Department of Public Education, Cape of Good Hope, Regulations regarding Examination and the Training of Teachers, 1920, p.12.

97. See table, p.12. (See also p.49)

98. Regulations regarding Examinations and the Training of Teachers, 1920, p.6.

pupil-teacher system of indenture of white students to particular schools came to an end with the introduction of the Primary Teachers' Lower Certificate (P.T.L.C.). Being a course of two years' duration based on an entry standard one year in advance of the requirement for the T3 (Senior), it was essentially the same as its predecessor in content and standard.⁹⁹

The common feature of all these courses was that they provided a basic secondary school education which emphasized the content of the syllabi of primary school standards in which students would teach. The academic components were: Languages, Arithmetic, Geography and History, to which were added the skills of Vocal Music, Drawing, Blackboard Management, Object Lessons, Physical Exercises and Handiwork. In 1894 the professional aspect was limited to the method of teaching subjects, and the drawing up of registers, time-tables and quarterly returns.¹⁰⁰ Cosmetic improvements and gradual enrichment followed, but the essential components of the course remained similar until its abolition in 1929.¹⁰¹

99. ibid., pp.12-24.

100. Cape of Good Hope, Department of Public Education, The Education Manual, 1894, pp.58-63.

101. See table, p.12;

See also: Department of Public Education, Colony of the Cape of Good Hope, Syllabus of Examinations, 1900, pp.7-13;

Department of Public Education, Cape of Good Hope, Regulations regarding the Training and Examination of Teachers, 1913, pp.9-13 and 25-31;

Regulations regarding Examinations and the Training of Teachers, 1920, pp.12-25;

The Education Gazette, Vol. XIX No.28, 13 May 1920, pp.1056-1058.

ii) TERTIARY EDUCATION : PROFESSIONAL TRAINING, FURTHER GENERAL EDUCATION AND THE DEVELOPMENT OF SKILLS

The first course of this type was the Second Class or T2 Certificate of two years duration, introduced at the College in 1904. Based on an entry requirement of Matriculation in combination with the T3 Certificate, it was initially a one-year course by virtue of the fact that the first year was spent on the work of the T3 course, thus confining the professional and further academic aspects to the second year.¹⁰² In addition to their studies in the History of Education (an alternative to which was a study of Froebel on the Kindergarten), they were to deal with the elements of Educational Psychology and were required to hold additional certificates in Needlework or Woodwork, Drawing and Music.¹⁰³ Concessions, in respect of the last category, were made to those "...incapacitated by natural inability..."¹⁰⁴ This course was to retain its close links with the T3 until 1923 when it finally became a self-contained two-year course.¹⁰⁵

The Primary Teachers' Higher Certificate (P.T.H.C.) was simply the T2, by another name.¹⁰⁶ By the time it was introduced in 1921 it had become possible to expand the elements of Psychology, Logic

102. Department of Public Education, Colony of the Cape of Good Hope, Syllabus of Examinations, 1900, pp.13-14.

103. ibid.

104. ibid., p.14.

105. Report of the S.G.E., 1923 and 1924, p.21 (unnumbered).

106. Regulations regarding Examinations and the Training of Teachers, 1920, pp.25-27.

and the History of Education in preparing students specifically for the senior primary classes,¹⁰⁷ since a full-time professional course in Kindergarten work had been introduced in 1915.¹⁰⁸ With some modification this was to become the Primary Teachers' Certificate (P.T.C.) Course of 1929, a course of two years' duration for post-matriculants in which emphasis upon professional aspects of the course could assume a larger role than before, since all students were required to have passed the Senior Certificate or Matriculation examinations. This further implied that a higher degree of bilingualism could be demanded.¹⁰⁹ Participants in these courses, along with those of the P.L.T.C., were able to benefit considerably from the active extra-mural programme that was developed from 1916 onwards.¹¹⁰

iii) POST-BASIC TRAINING IN SPECIFIC SKILLS

Specialized, intensive training was provided over one or two years for students who had already qualified to teach or were within a year of qualification. The first established at the College was the Kindergarten course, founded in 1915. The entry requirement for the Elementary course (E.K.G.) was as indicated. Those who wished to take the Higher course (H.K.G.) that followed it were

107. Cape of Good Hope, Department of Public Education, Regulations regarding the Training and Examination of Teachers, 1913, p.9.

