

Yesterday & Today
No. 6, December 2011

The *Yesterday&Today* is an educationally focused History journal. The journal is currently published in conjunction with The South African Society for History Teaching (SASHT) under the auspices of the School of Basic Sciences, Vaal Triangle Campus, North-West University. An electronic format of the journal is also available on the SASHT website:

<http://www.sashtw.org.za>

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Notes to contributors

Manuscripts, in English, not exceeding 15 pages (approx, (single spacing, 12 font) and sent via electronic mail to the editor as an attachment in WORD are welcome. A summary/abstract must also be included which can be in any of the official languages in South Africa. Contributors are encouraged to submit articles written in a clear and reader-friendly style. Please note that it may be requested that the language of both the abstract and the manuscript must be professionally edited before submitting the final approved manuscript to *Yesterday&Today*. Required proof must be provided in this regard. Also provide six to ten keywords (For more information, see template guideline for manuscript and footnotes on the last pages of this journal).

For referencing the footnote or Harvard reference technique for article contributions are recommended. Refer to the last pages of this publication for some guidelines and the SASHT'S website: www.sashtw.org.za. The use of correct citation methods and the acknowledgement of authors' work is a prerequisite. One hard copy of the entire issue will be sent to a contributor of an article.

December 2011

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EDITORIAL

Yesterday&Today (Y&T) publishes articles that promote and improve the teaching and learning of History as an academic discipline as well as a school subject. Since its inception in 1981, it has evolved from a journal which focused on the needs of school-based teachers (1981) to a journal inviting submissions applicable to all levels of education – in South Africa and beyond.

This issue of *Yesterday&Today* contains a *mélange* of contributions of which some commemorate the 25 years of the SASHT's existence, and yet again hosted by UNISA who also happened to be the host of the very first SASHT conference. As usual some highlights of the September 2011 conference are shared. Jimmy Verner provides a short, but honest and critical overview of the informal and formal activities of the conference. This is followed by Rob Siebörger's personal impressions of the conference, of which the most significant remark probably is the fact that the SASHT is significantly progressing towards being more representative of the South African History Educator's working force. A commemoration of some of the milestones in the history of the SASHT and Y&T was shared by the retired Prof Martin Trümpelmann. The keynote address, presented by Prof Noor Nieftagodien of the University of the Witwatersrand nicely blended in with the conference theme on the youth and history. He focused on the history of youth and their current condition, internationally and nationally and to provide a small corrective to the overwhelming negativity surrounding the youth.

Two of the articles included in this issue deal with ICT and the teaching and learning of History in the classroom. Susan Bester's article provides step-by-step guidelines to collect and organise the multimedia components for the development of an educational DVD and multimedia clips. She focuses on one Grade 10 topic, namely the *French Revolution*. The hands-on article of Varushka Jardine introduces the South African History Online's Education Programme to the readers. The aim of the programme is to rejuvenate the learners' interest in history. A lively and interactive hands-on article is that of Nokuzola Bikwana on *History as evidential study in teaching of the Holocaust*.

The visibility of women in history teaching content remains contentious. Anna Chiponda and Johann Wassermann report the outcomes of a comparative literature review of the portrayal of women in school History textbooks. They

conclude that women in textbooks are underrepresented, misrepresented and marginalised and that this sends powerful messages to the youth about the status of men and women in history and contemporary society.

Four precious hands-on articles are offered of which two reflects life stories on the experience of the world and the self in the making of history by Mary Moeketsi and Betty Govinden provide. Some ideas on how to utilise these contributions in class are shared. Another value of these author's articles are that it provide an example of oral memories as possible teaching and learning support materials.

Lastly a review by Thersia Rossouw on a recently published book by Vivlia is included. More reviews on Grade 10-12 History textbooks should follow in 2012. With 2012 then around the corner, the *Yesterday&Today* look forward receiving accreditation to be able to further strengthening its quality.

WELCOME NOTE, CONFERENCE 2011
YOUNG AND MODELLED BY HISTORY
WHAT DOES THE FUTURE HOLD?

Convy Baloyi

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University of South Africa

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Madam Convener, Mr Program Director, Members of the 16th annual South African Society for History Teaching Conference

It gives me a great pleasure to stand before you and welcoming you to this Conference. South Africa today is having many young people who are evidently modeled by history. Their lives are often a mirror of lives of some of our history heroes and heroines. It sometime appears as if there is nothing new that should be written. This makes me ask what does the future hold. I will limit my comments to the knowledge that I gathered as a pupil and as a secondary school learner a while ago. These comments are characterized by my personal experience with the history subject and some of its teachers. I hold a view that says that a good teacher produces good students, and a great teacher inspires good students to become makers of history. Webster defines History as (a) a chronological record of significant events affecting a nation or institution and often including an explanation of their causes, and (b) a branch of knowledge that records and explains past events.

Based on this definition, I want to ask all of you as teachers and history professionals and practitioners:

What and which history events are you teaching?

Teachings have a profound influence on students in general and on young people in particular. It is even more real in students who are taught by someone they look up to or have some degree of respect for the them. Almost the entire content of the lecture gets translated into facts of life. Without fail, the lessons are emulated and lives are changed. This means that if our teachings are not seasoned and appropriate, the outcome will be immature and a problem

for society and institutions. What you see and hear from some of our young people today, whether in class or on street corners or public gatherings are as a result of most of the things that these young people have been taught or have learned from their respective historic experiences and environments. It is therefore important for every history teacher to reflect on the history we teach and its impact.

Who are you teaching?

I strongly believe that every class will have two types of students or more. I will for this purposes focus on the two: the one who registers for a qualification, attends discussion classes, memorizes, writes and submits all assignments on time, cross-night for examinations and pass, most likely with distinctions and look for employment, get employed most probably for something different from what they went to school for, marry or get married, buy a car, buy a house, get children, work for the rest of their lives, go on pension, and die. This category of students believes everything that comes from our history teachers. No questions asked.

The other student is the one who listens with a view to engage with the lesson, critically analyze and provide a view, sometimes, this student will express his dissent and challenge the thinking of the lecturer. This is the kind of student who wants to acquire knowledge and most likely use it for further human development and serving others. These are mostly, students who will be agitated by a shallow and narrow minded lecturer. These are some of the students who end up dropping out because their intellectual capacity is not fully engaged in a history class.

The teacher of history should make the subject a pleasure to study and cool to understand in ways that begins to position the value of history high in young minds. It should be every history teacher's resolve to facilitate the prevalence of robust yet vibrant learning engagement in a classroom or discussion classes. Deep thinking and analytical addictions should be the features of a history class.

What do you wish to achieve with your teaching?

The teacher of history in Sarafina wanted among others to contextualize the impact of the apartheid system and its ills on mankind in South Africa. She decided to see a bigger and long-term picture in a life-terminating education system. She taught history in ways that made her students see the country above their personal interests. Fear graduated into courage as a result of a relentless history teacher. The education system was later shaken because of the contributions of people like that one history teacher. Dead or alive, the teacher achieved the goals that she fearlessly stood for despite the proximity of life terminating machines. It should be clear to any teacher of history that the

subject is not for commercial gains but the preservation and sharing of events which have the capability of changing people's lives.

What emphasis are you placing on the causes of the events you are teaching?

As indicated in Webster's definition, teachers of history should adequately and accurately explain causes of historic events and appropriately discuss their implications on life today. Inaccurate explanations of causes of historic events can have wide ranging consequences for society and institutions. In the main, young people are the first or most affected victims of distortions. It can be deadly to expect the generation X young people to embrace weapons that were used by Shaka to fight for economic freedom today. However, the principles used in that war could be appropriated to the kind of war required today by many young people if well-explained and taught by a history teacher.

What is in it (your teachings) for you?

History teachers can be very powerful and influential. It is important in my view for history teachers to be ethical. Declare your interests from the onset so that your analysis is understood within context. The race of a historian or a history teacher should be History and nothing else but the subject. A minute you appear as a "black" lecturer of history to "white" students, or vice versa, you lose your objectivity before you start. It should be unethical for any of the teachers of history to be an agent of a government, unless like in the case of Saraphina where even the ants would take leave instead of being tear-gassed. A history teacher should be honest, principled and decisive.

What is the impact of your teachings to society, especially to young people and institutions?

Time has come that the results of a great history teacher are measured not only by throughput rates but also mirrored by the quality of lives of the students. It should be a teacher's concern to model behaviour. A history teacher should strive to create a peace maker in a tyrant; to inspire a democrat in a dictator; to develop a servant leader in an autocrat; and to foster the prevalence of intellectual revolutionaries in populists and sensationalists. Some of the history teachers opt for the easy way out, which is cheque collecting and go for high pass rates and marvel at adding job seekers on the list on unemployed graduates, while a great history teacher manufactures historians of good standing with sharp analytical minds.

What are you using to measure the impact and success of your teachings?

Similar to my argument on the foregoing paragraph, a history teacher,

particularly an African teacher should find some homebrew elements and use them to measure the impact of his or her teaching success. There is a lot that an *Ubuntu* measuring scale can give to humanity. Clearly the body of knowledge can be enriched by inculcating African values of care and consultation in our young leaders who are students of history. It is critical that a history teacher brings history home by using local elements of daily lives to measure learning and development success of the students of history.

What levels of comprehension, engagement, analysis and fun is your teaching bringing to the learning platform?

My experience with reading books is that most of the writers if not all often portrays their emotions with their work. That is why I encourage readers to always locate their personal and circumstantial aspects within the context of the writer as opposed to embracing the writings without engaging with the thoughts. It is not in God's intention to clone and infuse history makers into the students. Students should be encouraged to comprehend the subject; engage with its principles; analyze it within their current contexts; enjoy learning and make opinions and decisions which can better society and life. It should be a resolve of every history teacher to abstain from demonizing history as a subject. In addition, it is crucial that history teachers embrace technology in making the subject attractive to the younger generation and cool for consumption and use.

How broad and relevant are your history teachings to today's life?

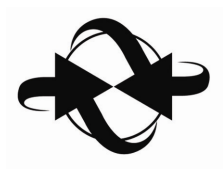
Many young people who interact with me today are not interested in participating on manufacturing misery and facilitating massacres. They refuse to be used as agents of mass destruction. They love life and are looking all over for role models, coaches and mentors. The absence of these aspects is capable of driving them to consultation sessions with substances with a view that something inside them will erupt and make them great. Unless we have history teachers who stand up and say, I will package good and bad lessons of yesterday in such a way that they will make sense today and highlight the dangers and merits of their occurrences, and inspire the young generation to reason: we are bound to see with our own eyes a daylight destruction of today's generation. History should be taught in ways that can make life today more meaningful and valuable.

Are you recreating the past in our current generations or preparing the young for a future history?

It is important that each and every history teacher undertakes daily reflections and assessments of their contributions in young lives of students. In fact, a history teacher should have a deliberate plan of influence. One should

deliberately plan to inculcate in his or her students a sense of acknowledgement of past events and appreciation of today life and commitment to make life better tomorrow. It should be within our Spirits, minds and beings to place a human being at the centre of our history teachings: asking ourselves very difficult questions and look for life transforming answers and foster the writing of inspiring and liberating histories.

Welcome to this, the 16th annual South African Society for History Teaching Conference. Enjoy it and fellowship progressively. God bless you!



THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)

25 YEARS

September 2011 Conference programme
Hosted by the Unisa History Department
at
Willow Park Conference Centre and Resort (Gauteng, South Africa)
23-24 September 2011

THEME

Youth and History: Teaching, Learning and Making History

Master of Ceremonies: Mr Patrick McMahon (Crawford College, Sandton)

Thursday, 22 September 2011

TIME	MEETING
14:30-17:30	Pre-conference Heritage Excursion to Freedom Park (R115 pp including transport & entrance fee) - please indicate your interest before 16 September either via email to lubbehj@unisa.ac.za or fax the form at the back to (012) 429 6656 (attention: Henriëtte Lubbe, History Department)
17:30-20:00	SASHT Executive Committee meeting
20:00	SASHT Executive Committee business dinner

Friday, 23 September 2011

<u>TIME</u>	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
08:00-08:45	<u>REGISTRATION:</u> Refreshments & SASHT Conference registration, SASHT membership subscription and nominations for SASHT executive positions	
Venue: Yellow Wood		
<u>FACILITATOR:</u> Ms Henriëtte Lubbe (Unisa)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
08:45-08:55	Prof Elize van Eeden (Chairperson, SASHT)	Word of welcome
8:55-9:10	Prof MH Trümpelmann (Co-founder of the SASHT)	Commemorating the milestones of the SASHT and <i>Yesterday & Today</i>
9:10-9:20	Mr Patrick McMahon (Master of Ceremonies) (Crawford College, Sandton)	Brief guidelines regarding conference proceedings
Venue: Yellow Wood		
<u>FACILITATOR:</u> Dr Boitumelo Moreeng (University of the Free State)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
9:20-9:30	Mr Convy Baloyi (Dean of Students, University of South Africa)	Young and modelled by history – what does the future hold?
9:30-9:50	Ms Siobhan Glanvill (University of the Witwatersrand)	The construction of the youth in terms of expectations and burdens of the struggle

9:50-10:10	Ms Karen Horn (University of Stellenbosch)	Youth and historical consciousness: addressing the context gap
	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
10:10-10:30	Prof Johan Wassermann (University of KwaZulu- Natal)	Learning about a controversial past in school History — the experiences of learners in KwaZulu-Natal
10:30-10:50	Dr Pieter Warnich (North-West University)	A case study on an integrated approach for developing primary school History learners' socio- cultural conscience for a just and free society
10:50-11:00		QUESTIONS & DISCUSSION
11:00-11:30	TEA	
	Venue: Yellow Wood	
<u>FACILITATOR:</u> Prof Arend Carl (University of Stellenbosch)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
11:30-11:50	Prof Ackson Kanduza (University of Botswana)	Steve Biko and Kenneth Kaunda: Sampling youth in history
11:50-12:10	Mr Marshall Maposa (University of KwaZulu- Natal)	History textbooks and their construction of an African consciousness
12:10-12:30	Dr Chitja Twala (University of the Free State)	The Three Million Gang in Maokeng (Kroonstad): A vigilante or vigilant group?
12:30- 12:50	Ms Annie Chiponda (University of KwaZulu- Natal)	Women in history textbooks: What message does this send to the youth?
12:50-13:05	Ms Varushka Jardine (SA History Online)	South African History Online (SAHO) as an online classroom

13:05-13:15		QUESTIONS & DISCUSSION
13:15- 14:00	LUNCH	
	Venue: Yellow Wood	
FACILITATOR: Mrs Rika Odendaal-Kroon (Rand Girls' School)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
14:00-14:20	Dr Boitumelo Moreeng (University of the Free State)	Exploring the use of assessment-centred learning environment in enhancing historical knowledge and skills
14:20-15:00 (Workshop)	Mrs Janine Hamilton (Durban Holocaust Centre)	An approach to teaching choice and responsibility through history
15:00-15:10		QUESTIONS & DISCUSSION
15:10-15:30	TEA	
	Venue: Yellow Wood	
FACILITATOR: Mr Andrew Barclay (University of the Free State)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
15:30-16:10 (Workshop)	Mrs Rika Odendaal –Kroon (Rand Girls' School)	It's tough teaching teenagers! – tips on discipline and using 'teenage tools' in class
16:10-16:50 (Workshop)	Ms Dee Gillespie (Jeppe High School for Girls)	Productive group work in history
16:50-17:00		QUESTIONS & DISCUSSION
	Venue: Yellow Wood	
17:00-18:00	SASHT AGM	
18:00-18:45	<i>Yesterday & Today</i> Editorial Meeting	
19:00-20:00	KEYNOTE ADDRESS	

<u>FACILITATOR:</u> Ms Henriëtte Lubbe (Unisa)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP</u> <u>TITLE</u>
19:00-19:15 (Introduction)	Prof Rosemary Moeketsi (Executive Dean of the College of Human Sciences at Unisa)	Some thoughts on Youth and History
19:15-19:45 (Keynote address)	Dr Noor Nieftagodien (Wits University)	Youth in History, Youth making History: Challenging dominant historical narratives for alternative futures
19:45-20:00		QUESTIONS & DISCUSSION
20:00	GALA DINNER <i>(with compliments from our sponsor: Prof Rosemary Moeketsi, Executive Dean of the College of Human Sciences at Unisa)</i>	

Saturday, 24 September 2011

<u>TIME</u>	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP</u> <u>TITLE</u>
08:00-08:45	<u>REGISTRATION:</u> Refreshments & SASHT Conference registration	
Venue: Yellow Wood		
<u>FACILITATOR:</u> Prof Elize van Eeden (NWU, Vanderbijlpark)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP</u> <u>TITLE</u>
8:45-9:45	Ms Gail Weldon (Western Cape Department of Education) Prof Rob Siebörger (School of Education, University of Cape Town)	Developing the FET History CAPS curriculum

9:45-10:00		QUESTIONS & DISCUSSION
10:00-10:30	TEA	
	Venue: Yellow Wood	
<u>FACILITATOR:</u> Mr Jimmy Verner (Bishops Bavin College, Johannesburg)	<u>PANELLISTS</u>	<u>PAPER/WORKSHOP TITLE</u>
10:30-11:30	Ms Gail Weldon (Western Cape Department of Education) Prof Rob Siebörger (School of Education, University of Cape Town) Dr Suren Seetal (Umalusi) Mr Patrick McMahon (Crawford College, Sandton)	Round Table Discussion dealing with concerns regarding the Grade 12 examinations
11:30-11:45		QUESTIONS & DISCUSSION
	SESSION A <u>FACILITATOR:</u> Prof Ackson Kanduza (University of Botswana) Venue: Yellow Wood	SESSION B <u>FACILITATOR:</u> Mr Matthew Marwick (Maritzburg College, KwaZulu- Natal) Venue: Kiepersol (Venue & presenters' gifts kindly sponsored by Mr Convy Baloyi, Dean of Students, Unisa)

	<u>PRESENTERS</u>	<u>PAPER/ WORKSHOP TITLE</u>	<u>PRESENTERS</u>	<u>PAPER/ WORKSHOP TITLE</u>
11:50-12:10	Prof Elize van Eeden (North-West University)	The youth and History: Exchanging current trends in the teaching of History in South Africa	Mr Bongane Mkhize (Freedom Park)	Taking Freedom Park to the people
12:10-12:30	Dr Louisa Meyer & Dr Pieter Warnich (North-West University)	Do teachers practise what lecturers preach?	Ms Nokuzola Bikwana (Cape Town Holocaust Centre)	History as evidential study in the teaching of the holocaust
12:30-12:50	Mr Simon Haw (Former Subject Advisor, Umgungundlovu District, Pietermaritzburg, KZN)	Dramatisation techniques in the teaching of History	Mr Andrew Barclay & Dr Boitumelo Moreeng (University of the Free State) (40 minute workshop)	Museums as centres of learning support for history teachers: an 'action learning' and 'living history' model
12:50-13:10	Mr Gilbert Tarugarira (Midlands State University, Zimbabwe)	Salvaging a moribund domain: rethinking approaches in the teaching of history in Zimbabwe's schools		
13:10-13:20		QUESTIONS & DISCUSSION		QUESTIONS & DISCUSSION
13:20-14:15	LUNCH [Business Meeting of the new SASHT Executive Committee]			

Venue: Yellow Wood		
<u>FACILITATOR:</u> Mrs Melanda Blom (Unisa)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
14:15-14:30	Mr Patrick McMahon (Crawford College, Sandton) Mr Paul Haupt (The Settlers High School, Cape Town)	Visual presentation: The SASHT Website and testing new ideas
14:30-14:40		QUESTIONS & DISCUSSION
14:40-15:00	Prof Elize van Eeden (NWU, Vanderbijlpark) Mr Jimmy Verner (Bishops Bavin College, Johannesburg) Prof Rob Siebörger (School of Education, University of Cape Town)	Conference summary & some general thoughts on teaching history to the youth in the 21 st century
15:00		Closure of the conference

BOOK DISPLAYS

Several publishers have indicated that they will display the latest published materials available at the conference.

DVD ON HERITAGE INVESTIGATION

A DVD entitled 'Tips for Teaching Heritage Investigation' with visual resource

material, example assignments and assessment rubrics on Freedom Park, Mapungubwe, Sarah Baartman, the Ditsong National Museum of Military History, and the use of SMS technology in class, will be available for sale at the conference (**Special conference price: R100 (cash payments only)**).

SASHT SUBSCRIPTION AS MEMBER:

R140 per annum (for the Sept 2011-Sept 2012 registration year).

Subscription benefits:

Two hard copies of *Yesterday & Today*; four SASHT newsletters annually; regular information (including information on conferences) on the SASHT website which is being maintained on a monthly basis. By subscribing to the SASHT as a member, you also contribute to maintaining History as a professional discipline and as a subject in schools. To register, visit the SASHT website at www.sashtw@org.za

All enquiries:

The SASHT Secretary, Mr Byron Bunt at byron.bunt@nwu.ac.za Tel: 016 910 3126 or 076 751 3079.

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- Prof Rosemary Moeketsi (Executive Dean of the College of Human Sciences at the University of South Africa) for sponsoring the gala dinner on 23 September 2011.
- Mr Convy Baloyi (Dean of Students at Unisa) for sponsoring the gifts to presenters and the breakaway venue which will be used for practical workshops during the conference.

SEPT 2011 CONFERENCE IMAGES



Prof Rosemary Moeketsi



Prof Rosemary Moeketsi with the keynote speaker Prof Noor Niefertagien and his wife

A SHORT OVERVIEW OF THE 2011 SASHT CONFERENCE

Jimmy Verner

SASHT Executive member & Treasurer

jimmyv@iburst.co.za

I was not a part of the pre-conference trip to Freedom Park, but, by all accounts, it was not only well supported but of great interest to those who went – so full marks to all those involved in organising that. The next morning (Friday 23rd September) the conference began in earnest with a welcoming word from the chair, Prof Elize van Eeden. She briefly recapped the Society's life history before introducing Prof Martin Trümpelmann, one of the founders of the SASHT, to take us on a trip down memory lane. He spoke not only of the society itself but also of the early days of the publication *Yesterday & Today* – better known in its early days as *Gister & Vandag*. As a long time member of the Society and a contributor to the publication, I particularly enjoyed these memories.

Master of Ceremonies, Patrick McMahon, then laid out the guidelines for proceedings and the serious side of the conference began. The Unisa Dean of Students, Convy Baloyi, spoke of how history shapes us and models us and how we need to be aware of the challenges of the future and how its history – our present – can influence the next generation. He stressed the need to be conscious of our history in order to preserve it as part of our heritage.

Ms Siobhan Glanvill of Wits gave an interesting new view of youth expectations and what she called the “burdens of the struggle”. With the help of cartoons and other visuals she showed us that the youth see things differently, and her presentation was followed and complemented by that of Karen Horn from Stellenbosch talking of the context gap between youth and historical consciousness. Certainly, I was reminded that between myself and my learners is a vast chasm not merely a generation gap. Stimulating presentations which certainly sparked a new look at teaching methods and ideas for those of us in secondary schools.

The session continued with Prof Johan Wassermann (University of KZN) looking at the issue of controversial aspects of the school history syllabus and ways of dealing with these controversies. In discussion afterwards, it was agreed that some areas that were controversial are no longer seen that way by the learners. Controversies change and we need to be alert to the fact that what we as educators might believe is controversial, is not to them as it is now too

remote from their experiences.

Dr Pieter Warnich of North West University spoke of a project undertaken to develop a socio-cultural conscience through a primary school history programme. It was an interesting concept which by careful planning was able to enjoy some success among the learners. Sceptics may argue that the socio-cultural conscience is likely to be short lived but having been planted, revival is always possible.

A welcome tea break was followed by a presentation from South African History Online by Ms Varushka Jardine showing what useful resources are available from this internet-based virtual classroom. The days of chalkboards seem impossibly distant; yet, they were not that long ago. This was followed by Prof Ackson Kanduza of the University of Botswana with a fascinating talk linking the political roles of Kenneth Kaunda and Steve Biko as youth roles in history. I would never have thought to look at them together, but he made a good case for doing so and altered the way many of us thought of these two men.

Marshall Maposa of University of KZN spoke on the role of history textbooks in constructing an African consciousness. I wonder if the panel reviewing our new textbooks had any such ideas in their minds when judging suitability of texts. He gave an interesting talk which showed just how careful one must be in writing textbooks so as to be fair and non-judgmental. This was followed by Dr Chitja Twala of the Free State University telling us of the notorious Three Million Gang from the Kroonstad (Maokeng) area. The story was told with humorous illustrations and illustrated gang culture from a different perspective than the usual direct condemnation of gangs without any attempt to understand why they existed.

Mrs Annie Chiponda of University of KZN returned to the question of history textbooks looking this time at the way in which they tended to portray women and what message this sent to the youth. Unfortunately, her research did not include the latest textbooks which have largely changed the way they show the roles played by women in history. Nevertheless, it was an interesting talk.

Lunch came as a welcome relief from the bombardment of information, but was a brief respite before we were again hard at it exploring the use of an assessment-centred learning environment in enhancing historical knowledge and skills. This was led by Dr Boitumelo Moreeng of the Free State University; but perhaps failed to take sufficient cognizance of the general "Is it for marks?" attitude of the modern materialist learner.

A series of workshop sessions followed. The Durban Holocaust Centre in the person of Mrs Janine Hamilton then spoke of how they use the story of the holocaust to teach choice and responsibility to children at the centre. Perhaps the most useful aspect was teaching children that in any sort of confrontational situation there are four roles: perpetrator, victim, bystander and upstander. The

need to be upstanders rather than bystanders is easily shown by the horrors of Nazi Germany and the dictum of it being sufficient for evil to triumph that good men do nothing.

Tea was followed by Mrs Rika Odendaal-Kroon (Rand Girls' High School) who reminded us that it is tough teaching teenagers and how to use their own "teenage tools" to help discipline them. The modern trend of electronic communication via Facebook, Twitter and other social networks does change the way they think, and we need to tune into their wavelengths in order to communicate and discipline where required. Ms Dee Gillespie of Jeppe Girls' High looked more at having fun in history lessons and used some variations on the familiar group teaching techniques.

The workshops were followed by the Society's AGM, and then Prof. Rosemary Moeketsi, Executive Dean of the College of Human Sciences at Unisa, shared some thoughts on youth and history including bits from her own youth. The keynote address followed after this with Dr Noor Nieftagodien of Wits talking on Youth in history, youth making history: See the title of his article, "Challenging dominant historical narratives for alternative futures". It was both interesting and thought provoking and by keeping it short, he maintained the interest and impact. We then adjourned for the gala conference dinner.

Dinner was good and we went our various ways to bed so that we could be ready for a relatively early start on Saturday when Dr Gail Weldon and Prof Rob Siebörger spoke of the development of the FET history CAPS curriculum. Part of the issue in development were the constraints placed on them so that there was no chance of a radical new syllabus. After tea the focus shifted from the curriculum to "What makes a good matric paper?" with a panel of Dr Weldon of the Cape Education Department, Prof Siebörger of UCT Education Dept, Dr Sureen Seetal of Umalusi and Patrick McMahon of Crawford College. I am not sure if we were any wiser after the presentation than before, but the views were interesting and certainly opened up discussion around the issue.

We then moved to the only parallel session of the conference, and not being able to split myself, I had to miss Taking Freedom Park to the people (Bongane Mkhize), History as evidential study in teaching the holocaust (Ms Nokuzola Bikwana) and Museums as centres of support for history teachers (Andrew Barclay & Dr Boitumelo Moreeng). Those who attended this session regarded it as very complimentary.

I was at the other session with Prof. Van Eeden and the exchanging of current trends in the teaching of history, an erudite and interesting paper followed by the much lighter talk, with DVD accompaniment on dramatization techniques in the teaching of history by Simon Haw, a former subject advisor. Haw's presentation was followed by a look at the problems facing Zimbabwe in the teaching of history there by Gilbert Tarugarira of Midlands State university, Zimbabwe. They were three very different presentations but all both interesting and informative.

Lunch was followed by a look at the Society's website and comments on how we want to develop it, led by Patrick McMahon and Paul Haupt, both of whom are still active in the high school history classroom. The conference then closed (remarkable on schedule) with a summary of its papers and appeal, and a look ahead to the teaching of history to the 21st Century youth and a promise of what awaits us in Stellenbosch at the 2012 conference.

