

Yesterday & Today
No. 8, December 2012

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Manuscripts, in English, not exceeding 15 pages (approximately) in single spacing and 12pt font should be submitted electronically to the editor as a Microsoft Word attachment. Images (such as photographs, graphics, figures and diagrams) are welcome. A summary/abstract in anyone of the official South African languages must be included. Contributors are encouraged to submit articles written in a clear, reader-friendly style.

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December 2012

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EDITORIAL

In this second 2012 issue of *Yesterday&Today* the insightful outcomes of several scientific research projects and a hands-on report are shared. The topics covered are:

- the status of FET Further Education and Training History – past, present and future (Elize van Eeden);
- an INSET in-service teacher training project for FET History teachers in one province of South Africa, and eventually beyond (Henriëtte Lubbe);
- the transforming of academic practice into schooled knowledge (historiography) as a South African contribution to the primary source and historical thinking movement (Helen Ludlow);
- practical guidelines of the what and how of a campaign to ensure that school History departments in South Africa remains relevant in the 21st Century (Simon Haw);
- an oral history research project – the experiences of retired teachers of the Bantu Education system (Cheryl le Roux);
- the history of athletics at the Zonnebloem College during the 19th and early 20th Centuries (Francois Cleophas).

The articles published in this issue may in some way also be seen as a response to Elize van Eeden’s article entitled *The youth and History – learning from some yesterday thoughts in South Africa* (see pp. 23 of this issue), where she expresses her concern that the “The current lack of publications in which practical guidance from research and experience are offered to prospective educators of FET-History is alarming and should be addressed”; and also that, “Teacher training should be taken even more seriously in the 21st Century, ...”. As a contribution to this notion, the editorial board presents the following inputs:

In the above-mentioned article, Van Eeden further reports the results of a document study of various 20th Century qualitative and quantitative reports on different aspects of school History education such as the content, textbooks and teaching methodology. This original, pioneering and in-depth

research reviews and records the trends in the youth's experience of school History, as well as its status as a subject among the South African youth – past, present and future. She concluded her study with valuable suggestions and recommendations for all involved in the teaching of History.

In her contribution, entitled *Ghana, Cocoa, Colonialism and globalisation: Introducing historiography*, Helen Ludlow, a teacher educator, argues for the introduction of a necessary but difficult focus area in secondary school History teaching, namely historiography. It contains preliminary thoughts on how to transform academic practice into schooled knowledge. This will, according to Ludlow, promote the notion of pedagogical content knowledge (PCK) to the benefit of all who are involved in the teaching of FET History. She demonstrates her argument by means of a sample narrative of Ghana's cocoa industry from the late 19th Century onwards. It shows how the topic lends itself to a historiographical exploration which may be used to initiate learners into constructing their own narratives and in so doing, into engagement with historiographical issues.

Henriëtte Lubbe's article, entitled *Researching and developing the emotional intelligence of History teachers in the Lejweleputswa district, Free State (South Africa)* reports the outcomes of an empirical study in the Lejweleputswa District in the Free State Province. She used a mixed-method research design for the study. The purpose of the study was to reflect on how the emotional intelligence of the teachers can be understood through investigating their experiences of and attitudes towards History teaching; and to reveal why the teachers regard the teaching of FET History as a particular challenging task. The conclusion of the study was that sufficient competency in emotional maturity can empower the teachers to manage their emotions effectively, cope with the demands of a stressful profession, handle conflict in the classroom, and teach History with greater creativity, effectiveness and confidence. As a way forward, the need for a more comprehensive programme was identified, that will not only benefit the teachers of the district, but also those teachers residing in other rural areas and the teachers of the other school subjects.

In her article entitled, *Post-graduate education students' oral history research: A review of retired teachers' experiences and perspectives of the former Bantu Education system*, Cheryl le Roux reports the outcomes of a qualitative study conducted by BEd (Hons) students as a part of a compulsory oral history interview assignment. The topic of the assignment was Bantu Education, and the students were required to sample the perceptions and experiences of teachers'

who were teaching during the Bantu Education era. The data was analysed using Tesch's method of qualitative data analysis. The conclusion of her study was that although there was consensus among all the interviewees that Bantu Education was morally wrong and unjustifiable, the majority identified positive experiences regarding structured, disciplined and quality education.

Francois Cleophas' article, entitled *Running a history programme outside the classroom. A case study of athletics at Zonnebloem College* presents an invaluable contribution – not only to the school sport history literature, but also to the instructional studies debate. The focus of his document study and secondary analysis was on the history of sport (athletics) at one South African education institution, namely the Zonnebloem College, established in 1858 in Claremont, Cape Town. The history of the College is also illustrated by means of various interesting images. The purpose of his study was to present History teachers with innovative ideas for teaching and learning opportunities outside of the formal History curriculum. Practical classroom examples are also included.

Simon Haw, in a most interesting and inspiring hands-on article, titled *Blowing your own trumpet – giving your school's History department a high profile* argues that it remains necessary for all FET History teachers to promote History as a subject in their schools. He devised a promotion campaign involving learners, parents and the school management. He proposed a specific campaign to reach the target groups is proposed. The latter includes internal as well as external promotion strategies. Aspects included in the campaign are: History evenings; the classroom environment; interesting activities to promote effective learning and enjoyment at the same time. He concludes his article with reference to the several steps that the SASHT can take to scaffold teachers to promote History in their schools.

Apart from the above contributions, included in this issue are also a number of book reviews, and a first-hand report on the activities and decisions of the 2012 SASHT Conference. The keynote address was delivered by Dr Dan Sleight. Finally, the editorial board extends an open invitation to the H(h)istory fraternity to submit research reports for possible publication in any of the future issues of the journal.

GHANA, COCOA, COLONIALISM AND GLOBALISATION: INTRODUCING HISTORIOGRAPHY

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Historiography is a continuous dialogue, always marked by new perspectives which enrich the understanding of the past but which themselves are replaced by other perspectives (Iggers & Wang, 2008: 329).

Abstract

The recently implemented curriculum for secondary History in South African schools - as set out in the *Curriculum and Assessment Policy Statements* (CAPS, 2011) - presents no explicit statement of the view of history informing its construction. While it is clear that the development of historical skills is intrinsic to the stated intention of CAPS, this gap is problematic. This is because it leaves assumptions about the nature of history unaddressed. At the same time, historiography is difficult. This article asks whether, in tackling three CAPS sections of Ghanaian history - through the history of cocoa - learners could be introduced to historiography in a productive manner. It provides a sample narrative of Ghana's cocoa industry from the late 19th century onwards. It shows how the topic lends itself to an historiographical exploration which may be used to initiate learners into constructing their own narratives and in so doing, into engagement with historiographical issues.

Keywords: Ashanti; Gold Coast; Ghana; Cocoa; Colonialism; Globalisation; Historiography; Secondary history curriculum.

Historical thinking and secondary school history

This article represents some rather preliminary thoughts emerging from my engagement with future teachers of history; thoughts about whether there is a place for an explicit focus on historiography when teaching the secondary school History curriculum. Is there any value in secondary school students knowing that social history is different in essence from cultural history; that

gender history is not just about adding on information about women, and that post-colonialism presents an essential view of western power as colonizing the mind? If so, how is that “knowledge” acquired in a way that does not simply confuse?

Before considering historiography, however, I would like to make a few more general points about teaching history. Thinking about history teaching leads to a consideration of the relationship that exists between sound content knowledge embedded in understanding of the processes of knowledge production, and sound methodology. The latter assumes an ability to transform an academic practice into schooled knowledge (Bernstein, 2000). The ability to make history teachable is both aided and complicated by the intervention of policy in the form of curriculum imperatives; in South Africa currently, the *Content and Assessment Policy Statements* (CAPS, 2011a, Social Sciences Senior Phase; 2011b, History).

There appears to be a wide recognition in teacher education circles that deep subject knowledge is necessary for effective teaching. But in addition to this, and over and above skilful techniques in the classroom, many educators are now being challenged to think about Pedagogical Content Knowledge (PCK). I watch with interest as my colleagues in the Wits School of Education Science and Mathematics subject areas explore the implications of notions of PCK. Lee Shulman describes PCK as “the particular form of content knowledge that embodie[s] the aspects of content most germane to its teachability”, the “most powerful forms of representation” (<http://www.leeshulman.net>). As I understand it, the educator identifies concepts crucial to the teaching of a topic, and spends time elaborating these through careful analogy or whatever is appropriate. Where, however, the sciences are able to narrow down the pedagogical content to a “make-or-break” central concept or key misconception in topics like the nature of light, the multiple, indefinable complexities of historical events or epochs make this impossible. So while detailed history content is important, the route to a deep knowledge of what history is about may be found through an engagement with the “epistemic tradition” of history. Through this, students can engage with the “forms, processes and structures of history” (Counsell, 2011: 207-217 as cited in Kallaway, 2012: 26). This is something that the work of a number of academics including Terry Hadyn, Tony Taylor, Sam Wineburg and Peter Seixas, on historical thinking, literacy and historical consciousness has begun to develop in some depth (Maposa & Wasserman, 2009).

An examination of the “Skills and concepts of History” as set out in the CAPS documents (2011a: 11-12; 2011b: 12-13), shows that there is a strong correlation with what Seixas and others identify as the essential ingredients of historical thinking. (See Appendix 1: Seixas, History Thinking Project, point 5, <https://historythinking/concepts>). In the History CAPS for Grades 10-12 (2011b: 12), this is elaborated as learners having the skills to:

Recognise that there is often more than one perspective of a historical event.	By seeing things from more than one point of view or understanding that there can be two sides to the same story. For example, the experience of everyday life of an important event in history might be different from an ordinary person’s point of view to that of a leader. It can include being able to imagine oneself being in that time in the past and using information from that time to think like someone from the past. This is often described by the phrase ‘walking in someone else’s shoes’. (Bias is the opposite – it is one-sidedness.)
Explain why there are different interpretations of historical events and peoples’ actions.	By analysing and weighing up the conclusions reached or opinions about, events or people in the past. The interpretations may be those made by different historians, textbook writers, journalists, actors or producers, for example, about the same things.

In the same curriculum document, under “Concepts”, “multi-perspectivity” is presented as:

There are many ways of looking at the same thing. These perspectives may be the result of different points of view of people in the past according to their position in society, the different ways in which historians have written about them, and the different ways in which people today see the actions and behavior of people in the past (2011b: 13).

There can be no argument against the importance of developing the above skills and understanding, which includes looking at “the different ways in which historians have written about” the same thing. What I would like to present in this article, is a move from what could be narrow debates within a topic to a broader matter of interpretation – historiography. As Peter Kallaway (2012) notes in his discussion of CAPS, there is little within the policy documents that places the interpretation of the history that the CAPS contain within a wider historiographical framework. In Kallaway’s view (2012: 26-29;

45), issues of race, nationality and a battle for human rights dominate the CAPS.

A dominant paradigm informing CAPS would thus be a form of social history that engages with economic power and subordination, inequity, racism and resistance. All of this, I would argue, is needed in a society still so palpably unequal. We do need a history of society and an historical consciousness that enables us to act (Eley, 2005; Seixas, 2009). The CAPS also embody a fairly traditional national history approach to political change. Finally, nods are made in the direction of the role of women (gender history), the role of the ordinary people (history from below), and representation and cultural practice (cultural history). The CAPS are not, however, inviting teachers and learners to engage directly with the matter of historiographical paradigms and, as the opening quotation suggests, creating a dialogue between different perspectives.

The purpose of the article is to provide a narrative through which it may be possible to explore historiographical issues. My focus is on Africa and I have selected three sections of the CAPS History curriculum dealing with Ghana (Images 1, 2 and 3 on pages 5, 10 & 11). The fascinating topic of cocoa is used as a way to enter into the content and key concepts of each curriculum section and, using for the most part well-known secondary texts, I construct a narrative of its history in Ghana. This does not pretend to be an exhaustive history and clearly it is my personal construction. The history of cocoa in Ghana is then used to introduce historiographical issues, essentially by asking the kinds of question that would emanate from historians who hold different views of history.

Ashanti, cocoa and colonialism

Cocoa – early global connections

The cocoa tree, *Theobroma cacao*, is indigenous to the rainforests of central America. As far back as 600-400 BCE, societies in the Mayan area drank a bitter chocolate drink made from roasted cacao beans, spices and water. Cacao was seen as “a gift from the gods” and along with maize was believed to be the essence of life (Vail in Grivetti & Shapiro (eds), 2009: 4-10). Its consumption thus had strong religious and medicinal functions, while cacao was also used as currency (Grivetti & Shapiro (eds), 2009: xi).

It was through the 15th and 16th century voyages of exploration that Spanish *conquistadors* first encountered cacao in Central America and in 1528, Hernan Cortes first introduced it to Spain. Although it took the Spaniards some time to appreciate the charms of hot chocolate, a beverage very different from what we know today (Smith, Child & Rowlinson, 1990: 50-51), it was eventually produced in the seclusion of Spanish monasteries as a drink for the nobility (www.cadbury.com.au). At the same time the Portuguese created an important early global connection between Europe, Brazil and Africa through their voyages of exploration. They began large-scale cocoa production in Brazil which was to a large extent made possible by their acquisition of African slaves. In the 1820s, under the direction of the Portuguese crown, they also began to cultivate cocoa on the small Portuguese island possessions of São Tomé and Príncipe, off the coast of Africa in the Gulf of Guinea (Walker in Grivetti & Shapiro (eds), 2009: 547-550). It was probably from there that cocoa spread to Fernando Po, another nearby small island – initially Portuguese, later Spanish - and on to West Africa (Hallett, 1984). The Spanish and Portuguese *conquistadors* of the late 15th century were thus instrumental in creating trans-continental connections which resulted in a demand for cocoa in Europe which would be met increasingly in Africa.

By the 17th century the Spanish monopoly on chocolate was lost and knowledge of how to produce it spread to much of Europe. The social appeal of hot chocolate in England is evident in the emergence the chocolate houses, the forerunners of gentlemen's clubs, from 1657. Expensive because it was still processed manually, chocolate was a beverage for the elite who met to enjoy it (Gordon in Grivetti & Shapiro (eds.), 2009: 583-584).

Image 1: Grade 8 History Topics relating to Ghana

Grade 8: Term 3	Topic: The scramble for Africa
Background information: The colonisation of Africa was part of a global European process reaching all the continents of the world. European colonisation and domination changed the world dramatically.	
Focus: Causes and results of European colonisation of the African continent, with special focus on the Ashanti kingdom (colonised by the British as the Gold Coast, and today the independent African country of Ghana).	

<p>Content and concepts</p> <ul style="list-style-type: none">• European colonisation of Africa in the late 19th century 8 hours <p>Africa before European colonization</p> <ul style="list-style-type: none">- Map of Africa 1800 <p>Berlin Conference 1884</p> <ul style="list-style-type: none">- Map of Africa (showing different colonizing countries) <p>Causes of colonisation</p> <p>Patterns of colonisation</p> <p>Why European powers were able to colonise Africa so quickly</p> <p>Results of colonisation</p> <ul style="list-style-type: none">• Case Study: The Ashanti kingdom 5 hours <p>The coast of West Africa before the arrival of Europeans</p> <p>The Ashanti and their early contact with European traders and explorers</p> <p>The British and the colonisation of the Gold Coast</p> <p>Results of colonisation for Ashanti kingdom and Britain</p>

Source: CAPS, 2011a: 43.

Ashanti

The story of cocoa takes us to those sections of modern Ghana occupied by the Fante and other small coastal states and the interior Ashanti kingdom. West Africa had a long history of connection to trans-Saharan gold trade, and from the 15th century was drawn into trade with Europe; in gold and increasingly in slaves. The coastal states were most directly impacted by Portuguese, Dutch, and increasingly the British merchants (Ade Ajayi (ed) 2003: 265). To the north, the Ashanti kingdom had emerged from the mid-17th century, benefitting from access both to rich agricultural resources and gold, much of the labour for production of which was provided by a domestic slave trade (Ilfie, 1995: 143). By the late 1700s, with a bureaucracy based on merit and twenty subordinate tributary states, Ashanti was militarily powerful and one of the largest polities in West Africa. It reached its peak in the early 19th century, controlling most of modern Ghana. The golden stool and impressive golden regalia symbolized the power of the ruling *asantehene* (Ade Ajayi (ed), 2003: 264-265).

Colonialism

British traders had operated off what was to become known as the “Gold Coast” with little direct intervention by British authorities. After the abolition of the slave trade in 1807, however, it became the task of the British navy to enforce the embargo (Fage, 1979: 332). In so doing they began to negotiate treaties with African authorities, to force adherence and, finally in 1874, to subordinate the smaller coastal states in the interest of protecting trading interests there. When the Ashanti kingdom showed similar ambitions to expand its control southwards, the British invaded Ashanti in 1874 and burnt its capital (Ade Ajayi (ed), 2003: 266). British forces withdrew until a revival of Ashanti power and fear of competing French interests led Britain to proclaim a protectorate over all of modern Ghana in 1895/6. Initially avoiding outright war, the Ashanti nearly succeeded in driving out the British in 1900. But they ultimately failed and the empire was dismantled and a British protectorate over the Gold Coast established (Shillington, 1995: 309).

With the end of slavery came a growing concern amongst British traders to find “legitimate” commodities to trade and new markets for the products of the British industrial revolution. These included palm oil, ground nuts, cocoa and coffee, products in the 19th century which “were... most effectively produced and marketed ... by hosts of enterprising small men, who could respond freely and quickly to varying stimuli of work market forces” (Fage, 1979: 329). More cynically, other historians refer to the emergence of particular cash crops as introducing

dessert and beverage economies – economies which are based on crops like tea, coffee, sugar and cocoa for the dessert confectionaries of the Western world, while the African people themselves are short of such basic foods as grain, meat and root crops (M Owusu, in A Mazrui (ed), 2003: 317).

British colonial rule and cocoa arrived together. In 1879 a blacksmith, Tetteh Quarshie, took some cocoa seeds from Spanish Fernando Po home to the Gold Coast where, once planted, they flourished. By the 1890s, with the active support of the British administration, thousands of cocoa tree seedlings had been sold to local African farmers. From the Akwapim ridge, cocoa farmers migrated northwards into the relatively under-cultivated forest zone. There they bought land from local Akim chiefs and developed a thriving peasant-operated plantation system (Shillington, 1995: 337).

For these farmers, it took five years before the cocoa trees produced usable pods. Handpicked, the pods were then broken open with a baton so that the

beans could be removed. These were covered in plantain leaves and left to ferment for three to nine days. They were then sundried for a week, usually on raised bamboo matting. At this stage the beans were packed and ready for sale (GloBaLink Africa Curriculum Project; www.cocoafederation.com) at coastal buying stations (Hallett, 1974: 330).

Iliffe notes that before the Second World War, colonial administrators “left the unfolding of economic affairs largely to private initiative”. He sees the British authorities as similar to most colonial administrations at the time in contributing “only infrastructure, a legal system, and an appetite for taxation which drove their subjects into the cash economy” (1995: 202). This is not to deny that decisions about the location of infrastructure, land tenure policy and application of structures of indirect rule shaped the parameters of local initiatives, often adversely. An important decision that did benefit local producers, one made under local pressure, was not to allow the sale of “African” land to any Europeans and so the production of cocoa in the Gold Coast remained in African hands, mostly on smallholdings (Shillington, 1995: 347).

Why Cocoa?

With industrialization in 19th century Europe and increasing commercialization of chocolate production came the “democratization” of chocolate. The mechanization of chocolate production became possible in the 19th century, beginning with the invention of new cocoa presses (by the Dutch in 1828, the British in 1866). This made chocolate in its various forms more affordable, and the emergence in Britain of Quaker companies – Fry’s, Cadbury’s and later Rowntrees - expanded the demand for West African cocoa. So, too, did the establishment of Hersheys in North America by 1900. The late 19th century and early 20th century saw Swiss chocolate manufacturers (such as Callier, Kohler and Nestlé) dominating the market after the invention in 1876 of milk chocolate by Daniel Peter (Gordon in Grivetti & Shapiro (eds.) 2009a: 576; 2009b: 587-591).

Cocoa and social change

“Cocoa is Ghana, Ghana is Cocoa” (Ghanaian saying, cited in Ryan, 2011: 10).

By 1911, the Gold Coast was the world's greatest producer of cocoa (Iliffe, 1995: 203). As production spread northwards, the Ashanti chiefs also became cocoa producers and the Ashanti region became a dominant producer (Cocobod statistics of regional purchases for 1947-1957, http://www.cocobod.gh/weekly_purchases.php). In the 1920s, some 200 000 tons of cocoa was exported from the Gold Coast annually (Hallett, 1974: 328). The manufacturers of cocoa products did not generally go to the source themselves, but bought cocoa from European trading companies. Until the 1930s, these merchants depended on thousands of African brokers and sub-brokers "to bring the export crops to their buying stations" on the coast (Hallett, 1974: 330).

Cocoa production earned many farmers a measure of prosperity; this to be spent after taxes, on building of homes, infrastructure and on mission education (Shillington, 1995: 337). A number also formed co-operatives. Maxwell Owusu notes of African peasantries that "the extent of poverty and prosperity... at any given time has varied a great deal from country to country and from region to region" (in Mazrui (ed) 2003: 340). By the time of its independence as Ghana in 1957, the Gold Coast was regarded as one of the most prosperous colonies. Yet there was much that hindered the progress of rural producers in a country whose "economy became an extension of that of the colonizing power" (Adu Boahen (ed), 2003: 159). Firstly there was the dependence on external markets for cocoa, the prices for which lay outside of producers' control. Secondly there was a growing dependence on imported tools, the costs of which were also outside of producers' control (Shillington, 1995: 350).

The shift to cash crop production also changed social relations (Iliffe, 1995: 216). Increasingly farming took place in nuclear family units rather than on communal farms belonging to the extended family. Individual wealth led to openings in government, education and politics (Ryan, 2011: 10). In time divisions emerged between rich and poor peasants and the use of seasonal migrant workers also became a common practice. Women, although still providing much of the labour, became more marginalized in decision making around the production and marketing of agricultural products. As foreign buyers, marketing boards and access to credit became more important, men were favoured as commercial partners (Owusu, in Mazrui (ed), 2003, 319-320).

Space does not allow a fuller exploration of the vicissitudes of cocoa farming in Gold Coast during the colonial era, but the move to state regulation of marketing in response to peasant resistance is important. The strategy of holding back produce was used by farmers during World War I when prices fell sharply, and again in the 1930s during the world-wide depression (Adu Boahen (ed), 2003: 182). In 1937 the British colonial government undertook to buy all the cocoa from smallholders, formalizing this process through the West African Cocoa Control Board (Cocobod) in 1938. What was presented as a way of securing a reasonable price for farmers turned into a strategy for raising state revenue through buying low and selling high. While farmers were unable to negotiate prices, the big companies retained a strong influence over the Cocoa Board through quotas allocated by government, and John Cadbury was chair of the Board for some time (Lappé & Collins, 1977: 99-111).

In justification of its intervention, the state, especially after World War II, committed itself to a developmental programme. Revenue from taxes and cocoa sales were used for projects in transport, technical services and education (Fage, 1979: 417-420; Cooper, 2002: 67). According to Fage (1979: 418), “With the price of cocoa in the early 1950s ten or more times what it had been in the 1930s” all but £3million of the original £75 million cost of this development plan could be funded locally. In fact cocoa revenues from the Gold Coast were even used to prop up the Allied war effort.

Image 2: Grade 11 History Topic related to Ghana

<p>TERM 3: GRADE 11 Topic 4: Nationalisms – South Africa, the Middle East and Africa Case Study: From “Gold Coast” to Ghana</p> <p>This section includes the study of the following topics:</p> <ul style="list-style-type: none">• early nationalism among the educated elite – 1930s intellectuals began to give a socialist interpretation to their nationalist aspirations; there was a growth of trade unionism among city workers;• resistance tactics – 1937 nationwide strike of cocoa farmers and boycott of British goods;• influence of Second World War on nationalism;• growth of mass-based movements after the Second World War – trade union movements; traders and ex-servicemen, support for educated minority;• Kwame Nkrumah: Pan-Africanism and the influence of Marcus Garvey, WEB du Bois and George Padmore and African socialism, and• the Convention Peoples’ Party, 1957 independence, and Nkrumah becomes Prime Minister, and• Ghana’s beginning as an independent nation.
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Source: CAPS, 2011b: 30.

Nationalization, globalization and cocoa

The harsh realities of post-war socio-economic conditions fueled mass support for Gold Coast African nationalist campaigns after World War II. The emergence of well-organised political parties and a charismatic leader in the person of Kwame Nkrumah assisted this. At the same time the British government recognized, in face of decolonization elsewhere in its empire, that they would have to move towards independence in Africa (Suret-Canale & Adu Boahen in Adu Boahen (ed.) 2003: 171).

