



HERITAGE IMPACT ASSESSMENT

submitted in terms of section 38(8) of the National Heritage Resources Act

prepared for

Harold Cressy High School Alumni Association

28 May 2014 Case ref 14042909

vidamemoria heritage consultants

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HAROLD CRESSY HIGH SCHOOL
CAPE TOWN



(L-R) Sedick Williams, Amien Fredericks, Helen Kies, Lionel Adriaan, Peter Meyer and Victor Richie who were presented with 'Lifetime Commitment to Education' awards by the Harold Cressy Alumni Association at the Harold Cressy High School 60th Anniversary Gala Dinner

vidamemoria would like to thank, among others, Shafick Ismail (HCAA Chairperson) and Khalied Isaacs (HCHS Principal) for commissioning this study and for their fortitude and guidance.

Volenti Nihil Difficile

1. Site Name

Harold Cressy High School

2. Location

Harold Cressy High School is located on Erf 5854 in the Cape Town CBD along Roeland Street. It is located opposite the State Archives with Drury Street and McKenzie Road forming its northern and southern boundaries respectively. The site falls within the SAHRA District 6 Grade I boundary. GPS coordinates are 34° 09' 40" S, 18° 59' 14" E.

3. Locality Plan



4. Description of Proposed Development

Harold Cressy High School motivated the need for a multi-purpose hall that would result in social benefits to the school and local community. The multi-purpose hall of approximately 4 700 sqm over 2 levels is to encompass sporting, cultural and academic facilities. The hall will have the potential for hiring of facilities for various functions, contributing to the school's financial resources. Preliminary heritage assessment identified the sports field as preferred option for siting of MPC.

5. Heritage Resources Identified

Heritage resources were identified within the study area including Houses of Parliament, Old Goal / Western Cape Archives, Bloemhof flats and Trafalgar High School. Within the boundary of the school site is mature vegetation, an underground spring and structures relating to the history of the school. Harold Cressy High School displays significance in terms of intrinsic historical, social, environmental, cultural and political value. The school represents resistance to apartheid laws and association to public memory of forced removals, segregation and academic excellence.

Harold Cressy site falls within the District Six Grade 1 boundary. The site does not fall within a Heritage Protection Overlay Zone, however, the site is listed as a heritage site on the City GIS database as possessing 'Grade 2' heritage significance. Harold Cressy High School is considered to possess provincial social and historical heritage value whilst possessing high local landmark quality.

6. Anticipated Impacts on Heritage Resources

Provided that key elements that contribute to the overall landscape are retained, proposed multi-purpose hall would result in positive benefits with no loss to heritage resources. It is believed that the proposed development would not detract from heritage significance but will result in a positive impact. The proposed project would result in high social benefits to the school and local community.

7. Recommendations

It is therefore recommended that:

1. the proposed building of a multi-purpose hall at Harold Cressy High School be supported
2. the preferred alternative for siting be supported (along the eastern boundary of the site on the field)
3. HWC issue comment that proposed intervention may proceed in terms of Section 38(4) of the NHRAct subject to the following conditions:

Conditions

1. Final architectural designs must be submitted to SAHRA Western Cape as commenting authority prior to Heritage Western Cape for approval.
2. Final architectural designs must address landscaping, access, re-establishing the well, signage and must indicate final height and massing as well as materiality.
3. Earthworks be monitored by an archaeologist.

8. Authors and date

Project Manager: The Harold Cressy Alumni Association

Heritage consultants: vidamemoria: Quahnita Samie and Constance Pansegrouw

Architects: ARM Architects in association with Hassan Mowzer Design

Engineers: ICE Group Structural Engineers

Note: Heritage impact assessment is submitted to HWC for decision in terms of section 38(4).

TABLE OF CONTENTS

1.	INTRODUCTION	
1.1	Introduction	5
1.2	Legal framework	6
1.3	Scope of work	6
1.4	Methodology	6
1.5	Site location and description	7
1.6	Assumptions and limitations	8
2.	SOCIAL HISTORY AND HERITAGE RESOURCES	
2.1	Development and social history	9
2.2	Identification of heritage resources	17
2.3	Statement of Significance	19
2.4	Engagement and comment	20
2.5	Heritage Indicators	21
3.	DESCRIPTION OF PROPOSALS	
3.1	Project description	23
3.2	Project motivation	29
3.3	Project funding	30
4.	ASSESSMENT OF HERITAGE IMPACTS	
4.1	Proposed intervention	31
4.2	Assessment of impact on heritage resources	31
4.3	Impact relative to sustainable social and economic benefits	32
4.4	No-go alternative	32
5.	DISCUSSION	33
6.	RECOMMENDATIONS	34
35	<i>References</i>	
36	<i>Annexure A</i>	Interim comment from Heritage Western Cape
37	<i>Annexure B</i>	Exploration of Social history
44	<i>Annexure C</i>	Victor Ritchie and M Adhikari Harold Cressy Ethos (extracts)
48	<i>Annexure D</i>	Architectural sketches

Cover image: Harold Cressy (Mohammed Adhikari, 2000)

1. INTRODUCTION

1.1 Introduction

Harold Cressy High School c/o the Harold Cressy High School Alumni Association (HCAA) approached Quahnita Samie at *vidamemoria* heritage consultants to conduct Notification of Intent to Develop in terms of Section 38(1) of the National Heritage Resources Act (Act 25 of 1999) for a proposed **Multi-Purpose Hall at Harold Cressy High School** Erf 5854, Cape Town.

Notification dated 31 May 2011 was submitted to Heritage Western Cape. Response dated 23 June 2011 requested a '*Heritage Impact Assessment consisting of a social study and an assessment of the impact of the proposed new building on the existing built fabric*' (Refer Annexure A: HWC Interim comment)

Harold Cressy High School is a historically disadvantaged school located in Roeland Street in the East City Precinct. In 2014 the school is still deprived of many basic facilities including a school hall. Learners gather for assemblies in the forum consists of an open space in the school centre which has the capacity to accommodate 250 people. There is a considerable shortage of space to accommodate in excess of 700 learners who sit on the concrete floor to allow everyone to see the speaker. The financially embattled learner parent community is being assisted by the HCAA to construct a much-needed school hall.



Figure 1: Forum at Harold Cressy High School (HCAA, 2010)

The Harold Cressy Alumni Association (HCAA) is a voluntary association with a membership of former students and teachers of Harold Cressy High School. The Association is registered with the Department of Social Welfare as a Non-Profit Organisation (NPO 125-039) and with the South African Revenue Services as a Public Benefit Organisation (PBO930035175).

The project team including ARM Architects in association with Hassan Mowzer Design, ICE Group Structural Engineers and the heritage consultants are conducting professional services on a *pro bono* basis so as to assist Harold Cressy High School and the HCAA to achieve construction of the hall. In this regard, *vidamemoria* have conducted the heritage impact assessment *pro bono* and are submitting the application on behalf of the HCAA.

1.2 Legal framework

The proposed intervention triggers Section 38(1):

(c) (i) any development or other activity that will change the character of a site exceeding 5 000 m²

Section 38 (4) of the NHRA requires that Heritage Western Cape review studies conducted and consider whether or not the proposed development may proceed; any conditions that should be applied, what general protections may apply, what formal protections should be applied, whether or not compensation is required with respect to damage to heritage resources and whether or not specialists need to be appointed as a condition of approval.

Heritage submission is aimed at satisfying the requirements of section 38(3) of NHRAct. No environmental triggers are impacted and this report is thus submitted to HWC for decision in terms of section 38(4).

1.3 Scope of work

The heritage impact assessment aims to identify heritage resources and significance thereof; and an assessment of the heritage impacts of the proposed development. Section 38(3) specifies the information to be provided within a heritage impact assessment, including:

- a) The identification and mapping of all heritage resources in the area affected;
- b) an assessment of the significance of such resources in terms of the heritage assessment criteria set out in the NHRAct
- c) an assessment of the impact of the development on such heritage resources;
- d) an evaluation of the impact of the development on heritage resources relative to the sustainable social and economic benefits to be derived from the development;
- e) the results of consultation with communities affected by the proposed development and other interested parties regarding the impact of the development on heritage resources;
- f) if heritage resources will be adversely affected by the proposed development, the consideration of alternatives; and
- g) plans for mitigation of any adverse effects during and after the completion of the proposed development.

The heritage impact assessment was conducted in a phased approach. The first phase considered social history of the school and the second phase the assessment of heritage impacts of the proposed development.

1.4 Methodology

In compiling historical background study the following was conducted:

- Accessed historical resources at the Western Cape Archives
- Considered political history specific to District Six at SAHRA Library
- Considered resources available at the District Six museum
- Considered private publications from Harold Cressy High School
- Consulted with various members of Harold Cressy High School and heritage resources donated to the school
- Consideration of city and location plans available (archival material)
- Site visits
- Mapping of heritage resources identified
- Photographic documenting of identified heritage resources

1.6 Site location and description

Harold Cressy High School is located in the Cape Town CBD along Roeland Street within the boundary of the old District Six. The site falls within a sensitive heritage context and is considered as a cultural heritage resource. The school is located in close proximity to Parliament and is located across Roeland Street from the Western Cape Archives. The surrounding context is characterized by higher order facilities and amenities. Recent development in the surrounding context has been large scale and monolithic. To the west of the site is the Western Cape Archives, north of the site is Fruit and Veg, to the east of the site are medium to high density residential flats, to the south are a park, garage, CPUT and industrial uses.



Figure 2: Location of Harold Cressy High School (Google Earth image 2003)



Figure 3: HCHS viewed from Roeland Street



Figure 4: The Western Cape Archives, Roeland Street



Figure 5: View along Roeland Street in a southerly direction

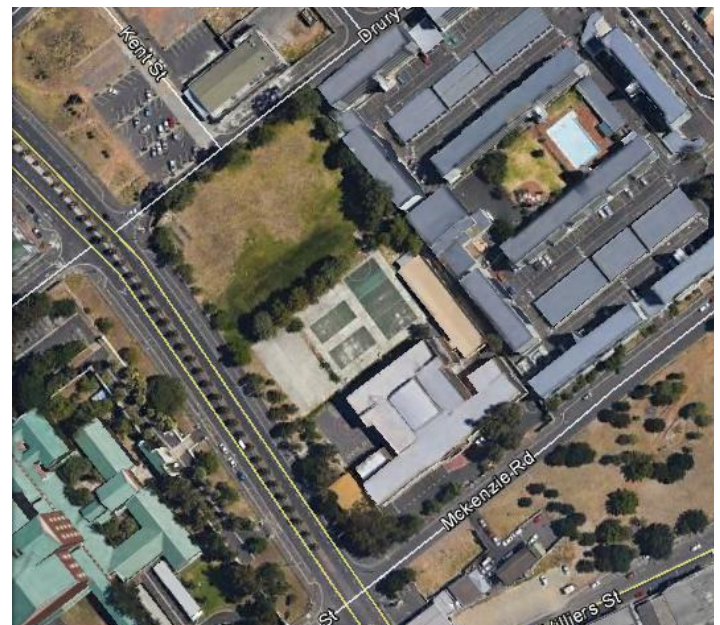


Figure 6: View along Roeland Street in a northerly direction

The site measures 1.4 ha and is zoned for Community Facility purposes. The school enjoys views towards north and north-west towards Table Mountain as the site is located on the gentle slope along Roeland Street.

The site comprises the formal learning area along McKenzie Street, volleyball courts facing Roeland Street and playing fields located along Drury Lane.

Figure 7: Harold Cressy High School (Google Earth 2013)



1.5 Assumptions and limitations

- Aim of this report is to provide an assessment of proposal in relation to impact on identified heritage resources
- The report focused on unpacking and understanding social history of Harold Cressy and Harold Cressy High School
- Background research regarding heritage themes was conducted to assist HCAA in identifying possible exhibition concepts
- This impact assessment only considered proposals as presented by the HCAA
- Assessments contained in this document have been informed by available design information
- Targeted participation was limited to discussions with Alumni and the South African Heritage Resources Agency
- Construction of the multi-purpose school hall depends on government and private funding. HCHS and stakeholders involved in the HCAA have worked together to raise funds and cover resources needed for the completion of the project. Thus, available design information is based on the need to secure decision as to whether development may proceed. It is the authors understanding that further revision of design will occur for submission and approval at a later stage

2. SOCIAL HISTORY AND HERITAGE RESOURCES

2.1 Development and social history

Hope Lodge and Hewat College

Hope Lodge Primary School was founded in 1934 and catered to the Jewish Community. The school building was designed by architect John Perry and constructed between 1933 and 1934. The school was located on the premises until 1940. In 1941 the buildings were occupied by Hewat Training College. Hewat College was the first coloured tertiary institution and provided a focus of intellectual resistance to white segregation (Bickford-Smith et al 1999:80-83). The college remained in Roeland Street until 1961.