PERSONAL IMPRESSIONS ON THE 2011 SASHT CONFERENCE

Rob Siebörger
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HIGH POINTS

1. The excursion to Freedom Park, which was a revelation to me and something I thoroughly enjoyed and appreciated. It was a pity that the whole conference couldn't go and that it had to happen before the conference started.
2. It's rare in my experience to have conferences that adhere to their conference theme, or where organisers are able to plan systematically around it. This was a very pleasant exception. It succeed well in sustaining the theme.
3. SASHT conferences have been relatively slow to transform from being places where whites present and black participants contribute from the floor. This conference marked a turning point, with a large number of presentations by black participants.
4. The presence of four high school learners changed the atmosphere in the room – a very welcome breath of the classroom.
5. I thought the challenge to each region to stage one regional event in the following year was an excellent one, and I look forward to hearing about them next year.
6. More than at any other time, the Society is coming to grips with policy issues and taking a stand on them: curriculum, examinations and textbooks. It's a very good development and ought to characterise the society in future.

DOWNSIDE

1. Very few local teachers (beyond the regulars attended). These conferences depend on attracting teachers from schools in the region where they are being held. It was a great pity that it did not happen this time.
2. Resort conference. I am not convince that this is a good idea and not in favour of something that makes the conference more expensive to attend. (Relate to 1.)
3. The reality is that history is going to be a “2nd level” subject in FET; therefore, we need to concentrate our attentions on GET, where all learners have to do history. There was almost no emphasis on GET at the conference, and this needs to be corrected. [Make primary school history teaching a theme of a future conference?]

I know nothing about the textbook screening process relating to history. I have heard that only four books were approved. I mentioned to Gail and Simon that I could offer to do an independent evaluation of the Grade 10 books to provide a counterpoint. I'm not sure whether it is a good idea or not, but, if it is thought to be, it would work best if the SASHT were formally to ask me to do it, and would arrange with all the publishers who submitted books to send copies of their books (and teacher books) to me.

SASHT
ANNUAL GENERAL MEETING
SEPTEMBER 2011

The 2010-2011 executive were:

- Prof Elize S van Eeden (Chairperson)
- Mr Byron Bunt (Secretariat)
- Mr Jimmy Verner (Treasurer)
- Mr Thomas Tervit (Marketing)
- Mr Simon Haw (e-Newsletter)
- Ms Michelle Koekemoer (Publishers connections and funds)
- Mrs Fredah Makwena (Regional representative)
- Mrs Henriette Lubbe (Conferences/general)
- Dr Boitumelo Moreeng (Regional representative)
- Dr Pieter Warnich (Regional representative)
- Mr Patrick McMahon (Website)
- Mr Paul Haupt (Website)
- Mr Matthew Marwick (Regional representative)

AGENDA & DISCUSSIONS

1. Personal information of Executive Committee

Regional representatives: The SASHT up to Sept 2011 was served by three regional representatives. The need is for more volunteers to represent all the provinces.

2. Willow Park Conference 2011

The guest organiser is Henriette Lubbe of the Unisa History Department. The conference organizer made suggestions that communication between the treasurer, secretary and conference organizer needs to be fine-tuned in order to better manage issues arising during the conference itself. The Chairperson congratulate Ms Lubbe for her sterling organisation of the 25th SASHT conference, and the several initiatives that were launched to ensure a strengthening the financial status of the SASHT.

3. Yesterday & Today matters

3.1 Accreditation process – The *Yesterday & Today* await accreditation.

3.2 Book reviews & Book Review Editor

Michelle Koekemoer agreed to take responsibility for this section with the support of professor Johan Wasserman.

3.3 Article contributions (practical or/and theoretical)

The Chairperson requests that members should contribute to the *Yesterday & Today* Journal to ensure its vitality and scientific progress.

4. SASHT Website (www.sashtw.org.za)

Patrick McMahon and Paul Haupt will seriously work on website additions during 2012. A suggestion was made by Paul regarding the addition of valuable History links on the SASHT website. He also suggested a way in which to make the website more user friendly and to make it more interactive (for example through blogs).

5. SASHT Newsletter

Simon Haw noted that it is more feasible to do one SASHT 2010-2011 Newsletter annually. The Newsletter will also be downloaded on the SASHT website during 2012.

6. SASHT executive reports

6.1 Prof van Eeden mentions that the SASHT do have received some complaints regarding the CAPS document process for History and queries about the recent Grade 10 textbook process by the Dept of Basic Education. These caused wide dissatisfaction. After discussion the SASHT Executive received a mandate by its members to follow up matters of concern with the DBE.

6.2 Membership status

Membership for the SASHT has steadily grown since last year. All eExecutive members agreed to obtain lists of history teachers/educators in their region as well as of the Ministry of Education people in your region that leads the educators as subject advisors etc.

6.3 Treasurer's report

Mr Jimmy Verner stated during the meeting that finances for the SASHT were looking positive and that any excess funds would be used to support regional activities and the *Yesterday & Today*.

6.4 Marketing SASHT

Ideas for efficiently marketing the SASHT are discussed. It was advised that the Secretariat and Marketing coordinator need to communicate more effectively..

7. Publisher's/DoE's connections and funding

It was advised that the Chairperson, the host conference organiser and the Website coordinators should work closely together to ensure a building of networks in this field.

8. Conferences 2012-2015

The following just serve as reminders (as accepted by the SASHT Executive):

2012: University of Stellenbosch (colleagues of the US invited the members to participate in the 2012 conference which will run slightly later than the usual 24 September date (that falls together with heritage day). Due to the provincial school calendar holiday dates the conference will take place in early October 2012). A flyer of the conference was distributed with promises to provide a more detailed programme in early January 2012.

2013: Maritzburg College (KZN)

2014: North-West University (Potchefstroom Campus)

2015: Oprah Winfrey Leadership Academy School (not confirmed)

2016: Still open for perhaps the UFS to fill?

2017: International Society for History Didactics (Venue: Not Confirmed)

9. General

During the AGM the following members were re-elected/nominated for serving the 2011-2014 term:

- Prof Elize S van Eeden (Chairperson, NWU)
- Mrs Henriette Lubbe (Vice Chairperson responsible for regional representatives and regional activities in History teaching)
- Dr Susan J Bester (Secretariat, NWU)
- Mr Jimmy Verner (Treasurer)

- Ms Siobhan Glanvill (Member of the Executive, Wits)
- Mr Thomas Tervit (Marketing)
- Mr Simon Haw (e-Newsletter)
- Ms Michelle Koekemoer (Publishers connections and funds)
- Ms B Feni (Regional Representative FET Eastern Cape)
- Ms Dee Gillespie (Regional Representative FET Gauteng)
- Mr Marshall Maposa (Regional Representative KZN)
- Mr Jacob Manenzhe (Regional Rep FET Limpopo)
- Mr Barry Firth (SASHT Regional Representative FET Western Cape)
- Dr Boitumelo Moreeng (Regional representative Free State)
- Dr Pieter Warnich (Regional representative)
- Mr Patrick McMahon (Website)
- Mr Paul Haupt (Website)
- Mr Matthew Marwick (Regional representative KZN)

Prof Van Eeden thank the outgoing executive for their loyalty and welcome the new executive, especially Ms Henriette Lubbe as the new vice Chairperson for the SASHT.

10. Closure

COMMEMORATING SOME MILESTONES OF THE SASHT AND “YESTERDAY AND TODAY” – A PERSONAL PERSPECTIVE

Martin H Trümpelmann

(Emeritus Professor, University of Johannesburg)

It is indeed a privilege to be celebrating a quarter of a century since the formation of the South African Society for History Teaching. *Yesterday&Today* was at that stage already five years old. It created a platform to interact with teachers and lecturers involved in history teaching. Subscriptions had reached a thousand within two years – part of the growth was due to some of the education departments enlisting all the schools under their jurisdiction.

In spite of the positive picture, the very first year was difficult from a financial point of view, as we had to get sponsors for each issue. The impetus to launch *Yesterday&Today* in 1981 came from two institutions, RAU and the Goudstad Onderwyskollege (GOK) History Departments. Prof Pieter Kapp and myself, and later Johan Horn could possibly be seen as the driving forces during the first decade of the former “Yesterday and Today/Gister en Vandag”. During the nineties, the organisational headquarters of the journal moved to the University of Stellenbosch due to the closure of Goudstad. Prof Kapp kept *Yesterday&Today* alive for quite a number of years, but in 1997 he had to abandon the project due to dwindling subscriptions. However, Professor Elize van Eeden of the North-West University soon came to the rescue and revived *Yesterday&Today* with the support of people like Jimmy Verner and and Patrick McMahon. In this way not only the journal, but also the SASHT was given a new lease on life.

I must congratulate all of you who have persevered during these years, especially those that rose to the occasion when the odds were against them – eventually achieving remarkable success. Well done.

Returning to the founding of the South African Society for History Teaching (SASHT) in 1985 – a steering committee consisting of Johan Horn, Frik Stuart and myself was at the UNISA conference where a constitution and organizational framework were established. In 1986 this framework was endorsed at the RAU-conference, and a first committee was elected to manage the Society. Initially, we did not have clarity on the focus of the Society – only those who were training history teachers were targeted – but, fortunately, a broader vision prevailed and the Society was envisaged as an umbrella organization to improve history teaching in general. Administratively, the Society was subdivided into regions to function on a local level (not all of

them equally effective). Of course, the Society and *Yesterday&Today* were closely linked as partners in this endeavour. Fact was, that if the journal was struggling, the Society was affected, and *vice versa*.

Looking back at 30 odd years it is apparent to me that we were lucky enough to always have a few individuals who were selflessly pouring their energy and talents into this important effort to build our common historical heritage and historical consciousness. I salute all of you, those who made their humble, but vital contribution, at local level or by writing a brief letter or article and those putting forward marketing suggestions, attending the conferences and/or inspiring a learner to participate.

In my whole career, I've always felt that history was more than "*one damn thing after another*" (Toynbee). Therefore, I still feel a keen appreciation for Baraclough's wise words expressed during his inaugural lecture way back in 1966: "*When we study the past, we study it not for its own sake, but for the light which it throws on the destiny of man.*" I endeavoured to enhance this attitude during my involvement with both the Society and *Yesterday&Today*. Be that as it may, it seems to me that the Society was, generally speaking, successful in bridging academic and cultural divisions which at times surfaced during our divisive past. In a very real sense we succeeded in building a multi-cultural approach to our past. We fostered debate and controversy, but if people so choose they could indulge in restructuring the past detached from contemporary issues.

Initially we had to rely almost entirely on contributions by Afrikaans speaking educators with the exception of people – the ones I remember- like Tony Cubbin and Rob Siebörger. Soon the colleagues of JCE like Rosemary Mullholland and Gauteng teachers like Jimmy Verner, Stephan Lowry, Patrick McMahon and others joined. Most of these eventually became prominent members of the Society. It would, however, be an injustice not to mention core contributors and supporters of those early years – people like the late Beytel van Niekerk, Charles Wright, Juanita Kloppers, Frik Stuart, Johan Olivier, Arend Carl, Simon Kekana and other staff members from GOK, Unisa and later US who administratively kept the ship afloat. Jorn Rösen from Germany became a respected member and gave the Society together with Henry MacIntosh and Falk Pingel an international flavour. Rösens' in depth and conciliatory contributions over the years were indeed highly appreciated.

During the past 30 years many issues of a diverse nature were addressed at the former SASHT bi-annual conferences and in *Yesterday&Today*. The effort to come to grips with our reality was to me a core component. Contributions by Giliomee, Van der Ross, Mohamed, Rösen, Kapp, Gebhart, Kallaway and others in this regard were constructive. The late eighties and early nineties represented to my mind a highlight during the first two decades in terms of attendance of conferences – the 1992 Vista conference hosted over two hundred delegates, if I remember correctly. This was also reflected in the contributions for *Yesterday&Today*. After this, the political uncertainties

impacted negatively on the Society. Fortunately at the turn of the century it became clear that mutual trust between stakeholders had been restored and lost ground regained. The Society now became fully representative of our diverse rainbow nation.

From my personal perspective, I enjoyed controversy and debate and issues like political literacy, the changing political landscape and the Human Sciences Research Council Report on history teaching in the late eighties, appealed to me.

Many a contribution on curriculum change also fascinated me. Of course there could also be different perspectives with the focus stronger on classroom practice and the exams which were often covered in detail. The contribution of the “Georg Eckert Institute” in Braunschweig, to facilitate reconciliation between different perspectives on our past, certainly represents a highlight. A number of retreat meetings at the Sparkling Waters Hotel near Rustenburg in the nineties, sponsored by this Institute, are testimony to this input. It certainly helped to build a common future. It seems to me the last decade established the Society and “Yesterday and Today” as a viable academic journal and Society incorporating the technological and cultural reality of our world in all its dimensions. This certainly represents a major breakthrough.

The road ahead would require an open Society that values History for the past; but more importantly, use it constructively to interact and debate different perspectives on a variety of issues. And indeed there are many contemporary issues that can benefit greatly from a balanced historical input. The place of proper historical education can simply not be denied lest we forget Cicero’s warning that he who neglects his/her past will remain a child forever – indeed!

Sources:

J Baraclough, 1967: *History and the common man* (London, Historical Association, *Yesterday&Today*, Nr. 1-33).

MH Trümpelmann, 1988, *Enkele gedagtes oor die vakdidaktiek as wetenskap en die onderrig van Geskiedenis* (Johannesburg, RAU-publikasiereeks, A184).

KEYNOTE ADDRESS

YOUTH IN HISTORY, YOUTH MAKING HISTORY: CHALLENGING DOMINANT HISTORICAL NARRATIVES FOR ALTERNATIVE FUTURES

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An introductory on contemporary representations

During the recent riots in London and other English cities, official society instinctively labelled the youth involved in this urban rebellion as anti-social gang members, immediately invoking a discourse of criminality to describe the character of the youth and to explain the causes of the riots. The media reinforced this approach by continuously publishing images of hooded youths looting and burning shops, even though they represented a minority of the protesters. Also resurrected was the local upper class English refrain that this sort of behaviour was to be expected from those they have historically labelled as *Yobs* and *CHAVs* (Council House and Violent). However, the most common description attached to the rebellious youth has been of a *feral underclass*, which has also developed into the default explanatory framework.¹

Purveyors of this pejorative notion intended to portray poor and marginalised youth as essentially uncontrollable. After all *feral* refers to wild animals existing outside conventional society, either as a consequence of abandonment by or escaped from society. In that state, they do not conform to the norms and rules of conventional society. It is a discourse aimed at dehumanising the objects of critique and thus to set the stage for policy intervention designed to tame them. Moreover, these views are hardly novel. More than thirty years ago Glasgow noted how official society deemed black youth living in ghettos

¹ *The Guardian* and London School of Economic, 'Reading the Riot: Investigating England's Summer of Discontent' (available at: <http://www.guardian.co.uk/uk/series/reading-the-riots>), accessed on 27 September 2011.

in Britain as prone to failure and rendered them 'obsolete before they can begin to pursue a meaningful role in society.'²

Similar views have been echoed in other parts of the world affected by outbreaks of youth rebellions. Over the past few years, the USA, Spain, China, Iran, Greece, Mexico, Brazil and various parts of Africa have experienced various types of youth contentious politics. Sometimes these have been explicitly political, have erupted into violence but have also assumed other forms of protests, including occupations. The purpose of these prefatory comments is to serve as a reminder that the anxiety expressed in our own society about the problematic 'condition of youth' is in fact a global phenomenon. So too are the knee-jerk reactions that fail to disaggregate the causes of youth rebellions or to probe beyond societal prejudices. Such comparisons point to the importance of having a global perspective of the underlying structural factors impacting on youth politics in contemporary society.

In the immediate aftermath of the riots, several scholarly research projects were commissioned, including by the London School of Economics, in an effort better to comprehend the causes of the rebellion. The general conclusions of this body of research were summarised by Kate Pickett of the *Guardian* newspaper: 'While some dismiss the unrest and violent actions as the criminality of a 'feral underclass', beyond the control of parents and teachers, an understanding of the profound effects of inequality and poverty on family life and parenting can help us understand why our society has proven to be such fertile ground for the seeds of unrest.'³

Globally, a generation of young people are systematically being excluded from society, whether they are in the economic powerhouses of the world or in poor countries, educated or semi-literate. The deepening economic woes facing most parts of the world, characterised by recession, high unemployment, severe cuts in public services and rising costs of education, have effectively closed off opportunities for the advancement of growing sections the youth population. Of course, these problems disproportionately affect youth in developing countries and women in particular. Statistics reveal the majority of the world's population is under the age of thirty, but the global economy has experienced only marginal growth in employment levels. Educated or not, many young people find the prospects of long term or sustained employment highly improbable. For example, an estimated one million young people in Britain are unemployed with little prospect of

2 GD Glasgow, *The Black underclass. Poverty, unemployment and the entrapment of ghetto youth* (Vintage), 1980.

3 K Pickett, 'How to make children happy? Reduce social inequality', *The Guardian*, 14 September 2011.

improving their status. The situation in South Africa is infinitely worse: nearly three quarters of the country's unemployed population is younger than 34 years and the unemployment rate among people under 25 years old is twice the official national average, that is, approximately 50%.⁴ Add to this, the crisis in education (high drop-out rates in secondary and tertiary institutions) and it is not difficult to see why so many young people feel alienated from society and believe their futures are devoid of promise. The question that arises is what kind of politics can possibly emanate from this situation.

Historical challenges to the 'lost generation' thesis

I would like to suggest that in addition to having a global perspective, it is equally crucial to have an historical perspective of the role of youth. Our contemporary conjuncture is certainly not the first (nor will it be the last) animated by debates about the 'hopeless' condition of the youth (globally and locally). It is worthwhile recalling in the late 1980s and early 1990s, as we experienced the demise of apartheid, the condition of black youth was put in the spotlight as one of the intractable problems requiring urgent resolution as the country contemplated its future. At the time, several scholars critically confronted the 'lost generation' discourse that seemed to overwhelm public opinions about state of black youth.⁵ Mokwena explained how apartheid created conditions of structural poverty, marginalisation and subjugation. Bantu Education, he argued, 'undermined the stability of black youth' and was 'the site of much trauma, strife, violence and politicisation for black pupils.'⁶ In the 'Foreword' to the same volume, Sheila Sisulu dismissed the notion of a lost generation. 'The term lost generation', she insisted, 'is negative, defeatist and fundamentally wrong. The youth are not lost nor misplaced: they are present in increasing numbers and being marginalised from society.'⁷ Despite these critical interventions public perceptions and debate continued to be dominated by a sharp division.

Seekings graphically captured the hegemonic binary that had imprinted itself in the public domain with the title of his book: *Heroes or Villains*.⁸ He

4 Centre for Development and Enterprise, 'Jobs for young people. Is a wage subsidy a good idea?' CDE Roundtable, No. 17, August 2011.

5 See for example the chapters by S Mokwena, M Ramphela and R Riordan, David Everatt & Elinor Sisulu (eds), *Black Youth in Crisis, Facing The Future* (Ravan Press, Johannesburg), 1992.

6 S Mokwena, 'Living on the wrong side of the law: Marginalisation, youth and violence', David Everatt & Elinor Sisulu (eds), *Black Youth in Crisis*, p. 32

7 S Sisulu, *Black Youth in Crisis*, 'Foreword'.

8 J Seekings, *Heroes or Villains? Youth Politics in the 1980s* (Ravan Press, Johannesburg), 1993.

perceptively detected “two stereotypical views” in South Africans’ vocabulary about youth. On the one hand, there was what might best be described as the *apocalyptic* view in which youth are reduced to essentially hostile, violent and destructive beings. On the other hand, there was the perception of youth as agents of liberation or to invoke local struggle idioms; they were *comrades* and *young lions*. Whereas the former characterisation was intensely antagonistic to youth, especially young black men, the latter lionised youth for their unselfish contribution and sacrifices in the struggle for liberation and democracy.

Monique Marks’ study of youth politics in Diepkloof (Soweto) in the 1980s and early 1990s contributed significantly to this debate. She explained the perceived degeneration among youth as a consequence of the lack of moral authority. Employing the theory of anomie, Marks argued that this decline could only be reversed with the “formation of youth organizations led by mature and respected leadership”. In her view, the rapid transformation of the political landscape in the early 1990s engendered a crisis among youth, as the role of youth organisations, which in the late 1980s has assumed the role of militant battalions of the revolution, had become less clear in an era of negotiations.⁹

These critical interventions sought to grapple with the category of youth as an intrinsically political phenomenon, in which the terms comrades and youth had become conflated. In this framework, the iconic image of youth in South Africa was the armed young black man kitted in military fatigue. But by the late 1980s, this heroic image of youth was severely dented. The surge in youth-based violence (arguably characterised by the phenomenon of comtsotsis, the reign of terror by *jackrollers* and a general increase in gangsterism), plus the purported disdain for education were regarded as among the principal contributors to the perceived demise of youth activism. Although the aforementioned authors inserted an important and critical analyses into what tended to be a shrill debate, their interventions were somewhat circumscribed by the immediacy of the dilemma. We can learn from the perceptive arguments mounted by these scholars but also add further historical depth as we confront a rather similar set of questions as they did twenty years ago.

⁹ M Marks, *Young warriors: Youth politics, identity and violence in South Africa* (Wits University Press, Johannesburg), 2001.

Lessons from history

The idea of a distinct category known as 'youth' is a rather contemporary phenomenon. According to John Gillis in his seminal work entitled *Youth And History*, 'pre-industrial Europe made no distinction between childhood and other pre-adult phases of life'.¹⁰ Since the turn of the 20th century there have been intense debates about the definition of youth especially in the disciplines of psychology, sociology and politics. These have often centred on what age range constitutes 'youth' or whether, in fact, the very notion has any analytical value. This is important to keep in mind considering the multiplicity of cultural, social and political approaches to the issue. There is simply no single definition of youth. Seekings argued that 'youth' do not constitute a conceptually coherent collective. As an aside, it is worth noting that our definition of youth as someone who is 35 years old and younger is one of the most generous around! One may argue that modern notions about youth in South African began to take root from the end of World War Two.

The formation of the ANC Youth League in 1944 marked an important turning point in South Africa's political history¹¹ for a number of reasons. First, it heralded the organisational and ideological coalescence of a generation of young political activists whose contribution shaped the country's political landscape for the next six decades. Second, led by intellectuals such as Lembede and Mda, this cohort of young men (who were members of the urban educated elite, with distinctive social and political aspirations) evinced a commitment to the cause of national emancipation. Third, they articulated a coherent ideological programme of African Nationalism, which contained not only a critique of white minority rule but also espoused a vision of a future society. Fourth, they aligned themselves to the global anti-colonial movement and thus consciously transcended the limited horizon of national politics. Fifth, the founding of the Youth League arguably signalled the entry of youth into the formal politics, which had hitherto been dominated by the older generation. Members of the Youth League may be regarded as the Young Turks of the liberation movement, who challenged the old guard with new ideas and organisation culminating in the ousting of older leaders at the ANC's conference in 1949.

¹⁰ JR Gillis, *Youth and History: Tradition and change in European Age Relations, 177 - Present* (Academic Press, New York), 1974.

¹¹ T Lodge, *Black Politics in South Africa since 1945* (Ravan Press, Johannesburg), 1983, pp. 20-22.

By mounting a challenge against the hegemonic position of a conservative older generation, the Youth Leaguers had much in common with movements across the world in which old order and prevailing norms were beset by crisis. Moreover, it was a phenomenon that also manifested itself outside the formal political arena.

The growth of *tsotsism* in the 1950s reflected a growing mood of anti-authoritarian and anti-social behaviour among urban black youth, who tended to be unemployed and quite disparaging of the discipline and toil associated with manual labour. Rather than being subjected to the norms of official society, these youth constituted themselves in gangs and sought alternative lifestyles constructed around music, petty crime, fast cars and women. They also espoused a strong sense of masculinity.¹²

Their epicurean disposition and general desire for 'good times' were hardly exceptional. Across the tracks, white society was experiencing a similar rebellion of young people. This was the era of the ducktails (*eendsterte*) and Sheilas. Local newspapers were filled with self-righteous hysteria about anti-social, undisciplined youth. Their alleged crimes included listening and jiving to rock 'n roll, and being predisposed to violence, drinking, fast cars and sex.¹³

Interestingly, the state responded to the perceived anti-social behaviour among both groups in very similar ways. School, work and the family were regarded as the cornerstone of official strategies to bring the youth under control. The introduction of Bantu Education and the development of massive public housing projects should be viewed in this light. In these ways it was imagined generational order could be restored. And, of course, young white men were also subject to conscription.

These measures largely succeeded in stemming the tide of youth rebelliousness of the 1950s, but did not entirely extinguish it. Among white youths, new subcultures emerged over time despite National Party social engineering. These took the form of Flower-Power in the 1960s, the Mods and Punks in the late 1970s, the New Romantics in the 1980s and Goths and Ravers in the 1990s.

The 1960s are widely regarded as the period of 'high apartheid', characterised by unprecedented economic growth (and the concomitant expansion of white privilege), the implementation of rigid and doctrinaire segregation policies,

12 C Glaser, *Bo-tsotsi: The youth gangs of Soweto, 1935-1976* (Portsmouth, Heinemann), 2000.

13 K Mooney, 'Die eendstert euwel' and societal responses to white youth subcultural identities on the Witwatersrand, 1930-1964', PhD Thesis, 2006.

political repression and very tight control by the state over many facets of the population's life (again this was experienced disproportionately by Africans). One may therefore refer to this as a period of authoritarian hegemony.

That hegemony began to be dislodged by, among other developments, the emergence of Black Consciousness in the late 1960s, whose impact became pronounced from the early 1970s. It was a movement whose importance may be equated with the impact of the Congress Youth League a quarter of a century earlier. Adherents of Black Consciousness proudly asserted their blackness and attracted support from educated young blacks, initially university students but later also secondary school students. Steve Biko and his comrades were quintessential organic intellectuals and critical thinkers who espoused an ideology of their own making. They were, to quote Nina Simone's anthem from that era, 'young, gifted and black'.

This movement gave hope to a generation of black youth that they could change society by liberating themselves. Emancipation for them was all-encompassing: economic, social, political and cultural. They were audacious and had a vision of freedom.

The rise of Black Consciousness and the uprising of 1976 also heralded a critical shift in the generational balance of forces. Challenges to generational authority have deep historical roots in South Africa, which is why it is so widespread and obstinate a phenomenon. Apartheid disempowered youth, who then sought to re-empower itself, generally at the expense of, and often in contempt of, the older generation. Youth gangs reflect this structure of values, but so too did black consciousness (which disparaged parents for their acquiescence in apartheid). From this perspective, it may be argued the psychological emancipation of the mid 1970s was not just directed against white domination but also parental authority.

Black Consciousness also established an important template of youth activism, premised on commitment and self-sacrifice, which influenced the politics of the post-1976 youth generation. In the late 1970s many youth activists committed themselves to what was then imagined as a long haul in the struggle for freedom. They joined trade unions, launched civic organisations, established cultural organisations and engaged in serious political education. The role of youth in reconfiguring struggle politics during this period is often forgotten. Then they were actively in search of new and radical ideas, and experimented with various forms of political organisations. It was a period of political fluidity energised by the critical and imaginative approaches of youth

activists, who were also not short on bravery and commitment.

The launch of the Congress of South African Students (COSAS) in 1979 continued in this vein. Its main slogan, *Each One, Teach One*, was indicative of the political approach of that generation of youth activists. Their campaigns in schools in the early 1980s, which focused on rooting out authoritarianism and creating democratic learning spaces (end to corporal punishment and sexual harassment, for democratically elected SRCs, etc.), suggested a genuine commitment to educational transformation. A high point of this movement was the regional general strike in the Pretoria-Witwatersrand-Vereniging (PWV) area in November 1984 when students and workers joined hands in what was then the biggest and most significant strike. Politically, a generational equilibrium had been created.

However, this fell apart in the subsequent period under the weight of severe state repression and internal problems. The banning of COSAS and detention of many of the student leaders who had been instrumental in building the movement of the early 1980s created a vacuum of leadership. A combination of factors – inexperienced youth leaders, the closure of schools, the militarisation of the struggle in the townships (driven by the ISUs occupation of townships), state support for vigilante movements and a surge in gangsterism – led to the demise of the youth movement that had developed since the early 1970s. This was sadly reflected in the emergence of *comtsosis*.

If there is a salient theme in this overview then I would propose it is this: successive generations of South African youth have responded to deep crises with ingenuity, audacity of vision, critical thought and selfless commitment, without which we would not be where we are today. It goes without saying there were numerous problems, excesses and even reactionary politics. Nonetheless, as researchers and educators we have some responsibility to recover this history. Not to produce hagiographic and heroic accounts to assuage those who are in power, but to recover the multiple and differentiated experiences of young people.

A new generation of research

Contemporary youth are confronted with two broad criticisms: those involved in politics are often viewed in a negative light. The heat generated around Julius Malema is emblematic of this. Other youth have attracted persistent criticisms about being too apolitical. They are accused of lacking

social responsibility and for being too individualistic. Sharp distinctions are drawn between the supposedly highly politicised youth of the past and the current generation of youth, thereby reinforcing a limited conception of South African youth. The narrow prism through which youth have been perceived has resulted in distorted understanding of youth identity and culture.