Fred Cooper (2002: 67) notes that for Nkrumah, cocoa revenues raised by the Cocobod continued to be important for state development. On his ascent to power in 1957, the grip of Cocobod on pricing and marketing of cocoa remained firm, while political opposition from Ashanti cocoa farmers was crushed in the cause of national unity. At the same time little was done to sustain cocoa production when rapidly falling world cocoa prices added to discouragement. Nkrumah focused instead on prestigious construction programmes. These costly capital-intensive projects and his increasing despotism ultimately led to his downfall in a military coup in 1966. By this time, Cote d'Ivoire had overtaken Ghana, deeply in debt, as the world's premier producer of cocoa (Shillington, 1995: 413).

Image 3: Grade 12 History Topics related to Ghana

TERM 3: GRADE 12 Topic 6: The end of the Cold War and a new world order, 1989 to the present.

... A new world order

This topic includes the following:

- defining globalisation;
- balance of power and impact on Africa; North-South and South-South relations;
- dominance of global Western capitalism; USA; Bretton Woods; IMF and World Bank; World Trade Organisation; IT revolution; Civil society resistance to global capitalism;
- emerging economies and different forms of capitalism: BRIC (Brazil, Russia, India and China) and SA;
- ...
- responses to globalisation, heralding an age of economic insecurity – nationalism, localisation (such as the breakup of former Yugoslavia); extremism such as religious fundamentalism, including the Christian right wing and Islamic fundamentalism; 9/11 and its consequences; the war on terror, Iraq) as well as environmental movements.

Source: CAPS, 2011b: 42-43.

After 1966, Ghana experienced multiple changes in government and in economic policy. Seizing power in 1979, President Jerry Rawlings was in due course persuaded that cocoa was vital to securing foreign exchange and essential commodities (Ryan, 2011: 19-20). His government thus came to embrace the policies associated with post-Cold War globalisation: democracy, structural adjustment guided by the World Bank and IMF, and a more liberalized economy (Cooper, 2002: 163). By 1995, the bloated Cocoa Board, whose executives made more out of cocoa than did the farmers, “employed roughly one-tenth of the 100,000 people it had employed a decade earlier. Farmers, newly motivated by rising prices began to plant cocoa. Production began to rise” (Ryan, 2011: 20).

Ghana was however unable to escape the pressures of operating in a competitive and fluctuating world cocoa market. This, as well as widespread poverty in the region, is probably why West African cocoa has recently become a human rights issue. The accusation that Ivorian and possibly Ghanaian cocoa farmers are cutting costs by using child labour has been the focus of a vigorous international campaign carried out on the internet, a most global form of communication. See, for example, the article, “Slavery in the Chocolate Industry”, which alleges that the “farms of West Africa supply cocoa to international giants such as Hershey’s, Mars and Nestlé – revealing the industry’s direct connection to child labour, human trafficking and slavery” (www.Foodispower.org). Órla Ryan, likewise, in her recent book *Chocolate nations: living and dying for cocoa in West Africa*, alleges that, beyond the comforts of the confection, there are severe hardships for producers of which no consumer should be ignorant.

Historiographical possibilities raised by the history of cocoa

The application in the secondary school History classroom of the skills and concepts highlighted by CAPS above would lead to classroom debate on historical matters, but they might be in a context of major silences – a silence, for example, on the construction of power on the basis of gender, or the absence of non-western representations and voices in debates about the very people under discussion. There may be lost opportunities to grasp the potential of historical investigations of identity and ideas, and their intriguing

representation in categories like dress, landscape, space and consumer items.¹ The misconception that there is only one approach to history, albeit one with strong roots, could leave teachers and learners with a false sense of confidence that they know what history is and are in control of the “true” version.

I would like to picture a group of historians contemplating the above overview of the history of cocoa with particular reference to Ghana. And I would like to invite teachers and learners to sit in on their conversation. What are some of the questions the historians might raise about this narrative? For the cultural historian, it could be, “What is and was the meaning of chocolate for different groups of people at different times and places?” The gender historian would no doubt point out the very limited exploration of gender roles and identity, and might ask, “How can we overcome the silences in this very male history?” With their roots in Marxist class analysis, both the social and postcolonial historian would be happy with suggestions that the production of cocoa for global markets has been exploitative. The first might ask, though, “How can we discover more about the everyday life of peasant producers?” The latter could inquire, “What about the mental worlds of the colonized subjects? How do we understand these?” With this, the cultural historian would agree. The dependency theorist would ask for “more rigorous exposure of the exploitation of Ghana within the capitalist colonial and postcolonial systems of production”. The Africanist might be celebrating the acknowledgement that Ashanti as evidence of a rich African history before colonialism, and ask, “Isn’t the enterprise shown by Gold Coast peasant farmers a sign of African agency rather than passive exploitation?” Our post-modernist would decry the whole narrative as fictional and ask, “Whose story is this?”

For historiography to become a meaningful concept for learners, the teacher needs to be an informed mediator.² The task then becomes to raise issues and pose questions which help learners to see that historical accounts are not neutral and the work of historians can be fitted into certain paradigms. The paradigms themselves are obviously constructions and interpretations, but as the work of Laura Lee Downs (2010) shows, shifts in historiography are contextually based. African historians and woman historians, for example,

1 See for example F Trentmann (ed.), *The Oxford handbook of the history of consumption* (Oxford, OUP, 2012), the blurb for which claims: “The Handbook ... showcases the different ways in which recent historians have approached the subject, from cultural and economic history, to political history and technology studies, including areas where multidisciplinary approaches have been especially fruitful.”

2 Three useful resources on historiography are G Eley, *A crooked line: From cultural history to a history of society* (Ann Arbor, University of Michigan Press, 2005); GG Iggers & QE Wang, *A global history of modern historiography* (Harlow, England, Pearson Education, 2008); LL Downs, *Writing gender history, 2nd ed.* (London & New York, Bloomsbury Academic, 2010).

have raised issues specific to contexts of exclusion.

It is probably over ambitious to attempt to do more than alert secondary school students to historiographical issues, but a process could begin with a conversation based on the text of this article. Questions such as the following could be posed:

- Why do you think the historians are asking these particular questions?
- What do their questions tell you about their own interests and concerns?
- Can you suggest anything about the historians' backgrounds that could make them ask these questions?
- Which questions interest you most?
- How could you find out more about different schools of history?

These questions could be followed by engaging learners in articulating - orally or in writing - their own brief narratives from a particular historiographical position. I have included a couple of suggestions in Appendix 2. Ideally, over time, there would be opportunities for them to research more fully and then debate topics from particular standpoints. To begin to understand how and why historians write from different perspectives is probably, I would argue, more important than being totally correct about which historian fits into what school. The issue is to enlarge historical understanding.

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Appendix 1:

Key concepts for Historical Thinking: The Historical Thinking Project (<http://historicalthinking/concepts>)

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives, and
6. Understand the ethical dimension of historical interpretations.

Appendix 2:

Activities related to Cocoa Production in Ghana through which to explore historiographical viewpoints

1. Using the Cadbury's website (<http://cadbury.com.au/AboutChocolate/Discovering-Chocolate.aspx>), write a short account which praises the enterprise and achievement of this family business. In this you should take a (liberal) position in which capitalist enterprise and free trade are supported.
2. Consult T. Walker 2009. Establishing cacao plantation culture in the Atlantic world. In: *Chocolate: History, culture and heritage*, ed. Grivetti, L and Shapiro, H-Y, 543-558. This can be accessed online. Use the information in this chapter to explain the early global connections between Brazilian and West African cocoa farming. Speak from the point of view of a historian whose interests are in promoting an understanding of the global connections of capital, and of how it has always been exploitative.
3. How do Source A and Source B below differ in explaining the emergence of the cocoa industry in Gold Coast? Can you suggest why Adu Boahen's version is seen as "Africanist"?

Source A:

“Contrary to what colonial historians would have us believe, the peasant export sector in [West Africa] was established with little government initiative. Even the Gold Coast cocoa industry, of which the British were greatly proud, was essentially developed with local initiative. Starting from almost nothing in the early 1890s, by 1903 the farmers had put over 17 000 ha under cocoa. By 1928 there were 364 000 ha of cocoa, and in 1934 the Gold Coast produced 40% of world output. Yet until this time the industry had benefited little from scientific research carried out in the country.”

A Adu Boahen (ed.)2003. *UNESCO General history of Africa: Africa under colonial domination 1880-1935: 178.*

Source B:

“Although the opinion is widespread in Portuguese popular historic literature that cacao was introduced into the tiny West African colonial islands of São Tomé and Príncipe - and subsequently the rest of Africa – by happenstance, as an ornamental plant and not as part of a deliberate commercial endeavor, the truth is plain in Portuguese colonial correspondence of the early 19th century. In fact, just a few years before Brazil won its independence (1823) ... the Portuguese monarchy ordered the transplant of cacao seedlings from Brazil to São Tomé and Príncipe.”

T Walker 2009. Establishing cacao plantation culture in the Atlantic world. In: Grivetti L & Shapiro, H-Y (eds.) *Chocolate, culture and heritage: 549.*

4. A concern of gender historians is to show how power relations affect women. Note this in the extract from Maxwell Owusu, **Source C**. Find the ways in which women have lost the control over farming which they had before the production of cash crops like cocoa in Gold Coast/Ghana became so important.

Source C:

“[A] major distortion in the legacy of colonial agriculture was the *male bias*. Much of traditional African agriculture had involved women. Indeed, women were often the majority of farmers in African societies. The colonial impact did not end the numerical preponderance of women, but it did contribute to their marginalization. In the traditional setting, women had considerable say in determining the value of commodities. With the coming of the cash economy, women could still be the main determinants of *prices* for the local market in the hustle and bustle of conventional bargaining and exchange. But a number of colonial changes helped to shift the balance in favour of the *men* One factor consisted precisely of the marketing

boards [whose staff] were overwhelmingly male. ... [B]etween the producer and the consumer were [male dominated institutions which also] marginalized women...

A related aspect concerns the internationalization of African economies. The traditional local economies gave women considerable [ability to regulate] the processes of exchange. But as soon as African economies demanded distant contacts with buyers in Japan, Europe and the America, the boards of directors of African farms consisted overwhelmingly of men.

The modernization of agriculture has also increased the role of *credit* facilities for the purchase of seeds, fertilizers, equipment and for the construction of storage facilities. The expanding role of credit, in both the colonial and post-colonial periods, has often resulted in the expanding role of men. Partly because of indigenous constraints on women owning land, and partly because of more universal banking prejudices concerning the credit-worthiness of women, monetized agriculture in Africa has contributed to the marginalization of the female cultivator.

The very promotion of cash crops has helped the male bias in African agriculture. African women were often in control of the cultivation of yam, cassava and maize... On the balance, cash-crop cultivation has tilted the balance in favour of male labour.

What is at least as significant is the *managerial* shift in favour of men on issues of cash crops. Decision-making about traditional food production allowed for a much bigger female role than decision-making about cash crops. Production, processing, pricing and export functions in cash crops have basically been taken over by men."

Maxwell Owusu (in A Mazrui (ed.)2003. *Africa since 1935*: 319-320).

5. Historians who write New Cultural history focus on how peoples' ideas and identities are shown in how they represent themselves, what they value and through their practices.
- 5.1 What does Source D tell us about who Cadbury's hoped to appeal to in the 1800s?

Source D: Cadbury's advertisement in *The Illustrated London News*, 2 August 1889

“CADBURY'S COCOA is easy to digest, delicious in flavour, and full of health-imparting properties. It is absolutely pure Cocoa, untampered with.”

1889

THE ILLUSTRATED LONDON NEWS

163

Drink
CADBURY'S
COCOA

“It is Absolutely Pure.”

CADBURY'S COCOA is easy to digest, delicious in flavour, and full of health-imparting properties. It is absolutely pure Cocoa, untampered with.

A few of the many Good Reasons
Why CADBURY'S COCOA enjoys such World-wide Popularity.

It is guaranteed to be Pure Cocoa.	It contains all the delicious aroma of the Natural Article, without the excessive proportions of fat.	It is a gentle stimulant, and sustains against hunger and bodily fatigue.
It is made instantly with Boiling Milk or Water.	It is delicious, nutritive, digestible, comforting, and a refined beverage, suitable for all seasons of the year.	In the whole process of manufacturing Cadbury's Pure Cocoa, the automatic machinery employed obviates the necessity of its being ever touched by the human hand.

WARNING. When asking for Cadbury's Cocoa be careful to avoid cheap imitations and to see that the name is clearly visible.

5.2 What does Source E tell us about what chocolate means to a young Ghanaian today?
(Remember that the cocoa he helped to produce could well go to Cadbury's who still use Ghanaian cocoa for their products.)

Source E:

“For 16-year-old Alhassan Ali, work on a cocoa farm presented a chance to make a better life for himself. Encouraged by his mother, he left his home ... in northern Ghana in search of work when he was 14. ... ‘I was hungry, I wasn’t in school. I came on my own, nobody came for me.’... In the week before we met, Alhassan had just finished breaking cocoa pods and putting beans to dry on woven trays. He had no idea what these beans are used for and has never tasted chocolate. All he knows is that the government buys them.”

O Ryan 2011. *Chocolate nations: Living and dying for cocoa in West Africa*: 56-57.

6. Geoff Eley, in his book, *A crooked line: From cultural history to a history of society*, is concerned that historians should write history which tackles important social issues. Watch the film, “The Dark Side of Chocolate” directed by Roberto Romano. (It is accessible online). Discuss the place, if any, of this emotive documentary, in the history of cocoa in West Africa.

THE YOUTH AND SCHOOL HISTORY¹ – LEARNING FROM SOME OF THE THINKING OF YESTERDAY IN SOUTH AFRICA

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*Abstract*²

In this article the broad emphasis is on the significance of revisiting past thinking, especially from academia and in research reports of 20th century History teaching at the Further Education and Training level (FET), so as to invest in present-day youth who take History as a subject. The study is mainly qualitative, but also relies heavily on quantitative reports and the interpretation of their value regarding selective issues such as curriculum content, textbooks and teaching methodologies. In no other study so far in South Africa, has the status of the youth and History up to the present, been pinned down historically or been reviewed critically in such a way. Therefore the objective of this article is to i) record and ii) review some past thinking on teaching History to the youth with the intention of iii) learning from yesterday's thinking and accounts. Although an effort has been made to add to the existing historiographical repertoire on the youth and History, particularly in a teaching environment, a complete historiographical review of past research contributions is beyond the scope of this article. As far as it is achievable, key moments and contributors are recalled with the intention of bringing to the reader's attention this past historiographical repertoire as anchor for current thinking on ways of teaching History to the youth.

Keywords: History as subject; Reports on History teaching; Significance of History; Youth and History; Teaching History; Decline of learners taking History; History and careers.

1 When referring to the subject of History, the word is capitalised, but when referring to historical accounts, it is written in lower case. This is an updated, revised and shortened version of the 40th Hertzog Memorial Lecture delivered by the author in September 2011 at invitation by the Suid-Afrikaanse Akademie vir Wetenskap en Kuns.

2 The author would like to thank the following academics who peer-reviewed the article and contributed substantially to its improvement: Proff. Peter Kallaway; Sonja Schoeman; Dr. Carol Betram; Helen Ludlow; Pieter Warnich & Wessel Visser.

Introduction

A discussion on the significance of examining the thinking regarding History teaching in the 20th century is long overdue. The focus of this article is on the youth and History teaching, particularly at the Further Education and Training (FET) level. The study is mainly a qualitative contribution, although it does also rely heavily on published quantitative reports on the prior status of History teaching in schools. The value of reports on selected issues regarding History teaching and the present status of the subject of History in schools is interpreted to determine its current position in a more informed way. No other study so far in South Africa has critically reviewed current thinking on the status of teaching History to the youth. Therefore the objective of this article is to initiate such a contribution by: i) recording and ii) reviewing some past thinking on teaching History to the youth with the intention of iii) learning from past thinking.

Although an effort has been made to contribute to the existing historiographical repertoire of the youth and History teaching, a review of the complete body of literature of past research contributions is outside the scope of this article. Instead, key moments and contributions are discussed with the intention of bringing the reader's attention to existing thinking on the subject.

Curriculum development and textbooks: A record of some past thinking on teaching History to the youth

For most of the decades of the 20th century, the visibility and handling of History teaching at FET level in South Africa differed from province to province. The training of History teachers was also still in its formative period.³ On this past and what followed, Prof. Floors A van Jaarsveld elucidated:⁴

... There has never been satisfaction with History teaching at school. During the 19th century, the nationalist-minded Afrikaners complained about the bias of British and Cape History that England as the mother country commanded, and demanded a South African fatherland-centred history. [Author's translation]

3 Compare discussions in FA van Jaarsveld, "Skoolgeskiedenis in die nuwe Suid-Afrika", *Gister & Vandag/Yesterday & Today*, 20 September 1990, pp. 1-2; ES van Eeden & JL van der Walt, "Creating a future for History within South Africa's Curriculum 2005", *Journal for Theory and Research in Social Education*, 28(1), Winter 2000, pp. 86-87.

4 FA van Jaarsveld, "Skoolgeskiedenis in die nuwe Suid-Afrika", *Gister & Vandag/Yesterday & Today*, 20 September 1990, pp. 1-2.

During any transitional or crisis period, the meaningfulness of History is always a point of contention.⁵ Cases do exist where teaching History at school level has been abolished in an attempt at pacification. For example, after the Boer defeat in 1902, Lord Milner provisionally prohibited fatherland History in white schools and apparently only allowed British Imperialist History.⁶ However, the opposite is seen in the memoirs of the academic HES Fremantle of Oxford, who found himself at the southern tip of Africa from 1899 – he became involved with the former South African College (currently the University of Cape Town). In his ardent attempts to establish a Chair of History at the South African College, his views on the teaching of History to the youth filtered through from time to time. It can therefore be said that a confrontation with unbiased historical content has had a long history and enjoyed substantial support in the past:⁷

Indeed, the planners of new school syllabi for post-war South Africa argued that the 'political attitude' of the next generation will be determined by History teaching.

In 1902, Fremantle shared his views on History teaching and academic research in South Africa at that time, with a distinguished British audience:⁸

The subject [History] had been neglected with fatal results, and it was an Imperial necessity that this neglect should be corrected. The absence of accurate and unbiased historical knowledge ... had allowed political myths to flourish among all the inhabitants of South Africa, and these had to be removed if a new country was to be built on a sound basis. Its bureaucrats too would need such knowledge, while a 'scientific' study of the past would be vital for any serious study of 'native questions' ... as 'a work of incomparable importance' for the future ...

Fremantle's insightful (and timeless) observations still enjoy support by most researchers and educators teaching History in 2012.⁹

Returning to other post-war¹⁰ circumstances, educators are reminded of the History of 1948, a year associated with South Africa entering a phase of

5 G Weldon, "A comparative study on the construction of memory and identity in the curriculum of post-conflict societies: Rwanda and South Africa (2003)" (available at <http://www.centres.ex.ac.uk/historyresource/journal11/>, as accessed on 6 June 2011, pp. 1-16.

6 EA van Jaarsveld, "Weereens 'n skoongeveegde lei? – Afrekening met, en nuwe singewing aan die Suid-Afrikaanse Geskiedenis?", *Historia*, 39(1), May 1994, pp. 95-96, 98.

7 See RB Mulholland, "The evolution of History teaching in South Africa" (MEd thesis, University of the Witwatersrand, 1981, p. 127) as cited by H Phillips in "The South African college and the emergence of History as a University discipline...", *Historia*, 49(1), May 2004, pp. 1-11.

8 H Phillips, "The South African College and the emergence of History as a University discipline...", *Historia*, 49(1), May 2004, p. 7.

9 Personal observations from the South African Society for History Teaching (SASHT) conferences personally attended by the author.

10 The First and Second World Wars are referred to here.

formalised apartheid legislation.¹¹ At this stage black, Coloured and Indian teachers gradually added their voices of discontent to those of English-speaking teachers, who criticised the dominant Afrikaner nationalist-centred approach to selecting the content for some History curricula, in particular of the provinces.¹² From this, the People's History¹³ approach developed during the 1980s as a reaction to Christian National Education, as well as out of frustration with the segregation policy in the years following Unification and the Hertzog era.¹⁴ The latter period greatly influenced the diversified but fast-growing education and educational content of the day.¹⁵

Curriculum debates, for example on what content best suits the youth at FET level, frequently result in arguments and suggestions for and against certain themes.¹⁶ This tendency is not necessarily a negative drift as excellence is supposed to evolve from constructive critique. However, content selection and method were always contentious as so many voices and sectors wanted to be heard. Some academic expressions, which imitate their own distinctive paradoxical moments, were traced back to the 1960s as typical examples. Among others, there is Meyer's sober impression of curriculum developments. His criticism against the "general" curriculum type filtered through:¹⁷

The wider our view becomes, the fewer events we notice ... and because history in our time is already written like this [e.g. a history of human guilt; "lesson history" with a view to predicting the future], history writers themselves are already busy bringing an end to history ... [Author's translation]

Some of Meyer's concerns of the 1960s are still commended in 2012.¹⁸ His concern about a notion of broadness in content, which possibly contributes to the declining status of History, is the complete opposite of Trümpelmann's

11 H Giliomee & B Mbenga, *New history of South Africa* (Kapaastad, Tafelberg, 2007), pp. 314-319; F-J Pretorius (Ed.), *Geskiedenis van Suid-Afrika. Van voortye tot vandag* (Kapaastad, Tafelberg, 2012), pp. 325-327.

12 Compare RE Chernis, "The study of South African school history syllabuses and textbooks, 1839-1990", *Yesterday & Today*, 21 April 1991, pp. 12-23; EG Pells, *300 Years of education in South Africa* (New Haven, Greenwood Press, 1970).

13 WP Visser, "People's History en geskiedenisonderrig op skool: 'n Alternatiewe geskiedenis vir die nuwe Suid-Afrika", *Yesterday & Today/Gister & Vandag*, 25 May 1993, pp. 32-39.

14 ES van Eeden & T Vermeulen, "Christian National Education and People's Education: Historical perspectives on some common grounds", *New Contree*, 50, November 2005, pp. 177-206.

15 Compare K Hartshorne, *Crisis and challenge. Black Education, 1910-1990* (Oxford University Press, Cape Town, 1992), pp. 218-254; M Cross, *Imagery of identity in South African education, 1880-1990*, pp. 73-81; 213-216.

16 P Kallaway, "History in senior secondary school CAPS 2012 and beyond: A comment", *Yesterday & Today*, 7 July 2012, pp. 23-62.

17 P Meyer, "Ons geskiedenislose tyd", *Historia*, 12(7), Mei 1967, pp. 5-6.

18 See the recent critical engagement with 2011 curriculum developments in FET History in the CAPS document by Prof. Peter Kallaway in P Kallaway, "History in senior secondary school CAPS 2012...", *Yesterday & Today*, 7 July 2012, pp. 23-62; see also the quest for a more local focus by the 2012 keynote speaker at the SASHT conference, Dr Dan Sleight (in the *Yesterday & Today*, 8 December 2012).

reminder to the community of History educators. Trümpelmann supports the view of Schieder, which hints at the waning status of History because of imbalanced curriculum choices, which are actually lacking in general patterns. Schieder remarked that:¹⁹

...History is running the risk of forfeiting its honorary position amongst the social sciences, because the pursuit of indicating general patterns is greatly neglected by historians... [Author's translation]

Creating a balance between seeking general patterns and at the same time investing very specific themes in history, which mostly develop from local or regional events and trends, still appears to be neglected as a teaching combination in the early 21st century FET curriculum thinking. Neither is this arrangement of global-to-local (and vice versa) theme sufficiently developed in History teaching methodology nor in the training of History teachers.²⁰ Recent choices in curriculum development strongly direct towards creating balance and variety (in theme, phenomena and race),²¹ but when educators approach History curricula, challenges and opportunities to ensure balance, they overlook multiperspectives and possibilities for departing from the local/regional known to the unknown via revitalised teaching methodologies (regardless of their possible weaknesses).²² Therefore, the attempt to indicate general patterns – thus Schieder – is not only a matter to be rectified by a curriculum, which simply serves as a guideline, but also involves teaching methodology that requires the attention of skilled history educators.

The author was unable to trace, from the past historiography of FET History²³ curricula and History teaching methodologies, specific academic contributions that associate the significance of History curriculum content with the methodological ways educators facilitate content. This recalls Van Jaarsveld's impressions of History curricula back in the 1960s. It appears to

19 See T Schieder, *Geschichte als Wissenschaft - eine Einführung*, 2. Überarbeitete Auflage, R Oldenbourg. München-Wien, 1968, p. 154 as quoted in: MH Trümpelmann, "Geschiedeniswetenskap in tydgenootlike perspektief, *Historia*, 16(3), 1971, p. 194.