108. See table, p.12.

109. The Education Gazette, Vol. XXVII, No.21, 25 October 1928.

110. See pp.66-74.

required first to have passed the Elementary.¹¹¹ The bulk of both courses was essentially practical, with emphasis on Handwork, Class-teaching, oral work, piano playing, blackboard drawing and drill. The more theoretical part called for a study of the natural environment and the history of education as well as some knowledge of psychology, physiology and hygiene.¹¹² The two years were consolidated into a one year course in 1921.¹¹³ Once the P.T.H.C. had become distinct from the P.T.L.C.,¹¹⁴ similar arrangements to those of 1915 could be made for early specialization. Candidates who had passed the first year of the P.T.H.C. were permitted to follow the one year Infant School Teachers' Certificate as were those who had completed the P.T.L.C. course.¹¹⁵ From 1930 onwards, however, all students were required to complete the two-year P.T.C. course first before specializing in a one-year course for the new Primary Teachers Higher Certificate (P.H.), specializing in either Infant School Teaching or Physical Culture at the College.¹¹⁶

The Physical Culture courses were introduced in 1921.¹¹⁷ A one-year course was available to teachers holding a basic qualification, after which the option of following the second year course existed.¹¹⁸

111. Cape of Good Hope, Department of Public Education, Regulations regarding the Training and Examination of Teachers, 1913, p.15.

112. ibid., pp.14-17.

113. The Education Gazette, Vol. XX, No.22, 10 March 1921, pp.949-950.

114. C.P.4 - '25, Report of the S.G.E., 1923 and 1924, p.20.

115. The Education Gazette, Vol. XXIII, No.24, 20 November 1924, p.427.

116. The Education Gazette, Vol. XXVII, No.21, 25 October 1928, p.1066; See table, p.12.

117. The Education Gazette, Vol. XX, No.2, 22 July 1920, p.35.

118. The Education Gazette, Vol. XXIII, No.24, 20 November, 1924, p.429.

Alternately, early specialization was also possible. P.T.H.C. students who had completed their first year were permitted to follow the two-year Physical Culture Course.¹¹⁹ Both courses continued to be offered until 1937 when the second year option was dropped.¹²⁰ The major components of both courses were Swedish Drill (apparatus work and exercises), Musical Drill, School Games and Class teaching on the practical side, and Anatomy, Physiology, Hygiene and the Theory of Gymnastics and Games, as well as Psychology on the theoretical level.¹²¹

A variety of additional specialist courses in such diverse fields as Drawing, Art, Needlework, Woodwork and Nature Study was available between 1923 and 1930,¹²² but these were made redundant by the new P.T.C. course which made provision for such subjects.

CONCLUSIONS

STAFFING

The profound influence of Muir continued to affect the development of teacher-training throughout the period under review, finding its expression in his hand-picked men whose Scottish roots went deep. In spite of considerable difficulties in obtaining adequate staff, the personal force and dedication of both Low and Campbell persisted until an adequate staff of all-rounders had been built.

119. ibid.

120. See table, p.12.

121. The Education Gazette, Vol. XXIII, No.24, 20 November 1924, p.429.

122. See table, p.12.

Furthermore, Campbell was clearly conscious of the need to draw on outside expertise in order to enrich the programme and did so energetically.

TRAINING

Starting from scratch at a time when the Colony was desperately short of teachers and equally short of suitable candidates for training as teachers, the standard of entry was, of necessity, low. The heavy emphasis on practical and academic subjects was unavoidable if immature children were to be placed in front of classes rapidly. In addition, the inadequate training of pupil-teachers at the schools was an obvious area of weakness that Inspector Anderson did something to remedy through his demands for a practising school, but it was the organization and planning of Campbell that was to turn the pupil-teachers into students in a system where all aspects of their training were adequately supervised. Once an adequate system had been developed, however, there was a tendency to resist change and experimentation. This was partly attributable to resistance from the schools, but also to the conviction of both Anderson and Campbell that they had found the solutions. At the same time it should be remembered that students had but a brief stay at College, during which there could be little time for the deviation of experiment if they were to benefit to the full from the experience of staff who taught them. Reference has already been made in Chapter III to the profound influence of the wide-ranging extra-mural programme as an aspect of their training.

It would also be only fair to emphasize Campbell's excellence as a teacher. His many skills could clearly be used to greatest effect in the demonstration lessons given to students. The vitality of any educational institution must be closely related to the extent to which skills within the body corporate are used to the advantage

of all. His lessons were a case in point.

Professional leadership was a role gladly assumed by Campbell on behalf of the institution and its training influence was clearly projected further afield through his detailed memorandum on the running of Single-Teacher Schools, as well as that on Infant School Method¹²³ in which his staff had a large hand. The College also convened in-service courses for teachers¹²⁴ and a radio programme on Haydn and his music broadcast for schools by students of the College in 1925 must have been one of the first of its kind.¹²⁵

CURRICULUM

A well-rounded curriculum in a teacher training programme would seem to include four main elements.

1. An academic component.
2. Practical training.
3. Opportunities for specialization.
4. Professional training.

An examination of the courses of training that developed reveals that evolution towards such an ideal was steady. From 1894 to 1903 there was an academic component allied to a limited form of practical training. The introduction of the T2 course in 1904 allowed for the requisite emphasis upon professional subjects and the introduction of the Kindergarten classes in 1915, followed by other specialist courses later, allowed for a measure of specialization.