Youth culture shaped anti-apartheid struggles in the 1980s and early 1990s. Conversely anti-apartheid struggles shaped youth culture. Youth engagement in politics has understandably been the main focus of social scientific youth studies to date. Yet no adequate understanding of youth culture can be gained without placing it in its broader inter-generational and social context. A good deal of evidence points to the growing autonomy of youth cultures from older generations in the 1980s. In many places youth increasingly autonomously re-empowered themselves by drawing on a range of cultural and social resources.

While it is true an unprecedented number of youth were involved in political struggles, this involvement was very uneven. Significant sections of youth were either only intermittently or not involved at all in politics. The emphasis on politics in analysing the youth of the 1980s, has meant that women, who were not as involved in political activism as their male counterparts, only make episodic appearances in the accounts of the period. Although young women were intimately involved in political struggles, they generally did not (or were not allowed to) play leading roles. Clearly the position and role of young black women needs much more interrogation, without which our understanding of youth will remain woefully inadequate.

Over the past few years a cohort of young intellectuals has embarked on critical enquiries into the phenomenon of youth. Many of them do not carry the political burdens of previous scholars and are thus introducing fresh perspectives. Their intellectual horizons are certainly not limited by the framework of the lost generation thesis.¹⁴ Importantly, a new generation of fiction writers are making their mark with innovative reflections on the myriad issues facing young people in contemporary South Africa.¹⁵ Critically, young women, especially black women, are playing a leading role in this exciting explosion of new literature. So while the media is obsessed with Malema there are many substantial and critical contributions being made that are in danger of being overlooked.

¹⁴ I am thinking of current research undertaken by, among others, T Moloi, M Moilola and M Ndlozi.

¹⁵ For example, K Matlwa, Z Meeran, JB Ngwenya, K Moele.

Conclusion

An important question before us is whether the current generation of youth can possibly emulate their historical predecessors by engendering a new, imaginative politics. I would say that if one were to look at the marvellous role played by Egyptian youth in the democratic revolution there earlier in the year, the march organised by teenagers in the London's borough of Hackney in the aftermath of the riots or even the student's occupation in Wisconsin then it is possible to discern the numerous possibilities of alternative futures led by a new generation of young people.

I have in this brief introduction deliberately erred on the side of the sanguine in my appraisal of the history of youth and their current condition. The aim has been to provide a small corrective to the overwhelming negativity surrounding youth. But I do not wish to obfuscate the myriad difficulties or deep-rooted problems. There is nothing automatic about youth being visionary, progressive and the standard-bearers of a brighter future. But neither can they be dismissed as the pall-bearers of a grim future.

As educators we should be brave enough not to baulk at the audacity and contention of the youth. Previous generations of educators were instrumental in nurturing and supporting young critical thinkers.

It might be regarded as remiss of me not to say one or two things about Malema in a presentation on youth politics in South Africa. So here is my two-pence worth. Malema has been hugely misrepresented in the media as an ill-informed, uneducated radical activist. While it may warm the hearts of the chattering classes, this is an erroneous analysis. Malema is very far from being radical even if he attempts to equate himself with the traditions of the Youth League of the 1940s. No, Malema is in fact a very conservative populist politician who does not represent the interest of the marginalised youth. Instead, he is the most outspoken representative of a fraction of aspirant capitalists desperately jostling for a place at the trough of accumulation. But, it is important to recognise, that he has become a lightning rod for the deep dissatisfaction among South African youth who feel alienated and marginalised. His demand for 'economic liberation', by which he really means access for the section of the elite who feel left out of the tender deals, is falling on fertile ground because so many young people continue to experience economic enslavement. What the Malema phenomenon signals, is a serious crisis of imagination for which we are all responsible, and which previous generations of youth had in abundance.

If you will permit me a double cliché to end: we should embrace the élan of youth and, if I may also be permitted to misquote Mao Zedong, ‘let a thousand flower bloom and a hundred schools of thoughts contend’. Therein lays the possibility of nurturing a new generation of young critical thinkers, of audacious and visionary young women and men. Our future depends on it.

WOMEN IN HISTORY TEXTBOOKS - WHAT MESSAGE DOES THIS SEND TO THE YOUTH?¹

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Abstract

History textbooks, like all textbooks, play an important role in the facilitation of learning. They act as vehicles by means of which past knowledge legitimated by government and related authorities, as contained in the curriculum, is presented to school-going youth. Textbooks are by nature powerful and authoritative because they are approved by government and other authorities. As a result, school-going youth are likely to consider the way women and men are portrayed in history textbooks as unquestionable and historically truthful. Having reported on findings of empirical studies on women in history textbooks from, amongst others, Taiwan; the United States; the United Kingdom; Russia and South Africa, we conclude that women are underrepresented, misrepresented and marginalised in history textbooks. Women are portrayed as historically unimportant and incapable, contributing little to society outside of the domestic sphere. We furthermore argue that this type of portrayal sends powerful messages to the youth about men and women in history and in contemporary society.

Keywords: History textbooks; Gender; Women; Youth; Females.

Introduction

History textbooks, like all textbooks, play a vital role in education, and their use to support students' learning about the past is an almost universally accepted practice.² Textbooks are widely used in the classroom to illustrate

1 This article was originally presented as a paper at the 16th Annual Conference of the South African Society for History Teaching (SASHT), 23-24 September, hosted by UNISA at the Willow Park Conference Centre and Resort, Gauteng, South Africa.

2 K Bourdillon, "History and social studies – Methodologies of textbook analysis" (Unpublished paper presented at the Report of the Educational Research Workshop, Braunschweig, Germany, 1992), pp. 1-8; S Foster & K Crawford, "The critical importance of history textbook research", S Foster & K Crawford, *What shall we tell the children?: International perspectives on school history textbooks* (Connecticut, Information Age Publishing, 2006), pp. 1-23.

historical information, concepts, skills and to facilitate learning. As such, history textbooks act as vehicles or channels through which legitimated past knowledge, as contained in the curriculum, is presented to the ultimate consumers of this product – the school-going youth.³ This is the case because textbooks are powerful cultural, ideological and political tools of the society in which the youth they are aimed at are socialised. Although some researchers⁴ argue that the content of textbooks is not necessarily unquestioningly learnt as it is presented because students and teachers select material, accepting or rejecting content we argue that because of the powerful nature of textbooks even the sections selected could have an impact.

In this article we, in the context of the above, argue that the youth are likely to consider the way men and women are portrayed in textbooks to be unquestionable or beyond dispute. We further argue that history textbooks, besides serving curricular goals, also convey a sub-text which influences the understanding of the social and historical roles of men and women. The way women are portrayed in history textbooks therefore, in all likelihood, influences the way the youth understand the contributions of women to history. Our arguments are based on reports on the findings of empirical studies on women in history textbooks from, among others, Taiwan; the United States; the United Kingdom; Russia and South Africa. In pursuing this line of argument, the position of women in history textbooks will be problematized and the following research questions pursued: How are women portrayed in history textbooks and what are the implications of this for the youth?

The article is divided into three sections. The first section, based on the literature reviewed, focuses on how women are portrayed and represented in relation to the portrayal and representation of men in history textbooks. In this, the focus is placed on the historical roles attributed to women, the frequency with which women appear in historical accounts and the language used in the textbooks. In the second section, we interrogate the message that such a portrayal sends to the youth and examine the ideological power of

3 MW Apple, "The culture and commerce of the textbook", pp. 22-39; PD Regueiro, "An analysis of gender in a Spanish music textbook", *Music Education*, 2 (1), 2000, pp. 57-73.

4 DR Olson, "On the language and authority of textbooks", S de Castell, A Luke & C Luke, *Language, authority and criticism: Readings on the school textbook* (London, Falmer, 1989), pp. 233-244; V Kalmus, "What do pupils and textbooks do with each other?: Methodological problems of research on socialization through educational media", *Journal of Curriculum Studies*, 36 (4), 2004, pp. 469-485; F Pingel, "From evasion to a crucial moral and political education: Teaching national socialism and the holocaust in Germany", S Foster & K Crawford, *What shall we tell the children?: International perspectives on school history textbooks* (Connecticut, Information Age Publishing, 2006), pp. 131-153.

textbooks. In conclusion, we argue that history textbooks convey the message that women contributed little to society outside of the domestic sphere. By adopting such a perspective, history textbooks convey a powerful educational message which serves to perpetuate a certain *status quo*.

The portrayal and representation of women in history textbooks – a review of the literature

Recurring themes in the literature reviewed related mainly to the portrayal and representation of the historical roles and activities of men as opposed to those of women; the representation in text and illustrations of women as well as the gendered language employed in history textbooks. These three broad themes will be interrogated in some depth below.

The roles and activities of women as depicted in history textbooks

According to the literature reviewed, women in history textbooks are largely portrayed in stereotypically traditional feminine roles in a domestic environment.⁵ It is only on rare occasions that they are shown in more traditionally masculine roles outside the home.⁶ O’Kelly, in her content analysis study of gender role images within fine art works produced during the Gothic, Renaissance, Baroque and Modern periods, found a world dominated by men who are portrayed as rulers and leaders. In addition, they were shown as soldiers and workers, with a small number shown in somewhat more gender-neutral activities such as attending the theatre. None of the men was portrayed in conducting ‘traditionally feminine’ activities in a domestic environment. However, women, on the other hand, were almost exclusively portrayed in the roles of mothers, housewives, prostitutes, servants and peasants. It was the exception for women to be portrayed in more traditionally

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- 5 CG O’Kelly, “Gender role stereotypes in fine art: Content analysis of art history books”, *Qualitative Sociology*, 6 (2), 1983, pp. 136-148; A Osler, “Still hidden from history? The representation of women in recently published history textbooks”, *Oxford Review of Education*, 20, 1994, pp. 219-235; CE Sleeter & CA Grant, “Race, class, gender and disability in current textbooks”, MW Apple & LK Christian-Smith, *The politics of the textbook* (New York, Routledge, 1991), pp. 78-109. Y Su, “Ideological representations of Taiwan’s history: An analysis of elementary social studies textbooks, 1978-1995”, *Curriculum Inquiry*, 37 (3), 2007, pp. 205-237; S Schoeman, “The representation of women in a sample post-1994 South African school history textbooks”, *South African Journal of Education*, 129, 2009, pp. 541-556.
- 6 CG O’Kelly, “Gender role stereotypes in fine art...”, *Qualitative Sociology*, 6 (2), 1983, pp. 136-148; A Osler, “Still hidden from history?...”, *Oxford Review of Education*, 20, 1994, pp. 219-235; CE Sleeter & CA Grant, “Race, class, gender and disability...”, MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109. Y Su, “Ideological representations of Taiwan’s history...”, *Curriculum Inquiry*, 37 (3), 2007, pp. 205-237; S Schoeman, “The representation of women...”, *South African Journal of Education*, 129, 2009, pp. 541-556.

masculine pursuits such as leading soldiers to victory, farming and bartending.⁷

In the United States, Sleeter and Grant concluded that most of the social studies textbooks tended to portray women in both traditional and non-traditional roles. Women were, however, not usually discussed in sections examining major political and economic decision-making events activities. Furthermore, regardless of their portrayal, the roles and contributions of women were downplayed in the detail of the stories in these textbooks, resulting in their marginalisation. Men on the other hand, were rarely portrayed in 'traditional female' roles and dominated the storylines in the text.⁸ Osler, in her content analysis study conducted in the United Kingdom, came to similar conclusions. The pictures of women in the history textbooks she researched showed them engaged in predominantly 'traditionally domestic' roles. For instance, women were shown looking after children and nursing babies, spinning, working in the kitchen and dancing. They appeared in family portraits with their husbands and children or were seen being punished as scolds and as witches. In portrayals of scientific discoveries, they were shown as mere observers. In contrast, men were shown in almost all of the above activities but not as in the 'traditionally feminine' roles. In addition, men were also shown as involved in activities such as fishing, riding horses, praying and preaching, and loading goods for transportation.⁹

A study conducted by Su on the ideological representations of women in Taiwanese history in elementary social studies textbooks documented similar results. She reported that no space was devoted to Taiwanese women's experiences and perspectives or to their contributions to the past. In addition, their social, economic and political status was not mentioned. The textbooks' content, however, did illuminate the fact that women faced pressure because of their dual roles as employees as well as the primary caregivers of children and as engaged in domestic work. However, the content never questioned why the pressures of caring for children and doing housework remained the sole responsibility of women. Instead, the text simply validated the fact that such roles were traditionally expected of women.¹⁰

Likewise Schoeman, in her content analysis study of history textbooks in South Africa, found that women were mostly cast in 'traditionally female' roles.

7 CG O'Kelly, "Gender role stereotypes in fine art...", *Qualitative Sociology*, 6 (2), 1983, pp. 136-148.

8 CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109.

9 A Osler, "Still hidden from history...", *Oxford Review of Education*, 20, 1994, pp. 219-235.

10 Y Su, "Ideological representations of Taiwan's history...", *Curriculum Inquiry*, 37 (3), 2007, pp. 205-237.

Furthermore, the pictures in these textbooks revealed a dominant conception of women in a domestically-oriented field in which they were portrayed as dependable, conforming and obedient. Contrary to this, men were portrayed as active, assertive and curious. They dominated the images and content in the process. The gender roles portrayed in these textbooks were also patriarchal in nature and presented from a male perspective.¹¹ In another South African study, Fardon and Schoeman noted that no reference was made in the text to the occupations and activities of women. The content was exclusively about men and masculine activities/occupations, with 64 incidences of traditionally male-oriented occupations and activities mentioned, while no reference was made to those of women.¹²

Muravyeva, in her study of Russian world history textbooks, concluded that the narratives dealt with masculine characteristics of power. Descriptions of issues of economy, revolution, war and international relations were all from a male perspective. When women were mentioned in these textbooks, it was because they were notorious. For instance, Catherine the First, the wife of Peter the Great was labelled as a prostitute and Olga, the wife of Prince Igor the First of Kiev, was mentioned because she annihilated the nation in revenge for the death of her husband. At the same time, whenever the country was imaged as “mother Russia” it was in a negative sense – it had been conquered, ravished, devastated or economically ruined.¹³

This portrayal was exacerbated by the tendency to “ghettoise” women when they did appear in history textbooks. Commeyras and Alvermann, in their analysis of content in the textbooks, revealed that the books represented an androcentric view of history. Attempts to include women were achieved by adding curriculum subsections on famous women; paragraphs about women’s status and rights and sentences about their contributions as the wives and or mothers of famous men. This invariably happened in isolated sections generally removed from the main text.¹⁴

What can be concluded at this stage is that a general consensus exists among the various studies reviewed that women, if they appear at all, are present in history textbooks in stereotypically traditional feminine roles and in positions

11 S Schoeman, “The representation of women...”, *South African Journal of Education*, 129, 2009, pp. 541-556.

12 J Fardon & S Schoeman, “A feminist post-structuralist analysis of an exemplar South African school history textbooks”, *South African Journal of Education*, 30, 2010, pp. 307-323.

13 MG Muravyeva, “Shaping gender and national identity through Russian history textbooks on world history”, *Yearbook of the International Society for Didactics of History 2005*, 2006, pp. 51-62.

14 M Commeyras and DE Alvermann, “Reading about women in world history textbooks from one feminist perspective”, *Gender and Education*, 8 (1), 1996, pp. 31-48.

subordinate to those of men.

Number of women present in history textbooks

Apart from the differences in historical roles, the literature reviewed revealed that the representation of women and men in history textbooks is not nearly numerically equal, with women not represented as often as men in either text and illustrations.¹⁵ A study conducted by O'Kelly revealed that women represented 30 per cent of the subjects in the art works in the art history textbooks she studied. When women did appear, they were depicted because of their husband's or father's achievements and not for their own accomplishments. In contrast, men constituted 70 per cent of the subjects while also making-up 60 per cent of portraits studied.¹⁶ Although Sleeter and Grant concur with O'Kelly, their studies were undertaken within a different context, on different textbooks. They reported that males were represented in more pictures than females, the numbers being 855 and 512 respectively.¹⁷

In a different research project, Ruthsdotter provides a vivid picture of the marginalisation and underrepresentation of women in history textbooks in the United States. She cites examples from two commonly used history textbooks: *A history of the United States*¹⁸ in which women constituted less than three per cent of the content and *World history: Traditions and New Directions*,¹⁹ of which only two per cent of content dealt with women.²⁰ Within the South African context, Fardon and Schoeman also found that women were generally absent from the discursive text of the textbooks they analysed.²¹

On a more positive note, Frederickson, in her content analysis of United States history survey course textbooks for college and high school students,

15 KA Chick, "Gender balance in K-12 American history textbooks", *Social Studies Research and Practice*, 1 (3) 2006, pp. 284-290; J Fardon & S Schoeman, "A feminist post-structuralist analysis...", *South African Journal of Education*, 30, 2010, pp. 307-323. JE Fournier & SS Wineburg, "Picturing the past: Gender differences in the depiction of historical figures", *American Journal of Education*, 105 (2), 1997, pp. 160-185; A Osler, "Still hidden from history?...", *Oxford Review of Education*, 20, 1994, pp. 219-235. CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109; Y Su, "Ideological representations of Taiwan's history...", *Curriculum Inquiry*, 37 (3), 2007, pp. 205-237.

16 CG O'Kelly, "Gender role stereotypes in fine art...", *Qualitative Sociology*, 6 (2), 1983, pp. 136-148.

17 CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109.

18 DJ Boorstin, BM Kelley & RF Boorstin, *A history of the United States* (Englewood Cliffs, N.J., Prentice Hall, 1992), pp. 1-25.

19 PN Stearns, DR Schwartz & BK Beyer, *World history: Traditions and New Direction* (Menlo Park Calif, Addison-Wesley, 1991), pp. 4-17.

20 M Ruthsdotter, "Writing women back into history", *Education Digest*, 61 (7), 1996, pp. 13-16.

21 J Fardon & S Schoeman, "A feminist post-structuralist analysis...", *South African Journal of Education*, 30, 2010, pp. 307-323.

found that some minor improvements regarding the inclusion and portrayal of women were taking place. She noted an increase in the number of women included in the indexes of certain general survey history textbooks. For example, the first edition of *The National Experience*²² included only six topical entries on women, while the eighth edition, published in 1993, included 14 topical entries.²³ A similar pattern was observed in the editions of *The American people*²⁴ in which the first edition of 1986 contained 54 topical references to women while the fifth edition had more than double that, with 120 references. According to Frederickson, no single textbook for the survey history course had reduced the number of references to women in later editions.²⁵ Despite this encouraging phenomenon, the representation of women, when compared to men, still remained limited and marginal. For instance, textbooks reviewed by Frederickson barely reflected women in the tables of contents, while women are also almost completely absent from charts and maps, which were presented from a predominantly male perspective. She concluded that the narrative of the American past, covered in survey courses, is still largely male-dominated.²⁶

Chick, who analysed the K – 12 United States history textbooks for gender balance, concurs with the findings of Frederickson. She reported that all three textbooks researched contained significantly more men than women in both content and pictures. Chick noted that though the content on and illustrations of both men and women increased across grade levels from elementary to high school, the rate of increase for men was greater than that of women. Thus, as students proceeded in their studies they were increasingly exposed to a smaller male-to-female ratio.²⁷

From the above it is clear that in terms of sheer numbers men are, in studies conducted across the world, far more visible in history textbooks. The implication of this is that the youth are on a global scale receiving a similar message namely that women did less in history and are consequently therefore represented accordingly.

22 JM Blum, *The National Experience* (Harcourt, Brace & World, 1963), pp. 1-858.

23 M Frederickson, "Surveying gender: Another look at the way we teach United States history", *The History Teacher*, 37 (4), 2004, pp. 476-484.

24 GB Nash, JR Jeffrey, JR Howe, PJ Frederick, AF Davis, AM Winkler, C Mires, CG Pestana & A Yarnell, *The American people: Creating a nation and a society* (New York, Harper & Row, 1986), pp. 1-999.

25 M Frederickson, "Surveying gender...", *History Teacher*, 37 (4), 2004, pp. 476-480.

26 M Frederickson, "Surveying gender...", *History Teacher*, 37 (4), 2004, pp. 476-484.

27 KA Chick, "Gender balance in K-12...", *Social Studies Research and Practice*, 1 (3) 2006, pp. 284-290.

Language

Sexist language was the third important theme that emerged from the literature reviewed. Language, both written and oral, is a powerful tool that can be used subjectively, with the ability to locate subjects in positions of power or to demean them -or even exclude them entirely from history textbooks. One cannot overlook how language is used to present women and men and their historical experiences.²⁸

The studies reviewed showed that in most history textbooks the use of sexist language to refer to both women and men was generally avoided.²⁹ For instance, Osler reported that the texts she studied steered clear of the use of sexist language and instead opted, where possible, to use gender neutral terms to refer to both men and women.³⁰ Similarly, Sleeter and Grant reported that the authors of the social studies textbooks they analysed had, for the most part, successfully eliminated sexist language. There were a very few instances where reference would be made to a fireman or a postman instead of a fire fighter or a mail carrier, for example.³¹

In spite of the attempts to avoid sexist language, the problem of the presentation of content from a male perspective had not been resolved.³² Osler reported that one of the textbooks examined had adopted a style similar to traditional boys' comics with cartoons and jokes presented from a male perspective, showing mainly male characters.³³ Commeyras and Alvermann showed similar results in their study. They reported that language traditionally associated with female characteristics such as sensuality; insecurity; beauty; wilfulness and cupidity was used to describe women in their rise to positions of power and influence.³⁴ Similarly, Fardon and Schoeman observed a related

28 A Osler, "Still hidden from history?...", *Oxford Review of Education*, 20, 1994, pp. 219-235; M Commeyras and DE Alvermann, "Reading about women in world history textbooks...", *Gender and Education*, 8 (1), 1996, pp. 31-48; S Schoeman, "The representation of women...", *South African Journal of Education*, 129, 2009, pp. 541-556.

29 CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109; M Commeyras & DE Alvermann, "Reading about women in world history textbooks...", *Gender and Education*, 8 (1), 1996, pp. 31-48; J Fardon & S Schoeman, "A feminist post-structuralist analysis...", *South African Journal of Education*, 30, 2010, pp. 307-323.

30 A Osler, "Still hidden from history?...", *Oxford Review of Education*, 20, 1994, pp. 219-235.

31 CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109.

32 CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109; M Commeyras & DE Alvermann, "Reading about women in world history textbooks...", *Gender and Education*, 8 (1), 1996, pp. 31-48; J Fardon & S Schoeman, "A feminist post-structuralist analysis...", *South African Journal of Education*, 30, 2010, pp. 307-323.

33 A Osler, "Still hidden from history?...", *Oxford Review of Education*, 20, 1994, pp. 219-235.

34 M Commeyras & DE Alvermann, "Reading about women in world history textbooks...", *Gender and Education*, 8 (1), 1996, pp. 31-48.

pattern in the use of language to present women in a South African context. They reported that the narrative structure in the examined texts favoured men rather than women and supported masculine meaning. In addition, the textbook used a neutral and naturalising style in its narrative which rendered women and androcentricity invisible.³⁵

From this analysis it is apparent that, although sexist language is avoided in most history textbooks, the problem of presenting the narrative from a male perspective still persists. It can therefore be argued that women are generally marginalised and underrepresented in - and in some cases even excluded from - history textbooks. This is reflected in both the content coverage, illustrations used and the language employed. What message would this then send to the users of these books – the school-going youth?

The possible implications of the portrayal and representation of women in history textbooks on school-going youth

It is apparent from the preceding review of the literature that women are portrayed very differently from men in history textbooks. In this section we argue, based on this evidence, that such portrayals convey a powerful message to the youth which could influence their attitude towards, and view of, women in society past and present, since textbooks are believed to reflect the reality and truth of the society they serve. This we will do by interrogating three vignettes from the literature before embarking on a discussion.

Vignette 1 – Women as exceptional or wicked

Some of the studies reviewed portrayed women performing traditional masculine activities such as leading soldiers to victory, farming and bartending.³⁶ This carries both a positive and a negative message – positive in the sense that it recognises women as having the ability and potential to perform successfully roles that are traditionally viewed as those of men. However, on the other hand, since very few women are portrayed in such activities, it can give the impression that, for example, working in the army, farming and bartending are dangerous, difficult and mysterious jobs not meant for the majority of ordinary women but are activities for a minority

35 J Fardon & S Schoeman, "A feminist post-structuralist analysis...", *South African Journal of Education*, 30, 2010, pp. 307-323.

36 CG O'Kelly, "Gender role stereotypes in fine art...", *Qualitative Sociology*, 6 (2), 1983, pp. 136-148.

of “special and extra-ordinary women”. This sends the message to both girls and boys that girls need to be exceptional to perform the roles that history has depicted as relatively easy or natural for men.

What was also evident in the reports reviewed was the depiction of women “behaving badly” by, for example, being punished for being scolds and witches³⁷ or for prostitution or being a woman bent on annihilation for the sake of revenge.³⁸ The logical assumption to be made, considering the underrepresentation of women in history textbooks as outlined earlier, is that women outside of the domestic sphere are responsible for only negative or evil contributions to history. Men, on the other hand, are spared the indignity of these portrayals. The sub-text is simple - historically only women, and especially women of high status and influence, like Catherine the First and Olga, behaved in such a way. Furthermore, the study by Commeyras and Alvermann revealed that a language of sensuality and willfulness was used by historians to describe women who had risen to positions of power.³⁹ To draw this to its logical conclusion, the literature revealed that women are underrepresented in history textbooks and when they do appear in positions of power, it is because of feminine mystique or because they had behaved very badly. What then should the youth using these textbooks learn from this? That historically, women rose to high positions not because of merit or hard work but through crooked, wicked and seductive means?

Vignette 2 – Science is not for women

The second cameo gleaned from the literature depicts women shown as observers at a scientific experiment conducted by men.⁴⁰ The implication of this is that science and scientific experiments are for men and are dangerous or frightening to women, who must meekly and cautiously stand at a distance and merely observe their courageous men. The message seems to be that science is the dangerous domain of men and is not for women, who are incapable of practising it.

37 A Osler, “Still hidden from history?..”, *Oxford Review of Education*, 20, 1994, pp. 219-235.

38 MG Muravyeva, “Shaping gender and national identity..”, *Yearbook of the International Society for Didactics of History 2005*, 2006, pp. 51-62.

39 M Commeyras & DE Alvermann, “Reading about women in world history textbooks..”, *Gender and Education*, 8 (1), 1996, pp. 31-48.

40 A Osler, “Still hidden from history?..”, *Oxford Review of Education*, 20, 1994, pp. 219-235.

Vignette 3 – The historical place of women is in the home and if they leave, they must do double the work

According to the literature reviewed, women in history textbooks were largely portrayed as performing the ‘traditional roles’ of wife, mother, cleaner, cook and so forth, in a domestic setting.⁴¹ But women were also presented in dual roles – doing not only these, but other jobs as well. However, in none of the studies reviewed did the role of men change convincingly in this regard by for example, being portrayed as supportive of women by engaging in domestic duties to support them. The message therefore is that the primary role of women is still to care for the home and for children, whether or not women are also employed outside the home. Seeking paid employment therefore, would therefore not necessarily lead to an improvement in the status of women - if anything, it would simply increase their burden.

The history textbook as ideological tool

The problem here lies in the way that the messages as explored in the three cameos are communicated, since textbooks have a significant impact on the minds and attitudes of the youth. This is the case because textbooks are cultural mirrors of society as they contain and transmit the knowledge, beliefs and values a society recognises as legitimate and truthful either for sustaining or transforming the social order.⁴² As the ideologies of society are kept in the form of an organised body of knowledge through the textbooks, the latter have the ability to canonise the social norms of the society. This canonised knowledge tends to influence, persuade and mould the attitude of the readers. It therefore follows that the way men and women are represented in such a canon of knowledge is likely to have an effect on the attitude of the youth when this is done by means of a narrow and single perspective of knowledge in an incontrovertible manner.⁴³

41 CG O’Kelly, “Gender role stereotypes in fine art...”, *Qualitative Sociology*, 6 (2), 1983, pp. 136-148; A Osler, “Still hidden from history?...”, *Oxford Review of Education*, 20, 1994, pp. 219-235; CE Sleeter & CA Grant, “Race, class, gender and disability...”, MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109. Y Su, “Ideological representations of Taiwan’s history...”, *Curriculum Inquiry*, 37 (3), 2007, pp. 205-237; S Schoeman, “The representation of women...”, *South African Journal of Education*, 129, 2009, pp. 541-556.

42 MW Apple & LK Christian-Smith, “The politics of the textbook”, MW Apple & LK Christian-Smith, *The politics of the textbook* (New York, Routledge, 1991), pp. 1-21; V Kalmus, “What do pupils and textbooks do with each other?...”, *Journal of Curriculum Studies*, 36 (4), 2004, pp. 469-485.