20 See the suggestions made by ES van Eeden on the value of regional history in progressing with teaching local content to understand broader trends via a universal methodology model. Its also efficient in teaching world history from a local/regional point of departure. See ES van Eeden, *Didactical guidelines for teaching History in a changing South Africa* (Keurkopie Uitgewers, Potchefstroom, 1999), Chapter 9; ES van Eeden, "Exploring local histories in the use and appreciation of Heritage and History in history curricula", *Yesterday & Today*, 5 October 2010, pp. 23-50.

21 Compare P Kallaway, "History in senior secondary school CAPS 2012...", *Yesterday & Today*, 7 July 2012, pp. 23-62.

22 Compare ES van Eeden & JL van der Walt, "Creating a future for History within South Africa's Curriculum 2005", *Journal for Theory and Research in Social Education*, 28(1), Winter 2000.

23 The reference to Further Education and Training (FET) for Grades 10-12 in high schools in South Africa did not exist in the 1960s. They were then known as Standards 10-12 in the senior high school phase. For ease of discussion the present day concept of FET is used.

be a solo debate (although some of his comments are somewhat valid) on the dilemmas of selective choices in the various History curricula at, among others, the FET level of the former provinces:²⁴

In the Std VI History curriculum in Natal, no South African history is required for examination purposes, whilst for non-examination purposes the rise of democracy in South Africa is allowed as choice between five subjects. For the Junior Certificate (Std VII and VIII), the history of South Africa from 1595 until 1662 only is compulsory. The learner does not learn anything else from South African history from Std VI to VIII. What the Transvaal curricula have too much of, the Natal curriculum has too little. Fortunately, General and Fatherland history for Std IX and X are divided more appropriately in both provinces. This is also true of the Free State and Cape Province that lecture Social Studies instead of History as a subject up until Std VIII. Social Studies also narrow down the view to the outside.

Most of the criticism of History education in South Africa in black-on-white debates and conferences from the 1970s dealt with the aims and objectives²⁵ as well as content choices of the History curricula of the four former provinces (Transvaal, Natal, the Cape and the Orange Free State).²⁶ Occasionally aspects of teaching methodologies, as well as the career-oriented significance of History, were questioned.²⁷

Criticism of curriculum content remained contentious after the 1980s. As a leading voice in the teaching of History, Van Jaarsveld in 1990 remarked:²⁸

Today it is unfortunately true that education in history does not promote knowledge because it is too much of a collection of stereotypes, master symbols and enemy images; it misses a South African institution, is strongly politically viewed and without cohesion with societal history and cultural and socio-economical developments which cannot instil insight and cohesion. It is still mainly aimed at being a sort of encyclopaedic overview and only serves as preparation for an examination. Because the curriculum lacks contemporary history, learners cannot comprehend their contemporary development. Where white schools stopped in 1970, the end period for black schools was 1948. When History loses its relevance,

24 FA van Jaarsveld, "Geskiiedenis in na-oorlogse Duitsland", *Historia*, 6(1), 1961, p. 15.

25 Compare AM Grundlingh, "Doelstellings van geskiedenisonderrig op skool", *Historia*, 18(3) 1973, pp. 154-155.

26 FA van Jaarsveld, "Skoolgeskiedenis in die nuwe Suid-Afrika", *Gister & Vandag/Yesterday & Today*, 20 September 1990, p. 2.

27 Compare FA van Jaarsveld, "Geskiiedenis in na-oorlogse Duitsland", *Historia*, 6(1), 1961, p. 15; ES van Eeden, "Historiographical and methodological trends in the teaching of History in a changing South Africa", *Historia*, 42(2), November 1997; ES van Eeden, "History as silent formative force in all careers with specific reference to history training and its career receptiveness", *New Contree*, November 1997; ES van Eeden & JL van der Walt, "Creating a future for History within South Africa's Curriculum 2005", *Journal for Theory and Research in Social Education*, 28(1), Winter 2000; ES van Eeden, "The 21st century value of History and the history educator revised – a motivational discourse", *New Contree*, 51, May 2006, pp. 25-54; C Venter, "Soeklig op die probleme met geskiedenisonderrig", *Gister & Vandag/Yesterday & Today*, 5, 1983, pp. 7-8.

28 FA van Jaarsveld, "Skoolgeskiedenis in die nuwe Suid-Afrika", *Gister & Vandag/Yesterday & Today*, 20 September 1990, p. 2.

one can expect that interest will wane ... [Author's translation]

The main aspect among his observations that is of concern in this discussion is the absence or limitations of contemporary and social history in FET curricula to replace and/or complement the dominant and obvious political history. Indirectly, Van Jaarsveld's plea boiled down to the inclusion of themes that featured in historical writing trends of the time (namely social history²⁹ and history embedded in communities, which includes regional and oral history) – these imply content and methodology revision.³⁰ Other educators of History, shortly before and after 1994, rather emphasised multi-cultural History teaching³¹ or hinted at nation-building History teaching content.³²

In 1994, amid continuous dissatisfaction with regard to the status of the FET curriculum content,³³ Van Jaarsveld wondered whether multiculturalism in a multi-ethnic society would ever be recognised, on the basis of which a multiperspective History education could be presented.³⁴ Multiperspectivity

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- 29 Compare G Cuthbertson & AM Grundlingh, "Some problematical issues in the restructuring of History education in schools", *South African Historical Journal*, 26(1), 1992, pp. 154-171; A Grundlingh, "Herhistorisering en herposisionering: Perspektiewe op aspekte van geskiedenisbeoefening in hedendaagse Suid-Afrika", *Historia*, 46(2), November 2001, pp. 312-314.
- 30 Compare RE Chernis, "The study of South African school history syllabuses and textbooks, 1839-1990", *Yesterday & Today*, 21 April 1991, pp. 12-23; ES van Eeden, "Exploring local histories in the use and appreciation of Heritage and History in history curricula", *Yesterday & Today*, 5 October 2010, pp. 23-50; MH Trümpelmann, "Geschiedeniswetenskap in tydgenootlike perspektief", *Historia*, 16(3), 1971, p. 199; SP Olivier, "Die onderrig van plaaslike geskiedenis", *Historia*, 13(4), 1968, pp. 237-245.
- 31 Compare BC Mohamed, "Alternative history as a response to multi-culturalism in History teaching", *Yesterday & Today/Gister & Vandag*, 21 April 1991, pp. 24-26; MH Trümpelmann, "The HRSC investigation on history teaching – a response", *Yesterday & Today/Gister & Vandag*, 23 May 1992, pp. 46-49.
- 32 E Bornman, "National symbols and nation building in the post-apartheid South Africa" (Department of Communication, Unisa, available at https://my.unisa.ac.za/.../National%20symbols%20and%20nation_bui..., as accessed on 13 June 2011); A Stinson, "National identity and nation-building in post-apartheid South Africa" (MA thesis, Rhodes University, 2010), pp. 1-72; FA van Jaarsveld, "Skoolgeskiedenis in die nuwe Suid-Afrika", *Gister & Vandag/Yesterday & Today*, 20, September 1990, pp. 1-2; BC Mohamed, "Alternative history as a response to multi-culturalism in History teaching", *Yesterday & Today/Gister & Vandag*, 21 April 1991, pp. 24-26; WRL Gebhard, "Does history teaching ask and answer relevant questions in a multi-cultural society?: Some suggestions for enlarging the vision of History", *Yesterday & Today/Gister & Vandag*, 22 September 1991, pp. 1-12; P Kapp, "Culture context and historical text", *Yesterday & Today/Gister & Vandag*, 26 October 1993, pp. 4-9; PG Warnich, "Uitkomsgebaseerde assessering van geskiedenis in Graad 10" (PhD, NWU, 2000).
- 33 LJ Alilunas, "The problem of children's historical mindedness" in JS Roucek (Ed.), *The teaching of History* (New York, 1967), p. 192 as quoted from JML Horn, "Die primêre skoolleerling en geskiedenisonderrig", *Historia*, 24(2), 1979, p. 60; C Kros, "The making of class: Beyond model curricula - a preliminary critique of the presentation of history in South African schools", *Perspectives in Education*, 10(1), 1988, pp. 87-100; S Krige & L Witz, "Changing history in the classroom and university", *Perspectives in Education*, 12(1), 1990, pp. 69-71; S Krige, N Taylor & I Vadi, "History for the future: Taking another look at 'What is history?'" University of the Witwatersrand, Johannesburg: Education Policy, 1992. J Kloppers-Lourens, "'n Nuwe 'leitmotief' vir die onderrig van Suid-Afrikaanse geskiedenis", *Yesterday & Today/Gister & Vandag*, 31 May 1996, pp. 3-8; Compare T Nuttall and J Wright, "Probing the predicaments of academic history in contemporary South Africa", *South African Historical Journal*, 42, May 2000, pp. 26-48.
- 34 FA van Jaarsveld, "Weereens 'n skoongeveegde lei? – Afrekening met, en nuwe singewing aan die Suid-Afrikaanse Geskiedenis?", *Historia*, 39(1), May 1994, pp. 95-96, 98, 101.

in History³⁵ is possible and could be made workable via the curriculum, with its outlet in textbooks and the selection of applicable teaching methodologies.³⁶ The History/Archaeology Panel in 2000,³⁷ and Bundy endorses the significance of teaching methodology. Bundy endorses the significance of teaching methodology. Bundy accentuates the importance of an open, democratic approach to FET history curriculum content:³⁸

... [to be] concerned with the content and interpretation of South African history, its main emphasis being that history should 'reflect advances in the discipline of history'. That is: school texts should reflect recent and current debates about the past: the approach to the past should be inclusive and democratic; the approach to historical knowledge should be analytical and explanatory; skills and content should be inseparable so that the curriculum conveys a sense of how knowledge is produced and history not presented as a set of given facts ... South African history should reflect the diversity of its population, while also accounting for processes that have created a single society; and should locate the country's history within regional, continental and global events and processes.

A diversity of academic contributions³⁹ (research) and diverse perspectives (content) are required in History education to limit a misinterpretation of the broader South African history (and even to try to avoid content distortions completely). Similarly, openness is required when expertise and experience are employed across provincial borders to help achieve a crossover from the old to existing and new processes in curriculum development and textbook assessments. If openness is sidestepped, and a portion of the research or expertise excluded or disregarded, uncertainty and unhappiness will only

35 Not all History educators and historians understood the concept in the same multi-perspective way, therefore division sprouted from that for a while as well. See P Kallaway, "History education in a democratic South Africa", *Yesterday & Today/Gister & Vandag*, 26 October 1993, pp. 10-17; MH Trümpelmann, "The HRSC investigation of history teaching – a response", *Yesterday & Today/Gister & Vandag*, 23 May 1992, pp. 46-49.

36 Compare K Harris, "Transforming school history texts", *South African Historical Journal*, 34(1), 1996, pp. 267-275; South African Historical Society (SAHS) members, "Statement on the Implications of Curriculum 2005 for History Teaching in Schools", *South African Historical Journal*, 38, May 1998, pp. 200-204; L Chisholm, "Migration, citizenship and South African history textbooks", *South African Historical Journal*, 60(3), 2008, pp. 353-374; K Morgan, "Reflexive grappling with theory and methods of text analysis: Race and racism represented in history textbooks", *South African Historical Journal*, 62(4), 2010, pp. 753-770.

37 See DoE, "Report of the History/Archaeology Panel to the Minister of Education, 2000" (NS Ndebele as Chair), pp. 5-11. This report is not dealt with in depth in this article but is done so in another report, published internationally, and more appropriate in that thematic context.

38 View of historian Colin Bundy as quoted in L Chisholm, "Migration, citizenship and South African history textbooks", *South African Historical Journal*, 60(3), 2008, pp. 357-358. P Kapp's argument also hints at this. See P Kapp, "Die toekoms van Geskiedenis as skoolvak in Suid-Afrika", *Yesterday & Today/Gister & Vandag*, 25, May 1993, pp. 6-7.

39 Compare T Nuttall and J Wright, "Probing the predicaments of academic history in contemporary South Africa", *South African Historical Journal*, 42, May 2000, pp. 26-48.

increase. There are abundant examples of such scenarios before and after⁴⁰ 1994 in South Africa. A lack of sufficient participation and transparency is especially noticeable in the 2011 to 2012 handling of curriculum content,⁴¹ as is the Department of Education's secretive approach in 2011 to the Grade 10 History school textbook selection assessment, and narrow-mindedness in finalising the CAPS curriculum document in 2011.⁴² How historical knowledge should be contextualised into pedagogical communication is also an important aspect that is sometimes overlooked (see Bertram's study).⁴³ The plea elsewhere for not downplaying the value of teaching methodology in this process could be added to Bertram's debate.

Where do the youth feature, especially as far as their thinking about curriculum content and textbooks is concerned? Limited responses from the youth exist, although some could be traced to a certain degree in few research reports on the status of History in schools in the past (discussed below). A decisive but very clear response to the thinking of the youth that still applies today was picked up in the 1971 Human Sciences Research Council (HSRC) report:⁴⁴

The History [at school, that is] of adults, which is about adults and appeals to adults rather than children, especially before the age of 15 years... [Own translation]

The HSRC report of 1966 (published in 1971) and the 1989 report (published in 1992) were initiated and funded by the HSRC.⁴⁵ In these accounts, some historians and educators of History made landmark contributions to the

40 K Harris, "Transforming school history texts", *South African Historical Journal*, 34(1), 1996, pp. 267-275; South African Historical Society (SAHS) members, "Statement on the Implications of Curriculum 2005 for History Teaching in the Schools", *South African Historical Journal*, 38, May 1998, pp. 200-204; H Phillips, "The role of the University in writing and teaching History...", *South African Historical Journal*, 50, 2004, pp. 216-218; 218-221; L Chisholm, "Migration, citizenship and South African history textbooks", *South African Historical Journal*, 60(3), 2008, pp. 353-374; K Morgan, "Reflexive grappling with theory and methods of text analysis...", *South African Historical Journal*, 62(4), 2010, pp. 753-770.

41 P Kallaway, "History in senior secondary school CAPS 2012...", *Yesterday&Today*, 7 July 2012, pp. 23-62.

42 SASHT-documents (NWU), Letters of SASHT to the DBE on the history textbook process Grade 10, May 2011 – April 2012. Also based on personal experiences and observations by the author.

43 CA Bertram, "Curriculum recontextualisation: A case study of the South African high school History curriculum" (D.Phil., UKZN, 2008), pp. 1-397.

44 RGN, "Die onderlig van geskiedenis aan Suid-Afrikaanse sekondêre skole...", Compiler CR Liebenberg, Report 0-11, RGN, Pretoria, 1971, p. 235.

45 Apparently there was nothing sinister about the 1966 research initiative because all the school subjects with the most learners were subjected to the investigation to monitor their status. The need for a new curriculum for South Africa from the 1990s could well have given cause for the second research survey in 1989.

compilation of facts on the status of History in schools and learner statistics that would otherwise have been lost.⁴⁶

A review of some past thinking on teaching History to the youth

Investigation into the state of History taught at school level

The research process from 1966 to 1971 to monitor the state of History education at school level coincided with an overwhelming concern by academia⁴⁷ for the state of the subject as taught at school level in South Africa.⁴⁸

The 1971 HSRC report

In 1969, the Human Sciences Research Council (HSRC) took over the comprehensive investigation into the tuition status of subjects taken by the majority of learners at secondary school level, a task formerly undertaken by the National Bureau for Social and Educational Research (NBSER). History was subsequently identified as one of these subjects. It was during this time that Profs Floors van Jaarsveld and NG Garson and Dr JJ van Tonder, as well as other noted academics and school leaders took the lead in this inquiry. In their report, the status of teaching staff in the subject of History at secondary school level was analysed, the original goals set for the subject of History once again came under scrutiny, the syllabuses for History of the respective provincial education associations were compared, the style of instructional offerings was discussed, and the approach to learners (teaching and examination) was reviewed. The last item of the investigation was an important aspect of the report as a whole, namely the propensity for the number of History pupils at

46 Criticism of the constitution of the research team was also present. English-speaking historians and other racial groups felt excluded. See P Kallaway, "History education in a democratic South Africa", *Yesterday & Today/ Gister & Vandag*, 26, October 1993, pp. 10-17.

47 From the limited articles in the timeframe under discussion that the author was able to retrieve (and as it appeared in all of the most prominent History journals of South Africa since the late 1950s), it appears that Afrikaans-speaking historians were more active in reporting on history teaching in schools. It may perhaps be speculated that Afrikaans-speaking historians were in a more advanced or favourable position with the apartheid government, which kept an iron grip on education and curriculum developments. However, this research did not reveal clear associations with apartheid as an ideology in the thinking of historians about HOW to teach and WHAT to teach.

48 Compare AG Coetzee, "Kruispaaie in ons Geskiedenisonderrig", *Historia*, 8(4) 1963, pp. 233-237; FA van Jaarsveld, "Geskiedenis in na-oorlogse Duitsland", *Historia*, 6(1), 1961, p. 15; JJ van Tonder, "Geskiedenis op die drumpel – in of uit", *Historia*, 14(2), 1969, pp. 93-97; C Venter, "Soeklig op die probleme met Geskiedenisonderrig", *Gister & Vandag/Yesterday & Today*, 5, 1983, pp. 7-8.

secondary school level to decline.⁴⁹ It would appear that the investigation was unfortunately limited to white South African schools. Despite this, some of the most noteworthy findings were:

- The state of teaching staff (numbers): Satisfactory
- Examination-oriented History teaching: Problematic
- Relevant aspects at secondary level by 1969:
 - A worldwide decrease in the number of learners taking History as a school subject
 - The lack of interest of the public and official institutions
 - Unacceptable objectives
 - Ill-prepared teachers

The following reasons were put forward for the decrease in the number of learners taking History as a school subject:

- Members of older generations that had lived through or experienced prominent events and key moments in history were decreasing.
- An increased focus on vocational/professional, i.e. “bread-and-butter”, subjects.
- “The employment of inefficient, irresponsible and pedagogically unsound methods in order to attain good examination results.” Attention has been drawn to the mindless repetition, memorisation and regurgitation of facts that make learners want to “flee from the subject”.
- The ill-considered use of the prescribed textbook in class, namely overemphasising it at the expense of other relevant History publications. It has been said of History teachers that they are the victims of unworldly isolation, and should the situation prevail, they will smother the subject.

In the 1971 HSRC report, it was recommended that:

- History should be a compulsory subject up to Grade 12.
- The exemplary method of instruction (i.e. according to example) in the teaching of History should enjoy reflection and contemplation and should be researched; this was considered to be a radical move away from the classic method of instruction.
- Greater priority should be given to insight and interpretation.

⁴⁹ Human Sciences Research Council, “Die onderrig van geskiedenis aan Suid-Afrikaanse sekondêre skole; ’n Verkorte weergawe van ’n opname in die jaar 1966”, compiled by CR Liebenberg, Report 0-11, HSRC, Pretoria, 1971, pp. 1-36.

As far as the number of learners taking History at senior secondary school level is concerned, data were presented in the HSRC report⁵⁰ that have been supplemented in Table 1 below in order to present a more comprehensive perspective of the state of affairs up to the subsequent 1992 report

Table 1: Percentage of History⁵¹ matriculants per province

<i>Province</i>	<i>1940</i>	<i>1953</i>	<i>1956</i>	<i>1962</i>	<i>1963</i>	<i>1965</i>	<i>1966</i>	<i>1973</i>	<i>1983</i>	<i>1992</i>
Cape	82.8%	66.1%	62.7%	53.9%	54%	53.4%	53%	51.2%	31%	28.8%
Transvaal	-	63.6%	57.1%	54.9%	52.1%	49.0%	47.6%	49.0%	23.5%	20.1%
OFS	-	74.8%	71.9%	56.5%	56%	47.5%	42.8%	41.7%	24%	22.01%
Natal	-	47.3	45.5%	-	45%	42.6%	43.9%	40.9%	25%	25.4%

According to the data collected by the HSRC concerning the status of History in mainly white schools as of 1966:

- An average of 49% of Standard 10 pupils (now known as Grade 12) in South Africa took History (thus a significant decrease when compared to 1953, when the average percentage of matriculants taking History was 63%, taking into account Natal's smaller matriculant body). By 1966, the decrease in the former Orange Free State was the greatest.
- In private schools (non-departmental schools), the opposite was evident, namely an increase in matriculants taking History from 61.6% to 66.6%.
- 32% of the school principals across the country who answered a questionnaire compiled by the HSRC were inclined to see History as a compulsory subject up to Std. 10 (Grade 12).

Two reasons for the decrease were put forward in the 1971 HSRC report:

- the large quantity of work to be learnt and memorised; and⁵²
- the limited utilitarian value with which the field of study was viewed, and,

50 Human Sciences Research Council, "Die onderrig van geskiedenis aan Suid-Afrikaanse sekondêre skole; 'n Verkorte weergawe van 'n opname in die jaar 1966", compiled by CR Liebenberg, Report 0-11, HSRC, Pretoria, 1971, pp. 1-36.

51 Statistics obtained from various sources: Human Sciences Research Council (HSRC), "Die onderrig van geskiedenis aan Suid-Afrikaanse sekondêre skole: 'n Verkorte weergawe van 'n opname in die jaar 1966", compiled by CR Liebenberg, Report 0-11, HSRC, Pretoria, 1971, pp. 1-36; JJ van Tonder, "Geskiedenis op die drumpel – in of uit", *Historia*, 14(2), 1969, pp. 93-97; C Venter, "Soeklig op die probleem met Geskiedenisonderrig", *Gister & Vandag/Yesterday & Today*, 5, 1983, pp. 7-8; GJ Thirion, "Die geskiedenis-handboek – 'n onmisbare ergernis?", *Gister & Vandag/Yesterday & Today*, 19, 1990, pp. 16-18; JS Bergh, "Historiese verenigings en tydskrifte in Suid-Afrika: Verlede, hede en toekoms", *Historia*, 38(2), November 1993, p. 48. The 1992 results are inclusive of all learners in South Africa.

52 CJS Langenhoven, "Die onderrig van Geskiedenis in hoërskool", *Historia*, 1292, 1967, p. 116.

broadly speaking, the view of vocational prospects.⁵³

In 1973 Grundlingh confirmed the “general phenomenon” that many learners who do take History up to matric level do not continue with the subject at university because during their final two years at school they apparently acquire a definite dislike for the subject.⁵⁴ He further stated that this negative trend has also been observed in the USA. The reasons given in the USA are similar to those that have been put forward for years in South Africa:⁵⁵

- an outdated examination system,
- the existing textbook system,
- inadequately qualified and incompetent teachers,
- a rigid syllabus, and
- an a-historic *Zeitgeist* (spirit of the times).

From the statistics it would appear that since the HSRC inquiry in the mid-1960s, the tendency of learner numbers to decrease continued at many schools, and this uncontrolled and distressing state of affairs concerning History as a school subject has persisted. Many reasons have been proposed for this, the most prominent of which are the content of the curricula (expressed in textbooks) is experienced as uninspiring and overwhelming; perceptions regarding the value and importance of the subject; testing and examining seen as trivial; and a vocational environment viewed as competitive, in which the human sciences⁵⁶ – of which History is a part – are being progressively downplayed.⁵⁷

Although all statistics are subject to an array of complexities and variables, it can nevertheless be deduced from the discouraging statistics from 1973 to 1992 that, notwithstanding the observations that may have been made since 1971, any corrective measures or improvements could not turn around or halt the declining number of learners who took History. The drastic drop in matriculants between 1966 and 1992 who took History as a subject (a

53 Human Sciences Research Council (HSRC), “Die onderrig van geskiedenis aan Suid-Afrikaanse sekondêre skole: ’n Verkorte weergawe van ’n opname in die jaar 1966”, compiled by CR Liebenberg, Report 0-11, HSRC, Pretoria, 1971, pp. 22-23.

54 The reasons for the dislike are not stated by Grundlingh. Cf. AM Grundlingh, “Doelstellings van Geskiedenisonderrig op skool”, *Historia*, 18(3) 1973, p. 146.

55 AM Grundlingh, “Doelstellings van Geskiedenisonderrig op skool”, *Historia*, 18(3) 1973, pp. 154-155.

56 Cf. Academy of Science of South Africa (Assaf) Report, “Study of the humanities of South Africa, Media release, 5 August 2011.