123. See footnote 77, p.94.

124. The Education Gazette, Vol. XXVI, No. 21, 13 October 1927, pp.817-818;
P.A.E. 603, Inspectors' Reports, 1937.

125. The Education Gazette, Vol. XXIV, No.17, 20 August 1925.

It should be pointed out, however, that specialization in any direction implies the need for a sound basic foundation. It is clear that the possibility of specialization after an inadequate preparation of less than a basic qualification existed between 1915 and 1929. Unfortunately it is difficult to estimate the extent to which students at the College were specializing after fulfilling the bare minimum of requirements for entry to such courses.

Steady development had clearly led to a situation where the College was offering a well rounded curriculum, taught in an effective manner at the time of Campbell's retirement in 1937.

TABLE OF STAFF AND STUDENTS AT CAPE TOWN TRAINING COLLEGE
SHOWING THE RATIO OF STUDENTS PER PERMANENT STAFF MEMBER.

<u>YEAR</u>	<u>STUDENTS</u>	<u>STAFF</u>	<u>RATIO</u>
1908	253	6	1 : 42,2
1909	275	5	1 : 55
1910	229	6	1 : 38,2
1911	172	7	1 : 24,6
1912	164	7	1 : 23,4
1913	210	9	1 : 23,3
1914	239	12	1 : 19,9
1915	295	13	1 : 18,9
1916	195	15	1 : 13
1917	209	15	1 : 13,9
1918	204	17	1 : 12
1919	212	13	1 : 16,3
1920	192	13	1 : 14,8
1921	183	14	1 : 13,1
1922	178	13	1 : 13,7
1923	147	12	1 : 12,3
1924	121	12	1 : 10,1
1925	121	11	1 : 11
1926	139	11	1 : 12,6
1927	138	11	1 : 12,6
1928	124	12	1 : 10,3
1929	99	11	1 : 9
1930	83	8	1 : 10,4
1931	69	8	1 : 8,7
1932	108	8	1 : 13,5
1933	107	9	1 : 11,9
1934	108	9	1 : 12
1935	110	9	1 : 12,2
1936	125	9	1 : 13,9
1937	122	8	1 : 15,3

CHAPTER V.

TOWARDS AUTONOMY.

The Curriculum development outlined in the last chapter was an area in which increasing opportunities for autonomous development were to arise after the First World War, as the College advanced towards tertiary status. This chapter sets out, briefly, to chart that development, as well as to point to restraints that limited, or attempted to limit, the College in its progress towards autonomy in the broadest sense, from the time of its establishment until 1937.

At the outset it should be made clear that the prospects for autonomy of an institution totally dependent upon state funding and provision, and subject to bureaucratic controls, were distinctly limited. Furthermore, the Colleges' nature as an institution for professional training ensured that both staff and students would fall under the influence of conservative and traditional forces at the schools in which they practised, thus being kept constantly aware of the requirements that were expected of them.

Moreover, the imposition of minimum standards of entry by outside authorities undermined independence and reflected a lowlier status than that of the universities which had more stringent entry requirements. Clearly aware of the negative impact that inferior entry requirements had upon the status of the College, Campbell succeeded, shortly after his appointment as Principal, in securing the support of the S.G.E. for the introduction of admission exams, to be written by applicants for enrolment in 1916.¹

1. See note 32, p.45.

a) ADMISSION

It is clear that control over the admission of students was exercised by the College from the start, but the year of study which they could enrol was determined by the Examinations Branch of the Education Department.² The Department could further influence enrolment by the provision or withdrawal of grants. Low was clearly jealous of his right to admit or reject students and took exception to the admission of students by the S.G.E. without his authority.³ The absence of further reference to the difficulty would seem to suggest that his right was upheld.

A serious threat to the freedom of the College to admit matriculated students arose in 1914 when the South African College attempted to take over all such students.⁴ The Education Department fought tooth and nail to retain control of the training of teachers for the Province in its own institutions⁵ and was undoubtedly influential in persuading the Administrator to turn down the take-over bid in 1916.⁶ This averted the ultimate demise of the College when the entry requirement for all students was raised to Std. X in 1929.

2. Cape Archives, S.G.E. 1/215, C. Murray to J.B. Low, 30 June 1898.

3. S.G.E. 1/515, J.B. Low to S.G.E., 24 July 1905.
P.A. Millard to J.B. Low, 24 July 1905.

4. S.G.E. 1/1254, Registrar, S.A. College to S.G.E., 12 September 1914.

5. S.G.E. 1/1548, Acting S.G.E. to Provincial Secretary, 11 October 1915;
Acting S.G.E. to Administrator, 31 December 1915;
Acting S.G.E. to Provincial Secretary, 31 October 1916;
W.R. Campbell to Acting S.G.E., 26 October 1916.