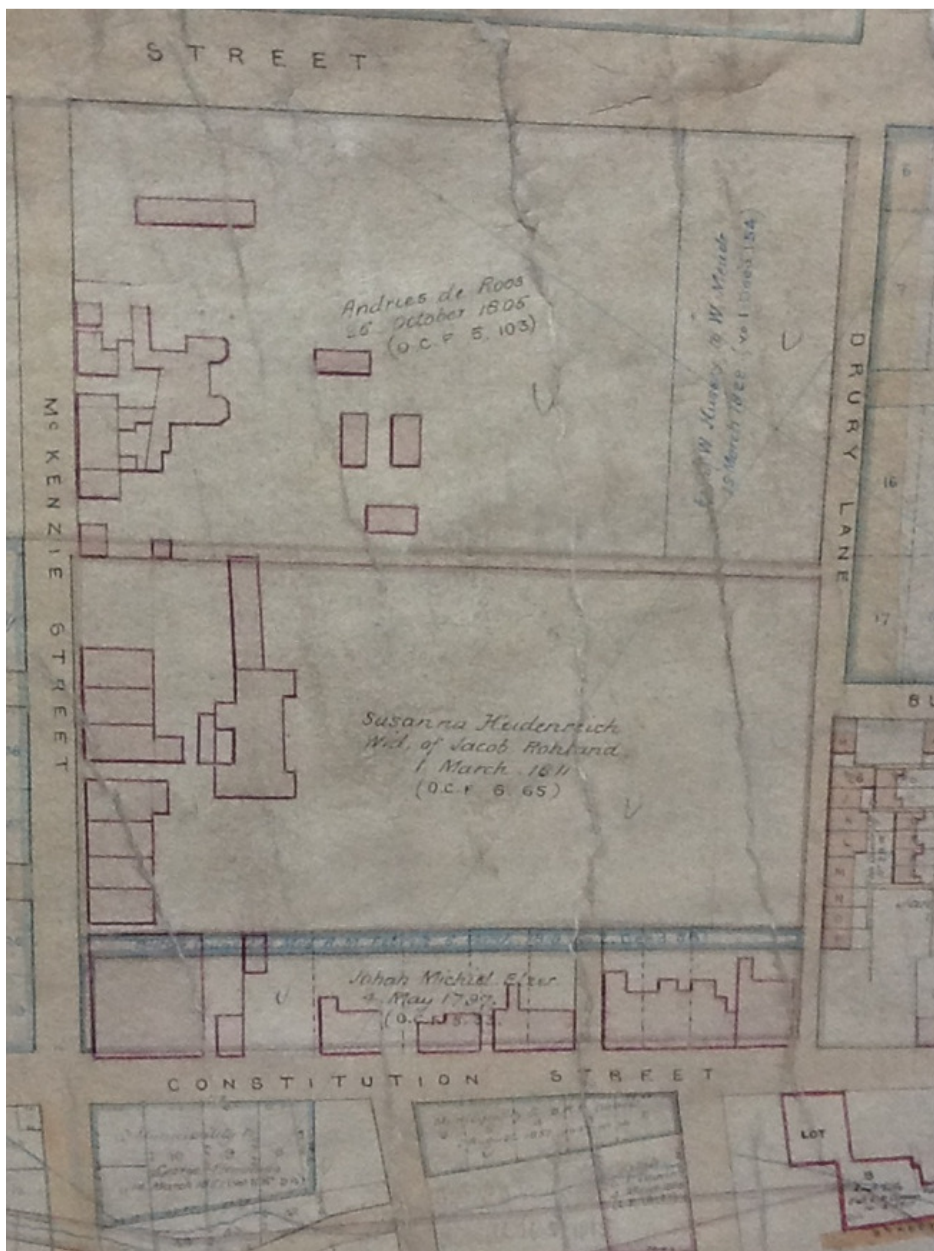


Figure 8: Sections from the Special map of Cape Town, building block between Drury Street, McKenzie Street, Constitution Street and Roeland Street (National Archives)

History of ERF 5854 Roeland Street: Property of Andries de Roos, 26 October 1805. (O.C.P. 5. 103)

Property of Susanna Heidenreich, 1 March 1811 (O.C.P. 6. 65)

Property of Johan Michiel Elzer 4 May 1797 (National Archives)



Figure 9: Entrance to Good Hope Lodge, Cape Town. 1 January 1946 (National Archives A.G. 4940)



Figure 10: Good Hope Lodge after the fire (National Archives E 6320)

Harold Cressy High School

From 1940 there was been a need for a second high School in Cape Town. The location of such a school was problematic since the building assigned for this purpose was re-elected as the facility to house the first Training College for Teachers. The demand for a high school grew and Cape Town Secondary School was founded in January 1951. The school consisted of three teachers; Mr F Hendricks (the Principal), Miss D Fuchs and Mr F Hilario. Three fabricated rooms on the grounds of Hewat College served as the classrooms for two Std. 7 classes and one Std.8 class (courtesy Victor Ritchie).



Figure 11: Prefabricated classrooms on the border of Roeland Street

In 1953, the school was renamed **Harold Cressy High School** in honour of Mr Harold Cressy who had to overcome formidable disadvantages and overwhelming odds in his pursuit of academic excellence and in his dedication to community service..

A biography of Harold Cressy by Mohamed Adhikari, former student at Harold Cressy High and currently associate Professor at the Department of Historical Studies at UCT cultivates a greater awareness of the history and experiences of the previously marginalized people of South Africa.

Harold Cressy's academic excellence and dedication earned him a study bursary from the Department of Education and he applied to the Rhodes University College. His application was successful, but the university refused him entry when they learned that he was a Coloured man. Cressy then applied to the Victoria College at Stellenbosch, now the University of Stellenbosch, and was rejected on the same grounds. He persevered and finally his application to the South African College (now University of Cape Town) proved successful. Dr Abdullah Abdurahman, president of the African Political Organisation (APO) and Cape Town city counsellor, used his influence to persuade the college to accept Cressy. He was not supportive in political activism but rather aimed his focus on the improvement of Black people's education in South Africa.



Figure 12: Harold Cressy (Mohammed Adhikari, 2000)

Student numbers were on the increase and in 1956 the roll was 254. Accommodation comprised 8 prefabricated rooms; a prefabricated laboratory, one hired room in Bloemhof Community Centre, a prefabricated office and storeroom, staffroom, two cloakrooms and a domestic science room in the Hewat Building. At this time the boundary wall was demolished and replaced with a wire fence. By 1959 the school's roll climbed to 346 and the school was faced with a number of concerns regarding facilities and lack of accommodation. The prefabricated rooms were showing signs of wear and according to the manufactures instructions were limited to a lifespan of no longer than 10 years. Subjects like woodwork and science needed to be taught in other school's classrooms 10 – 20 minutes walk from the school.

In 1963 Harold Cressy School occupied the premises of Hewat Training College when the College relocated to Crawford. The number of students by 1963 was 599. Mr Victor Ritchie acted as principal when Mr Maurice took long leave. When Mr Maurice later resigned, Mr Ritchie became principal. He was to remain the principal of the school for 27 years. In 2010 Mr Ritchie was awarded an Honorary Doctorate from the University of Cape Town for a lifetime of service to Education.



Figure 13: Mr Victor Ritchie s pictured with students during his tenure
(Victor John Ritchie collection)

In 1966 District Six was declared a white area under the Group Areas Act and by 1982 more than 60 000 people had been relocated to the Cape Flats. During this time Harold Cressy school was under enormous pressure to move (District Six Museum, 2010). Under the leadership of Principal Victor Ritchie, the teachers, parents and students of the school resisted.

The school prides itself on its consistent record of success and stability. It is an important feeder school to universities (UCT, UWC and CPUT), providing not only students but also academic staff. The heart of the school consists of its core values and code of conduct prescribes mutual trust and respect emanating from a caring, empathetic environment. The school firmly rejects any form of racism, sexism and social inequalities based on wealth and status. It rejects notions of over-rated competitiveness and individualistic tendencies. These values in partnership with the huge contributions, integrity, commitment and dedication of its teachers made it possible for the school to excel and thrive even in the onslaught of adversary, an oppressive political system and depressing conditions.

The 1960's were challenging years for Harold Cressy. The school took a blow with the destruction of District Six, the community of which the school drew the majority of its students. Cressy was further politicised with the student uprisings of 1976 and 1980

that reached a peak in 1985. For four months the school abstained from the prescribed curriculum and instead educated students in the struggle for liberation. The school applied a radical approach, demanding not only an improved education system but a full democracy. The conflict with the government resulted in the imprisonment of two of their teachers. The Chairperson of their PTSA and the principal and six senior teachers were suspended without pay. These hardships brought about the solidarity of students, parents and teachers. In 1988 the government attempted to relocate the school but the community responded with unanimous opposition.

On a particular pay-day the announcement was made that seven colleagues were being suspended without pay. Representative of the schools character, teachers pooled their salaries and divided to include all and everyone left the premises with the same pay (courtesy Victor Ritchie).

In addition to this history, certain facts exemplify the schools exceptional character. This report explored the following themes in determining significance:

- Harold Cressy (1889-1916)
- Coloured Identity
- Dr Abdullah Abdurahman and the African Political Organisation (APO)
- Segregation and Education
- The Teacher's League of South Africa (TLSA)
- Trafalgar's history
- Education in District Six
- Christian National Education
- The right to citizenship

Refer to *Annexure B: Exploration of Social history* and *Annexure C: Victor Ritchie and Mohamed Adhikari: Harold Cressy: ethos, values and policies* for text in this regard.

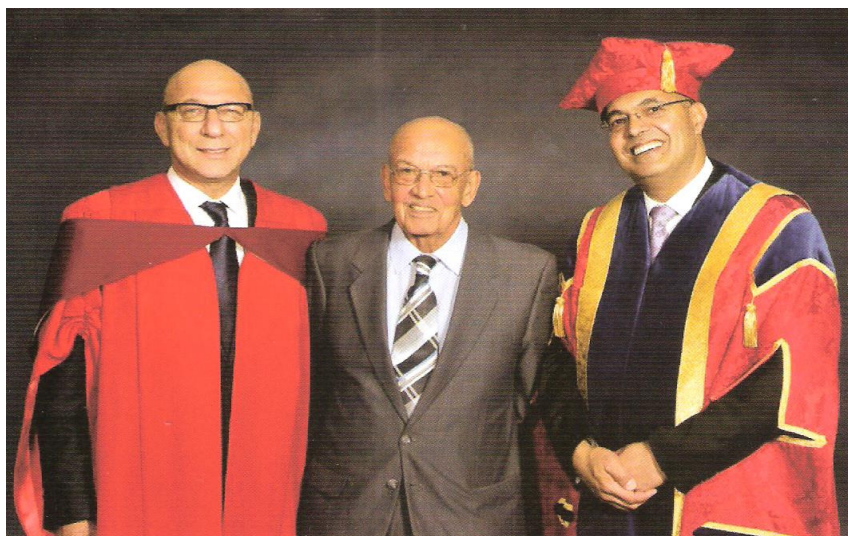


Figure 14: Former Harold Cressy students Trevor Manuel (then Minister of Planning in the Presidency) and Edward Kieswetter (Chief Executive Officer of Alexander Forbes) flank a proud Mr Victor Ritchie (photograph by Alexander Forbes)

Harold Cressy High School has a history of concerns regarding facilities and lack of accommodation as was evident in correspondence on record at the Western Cape Archives between Principal Ritchie and the Department of Education. Whilst Apartheid policies were being enforced and the government attempted to relocate the school, Mr Ritchie was defiant in his requests for space and facilities to best serve the student body. The following provides an overview of such correspondence.

4 May 1982	Principal V.J. Richie to Department of Education	<ul style="list-style-type: none"> · The school is in desperate need to develop its grounds. The PWD has been commissioned to do 'renovations' to the school grounds but has done more damage than good. Tarmac surfaces are damaged, an underground spring sprang up on the tennis court and school is without playground. · Our grounds are certainly a very poor advertisement for the Department of Internal Affairs to the thousands of people who pass our school every day along Roeland Street · Suggested that all prefabricated rooms be demolished and be replaced by 12 permanent (built) classrooms. The playground should be levelled right up to Drury lane and the surfaces turfed. · Enquires about the possibility of sports grounds on the vacant land next to the prison and argues for the construction of a school hall on the south side of the present brick building. They are in need of more offices, tennis courts, netball courts and storerooms. · We have no doubt that the above proposals are feasible and the total cost will be a fraction of the cost of a newly sited school.
13 April 1983	Reply from The regional state representative Director-General N Eales	<ul style="list-style-type: none"> · "...The representations submitted by the principal for additional accommodation and facilities has been circumspectly considered and whilst the Department is sympathetically disposed to satisfying the need it unfortunately finds that on such a restricted site it is not a feasible proposition to satisfactorily meet the need in the long-term. ... · In the circumstances the Department feels that a large enough site should be identified for acquisition with a view to providing alternative accommodation to satisfy the modern educational trends at a satisfactory high standard from an architectural and aesthetic viewpoint together with sufficient space for the provision of sports fields.... · The identification of such a site reasonably centrally suited and easily accessible to public transport would naturally have to be circumspectly investigated but before that is undertaken the committee's reaction to the suggestion is very germane hence the cordial enquiry".
15 April 1985	Principal V.J. Richie to Department of Education	<ul style="list-style-type: none"> · Principal Richie pleaded for the Departments assistance in the alleviation of the school's accommodation difficulties. The numbers of classrooms (23) were insufficient to house 738 pupils and facilitate the school's widely differentiated curriculum. The school had to resort to extreme measures to compensate for the lack of classrooms. They relied on prefabricated rooms to function as classrooms, classrooms were partitioned to create a larger number of rooms for different classes. Walls between prefabricated rooms were demolished to create bigger classes for larger groups. Rooms such as storerooms were converted into classrooms. <p>The principal listed his concerns:</p> <ul style="list-style-type: none"> · The prefabricated rooms are past their due date and in a miserable state · Upon leaving the classrooms, there's no protection against the wind and rain · There are no proper storerooms · There is no proper 'strongroom' · The deputy principal has no office and there are no offices for H.O.D.'s. · The library is far too small due to the fact that a portion of the original space is converted into a classroom · The facilities and room for science is insufficient · There is no proper sick bay · There is no hall · Issue of the traffic in Roeland Street and the noise puts a damper on learning <p>He describes the conditions at Harold Cressy as 'the crudest in the country' and suggests that upgrading take place by reconstructions on the present site. He is aware of the fact that other schools are receiving more favourable consideration and the education department did not accede to numerous requests. Principal V.J. Richie states; "we have been the victims of a group-area proclamation and for the past 17 years not a single improvement to our facilities has been effected."</p>

In April 1986 the school received 3 mobile classrooms from the Department of Education. This did not resolve accommodation difficulties, especially as enrolment new pupils increased. In addition, appointment of new staff members put the situation under more strain.