57 These observations, although decades old, are still valid today.

drop of 24% in the Cape, 27% in the Transvaal, 21% in the Orange Free State and 19% in Natal) was understandably a matter of concern for those with enthusiasm for the subject and the discipline. In addition to the usual pressure experienced by the human sciences in a society increasingly geared towards commerce and industry, the lack of unity among academic circles (e.g. the different trends distinguishable in nationalist, revisionist, liberal and radical historiography), as well as an upheaval in education (the call for a “People’s History”), probably also contributed to the disappointing figures. A limited number of academic historians were justifiably concerned by what was happening to History at school level. *Historia junior* was launched in 1956 as a popular and well-received history mouthpiece for schools. By 1977, this essentially one-man effort by inspector JJ van Tonder⁵⁸ had to sound the retreat due to his retirement from education and because no FET or higher education educator of History appeared to be willing and enthusiastic enough (or had the necessary funds at their disposal) to continue this worthy cause.⁵⁹

During the 1980s, experts in the methodology of History education made a renewed attempt to mobilise forces for the benefit of the youth and the teaching of History by the re-institution of the History journal *Yesterday & Today/Gister & Vandag* as a mouthpiece, and by establishing a national society for the teaching of History in 1986. These movements were particularly encouraged from within traditional Afrikaans universities, and were labelled during this time as being the instigators of Christian National Education (CNE), Afrikaner Nationalism, apartheid and rapporteurs in the 1992 HSRC report.⁶⁰ For a while these History-awareness initiatives had the opposite effect on their attempts to turn around the declining trend of learners taking History at school level.⁶¹ Despite internal turbulence and differences among FET educators, especially academia espousing “left wing” or “right wing” initiatives, an effort to remind the youth about the significance of History occasionally appeared in the first *Yesterday & Today* issues (see Figure 1).

58 It should be noted that content in the *Historia junior* covered interesting regional features of the history of all cultures and ethnicities, especially in South Africa. Contributions written in a popular and informal style were mainly made by teachers or pupils from several language groups. The value of the *Historia junior* at the time and for history educators in present day contexts still requires some extensive research.

59 See the editorials in the issues of *Historia junior* since 1957-1980 and JS Bergh, “Historiese verenigings en tydskrifte in Suid-Afrika: Verlede, hede en toekoms”, *Historia*, 38(2), November 1993.

60 Cf. P Kallaway, “History education in a democratic South Africa”, *Yesterday & Today/Gister & Vandag*, 26 October 1993, pp. 10-17; B Trabold, “Historical narratives as rhetoric of resistance in Apartheid South Africa: The History workshop and “The new nation””, *South African Historical Journal*, 62(4), 2010, pp. 735-752; S Krige, “Organizational history from above”, *South African Historical Journal*, 26 May, 1992.

61 ES van Eeden, “The role and focus of the South African Society for History Teaching in decades of educational transformation, 1986-2006”, *New Contree*, 52, November 2006.

Image 1: Marketing the significance of History in the 1980s in the former *Gister & Vandag/ Yesterday & Today journal*

QUESTION:

WHY SHOULD WE TAKE HISTORY?

ANSWER:

- History teaches you:**
 - ★ to use your reason as well as your memory
 - ★ to find information
 - ★ to discern what is relevant and irrelevant
 - ★ to select, extract
 - ★ analyse, evaluate
 - ★ discuss and use information correctly
 - ★ to develop logical thought
 - ★ to present logical thought
 - ★ to present effective arguments
- These skills are needed daily in a wide variety of **CAREERS** in commerce and industry.
- A background in History is valuable for:**
 - ★ aspiring **managers** in accounting firms and banking institutions
 - ★ economists & marketing researchers
 - ★ journalists and reporters
 - ★ librarians
 - ★ writers
 - ★ politicians
 - ★ performing artists
 - ★ parents
- History is a **SOCIAL SCIENCE** and introduces you to:
 - ★ sociology
 - ★ psychology
 - ★ politics
 - ★ economics
 - ★ race relations
- In our everchanging world **HISTORY** makes us:
 - ★ understand the past
 - ★ analyse the past
 - ★ prepare for the future
- HISTORY** is
 - ★ stimulating
 - ★ a challenge
 - ★ for you

Appreciate
the past
my heritage
the
advantages I have

Understand
the present
the world I live in
other people's
problems

HISTORY HELPS ME

Enjoy
historical programmes
books about the past
visits to new places

Think
independently, clearly
and logically
recognise bias

From the initiatives that were implemented, it appears that the HSRC report of 1971 was taken seriously, especially by experts in higher education, although some major stumbling blocks in efficiency (assessing textbooks for quality selection and consolidating curriculum issues to address during workshops) still remained.

The 1992 HSRC report

The 1992 HSRC report⁶² on the state of History teaching in South Africa focused on black, white, Coloured and Indian schools. Notwithstanding the ever-declining number of learners taking History, it was found that black and Coloured learners still indicated History (beside the compulsory language component, Mathematics, Natural Science and Biology) as the most popular optional subject when the Grade 10 intake is viewed. At white and Indian schools, History as an optional subject was far less popular. When these learners were asked to arrange the subjects that they enjoyed most in Grade 9 (Std. 7) in order of preference, History, however, was rated higher. In black, Coloured and Indian schools History was placed at the top, whereas in white schools it was placed third (following closely behind Biology, which was placed second, and Mathematics, which was the learners' first choice). Ignorance of the importance of the subject and the discipline remained a concern in a society predominantly driven by commerce and industry, especially when the value of History is correlated to the number of learners.⁶³

Despite the fact that the respondents at black, Coloured and Indian schools emphasised the need for an inclusive History curriculum, virtually nothing new was added to the 1971 report. Some of the most important observations made in the 1992 report regarding the training of teachers, subject content and other requirements were the following:

- Teachers are not adequately trained. Some teach History classes without ever having received any training in the subject. The concern was that precisely this shortcoming gives rise to the situation where teachers are unable to adequately deal with complex matters in the History syllabus, and are even less able to deal with new approaches in the teaching of History (for example explaining the logic behind a diversity of perspectives regarding certain events).
- Opportunities available to teachers for in-service training on a regular basis are necessary. It has apparently been found that 31.25% of black teachers teaching History have received no training whatsoever in that subject; nonetheless they indicated on the questionnaire that they deemed themselves to be sufficiently competent (it seems, however, that they were alluding to the methodology and

62 MH Trümpelmann, "The HSRC investigation on history teaching – a response", *Yesterday & Today/Gister & Vandag*, 23 May 1992, pp.46-49; Anon., "What our pupils think", *Yesterday & Today/Gister & Vandag*, 24 October 1992, pp. 45-60.

63 Compare ES van Eeden, "Beroepsmoontlikhede in, en die bemarking van Geskiedenis - 'n herwaarding van die Geskiedenisonderwyser/dosent se rol", *Gister en Vandag*, May 1995; ES van Eeden, "History as silent formative force in all careers with specific reference to history training and its career receptiveness", *New Contree*, 41, May 1997; ES van Eeden, "The 21st century value of History and the history educator revised – a motivational discourse", *New Contree*, 51, May 2006, pp. 25-54.

not necessarily to their knowledge of history).

- It would also seem that the approach of black teachers to Eurocentric history was still positive as these themes did not necessarily allude to their lack of political legitimacy in South Africa.
- More African content, ideologies, the history of black people, apartheid, contemporary history, land settlement and tenure, liberation movements in South Africa and the class struggle (including capitalism) was pointed out by black, Coloured and Indian teachers as ideal for history education.
- All the teachers who answered the questionnaire indicated that learners should be made aware of the diverse perspectives regarding historical themes.
- The volume, as far as content is concerned, for final examination was still too great.
- Methods of innovative assessment are poor and insufficient.
- The value of the knowledge gained through the study of history to acquire insight into or to form a concept or notion of the present and to keep citizens informed, was indicated by the majority of learners and teachers as important.
- Grade 9 (Std. 7) teachers play an important part in learners' decision to continue with the subject.
- An illuminating point at that time is lack of knowledge (probably a case of "unfamiliarity breeds contempt"): regarding the question as to whether environmental history should form part of the syllabus, the response was particularly negative. White learners did not attach any significance to it, while black, Coloured and Indian schools perceived it as somewhat more important. A similar trend was noticed regarding the question of social history.

Some of the members who served on the panel at the time of the 1992 HSRC report are of the opinion that few of the observations outlined above were followed up in later years because of the change in government and the unbridgeable differences among the members of the panel.⁶⁴ Prior to this, one notes the "insurmountability" and only-right-for-criticism approach present in commentaries on the writing of school textbooks. Nonetheless, an important lesson has not been learned yet – namely that a hasty effort when it comes to drafting and developing textbooks may lead to inadequate consideration of the quality of the work. Reasonable cut-off dates to consider content, to deliberate and ultimately to take care that only the best remains, are still lacking.⁶⁵ A tendency towards stereotyping, language bias and racism

⁶⁴ E-mail discussion between ES van Eeden and Prof. P Kallaway, 2 September 2011.

⁶⁵ Personal experience of the process of writing text books for Grade 10 and the Department of Education's reticent approach towards it.

may still be a source of concern, as recorded before and since the Second World War.⁶⁶ Inadequate content and research with regard to the histories of previously disadvantaged races in South Africa have left a void in History education, not only in the past,⁶⁷ but also the present.⁶⁸ Indeed, several black, Coloured and Indian historians in South Africa have made contributions to parts of the perspectives of South African history since 2001, and – ironically enough and contrary to the direction in which the current History curriculum is forcing the History content – the contributions of these historians seem to be regionally bound,⁶⁹ which is actually a sound point of departure.

The 1992 CCUP report

In addition to the 1992 HSRC report, a study prompted by concern from other ranks at the waning number of History learners was also undertaken during that same year by a two-man panel from the former University of the Orange Free State at the request of the Curriculum Committee of University Principals (CCUP). The investigation was launched in white (Afrikaans and English) South African schools. In addition to what could be gleaned from the 1992 HSRC report, and occasionally confirming it, the following observations were made:⁷⁰

- History places a great demand on one's time, more so than other subjects, as memorising facts plays an important part.
- Parents play a decisive role in the choice of subjects of Grade 9 (Std. 7) and Grade 10 (Std. 8) learners.
- If History offered wider opportunities concerning a choice of profession, and if possibilities and opportunities could be better explained, learners would more readily decide to take History up to Grade 12 (Std. 10).
- The majority of respondents preferred doing assignments to writing examinations.

66 Cf. FA van Jaarsveld, "Probleme by die skryf van Geskiedenis-handboek", *Historia*, 7(3), 1962, pp. 147-163.

67 Cf. CG Coetzee, "The Bantu and the study of History", *Historia*, 11(2) 1966, pp. 96-105.

68 See for example A Grundlingh, "Herhistorisering en herposisionering: perspektiewe op aspekte van geskiedsbeoefening in hedendaagse Suid-Afrika", *Historia*, 46(2), November 2001, pp. 312-314. The author still experiences this void in the limited regional histories of local Black and Coloured townships.

69 Compare for example the valuable contribution of Prof. Bernard Mbenga with regard to the Bafokeng, the Oorlam community in Rustenburg district, the Bakgatla in the Pilanesberg and more. Dr Chitja Twala's focus is more on the regionally bound political contributions (e.g. COPE) and other community themes like the Maokeng in Kroonstad.

70 HJ Breytenbach & SL Barnard, "Die huidige stand van die vak Geskiedenis op skoolvlak in blanke hoërskole in die RSA", *Yesterday & Today/Gister & Vandag*, 23 May 1992, pp. 28-32.

A limited number of History teachers from all levels of teaching were involved in one or more of the aforementioned studies.

Learning from yesterday's thinking and past accounts

Historians are usually the first to remind us that humankind should learn from the past. Therefore, the intention of the reflections in the previous sections was to recall pathways in the history of FET-level History teaching to observe progress and long-standing concerns that could be labelled as weaknesses. The following are suggested from earlier observations:

- Teacher training should be taken even more seriously in the 21st century, especially the efficient transfer of flexibilities of teaching methodologies to overcome perceived disabilities in History curricula.
- The current lack of publications in which practical guidance from research and experience are offered to prospective educators of FET History is alarming and should be addressed.
- The Department of Education and History educators should take greater note that:
 - A race and nation-wide representativeness in curriculum developments is not an option but a requirement in a democratic country, and therefore is a mandate not belonging to the DoE alone.
 - The content of history textbooks should matter to both the FET and HET educator and historian because the balanced application of content matters to everyone. It is therefore important to ensure that the principles and techniques of the methodology of History teaching (developed from research) are considered in textbooks.
 - Bulky content does not necessarily ensure balanced insight or quality, therefore the youth's and the educator's plea over decades that curricula content is overwhelming should be seriously discussed.
 - For decades up to 2012, research and opinions from research revealed that local/regional and heritage studies should be more visible and/or permanently included in the FET curriculum. Notwithstanding this, a vagueness still prevails in how to approach it, especially how to efficiently transfer methodological skills to History to utilise local/regional history more broadly in the FET curriculum.
 - An orchestrated effort should be made to revise the significance of History to give it modern-day exposure. If History educators are uncertain of its

significance,⁷¹ learners of History will certainly not fare any better.

Historians (and especially educators of History) should reposition their profession in the ever-changing intellectual and political environment in South Africa, and should become more involved in History as a subject at school level (an involvement that was only occasionally apparent after 2000).⁷² Likewise, concerns and valuable proposals as well as challenges and criticisms should be taken into account within historical circles.⁷³

To compensate for the apparent gaps in History student numbers, historians at certain universities have tried to strengthen their research contributions, particularly in article form (and book form), during the past few years. Valuable contributions have appeared in accredited History journals, and this field of the profession (where at least 10 journals have a direct link to history) appears to rate from satisfactory to impressive.⁷⁴ In the period 2001 to 2010, subject groups of history from seven universities produced approximately 650 articles. This meant that 65 history-related articles were generated by seven universities per year. However, these impressive contributions conceal a negative side: a decline in History learners on the FET level impacts negatively on the activities at the Higher Education and Training level – the HET is supposed to share new research with the FET-level audience. I would like to argue that those historians who retreat into mainly research-focused interests, are also contributing to the marginalisation of the educational market for the subject and discipline. Such an approach may fill universities' purses and allow the individual to excel in the short term, but in the long term, the discipline and subject will not excel as a beneficiary. This is particularly because history practitioners appear to have become hesitant or perhaps ignorant of the needs of communities,⁷⁵ and have become estranged from the FET youth and the educators of the youth. Current statistics on the recent status of learner enrolment in History from Grades 10 to 12 reflect reduced growth (see Table

71 C Venter, "Soeklig op die probleme met Geskiedenisonderrig", *Gister & Vandag/Yesterday & Today*, 1983. C Venter pointed out that, according to a survey amongst 49 Afrikaans History teachers, 83.3% felt that History offers very little vocational opportunities. At the same time, no less than 76% indicated in another question that they, as teachers, are not always aware of the vocational possibilities of History.

72 Compare L Chisholm, "Migration, Citizenship and South African history textbooks", *South African Historical Journal*, 60 (3), 2008, pp. 353-374; K Harris, "Transforming School History Texts", *South African Historical Journal*, 34(1), 1996, pp. 267-275; F Pretorius, "Unfair 'affirmative' action" in South African historiography, *Yesterday & Today*, 1(1), May 2007, pp. 1-8.

73 Compare J Carruthers, "The changing shape and scope of Southern African Historical studies", *South African Historical Journal*, 60(2), 2010, pp. 384-393.

74 This observation was made on the basis of information obtained from a number of History subject groups at tertiary institutions in South Africa during May – August 2011.

75 Compare L Witz & C Rassool, "The dog, the rabbit and reluctant historians", *South African Historical Journal*, 27(1), pp. 238-242, especially p. 242.

2), but the expected decline in learner enrolment appears hardly to have been noticed by historians and History educators. The percentages per province in Table 2 indicate mainly a reduction in learner numbers in History from 2004 to 2010.

Table 2: Learner numbers in History per province in South Africa, 2004 to 2010

Eastern Cape	2004	2010	% decrease (an estimate)
Grade 10	46 657	32 379	31%
Grade 11	31 925	23 372	27%
Grade 12	19 050	13 225	31%

Free State	2004	2010	% decrease (an estimate)
Grade 10	11 528	7 981	30%
Grade 11	6 980	4 921	30%
Grade 12	3 680	2 932	21%

Gauteng	2004	2010	% increase (an estimate)
Grade 10	29 051	36 482	21%
Grade 11	21 058	24 213	13%
Grade 12	13 226	15 981	17%

KwaZulu-Natal	2004	2010	% decrease (an estimate)
Grade 10	55 797	38 427	31%
Grade 11	45 292	32 008	30%
Grade 12	24 050	18 500	23%

Limpopo	2004	2010	% decrease (an estimate)
Grade 10	34 997	31 702	10%
Grade 11	36 152	22 242	39%
Grade 12	13 827	13 973	1% increase

Mpumalanga	2004	2010	% decrease (an estimate)
Grade 10	13 200	2 445	82%
Grade 11	9 468	2 058	78%
Grade 12	4 941	1 399	72%

Northern Cape	2004	2010	% increase (an estimate)
Grade 10	4 151	5 792	29%
Grade 11	2 866	4 251	34%
Grade 12	1 536	2 544	40%

North West	2004	2010	% decrease (an estimate)
Grade 10	15 268	12 046	21%
Grade 11	9 322	8 368	10%
Grade 12	5 841	4 969	15%

Western Cape	2004	2010	% decrease (an estimate)
Grade 10	29 613	19 053	36%
Grade 11	19 048	13 997	27%
Grade 12	12 876	11 393	12%

Conclusion

This retrospective of past thinking and accounts of the status of History on FET level could serve as an audit of some kind. Educators of History have to be honest and take note of the departure point of the discipline and subject so that they can sensibly and proactively work towards a tomorrow with the purpose of improving on yesterday. At some point in the past, historians and History educators exchanged important thoughts about the subject and discipline. These thoughts may be old, but they do not have an expiry date just yet. Even historians can learn from the histories of the past (to recall Hegel's quote: "What experience and history teach is that people and government never have learned anything from history, or acted on principles deduced from it").

Some decades ago Prof. van Jaarsveld and others proposed that the training of History should be viewed in its totality, including: i) "secondary school teaching" (FET-level teaching) as well as ii) undergraduate and iii) postgraduate training. These phases and sections of training, according to Van Jaarsveld, are not three detached or separate units. In many ways, the one remains dependent on the other.⁷⁶ Somewhere along the line, practitioners of History, for many reasons that differ from educational institution to educational institution,⁷⁷ upset the balance and slackened their responsibility towards History, especially at the FET level.

It is high time that South African historians and History educators proactively share and develop their thoughts on collaboration at all education

76 FA van Jaarsveld, "Oor die opleiding van geskiedkundiges", *Historia*, 16(2) 1971, p. 80.

77 Since the 1960s, History as a practised discipline in South Africa gradually transformed to emphasise research more than teaching the discipline or subject. For a broader view of all three educational levels in which History is visible, see ES van Eeden, Lecture: "Die jeug en Geskiedenis – vandag en gister, met verwysing na die Hertzog-era", Suid-Afrikaanse Akademie vir Wetenskap en Kuns, 21 September 2011 (lecture available at akademie@akademie.co.za), pp. 1-36.

phases in order to revitalise the subject of History, despite the long-standing complexities and obstacles (already historically recorded but not addressed) that such attempts might entail. The ever-decreasing popularity of History as a FET-level subject and the large (but often artificially driven) number of first-year students of History necessitate urgent discussion and speedy action.

Other important ways of encouraging cooperation between History educators (by means of financial aid), decision-makers at higher level, History practitioners and History subject didactics are to:

- Involve History teachers in historical conferences to promote quality teaching
- Organise regional conferences
- Encourage History teachers and young historians (also experienced historians) to publish their knowledge and experience of History lecturing
- Encourage History teachers to improve their knowledge through postgraduate qualifications
- Become involved in the writing and assessment of curricula and school text books/teachers' guides at GET and FET levels
- Develop and distribute History marketing pamphlets which communicate the value of History
- Focus on the writing of standard works and thematic publications that may be of help for History teachers and learners.

As a concluding argument for coordinating historical work in South Africa, I would like to concur with the valid remarks by Oberholster,⁷⁸ Chernis,⁷⁹ Koen⁸⁰ and the editorial staff of *Historia*,⁸¹ which is important to all the History educators, who are involved, in one way or another, directly or indirectly, with the shaping of the youth of South Africa.

... no science can prosper in isolation. The growth of all science is the result of the intentional or unintentional cooperation between scientists. This is especially true of History, because it is a societal subject ... Reaching the ideal of greater coordination in our historical work towards the promotion of the science of History is no easy task. At the basis of such coordination lie personal relationships and attitudes [Oberholster] [Author's translation]: South Africa's past never did belong to the British, it does not now belong to the Afrikaners, nor should it in

78 Quotations taken from JJ Oberholster, "Die koördinerings van historiese arbeid in Suid-Afrika", *Historia*, 10(3), 1965, pp. 150-156.

79 RE Chernis, "The study of South African school history syllabuses and textbooks, 1839-1990", *Yesterday & Today*, 21, p. 23.

80 AJ Koen, "Gedagtes oor die onderwys van Geskiedenis", *Historia*, 17(2), 1972.

81 Editorial, *Die krisis van Geskiedenis as dissipline*, *Historia*, 44(1), May, 1999, pp. 1-2.

a future South Africa belong to blacks. Our past, like our future, belongs to all who call South Africa home [Chernis].

The best way to move learners and students to choose a subject is to make the study of the subject interesting and worth their while. History is one of the subjects that can be “murdered” or made unpopular by methods bordering on the mere training for exams, studying “spot” questions and chasing results [Koen] [Author’s translation].

The task that professional historians have is to act as ambassadors and practitioners of one of the most encompassing cultural disciplines in the human sciences. It has now become necessary for historians to clearly see the current crisis, with the knowledge that there is – as Nietzsche saw in the 19th century – something beyond good and evil ... [Historia] [Author’s translation].

RESEARCHING AND DEVELOPING THE EMOTIONAL INTELLIGENCE OF HISTORY TEACHERS IN THE LEJWELEPUTSWA DISTRICT, FREE STATE (SOUTH AFRICA)

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Abstract

This article reports on case-study research into the emotional intelligence of secondary school History teachers of the Lejweleputswa District of the Free State Province of South Africa. It reflects on how the emotional intelligence of these teachers can be understood through investigating their experiences and attitudes towards History teaching in the modern South African classroom and reveals why they regard History as particularly challenging to teach. The article also explores how emotional intelligence components such as interaction style, flexibility, assertiveness and listening skills influence both the classroom interaction of these teachers with their learners and their professional relations with colleagues. Moreover, it argues that improved emotional maturity can empower these teachers to manage their emotions effectively, cope with the demands of a stressful profession, handle conflict in the classroom, and teach History with greater creativity, effectiveness and confidence. It further shares the views of the participants in this first-phase emotional intelligence intervention on the value of the training for their professional and personal development, and conveys the passion with which these educators teach their subject in challenging circumstances. Finally, the article highlights the need for a more comprehensive programme which should ideally be extended to History teachers in the rural areas and educators teaching subjects other than History.

Keywords: Secondary school History teachers; History teaching; Emotional intelligence; Professional development; Lejweleputswa district; Free State province; Interaction style; Flexibility; Assertiveness; Listening skills.

Introduction

It has been suggested that high levels of emotional intelligence — often referred to as EI or EQ — contribute between 80% and 90% of an individual's success in business, career and personal relationships.¹ Existing studies indicate that well-developed EQ is particularly important for educators² who are not only entrusted with shaping the lives of a new generation, but also have to manage themselves effectively in one of the high-risk professions in terms of emotional burnout caused by high levels of stress.³ Educators therefore need to ask themselves whether or not they are able to create an emotionally safe atmosphere in which learners feel free to express potentially conflicting ideas and feelings; succeed in getting the best out of every student; and enjoy the attention and respect of their learners. Moreover, they need to check their ability to manage their emotions in conflict situations,⁴ take good care of themselves and focus on finding solutions rather than continuously complain about problems. Teachers who meet these basic criteria, probably possess a high level of emotional intelligence; those who do not, need to improve certain emotional competencies through continuing professional development in the interest of effective classroom interaction and career satisfaction.