6. S.G.E. 1/1568, Provincial Secretary to Under-Secretary for Education, 30 December 1916.

Declining economic conditions after the First World War, coupled with growing self-sufficiency in the production of teachers throughout the country, led to tightened external control of admission to all colleges, with quota limits being set in 1925⁷ and further tightening imposed during the Great Depression.⁸ Initial selections of suitable candidates were, henceforth, made by school principals in association with the Inspectorate and the Department.⁹ Thereafter, the College reserved the right to make its own selections from these lists.

b) CURRICULUM

The curriculum was clearly prescribed by the Education Department and absolute adherence to it was enforced by the Inspectorate¹⁰ until the introduction of new courses in 1919, when colleges were freed to adapt elements of their curricula to meet local needs.¹¹ This practice was continued when colleges were permitted to devise their own programmes for the first-year course of the new Primary Teachers' Higher Certificate in 1922.¹² Furthermore, local interests were clearly given additional scope by the insistence of the S.G.E. in 1924 that the cultural aspect of courses should be developed and emphasized.¹³ The breadth of the curriculum at the College was

7. C.P.2 - '26, Report of the S.G.E., 1925, p.8.

8. C.P.4 - '36, Report of the S.G.E., 1934 and 1935, p.20.

9. ibid., pp.91-92.

10. S.G.E. 2/428, Inspectors' Reports, 1916.

11. C.P.4 - '20, Report of the S.G.E., 1919, p.10.

12. C.P.2 - '23, Report of the S.G.E., 1923 and 1924, p.20.

13. C.P.4 - '25, Report of the S.G.E., 1923 and 1924, p.20.

further extended by the provision of a range of specialist post-basic courses wider than that at any of the other colleges.¹⁴

These included a Physical Culture Course that was a unique feature at the time¹⁵ and various other combinations that took advantage of local conditions, most notably the Nature Study Courses which were run in close conjunction with staff of the National Botanical Gardens at Kirstenbosch.¹⁶ Nevertheless, financial restrictions, introduced to overcome duplication of courses with uneconomic numbers of students at colleges, imposed a limit on the establishment and maintenance of such courses.¹⁷ This limit worked to the advantage of the College, however, as it had established courses in Infant School Teaching and Physical Culture by 1922, after which date the restrictions made it difficult for newer colleges to establish similar courses.

c) EXAMINATIONS

Control over examinations was closely linked to control of the curriculum, since the interpretations placed by examiners upon the curriculum would clearly influence directions of emphasis. Consequently, the gradual introduction of internal examinations allowed scope for freedom in the development of the curriculum.

By 1921, internal examination of practical work had become

14. William Campbell Book, "The Cape Town Training College Early Years".

15. *ibid.*

16. *ibid.*

17. The Education Gazette, Vol. XXI, No.19, 19 February 1922, p.542.

common practice¹⁸ and the system had been extended to all subjects taken in the first year of study by 1926.¹⁹ Once the post-matriculant P.T.C. course had been introduced, the autonomy of the College in this area was extended by stages, until the only subjects externally examined in 1936 were Languages and the Practical Courses, the latter having been restored to external examination in order to maintain uniformity amongst the colleges.²⁰ This system had been preceded by a form of compromise whereby colleges had been permitted to devise their own syllabi in Nature Study, while the examinations were set and conducted by the Inspector of Agriculture and Science.²¹ Freedom from external examinations was clearly designed to foster local initiative in the framing of courses.²² Nevertheless, a measure of uniformity was to be maintained by a Board of Moderators, made up of training college principals and Inspectors and established to insist upon adequate standards in all examinations and in certification.²³ A further reflection of the right of colleges to exercise their autonomy was the abolition of Annual Inspections upon Anderson's retirement in 1928. Biennial inspections were instituted from 1933 onwards.

18. C.P.4 - '22, Report of the S.G.E., 1921, p.43.

19. C.P.3 - '27, Report of the S.G.E., 1926, p.28.

20. C.P.4 - '36, Report of the S.G.E., 1934 and 1935, p.92.

21. The Education Gazette, Vol. XXVI, No. 21, 21 July 1927, p.501.

22. C.P.4 - '36, Report of the S.G.E., 1934 and 1935, pp.92-93.

23. ibid., p.92.

Anderson's resistance to the extension of internal examinations²⁴ may well have been a factor in the revision of the inspection system, which clearly saw the appointment of Inspectors sympathetic to the development.²⁵

Additional limitations on the autonomy of the College included the insistence upon a form of teaching practice where students were restricted to schools of their own colour from 1909 onwards²⁶ and this was followed by the exclusion of coloured students in 1916. Furthermore, as an institution administered by the Education Department, the final appointment of staff, nominated by the principal, was also beyond its control.