43 MW Apple & LK Christian-Smith, “The politics...”, MW Apple & LK Christian-Smith, *The politics...*, pp. 1-21; S Foster & K Crawford, “The critical importance of history...”, *What shall we tell the children?...*, pp. 1-23; CE Sleeter & CA Grant, “Race, class, gender and disability...”, MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109.

Besides serving as carriers of curricular knowledge to students, textbooks signify particular constructions of reality and also reflect the values and aspirations of the society they represent.⁴⁴ Furthermore, history textbooks, like all textbooks, are authoritative in nature as they are authorised or approved by government, educational authorities and other societal groups.⁴⁵ In this respect, they are regarded as valid, true and accurate knowledge of society.⁴⁶ This implies that the way historical figures, both men and women, are portrayed in history textbooks conveys a authoritative message to the youth concerning the position, actions and contribution of such people in society in the past as it is viewed from the present. Therefore, the way in which women and men are portrayed in history textbooks, we argue, is most likely to be considered by the youth as true and accurate historical knowledge. Consequently, through their absence on the one hand, and by being cast in specifically limiting historical roles on the other, the message conveyed is that women contributed little to history outside of the domestic sphere.

The position allocated to women in history textbooks as explored in the three cameos is the result of an intricate curriculum planning process based on a patriarchal system. During this process, decisions are made on what should be selected for inclusion in the textbooks. This selection process is guided by the narrow and particular view of what constitutes legitimate knowledge of a person or a dominant group. The consequence of this is the production of teaching materials that have the potential to predispose students to think and act in a specific way without considering other perspectives, possibilities, interpretations, questions and actions. The ideological influence is thus facilitated in a way that denies the school-going youth exposure to alternative opinions while at the same time lacking the relevant knowledge or experience to challenge the information provided. As a result, they could potentially regard the contents of the textbook as indisputable fact. In this way, textbooks serve to legitimise and perpetuate existing ideologies, social relations and the *status quo* of the dominant and most powerful gender group.⁴⁷

44 MW Apple, "The culture and commerce...", MW Apple & LK Christian-Smith, *The politics...* pp. 22-39; S Foster & K Crawford, "The critical importance of history...", *What shall we tell the children?...*, pp. 1-23; CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109.

45 DR Olson, "On the language and authority...", S de Castell, A Luke & C Luke, *Language, authority and criticism:...*, pp. 233-244; MW Apple, "The culture and commerce...", MW Apple & LK Christian-Smith, *The politics...* pp. 22-39; MW Apple & LK Christian-Smith, *The politics...*, MW Apple & LK Christian-Smith, *The politics...*, pp. 1-21.

46 DR Olson, "On the language and authority of textbooks...", S de Castell, A Luke & C Luke, *Language, authority and criticism: ...*, pp. 233-244.

47 CE Sleeter & CA Grant, "Race, class, gender and disability...", MW Apple & LK Christian-Smith, *The politics...*, pp. 78-109.

Conclusion

A study done by Fournier and Wineburg in the United States in which learners were asked to draw pictures representing pilgrims, a Western settler and hippies yielded some telling results. Of the 136 pictures produced by boys, only eight portrayed female figures. Seven of these showed men and women together and only one portrayed a woman alone. The girls who participated produced a total of 153 drawings in which 58 were of men, 35 of women and the remaining portrayed men and women together. This kind of representation of the past showed that in girls' minds, women are indistinct figures who needed men, while in the perception of the boys, women were virtually invisible in history.⁴⁸

This kind of result, according to Tetreault, is because history as a body of knowledge in itself, tends to exclude women.⁴⁹ The solution is therefore for all involved – academic historians, the producers of textbooks and society in general – to reconceptualise the roles and activities of women in history. The implications of this should be, firstly, that women should be more fully represented in the historical content covered and secondly, that the language used in history textbooks should not present the narrative from an exclusively male perspective.

Until this happens, the impressionable youth will be exposed to history textbooks, the most commonly available and dominant teaching aid, that foreground men as competent, capable and independent in the world. Women on the other hand will continue to be presented as extensions of men, functioning in a reproductive role within a domestic context with little ability to contribute significantly to past and present society. In other words, girls and boys will continue to be taught a segregated vision of society, similar to that of the racially biased history books of the past, in which people were depicted as having genetically determined social roles and places. The way forward should be to move towards a history which includes women amongst other marginalised groups. Such a history will include the experiences of men and women in history equally and fairly and would hopefully when the research done by Fournier and Wineburg as outlined above be repeated yield a more gender equitable result.

48 JE Fournier & SS Wineburg, "Picturing the past...", *American Journal of Education*, 105 (2), 1997, pp. 160-185.

49 MKT Tetreault, "The treatment of women in U.S. history high school textbooks: A decade's progress", *Women's Studies Quarterly*, 10 (3), 1982, pp. 40-44.

COLLECTING AND ORGANISING MULTIMEDIA¹ COMPONENTS FOR THE DEVELOPMENT OF EDUCATIONAL DVDS AND MULTIMEDIA CLIPS FOR GRADE 10 HISTORY: THE FRENCH REVOLUTION – SOME PRACTICAL GUIDELINES

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Abstract

Today's learners are born in a multimedia world and they feel quite comfortable in an electronic learning environment. Therefore South Africa, as the rest of the world, had to respond to the pressure and challenges posed by the information revolution.

Although research shows that there is an increase in the availability of computers for teaching and learning, it does not necessary mean a growth in the use and integration of Information and Communication Technologies (ICTs) in the learning and teaching of subjects in South African schools. For Social Sciences it was an unacceptable low 22% in 2000. A lack of resources for use by teachers and learners is indicated as one of the main factors, preventing teachers from using computers in teaching and learning.

The educational DVD and multimedia clips can be used as an exciting interactive resource in the integration of multimedia in the Social Sciences classroom when teaching and learning the French Revolution in History, Grade 10. This article gives an overview with some practical guidelines on the process followed in the development and construction of the concept text and also the collecting and organisation of the multimedia components for the DVD and multimedia clips

Keywords: History teaching and learning; Information and Communication Technology (ICT); Multimedia; Multimedia elements.

¹ Multimedia is the use of different forms of communication like visual images (photos, graphics, maps and animations), sounds (songs of the time and speeches) and written text to communicate information in multiple ways. D Buckingham, 2003, *Media education, literacy, learning and contemporary culture* (Cambridge, Polity Press), p. 4; RE Mayer, 2001, *Multimedia learning* (Cambridge, University Press 2); MD Roblyer, 2005, *Integrating educational technology into teaching* (Columbus; Pearson), p. 186.

Introduction

Currently a worldwide Information and Communication Technology (ICT)² revolution is taken place and the growth of ICTs in education is part of this global phenomenon. This is more in line with the way learners learn today because they have been born in the multimedia world and feel comfortable in an electronic learning environment.³ It is therefore not surprising that these learners have difficulty to sit in classrooms that rely on low technology such as overhead projectors, whiteboards and lectures as the main sources of information.⁴ Thus, South Africa, as the rest of the world, had to respond to the pressures and challenges posed by the information evolution.

To help the South African National Department of Education (DoE), established a basis for pursuing a planning strategy to confront these challenges, the School Register of Needs (SRN) survey was conducted by the Human Sciences Research Council during 1995/1996. It was the first of its kind in the history of education in South Africa and the first database of every school in the country – including among others, their geographical location and the availability of technology equipment, such as computers for teaching and learning. In the case of the latter, it shows that only 8.7% of South African schools have computers for learning and teaching.⁵

During 2000/2001 a follow up survey was conducted, showing that in the four years between the two surveys, the number of South African schools with computers for learning and teaching increased to 12.3%.⁶ This situation has improved further and by 2002, 26.5% of South African Schools have computers for teaching and learning⁷ and in 2006, SITES (Second Information

2 Information and Communication Technologies (ICTs) is the combination of hardware, software and means of communication that enable the processing, management and exchange of data, information and knowledge.

3 M van Lieshout, M (e.a), 2002, *Social learning technologies; The interdiction of the multimedia in education* (Hampshire, Ashgate), pp. 57-60.

4 DW Tileston, 2003, *What every teacher should know about using media and technology* (California, Corwin Press), pp. 1, 5, 60.

5 M Visser, 1996, *School Register of Needs Survey 1996* (Pretoria, Human Science Research Council).

6 Department of Education (DoE), 2001, *Brochure for the 2000 School Register of Needs Report* (Pretoria, Department of Education), p. 12 (available at: www.datafirst.uct.ac.za/catalogue3/index.php/catalog/165/.../2670), as accessed on 12 March 2012.

7 Department of Education & Department of Communication (DoE & DoC), 2001, *Strategy for information and communication in education* (Pretoria, Department of Education), p. 13 (available at: www.info.gov.za/otherdocs/2001/ict_doe.pdf), as accessed on 14 March 2012; SJ Howie, A Muller & A Paterson, 2005, *Information and communication technologies in South African Secondary schools* (Cape Town, HRC Press), p. 34; DoE (2004), *White paper on e-Education: Transforming learning and teaching through Information and Communication Technologies*, p. 10-12 (available at: <http://www.education.gov.za/LinkClick.aspx?fileticket=Keu0%2FBkee%2BM%3D&>), as accessed on 16 March 2012.

Technology in Education Study) indicated that the percentage was 38%.⁸

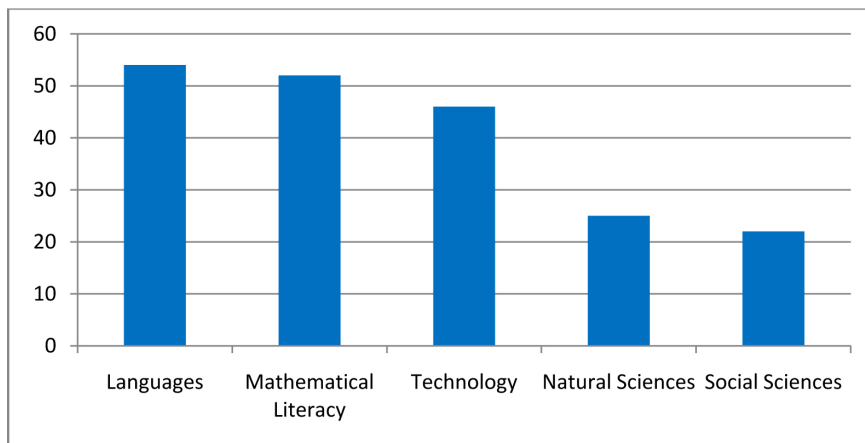
Problem statement and research question

This ongoing growth is in line with the DoE's key goal in the e-Education policy document of 2004:

*All South African learners from Grades 1-12 will be ICT-capable by 2013. This means that South African learners will be able to use ICT confidently and creatively to develop the skills and knowledge they need both to achieve personal and economic goals and also to participate effectively as a member of the global community.*⁹

However, the National Survey of Information Communication in 2000, has indicated that the increase in the availability of computers for teaching and learning does not necessary mean a growth in the use and integration of ITCs in subjects in South African schools. The following graph (Image 1) show the percentage of the use of computers in Languages, Mathematical Literacy, Technology, Natural Sciences and Social Sciences in 2000:

Image 1: National Department of Education, South Africa (2000), *Computers in schools: A National survey of information communication technology in South African schools*



Source: Bellville, Education Policy Unit (EPU), University of Western Cape, p. 88 (also available at: <http://www.education.gov.za/LinkClick.aspx?fileticket=nX6%2F4yb8GmE%3D&tabid=106&mid=406>).

- 8 AS Bignau, JE Hinostroza, CJ Els, CJ & M Brum, 2010, ICT in education policy in developing countries; South Africa and Chile compared through SITES, 2006, *Computers & Education*, 55(4), December 2010, pp. 1552-1563.
- 9 DoE, 2004, White paper on e-education; Transforming learning and teaching through information and communication technologies, p. 15 (available at: <http://www.education.gov.za/LinkClick.aspx?fileticket=Keu0%2FBkee%2BM%3D&>), as accessed on 19 March 2012.

The survey showed an unacceptable low 22% in the use of computers in Social Sciences and pointed out some of the main factors, preventing schools from using computers in teaching and learning:

- Inefficient number of computers.
- Lack of computer literacy among teachers.
- Lack of subject teachers with training how to integrate computers in specific Learning Areas.
- Lack of resources for use by teachers and learners.¹⁰

Thus, the education DVD and multimedia clips for Grade 10 History can help to fill the gap as resource and help with the integration of multimedia in the Social Sciences classroom when teaching and learning History. Integration of multimedia in teaching and learning History is very important because it will promote a comprehensive understanding of the past, empathy for decision making, and a reinforcement of intellectual cognitive skills. With multimedia the learners are exposed to different points of view so that they can construct their own knowledge. It also contribute towards ensuring that History will no longer be the boring subject as it is thought to be and make history “alive” and exciting – fostering a love and passion for the subject.¹¹

From the perspective of the development of a DVD and multimedia clips the following research questions arises:

- What is the process to be followed in the development and construction of the concept text for the educational DVD and multimedia clips for Grade 10 History: The French Revolution?
- What is the process to be followed in the finding, collection and organisation of multimedia components like visual images (photos, graphics, maps and animations), sounds (songs of the time and speeches) and written text, for the development of the educational DVD and multimedia clips?

10 EoE, 2000, Computers in schools: A National survey of information communication technology in South African schools. Bellville: Education Policy Unit (EPU), University of Western Cape, p. 88, 90-91, 129. (available at: <http://www.education.gov.za/LinkClick.aspx?fileticket=nX6%2F4yb8GmE%3D&tabid=106&mid=406>), as accessed on 12 April 2012.

11 ML Rice & EK Wilson, “How technology aids constructivism in the Social Studies classroom”, *Social Studies*, 90(1), 1999, pp. 29-31; RE Mayer, 2001, *Multimedia learning* (Cambridge, Cambridge University press), pp. 69, 78, 100-101.

Aims

From the research done,¹² the article has two main aims. The development of the concept text is a important process in the production of the educational DVD. In a “hands on” approach the article strives to give a practical overview with some guidelines, on the development of the concept text.

Appropriate multimedia material is the building blocks in the production of the DVD. Multimedia material include elements like visual images (like photos, graphics, maps and animations) and sounds (like songs of the time and speeches). The article gives practical guidelines on the finding and collection of multimedia material that can be use in the production of the educational DVD.

The multimedia components of the educational DVD

Concept text

The writing of the main text is the first step in the developing of the educational DVD and multimedia for Grade 10. In the writing process of the text the following must be kept in mind:

- It must cover the theme as it is set out put in the Curriculum Assessment Policy Statement (CAPS): Social Sciences Grade 10.¹³
- It must be factual correct and from reliable sources.
- The structure must be fluent.
- The language must be on the level of the average Grade 10 learner.
- Because the text is for Grade 10, it has to be in Afrikaans as well as English and must be professionally translated and edited.
- Except for the translation and editing, the script must also be peer reviewed to develop the best text for the multimedia.

The main text is use for the recorded narration and it also form the basis and blueprint for the concept text of the DVD. As a working document the concept text has indications where the different media elements (photo's,

12 ES Van Eeden, *Didactical guidelines for teaching history in a changing South Africa* (Potchefstroom, Keurkopie) 1999; LO De Sousa, *The integration of digital video discs (DVDs) and multimedia in the Learning Area Social Sciences*, (MEd. Dissertation, Potchefstroom, North-West University), 2008.

13 EoE, 2010, Curriculum Assessment Policy Statement (CAPS): Social Sciences Grade 10 (available at: <http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/419/Default.aspx>), as accessed on 12 April 2012.

maps, paintings, dramatisations and videos) will feature. All this is saved in a separate “Insert folder”.

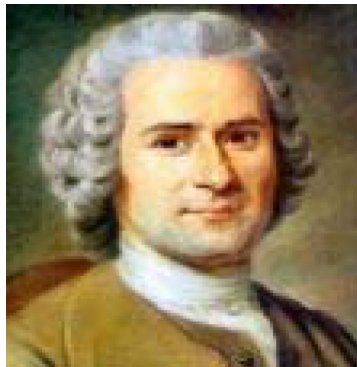
For example:

Concept text:

In the meantime French writers and philosophers like Jean Jacques Rousseau (Image 2 in Insert folder) and Voltaire (Image 3 in Insert folder) attacked the privileges of the nobility and clergy, the unjust courts of law and the unfair taxation system in their writing. With their poems, stories and plays they criticized the government and encouraged the people to demand equality for all.

When the Insert 15 file and Insert 16 file in the Insert folder, are open, paintings of the two gentlemen are shown. (Image 2 and Image 3)

Image 2: Jean Jacques Rousseau



Source: Available at: [http://en.wikipedia.org/wiki/File:Jean-Jacques_Rousseau_\(painted_portrait\).jpg](http://en.wikipedia.org/wiki/File:Jean-Jacques_Rousseau_(painted_portrait).jpg).

Image 3: Voltaire



Source: Available at: <http://en.wikipedia.org/wiki/File:Voltaire.jpg>.

After the recorded narration and “inserts” of the concept text are put in the required media sequences, gaps where fillers are needed, are shown. So, more multimedia elements must be included to fill these gaps.

All the extra information and media elements in the main text, which will be used interactively, is also indicated in the concept text and save in a separate folder (Interactive Folder) For example:

Concept text:

His wife was queen Marie Antoinette (Folder: Marie Antoinette).

When Folder (Marie Antoinette) in the Interactive folder is open, you have the following text with extra information about the royal children and relevant paintings.

King Louis XVI and Queen Marie Antoinette had four children:

- Marie-Thérèse-Charlotte was born on 19 December 1778 and she died on 19 October 1851. She married Louis Antoine, the son of Comte d’ Artois, the brother of King Louis XVI.
- Louis-Joseph was born on 22 October 1781 and died of tuberculosis on 4 June 1789 at the age of seven.
- Louis Charles was born on 27 March 1785 and died at the age of ten in prison on 8 June 1795.
- Sophie Hélène-Beatrix was born on 9 July 1786 and died less than a year later on 19 June 1787.

Image 4: Queen Marie Antoinette and her three oldest children



Source: Available at: <http://www.gutenberg.org/files/30314/30314-h/images/img-060.jpg>.

Image 5: Marie-Thérèse-Charlotte and Louis-Joseph



Source: Available at: http://a2.twimg.com/profile_images/1127267966/Marie-Th_r_se_Charlotte____Louis_Joseph_Xavier_Fran_ois__Marie_Antoinettes_first_two_children_.jpg.

Image 6: Louis Charles



Source: Available at: http://s3.amazonaws.com/readers/2009/06/19/louischarlesoffrance6_1.jpg.

Image 7: Sophie Hélène-Beatrix



Source: Available at: http://www.lesmanantsduroi.com/Images10/Sophie_Beatrice_of_France.jpg

Visual images like photos, pictures, drawings, maps and paintings

It makes the contents of the script more understandable, unforgettable and enjoyable to the learners because the images will help them to visualise the script. In other words it adds value to the script. Visual images must be of high resolution to be of good quality.¹⁴ The following picture of the royal flight to Varennes have a resolution of 1024 X 876 pixels. It can be used because it is of good quality.

Image 8: The royal flight to Varennes with a resolution of 1024 x 876 pixels



Source (Image 8): Available at: http://www.google.co.za/search?hl=en&sugexp=cfis&gs_nf=1&pq=french+revolution&cp=24&gs_id=4&xhr=t&q=royal+flight+to+varennes&bav=on.2,or.r_gc.r_pw.r_qf,.cf.osb&biw=1093&bih=416&wrapid=tljp133278989749900&cum=1&ie=UTF-8&tbn=isch&source=og&sa=N&tab=wi&ei=jcJwT_3pE4m3hAeX0Km1Bw

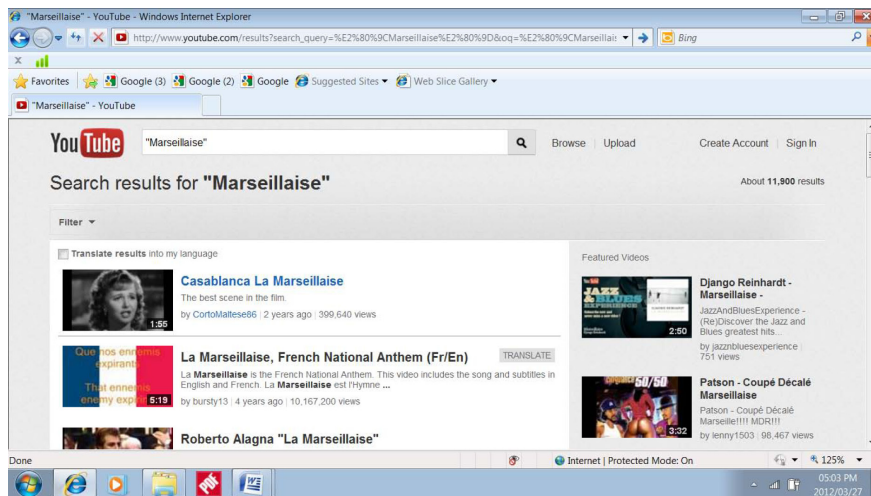
¹⁴ FP Merrill, (e.a), 1995, *Computers in education* (Boston, Allyn and Bacon), pp. 174-175.

Except for high resolutions, it is important that, when visual and other multimedia elements are used, that the copyright conditions are taken into account. Copyright on paintings, pictures and photos expired when it is 70 years and more after the death of the artist or photographer. In such a case it is put in the public domain and can be used freely.

Audio elements

Audio elements include recorded narration, music, sounds effects and song. Music and sound effects help to create a suitable atmosphere and mood and is useful to get the learners' attention. It can also convey mental images so the teacher can make the learners feel that they are there, for example when the people stormed the Bastille.¹⁵ The “*Marseillaise*” was an important song for the revolutionists during the French Revolution and became the national anthem of France. A soundtrack of the song can be downloaded from YouTube (see Finding appropriate multimedia material). Here are the results of the search “*Marseillaise*” on the YouTube home page (Image 9).¹⁶

Image 9: YouTube results of the search “*Marseillaise*”



Source: Available at: http://www.youtube.com/results?search_query=%E2%80%9CMarseillaise%E2%80%9D&coq=%E2%80%9CMarseillaise%E2%80%9D&aq=f&aqi=g4&aql=&gs_l=youtube-reduc.ed.12..014.280541280541013220111101010101680168015-11110.

15 A Clark, 2001, *Designing computer-based learning materials* (Hampshire, Gower), pp. 129-130.

16 Available at: http://www.youtube.com/results?search_query=%E2%80%9CMarseillaise%E2%80%9D&coq=%E2%80%9CMarseillaise%E2%80%9D&aq=f&aqi=g4&aql=&gs_l=youtube-reduced.12..014.280541280541013220111101010101680168015-11110, as accessed on 12 March 2012.

Video's

A short video can be used to replace long convoluted text and learners could learn more from a well selected video as from text. This is because the information presented by the video may be more understandable and memorable due to its visual detail and emotional impact.¹⁷ Thus, videos appeal to the senses of the learners and transfer impressionistic information very quickly.

Text

Text as multimedia element is also used in the development of the DVD, for example the Declaration of the Rights of Man and of the Citizen. In doing so, there are several options to be considered like the appropriate front, style, effects and colour.¹⁸

Games

Games like “Guillotine-man” and “Drag and paste” are also developed and included in the interactive part of the DVD. In the “Guillotine-man” game, questions are asked and when a wrong answer is given the player is beheaded by the guillotine. When playing the “Drag and paste” game there is for example a map, and the player have to choose a name of one of France neighbouring countries from a list and drag the name to the correct country on the map. When it is incorrect the name cannot be pasted on the map.

Games can motivate and encourage learners to study material they might not otherwise choose to study. It makes learning more enjoyable and contribute to knowledge and skills that are a critical part of the content, such as competition and teamwork.¹⁹

Graphics and animation

Graphics and animation are used in the development of the DVD, for example to show the foreign armies invading France with arrows and movement on the map. It is also used as organisers as in Image 10 below. Such graphic

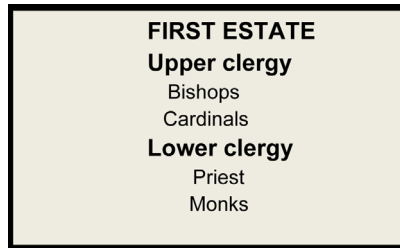
17 SM Alessi & SR Trollip, 2001, *Multimedia for learning: Methods and development, 3rd edition* (Boston, Allyn and Bacon), pp. 72-73.

18 PF Merrill, 1995, *Computers in education, 3rd Edition* (Boston, Allyn and Bacon), p. 173.

19 SM Alessi and SR Trollip, 2001, *Multimedia for learning: Methods and development* (Boston, Allyn and Bacon), p. 271.

organisers help learners to put information into manageable chunks and has enormous potential to improve learners' learning process.²⁰

Image 10: Graphic organisers

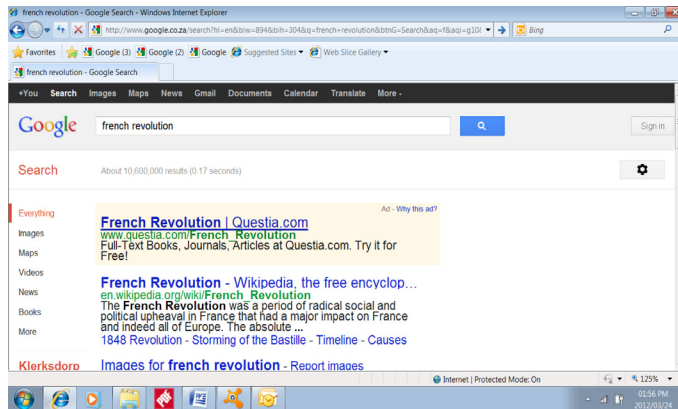


Finding appropriate multimedia material for the production of the DVD

The World Wide Web (WWW)²¹

The WWW is the largest and commonly used hypermedia application and is one of the main sources of multimedia material like text, images, videos and other media via hypertext.²² In other words, it provides a structure of linked elements through which a user can navigate and interact. Here, for example, is the results of the search “French Revolution” on the WWW (Image 11).²³

Image 11: Results of the search “French Revolution” on the WWW



Source: Available at: <http://www.google.co.za/search?hl=en&biw=894&bih=304&q=french+revolution&btnG=Search&aq=f&aq=g10&aql=&coq=>

20 DW Tileston, 2003, What every teacher should know about using media and technology (California, Cormin Press), pp. 16, 27.

21 Z Li & MS Drew, 2004, *Fundamentals of multimedia* (New Jersey, Peason Education), pp. 9-10.

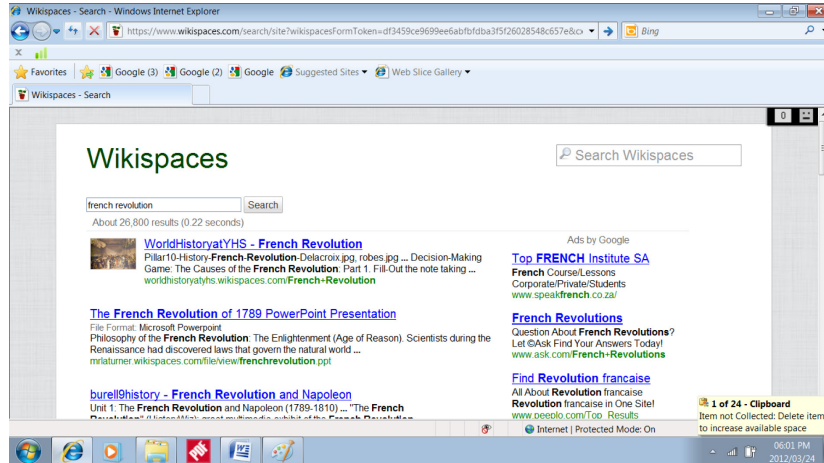
22 T Vaughan, 2001, *Multimedia; Making it work, 5th edition* (California, Osborne/McGraw-hill), p. 190.

23 Available at: <http://www.google.co.za/search?hl=en&biw=894&bih=304&q=french+revolution&btnG=Search&aq=f&aq=g10&aql=&coq=>, as accessed on 13 March 2012.

Wikispaces

Other Web-based resources for example is that of Wikispaces (Image 12)²⁴ where for example power point presentations can be found with images and Web-links (Image 13)²⁵ which can be used for the educational DVD.