It can be argued that South African History teachers face even greater challenges than other teachers in that they have to teach culturally and politically sensitive historical content in a country which has not yet recovered from the painful legacy of apartheid, and in classrooms often characterised by

1 D Goleman, *Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement* (New York, Bantam Books, 1995), pp. 250-251.

2 In the United Kingdom, it is widely propagated as a basic requirement for the training and appointment of teachers. See R Williams, "Teachers need emotional intelligence as well as academic intelligence, says [Michael] Gove [Secretary of Education]", *The Guardian*, 19 November 2012 (available at: www.guardian.co.uk); D Turner, "Hiring teachers: Emotional intelligence trumps a Doctorate", *Financial Times*, 19 March 2010 (available at: www.ft.com/cms/s/0/b23afca8-321e-11df-b4e2-00144feabd0.html, both accessed on 12 July 2012). These views are broadly supported by A McCluskey, "Emotional intelligence in schools", *Lifelong Learning Magazine* (available at: www.connected.org/learn/school.html); DB Nelson, GR Low & K Nelson, "The emotionally intelligent teacher: A transformative learning model" (available at: www.tamuk.edu/kwei000/...emotionally_intelligent_teacher.pdf); MA Brackett & NA Katulak, "Emotional intelligence in the classroom: Skill-based training for teachers and students" (available at: <http://heblab.research.yale.edu/heblab-yale/myweb.php?hls=10085>); G Claxton, "An intelligent look at emotional intelligence" (available at: www.atl.org.uk/Images/Emotional%20intelligence.pdf); S Singaravelu, "Emotional intelligence of student teachers (pre-service) at primary level in Puducherry region" (available at: www.aiaer.net/ejournal/vol19207/12...Singaravellu.htm, all accessed on 12 July 2012).

3 See R Pishghadam & S Sahebjam, "Personality and emotional intelligence in Teacher Burnout", *Spanish Journal of Psychology*, 15(1), May 2012, pp. 227-236. For practical tips on stress management for teachers, see M Coetzee & CA Jansen, *Emotional intelligence in the classroom: The secret of happy teachers* (Cape Town, Juta, 2007), Chapter 4.

4 For practical tips on managing emotions in the classroom, see M Coetzee & CA Jansen, *Emotional intelligence in the classroom...*, Chapter 4.

great diversity⁵ in terms of ethnicity, culture, class, gender and educational background. Yet — as would become apparent during the research project and is confirmed in the literature⁶ — many do not have access to emotional intelligence training, are unaware of what EQ means and what value it can bring to their teaching, or simply lack the time to consult self-help books with valuable practical tips and articles available on the internet. On the other hand — and despite its unique challenges — History offers History teachers numerous opportunities to assist learners (and themselves) in learning about how emotions influence human interaction by studying historical events and the emotions of their role players.⁷

This article specifically explores the emotional intelligence of secondary school History teachers of the Lejweleputswa District in the north-eastern part of the Free State Province of South Africa (including Welkom and surrounding towns),⁸ and indicates how the emotional intelligence of these teachers can be understood through researching various emotional competencies as well as teacher attitudes and experiences of teaching History in the modern South African classroom. The main research questions that guided the study were as follows: What do teachers understand by the concept “emotional intelligence”?; Do History teachers find their subject challenging to teach in the modern classroom and why?; What is the interaction style of the participants and what does this reveal about their flexibility and assertiveness?; How good are their listening skills and what is their listening style?; What is the potential value of emotional intelligence training for practising History teachers?

The article ultimately reflects on how emotional intelligence components such as interaction style, flexibility, assertiveness and listening skills influence the classroom interaction of the workshop participants with their learners and investigates how improved emotional competence can assist them in improving their classroom interaction, maintaining effective self-management and teaching History with greater creativity, effectiveness and confidence. Moreover, it shares the participants’ assessment of the value of a two-day,

5 For reflections on the role of diversity in the classroom, see T Loreman, *Inclusive education: Supporting diversity in the classroom* (London & New York, Routledge, 2010).

6 See, for example, A McCluskey “Emotional intelligence in schools”, *Lifelong Learning Magazine* (available at: www.connected.org/learn/school.html); G Claxton, “An intelligent look at emotional intelligence” (available at: www.atl.org.uk/Images/Emotional%20intelligence.pdf, both accessed on 12 July 2012), p. 3.

7 This was confirmed by Dee Gillespie from Jeppe High School for Girls (Johannesburg) in an informal conversation with the author at the South African Society for History Teaching Conference on 4-5 October 2012.

8 The Lejweleputswa District includes towns such as Bothaville, Brandvlei, Bronville, Motsethabong, Odendaalsrus, Riebeeckstad, Virginia, Welkom, Wesselsbron and Winburg.

first-phase emotional intelligence intervention for their teaching and other life situations, and commends the passion and commitment with which these educators teach their subject. Finally, it highlights the need for a more comprehensive programme which should ideally be extended to History teachers in the rural areas and teachers teaching subjects other than History.

What is emotional intelligence?

Emotional intelligence is an emerging science of which the historical roots date back to Greco-Roman times.⁹ It has been popularised in the 1990s by clinical psychologist Daniel Goleman¹⁰ — author of the internationally best-selling book, *Emotional Intelligence: Why it can matter more than IQ for Character, Health and Lifelong Achievement* that spent more than a year on *The New York Times* Best Seller list¹¹ — and has captured the imagination and critical reflection¹² of psychologists, educators, life coaches and other human dynamics facilitators ever since. Not surprisingly, the literature on the topic is vast, ranging from academic theses¹³ and books with a strong research focus,¹⁴ to more general works on emotional intelligence coaching

9 G Claxton, “An intelligent look at emotional intelligence” (available at: www.atl.org.uk/Images/Emotional%20intelligence.pdf, as accessed on 12 July 2012), p. 6.

10 D Goleman, *Emotional intelligence...* (New York, Bantam Books, 1995). He developed the argument that non-cognitive skills can matter as much as IQ for workplace success, *Working with emotional intelligence* (New York, Bantam Books, 1998), and for effective leadership, *Primal leadership: Learning to lead with emotional intelligence* (Watertown, Harvard Business School Press, 2003); see also D Goleman, RE Boyatzis & A McKee, *Primal leadership: Realizing the power of emotional intelligence* (Watertown, Harvard Business School Press, 2002). Goleman’s most recent best-sellers are *Social intelligence: The new science of human relationships* (New York, Bantam Books, 2002), *The brain and emotional intelligence: New insights* (e-book, 2011), *Leadership: The power of emotional intelligence* (Florence, MA, More than Sound, 2011) and D Goleman, L Bennett & Z Barlow, *Ecoliterate: How educators are cultivating emotional, social and ecological intelligence* (Hoboken, John Wiley & Sons, 2012).

11 Available at: www.nytimes.com/best-sellers-books/overview.html, as accessed on 6 November 2012.

12 For critical yet balanced commentary on various aspects of emotional intelligence, consult G Claxton, “An intelligent look at emotional intelligence” (available at: www.atl.org.uk/Images/Emotional%20intelligence.pdf, as accessed 12 July 2012).

13 See, for example, T Burger, “Emotional intelligence and the well-being of teachers” (M Comm (Industrial Psychology), US, 2009).

14 See, for example, R Bar-On, K Maree & M Elias (eds), *Educating people to be emotionally intelligent* (Sandton, Heinemann, 2006); G Matthews, M Zeidner & R Roberts, *Emotional intelligence: Science and myth* (Cambridge, Bradford Books, 2002); J Ciarrocchi, J Forgas & J Mayer (eds), *Emotional intelligence in everyday life: A scientific enquiry* (Philadelphia, Psychology Press, 2001). For modern theories of the psychology of emotion, see K Oatley & J Jenkins, *Understanding emotion* (Oxford, Blackwell, 1996); R Plutchik & H Kellerman (eds), *Emotion: Theory, research and experience* (San Diego, Academic Press, 1980).

and leadership development,¹⁵ and publications that focus specifically on emotional intelligence for educators.¹⁶ There is also a substantial amount of information and practical self-help tips available on the internet,¹⁷ but these are of uneven depth and quality.

Emotional intelligence can be defined as a whole range of emotional competencies which the individual needs to be effective in his or her career and interpersonal relationships. It is the ability to identify, understand, articulate and manage one's own emotions, and at the same time be sensitive (and respond appropriately) to the emotions of other people.¹⁸ Extensive personal experience in the field of human dynamics training over a period of 12 years has indicated a correlation between the interaction or social style of the individual and emotional competencies such as listening style, assertiveness, decision-making ability and conflict management skills, to mention but a few. Broad interaction style categories such as "Socialiser/Expressive", "Carer/Supporter",

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- 15 See, for example, D Goleman, RE Boyatzis & A McKee, *Primal leadership...* (2003); D Goleman, *Leadership...* (2011); S Neale, L Spencer-Arnell & L Wilson, *Emotional intelligence coaching: Improving performance for leaders, coaches and the individual* (La Vergne, Kogan Page, 2011); M Hughes & JB Terrell, *Emotional intelligence in action: Training and coaching activities for leaders and managers* (West Sussex, John Wiley, 2012); MM Hughes & A Miller, *Developing emotional and social intelligence: Exercises for leaders, individuals, and teams* (Chichester, John Wiley, 2010); RS Nadler, *Leading with emotional intelligence: Hands-on strategies for building confident and collaborative star performers* (Berkshire, McGraw-Hill, 2010); SJ Allen, *The little book of leadership development: 50 ways to bring out the leader in every employee* (New York, American Management Association, 2011).
- 16 See, for example, M Coetzee & CA Jansen, *Emotional intelligence in the classroom...* (Cape Town, Juta, 2007); K Weare, *Developing the emotionally literate school* (London, Paul Chapman, 2004); A Mortiboys, *Teaching with emotional intelligence: A step-by-step guide for higher and further education professionals* (London & New York, Routledge, 2012); M Hughes, HL Thompson & JB Terrell (eds), *Handbook for developing emotional and social intelligence: Best practices, case studies, and strategies* (San Francisco, Pfeiffer, 2009), especially Part 4; R De Klerk, *Emotional intelligence for children and teens: A practical guide for parents and teachers* (Cape Town, Human & Rousseau, 2003); PD Eggen & D Kauchak, *Educational psychology: Windows on classrooms* (Harlow, Pearson Education, 2012); MD Svinicki, *McKeachie's Teaching Tips: Strategies, Research and Theory for College and University students* (Belmont, Wadsworth C Engage Learning, 2011); NA Glasgow, *What successful Teachers do: 101 Researched-based classroom strategies for new and veteran teachers* (Thousand Oaks, Corwin Press, 2009); JC Cassady & MA Eissa (eds), *Emotional intelligence: Perspectives on educational and positive psychology* (New York, Peter Lang, 2008); W Powell & O Kusuma-Powell, *Becoming an emotionally intelligent teacher* (Thousand Oaks, Sage Publications, 2010); CR Snyder, *Positive psychology: The scientific and practical exploration of human strengths* (Thousand Oaks, SAGE, 2011); S Edannur, "Emotional intelligence of teacher educators", *International Journal of Education Science*, 2(2), 2010, pp. 115-121.
- 17 See, for example, "Promoting emotional health and well-being" (available at: www.wiredforhealth.gov.uk; <http://www.eqi.org/steps.htm>, as accessed on 12 July 2012); "Emotional intelligence: What teachers can do" (available at: www.edutopia.org/emotional-intelligence-teachers, as accessed on 12 July 2012).
- 18 This is my own understanding of the concept based on extensive reading and practical experience in the field of human dynamics training. There are many other, but in many ways similar, definitions in the literature. For a summary of definitions, see G Bharwaney, *Emotionally intelligent living: Strategies for increasing your EQ*, revised edition (Carmarthen, Crown House Publishing, 2006), Appendix 1, pp. 149-152.

“Analyst/Planner” and “Driver/Director” described in the literature,¹⁹ have also been found to be both accurate indicators of such competencies and accessible to participants of all levels of society. This broad categorisation would therefore be used again in this case study to guide participants towards realistic self-awareness and personal development.

The Lejweleputswa project

With the assistance of History Subject Advisor, Cecilia Khoabane, a two-day EQ Training Workshop was arranged at Leseding Technical School in Welkom on 10 and 11 August 2012. This intervention formed part of a community outreach initiative on the part of the Department of History at the University of South Africa (Unisa), but also fitted into a broader research-based project on EQ training for teachers, supported by *Call on the Professionals*,²⁰ a corporate company specialising in human dynamics and EQ training. In view of the lack of financial support for this initiative from the Free State Department of Education (DoE), the Municipal Manager of Welkom kindly financed the catering, while the Unisa Short Course in School History Enrichment covered the cost of travelling and accommodation for the two facilitators (one from the Unisa History Department and author of this article, and one from Call on the Professionals), who both provided their services free of charge. This team effort would be richly rewarded in terms of the emotional growth²¹ of the 28 participants (n=28)²² from 20 different secondary schools²³ and the Lejweleputswa DoE district office, bridging the gap between academic historians and school teachers, and narrowing the divide between the education and corporate sectors.

19 Terminology that describes different interaction (social) styles varies in the literature. Probably the most accurate are those of “Expressive”, “Supporter”, “Driver” and “Analyst”, identified by Minnaar & Associates, “Emotional Intelligence: Module 1: Self-Awareness” (unpublished manual, revised 2003), p. 20. However, other variations also have merit. For example, Brian Jude differentiates between the “Amiable”, “Expressive”, “Analyst” and “Driver”, see B Jude, *Effective people skills* (Sandringham, BJ Books, 2006), pp. 10-11, while F Littauer, in a more humorous yet workable way, refers to personality types such as “Sanguine”, “Melancholy”, “Choleric” and “Phlegmatic”, *Personality plus* (Ada, Fleming H Revell, 1997), pp. 24-27.

20 Available at: <http://www.eqpro.co.za>, as accessed on 12 July 2012.

21 Department of History at Unisa (hereafter DH), Short Course File (hereafter SCF) 17 (Evaluation forms), Doc 1-21.

22 ‘n’ refers to sample size which tended to fluctuate during the workshop as some delegates were unable to participate in every activity as a result of other commitments.

23 Academia High, Diphetoho Secondary, Ithabeleng High, JC Motumi Secondary, Kheleng Secondary, LA Wesi Secondary, Lebogang Secondary, Lekgarietse Secondary, Mamellang-Thuto Secondary, Mamelolo Senior Secondary, Meloding Secondary, Mophate Secondary, Naledi Ya Botjhabela Senior Secondary, Phehello High, Reatlehile Secondary, Taiwe Secondary, Teto Secondary, Thotagauta Secondary, Welkom High and Welkom Secondary. See DH, SCF 11: Registration forms.

Methodology

Research for this case-study was predominantly qualitative in nature following a historical research methodology. However, it also included some quantitative elements.²⁴ Participants in the workshop had their interaction style, level of assertiveness, listening skills and listening styles assessed through the completion of various questionnaires,²⁵ the findings of which are expressed in this article as percentages of a convenience sample which includes all the secondary schools in the Lejweleputswa District that currently still offer History as a subject. The delegates also participated in enjoyable pair work and group work activities (both indoors and outdoors) during which some of the verbal contributions were captured on video,²⁶ participant feedback recorded on flip chart and written evidence generated in which individuals shared personal ideas and feelings. This documentary (archival) evidence is preserved in the Short Course Archive housed in the Unisa History Department. Participants were also encouraged to start an EQ journal in which they could record personal reflections during and after the training and paste in hand-outs on all the core theoretical components of the workshop.

In terms of research ethics, participants were explicitly asked for their written permission to be quoted with acknowledgement, and the research results to be integrated into any conference paper or publication flowing from the workshop. Except for one person who failed to exercise a choice, all the other participants provided such permission²⁷ without any hesitation. In private discussions with the facilitators, several also expressed their appreciation of the opportunity to be part of a project which they believed would empower them and benefit History teaching in general.

Quality assurance was achieved by inviting participants to complete a workshop evaluation form,²⁸ motivating participants to practise what they had learnt in their working environment and family life, and encouraging the Subject Advisor to assist with the transfer of learning during cluster meetings.

24 Qualitative data-collection methods included a document study (e.g. written comments, workshop evaluation forms, journal writing and video recording) and participant and facilitator observation, while data analysis employed inductive coding and other standard methods of historical analysis, interpretation and critique; quantitative techniques included questionnaires using scaled questioning that generated descriptive statistics for descriptive data analysis.

25 The questionnaires have been developed by psychologists in the Call on the Professionals team and were kindly made available for use in the workshop.

26 Conversations were recorded very selectively and as unobtrusively as possible in order to avoid making participants uncomfortable and hesitant to communicate freely.

27 DH, SCF 11.

28 DH, SCF 17, Doc 1-21.

Moreover, follow-up interventions are planned which will be used to monitor progress and build on the foundation that has been created during this first phase of emotional intelligence training.

Findings and discussion

Understanding of the concept of emotional intelligence

When asked to define “emotional intelligence”, 19.1% of the group (n=21) had no idea what it meant,²⁹ while the majority (61.9%) had at least some idea³⁰ and 19.1% a fairly accurate understanding of the concept.³¹

Challenges facing history teachers

Participants were also invited to share their views on whether or not History was a particularly challenging subject to teach in the modern South African classroom and if so, why this was the case. Only one respondent answered in the negative, referring to wide media coverage of the celebration of historical events, the availability and accessibility of historical evidence on the internet, and exposure to diverse opinions in the media.³² The other group members all agreed that History had indeed become more challenging to teach. They listed concerns over overcrowded classrooms, lack of resources, lack of support from the DoE, lack of recognition of History as an important discipline, and apathetic learners whose world-view is affected by social problems.³³ Several emphasised teaching and learning History through the medium of English as a particularly prominent challenge.³⁴ More importantly, the need for History teachers to possess a very broad general knowledge; continuously connect the past with the present and the future; teach such a wide range of thinking and writing skills;³⁵ and handle sensitive historical content, were singled out by more than one participant as significantly adding to their stress levels. They reported that some learners struggle to interpret lifestyles that are far removed in time and place (for example the Ming Dynasty in China), while others

29 DH, SCF 13 (What is EQ?), Doc 1, 4, 8 and 17.

30 DH, SCF 13, Doc 2, 3, 7, 9, 13, 15, 18-21.

31 DH, SCF 13, Doc 5, 10, 11 and 16.

32 DH, SCF 12 (Challenges facing History teachers), Doc 5.

33 DH, SCF 12, Doc 3, 12

34 DH, SCF 12, Doc 3, 8, 9, 12 and 14. This aspect also affects history teaching in other parts of the country. See, for example, JM Rapetsoa & RJ Singh, “Challenges experienced by History learners during assessment using the medium of English”, *South African Journal of Higher Education*, 26(1), 2012, pp. 10-23.

35 DH, SCF 12, Doc 2, 7, 9 and 11.

resist learning about global history (for example the history of Germany) and European leadership styles while their own histories and African approaches to leadership seem to be neglected. There are also those who find the teaching of the Difaqane (and Zulu history more generally) offensive, preferring greater focus on the history of the Basotho closer to home.³⁶ More importantly, many learners at these schools refuse to learn about apartheid because, according to them, it generates feelings of hatred and causes them to be ostracised by their communities.³⁷ This attitude resonates with that of black learners in other parts of South Africa who have lost interest in the country's traumatised past and, driven by pragmatic materialism, pursue career choices other than History.³⁸ Many white learners, on the other hand, have apparently not yet embraced South Africa's cultural diversity and seem to be in denial of the country's past. This makes it particularly challenging to teach sensitive historical themes in a multicultural classroom.³⁹

Interaction style

Teachers who have to cope with the challenges outlined so far, ideally need a people-directed interaction style (either "Socialiser/Expressive" or "Carer/Supporter"⁴⁰) and a sound balance between people- and task orientation. A balance between "Carer/Supporter" and "Planner/Analyst" competencies, for example, is particularly good for teaching as the "Planner/Analyst" component is characterised by an interest in academic reading and research, while the "Carer/Supporter" usually has the ability to convey content to the learner in a compassionate and learner-friendly manner.⁴¹ At secondary school level, where adolescent learners can be particularly challenging, a fairly strong "Socialiser/Expressive" element is a distinct advantage and will assist the teacher in presenting lively and creative lessons that will keep learners interested and inspired. Here, historical themes offer wonderful opportunities for dramatisation and role play which can bring the discipline to life in the

36 DH, SCF 12, Doc 1; Telephone conversation: C Khoabane (History Subject Advisor, Lejweleputswa District)/ HJ Lubbe (Researcher), 5 November 2012.

37 DH, SCF 12, Doc 1, 10, 13 and 15.

38 See DA Black, "Changing perceptions of History education in black secondary schools, with special reference to Mpumalanga, 1948-2008" (MA, Unisa, 2010), pp. 190-191; for more detail, see Chapter 7; G Mazabow, "The development of historical consciousness in the teaching of History in South African schools" (D. Ed, Unisa, 2003), p. 25.

39 DH, SCF 12, Doc 6.

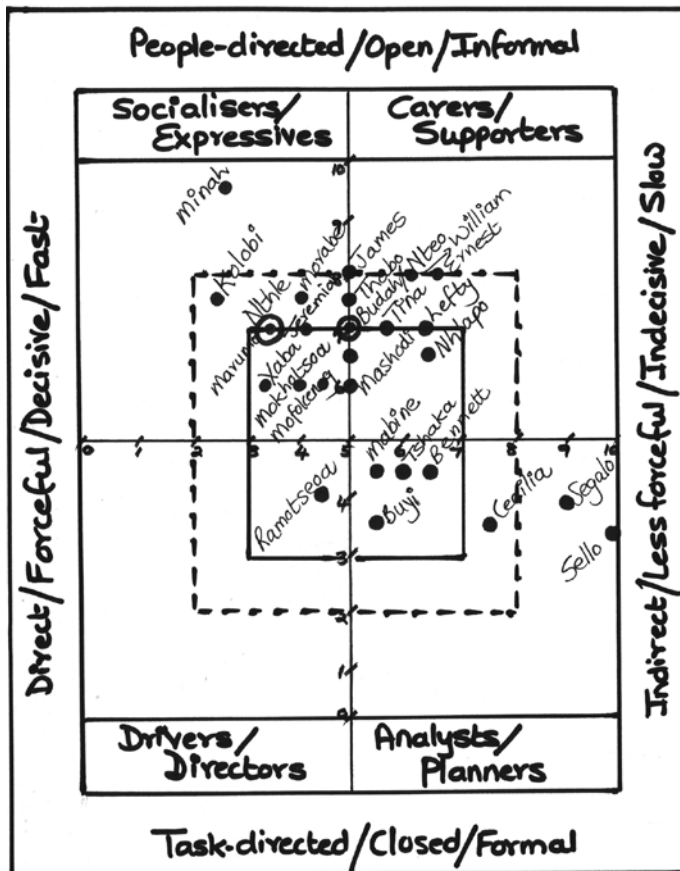
40 See Minnaar & Associates, "Emotional intelligence: Module 1: Self-Awareness" (unpublished manual, revised 2003), p. 20; B Jude, *Effective people skills* (Sandringham, BJ Books, 2006), pp. 10-11; F Littauer, *Personality plus* (Ada, Fleming H Revell, 1997), pp. 24-27.

41 F Littauer, *Personality plus*, p. 144.

classroom.

The various assessments that were conducted as part of the workshop highlighted several strengths in the group as can be seen on the following grid:

Image 1: Interaction Styles Group Grid



Source: Unisa History Department, Short Course File 14.

The majority of participants are clearly situated in, and fairly evenly spread between, the “Socialiser/Expressive” and “Carer/Supporter” quadrants of the grid. This suggests an open and informal approach and a strong people-orientation, all of which suit a teaching environment.

Another very remarkable feature is the high percentage of participants (about 75% of the group) who are placed inside or very close to the “Flexibility Zone” in the centre of the grid. This percentage is higher than those of most government departments and corporate groups the facilitators have worked

with in the past. It is also significantly higher than the 56% generated by delegates to the South African Society of History Teaching (SASHT)-conference held in Somerset West, South Africa, on 4-5 October 2012.⁴² The result produced by the Free State group implies that these teachers probably possess the ability to adapt their behaviour appropriately when necessary, for example in managing their emotions when faced with structural constraints, strict deadlines, a full syllabus, demanding parents and conflict situations in the classroom, to mention but a few stressors.⁴³ Although the reasons for the high level of flexibility in this group compared to the SASHT conference result still need to be researched, it is suspected that the flexible and supportive nature of the Subject Advisor and her commitment to continuing professional development of History educators in her care, plays an important role.⁴⁴ Secondly, the SASHT conference delegates consisted of proportionally fewer History teachers and more academics from mainly Education Departments at tertiary institutions. Based on the personal experience of the author as an academic and human dynamics facilitator, it can be argued that academics tend to be more individualistic, predominantly task-directed and often less flexible, which may have influenced the SASHT conference result. Last but not least, the emotional maturity and strong values instilled in teachers who teach their subject with commitment and perseverance in a relatively disadvantaged educational setting also need to be taken into consideration.