In conclusion then, it seems reasonable to note that the very nature of the institution, bound up as it was with the specific function of providing teachers to work in a structured school system, militated against radical departures in methodology and curriculum development, and presupposed an essential conservatism and conformity. Nevertheless, the fact that Campbell seized his opportunities to impose his own standards of entrance and to develop a wide range of specialist courses after the First World War, his growing use of outside specialists, the extent to which his programme of practice teaching exceeded the provisions made at other colleges and his wide-

24. C.P.3 - '27, Report of the S.G.E., 1926, p.28;

C.P.2 - '29, Report of the S.G.E., 1927 and 1928, p.60.

25. C.P.4 - '36, Report of the S.G.E., 1934 and 1935, p.93;

Cape Archives, P.A.E. 503, Inspectors' Reports, 1937, p.2.

26. S.G.E. 1/788, Memorandum, S.G.E. to General Correspondence Branch, 2 June 1909.

ranging extra-mural programme indicate something of the breadth of opportunity for autonomous development that existed and point to a degree of independence.

CONCLUSION

The overall contribution made by the College to primary school teacher-training at the Cape can best be assessed by way of response to a range of critical questions. The most important of these would seem to be the following:

1. What role did it play in the development of teacher-training?
2. What were the underlying principles behind its philosophy?
3. What significant changes did it, itself, undergo?
4. What did it achieve in respect of its role as a teacher-training institution?

1. THE ROLE OF THE COLLEGE

The College was established in response to the need for the training of pupil-teachers to be placed on a sound footing. In fulfilling this function it played a pioneer role. Close to the Head Office of the Education Department, which administered it directly, and under the watchful eye and personal supervision of Muir, it developed into a model upon which other similar institutions could be based.¹

As the first such institution founded at the Cape, it clearly held a responsibility for professional leadership, a role that was to be played with increasing effect and distinction during the Campbell era, notably through publications in the Education Gazette, in the breadth and variety of both curriculum and extra-mural programme and through the arrangement of exhibitions and the provision of

1. A further thirteen colleges were established at the Cape between 1894 and 1917. Of that number, those at Uitenhage and Burgersdorp were no longer in existence by 1917. The impact of the College on their structure and development would have been considerable (See C.P.4 - '18, Report of the S.G.E., 1917, p.63a).

in-service training for teachers in a variety of areas² - not to mention its pioneering effort at broadcasting for schools!

Its initial function was to provide some practical and professional training, while its main thrust was towards the provision of a form of secondary education. In this regard it was of special significance, providing elements of the coloured community with a level of education that was not available elsewhere. This role was unique in that access to the College was not determined on the grounds of skin colour. The destruction of its multi-racial character came from within as much as from without. The extent of its pioneering role in the introduction of segregated education at the tertiary level is difficult to assess.

An institution "sui generis" at the outset, it trained teachers to serve throughout Southern Africa. It lost its numerical superiority over the colleges in Wellington and Grahamstown when its coloured students were removed at the end of 1915.³ Various social and economic factors led to a steady decline in enrolment after the First World War. The lack of boarding facilities, particularly for men students, for whom no provision was ever made, is probably also a factor associated with the reduction of its influence. Coupled with this was the reluctance of English-speaking men to teach, a matter of significance when considering the broad impact of the College, since administrative and executive positions in teaching have tended to be monopolised by men.

2. Department of Public Education, Cape of Good Hope. The Education Gazette, Vol. XXVI, No.21, 13 October 1927. This refers to courses in Handicrafts, Art, Needlework, Flower Making and Raffia and Basket-Work.

3. C.P.4 - '18, Report of the S.G.E., 1917, p.63a.

The numerical decline in output of teachers from the College⁴ was not directly proportional to its impact as an institution, since the smaller number of teachers trained in later years was infinitely better equipped for the task, and likely, as a result, to make its influence more widely felt. There can also be little doubt that the distinguished personal accomplishments of Campbell added force to the effects of his institution.⁵ Representing the College as one of the nominated members of the Board of Moderators from 1935 onwards, he clearly had much to do with the maintenance of standards at all colleges.⁶

A total in excess of 3000 qualifications was awarded between 1893 and 1938. It is difficult, however, to estimate the total number of students trained at the College, as a large number of these qualifications were awarded for post-basic study to students who may, or may not, have completed their initial courses at the College. It is, nevertheless, significant to note that of this total, almost 2000 qualifications were awarded after 1915, during the period when professionalization was considerably extended.⁷

2. UNDERLYING PHILOSOPHY

Clearly the main emphasis of the College was upon professional

4. See table, p.12.

5. He was one of two Cape Educationalists rewarded with a Silver Medal for services to Education on the occasion of the Royal Silver Jubilee in 1935 (See "William Campbell Book" p.43.). He was also elected to Honorary Life Membership of the South African Teachers' Association (ibid., p.81).

6. Report of the S.G.E., 1937, p.101 (unnumbered).

7. See table, p.12.

training. Education was seen as a conservative function with both students and staff being constantly reminded of the requirements of schools through the close association of practice-teaching on the one hand, and Campbell's conviction, on the other, of the need to learn by the demonstration of good example rather than muddling through by way of criticism without the benefits of past experience. This belief carried with it the idea that colleges were not the place for experiments. At the same time, the concept of learning under demonstration implied that exacting demands would be made, not only of the Principal but of his staff as well. The motto of the College spelt this out - "Praecepto et Exemplo".