Figure 15: Surface of the playgrounds in poor condition circa 1983 (National Archives)

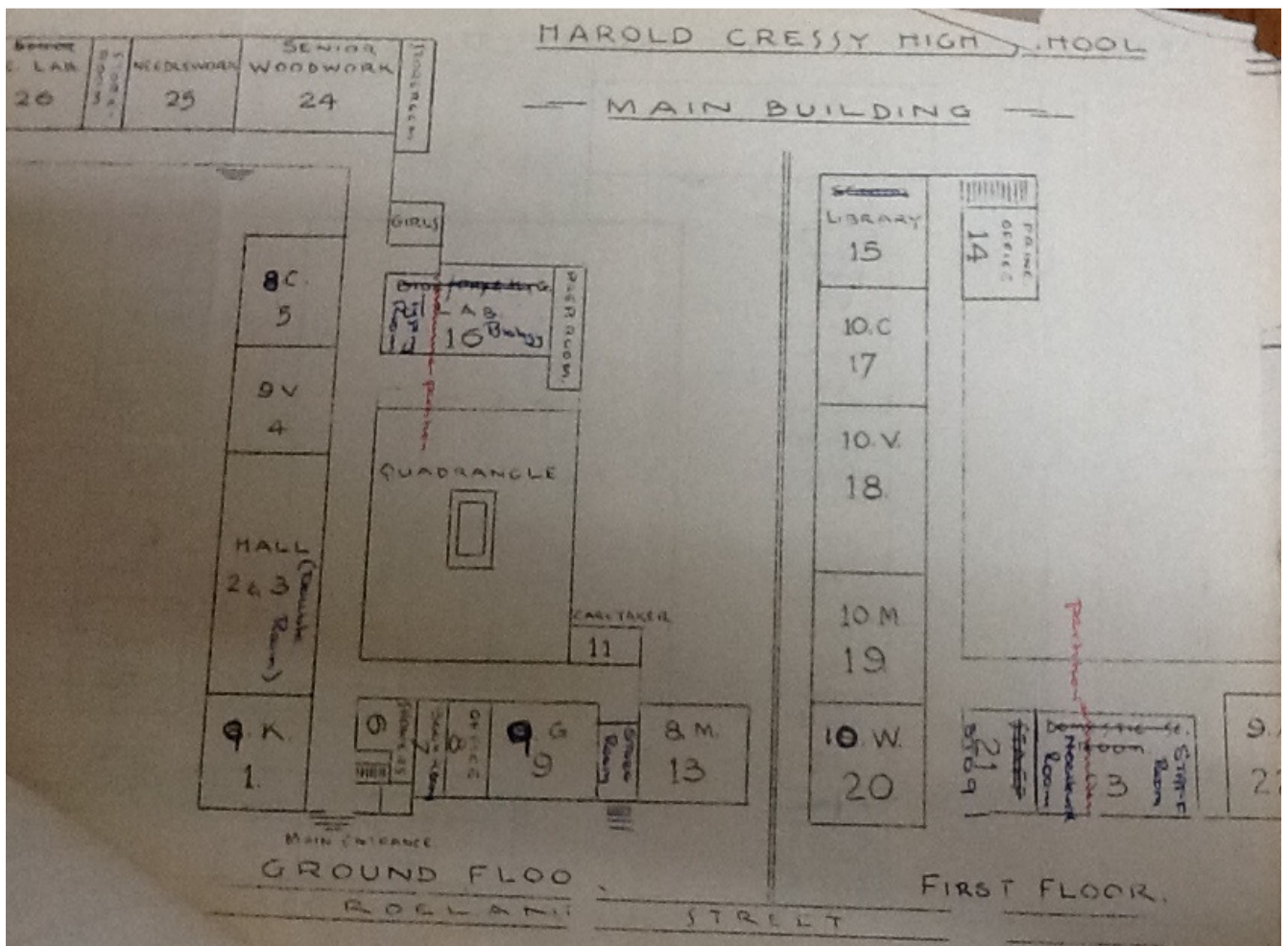


Figure 16: Layout of Harold Cressy High School circa 1994 before alterations and additions (National Archives)



Figure 17: Aerial view: Harold Cressy High School circa 1994 before alterations and additions
 Note prefabs located along Roeland Street, along McKenzie Street and across the current quad
 (Victor John Ritchie collection)

The school grew from humble beginnings and the current facilities are a vast improvement on the miserable conditions endured for the first 41 years of its existence. The landmark of Harold Cressy is a renovated and constructed building which is better suited to the honourable reputation of the school (Ritchie 2010).



Figure 18: Harold Cressy High School (2013)



Figure 19: Aerial view of Harold Cressy (Google Earth 2013)

2.2 Identification of heritage resources

Identification of heritage resources considered interaction with Alumni and documentary research. The study area comprises a number of elements that are to be taken into consideration within the assessment of impact on heritage resources. These are:

Within the study area:

- Houses of Parliament
- 119-137 Harrington Street
- Flats & crèche, Canterbury Street, cnr of Constitution and Bloemhof Streets
- Old Goal / Western Cape Archives
- Façade and Boundary Wall of Old Gaol (Archives)
- Bloemhof flats
- Trafalgar High School
- Old location of Trafalgar (corner of Chapel and Nelson Street)



Figure 20: Heritage resources in immediate context

Located on the HCHS site:

- Mature vegetation along eastern boundary
- Mature vegetation along site boundaries
- Mature vegetation along field and quad boundary
- Underground spring
- School building: façade along Roeland Street
- Prefab structures located along Roeland Street
- Approach to school travelling in a southerly direction along Roeland Street



Figure 21: Heritage resources (Google Earth 2013) 17



Figure 22: Wilson 1860 indicating formal planting at the present Harold Cressy site

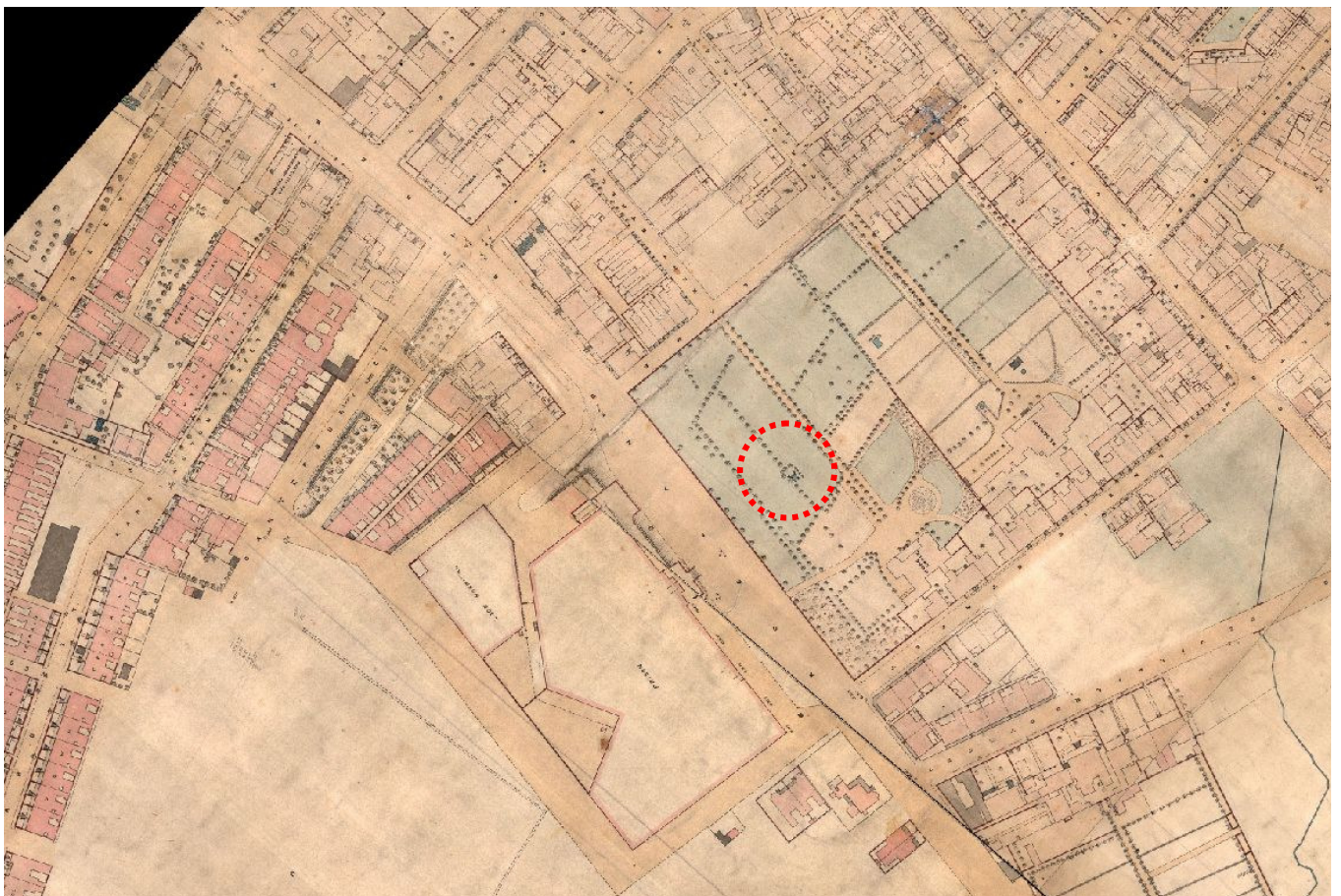


Figure 23: Thom 1891 indicating a well located on the current day berm between the field and quad

2.3 Statement of Significance

Harold Cressy High School displays significance in terms of intrinsic **historical, social, environmental, cultural and political value**. The school represents resistance to apartheid laws and association to public memory of forced removals, segregation and academic excellence. Heritage themes identified are:

- racial segregation and forced removals
- Segregation and Education
- Apartheid planning
- resistance and uprising
- Coloured Identity

Harold Cressy site falls within the District Six Grade 1 boundary. The site does not fall with a Heritage Protection Overlay Zone, however, the site is listed as a heritage site on the City GIS database as possessing 'Grade 2' heritage significance.

Harold Cressy High School is considered to possess to **provincial social and historical heritage value** whilst possessing **high local landmark quality**.

Categories of Heritage significance	Harold Cressy High School	Significance
Historical Associated with an historic person or group Associated with an historic event, use or activity Illustrates an historical period	<ul style="list-style-type: none"> · Segregation and Education superiority sustained through education · Dual education system: injustice towards other people of race · The Group Areas Act of 1950 and forced removals in District Six · Harold Cressy, Livingstone, Alexander Sinton, South Peninsula, Groenvlei, Trafalgar and Belgravia vital in counter-official discourse 	Provincial
Environmental Contributes to the character of the street or area Landmark quality	<ul style="list-style-type: none"> · Harold Cressy School building and approach to school along Roeland Street · In relation to Archives and placemaking qualities · Rich historical context in proximity to sites of significance 	High Local
Social Associated with economic, social, religious activity Significant to public memory Associated with living heritage	<ul style="list-style-type: none"> · Injustice towards Coloured teachers · Resistance: The teachers of District Six developed a range of formal and non-formal educational initiatives which sought to promote a counter-official consciousness and understanding · Neglect and Refusal of Government support 	High Local
Importance in the community or pattern in South Africa's history.	<ul style="list-style-type: none"> · The character of Harold Cressy High School 	High Local
Strong or special association with a particular community or cultural group for social, cultural or spiritual reasons. Strong or special association with the life or work of a person, group or organisation of importance in the history of South Africa	<ul style="list-style-type: none"> · Harold Cressy became an iconic figure representative of Coloured community under the burdens of Apartheid · The African People's Organisation (APO) aimed to promote unity amongst Coloured people and concerned with education reform · The Teachers League of South Africa organising Coloured teachers for educational improvement and improving the professional standing of Coloured teachers · Association to Dr Abdullah Abdurahman, Helen Kies, Edgar Maurice, Victor Ritchie, Neville Alexander and Vincent Kolbe 	Provincial

2.4 Engagement and comment

Heritage Western Cape: registered conservation bodies

vidamemoria requested confirmation from Heritage Western Cape regarding registered conservation bodies that would need to provide comment with regard to the application. Tamar Shem-Tov (October 2013) indicated:

- Site falls within the Grade 1 Area in which case SAHRA should comment
- There are no registered conservation bodies for the area
- Please confirm with the University Estate Resident's Association that it falls outside of their area of interest

In this regard, comment had been sought from SAHRA (Western Cape office). It was confirmed that the site falls outside of the area of interest of the University Estate Resident's Association.

South African Heritage Resources Agency

Greg Ontong confirmed the location of the Harold Cressy site within the District Six Grade 1 boundary. Figure 24 indicating the SAHRA Grade 1 boundary was provided by the SAHRA Western Cape office on 14 October 2013. A meeting was held with Greg Ontong 31 March 2014 where it was noted that SAHRA has no objection to the proposed construction of a multi-purposed hall at Harold Cressy High School.

The following was noted:

- Preferred siting and placement of the hall along the eastern boundary of the field is supported
- Final design must be submitted to SAHRA Western Cape as commenting authority prior to submission to Heritage Western Cape for approval.