Image 12: Results for “French Revolution” on Wikispaces home page



Source: Available at: <http://sklingam.wikispaces.com/>

Image 13: Wikispaces power point presentation: The French Revolution



Source: Available at: <http://sklingam.wikispaces.com/French+Revolution+Powerpoint>

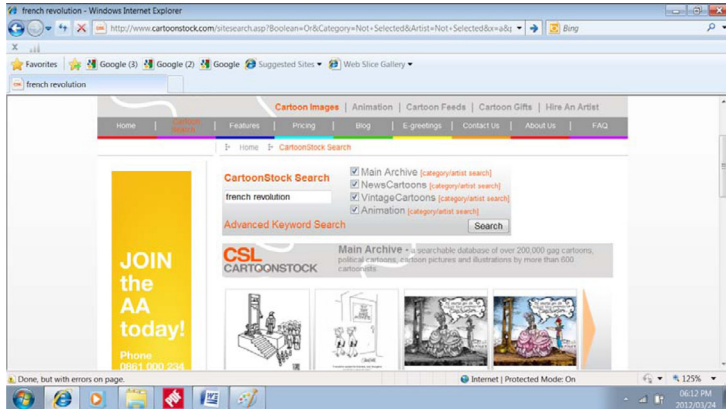
²⁴ Available at: <http://sklingam.wikispaces.com/>, as accessed on 13 March 2012.

²⁵ Available at: <http://sklingam.wikispaces.com/French+Revolution+Powerpoint>, as accessed on 14 March 2012.

CSL Vintage Cartoons

The CSL Vintage Cartoons²⁶ is an online database of historical cartoons from the 19th century and earlier. The following graph (Image 14) shows the search results for “French Revolution”.

Image 14: Results for “French Revolution” on the CSL Vintage Cartoons home page

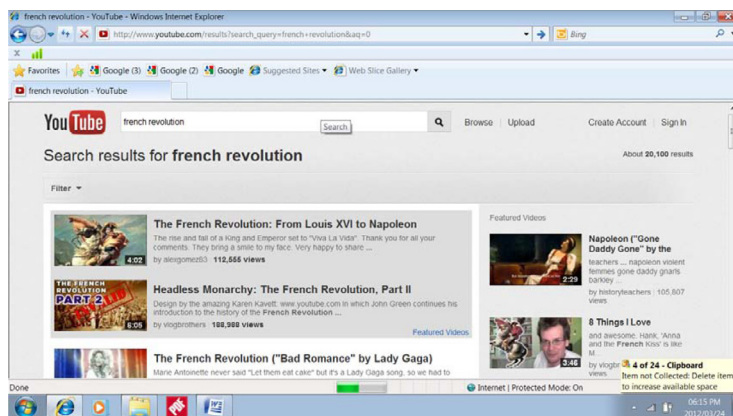


Source: Available at: http://www.cartoonstock.com/vintage/vintage_cartoons.asp

You Tube

You Tube²⁷ (Image 15) is also a Web-based resource where videos, movie and TV clips can be view, upload, download and shared.

Image 15: Search results for “French Revolution” on the YouTube home page



Source: Available at: <http://www.youtube.com/>

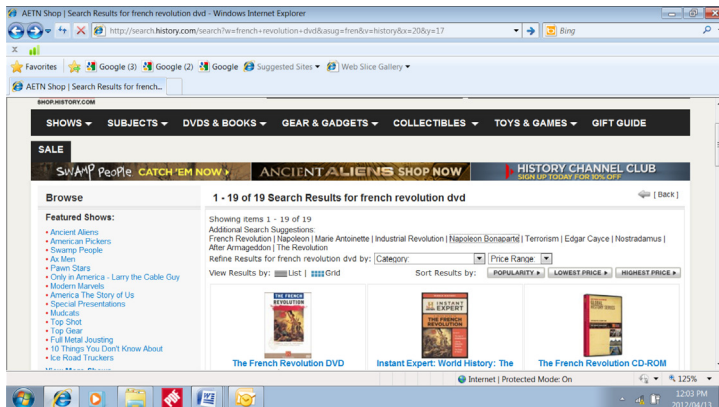
26 Available at: http://www.cartoonstock.com/vintage/vintage_cartoons.asp, as accessed on 14 March 2012.

27 Available at: <http://www.youtube.com/>, as accessed on 15 March 2012.

Commercial films and encyclopaedias

Various DVDs related to history have been produced and are commercially available. Examples include: The History Channel's French Revolution (1 DVD) (Image 16)²⁸ and Maria Antoinette of Columbia Films²⁹ (Image 217). Although these DVDs are also intended as educational media, most are produced as entertainment television documentaries, without recognising the specific learning outcomes of history as a school subject:

Image 16: Search results for “French Revolution” on the History channel home page



Source: Available at: <http://search.history.com/search?w=french+revolution&asug=&cv=history&x=19&y=13>

Image 17: Search result for “Marie Antoinette” on the Columbia Films home page with the link to Wikipedia³⁰



Source: Available at: [http://en.wikipedia.org/wiki/Marie_Antoinette_\(2006_film\)](http://en.wikipedia.org/wiki/Marie_Antoinette_(2006_film))

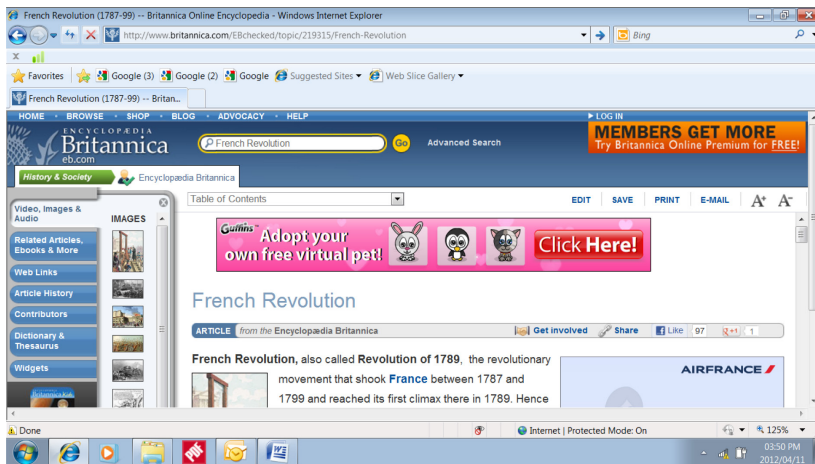
²⁸ History Channel, *French Revolution* (New York, History Channel), 2005, 1 DVD.

²⁹ Columbia Films, *Marie Antoinette* (California, Los Angeles).

³⁰ Wikipedia is a free-content encyclopaedia based on a openly editable model. It grown into one of the largest referent web sides.

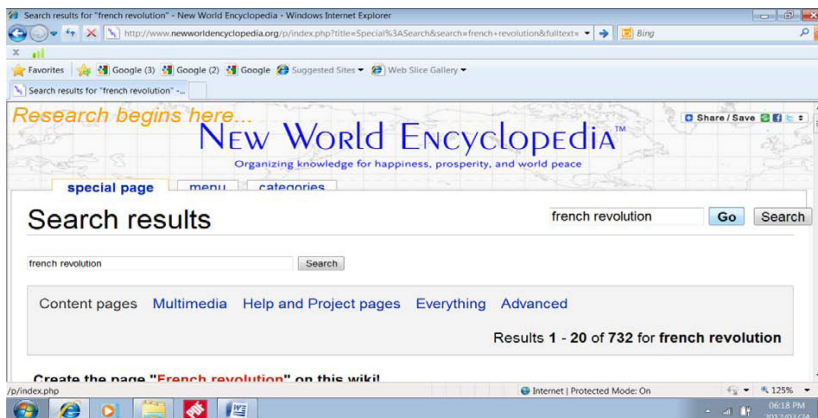
Encyclopaedias like Encyclopaedia Britannica (Image 18)³¹ and New World Encyclopaedia (Image 19)³² are available online while the Encarta Encyclopaedia (Image 20) can be used offline. These works consist of among other articles, images, music clips and newspaper clippings, like the report from *The Times* on 20 July 1789 about the rioting in Paris and the storming of the Bastille (Image 21).

Image 18: Search result for “French Revolution” on the Encyclopaedia Britannica home page



Source: Available at: <http://www.britannica.com/EBchecked/topic/219315/French-Revolution>

Image 19: Search results for “French Revolution” on the New World Encyclopaedia home page



Source: Available at: http://www.newworldencyclopedia.org/entry/Info:Main_Page

31 Available at: <http://www.britannica.com/EBchecked/topic/219315/French-Revolution>, as accessed on 15 March 2012.

32 Available at: http://www.newworldencyclopedia.org/entry/Info:Main_Page, as accessed on 15 March 2012.

Image 20: Search results for “French Revolution” on Encarta Encyclopaedia



Source: Search results for “French Revolution” on Encarta Encyclopaedia

Image 21: The report from The Time on 20 July 1789 about the rioting in Paris and the storming of the Bastille from Encarta Encyclopaedia

Part of the report from **The Times on July 20 1789**, that describes the outbreak of the French Revolution with rioting in Paris, including the storming of the Bastille.

Rebellion and Civil War in France

The regular troops held for the protection of Paris were persuaded to join the people. They marched to the Hotel of Invalids, a building in the out-skirts of the city. The residents of the Hotel of Invalids joined the rest, and brought with them the great guns, and other ammunition, stored in the building. With this reinforcement the people then attacked the Bastille prison and released all the State Prisoners from the Bastille.

During the storming of the Bastille they attacked the Governor of the Bastille, the Marquis de L'Auney, and the Commandant of the Garrison and took them to the Place de Grieve, the place of public execution. Here they beheaded them and stuck their heads on tent poles, and carried through the streets of Paris.

The Hotel de Ville, or Mansion-house was the place that was next attacked. M. de Flessil the Prevot de Marchand, or Lord Mayor, had made himself obnoxious by attempting to read publicly some instructions he had received from the King. In doing this he was stabbed and beheaded.

Except for the aforementioned resources, sources like photos, pictures and maps in books can also be used. The following picture of a peasant family (Image 22)³³ in G Hetherton's book *Revolutionary France: Liberty, tyranny and terror* is of high resolution and can be used as source for the DVD.

Image 22: A peasant family



Source: G Hetherton (1992), *Revolutionary France: Liberty, tyranny and terror* (Cambridge, Cambridge University Press), p. 18.

Conclusion

In the technological world of the 21st century learners feel at home in an electronic learning environment in which the use of multimedia is essential. This fact is recognised by the DoE and therefore the Department encourage the integration of multimedia in the teaching and learning process. To assist with this, the development of DVDs and multimedia clips is indispensable.

In the development of such DVDs, the development of a concept text is the first step. The finding, collection and organisation of visual images (photos, graphics, maps and animations), sounds (songs of the time and speeches) and

³³ G Hetherton, 1992, *Revolutionary France: Liberty, tyranny and terror* (Cambridge, Cambridge University Press), p. 18.

written text is the next step in the development of the DVD. Here resources like the World Wide Web, You Tube, commercial films and encyclopaedias play a important role and it is clear that there are a large number of multimedia sources which can be creatively put together in the interactive educational DVD.

In the collecting of the different multimedia elements, it is important that copyright conditions are taken into account. Copyright on paintings, pictures and photos expired when it was created 70 years and more after the death of the artist or photographer. In such case it is put in the public domain and can be used freely. Otherwise, the necessary permission must be obtained before it can be used.

Although the different multimedia elements contributes to the interactivity of the DVD, appropriate games can also increase the interactivity level of the DVD. With games, material can be reviewed and learned without the feeling of a learning experience. In other words learning History is fun.

With all the multimedia elements put together in the DVD it is clear that the DVD will help with the integration of multimedia in the teaching and learning of History. So, History will no longer be the boring subject as it thought to be, but “alive” and exciting.

HANDS-ON ARTICLES

THE PAST: SOME ORAL MEMORIES AND ITS UTILISING IN HISTORY TEACHING

EXAMPLES OF QUESTIONS FOR LEARNERS TO DELIBERATE ON after having read the oral history contributions of both Proff Rosemary Moeketsi and Betty Govinden:

1. Depict the author's memories of her childhood world and way of living and understanding history and her world;
2. How did the author's childhood world transform from the perspective of being an adult?
3. What are the core value(s) of History for the author?
4. Identify three historically related facts that the author has utilised and respond more extensively on their historical meaning and context.
5. Debate the value of being educated in your mother tongue.

“THE FACE OF THE FUTURE” (BORROWED FROM MARTIN LUTHER KING JR.'S SPEECH BEFORE THE YOUTH MARCH FOR INTEGRATED SCHOOLS)

Rosemary Moeketsi
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In 2009 I was invited to the conference of the Southern African Historical Society to say something and to propose the toast. I obliged. Here am I tonight invited to participate in your conference which is for (South African Society for) History Teaching. I wish I knew why I keep on receiving these

invitations to History conferences, because History was never my favourite subject at school.

Many years ago when I was 15 years old and in Matric, I did/studied/ was taught the subject, History. The good thing that your invitation has done, is to challenge me to reflect on what happened back then. I still remember how the subject was very neatly divided into two distinct sections: European History and South African History in such a way that the one didn't seem to have anything to do with the other. The European part was larger, about 70% of the syllabus, maybe because it dealt with several countries. What we were taught seemed to focus more on wars, hardship, the resultant liberation and then migration; static events that happened and ended in the past and didn't seem to have any impact on the future. The emphasis seemed to have been on very fine detail where names of the victors and victims were emphasized. Such names still come to mind: Otto von Bismarck, Benito Mussolini, Rasputin the Mad Monk, Hitler, Jan van Riebeeck, Simon van der Stel, Vasco da Gama. Linked to these names was a strong geographical focus that included unusual place-names, names of mountains, valleys, gorges and rivers.; and of course, more torturous was that the names and the places were associated with specific dates, 1652, 1815, 1869, 1883! The dates mainly referred to the births and deaths of the characters. Further than that, I remember nothing.

To compound an already complex situation, the subject was taught in Afrikaans, *Geskiedenis*. Mr Mahlase, my *Geskiedenis* teacher, was quite fluent in Afrikaans, I thought. A kind man, polite and likeable; he seemed to know what he was doing; he was authoritative in delivering the content that sounded more like uninteresting and boring stories from a very remote past. The most that we did was to listen as attentively as possible and to ask questions but only for clarification. Although at some stage some of us had the sneaky feeling that the South African history depicted the Africans as inferior, under-handed, barbaric, violent, I don't remember us debating the facts, engaging with the content or even expecting other perspectives to exist. I'm also not sure whether the teacher was interested in developing in us any critical intellectual skills to interrogate and engage such content. I think it was because we battled so badly with the medium of instruction that we focused only on grasping the content rather than critiquing and interrogating the subject matter. This made History a painful subject to learn.

I remember the teacher working from two books the titles of which I can't recall because the books were referred to by their authors, Van Jaarsveld and

Fowler and Smit. My desk-mate and I, and so did some of my class-mates who could afford to buy those text-books, bought and shared the two books between ourselves.

At the end of the year, many of us scraped through. As can be seen, I learnt nothing at all, and of my class-mates, I can't think of anyone who did anything with those History lessons.

Later in life, in 1973, I found myself teaching Afrikaans to Matriculants, a task I was not qualified for, but which I did for 13 years and ended up doing expertly with excellent results. Those days, you couldn't enter university without Matric English and Afrikaans among other subjects. I must have reacted to the need for more and more of us to, at least, pass Matric because while others fought Apartheid with stones and neck-laces, I fought it by teaching Afrikaans to Matriculants, a subject loathed by students and teachers alike, stigmatized as the language of the oppressor but indispensable for further studies and a financially promising future.

When June 16th dawned and South Africa was literally set alight, I was in class teaching Afrikaans. June 16th was not because students were taught Afrikaans. Students hated being taught IN Afrikaans: *Geskiedenis, Wiskunde, Natuur en Skeikunde*: those were my Matric subjects.

June 16th was brought about by the youth of South Africa; the youth who couldn't stand what many of us had endured, the systematic deprivation and denial of knowledge by the government of the day; the youth who thought very little of their parents who had availed themselves to be abused by the Apartheid System. June 16th was the beginning of the end of an abominable era; a revelation of what could be.

I'd like to talk about 1994, but with your permission may I go back to when I started school? I was four when I first entered the class-room; yes, a bit too early, because I wouldn't be separated from my elder sister who was about seven and of school going age. I remember everyone being presented with two books from which the teacher read and the class repeated after her; which was nice. I had opened both books on the same page one. There was a picture of a black cat sitting on a mat. The sentence below the picture must have read "The cat sits on the mat" because that's what the teacher asked us to repeat after her, twice, thrice and with our eyes closed, memorise the sentence "The cat sits on the mat". What struck me was that there were two books, same picture, and same cat sitting on the same mat. What was the fuss? I thought.

Why two books for the same cat sitting on the same mat; the mat is on the floor? So I discarded the second book only to evoke/ elicit the ire of the teacher when next she came for more reading and discover that I had “lost” the second book because I did not need it. I only realized years later that the second book was in fact in Afrikaans. At four, I was fed two foreign languages; a practice frowned upon by linguists who recommend that the first additional language be introduced a few years after having started school.

Then came 1994 and South Africa was emancipated from the throes of the repressive forces of Apartheid. Ideals such as democracy, human rights the rule of law, civil society and economic freedom were introduced.

For me, and probably for many of us, to appreciate the new South Africa and to face the challenges of the future, I had to grapple with such question as who I was, where I came from and where I was headed. I had to be real about my strengths, my weaknesses, my aspirations, my dreams.

Who exactly are we? What future will we leave for generations to come?

I found that reading biographies and auto-biographies provided the necessary knowledge that I so yearned for: Steve Biko, Nelson Mandela; Desmond Tutu; De Klerk; Tsafendas; among many others. Each one sketched the history of South Africa from their own perspective in a manner that continues to enrich my knowledge of my country, its people, its cultures, its weal and woe. Alister Sparks’ trilogy remains an invaluable source of South Africa’s modern history for me.

As I conclude this short story, please note that I have entitled it “The Face of the Future”, a phrase borrowed from Martin Luther King Jr’s address to a gathering of 26000 American Youth before their March for Integrated Schools on 18 April 1959. I reflect on the phenomenon history and note that although it represents the entire human experience linked to a chain of events that belong in the past, it is our present, our face, and indeed it determines and influences the future. History is a strange continuity and what’s exciting is that we all continue to contribute to the making of this History. For students and scholars, therefore, History is the integrated study of those past human and non human events from the vantage point of the present.

We [South Africans] are a nation in the process of re-building ourselves; of reforming and re-forming our identity. For that reason, we depend on our teachers of History to use all sorts of exciting methods to help us know

who we are and to acknowledge our past, however acrimonious that past can be. We trust our scholars and teachers enough to know that the teaching of History is done objectively from all possible perspectives and that it refrains from propagating lopsided ideologies that do nothing but promote a single, narrow, socio-political and cultural thought.

As we continue to redress the ills of our past, I hope that we are careful not to gravitate to the extreme opposite end where focus is solely on what was undermined by the Apartheid system, which is the struggle for liberation, Robben Island and “Exile”. The History that we teach ought to be balanced, comprehensive, and inclusive, with South Africa at the centre and in the context of the rest of the world. This is a History that is bent on unifying a nation torn apart by its past; a History that aims to leave a legacy for generations to come; That kind of History is our heritage; a History that will encourage and support students as they “vigorously debate, dissent, disagree and discuss”.

REMEMBERING “SALISBURY ISLAND”¹

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Abstract

Three distinct vignettes on “Salisbury Island”, have been composed for this discussion on the tribal college for Indians inaugurated in 1961 on Salisbury Island, an old naval base at the Durban Harbour. It was prompted by the reunion that took place in 2011 at the Sibaya Complex outside Durban, as part of the 50th anniversary commemoration of its inauguration. I present diverse aspects of life on Salisbury Island, from different, shifting vantage points and perspectives - combining the banal as well as the critical, rhetorical and historical, autobiographical and discursive - in order to re-create a lost world that was experienced during apartheid, the composition “reflects the syntax of memory itself” [Hirson 2004:134]. Remembering the past in South Africa, especially the apartheid past, re-threads both positive and negative experiences, and weaves a varied quilt of personal, institutional and historical memory. For history educators this would provide a creative and critical way of engaging with the past in order to live in the present.

Keywords: Memory; Apartheid; Tribal College; Nostalgia; History; Education; Apartheid; Bush College.

Introduction

Looking back at “Salisbury Island” in 2011, from the vantage point of a new South Africa, is a mixed experience. There have been times when we who were students at Salisbury Island were keen to erase its very memory. The era of separate universities, of tribal colleges or bush colleges, was a blight on our educational landscape, and we all felt it keenly. We were forced to attend these institutions, and never failed to remind everyone that we did so under continual sufferance. We were sometimes tempted to deny this part of our lives, especially when those who went to the prestigious white universities, such as the former University of Natal, or to Fort Hare,

¹ “Salisbury Island” is more than a physical place - it is a symbol.

often treated us as lesser beings. The words, “inferior” and “second class”, were not infrequently used in relation to places such as Salisbury Island.

Yes, there was a certain desolation about Salisbury Island, where the sky was not limitless, and seemed to hover just above you. We never learnt to forget that Salisbury Island was a discarded military barracks, and we were its “discarded people”. Even without the bush, we still called it a “bush college”. It was far away from the centre of the universe. Sailing to the mainland on the ferry boats was no leisurely sea cruise. And if we returned via the long way round, we had to sit in the very last row of the Fynnland whites-only bus. Then the walk back to the campus, on the bare, windswept causeway, with no trees to line it, seemed long and endless. The hub of city life was in the distance. The causeway was a winding road around the western side of the Durban Bay.

Beyond, there was the same bleakness. When I enrolled at Salisbury Island in 1963, the Rivonia Trial was under way, and in my second year Mandela was imprisoned on Robben Island. What does it mean to remember Salisbury Island - a place that was the very creation of apartheid, and its instrument? What does it mean to remember, some fifty years later?

I take my cue from Jacob Dlamini who, in *Native Nostalgia* [2009] poses this question:

What does it mean for a Black South African to remember life under apartheid with fondness?

Writing of his growing up and life in Katlehong, Dlamini argues that the master narrative of apartheid blinds us to a richness, a complexity of life among Black South Africans, that not even colonialism and apartheid at their worst could destroy.

Yes. Even the intellectual desert that Salisbury Island was deliberately designed to be, yielded spaces for creativity and growth. I remember learning so many things I had not known before. Emerging out of high school in a small rural town, my world was slowly broadening. The foundations for my later thinking were certainly laid here, even if I were to gradually shake those very foundations, and the edifices I would so studiously construct.

Yes, Salisbury Island was a physical space, a place on the map. But it was so much more.

And so, imitating Denis Hirson's [2004] incantatory book of reminiscences, *I remember King Kong*... In my memories I recall the following:

I remember those enchanting performances of Prokofiev's *Peter and the Wolf* – David Horner's signature events on the Island. I was transported.

I remember enjoying intense and convoluted debates with Archie Augustine on DH Lawrence. Surely Lawrence was the greatest free spirit I had ever encountered, and Archie, the English gentleman from Northern Natal, a close second?

I remember the most engaging lectures given by the giant professor, C Ramfol. Coming out of high school, I could not fail to admire the genius of Pavlov and Skinner. I did not have a clue then, that their doctrinaire, positivistic type of thinking, was even remotely connected to the apartheid regime.

I remember Prof Cilliers, whose "philosophy of education" was that we are all different! [This is why we couldn't have a political system that was based on the premise that we are all equal!]

I remember vying with Teddy Naidoo to be Prof Hopwood's most diligent phonetics student. We believed implicitly in the incontestable virtues of Received Pronunciation – the Queen's English, nothing more and nothing less.

I remember that bereft Sunday morning when Teddy drowned in the bay...

I remember reading *The Super Afrikaners* [1980] when I left Salisbury Island. I was not surprised to learn that the Island's smiling rector, SP Olivier, was a member of the Broederbond.

I remember the day I was quite impressed, when my friend, Varda Moodley, showed me the wonders of the latest technology - a photocopier, that had just arrived in the Physics lab. I remember too the passing lectures that his lab assistant would give me on Karl Marx.

I remember Salisbury Island – the place where I grew to love Shakespeare, Milton and Chaucer, Pope and Dryden. George Saintsbury and IA Richards were our gurus, and no one could dispute that (at that time!).

I remember reading, on Salisbury Island, the greatest poems in English

Literature. These must surely include Lawrence's "Bavarian Gentians" (Why did I remember it again when, years later, I read *The Vagina Monologues?*); Keat's "Ode to a Grecian Urn" ("Beauty is truth; truth beauty"); and Shelley's "Ode to the West Wind" ("If Winter comes, can Spring be far behind?").

I remember being devastated when Dennis Pather was named in an article in a weekend paper reporting on student protests on the Island. Were his chances of returning to campus ruined? They were. But every time I pick up the newspaper and read one of his columns today, I think of how his real education continued uninterrupted...

I remember the profound, brooding, Goolam Meeran. He was one who could see right through anything and anyone.

I remember the Reverend Arnott - sweet and likeable, and careful to steer away from controversy. Why, he was generous enough to allow us to listen to his LP's on Shakespeare. I was to realize years later, when I graduated to Achebe and Soyinka, that he never quite got the hang of Conrad's *A Heart of Darkness*.

I remember Munira Lakhi, who chose to wear my blue cross for a play.

I remember Mariam Kariel, the petite girl from Cape Town. She wore the most elegant clothes, and would model her wardrobe in the corridor of our Hall of Residence, late nights.

I remember Dr Ezra Francis. He was more than a man without socks. He was a rare and magnificent spirit, with a voice that could move mountains...

Thinking of some of the personalities on the Island, and recreating these memories of them on Salisbury Island, I am overwhelmed by the many stories and images of the place, long repressed, that come hurtling from the past. The alchemy of memory works its magic, making them palpable, breathing life into them, as they rise up and stride the world again.

Salisbury Island had its quota of intellectuals, activists, run-of-the-mill academics, informers, hangers-on, future leaders, visionaries, gossips, lovers, artists, anarchists, missionaries, Philistines, charlatans, nerds [we did not know the word on the Island then], bankrupts and revolutionaries.

Salisbury Island - one of the explicit inventions of apartheid - will remain a place in the geography of our imagination where it was still possible to dream dreams. A place that vacillated between banality and epiphany...everyday...

In a strange way, I am what I am today because of, and in spite of, Salisbury Island. Learning and unlearning, I continue to this day, to build and break... break and build... on the yesterdays I travelled on *THE ISLAND*...

A day in the life of AN ISLANDER...

The early morning sun - not too strong on the Island – rouses me, peering obliquely into my room from the East.

Delores Govender, my friend from high school, and now my room-mate, is also stirring slowly.

I switch on the radio, and hear that Cassius Clay has won the world heavy weight boxing championship.

I go to the row of washbasins and bathrooms at the end of the corridor. I see my friend, Julie Meeran, scrubbing. She must be the world's best washer – of wash basins, baths, whatever comes in her way. She is meticulously washing her clothes. She also makes sure she irons what she will wear today - a lovely cotton dress with fine floral print, which she launders with a light starch.

Today, I put on my tartan straight skirt and gilet to match, home stitched, and my white frilly blouse. I wear stockings and Baby Louis heels.

I walk down stairs, and the warden's wife, dressed neatly in her sari, kunkum and large bun, gives me my mail. I immediately recognize my mother's hand-writing. It is addressed to me, "c/o Women's Hall of Residence", etc. I had given her this address, and it sounds much better than "girls' hostel". I love reading my Mum's letters. I can hear her speaking, in long breathless sentences, with few stops. She must be the most ardent letter-writer of all time. We always give her gifts of Croxley writing pads.

Breakfast is in the large dining hall, adjacent to the kitchen. There is steaming porridge and, then, fried eggs, though a little cold and oily. I share the same table at every meal time with Rashida Ballim, Premi Singh, Rashida Jamaloodien and Demla Vinden.

I collect my notebooks – there is much note-taking on the Island – and I walk primly across the wide, grassed quadrangle to my lectures.

At the other end, I see Sunita Roopanand, in yellow Punjabi dress, walking towards the Fine Arts Department.

Today, the English Literature lectures are on Chaucer. I am intrigued by

The Wife of Bath's Tale. What a feisty woman! But I am not aware at the time that the word "feminist" is not used once during my entire 5-year-stay on the Island.

History and Psychology lectures follow, and I learn all about the partition of Africa, and the conditioning of rats in laboratories. Nobody tries to extend this into our lives in the present time.

I return a few books at the library, and meet Mamoo Rajab, browsing among the book shelves. He must be the most widely read in English Literature on the campus.

I return to the hostel for lunch, past the cafeteria, which is very noisy and smoke-filled. I notice Zak Yacoob walking leisurely alongside the kerb and, today, I greet him briefly. Zak is clearly a later riser. For lunch, we have a casserole with potatoes.

I am free in the afternoon today, so I decide to slip away to the Island jetty, and take the ferry across the bay for a quick trip into the city. I walk past a street photographer, who hands me a photograph of myself. The Polaroid boycott was still to come. Walking up West Street, I find that shopping offers wonderful freedom from the cloistered Island. There are no places to eat for "non-whites", so I buy ice-cream on a cone, and enjoy this as I walk slowly along the shop windows.