3. CHANGES

Rising entry standards did most to change the character of the College as it progressed from an amalgam of secondary education and teacher-training to tertiary status. Not only was the standard of entry raised, but the composition of the staff changed substantially over time. In the early years the staff was made up almost entirely of general practitioners, whereas by 1937 it was made up entirely of specialists, in addition to whom a substantial number of part-time specialists was employed.⁸ Furthermore, a much more favourable ratio between students and staff was introduced over the years.⁹ In 1909, for example, there was a staff member for every 55 students, whereas this figure had been reduced to 15 by 1937, without taking account of the part-time staff, who exceeded the permanent staff in number. A high-water mark in respect of this ratio had been reached in 1931, when there was a member of staff for every 9 students.¹⁰ These

8. Education, January 1938, p.6.

9. See table, p.108.

10. *ibid.*

factors turned the ideal of effective teaching of academic and professional subjects and adequate supervision of training into a reality. It was with some pride that the S.G.E. was able to remark in 1930 that the time had gone when the Department "...had to employ as teachers persons with some knowledge of subject matter, but without any professional training some of whom learnt by experience - at the expense of their pupils...and eventually became good teachers...

while the majority...tried to inculcate knowledge by force because they had not learnt to teach..."¹¹

Linked to this advance was a growing recognition of the College's right to autonomy in curriculum development and the introduction of internal examinations, subject in both cases, however, to external moderation.

A significant change in the composition of the student population that should not be overlooked is the racially exclusive nature that was adopted from 1916 onwards. On the cultural front, however, significant positive changes occurred. On the one hand, a rich and varied extra-mural programme was developed; on the other, the College departed from Muir's Anglicising thrust to the extent that fully bilingual facilities were within reach at the time of Campbell's retirement in 1937.

4. ACHIEVEMENT

Perhaps the most significant achievement of the College was survival in its early years, before it had a home of its own. The success of those early and primitive attempts clearly confounded the

11. C.P.3 - '31, Report of the S.G.E., 1930, p.9.

critics and persuaded the authorities of the need to extend the institutional training of pupil-teachers. Thereafter, the signal achievement was undoubtedly in the professionalization of training that advanced hand in hand with rising standards, until a well-rounded balance of academic, professional, practical and specialist training, allied to a rich cultural and extra-mural programme was the order of the day. This was indeed a far cry from the early days. Nevertheless, the impact of even those early days was considerable. Muir had been able to report by 1896 that "The business-like way in which the pupil-teachers of even the first year now handle a class [which was] in very marked contrast to the helplessness of those of the third year in 1893".¹²

Nevertheless, this new and improved variety of teacher was of the type referred to by Mrs. A. Cowling, in evidence given before the Education Commission in 1910, when she expressed a view that was less than complimentary, describing them as "...batches of young people who are not by any means fitted to undertake the training of the young...The very elements of Logic and Psychology, upon which the theory of teaching rests, are unknown to many of them, and a large proportion of these go to 'one-teacher' schools, and muddle along year after year gaining sometimes a little experience at the expense of the poor little uninformed minds upon which they practice".¹³

12. G 10 - '97, Report of the S.G.E., 1896, p.22. Those of 1893 were pupil-teachers who underwent all of their training at schools.

13. G 17 - 1910, Cape of Good Hope, Education Commission, 1911, Minutes of Evidence, Vol. IV, p.cxxiii. Mrs. Cowling was a school Principal deputed by the South African Teachers' Association to give evidence before the Commission. She was a Scot with considerable experience in the training of teachers.

Those who qualified from 1930 onwards were of a different calibre indeed, as the S.G.E. took care to demonstrate in his report for 1930.¹⁴

14. C.P.3 - '31, Report of the S.G.E., 1930, p.9.
(See p.120 for extract from this report).

NOTE ON SOURCES.

The main published source for this research essay has been the Annual Reports of the Superintendent-General of Education (S.G.E.). The reports were drawn up according to a standard format, consisting, until 1905, of a general report on all major aspects of Education throughout the Colony, followed by reports of Inspectors and Instructors and concluding with statistical returns. Thereafter, variations include the removal of Inspectors' Reports (1906-1915) and considerable truncation of statistical returns (1922-1930). During these latter years, full statistics were published quarterly in the Education Gazette, with the exception of 1922. Before 1900 there was a specific section devoted to the 'Central Classes', but with the growth of the Education system that followed, reference to teacher training became a generalized comment and details were slurred over. This applies also to the statistical tables giving the breakdown of courses taken, with the result that numerous specialist courses offered by the College do not feature, but may be gleaned from the Education Gazette and the unpublished Inspectors' Reports. It is unusual for figures given by all these sources to agree. Consequently, for the sake of consistency, those of the S.G.E., when available, have been used in the table on page 12. Generally, the S.G.E. reports provide a useful guide to both policy and legislation, although their nature as public documents often caused comment to be less than candid. Nevertheless, forthright comment is present, if somewhat forlornly, in respect of areas in need of attention and frequent reference is made to the short-sightedness of economies effected.