A third positive result, based on a second, more nuanced interaction styles assessment, was that 29.6% of the group (n=28) had their strongest scores in the “Supporter/Analyst” quadrants (which we have seen is good for teaching). The competencies of another 25.9% were fairly balanced in at least three of the quadrants, while one person displayed excellent overall balance in all four quadrants. However, the assessment indicated that 40.7% of the group tended to be predominantly task-directed which is understandable given the pressure on educators to produce good pass rates. However, being too task-directed may undermine healthy classroom interaction with personalities that need a more people-centred approach. These potential stumbling blocks were pointed out to each individual in personalised feedback after the workshop (see the example below).⁴⁵

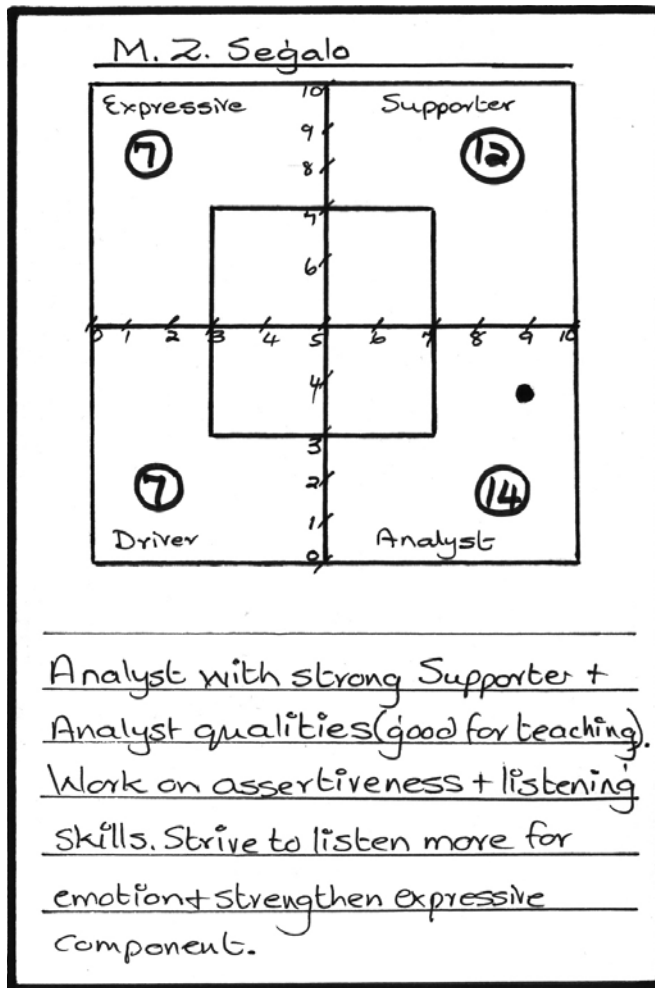
42 DH, SCF 18: Results of Interaction Styles Assessment, SASHT Conference, 4-5 October 2012.

43 DH, SCF 14: Interaction Styles Grid (Free State group).

44 This came up several times in discussions during the workshop and was subsequently confirmed in at least one grateful “WhatsApp” message to the History Subject Advisor which read as follows: “God bless you cos u inspire and motivate us History Educators...”

45 DH, SCF 14: Results of two complementary interaction styles assessments with personalised feedback.

Image 2: Interaction Styles Individualised Feedback



Source: Unisa History Department, Short Course File 14.

Assertiveness

In assessing assertiveness levels in the group, the findings indicated that only 25.7% of the group (n=23) were very assertive, 43.5% usually assertive and 34.8% lacking in assertiveness.⁴⁶ Although it is difficult to determine the exact causes of this lack of assertiveness, the Subject Advisor confirmed that

⁴⁶ DH, SCF 15: Assertiveness. The findings are based on a self-assessment questionnaire compiled by psychologists in the Call on the Professionals team and supported by both the observations of the facilitators and verbal feedback from the participants during reviewing sessions.

lack of both content knowledge and skills cause some of her History teachers to feel insecure about how the main themes of the prescribed History syllabi should be approached.⁴⁷ Such insecurity — fuelled further by lack of DoE support for History teaching at secondary school level and feelings of being devalued⁴⁸ as teachers — would certainly undermine self-esteem and erode assertiveness. In the session that followed, participants learnt more about the difference between aggressiveness, submissiveness and authentic assertiveness; explored some general reasons for submissiveness and aggression; were guided towards identifying the value of truly assertive behaviour for stress, conflict and general classroom management as well as effective human relations; and were provided with guidelines for phrasing an assertive response to be practised within their families, in educator cluster meetings and in their respective classrooms.

Listening style and listening skills

Linked to the role of flexibility and patience that are associated with placement within or close to the “Flexibility Zone”, good listening — especially listening for emotion — was emphasised throughout the programme as critically important for effective classroom interaction. Research into the listening style of the participants pointed out that 69.6% of the group (n=23) listen predominantly for emotion which is excellent for a teaching environment. The second strongest focus was information listening (47.8%) and technical listening (43.5%),⁴⁹ all of which support effective teaching. An assessment of the group’s listening skills, however, painted a less positive picture. Only 39.1% of the group (n=23) displayed above average listening skills, while 56.5% had average or below average listening skills. This finding is in line with the results of many other groups the facilitators have worked with but clearly requires improvement.⁵⁰

The delegates subsequently participated in an experiential pair work activity during which they experienced first-hand the destabilising effect of basic listening errors (for example interrupting the speaker, finishing his/her sentences, losing concentration while listening, etc.) as well as the affirming and emotionally supportive influence of attentive, active and empathic listening. They were also provided with basic guidelines for effective listening

47 Telephone conversation: C Khoabane (History Subject Advisor)/HJ Lubbe (Researcher), 5 November 2012.

48 DH, SFC 12, Doc 10.

49 DH, SCF 16B: Listening styles.

50 DH, SCF 16A: Listening skills.

which, if implemented and actively practised, should assist them in building a positive and emotionally supportive learning environment in their classrooms.

Workshop evaluation

The teachers who attended this workshop gave an overwhelmingly positive evaluation of the programme and advised that nothing should be changed.⁵¹ On the contrary, 57.1% of the group (n=21) asked for the duration of the workshop to be extended, for follow-up sessions to be arranged, and for their life partners to be included as they could see the relevance of the training for both their working environment and their family life.⁵² More than one participant made a strong plea for similar training to be extended to educators teaching subjects other than History, and to teachers in the rural areas who do not have similar access to professional and personal development that can enrich their history teaching.⁵³

When asked which parts of the workshop they enjoyed most, 38.1% said everything,⁵⁴ while 28.6% singled out the session on effective listening as a must for every teacher,⁵⁵ and 23.8% the one on interaction style.⁵⁶ The sessions on effective listening (42.9%) and interaction style (33.3%) were also those that participants thought would be most beneficial to their history teaching. Commenting on the value of good listening, one participant (echoed by another) wrote:⁵⁷

The session on listening will help teachers to take their learners seriously... we tend not to listen to our learners.

And on interaction style, the following comment sums up well what several participants wrote on their evaluation forms:⁵⁸

Understanding the importance of the flexibility zone and my own strengths and weaknesses will help me understand my learners better and therefore facilitate better History teaching and learning.

51 DH, SCF 17, Doc 5, 11, 13, 15, 17-19, 21.

52 DH, SCF 17, Doc 2, 4, 5, 8-11, 13-16, 19, 20.

53 DH, SCF 17, Doc 4, 5, 7, 10, 16.

54 DH, SCF 17, Doc 1, 2, 11, 12, 17-20.

55 DH, SCF 17, Doc 2, 4, 8, 13-15.

56 DH, SCF 17, Doc 1, 5-7, 20.

57 DH, SCF 17, Doc 6 and 10.

58 DH, SCF 17, Doc 3, 4 and 9.

Conclusion

History educators in the Lejweleputswa District of the Free State clearly teach their subject under trying conditions. They nevertheless radiate a remarkable commitment to their job and a keen interest in continuing professional and personal development. How else can “sacrificing” a public holiday and precious family time on a Saturday be explained? Having answered all the research questions, this project suggests that the majority of the Lejweleputswa History teachers already possess very valuable emotional competencies such as flexibility and listening for emotion. This should enable them to mirror or model emotionally mature behaviour which has been shown to go a long way in developing emotional competencies in learners where formal EQ training programmes do not exist.⁵⁹

The enhanced emotional awareness created during the workshop, and the practical guidelines for dealing with interaction styles other than their own, as well as the practical tips for self-improvement handed out during each session, ought to assist these teachers in conveying sensitive historical content with greater confidence, maintain effective classroom management and build healthy relationships, not only with learners and colleagues but also with friends, family members and life partners. However, it is recommended that more comprehensive EQ training be offered in the form of follow-up sessions in order to monitor personal growth and address aspects such as self-esteem, stress management and conflict management in greater depth.

Peter Charles Hoffer once said: “The way to handle history is simply to love it.”⁶⁰ Given the Lejweleputswa educators’ inspirational passion for History and their willingness to learn and grow, investment in their further development will certainly be successful.

59 MA Brackett & NA Katulak, “Emotional intelligence in the classroom: Skill-based training for teachers and students” (available at: <http://heblab.reserach.yale.edu/heblab-yale/myweb.php?hls=10085>, as accessed on 28 September 2012), p. 4.

60 PC Hoffer, *The historian’s paradox: The study of History in our time* (New York & London, New York University Press, 2008), p. 182.

RUNNING A HISTORY PROGRAMME OUTSIDE THE CLASSROOM. A CASE STUDY OF ATHLETICS AT ZONNEBLOEM COLLEGE

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Abstract

Sport history has been neglected, even ignored, in South African classroom and pedagogy debates. Despite, a large reservoir of South African sport history literature of a formal and informal nature being available for teachers, other historical areas of concern are usually focussed on. This study attempts to break this mould and offer history teachers an opportunity for creating pedagogical opportunities outside the formal history curriculum. In order to achieve this, a history of athletics at the Zonnebloem College during the 19th and early 20th centuries was researched. A brief literature overview of previous research on Zonnebloem history is presented as background material. The study is then introduced with a historical oversight of school athletics in 19th century England. Next, the historical development of sport during the 19th century at Zonnebloem is explored. The crux of the historical account hones in on the history of athletics at Zonnebloem during the 19th and early 20th centuries. Finally, the article is concluded by presenting teachers with pedagogical opportunities outside the classroom through the interrogation of historical sources, all of which are taken from the Zonnebloem historical narrative.

Keywords: Athletics; Colonial education; Muscular Christianity; Pedagogical opportunities; Zonnebloem College; Sport history.

Background

In order to proceed with the act of history study, it is important to know what interpretations have been presented in the past by the major scholars in the field.¹ A cursory literature overview shows there are patches of formal history research that hones in on Zonnebloem College. In 1975 Janet Hodgson

1 P Kallaway, "History in Senior Secondary School CAPS and beyond: A comment", *Yesterday & Today*, 7, July 2012, p. 30.

received a Masters degree from the University of Cape Town, for a thesis, "A history of Zonnebloem College, 1858 to 1870. A study of church and society". This two volume, 667 paged work, makes reference to cricket and one athletic meeting for Zonnebloem Old Boys held at St. Marks Institute in the Eastern Cape.² Twelve years later, Hodgson's article, *Kid gloves and cricket on the Kei* appeared in *Religion in Southern Africa*. This article details the historical development of events surrounding an Old Zonnebloem Boy's reunion at St Mark's institute in the Eastern Cape in 1869 where athletic events were organised as part of the celebrations.³ Hodgson's work on Zonnebloem cricket was repeated in Andre Odendaal's ground-breaking book, *The story of an African game*, released in 2003, that detailed the history and experiences of black African cricketers.⁴ In 2009, Francois Cleophas received a PhD from Stellenbosch University for a dissertation, *Physical education and physical culture in the Coloured community of the Western Cape, 1837-1966* where he included the historical development of physical education at Zonnebloem in his work.⁵ Because the focus of these works was not athletics, the authors either ignored or treated the subject as supplementary evidence for a broader research topic.

Although athletics at Zonnebloem and all other mission institutions never reached the attention of mainstream (White) sport, these athletes were "talked about in a manner where their names lingered in a school a few years after they have left, like your all-rounder, your sprinter and miler and high jumper...".⁶ In order to gain historical insight into the practice of athletic participation at Zonnebloem College, it is useful to "identify the overarching issues which ... need to be considered in interpreting historical change, such as the political, social and economic forces and processes, or the context that needs to be understood".⁷ Since the nature of the above mentioned research works do not allow for an in depth historical analysis of sport at Zonnebloem, there is a need to place such a focus at the core of inquiry.

2 JKH Hodgson, "A history of Zonnebloem College", 1858-1870. A study in church and society", Vol. 1 & 2 (MA, UCT, 1975), pp. 164, 453-455, 538.

3 JKH Hodgson. "Kid gloves and cricket on the Kei", *Religion in Southern Africa*, 8(2), July 1987, p. 75.

4 A Odendaal, "The story of an African game. Black cricketers and the unmasking of one of cricket's greatest myths, South Africa, 1850-2003" (Cape Town, David Philip, 2003), pp. 24-27.

5 FJ Cleophas, *Physical education and physical culture in the Coloured community of the Western Cape, 1837-1966* (Unpublished Phd dissertation, Stellenbosch, Stellenbosch University, 2009), pp. 83-92.

6 E Mphahlele, *Down Second Avenue* (London, Faber and Faber, 1959), p. 129.

7 P Kallaway, "History in Senior Secondary School..." *Yesterday & Today*, 7, July 2012, p. 30.

Introduction

Toward the end of the eighteenth century a missionary revival in Europe corresponded with merchants and manufacturers looking for new markets in Africa and the rest of the world. They often used moral or Christian arguments to justify taking over Africa and other parts of the world.⁸ By the middle to late 19th century, it was expected from the loyal, brave and active aristocratic young British man to portray a public image of sport participation as a good alternative to gambling and alcohol abuse or “riotous living”.⁹ British education opinion makers such as Matthew Arnold reasoned that the sons of the working class would benefit more by gymnastics than games.¹⁰ Therefore, when a gymnastic club was started in the Eastern Cape in 1867, it prompted an editorial that stated: “... athletic sports undoubtedly beneficial for gymnastics...”¹¹

However, at the time, cricket was the great game throughout the motherland and colonies of the empire. Football was played when the weather was too bad for cricket and tended to be a loosely organised activity within schools.¹² Athletic meetings were thus considered not as important as cricket and football.¹³ When a former Zonnebloem student remembered with great sadness the football and cricket he left behind, he said nothing about athletics.¹⁴

A common feature of elite 19th century English schools was self-imposed isolation from community sport. For example, in 1858 the principal of Winchester, Dr George Moberly, refused the cricket team permission to play a match in the town because of “the dangers to their morals”.¹⁵ Athletics however had a presence in English schools, based on this isolation principle, from at least 1837 when Rugby School instituted its “fearsome cross country, Crick run” and soon afterwards several other public schools introduced athletics into their sport curricular. The universities followed suit and in 1850 Exeter College Athletic Club was formed in Oxford.¹⁶ The South African Olympian, Bevil Rudd, who studied at Oxford University states: “Before

8 P Christie, *The right to learn* (Braamfontein, Ravan, 1985), p. 63.

9 H Spencer, *Education. Intellectual, moral and physical* (London, Williams & Norgate, 1911), p. 79.

10 PC McIntosh, *Sport in society* (London, C.A. Watts, 1963), p. 75.

11 DV Coghlan, *The development of athletics in South Africa* (Unpublished Phd dissertation, Grahamstown, Rhodes University, 1986), p. 90.

12 P Dobson, *Rugby at SACS* (Cape Town, SACS, 1996), p. 11.

13 In 1905 the *College Magazine* carried an article, entitled, ‘Athletics’ that dealt with football. Anon., “Athletics”, *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 3(13) 1905, pp. 28-29.

14 Anon., “Thoughts on leaving Zonnebloem”, *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 4(17) 1906, pp. 30-33.

15 PC McIntosh (*Physical education in England since 1800*, 1968), p. 46.

16 Anon., *The encyclopedia of sports* (London, Marshall Cavendish, 1969), p. 27.

the formation of the Achilles Club in 1920 all our energies and enthusiasm were concentrated on the Oxford and Cambridge Sports....¹⁷ Nobody was particularly encouraged to enter for the national championships, or other big meetings, and very few did... we rarely met or matched ourselves against the great and more experienced athletes from other clubs... athletes followed a training course “preceded by the taking of emetics and purgatives to dislodge the obnoxious crudities in the body... the whole scheme was Spartan –violent and disagreeable”.¹⁸ Some of these students ended up serving the Empire in the outlying colonies, including the Cape Colony’s educational institutions like Zonnebloem College in Cape Town.

Zonnebloem College and sport

A major driving force behind the establishment of Zonnebloem College was Governor George Grey who, at a time of increased tension at the eastern frontier, is recorded as saying:¹⁹

Mission stations were less costly than armies. Education and industry would do more to ward off fresh rebellion than European troops...the frontier wars had already cost too much in valuable lives and money. At present Great Britain is at war with Russia, if another frontier war broke out, it might be difficult to find enough men to quell it.

The Zonnebloem College was established in February 1858 at Bishop Gray’s home²⁰ in Claremont, Cape Town but moved to the Zonnebloem estate near District Six on 4 January 1860.²¹ This site was chosen because it “was within reach of the highest civilisation in South Africa and yet separated from the contamination of the Town”.²² Between 1858 and 1913 Zonnebloem had a non-racial student population, coming from Baleya, Barotse, Bechuana, Coloured, Fingo, Gcaleka, Marolong, Matabeli, Mosutho, Pandomiso and White communities.²³ These boys were cricketers rather than athletes.²⁴

17 The Oxford and Cambridge cricket matches began in 1827 and the first boat race was held two years later (P.C. McIntosh, *Sport and society* (London, C.A. Watts, 1963), p. 66.

18 BGD Rudd, “Introduction”, BGD Rudd, *Athletics. The Achilles Club* (London, JM Dent, 1938), pp. 3-4.

19 Anon., “Reminiscences of Bishop Gray”, *Zonnebloem College Magazine. Quarterly Magazine and Journal of the Association of St. John Baptist* 3(12), 1905, pp. 15-16.

20 The ‘Kaffir’ College, as it was known, formed part of Gray’s funeral procession in September 1872 (HP Barnett-Clarke, *The life and times of Thomas Fothergill Lightfoot, Archdeacon of Cape Town* (London, Simpkin & Marshall, 1908), p. 166.

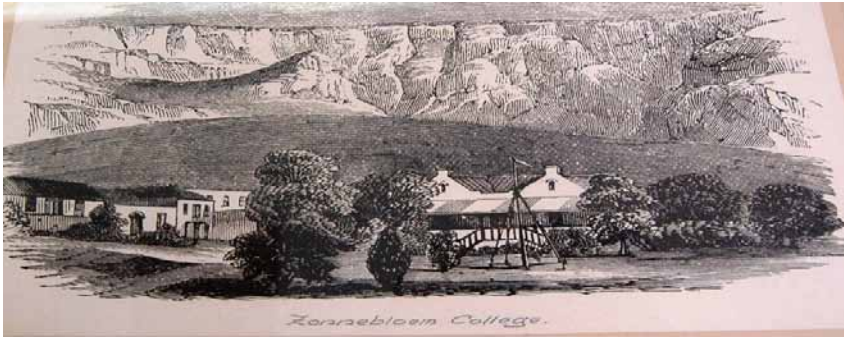
21 JKH Hodgson, “A history of Zonnebloem College”..., pp. 1, 253.

22 JKH Hodgson, “A history of Zonnebloem College”..., pp. 1, 251-252.

23 University of Cape Town Manuscripts and Archives Division. Zonnebloem papers, BC 636 D1.3 & F Cullis, *The story of Zonnebloem*, 1958. The Rev. Lightfoot, who visited the College in 1858 referred to the boys as Coloured children; HP Barnett-Clarke, *The life and times of Thomas Fothergill Lightfoot...* p. 73.

24 JKH Hodgson, “A history of Zonnebloem College”..., p. 453.

Image 1: Zonnebloem in 1850s



Source: Zonnebloem archives.

At the turn of the 20th century, the Zonnebloem's staff was completely made up of Oxford or Cambridge graduates, with the exception of one. In 1901, the Teacher Training School staff consisted of: William H Parkhurst (Jesus College, Oxford); FP Macirone (St John's College, Oxford); G Ingham (Morton College, Oxford); A Hopkins (Jesus College, Cambridge), WL Castley and Henry Kilili Poswayo.²⁵ Poswayo, a South African born teacher, left for England in June 1904 to continue his education at the St Augustine College in Canterbury, England, where sport was part of the curriculum.²⁶

Image 2: Zonnebloem staff in late 19th century



Source: J Hodgson, 2013.

25 Anon., "Native College, Zonnebloem", *The South African Spectator*, 24 August 1901, p. 1.

26 Anon., "Visitors", *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist*, 2(9), 1904, p. 17; JKH Hodgson, "A history of Zonnebloem College"... p. 558; Anon., "Native College. Zonnebloem", *The South African Spectator*, 24 August 1901, p. 1.

From early in its history, the Zonnebloem authorities tried to mould the students into a disciplined class of subjects who were loyal to the British Empire. These students were taught the objective of acquiring good conduct, being obedient, attentive and willing to learn.²⁷ According to the historian, Janet Hodgson, introducing games was used as a means to achieve these objectives, for the boys at least.²⁸ She refers to a report, written in 1859, a part of which read:²⁹

So intent are they, the boys, on the pursuit of knowledge that they can scarcely be persuaded to employ their play hours otherwise than in learning lessons and in teaching one another; and probably it will be found as necessary for a time to provide them with systematic instructions in boys games as in any other department of learning.

Drilling was introduced into the curriculum; but it was the only discipline to which some of the older boys did not yield to quite so cheerfully. It was suggested that their reluctance was more likely due to their not understanding the object of the exercise, rather than from any dislike of it; and that being so tractable, they would soon become reconciled to this activity.

Image 3: Zonnebloem boys drilling in early 20th century



Source: J Hodgson, 2013.

27 JKH Hodgson, "A history of Zonnebloem College" ..., p. 223.

28 JKH Hodgson, "A history of Zonnebloem College" ..., pp. 296-299.

29 JKH Hodgson, "A history of Zonnebloem College" ..., p. 223.

Many of the Zonnebloem students internalised values of Victorian decency and conduct as a counter measure to prevailing 19th century racism. Municipalities outside Cape Town did not hesitate to use social misconduct as an excuse to segregate sport provision, favouring Whites. In Stellenbosch report was made in 1880 about “improper scenes occurring on Adderley Square such as fighting and using obscene language between the Europeans and Coloured boys playing football and other games.” Segregation was soon to follow where students from the Victoria College Cricket Club and pupils of Stellenbosch Gymnasium were allowed to play on the “Square while Coloured schoolboys had to play their sport on the “Flats”.³⁰ Fifteen years prior to these developments, the Zonnebloem boys were taken on a visit to Stellenbosch where colonial race consciousness reared its head in the broader community and in sport. According to the boys’ accounts, their cricketing equipment was considered to be an essential part of their baggage when they embarked on their journey by train and a highlight of their holiday was engaging the local Stellenbosch village boys in a game. The only Africans that most members of the farming community would have encountered in the normal course of their day would have been slaves. It is clear from a composition written by one of the boys, Walter Monde, that the arrival of a large party of well-dressed black schoolboys caused a sensation in the “dorp”. He wrote:³¹

We arrived in Stellenbosch about one o’ clock; and... .. after we had our dinner, we went outside, and Stellenbosch people were very anxious to see us; great many of them went out from their houses to look at us; and it seemed to us that they never saw people (meaning Africans) before,... we came back and saw ... young men that were playing ...cricket our favoured game and they kindly asked us if some of us would play, and we were very much obliged to them and some of us played with them, and when play was finished their Captain came and asked if we would like to have a match with them, we said yes we would try.

The first pupils from the Eastern Cape were hostages for peace, many having family relations with Robben Island political prisoners. The pupils led a sheltered life and had little association with the outside world.³² Regular sport games at Zonnebloem, with outside bodies, therefore never became a common feature. Rather, the boys’ physical needs were catered for, besides cricket, by regular walks in the mountains of Cape Town.

30 DH Craven & P Jordaan, *Met die Maties op die rugbyveld, 1880-1955* (Kaapstad, Nasionale Boekhandel, 1955), pp. 31-32.