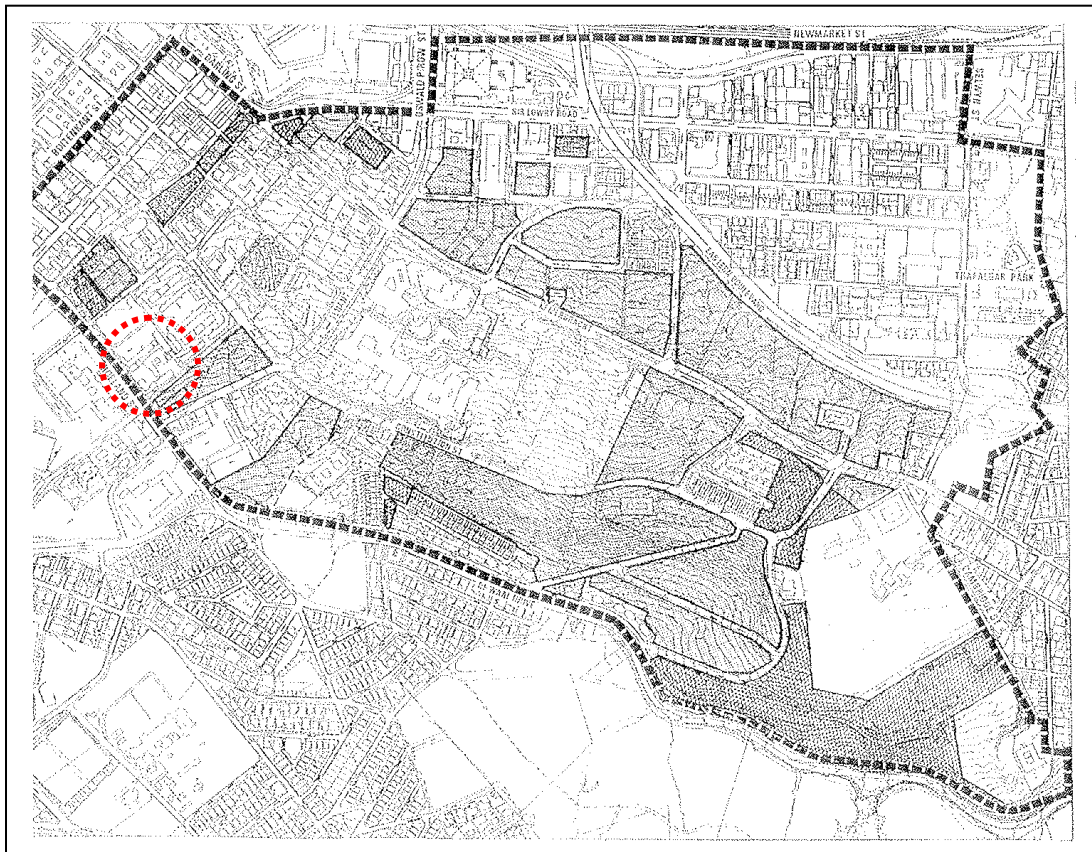


Figure 24: SAHRA District 6 Grade 1 boundary (SAHRA, 2013)

2.5 Heritage indicators

Heritage indicators identified aim to ensure that heritage significance would not be adversely impacted by the proposed development. Key heritage indicators relate to heritage resources and associated heritage significance. Indicators highlight spatial considerations and historical, cultural and social values. Characteristics that contribute most to the heritage value of the HCHS site and its immediate surrounds are the approach along Roeland Street, mature vegetation and relationship with surrounding identified heritage resources.

The site falls within a sensitive heritage context and is considered as a heritage resource. Proposed development should not have a negative **visual impact** on heritage resources identified within the immediate study area. Furthermore, the proposed development should not impact the **landmark quality** of the existing school façade as one approaches the school. **Siting** of the proposed hall is of importance in terms of visual impact and impact on resources of significance such as the school, surrounding flats and the National Archives. Proposed development should not detract from landmark quality of heritage resources.



Figure 25: View of school field in southerly direction from Roeland Street



Figure 26: View of school field in an easterly direction from Roeland Street

Retention of **mature vegetation** especially where mature trees contribute strongly towards **placemaking** and screening. This would encourage enhancement of **quality urban environment** and create **positive well-defined** people friendly spaces that cater to specific community needs. Proposal should promote environmental resources and provision of **quality recreational** spaces in enriching **public space** and the **green framework**. The previous **well** provides an opportunity for an enhancement of the environment and an opportunity for **celebration**. Elements of the green framework should be retained.

Access to the site should be limited to existing **access points** to maintain the overall **integrity** of the site and access points over time. Care should be taken along **Roeland Street** as an important axis and visual link with the Archives.

The nature and grain of development along Roeland Street is of a higher order nature, however, proposed development should not detract from existing **landmarks** and key **views**. Proposal should thus be set back from Roeland Street to preserve views of HCHS as one travels along Roeland Street. **Scale**, form and massing of proposed intervention should seek to serve as a

background to existing structures of significance and should therefore not detract from existing landmarks and key views. **Height** of proposed development should not result in negative visual impact.

Space should allow for pursuit of **academic excellence and youth development** in line with the rich history of the school. The Harold Cressy Alumni Association expressed need for a space that would allow for **expression and remembrance** to respond to importance of recording history and stories. HCHS is considered as an important setting for events associated with important events and symbols of **identity** and resistance, **cultural significance** associated to people's **memory** and association with life and work of important persons, groups and organisations of importance to the HCHS and broader community.

Proposal should ensure that design accommodates and responds to heritage resources and ensure the place as a cultural destination where heritage is regarded as a priority for economic regeneration and **cultural and social identity**.

3. DESCRIPTION OF PROPOSALS

3.1 Description of proposals

The proposal is to allow for construction of a multi-purpose hall on the Harold Cressy High School premises for use by the school and its community. The scope of the design encompasses sporting, cultural and academic facilities for the school. The facility will have the potential to be hired for private functions as well as accommodating community-based events. It is proposed that the hall would be approximately 4 700 sqm over 2 levels.

The hall is proposed on portion of the school field, which is currently poorly drained and lacks edge definition and positive relationship to both Drury Lane and Roeland Street. It is hoped that the project would leverage funds through the Alumni Association to develop the areas around the field and possibly upgrade the fencing and landscaping.

Siting alternatives

Siting of the proposed hall is of importance in terms of visual impact and impact on resources of heritage significance such as the school, surrounding flats and the National Archives. Siting of the hall took into consideration required use of space, existing buildings and outdoor usage, movement of school users and visitors, neighbouring buildings, urban character environmental factors and preferred views. As the site is of cultural significance within a context of heritage significance, initial siting was found to result in a negative visual impact along Roeland Street and in relation to existing school building and archives. Further to discussion with the architectural and design team regarding the potential negative impact of the siting of the multi purpose hall, various alternatives were considered. Alternatives were presented to the Alumni Association in conjunction with the staff at HCHS. Options for the siting of the hall were:

1. along Roeland Street in front of the current school building
2. setback on the quad in front of the school building
3. on sports field on the lower level

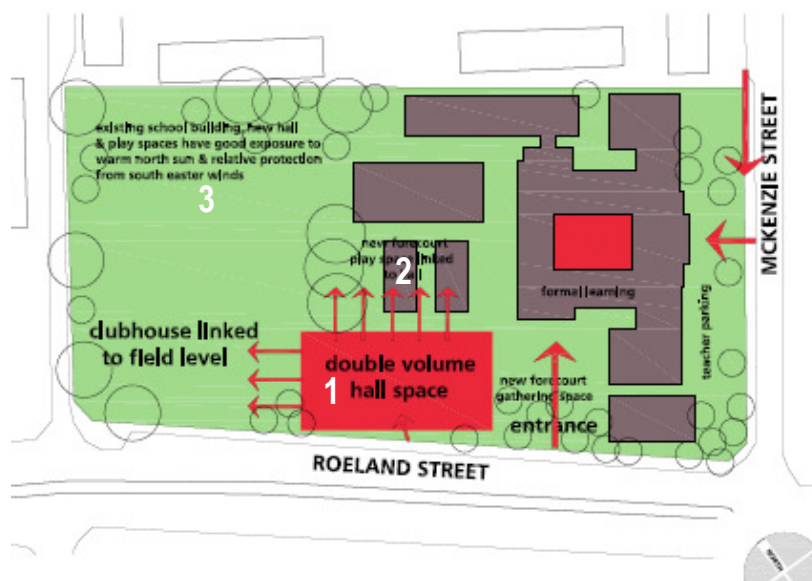


Figure 27: Siting alternatives

Preliminary assessment identified the sports field as preferred option for siting of the multi-purpose hall. Siting diagram had been discussed with Mr van Wijk (HWC) where it was determined that the revised layout utilizes the optimal use of the site and would result in the least visual impact.



Figure 28: Siting alternative 1: Along Roeland Street on forecourt



Figure 29: Siting alternative 2 Along Roeland Street on quad



Figure 30: Siting alternative 3 on field setback along Drury Lane

Within siting Alternative 3: Placement of proposed hall considered on the field. Alternative 1 was to place the hall along the Drury Lane boundary and Alternative 2 was to place the hall along the eastern boundary. Alternative 2 is the preferred alternative for placement.

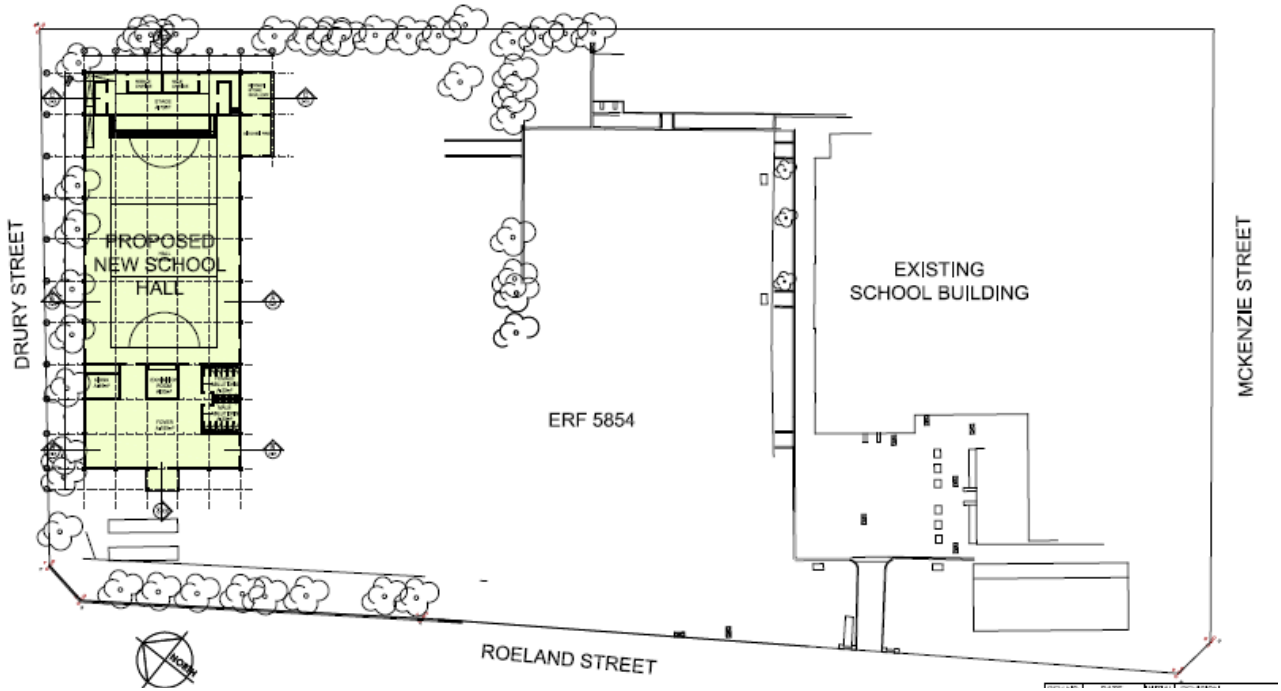


Figure 31: Placement alternative 1 along Drury Lane (ARM, Mowzer March 2013)

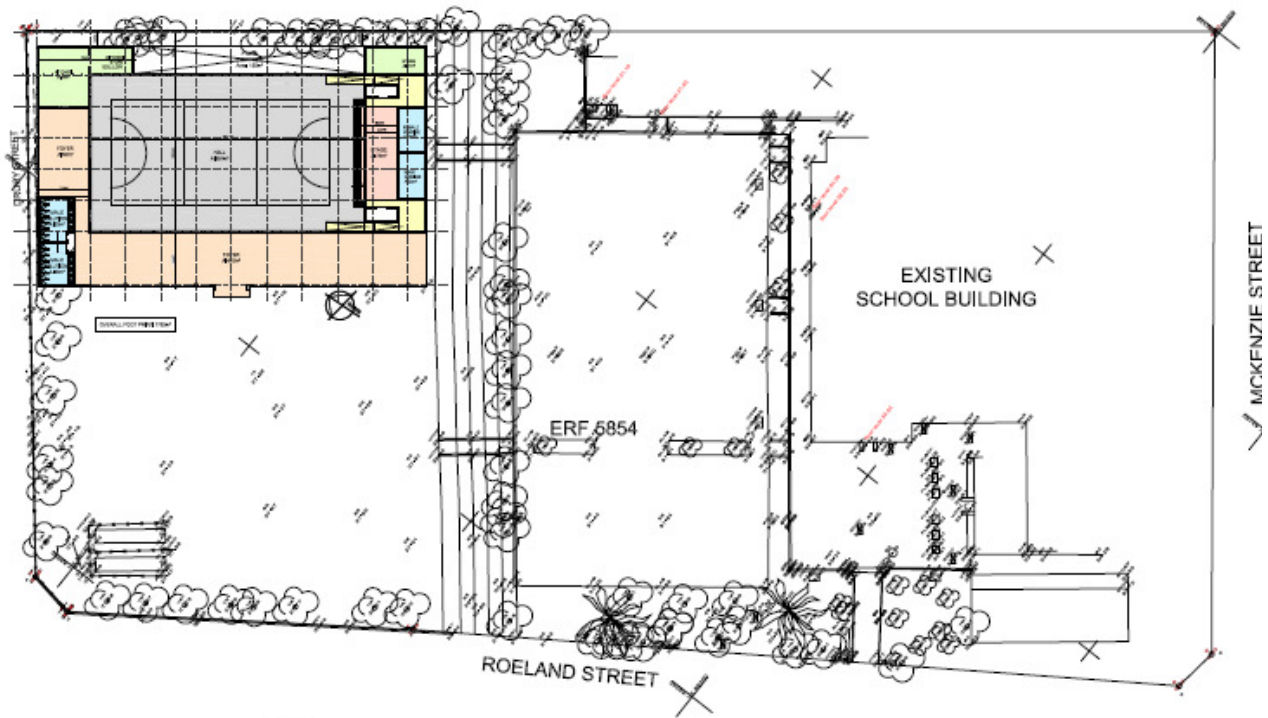


Figure 32: Placement alternative 2 along eastern boundary of site (ARM, Mowzer April 2013)

Development design and alternatives

The design team consisting of Adrian Marias and Hassan Mowzer presented design alternatives to representatives of HCHS and HCAA. Consideration had been given to siting, setbacks, location, landscaping, levels and heights and architectural response. Alternatives also considered various lengths and widths of the proposed hall so as to determine an appropriate site response. Internal dynamics of the design were based on the needs and requirements of the school as well as cost implications.