Published reports of the Training College Inspectors in the S.G.E.'s Annual Reports are of a general nature, helpful in respect of policy, but their critical comments are difficult to apply to particular institutions. Little real understanding of these institutions can be gained without reference to the unpublished archival Reports, as well as to the Correspondence files, which are much the richest of the sources. These are, unfortunately, not available for the period after 1918 except in the case of the files dealing with buildings, which are available for the period from 1900 to 1937.

Of the Unofficial Sources, the "William Campbell Book" has been most useful. It is a large scrap-book collected by his second wife, Mrs. C.M. Campbell. It includes a wide range of photographs, certificates, testimonials, extracts from magazines, press cuttings, extensive correspondence, examples of Campbell's artistic skill and a variety of forms of tribute paid to him by students and colleagues. A vivid impression of the man is reflected and this was considerably amplified by letters from Mrs. Campbell as well as in interviews with her and other former students.

Interviews^{ee} were selected on the basis of their representing the range of courses available at the College. Mrs. Campbell (1913-1914) took the T2 certificate as a matriculant, having been required to take the T3 in the first of her two years. Mr. Van der Ross (1911-1913) took the T3 (Junior), Mrs. Powell (1919-1921) took the P.T.L.C. followed by the one year Kindergarten Course and Miss Ball completed the P.T.C. before doing a Kindergarten Course (1935-1937). These

interviews, in association with the Cape Town Training College Magazine (1917-24 and 1930), served to provide a sense of both 'people' and 'place' that was not available from most of the other sources.

Publication of the Magazine stopped in 1924. It has not been possible to establish whether that of 1930 was the only other edition published between 1924 and 1937.

Periodical and occasional publications of the Cape Education Department of greatest use were the Prospectuses of 1900 and 1914 and the fortnightly Education Gazette, published from 1901 onwards. As a publication for teachers and schools, it spelt out details of regulations and syllabi, as well as publishing general articles on education, items of news and statistical returns. It was helpful in presenting syllabus revisions, the thinking behind changing entry requirements and details about holiday and in-service courses.

Limited use was made of newspaper files in order to follow up particular developments, notably the issues of segregation, bilingualism (Dutch), and the poor white question, as well as personal biographical details about J.B. Low around the time of his retirement. Publications of the South African Teachers Association were similarly used in respect of both Low and Campbell, while the Journal of the Royal Society provided a balanced obituary of Muir.

Most useful of the Secondary Published Works was the first volume of Malherbe's Education in South Africa. It helped considerably in developing an understanding of the main currents in Education until 1925 and provided a wide range of useful statistical analyses and graphic representations. As a work spanning the period from 1652 to

1925, its reference to the topic under consideration is essentially brief. Walker, to some extent, and Thompson, in particular, were useful in sketching the background of Anglicisation before Union. Of the remaining general works, the most useful were those of Behr and Macmillan, for the Muir era, and P.S. du Toit (1970) on the issue of bilingualism as well as on Muir. However, the aspect of teacher-training is but a small part of most of these general references.

Amongst the unpublished theses, the work of Kellerman serves as a useful introduction to history of teacher training in South Africa. It is a carefully structured work and provides a comprehensive account of the development of courses of training for white students. Daleboudt clearly has an axe to grind with Muir and is given to emotive outbursts on that account on frequent occasions. The work of De Vries on Paarl Training College tends towards the antiquarian and is heavily weighed down by the contents of various minute books. Such a problem did not confront the author of this work.

LIST OF SOURCESI. UNPUBLISHED SOURCESA. OFFICIALCAPE ARCHIVES, CAPE TOWN.1. SUPERINTENDENT-GENERAL OF EDUCATION (S.G.E.), PAPERS RECEIVED, 1850-1919.i. LETTERS RECEIVED BY SUPERINTENDENT-GENERAL OF EDUCATION.

1/127,	Diverse letters received from, U-W, foreign,	1891.
1/130,	" " " " , B-C,	1892.
1/131,	" " " " , C,	1892.
1/144,	" " " " , B-C,	1893.
1/145,	" " " " , C,	1893.
1/146,	" " " " , C-F,	1893.
1/159,	" " " " , B-C,	1894.
1/160,	" " " " , C,	1894.
1/161,	" " " " , C-E,	1894.
1/173,	" " " " , C,	1895.
1/187,	" " " " , C,	1896.
1/201,	" " " " , C,	1897.
1/215,	" " " " , C,	1898.
1/230,	" " " " Cape Town and Suburbs,	1899.
1/272,	" " " " Railway Educational Officer, Departmental Training School,	1900.
1/307,	" " " " Departmental Instructors, Training Institute,	1901.
1/354,	" " " " Agricultural Schools, Railways Educational Officer, Training Institute,	1902.
1/367,	" " " " Training Institute, Cape Town,	1903.
1/451,	" " " " Training Institute, Departmental Instructors,	1904.
1/514,	" " " " Applications for Employment,	1905.
1/515,	" " " " Elsenburg, Training Institute,	1905.