I must not miss the last ferry back to the Island. By the time I reach the hostel again, it is time for dinner. Mildly curried chicken and rice, and custard and jelly.

After dinner, we walk in pairs or groups, rounding the many roads on the Island, speaking of the lectures and lecturers, or of the food in the dining hall. We pass the queues outside the telephone booth.

The wider world seems so far away, and the stars above look vacant.

Salisbury Island: Revisiting the past

When over 400 students from the former University College for Indians, converged on the Sibaya Complex on Saturday 25 June 2011, for the SALISBURY ISLAND REUNION, many met for the first time since they parted company some 45 years ago. Former Islanders came from different parts of the region and the world, and the Reunion was indeed an emotional

one.

This Reunion, occurring fifty years since the formation of the University College in 1961, was one of many events after 1994 where the past unscrolled before South Africans dealing with their history, both personal or public. Indeed, since the first democratic elections, South Africans have been experiencing a prolonged “TIME OF MEMORY”, anxious not to succumb to amnesia, and eager to script the past in their own way in a time of competing truths.

The University College was formed during the heyday of the apartheid era, when the consolidation of “grand apartheid” proceeded inexorably. It was yet another example of the absurdity of a regime that believed itself to be invincible, erecting many elaborate structures and institutions, and commandeering many human resources, to prop up the ideology and practice of separate development.

1961 was the year when the Nationalist Party magnanimously removed the threat of repatriation, which had hung as a sword of Damocles since Indian indentured labourers arrived in 1860. It is significant that the Separate Universities Education Bill was passed in 1957, in direct flouting of the spirit of the Freedom Charter signed two years before that, when the Charter had called for the doors of learning to be open to all.

The apartheid government failed to see the irony of an abandoned prison and naval base such as SALISBURY ISLAND being transformed into a place for higher learning. The Island had a strict dress code, for one, and this reflected the regimentation of the place, which seeped deep into the psyche of the institution. It was an unwritten fact that the institution was run by “Super-Afrikaners”, and that it was part of the panoptic structures of surveillance that constituted the apartheid edifice. It is worth noting that in the same year in which “Salisbury Island” came into being, Franz Fanon, in another world, had published his *Wretched of the Earth* [1961] where he was calling for anti-colonial education.

Much of the curriculum on the Island was narrow and doctrinaire. However, as we moved from the Island to the University of Durban-Westville by the 1970’s, we also had a “hidden” curriculum (literally and metaphorically), where copies of banned material, such as those of Paulo Freire’s *Pedagogy of the Oppressed* [1950/2000] slowly began to get circulated below the desk tops (When I met Freire years later in the US I was disappointed to see how

the Americans had domesticated him and his revolutionary ideas). It was also at this time that Saths Cooper, the well-known Black Consciousness activist, challenging our timidity, would extol the virtues of Negritude, never mentioned in formal lectures on the Island, and produce plays such as *Antigone*, to prod us to question the immoral state.

Yes, in a bizarre way, the “winds of change” blowing across Africa that the then British Prime Minister, Harold Macmillan, announced to the Cape Parliament in 1960, reached the nooks and crannies of Salisbury Island. This is not to deny that there were also corners of complicity on the Island.

We need to ask also, in spite of the bleakness of the 1960’s, how we can realize its promise, with the likes of Fanon and Patrice Lumumba then willing a New Africa into being (Pithouse 2011).

Across the city and up on a hill in the distance was the former University of Natal, aloof and alien. We did not meet our counterparts there, except for the occasional generosity of someone like Roy Jithoo, now in Australia, who made a point of visiting us poorer cousins on the Island. When Robert Kennedy visited Durban in 1966, I remember NUSAS inviting a few of us from the Island for this historic event. Years later, when I went to Natal University to read for my Masters and Doctorate, it was good to be embraced with open arms.

In 1966, I was reading for my Honours in English, and recall the ray of hope kindled by Kennedy, who also visited Luthuli in Grootvlei. Chief Albert Luthuli had received the Nobel Peace Prize for his fearless struggle against apartheid in 1961, again the same year when the institution was inaugurated. We were still pondering over the significance of Kennedy’s visit when Prime Minister Dr Verwoerd was assassinated, a few months later.

Salisbury Island produced a coterie of academics and intellectuals who constituted an important link in the development of tertiary education in South Africa for Blacks in general. Its alumni - many being referred to by the dubious honorific appellation, “*First Indian to...*” - continue to make an impact in the new South Africa and beyond in every field of endeavour – in education, science, the arts and drama, the economy and politics.

In my own career in English Literature, I found that I have constantly dismantled the foundations erected at Salisbury Island, stepping out of its insularity, in a perpetual tide of unlearning and learning anew. From being schooled in “The Great Tradition” of English Literature, with Shakespeare

as its undisputed icon, when I left Salisbury Island, I traversed the world, reading and absorbing literatures of Africa and the African Diaspora, and the postcolonial world in general, as well as women's writings and indigenous literatures from the four corners of the earth.

In spite of the designs of the regime, Salisbury Island spawned many political and community activists who struggled actively for change. It established natural alliances and circuits of solidarity with other bush or tribal colleges, which became, in varying degrees, "homes for the intellectual left" – a description that the University of the Western Cape first created, and deservedly laid claim to at the time.

It was ironic, but entirely predictable, that Salisbury Island, synonymous with the apartheid regime's general penchant for ghettoizing and social and intellectual quarantine refused, in varying degrees, its containment.

Speaking of "Fort Hare" (a British "installation", named after a colonizer), two historians, Morrow and Gxabalashe [2000], have pointed out that, "in one of the paradoxes in which South Africa abounds, Fort Hare has become a shibboleth of modern African nationalism, priding itself on its illustrious alumni, which include many of the great names of the modern black elite in southern Africa". This is true in different ways of other spaces of segregation, such as "Soweto" and "District Six" and, I would argue, of "Salisbury Island".

The Salisbury Island Reunion was therefore more than a casual stroll down memory lane. It constituted, for me, a "powerful act of projection" – onto the past – in order to live in the South Africa of today, and the future...

Against the background of all that Salisbury Island personified at an unsettling time in our history fifty years ago – the determined efforts of the apartheid regime to induce intellectual stunting and emaciation through its tribal colleges on the one hand, and the resistance in varying degrees and forms against such engineering on the other – we now have to take a hard look at ourselves living in the post-colony. At this time of the 50th anniversary of Salisbury Island, we do well to remember that fifty years ago, Fanon predicted the betrayal of the liberation struggle in Africa, of a post-liberation culture that would renege on its very ideals and values. "To read Fanon today means to translate into the language of our times the major questions that forced him to stand up, to break away for his roots and to walk with others, companions on a new road the colonized had to trace on their own, by their own creativity, with their indomitable will" (Mbembe 2011-2012:29).

Conclusion

We have to ask how “Remembering Salisbury Island” would propel us into a new mobilization and critical creativity for the present time. Indeed, Memory is a Weapon – against forgetting, against apathy.

Image 1: On Salisbury Island (the author)



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HISTORY AS EVIDENTIAL STUDY IN TEACHING OF THE HOLOCAUST

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Each time a man stands up for an ideal or acts to improve the lot of others or strikes out against injustice, he sends forth a tiny ripple of hope; and crossing each other from a million different centers of energy and daring, those ripples build a current which can sweep down the mightiest walls of oppression and resistance".
Senior Robert F Kennedy in a speech at UCT in June 1966.

Abstract

This paper will discuss how various programmes support the teaching of the Holocaust through evidence. The Holocaust also provides an ideal backdrop for a study of racism, victimisation and persecution. Mindful of the difficulty of comparing historical events, we nonetheless maintain that of a study of the Holocaust can show the learner evidence of the negative impact of racism, oppression, persecution, prejudice, stereotyping and victimisation in any society. We argue that the study of the Holocaust can encourage the learner to resist racism, discrimination and xenophobia, and develop empathy with the victims of prejudice. In so doing, learners can come to an understanding of their role as active members of the society, and those of others as bystanders or collaborators. We maintain that this aim is defeated when the educator or facilitator fails to provide enough evidence that will elicit empathy, understanding and develop this sense of agency among the learners. History is explored as an evidential study using various sources ranging from primary ones like photographs, artefacts, documents as well as secondary sources. To this end this complex study is brought to life through the use of evidence provided, and the learners learn valuable skills.

Keywords: Prejudice; Racism; Evidence; Stereotyping; Sources, Holocaust, Empathy.

Evidence in the teaching of the Holocaust

Denial of the Holocaust had been an issue of concern.¹ Denial of the Holocaust continues despite the evidence that is available most of which was collected by the Nazis themselves. I mention this so as to draw an understanding that in teaching this subject educators need to acquaint the learner with a great deal of evidence so as to equip the learners with the necessary skills from which to verify and be able draw logical conclusions from this historical event. This will hopefully enable the learners to have their own informed decisions as to the validity of the denial of the Holocaust. In September 2011 the Jedwabne Memorial monument was vandalised and desecrated. Jedwabne is where hundreds of Jews were led into a barn and burned alive in 1941 by Polish Nazi sympathizers. When exposed to images like these our learners might doubt the facts presented to them. It is therefore the duty of history educators to encourage the learners to search for the facts and validate them through evidence.

Image 1: Traces of Neo-Nazism in Poland. Inscribed on the walls are the slogans: “No need to apologise for Jedwabne,” and another read, “They were flammable”



Source: Available at: <http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html>

Mulholland² firmly believes that history is a search for truth, and it is my shared belief that in allowing the learners to be exposed to as much evidence as possible from Holocaust lessons, educators can equip them with the necessary skills to analyse the ‘more complex evidence’.

Evidence is used by historians to move towards an informed interpretation and an impartial judgement of issues pertaining to the past. As much as the use of evidence is the cornerstone of any research, so I would argue, should the use of evidence in the teaching of the Holocaust in the school curriculum.

1 Available at: <http://www.jewishvirtuallibrary.org/jsource/Holocaust/denial.html>, as accessed on 12 August 2011.

2 RB Mulholland, *Journal for Teaching History*, 1985, p. 10.

The Holocaust is a very complex subject that can be unsettling to some learners and for them to deal with this issue might deny the events that confront them. Images like these should not be things to begin with when teaching the learners about this complex subject as they could be overwhelming to some of them.

Historians agree that looking at ‘ordinary things’ can be a highly effective way for learners to discover the Holocaust and consider some of the complex issues it presents us with”.³

Image 2: Shoe of Hilda Cohen, Toddler



Source: Artefact Collection USHMM

This paper demonstrates how particular evidence can become an essential tool in the teaching of the Holocaust history and aid learners in understanding the consequences of fascist ideology.

From the evaluation forms filled in by the educators at the end of the teacher training workshops the SAHGF offers, it is gathered that some⁴ history educators struggle to find meaningful ways or methods to make this subject helpful for their learners. Are educators (myself included) confident enough to use the evidence presented to us through the volumes of sources at our disposal? Mulholland argues that in the past “Much of the history taught in schools has been so selectively chosen, so narrowly interpreted that myth rather truth has reigned in many classrooms”⁵. It is sadly the legacy of this past that makes some of us struggle to select and utilise the resources available to

3 M Baynham, Triumphs Show, *Teaching History Journal*, December 2010, p. 18.

4 Drawn from the evaluation forms filled in by educators in the teacher training workshops.

5 R Mulholland, *Journal of History teaching*, 1985, p. 10.

us. Struggling to teach one aspect of the curriculum has implications beyond the topic.

The CTHC has developed programmes that can assist the learner to grasp the intensity of hatred, prejudice, stereotyping and racism, and in this way hopefully encourage them to empathise with the victims, and critically examine the many factors and events that contributed to the Holocaust. We have selected evidence which we feel best helps the learners to grapple with the history without being overwhelmed by it.

In achieving this aim, we are aware of Bialystok's argument that history be always considered as a knowledge subject rather than an emotional one: "... Their approach is grounded in asking the student 'How do you feel?' rather than demanding 'What do you know?'"⁶ One of the aims we at the Cape Town Holocaust Center are trying to achieve is to bring as much knowledge as possible to the learners through the resources the centre provides to encourage change and not simply knowledge on its own. The aim to provide knowledge and encourage change is defeated when the educator or the facilitator fails to provide enough evidence that will encourage the learner to engage with this history, make it personal and be able to relate to it in order to understand human behaviour in society.

The Cape Town Holocaust Center offers a four hour programme which expose the learners to the conditions lived by the Jewish people before and during the Holocaust so that they may develop a well informed response to this subject.

Our programmes are developed to accommodate both the Grade 9 and Grade 11 learners, to meet the demands of the national curriculum statement. The programme is divided into four sessions: the introduction using a power point display of less than twenty minutes, a short documentary, the exhibition guided tour, and a group discussion. Because we address teenagers, we always try to encourage them to recognise bias and stereotyping and demonstrate through the power point introduction (through the *Pyramid of Hate*⁷ in particular) how we all can be judgemental. This is done by letting the learners view and examine the evidence given to them.

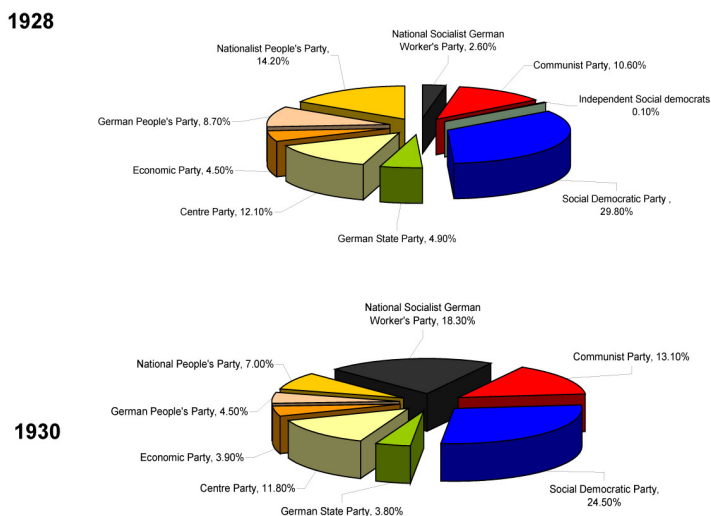
In the power point introduction the facilitator uses evidence to teach the importance of context around the events that led to the Holocaust, the pie chart below indicates the support the Nazis gain after the 1928 election

6 F Bialystok, "Americanising the Holocaust: Beyond the limit of the universal", 1996, p. 127.

7 ©2003, Anti-defamation league and survivors of the Shoah Visual History Foundation. See Addendum 1.

bringing into context the impact of the 1929 Great Depression and the consequently Rise into Power of the Nazis.

Image 3: Election results in Germany, 1928 – 1933



Source: Translated into a Pie Chart by Rosemary Gon (Mulholland) for the Cape Town Holocaust Center from these websites: www.marxists.org/archive/trotsky/germany/elect.htm en.wikipedia.org/wiki/German_federal_election-1928

The facilitator then explains that in the guided exhibition tour they will find huge amount of evidence that was left by the perpetrators themselves as they were fleeing from the Allied forces as well as evidence that was left hidden in the camps by the victims.

Image 4: Reproduction of Hana Brady’s suitcase



Source: “Through the eyes of Children” exhibition, 2008. Photographer: Amanda Cooper

“*Hana’s Suitcase*”⁸ a short documentary adapted from the book *Hana’s Suitcase* is used alongside *Footprints*. We choose *Hana’s Suitcase* for three reasons:

- It personalises the History: Through viewing *Hana’s Suitcase* the learners get to know something of Jewish people’s lives before the Holocaust.
- It shows research methodology: The photographic evidence in the documentary is used to let the learners compare their lives at present to the life lived by George and Hana before they were sent to Theresienstadt.
- It unveils the racist ideology of the Nazis: In the comments they make after viewing the documentary, the learners state that it becomes surprising that Hana Brady gets sent to Auschwitz and is ultimately murdered there even though she had the same physical characteristics the Nazis wanted (blonde hair and blue eyes) whilst her brother George Brady survives. In this story the fundamental racist principles of the Nazi ideology is dealt with and children are brought to an understanding that the Nazis used prejudice and non-scientific justifications in order to enforce their beliefs on people.

From the evaluations filled in by the learners, this documentary resonates with most of them as it is a story of children and survival. As the Hana Brady story unfolds, it uses historical evidence, revealing the process the historian undertakes in order to obtain information and illustrates good historical research methodology. After watching the documentary the facilitator asks the learners to think back to further information the suitcase provided the historian with. This helps the learners to understand that on its own an artefact is not entirely useful however, when necessary research is done a historian can get a great deal of information from it.

The story holds more evidence of the racist nature and prejudice of the Nazis. The learners find in the documentary evidence of coexistence, antisemitism, prejudice, and racism. To support this view learners are encouraged to extract evidence of these non-scientific justifications; consequently providing them the opportunity to work with a source and use information from it. Both *Footprints* and *Hana’s Suitcase*⁹ are good examples of how the teacher and the class research the past.

The guided tour of the exhibition comes after the documentary and illustrates to these young historians that one piece of evidence is not reliable enough to

8 K Levine, A film adapted from the book *Hana’s Suitcase*, *New Africa Education Books*, 2008, Pty (Ltd).

9 See Addendum 2 for photographic evidence from *Hana’s Suitcase*.

be used as the only source. The permanent exhibition provides a great deal of evidence as learners are brought in some cases literally “face to face” with events and the people of the Holocaust. One of the panels portrays the people of the town of Bedzin in Poland. Bedzin had a Jewish population 27000 before the Nazi invasion of Poland in 1939. The panel has 600 photographic images which can be used by the guide to cover a personal story and a narrative of what happened to the individuals displayed on that panel.

Image 5: Identification photographs of Jewish Residents of Bedzin, Poland, deported to Auschwitz: An exhibit at the Cape Town Holocaust Center

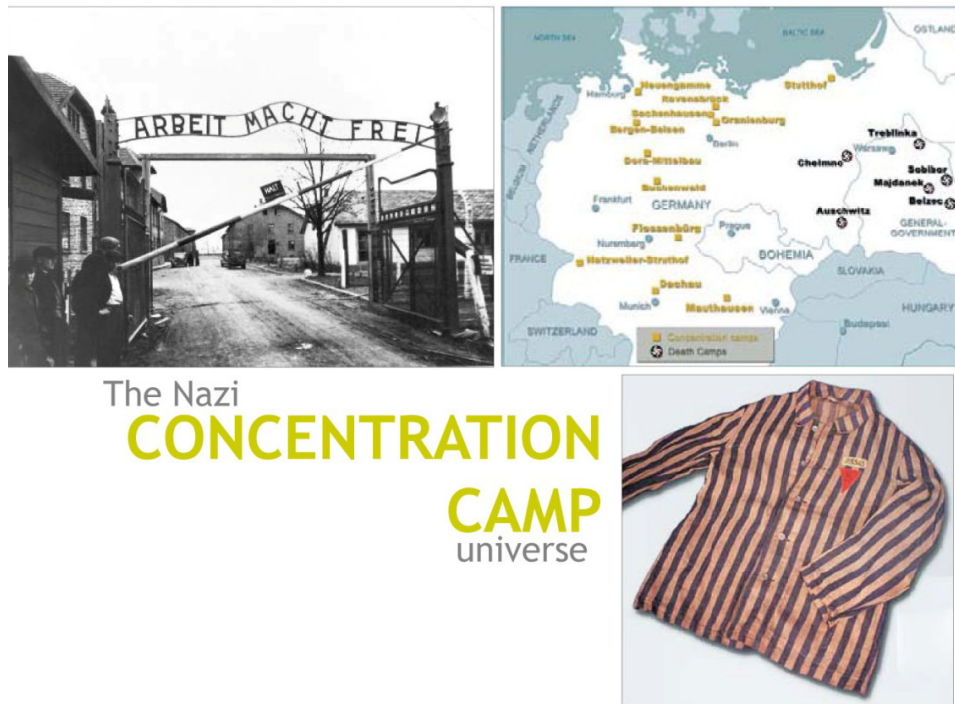


Source: USHMM Collection

Here the learners are encouraged to understand that the 6million people who were murdered during the Holocaust are not just a number as they now begin to attach a face to the pictures they view in the exhibition.

The other panel we choose to use has an artefact of a jacket that was worn by one of the prisoners in the concentration camp Dachau; this provides a glimpse of the camp system in Nazi Germany.

Image 6: A collage of the Nazi Concentration Camp Universe and an Artefact



Source: Courtesy of USHMM and Cape Town Holocaust Centre artefact collection

The guide may ask them who they think this jacket belonged to. Does it look like a normal piece of clothing? They may be asked to further examine the information on the jacket and make Image out what kind of people would wear such uniforms. Learners are required to qualify their answers with the information they find written on the panel.

The ghetto section illustrates evidence of the inhumane conditions to which Jews were subjected. The learners then examine the pictures of the children, and answer the question why the children are sitting along the pavement? Where are their parents? Why do the people look miserable? What thing do the pictures not tell us?

Image 7: Ghettos



Source: Both Images: Willy Georg, USHMM Photo Archives courtesy of Raphael Scharf, 1941

Image 8: Starving Children on the Ghetto pavements



Source: USHMM, courtesy of Guenther Schwarberg, 1941

Through viewing these primary and secondary sources the young people can hopefully comprehend the types and consequences of the choices people make, whether through apathy or voluntary action. The image of people scrubbing the pavements while others are watching hopefully prompts them into thinking around this.

Image 9: Jews forced to scrub streets by Hitler Youth and SS Officer



Source: Yad Vashem Photo Archives, courtesy of USHMM, 1938

At the end of the programme, both educators and the learners are asked to fill in evaluation forms. In as much as we are trying to teach our learners to best understand the Holocaust, we certainly do not want to leave them with the impression that this history only reveals the perpetrators story and leaves the Jews as hopeless victims or as Paul Simons puts it: “as passive objects of persecution...only to be brutalised, humiliated and murdered...”¹⁰ We want them to know that the Jews had a sense of agency despite the gruesome circumstances in which they found themselves. Their resistance can be seen in the art and musical sources, and the testimonies of the partisans.

¹⁰ P Salmons, *Teaching History Journal*, December 2010, p. 62.

Image 10: Butterfly painting from Theresienstadt



Source: Detail of a picture by Doris Weiserová, b. 1932, d. 1944, Auschwitz, Poland.

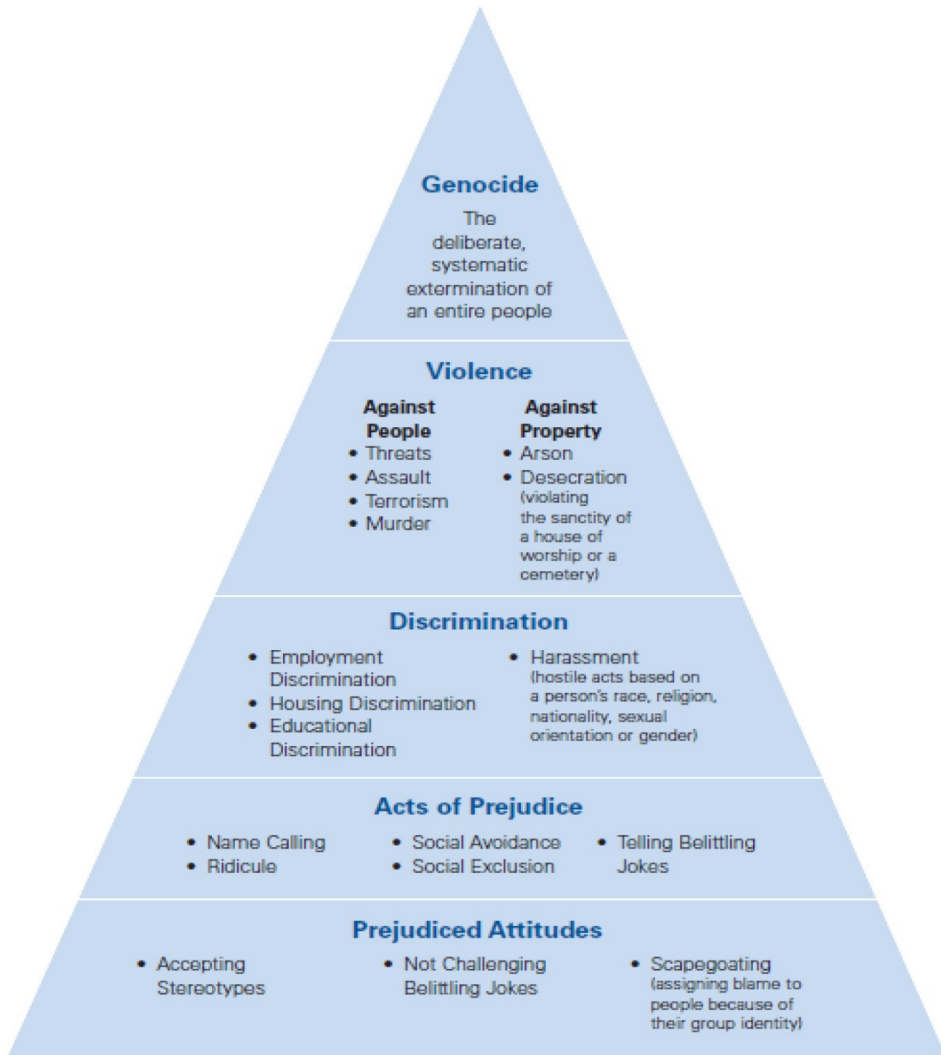
While we can never be certain what long-term impact the study of the Holocaust has on the teenagers we teach (as we do not yet have a system that follows them up after they leave school) I would like to concur with other Holocaust educators who equally affirm that “the Holocaust does provide a model of inhumanity”¹¹, and it is entirely up to us to find ways of bringing it opposite to life to act as an inspiration to positive action that is beneficial for all societies. In doing this we are hoping to develop young people who are ethical actors in society. This is what one learner from Camps Bay High had to say about our programme:

“It held me captivated and interested, introducing the Holocaust on a whole new personal level, bringing home the reality of the genocide not so long ago”.

11 F Bialystok, *Americanising the Holocaust: Beyond the limit of the universal*, 1996: 125.

Addendum 1:

PYRAMID OF HATE



Source: ©2003 Anti-Defamation League and Survivors of the Shoah Visual History Foundation

**Hoe gaan jy 'n verskil maak?
Ungalenza njani utshintsho?
How can you make a difference?**

Addendum 2: Both Hana and George learned to ski when they were very young



Source: Courtesy George Brady from *Hana's Suitcase* by Karen Levine, New Africa Edition, New Africa Books Pty (Ltd), 2008.

Image 11: Hana and George stood by each other as the Nazi restrictions increased



Source: Courtesy George Brady from *Hana's Suitcase* by Karen Levine, New Africa Edition, New Africa Books Pty (Ltd), 2008.

Image 12: Hana, her mother and George in happier times



Source: Courtesy George Brady from *Hana's Suitcase* by Karen Levine, New Africa Edition, New Africa Books Pty (Ltd), 2008.

Image 13: George Brady today



Source: Courtesy George Brady from *Hana's Suitcase* by Karen Levine

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SOUTH AFRICAN HISTORY ONLINE'S EDUCATION PROGRAMME

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Abstract

This paper outlines South African History Online as a NGO that focuses on the enhancement of history especially at school level. The advent of digital and social media platforms has changed the way scholars learn and the way they perceive their world. The book, paper and journals should no longer provide the exclusive model for historical knowledge to be passed on. With this in mind, SAHO has developed a comprehensive online programme that focuses on the current curriculum as laid out by the Department of Education. The development of this website into an online classroom will assist both teachers and learners.

Learners should be exposed to the wonders of digitisation and have the advantage of viewing primary source documents in their classrooms. This turns a normal classroom into a virtual archive making the learners instant historians who can now investigate their own case studies. Teachers have the opportunity of telling stories in new ways and in different means, and can use various materials from SAHO's online media and library section to give the learners the opportunity to relive the story.

SAHO has various projects such as the development of the online curriculum material and aids for history from Grades 4 to 12. The aim is to build up this project into a comprehensive online encyclopaedia. An Arts and Culture classroom will soon be developed in a similar format. SAHO's teacher outreach programme, online support and e-learning focuses on the development of an online forum for both teachers and learners. Other campaigns include the 'history matters' campaign which is aimed at increasing interest in history at school and tertiary level. Monitoring and evaluating SAHO's classroom support will be done through counters on the web pages.

Keywords: South African History; Online; Curriculum development; Largest South African history website; Strengthening history teaching; Curriculum material; Online resources; Active learning; Digitisation.

Who is South African History Online (SAHO)?

SAHO (South African History Online) is a Non-Profit Organisation founded 10 years ago. The organisations' flagship project is the largest website on South African History and Culture. This organisation has over 300 000 pages of information.