31 JKH Hodgson, “A history of Zonnebloem College”..., pp. 453-456.

32 JKH Hodgson, *Princess Emma* (Craighall, AD Donker, 1987), p. 53.

Zonnebloem students and athletics during the 19th century

Walking

Although mid-19th century Capetonians had access to a horse drawn tram service they had no sophisticated public transport system.³³ The Zonnebloem boys and those charged with their care were mostly dependent on a pedestrian mode of transport. However, exercise walking was known to Capetonians in the 1850's and an Englishman, W.H. Thompson, presumably walked from the telegraph office to Simons Town in three hours and 35 minutes for a monetary reward of 100 pounds.³⁴

Table Mountain and its surrounding area provided 19th century Zonnebloem students, staff and those associated with the College opportunities for recreational walking.³⁵ On 20th April 1858, Rev. Lightfoot visited the 'Zonnebloem' boys³⁶ at Bishops court and "had a beautiful walk... among the evergreen groves" and on 15th May he "went up Table Mountain with Mr. Ogilvie³⁷ we started about 8 o' clock and returned about half past four..."³⁸

The boys were free to explore the surrounding mountainside on Sunday afternoons, accompanied by their teachers. A favourite outing was the climb to the Blockhouse. Perched as it was, in a strategic position on a prominent knoll, it commanded a view of sea and city, mountain and plain. The water flow from the mountain became very erratic in summer, and so a cement catchment was constructed, the water being stored for domestic use. Later on, a small swimming pool was built alongside, for the boys.³⁹

33 B Johnston and D Stuart-Findlay, *The motorist's paradise. Early motoring in and around Cape Town* (St. James, RH Johnston and DM Stuart-Findlay, 2007), p. 3.

34 FJG Van der Merwe, *Sportgeskiedenis. 'n Handleiding vir Suid-Afrikaanse studente* (Stellenbosch, FJG, 1999), p. 219.

35 See FJG Van der Merwe, "A historical overview of Table Mountain as an icon for recreation in South Africa", *African Journal for Physical, Health Education, Recreation and Dance*, 8(8) April 2002, pp. 94-105.

36 Lightfoot was influenced by Gray's "high character and personality" to take up missionary work in South Africa; HP Barnett-Clarke, *"The life and times of Thomas Fothergill Lightfoot"* ..., pp. 13-14.

37 This is George Ogilvie, who was principal of St George's Grammar School at the time, became principal of the well known Bishops School in 1861 where he took boys on excursions; P Dobson, *Bishops rugby. A history* (Cape Town, Don Nelson, 1990), pp. 15-16.

38 Although Lightfoot smoked cigars, he abstained from getting drunk, maybe more so out of moral persuasion than for health reasons. On at least two occasions, while he was archdeacon, he "took home" intoxicated men; HP Barnett-Clarke, *"The life and times of Thomas Fothergill Lightfoot"* ... pp. 8, 73, 80.

39 JKH Hodgson, "A history of Zonnebloem College" ..., p. 260.

Image 4: Ruins of swimming pool



Source: Author.

Image 5: Rev. Lighthfoot in 1858



Source: HP Barnett-Clark, *The life and times of Thomas Fothergill Lighthfoot...*, p. 80.

Image 6: Lightfoot on his daily round



Source: HP Barnett-Clark, *The life and times of Thomas Fothergill Lightfoot...*, p. 224.

In 1859, George Mandyoli Maqoma and Boy Duke of Wellington Tshatshu, two Zonnebloem students, were sent to study under the tutelage of a parish priest at Nuneaton in Warwickshire. Two years later, four more pupils, Edward Dumisweni Maqoma, Jeremiah Libopua Mosoeshoe, Samuel Lefulere Moroka and Arthur Waka Toyise were selected to attend St Augustine's College at Canterbury. In 1866, three more Zonnebloem pupils were sent, one being Nathaniel Mhala.⁴⁰ Sport was part of the curriculum at St Augustine's and when Lightfoot attended there in 1855, his experience of "being able to speak learnedly on ... sport...stood him in good stead".⁴¹ Lightfoot's favourite pastime at St. Augustine's was walking and with "three or four exceptions not a day passed without him going for a walk".⁴² It was during this time period that formal athletics in England was taking shape.

40 JKH Hodgson, "Kid gloves and cricket on the Kei", *Religion in Southern Africa*, 8(2), July 1987, p. 68.

41 HP Barnett-Clarke, *The life and times of Thomas Fothergill Lightfoot...*, p. 18.

42 HP Barnett-Clarke, *The life and times of Thomas Fothergill Lightfoot...*, p. 21.

Competitive athletics

The year, 1862, is presented by historians as a benchmark for the advent of modern athletics in the British Empire. That year, the West London Rowing Club presented its first athletics meeting with the Liverpool Athletics Club organizing an Olympic Festival in the same year. Of historical interest is that in addition to the ordinary running and walking events, high-jump, long jump, pole-vault, cricket ball throwing, discus, boxing, wrestling, fencing and gymnastics featured on the programme.⁴³ Some of these events featured in athletic meetings organised by Zonnebloem boys in the early 20th century.

Most of the early Zonnebloem graduates were placed in the district of St. Mark's Mission Station in Independent Kaffraria, Eastern Cape.⁴⁴ St. Mark's Mission Station was started in 1855, near present day Queenstown on the White Kei River, by Rev. H.T. Waters.⁴⁵ Gray's suggestion of an Old Zonnebloem Boys reunion to be held at St Mark's Mission was implemented from 3 to 5 November 1869 and sport activities were organised for each of the three days. These included events similar to the West London Rowing Club's programme: 100 and 200 yard foot races, throwing a 25 pound weight, long jump and throwing the cricket ball. Edmund Sandile threw the ball farthest, Arthur Toise won the long jump and Stephen Mnyakama won the 100 and 200 yards foot races as well as the 25 pound weight throw.⁴⁶ This was a departure from the more common form of sport where the colonists would let a fat smeared pig loose for any interested 'Hottentot' to be taken home.⁴⁷ On the other hand there was a prevailing Puritan atmosphere at the frontier that was represented by the Rev. Morgan who "interfered with the amusement of the people... officially visiting families and advised those who danced to abstain from partaking of the Sacrament". It is not certain, whose idea it was to include athletic events as part of the reunion celebrations since the Bishop Gray was not specific about the details: "I thought that in many ways it would do good for all the Zonnebloem boys that have left to meet, and hold partly a social and partly a religious Conference".⁴⁸

43 FJG Van der Merwe, *Sporthistory. A textbook for South African students* (Stellenbosch, FJG 2007), pp. 92, 100-101.

44 JKH Hodgson, "Kid gloves and cricket", *Religion in Southern Africa*, 8(2), July 1987, p. 71.

45 FR Baudert & T Keegan, *Moravians in the Eastern Cape, 1828-1928. Four accounts of Moravian mission work on the Eastern Cape frontier* (Cape Town, Van Riebeck Society, 2004), p. 48.

46 JKH Hodgson, "A history of Zonnebloem College"..., pp. 534, 538.

47 CFJ Muller, *Die oorsprong van die groot trek* (Cape Town, Tafelberg, 1974), p. 166.

48 JKH Hodgson, "A history of Zonnebloem College"..., p. 534.

Image 7: St Mark's Mission in 1868



Source: J Hodgson.

The St Mark's meeting preceded the first attempt to involve the general public in athletics in Cape Town in 1873. A prominent figure in the organisation of this meeting was the Anglican Dean, Reverend Charles William Barnett-Clarke. The Dean would have known Zonnebloem well since the boys went to the St George's Cathedral, where he presided, for church services.⁴⁹

Zonnebloem students and athletics during the years, 1900 - 1908

Although attendance at Zonnebloem College represented a measure of status, the facilities of the school division, at the turn of the 20th century, was not conducive to learning. When Oscar Hine joined the staff in 1904, "he taught some sixty boys single-handed in a small and miserable classroom".⁵⁰ Shortly after his appointment, the *College Magazine* reported that "... in the matter of athletics, the College is a little less backward than formerly".⁵¹ Zonnebloem deliberately strove after high standards of performance in all aspects of school-life, including the extra-mural curriculum. This attitude lingered after the period under review. A political activist, Richard Dudley, remembers how Zonnebloem students 'thrashed' Livingstone High School in

49 JKH Hodgson, "A history of Zonnebloem College" ..., p. 264.

50 Anon., "Oscar Charles Hine...", 1944, p. 5.

51 Anon., "Editorial", *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(10), 1904, p. 2.

a school sponsored debate in the early 1930's.⁵² However, Zonnebloem, like most educational institutions during the early 20th century, was conscious of a civilisation theme that promoted decency and respectability. The sport of boxing at Zonnebloem was therefore allowed according to the Queensbury rather than the London (barefist) rules. At the same time some African boys still continued playing their indigenous games: Seloka (Bechuana); Insema (Matebele) and Karete (Basuto) (Zonnebloem College Magazine).⁵³

Image 8: Zonnebloem boys 'boxing' according to Queensbury rules



Source: Anon., *Zonnebloem College. Veld and African Pictorial*, January, 5(1), 1904, p. 23.

At the turn of the 20th century, all learners had access to the ample sport facilities that the school advertised.⁵⁴

52 A Wieder, *Teacher and comrade. Richard Dudley and the fight for democracy in South Africa* (New York, State University of New York, 2008), p. 27

53 Anon., "Native games", *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(11), 1905, pp. 12-14.

54 Anon., "Native College Zonnebloem", *Zonnebloem Native College prospectus*, 1904, p. 3.

A large portion of the College Grounds is devoted to the purpose of cricket, football and healthy recreation, in which all members of the Institution are required to take part. An enclosed swimming bath is also provided for the use of students.

The warden, William Parkhurst, elaborated on the habit of “stewing or loafing amongst the bigger fellows, i.e. pouring over a book or lolling in a classroom or at the foot of a tree in recreation hours, always with a schoolbook”.⁵⁵ This, he claimed, resulted in the tendency at Zonnebloem to give way to headaches, catarrh and physical laziness. There was a situation amongst students where they are “not found enjoying a rousing healthy game on Wednesday and Saturday afternoons but strolling with backs like capital D’s... with the intricacies of English spelling, the names of rivers flowing into the Mediterranean, or the dates and causes of the many ‘Kafir’ wars”.⁵⁶ The ideal student was however one described in a poem, most likely by Rev. Musselwhite, presented on a Zonnebloem Speech day:⁵⁷

An Ideal

*O listen, brothers, to my rhyme;
I sing a song of olden time
When ev’ry boy at school, they say,
Was excellent at work and play.
Ah! Nowadays, (the truth is sad!)
This can’t be said of every lad,
For some are good and some are bad,
And some of them are in between;
Yes, some – you know the sort I mean –
Yes, some are in between.
There was a jolly schoolboy once,
At lessons he was not a dunce,
In manly games he led the school,
He never, never, broke a rule;
Remembered all that he was taught,
And always did just what he ought.
In fact this boy would now be thought
A very rare phenomenon.
In fact a perfect paragon,
A rare phenomenon.*

55 Anon., “More play needed”, *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(8), 1904, p. 14.

56 Anon., “More play needed”..., p. 14.

57 Anon., “An ideal”, *Zonnebloem College Magazine. Quarterly Magazine and Journal of the Association of St. John Baptist* 3(12), 1905, p. 13; Anon., “Speech Day”, *Zonnebloem College. Programme*, 30 October 1913, p. 1.

*Of prizes he possessed a score,
And every term he added more,*

*He'd trophies of the playing field;
His team would always win the shield;
He'd find cube roots, run, jump or swim;
It made no difference to him,
For he was sound in head and limb;
He'd brain, and he had muscles too.
He'd brain – so (more or less) have you –
He'd brain and muscle too.*

*When someone said "I pray you tell
How 'tis you always do so well?"
He answered very modestly
"Don't make me out a prodigy!
For all can do what I have done,
The secret is an open one,
Just stick to what you've once begun
And do your best – your level best."
(Good sense, though slangily expressed)
"Just do your level best."*

By then an extra-mural sport programme was underway at Zonnebloem and the College Magazine called for healthy games that will "duly exercise the body and with it the brain, which will be better able to do its work".⁵⁸ When Hine joined the staff as the manual work teacher, he was also charged with supervising the "out of doors matters generally".⁵⁹ He brought with him an experience of British public schooling received at Manchester Grammar School and sport was gradually introduced on a formal basis.⁶⁰ The clergyman was a carrier of Muscular Christianity values that centred around the idea of a "well-knit" body as model for a well-formed mind that harmonised as a basis for spiritual health with external principles of growth and order.⁶¹ It was believed that this could be achieved through an education system that produced manliness, courage, patriotism, moral character and team spirit. It was the acceptance of these notions that contributed to an increased interest

58 Anon., "More play needed...", 1904, p. 14.

59 Anon., "Editorial", *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(8), 1904, p. 2.

60 Anon., "Native College Zonnebloem"..., 1904, p. 3; Anon., "Oscar Charles Hine", *Zonnebloem College Magazine*, 1944, p. 5.

61 B Haley, *The healthy body and Victorian culture* (Cambridge, Mass, Harvard University, 1978), p. 4.

in school sport and physical education in the last half of the 19th century.⁶² The public school came to be regarded not only as a conservatory for learning manliness, but also the home of games. Over time games and British manliness became synonymous.⁶³ With his passing, on 16 May 1943, the College paid tribute to him in the following way:⁶⁴

Thirty-nine years ago a young man, born in Jersey and educated at Manchester Grammar School joined the staff of Zonnebloem College, first as assistant master and for the last 12 years as warden, devoted all his life and energies to the spiritual and educational work of that institution... a man of prayer, of quiet, unobtrusive, service, never pushing himself forward into the public eye, but to be quietly efficient and carefully accurate in all his work.

Image 9: Rev. Charles Hine. Carrier of Muscular Christian values and sport



Source: J Hodgson.

However, the College authorities continued expressing concern about the low motivation for sport participation among the boys and stated: “Football will be extinct because of a lack of interest in the game and a love of books... The students in general fail to understand the importance of exercises in maintaining good health”.⁶⁵

The first recorded 20th century athletic meeting of the Zonnebloem College was held on 3 September 1904 (see Table 1). A report of this meeting in the *Quarterly Magazine* shows to what extent British culture had infiltrated Black elite society. Here Mrs. Parkhurst, the warden’s wife, presented the prizes and was herself presented with a bouquet. An athlete, Daniel Moshesh, presented it and the programme was:⁶⁶

62 D Siedentop, *Introduction to physical education, fitness and sport* (Mountain View, Mayfield 1990), p. 69.

63 B Haley, “*The healthy body and Victorian culture...*”, p. 168.

64 Anon., “Oscar Charles Hine”..., p. 5.

65 Anon., “Draft programme for the athletic sports”, *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 3(13) 1905, pp. 28-29.

66 Anon., “Athletics”, *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(9) 1904, pp.10, 16-17; Anon., “The College Sports”, *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(10), 1904, pp. 16-17.

... followed by hearty and approving applauds. A musical programme was performed under the directorship of Michael Gaboutloeloe, who led the Bechuana choir in amusing the onlookers with choruses and comic items. The warden urged the boys to keep up their athletics and congratulated them on their great success that day. Afterwards, George van der Hoven and Joseph Moshesh were each presented with a gold-nibbed fountain pen for the trouble they had taken in arranging the sports. "God save the King" brought the evening to a close.

The manner of reporting athletic events at Zonnebloem, during the early years of the 20th century, reflects Victorian era descriptive sport writing that provides great detail about the weather and spectators and always presenting a positive picture of the day:⁶⁷

... unfortunately the weather was unfavourable and (the meeting) had to be postponed. This delay was however a good omen in itself... It seemed as if the boys were not to have their sports, for rain and wind greeted the early birds on the two following Saturday mornings, which meant that the sports could not be held on either of those two days. Training was now in full swing, and on the following Saturday the sports were really held. A committee of five was elected by the whole school, who through the combined efforts made the sports a great success, so much so, that some numbers of boys were disappointed they had not entered for some events... the purchasing of prizes was left to Mr. Ames, who managed to produce out of professor Bosco's silk hat a large variety of very useful articles eg. fountain pens, clocks, ink bottles, a football, ink stands, belts, tennis shirts and a host of other articles too numerous to mention.

In 1905 a swimming race, diving competition, throwing the cricket ball and kicking the football were added to the existing athletic programme.⁶⁸ On 23 December 1907 Zonnebloem athletes competed outside the school in a Cape Town Gala Sports Day at the Green Point Track (see Table 2). This meeting reflected a 19th century rural festival (rustic sports) atmosphere that included, besides the standard running and jumping events included three-legged and obstacle races. It is also the first mention of a Zonnebloem athlete, Paul Heneke, competing in a hurdles event.⁶⁹ Some of these pupils, like Harold Cressy and Paul Heneke became school principals and took the values of Zonnebloem sport with them.⁷⁰

67 Anon., "The College Sports"..., 2(10), 1904, p. 16.

68 Anon., "Draft programme for the athletic sports...", 3(13) 1905, pp. 28-29.

69 Anon., "Cape Town Gala Sports", *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist*, 5(28), 1908, p. 82.

70 M Adhikari, *Against the current*, p. 32. Cressy was one of the first people, regarded as Coloured, to obtain the BA degree, while Heneke was one of the first to obtain the MA degree (A Venter, *Coloured. A profile of two million South Africans*, Cape Town, 1974), p. 71.

Table 1: Draft Zonnebloem Athletic programme and results, 3rd September 1904^{71 72 73}

Event	Age group	Result
One mile	Open	1. Timothy; Solomon; 3. Legodi
Half-mile	over 14 and under 18	1. H. van der Hoven; 2. James Noble; 3. Joseph Karele
440 yards	Open	1. J. Karele; 2. M. vd Hoven
220 yards	Open	1. Solomon; 2. M. v.d. Hoven; 3. E. Thulo
220 yards	Over 14 and under 18	1. Goliath; 2. Simons; 3. V. vd Hoven
220 yards	Over 10 and under 14	1. Louis Swartz; 2. Simons; 3. V. vd Hoven
220 yards	Choisters only	No results available
120 yards Hurdle race	Open	No results available
100 yards	Open	1. Solomon; 2. Goliath
100 yards	Over 14 and under 18	1. Harold Cressy; 2. Goliath; 3. Van der Hoven
100 yards	Over 10 and under 14	1. Smith; 2. Tembe
100 yards	Under 10	1. Swartz; 2. Delo
100 yards V.C. race	Over 18 and between 10 and 14	No results available
100 yards V.C. race	Between 14 and 18 and under 10	No results available
50 yards wheelbarrow race	Over 10 and under 14	No results available
50 yards Siamese race	Under 10	No results available
High jump, over 5 feet 3 inches		No results available
High jump, under 5 feet 3 inches		No results available
Long jump, over 5 feet 3 inches		No results available
Long jump, under 5 feet 3 inches		No results available
Tug of war, by forms (6 in a team; learners between grades 6 and 8).		No results available
Gymnastic competition		No results available
Wood chopping competition	Open	No results available

Table 2: Zonnebloem winners at Cape Town gala sports on 23 December 1907⁷⁴

Event	Age group	Zonnebloem winner(s)
100 yards flat race	boys 10-12	Lotter; Moses John Dirkse
100 yards flat race	boys 14-16	Paul Heneke; R Smith
Three legged race, 80 yards	boys 10-12	Maurice Hales; Moses Dirkse
120 yards flat race	boys 12-14	P Arendse; J Taylor
220 yards hurdle race	boys 14-16	Paul Heneke
100 yards obstacle race	boys 10-14	E Smith; Hartman
Senior high Jump	boys 16-18	J Arendse (4 ft 5 inches)

71 Anon., "Athletics", *Zonnebloem College*, 2(9), p. 17; Anon., "The College Sports...", p. 16.

72 The first names were obtained from the Western Cape Education Department Education Conservation Centre in Aliwal Road, Wynberg.

73 See M Adhikari, *Against the current. A biography of Harold Cressy, 1889-1916* (Cape Town, Juta, 2000).

74 Anon., "Cape Town Gala Sports...", 5(28), 1908, p. 82.

440 yard flat race	boys 14-16	Paul Heneke
Senior broad jump	boys 16-18	J Arendse (16ft 5 inches)
Junior High Jump	Boys 10-16	Paul Heneke; R Smith
Obstacle race	Boys 14-18	Noble
220 yards flat race	Boys 12-14	J Hendricks
440 yards flat race	Boys 16-18	Hoedemaker
One mile flat race	Boys 14-16	Paul Heneke
Junior Board Jump	Boys 10-14	Paul Heneke
Half-mile walk	Boys 12-14	J Hendricks
One mile flat race	Boys 16-18	Hoedemaker

Cressy and Heneke both became principals of the Trafalgar High School in Cape Town and served on the executive of the Teachers' League of South Africa (TLSA). The TLSA organised the first inter-school athletic meeting for Coloured children in 1916 at the Green Point Track in 1916, known as the Alexander Cup Sports Competition.⁷⁵ When the Trafalgar High School Wieners Day Sports meeting was launched in 1933 at the Green Point Track, ten schools, four athletic clubs and the Old Trafalgar students entered teams in the competition.⁷⁶

Image 10: Harold Cressy in the back row, second from the right. Photo taken circa 1905, two years before the above athletic meeting



Source: M Adhikari, *Against the current*, p. 12.

75 Anon., "Roll up, school", *Educational Journal*, 3(18), 1917, p. 2.

76 *Sun The*, Anon., "Old Trafalgarians and inter-school sport", 6 October 1933, p. 1.

Employing Zonnebloem’s athletic history as a pedagogical opportunity

One of the general aims of the Curriculum and Assessment Policy Statement (CAPS) History Further, Education and Training (FET) band for grades 10 – 12 is “Acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the constitution”.⁷⁷ Practical considerations negate the possibilities of Zonnebloem’s athletic history complying with this aim within the confines of a classroom but it opens pedagogical opportunities for school history societies taking students on excursions. Such pedagogical opportunities should be underpinned by historical thinking concepts of: historical significance, using primary evidence, identifying continuity and change, analysing cause and consequence, taking historical perspectives into account and understanding moral dimensions of historical interpretations.⁷⁸ The following questions, aimed at grade ten learners and based on images and extracts in the text above, are based on these concepts and serve as initiators for pedagogical opportunities.

Answer the following questions based on visual images of Zonnebloem’s sport history:

Image 1

How does this image reflect Hodgson’s statement that the site for Zonnebloem College was chosen because it “was within reach of the highest civilisation in South Africa and yet separated from the contamination of the Town”?

What aspects of the photograph suggest an English character?

The staff at Zonnebloem College in the 19th century promoted English culture through sport. What sport codes do you associate with 19th century England?

Image 2

What suggests that Zonnebloem offered its pupils a classical education?

Image 3

Describe the facilities available for drilling at Zonnebloem at the turn of the 20th century.

77 Department of Basic Education. Republic of South Africa. Curriculum and assessment policy statement. (CAPS).History FET. Grades 10 – 12. Final.

78 P Seixas, “Teacher notes: Benchmarks of historical thinking. A framework for assessment in Canada” (Unpublished paper, University of British Columbia, Centre for the study of historical consciousness, n.d.), pp. 1-2.

Image 4

What evidence exist that Zonnebloem had a swimming pool in the 19th century.

Images 5 and 6

Refer to Lightfoot's diary and use his entries to construct a timeline that shows the places he walked in Cape Town.

What indications are there that the Zonnebloem boys emulated Lightfoot?

Use the pencil sketch of Lightfoot and contrast it with a competitive road walker in the 21st century.

Image 7

What differences would there be between an athletic meeting held in 1869 at St Mark's Institution and Zonnebloem Nest in 2013?

Image 8

Do you think boxing was taken up seriously at Zonnebloem? Use the image to substantiate your answer?

Image 9

What aspects of the image represent the values of Muscular Christianity?

Image 10

If Harold Cressy would organise an athletic meeting, what educational institution, other than Zonnebloem, would he use as a model? What would this entail?

Answer the following questions based on extracts from Zonnebloem's history

Extract 1

"Gray's suggestion of an Old Zonnebloem Boys reunion to be held at St Mark's Mission was implemented from 3 to 5 November 1869".

In which way was the athletic meeting at this reunion different from a 21st century school athletic day?

Extract 2

... unfortunately the weather was unfavourable and (the meeting) had to be postponed. This delay was however a good omen in itself... It seemed as if the boys were not to have their sports, for rain and wind greeted the early birds on the two following Saturday mornings, which meant that the sports could not be held on either of those two days. Training was now in full swing, and on the following Saturday the sports were really held. A committee of five was elected by the whole school, who through the combined efforts made the sports a great success, so much so, that some numbers of boys were disappointed they had not entered for some events... the purchasing of prizes was left to Mr. Ames, who managed to produce out of professor Bosco's silk hat a large variety of very useful articles eg. fountain pens, clocks, ink bottles, a football, ink stands, belts, tennis shirts and a host of other articles too numerous to mention.

Anon., "The College Sports", *Zonnebloem College. Quarterly Magazine and Journal of the Association of St. John Baptist* 2(10), 1904, pp. 16-17.