1/527,	Diverse letters received from	Cape Town Training Institute,	1906.
1/598,	" " " "	Cape Suburbs, Proposed to A2, Vol. 17,	1907.
1/600,	" " " "	Cape Town, Proposed to Special, Vol.21,	1907.
1/675,	" " " "	Schoolastic Employment; Vol.113,	1907.
1/689,	" " " "	Cape Town, Proposed - Special, Vol.14,	1908.
1/788,	" " " "	Cape Town, Proposed to A2, Vol.13,	1909.
1/789,	" " " "	Cape Town A3 - Miscellaneous, Vol.14,	1909.
1/875,	" " " "	Cape Town, proposed - Special, Vol.14,	1910.
1/970,	" " " "	Cape Town, Prop. - Special, Vol.15,	1911.
1/1065,	" " " "	Cape Town, prop. - Special, Vol.14,	1912.
1/1156,	" " " "	Cape Town, Prop. - Special, Vol.17,	1913.
1/1254,	" " " "	Cape II, Props. - Special,	1914.
1/1380,	" " " "	Cape Town, Props. - Special,	1915.
1/1471,	" " " "	Cape II, Props. - Al Schools,	1916.
1/1472,	" " " "	Cape II, A2 - misc.,	1916.
1/1568,	" " " "	Cape Suburbs and District (Cape No. 2),	1917.
1/1569,	" " " "	Cape Suburbs and District,	1917.
1/1711,	" " " "	Cape (C5), C 5/149 - C 5/157,	1918.

ii. INSPECTORS' REPORTS, 1893-1927.

2/1,	Inspectors' Reports, A-C., Vol.I,	1892.
2/7,	" " , Bredasdorp to Clanwilliam, Vol.II,	1894.
2/16,	" " , Bredasdorp to Carnarvon, Vol.II,	1895.
2/26,	" " , Bredasdorp to Carnarvon, Vol.II,	1896.

2/36,	Inspectors' Reports, Bredasdorp to Cape, Vol.II,	1897.
2/48,	" " , " " " " ,	1898.
2/60,	" " , " " " " ,	1899.
2/73,	" " , Cape, Vol.III,	1900.
2/87,	" " , Cape Town to Green and Sea Point, Vol.III,	1901.
2/103,	" " , Cape Town to Green and Sea Point, Vol.IV,	1902.
2/118,	" " , Cape Town, Green and Sea Point to Clanwilliam, Vol.IV,	1903.
2/136,	" " , Cape Town, Green and Sea Point to Clanwilliam, Vol.IV,	1904.
2/155,	" " , Cape Town, Green and Sea Point to Ceres, Vol.IV,	1905.
2/176,	" " , Cape Town, Green and Sea Point to Ceres, Vol.IV,	1906.
2/198,	" " , Cape Town, Green and Sea Point to Ceres, Vol.IV,	1907.
2/221,	" " , Cape Town, Green and Sea Point to Ceres, Vol.IV,	1908.
2/246,	" " , Cape Town to Ceres, Vol.V,	1909.
2/272,	" " , Cape Town, Green and Sea Point to Ceres, v.5,	1910.
2/298,	" " , Cape Town to Ceres, v.5,	1911.
2/324,	" " , " " " " , " " ,	1912.
2/350,	" " , " " " " , " " ,	1913.
2/376,	" " , " " " " , " " ,	1914.
2/402,	" " , " " " " , " " ,	1915.
2/428,	" " , " " " " , " " ,	1916.
2/454,	" " , " " " " , " " ,	1917.
2/480,	" " , " " No.2 to Ceres, Vol.5,	1918.
2/505,	" " , Cape , Vol.4,	1919.
2/542,	" " , " , "	1921.
2/568,	" " , " , "	1922.
2/594,	" " , " , "	1923.
2/618,	" " , " , "	1924.
2/642,	" " , " , "	1925.

iii. REGISTERS AND LISTS OF SCHOOLS.

13/32, Register of Colleges, Special Day and Evening, 1898-1901.

2. PROVINCIAL ADMINISTRATION : EDUCATION FILES (P.A.E.).

P.A.E. 186, file B.2023, Building Cape, Cape Town Training College Extensions.

P.A.E. 205, file E.1/22/1, Cape Town Schools, Cape Town Training College, Instruction in Dutch;

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G 2 - '99, " " " " " "	1898.
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