SAHO has also developed a comprehensive educational programme, which has been run in partnership with the Department of Education since 2001. In this time a great deal of experience and knowledge was gathered in using the internet to provide support to the education sector.

Currently, SAHO publishes the South African history curriculum from grades 4 -12 on the website; this material is available for free download.

Furthermore SAHO also runs exhibition and publication programmes. This includes the production of: arts and culture exhibitions, toured nationally and abroad; the co-ordination and hosting of history conferences and seminars; and the publishing of publications; which to date totals over 15 major publications.

Why use the Internet to teach?

Many educators favour using printed media in the classroom. Learners are trained to critically analyse the printed word and reproduce it. This is a useful skill and always will be, however, the time has come for teachers to embrace technologies beyond the book. Digitisation initiatives and the emergence of a global education market-spawned by the internet has had consequences for learning and teaching. History or the humanities are no exception.

The majority of South African learners today are comfortable with technology and the latest methods of accessing information and online communication. Teachers should embrace and use these technologies as well. The result will be that teaching becomes more learner-centred, more active and more three dimensional. It will result in a change in the way learners conceptualize history.

Thus, it is important for teachers to be a part of the process of building online education archives, classrooms and portals. Increased involvement will ensure that quality online products are produced, and that materials fulfil curriculum needs.

Benefits for the teacher

For the teacher, there are many benefits of using online resources such as the SAHO in the classroom, of which the following are a few:

- One can access various resources on a particular topic, ensuring that multiple points of view are represented. This ensures that learners become more critical in their approach to the topics.
- If lesson plans and ideas are shared online, teachers will be able to download lessons decreasing lesson planning time.
- The study of history is largely resource based – be they written documents, images, objects, oral histories or other forms of history. Learning, including e-learning is always located in the various formats of resource material. Unfortunately, financial constraints and physical restrictions do not enable schools access to these materials, but in a society becoming ever more digitised, schools can now have access to these documents using digital methods. More and more materials relevant to the study of history are best accessed by means of information technology.
- It gives learners the opportunity to be historians by using primary documents, challenging their investigative skills and developing their research skills.
- Learners will be exposed to the wonders of digitisation and have the advantage of viewing primary source documents in their classrooms. This turns a normal classroom into virtual archives making the learners instant historians who can now investigate their own case studies. Teachers have the opportunity of telling stories in new ways and in different means, and can use various materials from SAHO's online media and library section to give the learners the opportunity to relive the story.
- Learners can be drawn into historical research by accessing SAHO's newspaper clippings, photographs and diaries. These resources amplify the learners' insight into major elements of life in the past. Such material, bring history alive for all of us. The imagination of our learners must be extended so that they are not merely learning but experiencing history.
- Internet accessibility, allows accessibility to material and resources, which finally, promotes active learning.
- Teachers can access an entire store of pictures, cartoons, posters, and other imagery on a portal like SAHO's. One example of our media and library boasts documents such as the summons given to Oliver Tambo (<http://www.sahistory.org.za/archive/forced-resignation-letter-sap-walter-sisulu-1953>) by the police to discontinue his membership to the ANC. Educators can use this to design case studies whereby learners interact with such documents thus making history

transparent.

- Teachers can become part of online classroom forums that provides them with support and advice from their peers and colleagues both nationally and abroad.

SAHO's Education Programme

The decline in the number of learners taking history over the past ten years is worrying, therefore earnest efforts should be launched to increase learners, teachers and scholars interest in history, why not adopt innovative methods of technology which are befitting of the current trends in technological development. The advent of social media platforms has changed the way scholars learn and perceive their world. Our youth today are comfortable in this digital age, so – SAHO aims to 'strengthen the teaching of history' and popularise history using the digital and social media platforms to advance our history e.g. the World Wide Web, mobile technologies like Mix it, Facebook and twitter. This does not mean that the printed media is excluded; but it should not be the exclusive model for historical knowledge.

SAHO projects include; the Chief Albert Luthuli Young Historians Competition; the Development of online curriculum materials and aids for history Grades 4– 12; Teacher Outreach Programme, online Support Service and the 'History Matters' campaign.

Each of the programmes is elaborated below:

The Chief Albert Luthuli Young Historians Competition

The Chief Albert Luthuli Young Historians Competition is run in partnership with the Department of Education. This is an annual national oral history project open to all learners and teachers. As part of the competition, participants prepare a portfolio in written form and give an oral presentation or video documentary of his/her oral research to a panel of adjudicators.

All of the heritage knowledge collected as part of the project is digitised and shared online.

The aim of the competition is to increase interest in history and to encourage scholars throughout South Africa to engage with their shared history in addition to exploring their personal and community histories. It also aims to acknowledge – in a significant way – the efforts of promising learners and the dedication of their teachers. By involving learners to undertake these oral

history projects, many local and largely forgotten activists will be acknowledged, and democracy and development in their community will be promoted.

The development of online curriculum materials and aids for history, Grades 4 to 12

SAHOs online History classroom section is used extensively by students, teachers and lecturers at tertiary institutions. However, the continued development of the online curriculum materials and aids for Grades 4 to 12 is crucial to ensure quality and that the materials comply with the changes that the department is presently making to the history curriculum. As this is a free and non-profit resource, SAHO constantly tries to ensure that teachers get involved in updating the content.

The present National Senior Certificate history exam has changed from being 'fact-focused' to understanding a historical event or period, requiring discussion and debate. SAHO's online curriculum materials and aids will assist learners and teachers in delving deeper into the content by creating links and relationships among various online materials. Therefore, part of this project is to build the SAHO website so that it becomes a truly comprehensive online encyclopaedia. For this intent we digitize out-of-print books, official documents, articles and rare photographs.

Teacher Outreach Programme and Online Support Service

Through the development of an online forum and interactive interface SAHO will provide an online support service for teachers and learners. By creating these learning communities teachers can analyse the new curriculum materials as well as ask general questions on matters related to the curriculum. We could even get department representatives to respond to issues that may arise. The platform will allow teachers to share their classroom experiences, and producing and publishing their own classroom materials online. It also affords us the opportunity to link various teaching and learning institutions in order to enhance the subject.

'History Matters' campaign

This campaign's aim is to increase an interest in history, but also to ensure that more teachers and learners know about the SAHO website.

Over the next three years the SAHO team will be developing a schools and university campaign to achieve these goals. Materials for schools will include pamphlets, lessons ideas and career opportunities that the subject offers.

In addition, we would like to roll out a SAHO awareness campaign at tertiary institutions during their orientation weeks at the beginning of the academic year. The focus of the campaign would be to engage with learners who could potentially begin writing new research for the SAHO archive. Through the strengthening of partnerships with various universities, we can draw on their research outputs and look at ways of making more resources available for post- and under-graduate learners. This will encourage and promote new South African and African research at these institutions.

In conclusion

We need to explore fresh ways to teach and learn history. Through our various programmes SAHO hopes to assist in the rejuvenation of learners' interest in history, but it is crucial that we work with teachers and the education sector at large to achieve this. 'Let us work together to keep our history alive'.

BOOK REVIEWS

Viva History learner's book Grade 10

**(Vivlia education for the nation Publishers & Booksellers (Pty) Ltd,
Florida, 2011, ISBN 978-1-4307-1142-1)**

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The implementation of the new CAPS document is eased with the publication of the Viva History Learner's Book Grade 10. All in all it is a thoroughly researched, user-friendly, thought provoking and including intriguing information that encompasses the ideal of 'teaching beyond the curriculum.' The Grade 11 and 12 textbooks are still based on the prescriptions of the old NCS document, however, eager teachers who would like to prepare in advance for the final implementation of the CAPS document will be able to use some of the information provided in these textbooks. If the Grade 10 book is a precursor for the Grade 11 and 12 textbooks, we can expect textbooks of high quality for the implementation of the CAPS document.

Chapter 1 of Viva History Learner's Book Grade 10 covers the main prescribed theory about China (pp. 13-21), however, the authors also brought in some interesting extra and relevant information e.g. footbinding as well as the contact with Europeans. A bit more information could have been added about Zheng He. With regard to Songhai (pp. 22-30) all the prescribed CAPS information is included with added information about the role of women as well as contact with the Europeans. The same extra information is also provided in the India (pp. 31-37) and the role of women in the European (pp. 38-46) sections. Under the India section more information is needed about astronomy and technology. Clear explanations about the different types of sources (p. 10) are accompanied with examples. In the first Chapter an introduction for essay writing (pp. 47 - 49) and a brief explanation of the

structure for essay writing is discussed.

Chapter 2 (pp. 52-113) looks at European expansion, and the case studies about America include the Spanish conquest of the Aztecs and the Incas. Under the African case study the authors included South Africa. According to the CAPS document each case study should include the process of colonialism: why slavery started; slave trading; the consequences of slavery to the indigenous societies. The slavery example that the authors chose pertains to Mexico (p. 81). This chapter includes a useful example of how to read source attribution (pp. 54-56), comparing visual sources (p. 81) and brainstorm ideas. These are useful hints in order to achieve the required skills. An introduction to essay writing skills (pp. 47- 49) is presented in a practical and user-friendly manner. Also included is the matrix used to mark the essay that will assist the student to see what is required in the essay. On page 59 there is a map that might be difficult for a colour blind person to see the difference. The tonal values of the map must be changed, because it is difficult to make out the key. This aspect must also be taken in consideration with regard to some of the other maps as well as some of the photos.

Chapter 3 (pp. 114-163) focuses on the French Revolution and all the required information within the topic is covered. The authors also included the March of Women (p. 135). The authors describes the sequence of the French Revolution as according to the different phases, which makes it simple to comprehend cause and effect. This is much more sensible and systematic. Clear guidelines are provided to explain and analyse cartoons (pp. 116- 117).

Chapter 4 (pp. 164-229) covers two topics, which is understandable since the topics are overlapping. However, careful consideration must be taken to determine if there is enough content about all of the themes within each topic. For instance, according to the CAPS document various southern African kingdoms must be discussed to indicate that resettlement was not solely due to the Difaquane/ Mfekane. The skills focus (pp.167-169) in this chapter relates to judging the reliability of sources as well as developing paragraph writing skills.

The final chapter (pp. 278 - 351) includes the South African War also known as the Anglo-Boer War and South Africa becoming a Union. The authors use the term *Randlords* to refer to the capitalists and this will help the student to relate capitalism to the South African context. A suggestion would be concept clarification – the student must be made aware why the term South African War is used, as opposed to the Anglo-Boer War. On the technical

side, the photo on page 302 of a communal room in the Workers Museum is printed too dark and the student will not be able to make anything out. The authors could have elaborated more on the concentration camps; the given information is too little for a student to form an opinion. There are many photos that could have been used for this section to teach the students the value of photos as primary sources. The skills focus refers to answering source-based questions. What makes this a well-structured textbook with regard to assessment is the mark allocation given with the activities. This will inform the students from the beginning how many facts they need to write in order to obtain the maximum marks.

A matter of concern is the photo and information used (p. 325) about Helena Wagner. Women would dress up in male clothes for photos, but that did not mean that they participated in the Anglo-Boer War itself. In fact, according to Act No 20 of 1898 of the ZAR specified that only men should do military service. There are some cases where the wives of officers were accompanying the men on commando; and another example was that of Miss E Lotz who was a nurse. None of these women fought during their time on commando. According to F Pretorius, the photo of Wagner was taken for publicity purposes and the same female, and most probably during the same photo shoot is shown on her own in a photograph where her name is Mrs Berrett. Both photos were used for pro-Boer publicity. In 1903 the Wagner couple photo (the same one that is used in the textbook) was published in Germany. Then the latter photo of the same lady, but now known as Mrs Berrett was published in 1904 in the Netherlands. It is cardinal that the factual evidence is correct before the textbooks are distributed to schools. If the authors want to refer to a woman who fought in the Anglo-Boer War they should rather refer to Sara Raal.¹ It is quite refreshing to have a history textbook that also includes the role played by women under each section.

¹ F Pretorius, *Kommandolewe tydens die Anglo-Boereoorlog 1899-1902* (Human & Rousseau, Kaapstad, 1991), p. 347-350.

Viva History Teacher's Guide Grade 10

**(Vivlia education for the nation Publishers and Booksellers (Pty) Ltd,
Florida, 2011, ISBN 978-1-4307-1143-8)**

KL Angier, JT Hobbs, EA Horner, RL Mowatt, G Natrass, JA Wallace

The teacher's guide includes a phase plan (pp. vii-ix), work schedule (pp. x-xvi), example of a lesson plan (p. xvii) and an assessment plan for Grade 10 History. This guide is condensed, but informative by providing general introductory overviews to each of the sections as well as including resources (books and websites). Rubrics (pp. 3, 9, 10, 21, 29, 56) are included, however, it does not include a matrix to mark the extended writing questions. Cartoon, statistical and visual analysis activities are provided in the French Revolution (p. 33) section. This section includes helpful hints for the teacher to relay to the students to help them with skills development of explaining and interpreting sources. Well-structured formal assessment activities are provided (pp. 27, 41) based on the French Revolution, encouraging an understanding of a wide variety of sources and to interpret the given information and explain different perspectives. Additional extended writings are included (p. 43) that will help to develop extended writing skills early in the year. The guide also includes some extra information about the Tswana people (p. 53). Understanding different perspectives (p. 55) is also a prerequisite skill that is set out in a practical way. The guide even includes standardised tests (pp. 69 – 73). It includes a variety of source-based activities where the students are challenged to critically analyse the sources comparing different interpretations, pictorial sources, and source attributions.

Viva History Learner's book Grade 11

**(Vivlia education for the nation Publishers & Booksellers (Pty) Ltd,
Florida, 2009, ISBN 1-77006-489-3, 978-1-77006-489-8)**

C Dugmore, EA Horner, S Maggs, R McLeod

The first three chapters (pp. 1- 101) does not relate to the new prescribed content of the CAPS document. It is still based on the old NCS curriculum² namely the world in 1850, Imperialism and responses to colonialism in Africa and Asia. These topics were already taken out in 2007 according to Circular 56/2007³, however, these topics are still covered in great detail in the textbook. The topics are interesting, but they are irrelevant for the old curriculum as well as the CAPS curriculum.

Chapter 5 (pp. 136-170) introduces a broad background about Russian society, the Crimean War and World War I, however, if it is compared to the CAPS document, these aspects are not a prerequisite. Even for the old curriculum it would be too much background. This chapter is lacking prescribed information e.g. no proper link is made between the 1905 and 1917 revolutions. As a matter of fact, the 1905 revolution is not discussed in great detail, which is strange taking into account the time spend on the broad background. The reasons for the 1917 revolutions could be more clearly defined. Furthermore, the latter part of the CAPS requirements is not adhered to. Lenin and the challenge to capitalism (p. 159) are not clearly defined. Nationalisation is listed in bullet form, however, the student need to understand why nationalisation would go against rugged capitalism. War Communism and the New Economic policy is also discussed in bullet form, however, it might be easier for the student to actually see clearly defined information about how War Communism forced communistic ideals, whereas the New Economic Policy was a 'temporary compromise' with capitalism. The student needs to understand the latter concept, since it is a practical example of communism versus capitalism. The student also needs to understand why the rich peasants (kulaks) a new social class, went against traditional socialistic beliefs. Very little is stated about Trotsky and Stalin (p. 167) and their power struggle. The whole section about Stalin and the Five Year Plans in particular

2 This textbook was written in the mind frame for the NCS old curriculum. It is therefore, for the most part, outdated and only selected information can be used for the new CAPS document.

3 Department of Education, *Circular 6/2007 Amendments to the Grade 11 and 12 History subject assessment guidelines* (Gauteng Provincial Government, Department of Education, Johannesburg, 2007).

collectivisation and industrialisation is not clearly discussed. The great purges and the show trials are not mentioned. The treatment of women under Stalin is not discussed and lastly no mention is made of how the Five Year Plans were interrupted because of the Second World War. Stalin's modernisation of the Soviet Union is of the utmost importance due to the impact it will have on the beginning of the Cold War. The student might not be able to understand how the Soviet Union became a superpower if he or she does not understand Stalinism. Little analysis is made of how communism challenged capitalism (p. 169). Unfortunately the student is deprived from grasping the deep-rooted conflict between communistic and capitalistic ideas. If the student does not grasp the animosities between these two ideologies at Grade 11 level, they will not be able to fully understand the Cold War in Matric. This chapter does not provide enough information, not for the old curriculum and neither for the new CAPS. Another matter of concern in this particular chapter is the pixelated pictures (pp. 142, 147, 161). It is unacceptable to have such poor quality pictures displayed in a textbook of this calibre.

Chapter 6 (pp. 171- 210) deals with the crisis of capitalism in the USA and the emergence of fascist economies. Although the authors focused more on the Great Depression and the New Deal, they did not provide substantial detail about the nature of capitalism, thus, also making it difficult for the students to fully understand the tensions that emerged after the Second World War leading to the Cold War. The American Dream and 1920s economical boom (pp. 174-175) is also not discussed in detail. It might not have been such a big problem for the old curriculum, however, it is prescribed for the new CAPS. The themes that are left out and not broadly covered, are themes prescribed by the CAPS document. The authors did mention Hoover (pp. 182-183) and some of his efforts to rescue the economy. Roosevelt's New Deal (pp. 184 – 187) specifically referring to relief, recovery and reform is not discussed, which is a pity, since it forms the core of the New Deal and the establishment of the Alphabet Agencies. Also, little mention is made of the US economic recovery due to the outbreak of the Second World War. Even for the old curriculum more elaboration is needed about the reconstruction (p. 203) and rise of the Nazis in Germany. Within the Japan (p. 208) section the authors linked the fascist ideas in Japan and Nazism in Germany. This relates to cause and effect. The authors connected the information to the specific values as prescribed by the old curriculum and CAPS document (p. 8) therefore encouraging the student to uphold the South African Constitution.

E.g. in Chapter 6 the authors looked at ‘respect and support of those with different abilities’ (p. 184) and they referred to Roosevelt who suffered from polio and he could barely stand without support, however, despite this he was still the President of the United States of America. These links will reinforce the ideas of democracy and responsibility.

Chapter 4 (pp. 102- 135) covers racist ideology. The authors provide quite an in depth background about the theories and practices around pseudo-scientific racism and then they make a wonderful link with dioramas and the display of humans in museums (pp. 109- 112). This brings in to question on whether or not humans can be displayed. It is still a relevant and pressing matter e.g. human remains of Native Americans that are still kept at museums and not returned to the people for proper burial rites. What is lacking is a proper explanation as to why terms like ‘Eskimos’, ‘Hottentot’ and ‘Bushman’ (pp. 108 and 110) are terms that are no longer in use and furthermore the explanation must be given why these people are now known respectively as Inuit, Khoikhoi and San. An interesting topic, namely craniometry (pp. 113-114), is discussed in more detail that will assist the students to understand the pseudo-scientific misunderstanding of intelligence. Social Darwinism in the USA, Britain and Europe (pp. 117-120) are not discussed in detail and no mention is made of race and eugenic practices in Namibia, which is prescribed in the CAPS document. This section, however, would be sufficient to use for the old curriculum.

The prescribed case study on Australia (pp. 121- 124) focuses on the ‘White Australia Policy’ and does not provide greater detail of the colonisation of Australia; ‘racial suicide and racial decay’; children from Britain sent to boost the white population and no mention is made of the ‘stolen generation’ and the Cook and Neville’s assimilation programme. This section is mostly source-based and it will help the student to apply a variety of skills to analyse the sources, however, more substantial content would be advisable. The lack of content in this section makes it void of the objectives as set out by the CAPS document and even for the old curriculum that specifically prescribed how Aborigines were affected by scientific racism.

With regard to the second case study on Nazi Germany (pp. 129-134) the information lacks content and substantial detail. Although mention is made of the Roma people it is merely a paragraph and no mention is made of the Sinti. However, the authors did make an interesting connotation to the Rwanda genocide and they did refer to the value of honouring human beings

(p. 134), however, the information is not substantial enough to be able to formulate a well-planned and structured argument for an essay. The latter part of the CAPS requirements such as choices that people made are not mentioned at all. For the old curriculum the latter part was not prescribed. The authors did make a connotation to the values by stating how people who were disabled and had hereditary diseases were persecuted (p. 134). This is encouraging, since it teaches lateral thinking and it will help the student to realise the importance of human rights and dignity for all.

In the CAPS document, Topic 5 entitled Nationalisms in South Africa, focuses on the Middle East and Africa. Chapter 7 (pp. 211-239) covers most of this topic. The authors start off with Pan Africanism. Unit 2 (pp. 220-230) focuses on South Africa and the authors discuss English jingoism, African nationalism, Afrikaner nationalism, the Indian and 'Coloured' people. What is lacking in this section is the origins of nationalism, the role of the middle class and the theory of nationalism as an imagined community. More elaboration is also needed on the rise of African and Afrikaner nationalism, since this is what the focus is on in the CAPS document. With regard to the old curriculum, the same applies but more detail is needed about the Indian and Coloured people as well. The majority of the information is source-based, which is helpful with the activities, however, a better balance should be made between sources and content. The authors then continue the radicalisation of Pan-Africanism (pp. 231-234). An interesting section is Unit 4 (pp. 235-239), where the authors link nationalism, heritage and identity, however, they left out two important prescribed case studies on the Middle East and Ghana.

The final CAPS prescribed topic, entitled apartheid South Africa, is covered in Chapter 8 (pp. 240- 273). The authors explained social, economic and political segregation and then they discussed apartheid as a form of neo-colonial power. The authors noted the political and economic aspects of apartheid. However, in this section most of the prescribed content is not covered. For example, mention is made of the start of the armed struggle (p. 266) referring to Cato Manor and then a brief reference to Sharpeville. No reference is made to the Rivonia Trial and how that affected the resistance. If one looks at the content as prescribed by the old curriculum the concepts of segregation (p. 243), apartheid (pp. 251-259), resistance (pp. 260-267) are discussed. The authors focus in the values sections on non-racialism and democracy. With regard to the resistance to apartheid (p. 247) prior to 1948 more elaboration is needed. No reference was made to the prescribed key

question of the role of the international community (UNO) in the fight against apartheid. Furthermore, little reference was made to the last key question about the role that resistance played against human rights violations of the world (pp. 268-270).

Chapter 10 (pp. 294-311) looks at the changes in the world from 1850 to 1950. This is quite a good chapter giving the student a bird's eye view of the major events in the world and it will help the student to understand cause and effect. Very useful tables summarising major political systems of the world are used in this chapter.

Although the extra chapters (Chapter 9 and 10) are intriguing, it is not part of the prescribed old curriculum and/or CAPS, and therefore it is actually a waste to have these sections, unless it is to be used for enrichment. Chapter 9 might be used this year as a foundation for the prescribed Heritage assignment as required in the old curriculum. Greater care should have been taken to follow the guidelines of the old curriculum and CAPS document that prescribes what needs to be set out in the textbook. A History teacher using this textbook will still have to do additional research and compile extra notes for her/ his students in order to cover all the given content of the CAPS document. This is not why the CAPS document was compiled. The implementation of CAPS is to make the content more accessible, and easier for the teachers, but if the textbooks are lacking in content; the teachers are still at square one. The new CAPS based textbook will adhere more to the original goals of CAPS.

Viva History learner's book Grade 12

**(Vivlia education for the nation publishers and booksellers (Pty) Ltd,
Florida, 2011)**

ISBN 978-1-77024-037-7

C Dugmore, EA Horner, K Mooney, N Nieftagodien, S Lekgoathi,

Each chapter starts with a useful timeline. Chapter 1 (pp. 1-63) focuses on the Cold War. The broad overview of the Cold War is covered, including important factors such as the Marshall Plan, Trumann Doctrine and the Berlin crisis. The map. (p. 4) does show the Soviet's encirclement by the USA,

however, a student who does not have Geography or who is not familiar with a globe, might find this map difficult to understand. The concepts Containment, Iron Curtain and brinkmanship were not clearly defined. There should also be a clear explanation of capitalism and communism to recap the content that they have learned in Grade 11. Looking at the prescribed content for the 2009 Examination Guidelines⁴ there is a lack of covering the prescribed content such as no clear explanation as to why conflict and tension emerged. The Truman Doctrine and Marshall Plan is briefly discussed and without the proper background it might be difficult for the student to understand these policies within context of the Cold War. Berlin (pp. 7-9) is only briefly discussed. More detail is needed about the Berlin Blockade and the Berlin Airlift and why this can be seen as the first flashpoint of the Cold War. The first case study covers China, however, not enough content is given about the Cultural Revolution, it is merely mentioned (p. 25) in passing. Furthermore, no mention is made about the changing relationship with neighbouring states Tibet, India and Taiwan. There are also no mention of exactly to what extent China became a superpower by the time of Mao's death; how China tried to improve relations with the US nor is there mention of China's economic liberalisation. The extension of the Cold War is discussed in Unit 3 (pp. 29-53) starting with Cuba and then the second prescribed case study on Vietnam. The section on Vietnam does not provide adequate content to study for the Examinations. It also lacks proper background information. Also included in this unit is the Middle East and Angola. Angola should rather be placed under Topic 2, entitled since it is one of the prescribed topics for a case study. The authors also included mediation attempts with reference to the Congo (p. 54) that is interesting information, however, it is not prescribed in CAPS anymore.

Chapter 2 (pp. 64-111) looks at Independent Africa and there are two comparative case studies namely Congo and Tanzania. Socialism and self-reliance is explained using Tanzania (p. 81) as an example, however, it only consists of two sources explaining the model. Kenya is used as an example of a capitalist model (p. 82) and it is not prescribed in the CAPS document. Angola (p. 50), as mentioned before, is discussed under Cold War. With regard to the 2009 Examination Guidelines this chapter is lacking substantial content to make this a viable option for the student to study.

⁴ Department: Education Republic of South Africa, *History Grade 12 Examination Guidelines 2009* (National Senior Certificate, 2009).

Chapter 3 (pp. 112- 172) covers Civil Society Protest Movements. Thorough background is provided. Reference is made to women's liberation and feminist movements, however, no mention is made about women's identity in South Africa as prescribed by the CAPS. The first case study covers the US Civil Rights Movement (pp. 120 – 131) and most of the prescribed themes are covered, mostly by making use of sources. School desegregation, specifically Little Rock and the Selma-Montgomery marches are not mentioned. The Birmingham campaign is described using a source. This can be used to develop skills for understanding and interpreting sources, however, once again; content is needed to clearly define the importance of the Birmingham campaign and the Letter from Birmingham. Furthermore, the significance of the Civil Rights Movement, the Civil Rights Act of 1964 and the Voting Act of 1965 is not emphasised. The second case study covers the Black Power Movement (pp. 132- 136) including the role of Stokely Carmichael, Malcolm X and the Black Panthers. Although the second case study does have some interesting sources, it still lacks substantial content. Carmichael, Malcolm X and the Black Panthers each are discussed in a page or less. No mention is made about the significance of the Black Power Movement. Other topics that are also covered include World Nuclear Disarmament and Peace Movements, but no clear link is made with the Cuban missile crisis and the Cold War. Student Movements (pp. 138-143) and Women's movements (pp. 153-155) are also discussed. The content of this chapter is not substantial enough according to the 2009 Examination Guidelines, nor is it for the new CAPS.

Topic 4 in the CAPS document deals with Civil Resistance in South Africa. In the term textbook Black Consciousness is discussed in Chapter 3. There is no clear background about changes that occurred in South Africa in the 1970s as prescribed in the 2009 Examination Guidelines. The aims of the Black Consciousness Movement (pp. 156-157) are clearly defined, but the role of Steve Biko is underplayed and there is only one source (p. 158) of an interview with Steve Biko. Very little information is provided on the Soweto Uprising (p. 160) and no reference is made to the effect of the Soweto Uprising. The reaction of the apartheid state to the Black Consciousness Movement and Steve Biko are not clearly defined. The impact of the Black Consciousness Movement and Steve Biko on South African politics (p. 163) is briefly mentioned. Not enough information is given about the crisis of apartheid in the 1980s.

Furthermore the crisis of apartheid is discussed in Chapter 5, Unit 1 (pp. 200-215) and therefore it is out of sequence. This will lead to confusion for the students. Although the authors discuss the UDF and provide sources to better understand the UDF, better reference could be made about the reasons as to why the UDF was established. There is, however, a very informative piece about the Rubicon speech (p. 215), but this should have been placed before the UDF so that the student can fully understand cause and effect. Although CAPS do not prescribe the role of the church, it would appear better if there was more than one sentence (p. 202) in the textbook. It does not clearly define the role of churches. Mention could have been made to Archbishop Desmond Tutu and Reverent Beyers Naudé. No mention is made about the Mass Democratic Movement, End Conscription Campaign and the Black Sash. There is also a lack of information pertaining to international response to apartheid. The collapse of apartheid is briefly discussed and the authors mainly made use of sources and well structured activities that will help the student to engage critically with the sources. The Third Force is also discussed by making use of sources and the activity structured around the sources will help the student to judge the usefulness of the sources and to carefully analyse different interpretations.