The preferred alternative indicates relaxed setbacks along Drury Lane and eastern boundary with flats to avoid costly civil costs and maximize the use of dead space. A physical link between the existing school building and multi-purpose hall is proposed. The intention is to retain sports codes on the quad, which would function as overflow parking during events at the hall.

Available design information is based on the need to secure decision as to whether development may proceed. In this regard, scale, form and massing of proposed multi-purpose hall should be established. It is the authors understanding that further revision of design will occur. It is proposed that design refinement be handled through processes to be undertaken at the City of Cape Town in terms of planning and building plan approval processes.

The following series of illustrations depict the design process. Refer to Annexure D for sketches obtained from the architectural team dated March 2014. HCHS and HCAA noted in May 2014 that materiality is yet to be decided.

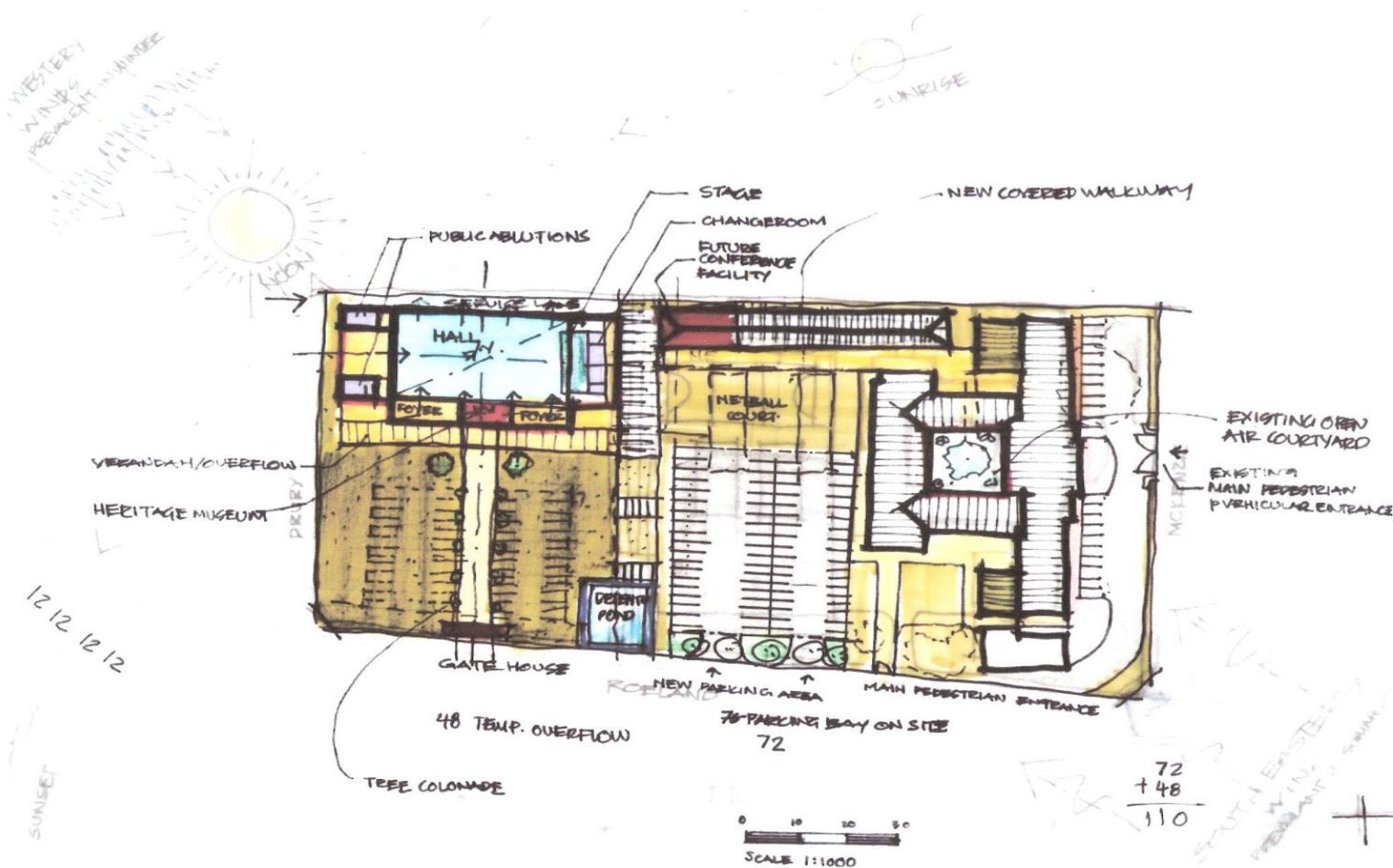


Figure 33: Development masterplan indicating proposed hall setback from Roeland Street (Mowzer and ARM, 2013)

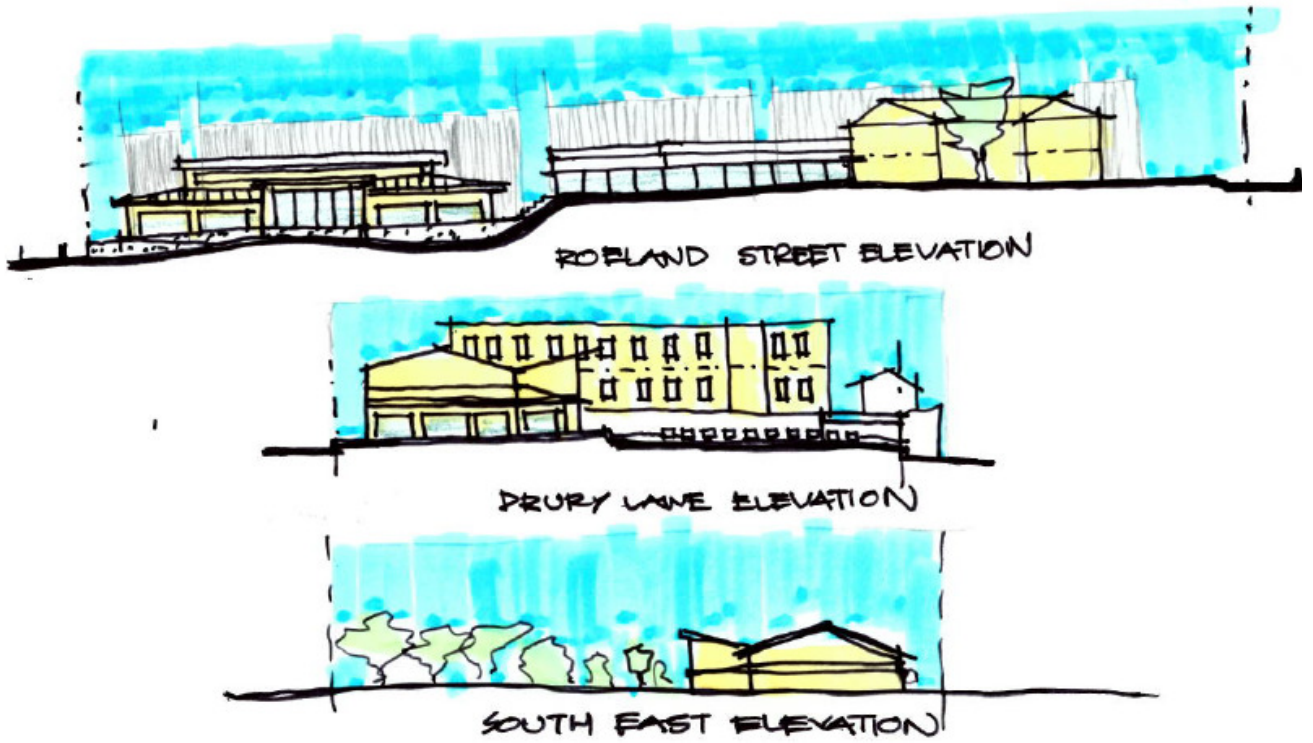


Figure 34: Elevations depicting multi-purpose hall in relation to existing school structures (Mowzer and ARM, 2013)

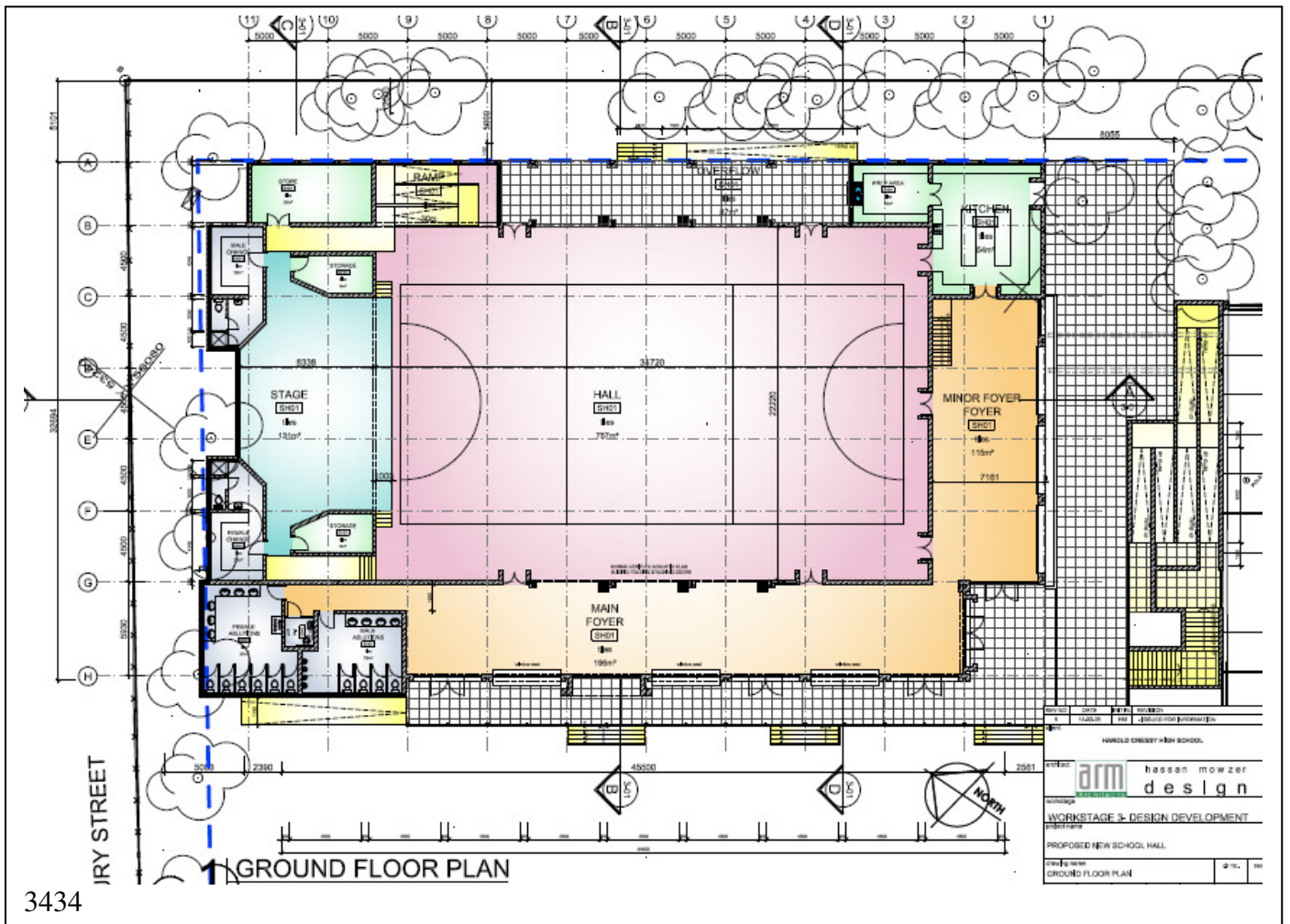


Figure 35: Ground floor plan of proposed hall at preferred siting and placement (ARM, Mowzer Feb 2014)