Unit 4 (pp. 243- 253) covers the Truth and Reconciliation Commission (TRC). The authors gave a good background description of the TRC and they referred back to the Nuremburg Trials (p. 243). They also focussed on similar commissions that were set up in Argentina and Chile (p. 244). This is excellent for the student to understand where the concept came from and to gain better understanding of world affairs. They might have also referred to the commission set up in Rwanda after the genocide, since it will show cause and effect and relate back to Rwanda that was mentioned under Eugenics in the Grade 11 textbook. Captain Brian Victor Mitchell (p. 248) is used as an example for the case study. The evaluation of the work of the TRC (p. 252) is inadequate. It must clearly define the successes, criticisms and limitations.

Chapter 4 (pp. 173- 195) covers the end of the Cold War and the impact it had on South Africa. Gorbachev's reforms are briefly mentioned (p. 181) and there is no significant reference to Poland and the Berlin Wall. Furthermore, there is also no clear reference to the reasons for the disintegration of the Soviet Union under Gorbachev's reforms. The role that the collapse of communism played to end apartheid (pp. 176- 184) is discussed and it is linked well to the topic, however, more elaboration is needed on this theme. With regard to

the 2009 Examination Guideline the prescribed section on the dominance of the USA (pp. 192-195) is not covered in detail. Also included in this chapter under Unit 2 is the impact that the collapse of communism had on Africa, however, this is not a prescribed theme for CAPS anymore. As for the 2009 Examination Guidelines this unit does not provide enough information at all. Instead of discussing Guinea- as prescribed, the authors discussed Guinea-Bissau (pp. 188-191). The authors also only focused on West Africa, leaving out North Africa and Central Africa. One of the prescribed countries for this section is Angola, and there is no reference to Angola. Angola will be tested in 2013 before CAPS are implemented at Matric level.

Chapter 6 (pp. 260-310) elaborates on globalisation and it is linked to the emergence of the new world order theme, which does relate to the prescribed content of CAPS. This chapter is clear and it includes a variety of examples and sources e.g. referring to the influence of American culture (p. 285) by using photos of South African teenagers and Japanese teenagers. They wear the same clothes reflecting the American influence. Mention is also made of extremists, e.g. Greenpeace (p. 303) that then leads to the case study of extremism in protest (p. 304) and this relates to Civil Society Protests.

Chapter 7 focuses on ideologies and debates around heritage. A thorough chapter including a tangible unit about palaeontology, archaeology and genetics, however, it is not a main objective for the new CAPS document. The requirement for heritage is reduced to an assignment in Grade 10.

The content in this textbook does not follow the topics as stipulated in the 2009 Examination Guidelines nor the CAPS document. This will lead the students to be confused and they might leave out important sections when they study. Furthermore, it is also a concern that so many themes as prescribed by CAPS is either inadequately addressed or not even mentioned. This means, once again, that the teacher will have to compile extra notes in order to cover all of the CAPS requirements. Hopefully the new CAPS based textbook will be geared for the objectives set out by CAPS and not lack in content as its predecessor.

The Yesterday & Today (Y&T) Journal for History Teaching in South Africa and abroad

Editorial policy

1. Y&T is a scholarly, peer-reviewed journal (accredited since the beginning of 2012).
2. The Y&T journal is a journal for research in especially the fields of history teaching and history discipline research to improve not only the teaching, but also the knowledge dissemination of H(h)istory. The Journal is currently editorially managed and published under the auspices of the South African Society for History Teaching (SASHT).
3. Contributions may be either in the humanities (theoretical discourses), or from education (best practice workshops, or focused content research with a fundamental theoretical basis). Articles, in which interdisciplinary collaborations between the humanities and education are explored, are also welcome.
4. Regional editorial content may be based on empirical research in Southern Africa; but international contributions, that may apply to History teaching and research in general, are equally welcome.
5. Authors may submit individual contributions or contributions created in teams.
6. Since 2009, contributions had been subjected to peer reviewing by two or more expert reviewers in the disciplines used in the research and writing of the research report – the article.
7. The language of the journal is English. However, abstracts may be in any of the 11 official languages of South Africa.
8. Contributions must be accompanied by an abstract of not more than 250 words.
9. The titles of articles should preferably not exceed 20 words.
10. The names of authors and their institutional affiliations must accompany

all contributions. Authors also have to enclose their telephone and fax numbers and E-mail and postal addresses.

11. The Harvard or the Footnote methods of reference may be used (see the last pages of these Reference guidelines for more detail on the Harvard and Footnote reference methods). The authors' choice of reference method will be respected by the editorial management. References must be clear, lucid and comprehensible for a general academic audience of readers. Once an author has made a choice of reference method, the Y&T guidelines for either the Harvard reference method or the Footnote reference method must be scrupulously followed. The guidelines for referencing are provided on the last pages of the journal. The most recent *Yesterday&Today* articles could also serve as guideline.
12. Editorial material with images (illustrations, photographs, tables and graphs) is permissible. The images should, however, be of a high-density quality (high resolution, minimum of 200dpi). The source references should also be included. Large files should be posted in separate E-mail attachments, and appropriately numbered in sequence.
13. Articles should be submitted to the editor electronically – at elize.van-needden@nwu.ac.za. Notification of the receipt of the documents will be done within 48 hours.
14. The text format must be in 12pt font, and in single spacing. The text should preferably be in Microsoft Word format.
15. The length of articles should preferably not exceed 8 000 to 10 000 words, or 15 to 20 journal pages.
16. Articles which have been published previously, or which are under consideration for publication elsewhere, may not be submitted to the *Yesterday&Today* journal. The Journal is also electronically available on the SASHT website at www.sashtw.org.za.

Yesterday & Today

Template guidelines for writing an article

1. **Font type:** Adobe Garamond Pro (throughout document)/Arial (if the first font type is unavailable).
2. **Font size in body text:** 12pt.
3. **Author's details: ONLY provide the following:** Title, Campus & University and E-mail address

Title: 10pt, regular font; Campus & University: 10pt, italics; and E-mail address: 10pt, regular font. (Consult previous articles published in the Y&T journal as an example or as a practical guideline). Example: Dr Pieter van Rensburg, Vaal Triangle Campus, North-West University, p.vanrensburg@gmail.com.

4. **Abstract:** The abstract should be placed on the first page (where the title heading and author's particulars appear). The prescribed length is between a half and three quarters of a page.

The abstract body: Regular font, 10pt.

The heading of the **Abstract:** Bold, italics, 12pt.

5. **Keywords:** The keywords should be placed on the first page below the abstract.

The word '**Keywords:**' 10pt, bold, underline.

Each keyword must start with a capital letter and end with a semi-colon (;). Example: Meters; People; etc. (A minimum of six key words is required).

6. **Heading of article:** 14pt, bold.
7. **Main headings in article:** '**Introduction**' – 12pt, bold.
8. **Sub-headings in article:** '*History ...*' – 12pt, bold, italics.

9. **Third level sub-headings:** ‘**History ...**’ – 11pt, bold, underline.
10. **Fourth level sub-headings:** ‘*History ...*’ – 11pt, bold, italics, underline.
11. **Footnotes:** 8pt, regular font; **BUT** note that the footnote numbers in the article text should be 12pt.

The initials in a person’s name (in footnote text) should be without any full stops. Example: LC du Plessis and **NOT** L.C. du Plessis.

12. **Body text:** Names without punctuation in the text. Example: “HL le Roux said” and **NOT** “H.L. le Roux said”.
13. **Page numbering:** Page numbering in the footnote text should be indicated as follows:

Example: p.space23 – p. 23. / pp. 23-29.

14. **Any lists** in the body text should be 11pt, and in bullet format.
15. **Quotes from sources in the body text** must be used sparingly. If used, it must be indented and in italics (10pt). Quotes less than one line in a paragraph can be incorporated as part of a paragraph, but within inverted commas; and **NOT** in italics. Example: An owner close to the town stated that: “the pollution history of the river is a muddy business”.
16. **Indents (in body text)** must be in double inverted commas: “...and she” and **NOT** ‘...and she’.
17. **Images: illustrations, pictures, photographs and figures:** Submit all pictures for an article in jpeg, tiff or pdf format in a separate folder, and indicate where the pictures should be placed in the manuscript’s body text.

Example: **Image 1: ‘Image title’** (regular font, 10pt) in the body text.

Sources of all images should also be included.

Example: **Source: ‘The source’** (regular font, 9 pt). Remember to save and name pictures in the separate folder accordingly.

Important note: All the images should be of good quality (a minimum resolution of 200dpi is required; if the image is not scanned).

18. Punctuation marks should be placed in front of the **footnote numbers** in the text. Example: the end.¹ **NOT** ...the end¹.
19. **Single spacing** between the sentences in the footnote.
20. **Dates**: All dates in footnotes should be written out in full. Example: **23 December 2010**; **NOT** 23/12/2010. [**For additional guidelines see the Yesterday & Today Reference guidelines.**]
21. Language setting in Microsoft Word as **English (South Africa)**; **do this before starting with the word processing of the article**. Go to 'Review', 'Set Language' and select 'English (South Africa)'.

The footnote or Harvard reference methods – some guidelines

Both the footnote reference method and the Harvard reference method are accepted for articles in *Yesterday & Today*.

The footnote reference method

Footnote references should be placed at the bottom of each page. Footnotes should be numbered sequentially throughout the article and starting with 1. Archival sources/published works/authors referred to in the text should be cited in full in the first footnote of each new reference. Thereafter it can be reduced to a shorter footnote reference. Do not refer to the exact same source and page numbers in footnotes that follow each other.

The use of the Latin word "Ibid" is not allowed. Rather refer to the actual reference again (its shortened version) on the rest of a page(s) in the footnote section.

The first letter of most words in the titles of books, articles, chapters, theses, dissertations and papers/manuscripts should be capitalised. Only the first letter of the surname of authors should be capitalized, not the complete surname. No names of authors, in full, is allowed. The following practical examples serve as guideline:

Examples of an article in a journal

R Siebörger, Incorporating human rights into the teaching of History: Teaching materials, *Yesterday&Today*, 2, October 2008, pp. 1-14.

S Marks, "Khoisan resistance to the Dutch in the seventeenth and eighteenth centuries", *Journal of African History*, 3(1), 1972, p. 76.

Example of a shortened version of an article in a journal

From:

P Erasmus, "The 'lost' South African tribe – rebirth of the Koranna in the Free State", *New Contree*, 50, November 2005, p. 77.

To:

P Erasmus, "The 'lost' South African tribe...", *New Contree*, 50, November 2005, p. 77.

[Please note: only the title of the article is shortened]

Examples of a reference from a book

WF Lye & C Murray, *Transformations on the Highveld: The Tswana and the Southern Sotho* (Cape Town, David Phillip, 1980), pp. 7, 10.

JJ Buys, *Die oorsprong en migrasiebewegings van die Koranna en hulle rol in die Transgariet tot 1870* (Universiteit van die Vrystaat, Bloemfontein, 1989), pp. 33-34.

[Please note the reference variety to page numbers used]

Example of a shortened version of a reference from a book

From:

JA Conforti, *Samuel Hopkins and the New Divinity Movement: Calvinism, the Congregational Ministry, and reform in New England between the Great Awakenings* (Washington, Christian University Press, 1981), p. 23.

To:

JA Conforti, *Samuel Hopkins and the New Divinity Movement...*, p. 23.

Example of a reference from a chapter in a book

S Brown, "Diplomacy by other means: SWAPO's liberation war", C Leys, JS Saul et.al, *Namibia's liberation struggle: The two-edged sword* (London, Oxford University Press, 1995), pp. 19-39.

Shortened version:

S Brown, “Diplomacy by other means...”, C Leys, JS Saul et.al, *Namibia’s liberation struggle...*, pp. 19-39.

Example of a reference from an unpublished dissertation/thesis

MJ Dhlamini, “The relationship between the African National Congress and the Pan Africanist Congress, 1959-1990” (Ph.D, NWU, 2006), pp. 4, 8, 11.

Examples of a reference from a newspaper

P Coetzee, “Voëlvlugblik ATKV 75 op ons blink geskiedenis”, *Die Transvaler*, 6 Januarie 2006, p. 8.

or

Zululand Times, 19 July 1923.

Archival references:

• **Interview(s)**

Provide at least key details such as: Name of interviewee and profession; the interviewer and profession and date of interview

• **Example of interview reference**

K Rasool (Personal Collection), interview, K Kotzé (CEO, Goldfields, Johannesburg Head Office)/E Schutte (Researcher, NWU, School of Basic Science), 12 March 2006.

• **Example of shortened interview reference** (after it has been used once in article)

K Rasool (Personal Collection), interview, K. Kotzé/E Schutte , 12 March 2006.

• **Example of an Electronic Mail - document or letter**

E-mail: W Pepler (Bigenafrika, Pretoria)/E van Eeden (Researcher), 22 October 2006.

• **National archives** (or any other archive)

National archiving (NA), Pretoria, Department of Education (DE), Vol.10, Reference 8/1/3/452: Letter, K Lewis (Director General) / P Dlamini (Teacher, Springs College), 12 June 1960.

[Please note: After the first reference to the National Archives or Source Group for example, it can be abbreviated to e.g. NA or DE]

A source accessed on the Internet

A Dissel, "Tracking transformation in South African prisons", Track Two, 11(2), April 2002 (available at <http://ccrweb.ccr.uct.ac.za/two/11-2transformation.html>, as accessed on 14 Jan. 2003), pp. 1-3.

A source from conference proceedings

First reference to the source:

D Dollar, "Asian century or multi-polar century?" (Paper, Global Development Network Annual Conference, Beijing, January 2007), p. 7.

B Sautmann, "The forest for the trees: Trade investment and the China-in-Afrika discourse" (Paper, Public Seminar: China in Africa: Race, relations and reflections, Centre for Sociological Research, University of Johannesburg, 28 July 2007), p. 7.

Shortened version:

D Dollar, "Asian century..." (Paper, GDN Conference, 2007), p. 7.

B Sautmann, "The forest for the trees: ..." (Paper, Public Seminar: China in Africa: ..., University of Johannesburg [or UJ]), p. 7.

GENERAL:

Illustrations

The appropriate positioning of the image should be indicated in the text. Original copies should be clearly identified on the back. High quality scanned versions are always welcome.

Authors, PLEASE obtain copyright and reproduction rights on photographs and other illustrations.

Copyright on all material in *Yesterday&Today* rests within the Editorial Advisory Committee of *Yesterday&Today*.

The Harvard reference method

References in the text

References are cited in the text by the author's(s) surname(s) and the year of publication in brackets, separated by a comma: e.g. (Weedon, 1977:13).

If several articles by the same author and from the same year are cited, the letters a, b, c, etc. should be added after the year of publication: e.g. (Fardon, 2007a:23).

Page references in the text should follow a colon after the date: e.g. (Bazalgette, 1992:209-214).

In works by three or more authors the surnames of all authors should be given in the first reference to such a work. In subsequent references to this work, only the name of the first author is given, followed by the abbreviation *et al.*: e.g. (Ottaro *et al.*, 2005:34).

If reference is made to an anonymous item in a newspaper, the name of the newspaper is given in brackets: e.g. (The Citizen, 2010).

For personal communications (oral or written) identify the person and indicate in brackets that it is a personal communication: e.g. (B Brown, pers. comm.).

Ensure that dates, spelling and titles used in the text are accurate and consistent with those listed in the references.

List all references chronologically and then alphabetically: e.g. (Scott 2003; Muller 2006; Meyer 2007).

List of references

Only sources cited in the text are listed, in alphabetical order, under References.

Bibliographic information should be in the language of the source document, not in the language of the article.

References should be presented as indicated in the following examples. See the required punctuation.

• **Journal articles**

Surname(s) and initials of author(s), year of publication, title of article, unabbreviated title of journal, volume, issue number in brackets and page numbers: e.g. Shepherd, R 1992. Elementary media education. The perfect curriculum. *English Quarterly*, 25(2):35-38.

• **Books**

Surname(s) and initials of author(s) or editor(s), year of publication, title of book, volume, edition, place of publication and publisher: e.g. Mouton, J 2001. *Understanding social research*. Pretoria: JL van Schaik.

• **Chapters in books**

Surname(s) and initials of author(s), year of publication, title of chapter, editor(s), title of book, place of publication and publisher: e.g. Masterman, L 1992. The case of television studies. In: M Alvarado & O Boyd-Barrett (eds). *Media education: an introduction*. London: British Film Institute.

• **Unpublished theses or dissertations**

Fardon, JVV 2007. Gender in history teaching resources in South African public school. Unpublished DEd thesis. Pretoria: Unisa.

• **Anonymous newspaper references**

Daily Mail 2006. World Teachers' Day, 24 April.

• **Electronic references**

Published under author's name:

Marshall, J 2003. Why Johnny can't teach. *Reason*, December. Available at <http://www.reason.com/news/show/29399.html>. Accessed on 10 August 2010.

Website references: No author:

These references are not archival, and subject to change in any way and at any time. If it is essential to present them, they should be included in a numbered endnote and not in the reference list.

- **Personal communications**

Normally personal communications should always be recorded and retrievable. It should be cited as follows:

Personal interview, K Kombuis (Journalist-singer)/S van der Merwe (Researcher), 2 October 2010.



THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)



Invites you to the
17th ANNUAL SOCIETY CONFERENCE

Hosted by the **Education Faculty,
Stellenbosch University**

**Erinvale Estate Hotel and Spa,
Somerset West.
Cape Town, South Africa**



4-5 October 2012

**(Conference tour to Solms-Delta on 5
October)**

**KEYNOTE SPEAKER:
Dr Dan Sleigh**

THEME

**Back to the Future? The Value of
History Teaching for
Tomorrow**

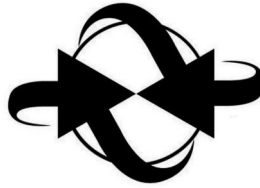
SUB-THEMES

- Voices of the past: Historical research, new trends and findings and their value for teaching
- The current school curriculum and History (GET, FET levels)
- The current state of History as a school subject (attitudes; textbooks; teaching methods; examining; DoE and DBE involvement; assessing the 'value' of higher education research and quality control input)
- Learners' and teachers' attitudes, experiences and perceptions on the value of the past for the future
- Teacher education and relevant teacher training models for History teaching
- Effective teaching methods to enhance the value of History knowledge for today and tomorrow
- Ways of building hope by linking the past, the present and the future
- Any other relevant theme on historical research and History teaching that may fit into the main theme



Enquiries:

Sally le Roux
Tel: 021 808 2883
E-mail: mlrl@sun.ac.za



THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)

**(An Association of History Educators, Organisations, Publishers and
People interested in History Teaching)**

1. CONSTITUTION

- 1.1 There shall be constituted a body known as the SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT). The provisions herein contained shall be known as the Constitution of the Society, which provisions may be altered by a majority of those members present at a general meeting of members, considering that:
- 1.2 the precise terms of any proposed alteration shall be set out in the notice convening the meeting;
- 1.3 the purpose and objects of the Society shall not be altered without the consent of 66% of all the members.

2. OBJECTIVES

The objectives of the Society (since date of founding in 1986) shall be to assist its members in every possible way and in particular:

- 2.1 To improve the contact between educators of History training at tertiary level and teachers in the broad educational field.
- 2.2 To renew a training in the didactics of history education.
- 2.3 To utilise the expertise of educators teaching History to assist with the training of future history teachers.
- 2.4 To continuously debate the content of basic and advanced educational pro-

grammes in the training of history teachers with the intention to continue to improve quality.

- 2.5 To make history educators and student teachers aware of the relationship between History as an academic discipline and the didactics and teaching of History at school level in order to keep abreast with development and academic debates.
- 2.6. To encourage educators of History to strive towards achieving and sustaining high academic standards in the teaching methodology and in the general knowledge of History as a discipline.
- 2.7 To make educators of History and student teachers in History aware of the relevance or “value” of History for the community and nation at large.
- 2.8 To explore, if the SASHT grows in membership, the idea of identifying and organising committees that can explore and develop certain fields in History to benefit all the educators of History in South Africa.

3. MEMBERSHIP

3.1 Membership shall consist of three types:

- 3.1.1 Individual membership (History educators or other academic-focused members from institutions) who are fully paid up members of the association (Annual fees will be determined by the Executive each year and communicated timely to members and potential members). The individual members representing an educational institution; will be eligible to vote or serve on the SASHT Executive and any committees, and will receive electronic correspondence as well as a copy (twice annually) of the peer reviewed SASHT Journal, *Yesterday&Today*.
- 3.1.2 Group membership (private organisations & publishers) that will pay an annual membership fee determined by the Executive Committee on a yearly basis which will include a membership provision of more than one individual. These members will be eligible to vote but not eligible to serve on the committees and only receive electronic correspondence as well as a copy (twice annually) of the SASHT Journal *Yesterday&Today*.
- 3.1.3 Individual membership outside the borders of South Africa that will pay the annual fee as determined by the Executive Committee in Rand or in another currency as indicated on the SASHT membership form. The individual members will not be eligible to vote or serve on the Executive Committee (but could serve on other committees as occasionally identified as well as on the *Yesterday&Today* editorial board) and will receive electronic correspondence as well as a copy (twice annually) of the SASHT Journal, *Yesterday&Today*.

- 3.2 The following persons are eligible as members of the Society:
- 3.2.1 any History educator/organisation/publisher who subscribes to the objectives of the Society; and
 - 3.2.2 is approved by the Executive Committee as a member.
- 3.3 Any member may resign by notice to the chairperson or secretary/treasurer. Such member remains liable for membership dues up to the date of receipt by the chairperson of the letter of resignation.
- 3.4 Membership will be held confidential, and it is up to individual members to disclose his or her membership to the general public.

4. MANAGEMENT

- 4.1 The interests of the Society shall be managed by at least a *ten*-member committee consisting of a chairperson, a vice-chairperson (when required), a secretariat and a treasurer (this position can also be combined into a secretary-treasurer position) and *six to seven* additional members. These members in the leading position of the SASHT shall hold the respective positions for a maximum of three years, after which they may be re-elected at an annual general meeting (usually to be held in September-October). Two additional members (the guest hosting a conference during the following year and a history educator abroad) may be nominated. The temporary Executive member hosting the next conference may be nominated fully on the Executive as well, but if not he/she only has a temporary executive position to smooth the conference organization process with efficient communication. As far as the educator abroad is concerned, this position can be reconsidered on an annual basis. The intention is to have an informed educator on the board to assist the Executive with any valuable input regarding History educational developments abroad.
- 4.2 An election of new Executive Committee members for the SASHT Executive during an Annual General SASHT meeting should be conducted by one of the SASHT members or an executive member who has been nominated to undertake the task (and not the current chairperson or vice chairperson). From the ten nominees fully accepted, the positions of chairperson and vice chairperson should be voted for by the elected SASHT Executive Committee that represents the vote of all the members.
- 4.3 A process of nomination and election becomes necessary if Executive Committee members have served a three-year term. Both new nominees and retiring committee members are eligible for re-election via e-mail one month prior to the annual SASHT conference. The secretariat manages the term of office of

the SASHT Executive and sends out notifications to retiring/re-election status members (and invites new nominations, to be done formally and on the standard SASHT nomination form) a week prior to the SASHT conference. The list of new nominations//re-electable Executive Committee members will be formally dealt with during the AGM.

- 4.4 Only fully paid-up members of the SASHT (and only one member per institution in the Society) are eligible for election as Executive Committee members.
- 4.5 The SASHT Executive Committee may co-opt a member to the Committee in the event of a vacancy occurring for the remaining period of the term of office of the person who vacated the position OR the opening of a vacancy due to any other reason and with the consent of the rest of the SASHT Executive.
- 4.6 The Executive Committee of the Society may appoint sub-committees as it deems fit.
- 4.7 Each sub-committee of the Executive Committee shall be chaired by a committee member and may consist of so many members as the committee may decide from time to time.
- 4.8 A sub-committee may co-opt any member to such sub-committee.

5. MEETINGS

5.1 Committee Meetings

- 5.1.1 Committee meetings shall be convened by the secretary-treasurer on the instructions of the chairperson or vice-chairperson or when four committee members jointly and in writing apply for such a meeting to be convened. Three committee members shall form a quorum. Most of the correspondence will be done via e-mail.
- 5.1.2 Meetings by the SASHT Executive Committee will take place BEFORE an annual SASHT conference and AFTER the conference has ended when new executive members have been elected.
- 5.1.3 Committee decisions shall take place by voting. In the event of the voting being equal the chairperson shall have a casting vote.
- 5.1.4 Should a committee member absent himself from two successive committee meetings without valid reason and/or not replying twice on e-mail requests in decision making, he/she shall forfeit his/her committee membership.

5.2 General Meetings

- 5.2.1 The Annual General Meeting (AGM) of the Society shall take place during the annual SASHT Conference.

- 5.2.2 A special general meeting may be convened by the Executive Committee upon the receipt of a signed, written request of at least ten registered members of the Society which request must be accompanied by a full motivation for requesting such a meeting.
- 5.3 The Executive Committee may call a general meeting as it deems fit.
- 5.4 The following procedures shall apply to all general meetings:
- 5.4.1 A minimum of *ten* members will form a quorum. In the absence of such a quorum, the members present may adjourn the meeting for a period of seven days where the members present at the adjourned date will automatically constitute a quorum.
- 5.4.2 Decisions shall be taken by a majority vote.
- 5.5 Finances
- 5.5.1 All the income of the Society shall be deposited in an account at a bank and/or other approved financial institution. One to three members, consisting of either the chairperson, the vice-chairperson and/or the secretary-treasurer, shall be empowered to withdraw and deposit funds for the use of/on behalf of the Society.
- 5.5.2 Any amount that must be withdrawn, and exceeds the amount of R3 000 should beforehand be properly communicated among the two-three empowered Executive members (namely the chairperson, the vice chairperson and the treasurer). All these aforesaid empowered executive members should be able to exercise their signing right (to withdraw and deposit funds) on behalf of the SASHT in the absence of the treasurer as the current overseer of the account, but with the consent of the core SASHT Executive.
- 5.5.3 Proper accounts shall be kept of all finances of the Society as set out in the regulations published in terms of the Fundraising Act, 1978.
- 5.5.4 A financial report shall be produced by the secretary-treasurer at the annual general meeting or upon request from the SASHT Executive Committee.
- 5.5.5 Financial contributions will be collected from all persons and/or organisations, worldwide, which support the objectives of the Society.
- 5.5.6 A guest SASHT conference organiser(s)/Society member involved shall be accountable for transferring the remaining income obtained from organising an annual conference into the SASHT bank account, as part of the effort of the SASHT to strengthen its financial capacity. Any contributions, towards the covering of conference expenses by the Society are on a strictly voluntary basis.

6. Right to vote

Each individual subscribed member (and one member of a subscribed institution) has one vote at any meeting.

7. CONSTITUTIONAL AMENDMENTS

Any amendment to this Constitution shall only be effected by a two thirds majority decision at a general meeting or special general meeting and further provided that seven days' prior notice was given of the proposed amendment. Notice is to be given in the same manner as a notice for a general meeting.

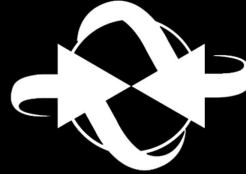
8. DISSOLUTION

- 8.1 The Society may dissolve, or merge, with any other association with similar purposes and objectives in each case only:
 - 8.1.1 On a resolution passed by the majority of members present at a duly constituted general or special general meeting of members; or
 - 8.1.2 On an application to a court of law by any member on the ground that the Society has become dormant or is unable to fulfil its purpose and objectives,
 - 8.1.3 On a merger, the assets of the Society shall accrue to the Society/Association with which the merger is affected.
 - 8.1.4 On dissolution, the assets of the Society shall be realised by a liquidator appointed by the general meeting or the court, as the case may be, and the proceeds shall be distributed equally amongst such Societies/Associations with similar objects as may be nominated by the last Executive Committee of the Society.

9. MISCELLANEOUS

- 9.1 Every Executive member/ordinary member of the Society shall be entitled at all reasonable times to inspect all books of account and other documents of the Society which the custodian thereof shall accordingly be obliged to produce.

SOUTH AFRICAN SOCIETY
FOR HISTORY TEACHING
(SASHT)



SUBSCRIPTION 2011 - 2012

I HEREBY WISH TO:

1. RENEW SUBSCRIPTION 2. TO SUBSCRIBE AS A SASHT MEMBER

SOUTHERN AFRICA { - INDIVIDUAL MEMBER R150
 { - INSTITUTIONS R200
RESIDENTS AND { - USA 30US\$
INSTITUTIONS { - EUROPE 20£

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SOUTH AFRICA

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