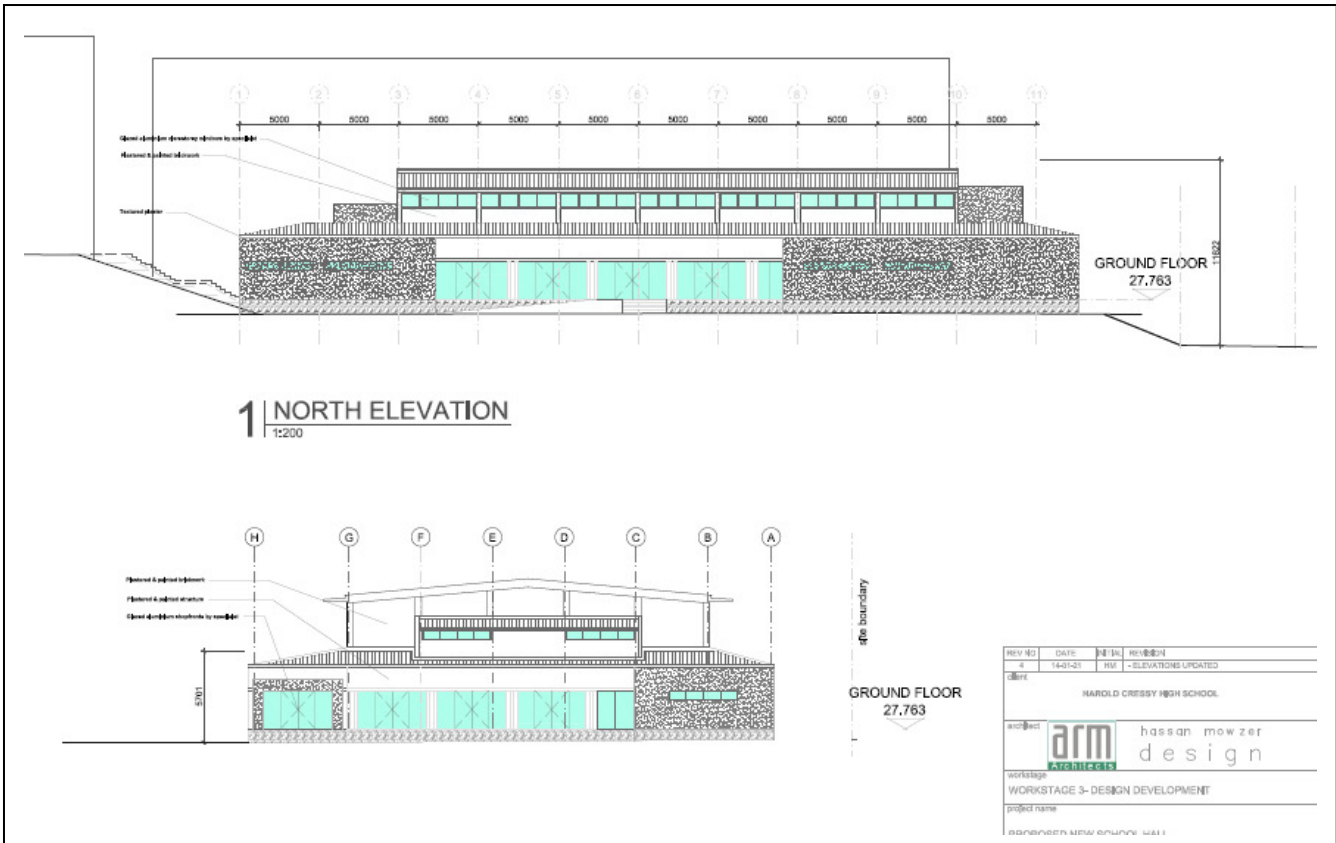


Figure 36: Preliminary multi-purpose hall design (ARM, Mowzer Feb 2014)



Figure 37: Artist impression multi-purpose hall along Roeland Street and Solan Road incorporating facebrick (ARM, Mowzer 2013)

3.2 Project motivation

Harold Cressy High School has been in existence for almost 60 years. Similar institutions that came into being after Harold Cressy High School were afforded much better facilities. The school's poor and declining infrastructure stands in sharp contrast with the school's honourable reputation. Past and present teachers of Harold Cressy are passionate and dedicated to their profession and a lasting contribution of infrastructure would uplift them and make them feel valued once more. The building of a Multi-purpose hall would serve as a suitable meeting place for members of the school and create a space that will inspire the learners to succeed and contribute to their community. Harold Cressy High School is a place where hard work, dedication and extreme tenacity have made dreams come true. Some of the most productive, iconic and brilliant individuals of this country have been shaped by Harold Cressy.

School multi-purpose centers' have become the assemblage of communities providing a facility for parents and their children to gather at community based events and establish important networks for sport, culture and social support. The HCHS multi-purpose hall will provide a safe space for the practice and participation of sports such as basketball, table-tennis, dance and gymnastics and would also be the ideal venue to rehearse and hosts the stage productions and musicals that the school is prized for. Location provides for ample parking space and other educational institutions will be able to benefit from this facility.

The need for a Multi-purpose Hall on Harold Cressy High School's premises arose for many reasons: the main one being a venue for school assemblies, parent-teacher meetings, school indoor sports events, an examination venue and school drama productions. We envisage an undercover facility where indoor sporting-codes such as netball, table tennis and soccer may be enjoyed by learners and spectators alike. At present all winter sporting codes are subject to Cape Town's wet weather conditions. It would be a source of pride for the school's learners in the absence of adequate playing fields and sport facilities.

A multi-purpose hall would also provide a valuable meeting point for community members and organisations, and could be offered for hire by the school, presenting an opportunity for a much needed revenue stream for the school. It is the kind of facility that would serve as a touch-point between all the stakeholders directly and indirectly associated with the school.

Needs of the school:

- Space for school assembly (approx 700 pupils)
- Parent meetings in wind-free venue with adequate seating (1400 parents)
- Adequate sporting facilities
- Increasing need for indoor sports venue to accommodate netball, basketball, volleyball, table-tennis, indoor soccer
- Examination venue for Grade 12 students
- Valuable space for re-introduction of fine art and drama

The above uses are currently accommodated in a space in the centre of the school that is cold, drafty, wet in winter and can only accommodate 250 seated or 600 pupils seated on the cement floor and a 60 year old wooden single storey building the size of two classrooms that only allow 40 pupils in at a time used for career exhibitions, single grade assemblies and presentations by guest speakers, practice venue for shows conducted by pupils at the school and church services on a Sunday at which congregants are seated on the floor owing to limited space (HCHS Funding Proposal, 2013/2014).

Refer to Annexure C: Victor Ritchie and Mohamed Adhikari with regard to Harold Cressy: ethos, values and policies

3.3 Project funding

The estimated total budget required to complete the multi-purpose hall building project amounts to R12,7 million. During 2012 - 2013 Harold Cressy High School received R4.5 million from the Western Cape Education Department towards the building of its multi-purpose hall. This sum is earmarked as start-up capital and the school will be required to raise the shortfall of the funds through sponsorships and/or partnerships. During the course of the building project, professional services that have been and are forecast to be donated, mostly by Harold Cressy Alumni will total approximately R500 000. Project facilitators are currently experiencing a shortfall of R6.45 million.

The Harold Cressy Alumni Association (HCAA) was formally constituted in 2006 and registered as a Public Benefit Organisation (PBO) in 2006 and as a Non-Profit Organisation (NPO) in August 2013. The school and all the stakeholders involved in the HCAA have worked together over many months to raise funds and over resources needed for the completion of the project. The Harold Cressy High School Multi Purpose Centre (MPC) Project was launched at the HCHS 60th anniversary celebration gala dinner in 2010.

The annual projected income of HCHS in 2013 was R 2 761 200.00 and actual income was R 2 180 422.00 Actual expenses were R 2 157 612.00 leaving a very low margin for additional expenses of R22 809 in 2013. Taking this into account for 2014, with increased costs in all areas, the budget has been worked out to a R0 surplus. This was only possible as a result of staff cutbacks to accommodate for increased costs of printing, teaching and learning resources and salaries for essential staff. For 2014, the school is R60 000 short of its projections of income from school fees for Budget 2014.

In order to raise shortfall required for the construction of the hall, the HCAA have identified confirmation of support from the heritage authorities as a key mechanism in unlcoking further funding opportunities through sponsorships and/or partnerships.

4. ASSESSMENT OF IMPACTS

Development proposals are assessed in terms of potential impact on heritage resources, heritage significance thereof and heritage indicators. Assessment addresses proposed intervention, assessment of impact on heritage resources and impact relative to sustainable social and economic benefits. A no-go alternative is also explored.

4.1 Proposed intervention

Siting of the proposed multi-purpose hall responds positively to heritage indicators in terms of landmark quality of HCHS and the Archives and associated potential visual impact. The **preferred siting** of the hall along the eastern boundary of the field is supported as it would result in least visual impact on identified heritage resources and key visual axes.

The new multi-purpose hall would have a positive spatial response and promote a better **quality environment** that is currently sterile and does not cater to the needs of the school. The field is currently not used as an active playing field as it is too small for school match fixtures and becomes water-logged. The school makes use of better facilities located at nearby schools for sports training requiring green open space.

The retention of **green space** along Roeland Street is supported as green buffer, **mature vegetation** along Roeland Street and along the quad must be retained. Mature vegetation along the north-western boundary of Drury Lane and at the intersection of Drury Lane and Roeland Street must be retained. As much mature vegetation as can be retained along the north-eastern boundary of Drury Lane and along the eastern boundary of the field must be retained. The berm should be retained as it provides an important green foreground to the HCHS main façade. The proposal does allow for retention of mature vegetation, however this needs to be indicated on final plans. Introduction of any new landscaping elements should be outlined within a landscaping plan. The **well** could be re-established as a feature on the field and should be included within final diagrams.

Access points should be limited and the three additional **access points** are considered to pose a negative impact along Roeland Street, thus these need to be reduced and gatehouse element is not supported. Proposed footprint, massing and **scale** of the hall (approximately 4 700 sqm over 2 levels) would not result in a negative impact or a loss of heritage resources. However, HCHS serves as a key landmark, consideration should be given to appropriate **architectural design** response. Roof shape and design must respond to HCHS main façade as a key visual resource.

Provided that key elements that contribute to the overall landscape are retained, proposed multi-purpose hall would result in **positive benefits with no loss to heritage resources**.

4.2 Assessment of impact on heritage resources

The landscape is considered resilient with an ability to accommodate change or intervention without experiencing unacceptable effects to its character and values. It is believed that the proposed development would not detract from heritage significance but will result in a positive impact, enhancing and promoting both heritage resource management and preservation as well as stimulating economic and social growth.

In terms of heritage assessment criteria the extent of the impact is a positive spatial impact within the local context over a long term period. The proposals would result in a positive impact and the overall status of heritage impact is considered as low.

4.3 Impact relative to sustainable social and economic benefits

The project will result in high social and economic benefits for the HCHS and local community. This would include provision of sporting, cultural and academic facilities. A nurturing school environment is essential for the development of learners, and a proper place of assembly would kindle a spirit of community and inspire learners.

The multi-purpose hall could provide a space to cater to local need in terms of expression and representation in providing the setting for expression of stories and foster an understanding of historical, cultural and social value of various themes as identified within the social history of Harold Cressy High School. Symbolic social and cultural links with District 6 and other important schools and sites will be reinforced through acknowledgement and recognition.

School multi-purpose centres have become an important gathering place of the communities of the Western Cape. The participation in community events results in the establishment of important networks and the cultivation of valuable social relationships. The hall would accommodate initiatives benefitting the school and the broader community. The hall will be offered for hiring to the broader community thus generating much needed income to the school.

4.3 No-go alternative

There are substantial social and economic heritage benefits to be derived from the proposed development that would be lost should the multi-purpose hall not be constructed.

5. DISCUSSION

Harold Cressy High School perpetuates the memory of a remarkable man and has become a living embodiment of the high ideals and spirit of resilience with which he confronted injustices of society. The school was determined to defend the right to remain in the city and proclaimed their right to a first class education. In the wasteland of the once vibrant District Six, Harold Cressy School still stands (Soudien, 2006). 2014 marks the second decade of South Africa's new democracy, yet little has changed with regards to HCHS facilities and they still suffer the consequences of an unjust system of education. Letters obtained from the National Archives are proof that the school's need for a proper school hall was voiced as far back as 1982.

The motivation outlines the need for an accessible and welcoming space within which students would feel inspired to succeed and contribute to their communities. HCHS is known for its varied extra-curricular life, especially for the many plays and sixteen major theatrical productions staged at outside venues. The multi-purpose hall is aimed at benefiting the local community as well as being a valuable asset to the City. The hall will have the potential for hiring of facilities for various functions, contributing to the school's financial resources.

Heritage value of HCHS lies in the intangible, its function and its role within the District 6 cultural landscape and narrative. It is thus important that the school and HCAA have a space that incorporates the opportunity for expression and remembrance. Exhibition space and range of exhibitions and youth awareness programmes and activities would be possible with extra facilities at the school.

The design team has responded positively to heritage input thus far, displaying commitment to ensuring ethos and values are represented. It is the authors opinion that the same level of commitment to heritage sensitivities would result in a final design that would not result in a negative impact on the surrounding context as well as the HCHS site. Consideration should be given to appropriate architectural design response that would not compete with heritage resources and that would maintain distinct identity of the school building and the Archives.

Provided that key elements that contribute to the overall landscape are retained, proposed multi-purpose hall would result in positive benefits with no loss to heritage resources. It is believed that the proposed development would not detract from heritage significance but will result in a positive impact. The proposed project would result in high social benefits to the school and local community.

Funding for the project is still in progress and support for the development will greatly assist in generating funds required.

6. RECOMMENDATIONS

It is therefore recommended that:

4. the proposed building of a multi-purpose hall at Harold Cressy High School be supported
5. the preferred alternative for siting be supported (along the eastern boundary of the site on the field)
6. HWC issue comment that proposed intervention may proceed in terms of Section 38(4) of the NHRAct subject to the following conditions:

Conditions

4. Final architectural designs must be submitted to SAHRA Western Cape as commenting authority prior to Heritage Western Cape for approval.
5. Final architectural designs must address landscaping, access, re-establishing the well, signage and must indicate final height and massing as well as materiality.
6. Earthworks be monitored by an archaeologist.

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Date: 23 June 2011



Interim Comment

Heritage Western Cape hereby notifies:

Quanita Samie
Po Box 50606
WATERFRONT
8002

of its Comments and Recommendations in terms of
Section 38(2) of the National Heritage Resources Act, 1999 (Act 25 of 1999)


For: Proposed Multi-Purpose Centre.

At: Erf 5454, Harold Cressy High School, Cape Town.

INTERIM COMMENT:

A Heritage Impact Assessment is required consisting of a social study and an assessment of the impact of the proposed new building on the existing built fabric.

Please feel free to contact this office for any other information.


.....
Andrew Hall
Chief Executive Officer/Director
Heritage Western Cape

Harold Cressy (1889-1916)

Harold Cressy is a man who had overcome considerable adversities, obstacles and overwhelming odds in his quest for academic excellence and in his dedication to community service. A biography on his life: *Against the Current: A Biography of Harold Cressy* was written by Mohamed Adhikari, former student at Harold Cressey High and currently associate Professor at the Department of Historical Studies at the University of Cape Town. With this contribution Adhikari proceeds in the task of developing a 'people's history' of South Africa. It gives insight to Harold Cressy, the individual as well as an important analysis of the period in which he lived and the impact of socio-political influences on his life and work. It cultivates a greater awareness of the history and experiences of the previously marginalized people of South Africa.

Harold Cressy was born in 1889, Rorkes Drift, KwaZulu Natal. He received his primary education from the local Roman Catholic Mission School. He was sent to Cape Town to continue his education and in 1905 he graduated from Zonnebloem College with a T.3 certificate, which was the basic requirement for teachers.

In 1906, at the tender age of seventeen, he was appointed headmaster of the Clanwilliam NG Missionary School. Continuously he furthered his studies and obtained his matriculation certificate in 1907. His academic excellence and dedication earned him a study bursary from the Department of Education and he applied to the Rhodes University College. His application was successful, but the university refused him entry when they learned that he was a Coloured man. Cressy then applied to the Victoria College at Stellenbosch, now the University of Stellenbosch, and was rejected on the same grounds. He persevered and finally his application to the South African College (now University of Cape Town) proved successful. Dr Abdullah Abdurahman, president of the African Political Organisation (APO) and Cape Town city councillor, used his influence to persuade the college to accept Cressy. In 1910 Cressy graduated from the University with a Bachelor of Arts degree. He found employment as a teacher at St Philip's Primary School and involved himself in APO activities. He was not supportive in political activism but rather aimed his focus on the improvement of Black people's education in South Africa.

Trafalgar Second Class Public School was established in 1910 and Cressy became the principal in 1912. It was the only school to offer secondary level education for Coloured learners. His appointment saved the school from closure and he laboured tirelessly to raise the reputation of the school by improving the standards. With the support of the APO, he pressured the Cape Town city council to find suitable accommodation for the school. After five years of pleading the city council conceded and the Cape School Board donated 3 000 pounds for the erection of a new building. Cressy continued to advance his education and received a T.2 certificate and School Music Certificate in 1912.

Cressy was a co-founder of the Teachers' League of South Africa (TLSA) with the formidable Dr Abdullah Abdurahman. He achieved the appointment of president of the league in June 1913 and also became the first editor of the Educational Journal set up by the TLSA. In 1916 Cressy fell victim to severe pneumonia and died at the age of 27. His widow, Caroline died shortly thereafter in the great influenza epidemic. Their only daughter Millicent were raised by foster parents and grew up poorly educated at a time when all white children received compulsory schooling to the age of 16.

Coloured Identity

The notion of 'coloured' identity was a delicate subject with ambiguous results. Rejected by whites, coloured people were left to redefine themselves. Cressy was well aware of the ambiguities and complexities of coloured identity. He showed progressive insight to the political implications of coloured separatism and was among the first of those who advocated the cultivation of coloured 'race pride'. His thinking was grounded in the reality that people of colour had been oppressed from the earliest days of European colonial rule. The anecdote to the debilitating psychological effects of generations of racial persecution should be the cultivation of self-esteem in order for them to command respect and raise themselves to a position of civil equality with whites. It's the same line of thinking as the 'Black Consciousness ideology' of Steve Biko encountered more than a century later. Cressy was influenced by the ideas of W.E.B. du Bois, argued that in order for black people to progress they need to take pride in their racial and cultural distinctiveness and do not accept the dominant society's negative image of themselves (Adhikari 2000:28).

Dr Abdullah Abdurahman and the African Political Organisation (APO)

In 1904 Dr Abdullah Abdurahman became the first black man to be elected to the Cape Town municipal council, representing District Six. He became president of the APO the following year, holding the position until his death in 1940. In his life and work Abdurahman embodied the dilemma of the coloured people in Cape Town. Highly educated and married to a Scotswoman, Abdurahman was a member of the elite. Abdurahman maintained his political position in the municipality partly because he was at heart a conservative. This moderation alienated him from the later, more radical generation. The APO was not populist and they failed to mobilise the masses of the coloured poor in Cape Town (Bickford-Smith, van Heyningen & Worden 1999:29).

The APO aimed to achieve unity amongst Coloureds, promoting education, opposing 'class legislation' (ie discriminatory colour legislation) and defending the social, political and economic rights of Coloureds. After the Anglo-Boer War/South African War the APO focused its attention on the franchise question and with it, the issue of education as a means to qualifying for the vote therefore social and economic issues became secondary. Nonetheless the APO acquired support very easily in the coloured population. Strategies employed by the APO were non-confrontational forms of protest and appeal (S.A. Online History).

By 1919 the APO was already on the wane and the organisation was criticised for its 'mildness', lack of direction and focus. Years of collaboration had done little for Cape Town's working population, trapped as they were between competition from African labourers and Hertzog's 'civilised labour' policy, a concept which was insulting to many coloured people. Yet it is unfair to categorise Abdurahman simply as a lackey of white capitalists, as some of his critics considered him. Although he participated in white political structures, he did consistently oppose segregation and unlike the political left he embraced working-class popular culture and was sensitive towards the voice of the poor (Bickford-Smith *et al* 1999:80-81).

Segregation and Education

1890 Sir Langham Dale (Superintendent General of Education at the Cape) stated that 'the first duty of the government has been assumed to be to recognise the position of the European colonists as holding the paramount influence, social and political; and to see that the sons and daughters of the colonists have at least such education...as will fit them to maintain their unquestionable superiority and supremacy in this land... If the European race is to hold its supremacy the school instruction of its children must not only be the best and most advanced, but must... as future employers of labour enable them to take their places as superintendents, foremen and masters in trade, agriculture, manufactures and the constructive branches of the Arts ' (Adhikari 2000:15).

A dual education system that mirrored the racial divide within the Cape society had developed during the nineteenth century. Mission Schools, which had been set up by churches for the poorer sector of the population, had come to be largely reserved for black people, whereas public schools under the control of the Education Department were almost exclusively attended by whites. The Cape Parliament promulgated a law that formally segregated the education system and provided all white children with compulsory public schooling. The School Board Act of 1905 was the culmination of a 25 year long push by the Cape Government to introduce statutory segregation in education. This made primary education 'compulsory for white but not for Coloured children' (Davenport 1987: 233). By so doing, it hoped to use education policy to reinforce white supremacy and ensure the effective exploitation of black labour (Adhikari 2000:14).

As churches received limited government aid and the communities they served were poor, mission schooling was vastly inferior to public education, which was almost entirely funded by the state. Black and Coloured teachers faced many challenges; school buildings were invariably dilapidated and accommodation makeshift, classrooms crowded and unhealthy, furniture and equipment as a rule in scant supply or even completely lacking, and many students inadequately dressed and undernourished. Conditions were particularly poor in rural areas, where it was common to find several classes sharing a single room, pupils sitting in pews or on the floor, and many unable to afford the bare necessities such as books, slates or pencils. These conditions crippled learning and the vast majority of black children therefore did not attend school at all (Adhikari 2000:15).

Segregated Education

From 1910 to 1963 schools for coloured children fell under the provincial authorities which also controlled white and Indian education. The Coloured Persons Education Act No 47 of 1963 transferred authority for coloured schools to the national Department of Coloured Affairs with effect from 1964. Twenty years later a racially based tricameral parliament was established to give separate representation to whites, Indians and coloureds (McCormick 2002:134).

South Africa provided separate schools for children classified as 'White', 'Coloured', 'Indian', or 'African'. Segregated schooling is bolstered by the racial designation of geographical 'group' areas and further complicated by artificial 'home-lands' each having its own education administration. By the late 1980's there were some seventeen departments of education in the country, in addition to a central national ministry. Yet, contrary to what these divisions might suggest, education is a highly centralized affair. Ultimately, it is the white parliament, voted into power by an exclusively white electorate that enacts legislation concerning education and controls the education budget (Christopher 1994:152; Walker 1991:268).

Not surprisingly, the material provision for each 'racial' group differed markedly. In 1986-87 the per capita expenditure on each school pupil was: 'White' \$884; 'African' \$138; 'Coloured' \$338; and 'Indian' \$653. But while colleges of education for whites and some white primary schools are being closed down, leaving millions of dollars in assets unused, black enrolment climbed and demand for teachers in black schools were growing. At the same time, a ten-year plan to equalize education funding, triumphantly announced by the government in 1986, had only three years later shuddered to a halt because of 'economic stringency'. In April 1989, F.W. De Klerk declared that the plan was 'on hold' (Walker 1991:268).

The Teacher's League of South Africa (TLSA)

Cressy, like most other politicised coloured people at the time, regarded education as key to the advancement of black people generally. Throughout his life he was therefore fired by an uncommon zeal to improve the educational facilities available to the coloured people. Cressy himself had an unquenchable thirst for learning and was keenly motivated to advance the level of his own education. A sense of grievance about the injustices of his society, together with a commitment to improve the social condition of the coloured people, drew Cressy to the APO. Having completed his university studies, Cressy went on to teach at St Phillip's Primary School in District Six in 1911. This post left him with some free time and Cressy threw himself into the activities of the APO's Cape Town Branch (Adhikari 2010:15,29).

Cressy seemed to have little interest for the hurly-burly of protest politics and preferred instead to focus his energies on improving the quality of coloured education. This predisposition was reinforced when in 1912 he gained the crowning achievement of his short life: being appointed principal of Trafalgar Second Class Public School, the first in South Africa to offer coloured pupils education at secondary level. Its principal ship was thus the most prestigious coloured teaching post in the country. This was an exceptional accomplishment for one barely 22 years old (Adhikari 2010:32). Cressy longed to improve the professional standing of coloured teachers and with this hope took the lead in organising the Teachers League of South Africa. He was elected first President of the TLSA at its inaugural conference in June 1913. Cressy also served as joint editor in the League's publishing organ, the Educational Journal (Adhikari 2000:37)

Organising coloured teachers was a priority for Harold Cressy as he considered educational improvement to be the key to the advancement of the coloured community. He believed that it was largely through education that coloured people would achieve economic success, eliminate social problems within their community, and overcome the racial prejudice of the ruling white minority. The educational improvement ranked second in the APO's list of five aims, and agitation for educational reform was one of its most important activities. Cressy opposed church control of coloured schooling and argued that it was the duty of the state to educate all its citizens. It was clear to him that churches did not have the resources to offer an adequate educational service and that the transfer of responsibility for coloured schooling to the state was the only way to redeem the problems of coloured education. The realisation that black people were subsidising the superior and free education of whites by being fully liable for all rates and taxes, but still having to pay school fees for inferior church schooling, further strengthened his opposition to mission education (Adhikari 2000:33).

Trafalgar's history

The welfare of the Trafalgar School was the closest to Cressy's heart. He took over leadership from former principal Mr Eaton and by that time the school was under threat of being closed. After his appointment the school became a flourishing institution. He succeeded in raising the student numbers to acceptable standards and gained sponsorship for poorer students and even

funded some deserving students himself. Cressy was at the forefront of the APO's struggle to have the education authorities provide the school with suitable accommodation.

At that time Trafalgar was housed in a run-down cottage on the corner of Chapel and Nelson Streets in District Six. Dr. Abdurahman described the school-building as a 'miserable hovel' and 'a monument to the selfishness and neglect of the authorities', who found enough remuneration to spend on white schools in the vicinity yet pleaded a lack of funds when requested to upgrade the facilities at Trafalgar. The dynamic growth of the school under Cressy further exacerbated the shortage of accommodation. After a five-year campaign the APO finally managed to persuade the City Council to donate a site and the Cape School Board to vote £ 3,000 for the erection of a new building which Trafalgar still occupies (Adhikari 2000).

Education in District Six

Despite uncertain boundaries between ethnicity and class lines, there was a notion of inter-racial political unity which contributed to the relationships in the city. The racial composition of District Six became dominated by the 'Coloured' population (Bickford-Smith et al 1999:80; Angelini). In accordance with the Group Areas Act of 1950, the greater part of District Six was proclaimed an area of white settlement on 11 February 1966. At this time it was the largest suburb in Cape Town, as well as one of the oldest. It was a densely populated suburb and almost exclusively a working-class community. While many outsiders regarded District six as an overcrowded slum harbouring criminal elements and gang members, the majority of people living were law-abiding citizens with deeply rooted family and community ties and a strong sense of belonging. Community infrastructures were well established. There were over twenty schools and colleges, including well-known Trafalgar and Harold Cressy high Schools (Field 2001:62,65).

In March 1939, General Smuts caused consternation within the Coloured community when he announced the government's intention of implementing residential segregation for Coloureds. He claimed that £15m had already been set aside for the project and that it would be completed within ten to twelve years. J.H. Conradie, the administrator of the Cape Province, published a draft ordinance the following month allowing local authorities to segregate residential areas and public facilities (Adhikari 2000:209). District Six is an example of where place-based communal social relations have been destroyed in the implementation of the vision of the utopian segregated city (Smith 1991:97). Over 15 years some 60 000 people were uprooted from their homes, which were demolished from 1968 onwards. By the 1980's with only a few mosques and churches left untouched by the bulldozers, the area was reduced to a wasteland of rubble and weeds (Field 2001:63). Most of the inhabitants of District Six were dumped on the Cape Flats, a vast sandy landscape with barely any infrastructure such as shops, schools and workplaces. People were separated from friends and family and now had to pay expensive bus and train fares to commute to their schools and workplaces in town (Geschier).

Although the government renamed the District 6 area 'Zonnebloem' and dreamed of populating the area with white residents, this never happened. Resistance came from its former residents who formed groups such as the 'Friends of District Six'. Another force of opposition came from the new generation of young coloured leaders who emerged from the inner-city schools. Although overcrowded and ill equipped, these played an important part in creating the cosmopolitan cultural vitality of District Six. The high schools established in town in the early years of the century attracted remarkably articulate teachers and pupils. Young Harold Cressy was the principal of Trafalgar Second Class Public School, the only school in the city to offer secondary education to coloured students at that time.

During the long years of the disenfranchisement of Coloured Capetonians in the city, it was the teaching community from the early twenties, who made it their responsibility to teach the ideals of civic-mindedness and citizenship. Most of these teachers belonged to the Teachers' League of South Africa. In 1943 this organisation was radicalised when young progressive teachers took over the leadership. For these new leaders, education was inseparable from politics. (Soudien 2006:112). During and after the Second World War, there was an expansion of left-wing organisations in Cape Town. These political groups contrasted dramatically with the earlier moderate and compromising, APO. The National Liberation League, New Era Fellowship, Non-European Unity Movement, and Communist Party were the leading and potentially dangerous forces in the poor constituencies of Cape Town. Teachers formed a large portion of these organisations leadership (Erasmus 2001:87).

Christian National Education

The policy of the 'Federasie van Afrikaanse Kulturele Vereniginge' (Federation of Afrikaans Cultural Societies), of February 1948, explains the concept of Christian National Education (Christelik-Nasionale Onderwys) as the process in which the Nationalists aim to establish their power forever by indoctrinating all children in Nationalist ideology, from the nursery school right through beyond the university or technical college (van Heyningen, University of Natal).

The right to citizenship

Isaac Bangani Tabata (Founder of the Non-European Unity Movement) wrote that 'the deception of the people is a strong weapon in the hands of those who govern and men have to liberate their minds' (Chisholm, 1994, p.226). He and the Teacher's League exclaimed their conviction that people of colour, as human beings, deserved nothing less than the very best that education could provide. They resisted the attempts of the apartheid state in the 1960s to introduce an inferior and vocationally orientated education in the African and coloured schools (Soudien 2006).

Teachers of the city schools developed a range of formal and non-formal educational initiatives which sought to promote a counter-official consciousness and understanding of what it meant to be a citizen of Cape Town. Members of the Teachers League like Ben and Helen Kies, RO Dudley, Gwen Wilcox, Edgar Maurice, Victor Ritchie, Tom Hanmer, Ernie Steenveld, Stella Petersen, Neville Alexander, Ray Carlier, Allie Fataar, Victor Wessels and other working-class intellectuals and activists, like Peter Clarke, Vincent Kolbe, Phyllis Fuku, Nombeko Mlambo, Wilfred Rhodes, and younger activist-intellectuals like Jill Wenman, Pam Hicks, Yusuf Gabru, Jean Pease, Vivienne Carelse and Mandy Sanger and many others committed themselves to an ideal of a free Cape Town. They were the city's true defenders, a group of people who brought together with a zeal for learning and a deep commitment to the people of the city (Soudien 2006).

During the long period between the 1960s and 1990s a small number of schools were vital in this counter-official discourse, these included Harold Cressy, Livingstone, Alexander Sinton, South Peninsula, Groenvlei, Trafalgar, and Belgravia. Harold Cressy High School, Trafalgar, Livingstone and South Peninsula were prime targets of the apartheid regime and the Cape Town city council. They were located in areas which had been declared white and consequently were placed under enormous pressure to move to the Cape Flats. They firmly resisted and even under the circumstances of dire facilities elected to stay where they were (Soudien 2006).

Their determination was fuelled by the desire to be viewed as rightful citizens of the City. Moving, the schools argued, amounted to surrendering to the state's ideology that they were less than full human beings. The school's deliberation to stay would serve

as a lesson to their pupils of their rights as citizens in the city. They entrenched their position by providing their subjects with the best education. At its core were high-status subjects, English, Mathematics, Physical Science, Latin, History and Geography, all taught on the Higher Grade. The nature of these schools' curriculum was intensely political. Subjects like geography, history and English literature were taught by providing students the opportunity of relating the narratives to their own situation here in the city. This work in school was complemented by fierce debates and discussions in the public arena concerning citizenship, rights and the struggle. These were prevalent amongst cultural societies in the Cape Flats during the height of the dark days of apartheid (Soudien 2006).

The teachers, mindful of the discrimination they had experienced in the city and at the university resolved that they would establish a cultural and intellectual environment in the city which the city itself was denying their children. Their children received the cultural capital they needed to make their way through the complexities of the city. In the persons of their teachers, the young boys and girls found role models of what they themselves could be. This civic-minded intellectual education system produced a generation of leaders which the schools bequeathed to the city and to the nation. Many of them were to become prominent figures in government, in business, the academy and in the broader civil society (Soudien 2006).

THE ETHOS, VALUES, AND SOME POLICIES AND EVENTS THAT HAVE HELPED TO SHAPE THE HISTORY OF HAROLD CRESSY HIGH SCHOOL (2010)

VICTOR RITCHIE, 23 September 2010

We are currently (2010) in the midst of celebrating the diamond jubilee of our school and there is undoubtedly much to celebrate: especially the school's consistent record of success and its sustained stability. In addition, we are celebrating a carefully nurtured system of values; a culture of focused teaching and learning; excellent teamwork; unity and definiteness of purpose; the outstanding successes of thousands of ex-students; AND most importantly, the huge contributions, the integrity, the commitment and the dedication of our teachers over the past 60 years.

Fundamental and deeply entrenched in our scale of values has been the cultivation of an ethos which uncompromisingly promotes the preciousness of learning time and opportunities; AND also stimulates values which grow out of codes of conduct based on the mutual trust and respect emanating from a caring, empathetic environment. Generally, we constantly challenged any tendencies that impeded, obstructed or undermined the maximisation of potential or detracted from self-realisation, self-esteem and dignity. In addition, we strenuously rejected and opposed all forms of racism, sexism, social inequalities based on wealth and artificial status; and values that thrive on over-rated competitiveness and individualistic tendencies. These are core-values which we believe have permeated the lives of past-students, teachers, support staff, parents and the wider community.

The good reputation of the school is not fortuitous, but a direct result of a deliberate and systematically implemented brand of education. If a criterion for judging a school is the quality of its products, that is its ex-students, then, our school certainly deserves its good reputation. There are many occasions when we have fallen short of our objectives and when we have experienced set-backs, but the school has a resilience deriving from an inner strength, which has enabled it to benefit from adversity and emerge all the better for the experience. It was this ability to turn adversity into advantage which has enabled us to confront and solve the big problems which have faced our school for the whole of its history, and especially during the foundation years.

In 1951, our school, Cape Town Secondary School, was accommodated in three prefabricated rooms situated in the backyard of Hewat Training College. The present school, now in a renovated and reconstructed building, enjoys facilities which are a vast improvement on the very crude conditions which prevailed for the first 41 years of our history. But these crude conditions and the oppressive political system were never allowed to be used as an excuse by teachers and students for not delivering their best results. The difficulties were regarded as challenges to be overcome. We believed there had to be a strong desire and a strong will to overcome obstacles and difficulties. Thus, we chose a school motto which reflected our creed: "Volenti Nihil Difficile" – 'TO THOSE WHO ARE WILLING, NOTHING IS DIFFICULT'. The positive outlook encapsulated in our motto was reinforced when it became necessary to change the name of our school. We felt privileged in 1953, to rename the school in honour of Mr Harold Cressy: a man who had to overcome formidable disadvantages and overwhelming odds in his pursuit of academic excellence. His life-history exemplifies our aspirations and ideals.

The second decade of our history was crucial in the school's development, because we had to counteract the onslaught and debilitating effects of a government intent on controlling the lives and minds of students and teachers. Then, and in later decades, we remained resolute, uncompromising and even more determined to implement our educational ideals and maintain our standards in the face of inflexible and relentless opposition and pressure from government authorities.

During this period, the destruction of District Six had a traumatic effect on the neighbouring community from which we drew the majority of our students. However, the enormous suffering in the area also had a maturing effect on our students; and the impact of the bulldozers brought our school-community even closer together.

We were further politicised and strengthened by the student-uprisings of 1976, 1980 and especially 1985. In 1985, political consciousness peaked in our schools; and demonstrations changed from demands for improved education to demands for full democracy. Our school participated fully with total abstinence from formal teaching for four months. We suspended the curriculum and replaced all formal lessons with carefully prepared liberatory-struggle-education classes. We were in constant conflict with government commands and consequently two of our teachers and the Chairperson of our PTSA were imprisoned; and the Principal and six senior teachers were suspended without pay. In 1985, our entire brand of educational practices, principles, values, policies and standards were severely tested, but we passed with flying colours. This reaffirmation of policies brought about asolidarity of students, parents and teachers seldom witnessed in this country. Attempts by the government to relocate our school in 1988 were frustrated by 100% opposition from the Cressy Community.

Epitomising the ethos and spirit pervading our school was the reaction of the staff to the announcement on pay-day, that seven colleagues were being suspended without pay. The non-suspended teachers, in a spontaneous gesture of solidarity, pooled their pay- cheques and we all left the premises with the same pay. It was an unforgettable demonstration of the triumph of the human spirit. And from this spirit of togetherness, emerged a school which was better and stronger for the experiences of 1985.

The post-apartheid era continues to present the school with serious challenges; but, the school and its teachers in particular, are sustaining Harold Cressy High School as a significant South African school which is managing to blend innovation with its respect for the Cressy-heritage and high standards. Amongst other current achievements, we have maintained our position as an important feeder school to universities such as UCT, UWC, CPUT: Providing not only students but also academic staff. Another positive development is the emergence of the Harold Cressy Alumni Association as a strong, dynamic and influential component of the Cressy community.

Underpinning the stability of our school are the following policies which emphasise mutual respect and collaborative democratic decision making:

- We were one of the first schools to establish a properly constituted Students' Representative Council (SRC) in 1980 and a Parents'-Teachers'-Students'-Association (PTSA) in 1985
- We were probably the first school in the country to voluntarily abolish corporal punishment in 1981.
- We were one of the very few schools where each and every pupil had to be-and was- represented by a parent/guardian(and in many cases by both parents/guardians) at meetings with teachers.
- Parents/Guardians made an annual contribution to school funds of R2 in 1963 and R8 in 1990.

- In 1985, our school was the only school in the country where parents, students and teachers decided UNANIMOUSLY not to write a final examination and to repeat the entire academic year.
- We were also one of the first to name a school after a person who happened to be dark-skinned.
- We were the only school where every student served as a school-prefect during his/her final matric-year: thus enabling each student to practise leadership skills for a period of three weeks.
- We were one of the few schools which required ALL our pupils to rise to the challenge of having to do, as per school-policy, all non-practical subjects on the Higher Grade.
- The school's First-Come-First-Served Admissions Policy has on occasions caused parents to ensure places for their children by queuing from the night before the opening-date for applications.
- Our school is respected for its varied extra-curricular life and especially for the many Plays, presented at the school, and the sixteen major Theatrical Productions staged at outside venues, because we do not have a suitable hall.

Harold Cressy High School is providing a very special and successful brand of values-based education, which generates actions and life-skills in accordance with a system of values and in harmony with timeless, universal principles. It is an education firmly rooted in a steadfast determination to maintain the school's hard-won status as a Professional Learning Community. It is an education flowing from a conviction that every child CAN be helped to realise his/her full potential. It is an understanding that nurturing this potential requires lots of enthusiasm, combined with persistent effort from both teachers and students. It is a realisation that TRUE SUCCESS never comes easily: it comes with the miracle of hard work.

EXTRACT FROM, 'FOREWORD', *AGAINST THE CURRENT: A BIOGRAPHY OF HAROLD CRESSY, 1889-1916*

Mohamed Adhikari, 27 February 2012

I had the privilege of attending Harold Cressy High School between 1967 and 1971. Although a relatively short span of time viewed from my current greying perspective, these five years constitute what is in many respects the most formative period of my life because it was at Harold Cressy that I learnt the key values that have informed my social outlook. Very importantly, it was at Harold Cressy that I acquired the core value of non-racism as part of the broad socially egalitarian ethos promoted at the school. This was at a time when racial thinking was the norm in this society, even among communities victimised by apartheid. Secondly, it was at Harold Cressy that I learnt the importance of social responsibility, of individuals having an obligation to serve the public interest and foster the welfare of society beyond their own needs and wants. And thirdly, although I was hardly a model student and never lived up to the ideal in my tenure at the school, the constant emphasis on academic excellence made an imprint on my wayward, teenaged mind. These for me are the cardinal values of the Harold Cressy I experienced as a student.

That the institution was able to sustain these and other positive values over the decades was due largely to a core of talented and highly motivated teachers who joined the school early on in its life and devoted the greater part of, and in some cases their entire, teaching careers to the school. Faced with an apartheid regime that was determined to educate black students for lives of racial subordination, cheap labour and second class citizenship, these teachers resisted Christian National Education inspired by the Teachers League of South Africa's motto 'Let us live for our children'. This motto was adopted in 1918 by the Teachers League, an organisation that Harold Cressy himself took the leading role in establishing in 1913, and an organisation that over the greater part of the twentieth century played an important part in resisting racist education. The principles embodied in this motto thus form a direct link between the early twentieth century struggles of Harold Cressy, the man, and the tradition of opposition to apartheid education of Harold Cressy, the school, in the latter half of the century. Besides elevating the welfare of students to the highest priority for teachers, the motto implied a resolve to resist the injustices of white supremacist South Africa, as well as a willingness to make personal sacrifices for the sake of the younger generation as a whole, and by implication, for the future of our society. For the better part of half a century, impositions by the apartheid state were both subtly and openly resisted at Harold Cressy High and countless sacrifices were made, often in small, routine ways in the interests of providing students with a humane education. Thousands of students who passed through Harold Cressy High benefited in a myriad of ways from the principled stance that the school, and especially that core of dedicated teachers, took against apartheid education. It is as a gesture of recognition for the values so ably imparted through personal example, and for the sacrifices made, that this book is dedicated to those Cressy teachers 'who truly lived for their children'.