How does the report show that this athletic meeting was successful?

Complete the following exercise:

The following is a blank entry form for an athletic meeting in 2013. Use the result sheet of the 1904 Zonnebloem meeting (Table 1) and identify suitable athletes, under the age of 18, to participate in the events on the form.

440 yards	
Half mile	
100 yards	
220 yards	

What events are different in the 1904 programme (Table 1) to the one in 1907 (Table 2)?

Conclusion

This paper has attempted to present history teachers with pedagogical opportunities outside the formal curriculum. It started identifying previous interpretations by recognised scholars in the field. Next, a knowledge base in the field of English sport history was presented that enables the teacher to proceed with a Zonnebloem case study. This was followed by identifying

the historical development of recreational walking and competitive athletics at Zonnebloem. Finally the study was concluded with a pedagogical exercise for grade ten learners. All of this leads to possibilities for running a history programme outside the classroom. This could include agitating for a declaration of heritage sites (Zonnebloem College, St Mark's Institution and Table Mountain walking routes) and extra-mural classroom activities for a History Society (tours, archival visits and exhibition projects). There are also possibilities for student interaction between present day Cambridge, Oxford and Zonnebloem students.

POST-GRADUATE EDUCATION STUDENTS' ORAL HISTORY RESEARCH: A REVIEW OF RETIRED TEACHERS' EXPERIENCES AND PERSPECTIVES OF THE FORMER BANTU EDUCATION SYSTEM

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Abstract

Throughout the centuries, irrespective of the nature of the society or culture, social history seems to have been narrated or written by the victor glorifying his/her own cause.¹ The voice of the ordinary person is rarely captured in standard historical works and consequently research in this area is certainly warranted and has currently become a vibrant field of research. With this article the author intends to fill one of these gaps in the narrative of social history and focuses specifically on the experiences of teachers who taught under a previous education system in South Africa, namely Bantu Education.

As part of their studies in a History of Education honours course, students were required to conduct interviews with retired teachers (or teachers who had a significant number of years' experience in Bantu Education) as part of their practical research. The interviews aimed to determine these teachers' experiences and perceptions of teaching in the Bantu Education system. The collected data was analysed following Tesch's method of qualitative data analysis. Although there was consensus among all the interviewees that Bantu Education was morally wrong and unjustifiable, the majority of the interviewees also identified positive experiences which call for consideration and reflection. The role of and need for conducting oral history interviews to provide a personalised perspective of past events is clear.

Keywords: Oral history research; Post-graduate research project; Apartheid; Bantu Education; Retired teachers' experiences Bantu Education.

¹ T Carlyle, 1841; S Hook, 1955; W James, 2005.

Introduction

The Scottish historian and philosopher, Thomas Carlyle (1841) noted that “The history of the world is but the biography of great men”. His theory clearly reflected his belief that it was the great men or heroes of the times who were:

the modellers, patterns, and in a wide sense creators, of whatsoever the general mass of men contrived to do or to attain; all things that we see standing accomplished in the world are properly the outer material result, the practical realization and embodiment, of Thoughts that dwelt in the Great Men (Carlyle 1841).

It was Herbert Spencer (1896), who, in the 1860s, provided a counterargument that these “great men” were but products of their social environment. Although this does not necessarily suggest that the voice of the ordinary person would be reflected in the historical writings that emerged from that time, it does perhaps intimate the recognition of the role of ordinary people in shaping history and the influence of a particular ideological background underpinned by social, economic and political trends at the current time.

In the recording of histories – especially the histories of societies that lack a rich written record – oral sources have been used, although initially with a significant measure of scepticism. However, Jan Vansina’s² approach particularly in the recording of the histories of Africa represented a methodological advance that brought a breakthrough in and acknowledgement of the use of oral histories as a modern, scientifically valid research method (Phillips 2006).

Since the 1994 political changes in South Africa, there have been attempts to re-examine the historical narrative of the country critically and to strengthen the study and teaching of history in schools and higher education institutions. In 2001, the South African History Project was launched by the Department of Education to promote and enhance a historical conscience and to encourage the recording of oral histories in a post-apartheid South Africa (Asmal, 2002). Prior to this project, the National Archives of South Africa Act (Act 43 of 1996) had already emphasised that one of the functions of the state archives was to “document aspects of the nation’s experience neglected by archives repositories in the past” (South Africa, 1996). As a means of fulfilling this mandate, the National Archives and Records Service (NARS) maintain a National Register of Oral Sources (NAROS). Orality is an essential aspect of the tradition of a significant proportion of South Africans. NARS (nd) has

2 Jan Vansina is a Belgian historian and anthropologist specialising in Africa. However, his work on oral traditions is internationally acclaimed (Arnhaute & Vanhee, 2001).

turned to this cultural asset by stating:

... as one means of filling these gaps by bringing into the archives the stories and narratives which reflect the experiences and memory of those South Africans that had been marginalised in the contestation of social memory and the nation's experiences.

Committing to these ideals, since 2009 the Honours Bachelor of Education (Hons BEd) programme offered at the University of South Africa (UNISA) has included a compulsory module entitled “South African Education in Context” in the programme. One of the intended outcomes of the module is to provide students with a critical sense of location and a theoretical perspective on the provisioning of education from pre-colonial times up to democracy. Another outcome is to enable students to gain insight into how education is responsive to changing circumstances and needs. Generally, and in the module specifically, the history of the provision of education is contextualised within the dominant social, political, economic and ideological paradigms of the times and questions are asked whether and how these contexts relate to each other within a particular environment or set of events (Le Roux, 2011:18; cf. Du Bruyn & Oelofse, 2012:123). Equally importantly though is a reflection of how individuals who lived through these times, experienced the major events in education provision and responded to them. In addition, since this is an honours-level research module and the module developers view the history of education as being equally an academic field of study and an applied science, emphasis is placed on providing students with the opportunity to build and hone skills associated with history of education research methods. The rationale underpinning this emphasis is to support students to develop a hands-on encounter with the construction of an historical literacy in the field of education. The research methods taught and practised in this module are archival work, literature reviews, visual data analysis (artefacts, illustrations, period cartoons) and oral history (OH) research – the latter being the focus of this article.

A theoretical framework: the place and role of the history of education

Depaepe (1982:614-620) asserts that the importance of the history of education as a discipline is that it has practical, theoretical, educational and intrinsic value. The intrinsic or personal educational value includes cognitive moulding and the shaping of a personal and civic identity. McCollough (2000) and Robinson (2000) emphasise that the inclusion of History of Education

in teacher training facilitates an understanding among aspirant teachers that there are indeed “histories” of education. These histories can be categorised as an official history of education that is best explained as a state or government version of educational provisioning that is used to justify education policies and practices; a private or detached history of education generated by academics that is influenced by and based on the broad mission and vision statement to which their particular educational institution subscribes; and a collective history of education where the public contribute towards the generation of the content. The latter perspective highlights the contribution that ordinary citizens of a country can make towards the debate on what actually constitutes history. This concept of experience-oriented personalised knowledge generation is grounded firmly in acknowledging the value of how people construe and experience events and the contribution this can make to the creation of a counter-hegemonic perspective of history and the shaping of identities (Novoa, 2001).

The responsibility of the historian of education

Although it is said that historians are subjective and biased in their interpretation of the history they write (Marwick, 2001:1, 39), Aldrich (2003: 134-136) draws attention to Laslett’s (1987) comments on the responsibilities of historians. These he describes as being three-fold:

- a duty to their own generation to record as fully as possible and interpret the events of the past by filling the gaps and rescuing from oblivion the voices from the past for contemporary and future generations;
- a duty to the people in the past to record and interpret events as fully and as accurately as possible;
- an academic and scholarly duty to search after the truth to the utmost of his abilities while acknowledging that it is inevitable that some degree of bias is probable, but that the research has been conducted in such a way that all has been done to circumvent this.

Historical literacy

When one traces the development of the concept “historical literacy”, a variety of developments and broadening of perspectives becomes evident. The concept was initially introduced by Hirsch (1988) and Ravitch (1989), who defined it as an individual’s level of historical content knowledge of

past events. Aronowitz and Giroux (1991) advanced a broader notion of the concept, positing that historical literacy varies from context to context, while Wineburg (1991) argues that the concept includes the content-knowledge dimension as well as the methods of collecting, verifying, interpreting and contextualising the subject matter. Husbands (1996), Taylor (2003) and Lee (2004), in furthering the developing of the concept as outlined by Wineburg, emphasise the importance of understanding historical content in terms of time, cause and effect, change and continuity.

Some underlying theoretical assumptions regarding oral history research

Research paradigms inform researchers' thinking about knowledge and the nature, purpose and way in which knowledge is constructed (Williams, 1998). Because history is often criticised for embedding the ideas and assumptions of those by whom it was recorded (Bos, 2011), revisions to this formal history can be provided by asking individuals to share their personal recollections, perspectives and experiences of historical events (Gluck, Ritchie & Eynon, 1999:2). These particularized accounts are collected through OH research. Data collected in this manner is not confined to the factual, but also allows for narrator reflection: description, explanation and viewpoints that personalise the data. In current research circles, data collected in this manner provides researchers with the opportunity to contribute to the process of the democratisation of society, as a process constituting transformation, or as a means of realising social advocacy. Acknowledgement of the importance of individuals' historical narratives is also a means of assisting individuals to make sense of and come to terms with the past.

Symon and Cassell's (1998), Plummer's (2001), and Grele's (2010) work significantly influence the theoretical framework regarding researchers' approach to OH research in a postmodern paradigm. Plummer's work can be described as a "humanistic social-historical research approach" while Grele's (2010) and Symon and Cassell's (1998) comment that qualitative research draws on a subjective ontology and a constructivist epistemology also points to a post-positivist approach as does Plummer's. The work of scholars such as Denzin and Lincoln (2003) and Du Bruyn and Oelofse (2012:123) – who posit that OH research strives towards locating the individual in his or her overall life experience within the broader socio-historical context of life and that knowledge is not always textbook-bound – also supports the preceding

authors' opinions that OH research is significantly subjective and is firmly grounded in the post-modern or social-constructivist framework.

The relevance of the preceding cursory theoretical framework on the place and role of history and OH in the context of this research is that:

- history of education contributes to individual and civic identity (Depaepe, 1982);
- OH research allows for the personalisation of history and the creation of a counter-hegemonic perspective of history and although subjective, it is no less significant than the narrative of scholars (Bos, 2011, Novoa, 2001; McCollough, 2000; Robinson, 2000);
- historians of education fill the gaps in knowledge and capture and include the experiences and perceptions of ordinary members of society (Laslett, 1987);
- historical literacy requires the application of relevant research methods (Wineburg, 1991);
- history should be understood within the spirit of the times and in terms of change and continuity (Husbands, 1996; Taylor, 2003; Lee, 2004).

Together, this summary of ideas is central to the way the theoretical and practical dimensions of the module "South African Education in Context" are approached.

Research context

"South African History in Context" is a compulsory module in a B Ed Hons programme offered by UNISA which is an open distance learning (ODL) institution. The number of students who register for this module annually exceeds 4 000. Since 2009³ when the module was first presented, the compulsory assignment dedicated to History of Education theory and research has included an OH interview assignment due to the researcher's⁴ specific interest in OH research and her belief in the meaning of personal narrative as a means of acknowledging the contribution of "ordinary" people – whose recall of experiences and perceptions is rarely sought or valued by society. One of the purposes of setting this task is to provide students with the opportunity to engage first-hand in historical research.

3 The OH interview is still one of the assignment tasks and has again been set for 2013. Students comment that the experience of conducting OH interviews is rewarding, informative, adds value to their studies and gives them the experience of doing history of education research in the field. This observation is based on personal feedback received from students and comments that are made on the online forum.

4 The researcher is a primary lecturer in the module.

Each year four topics⁵ related to education (the scope of the module extends from pre-colonial education to education provisioning up to 1994) are identified by the researcher and students are required to select one of these topics for their interview. One of the topics is “Bantu Education” and for this specific topic, students are required to probe teachers’ perceptions and experience of teaching during the Bantu Education era. The requirement is that teachers should have had at least 10 years’ experience of teaching in the Bantu Education system implemented in 1953 (Republic of South Africa, 1953).⁶ The expectation is that by engaging in this type of research students will gain a personalised view of how teaching was experienced and perceived by their respondent and at the same time, establish to what extent an individual’s perspective and perception of an event is aligned with the conventional historical discourse on the issue as published in scholarly and popular sources.

In preparation for the interview, students need to familiarise themselves with the:

- purpose and value of doing OH research;
- logistics of preparing for and conducting an OH interview;
- topic chosen for the interview and the period in question by doing a substantial amount of preparatory reading so that they are knowledgeable about the topic and are able to draft their own interview schedule that will encourage the interviewee to provide rich information relevant to the topic and period. A firm grounding in the topic places students in the position to probe the interviewee’s responses to substantiate and clarify their comments so that meaningful analysis and interpretation of the emergent data can be done;
- process of transcribing, analysing, coding and categorising data, contextualising and interpreting the interview findings.

The preparatory readings on Bantu Education would provide students with certain core knowledge such as:

- the schooling conditions for black children before the National Party came to rule ie that education was provided on an ad hoc basis by various religious bodies (Mission Schools) and provincial administrations with minimal attention to secondary education (Union of South Africa, 1951);

5 The topics have included Discipline, Teacher Training, Christian National Education, Language and religion, Classroom practice, and Bantu Education. The latter is a popular topic and consequently it has been set as an option each year thus far.

6 The Bantu Education Act (Act 47 of 1953) was repealed by the Education and Training Act (Act 90 of 1979).

- the passage of the Bantu Education Act in 1953 (implemented in 1954) for the first time provided a structured, uniform system of formal education for black children that included primary and secondary schooling, teacher and vocational training and instruction in the mother-tongue in primary schooling;
- Bantu Education was instituted to provide mass education for black children and to eliminate widespread illiteracy among blacks and also as a means of curbing the mounting juvenile delinquent behaviour in the cities that was becoming a considerable cause of concern;
- because the government controlled black education, the tenets of apartheid such as the policy on separate development, could be propagated and later on, with the creation of the Bantustans (1968) and decentralisation of education to Bantustans, education was planned for and supervised by black inspectors in each homeland;
- although the government subsidised black schools and was responsible for the payment of teachers' salaries, the subsidy was not sufficiently adequate to provide education comparable to that of white children and consequently, parents had to purchase their children's books and many of the schools were under-resourced;
- the curriculum was the same for black and white children in many of the subjects (environmental studies was an exception where the curriculum was adapted to local needs and circumstances);
- instruction in both official languages (English and Afrikaans) was introduced in secondary school;
- according to the Afrikaans Medium Decree passed in 1974 certain subjects at secondary school level such as mathematics, arithmetic and social sciences had to be taught in Afrikaans (the intention was to first introduce this practice to schools in Soweto and the Northern Transvaal – which was the impetus for the Soweto Uprisings) while certain subjects were taught in English and others in the mother-tongue;
- the struggle for the abolition of unequal, segregated education started in earnest in the mid-1970s and escalated to the extent that the schooling for black children was severely disrupted (more so in certain areas of the country than others) and conditions at schools were often tense (Booyse, 2011: 240-248; Giliomee, 2012).

Students use their prescribed textbook and additional study material as provided in tutorial letters and recommended sources for the above. In the absence of contact sessions in the ODL teaching environment, various other methods are used to support students. Students are invited through tutorial

letters, short message system texts (SMSs) and the myUnisa online discussion forum (which could be described as a “facebook” type forum for students registered for the module) to approach their lecturers for assistance and advice and to discuss constraints relating to the interview process, the drafting of an appropriate interview schedule and their preparatory reading on the topic and period. Students generally email, telephone or use myUnisa to approach lecturers for assistance. Since 2010 a 90 minute satellite broadcast that focuses specifically on research methods used in history of education is presented by the researcher. The session is broadcast live to 22 UNISA regional centers countrywide approximately a month before the assignment due date. Rebroadcasts are scheduled for two weeks later and two months before the examination. In addition to providing guidance on the necessity of the preparatory readings and logistics pertaining to planning the interview, examples of how OH assignments are marked and commented on are discussed during the broadcast. The slides, presentation notes and additional material are posted on the online discussion forum prior to the broadcast so that students can prepare for the presentation. The notes and slides can also be used to refresh their memories subsequent to the presentation.

The ethical requirements for conducting research involving people are clearly outlined in the Institution’s Research Ethics Policy (UNISA, 2007). Since the research in question applies to a specific cohort of students annually, it is the researcher’s responsibility to ensure that class approval for the assignment has been obtained from the College of Education’s Research Ethics Committee where after clearance for the assignment is sought from the Senate Research and Innovation Committee. To ensure that the ethics protocol is strictly followed, students are provided with a pro forma letter that requests the interviewee’s consent to participate in the interview. The letter thus outlines the purpose of the interview and how the data will be used, that participation is voluntary and that the interviewee may withdraw from the interview without reprisal or choose not to answer specific questions during the course of the interview. The letter also mentions that confidentiality and anonymity will be upheld, but, given the context within which OH research is conducted and the purpose of doing OH research for example, to acknowledge the role an individual has played in the historical course of events, interviewees are specifically asked whether they would like to waive their right to anonymity. The informed consent document asks interviewees to indicate whether they grant permission that the findings from their interview be captured on an OH data repository administered by the lecturers for the module and whether

this information can be used for further research. Students are requested to indicate on the same form whether their own research may be used by the lecturers for further research. It is emphasised that the agreement must be completed by both the student and the interviewee prior to the interview taking place. If a student does not submit the necessary signed documentation together with the assignment, the OH interview answer is not marked.

Students are advised to record the interview (with the interviewee's permission), as note-taking is not necessarily an effective means of capturing a narrative. However, given the socio-economic contexts of many of the students audio or video recording is not always possible. Furthermore, students report that at times their interviewees are reluctant to have their narratives recorded as they are suspicious of the students' motives and those of the university. Those interviewees who are opposed to the interviews being recorded are generally concerned that the recording will somehow be used against them. This is despite the fact that interviewees are assured during the consultation and preparation phase that confidentiality and anonymity will be stringently upheld if preferred and that this can be indicated on the informed consent document.

After students have conducted the interview, the recording is transcribed or a comprehensive narrative from the notes taken during the interview is written up. Using Tesche's method of qualitative data analysis the body of data is organised according to broad topics that are coded and then grouped into categories with their particular themes (Tesch, 1990: 142-145). The findings are written up according to a rubric provided in the assignment brief that indicates the required structure of the answer and mark allocation. Students are asked to provide a:

- justification for the choice of topic and the process followed to identify a suitable interviewee;
- summary of the research findings, presented and discussed in the form of an academic essay;
- reflection on conducting the interview, constraints and how they were dealt with, and also the student's and interviewee's perception and experience of participating in the OH interview.

Research design and method

The data used for this article is based on a sample of students' interviews on

Bantu Education that were conducted in 2011. During June and July (the assignment was due mid-July) the assignments were delivered to the primary lecturer. A random sample of 100 assignments was drawn by the researcher from the approximate 4000 assignments that were received. Despite the fact that ethical clearance forms had been signed by the student as well as the interviewee, a note from the researcher was included in the sampled assignment prior to it being marked asking the students to consider submitting their OH findings to the database that has been set up for research purposes. The reason the note was included prior to marking was to ensure that the sample was not biased in relation to the mark the student achieved for the OH task. Since not all students responded to the note, an announcement was subsequently placed on the online discussion forum site requesting students to consider submitting their OH assignment answer to the database for research purposes⁷. Despite the fact that the researcher has legitimate access to use any or all of the OH interviews submitted by students for research purposes on the basis of the letter of consent signed by the respondent and the interviewer, the researcher believes that, as a matter of courtesy, the students should be asked personally to sanction the use of their OH interview for further research.

In 2011, 279 students made their OH interviews available to the researcher. Of these, 72 (26 per cent) of the assignments were on Bantu Education. A random sample of 35 (49 per cent) of these assignments was selected for qualitative analysis; that is, a critical analysis, description and interpretation of the data by the researcher. Upon closer inspection, four of the assignments from the selected sample needed to be excluded since the students had not focused their interviews specifically on Bantu Education. Each of the remaining 31 assignments was studied and analysed in depth to identify major and minor topics. Following Tesch's method of qualitative data analysis, these topics were clustered and reduced to categories or themes that were coded for analysis. To facilitate the organisation of the identified themes, comparative tables were drawn up on an Excel spreadsheet.

Apart from following Tesch's guidelines for the categorising of data, the researcher noted that White, Miescher and Cohen (2001:3-4) draw a distinction between the raw data that results from OH interviews, which they describe as "words", and the "voices" that symbolise the perspectives and opinions sought within the raw material of words. Given that students had

⁷ Since 2009, an average of 300 students has respond to this request annually. Once the students forward their assignments (either electronically or as a hard copy which is then electronically scanned) the data is filed on the electronic data base according to the topic of the interview and the year of submission.

already written their analysis and interpretation of the raw data as a research essay, a particular onus was placed on the researcher to delve deeper for the voice of the narrator to ensure that the analysis of the sampled interviews revealed the underlying currents and emotions of the narrator in relation to his or her experiences and perspectives of teaching under the policies of Bantu Education.

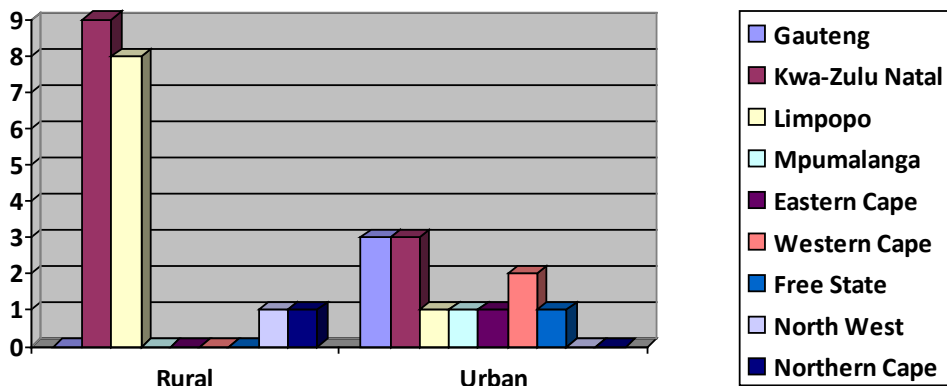
Presentation and discussion of the research findings

The findings of the study were organised according to the themes that emerged and each of these themes is discussed individually. In addition, a profile of the respondents and an overview of interviewees' and interviewers' responses to participating in the interview are provided to add depth to the discussion and interpretation of the findings.

Interviewee profile

Of the 31 interviews, 25 of the interviewees were retired and 6 were still in the teaching profession in 2011. The interviewees were all South African. The assignment answers were grouped according to province and locality in an attempt to establish whether a particular trend emerged from the narratives. The majority of the respondents (61 per cent) reside in rural communities. Kwa-Zulu Natal and Limpopo were the most represented in this group. The graph below represents the distribution of the interviewees per province and locality.

Image 1: Distribution of respondents based on province and locality



Distribution of interviewees per province and locality

Those who were still teaching started their teaching career in the late 60s. Two of the former teachers who were interviewed were white females who had both taught at historically black schools. One remained at the school despite the boycotts and continued teaching at the school until her retirement; the other transferred to a former Model C school in 1983 after having spent 15 years in Bantu Education.

All the interviewees responded that teaching was their passion and that they had chosen the career because of their love for teaching. They looked back at their teaching career with happy memories, except for the two white teachers who mentioned that the intimidation they had been subjected to during the struggle years had been very difficult to cope with. One of these teachers had been resolute to remain at the school despite the difficult times and, in retrospect, was proud of the fact that she had persevered until her retirement.

More than half the teachers (most of them now retired) had started their formal teacher training after having completed Standard 6 [Grade 8], which was the minimum requirement to enter a training college and study for the lower primary certificate. However, most of these teachers furthered their studies and one completed a B Ed (Hons). One teacher was awarded an honorary doctoral degree for her dedication to the improvement of teaching for the black child.

Themes

Three specific themes emerged from the analysis of the interviews, namely:

- interviewees' attitude towards and perception of Bantu Education;
- interviewees' experiences and perceptions of the Bantu Education curriculum and the implementation of the curriculum; and
- the infrastructure and resources available to teachers during the years of Bantu Education.

Another category in which observations relating to Bantu Education that did not fall into one of the main themes was created and these finding will be discussed in the section on additional comments. It needs to be noted that the researcher drew a distinction between interviewees' perceptions and their experiences: the experiences related to what Bantu Education entailed and expected of teachers while the perceptions were the views and reflections of

their lived experiences. Each of the themes was discussed separately together with the experience and perception of the interviewees.

It should be remembered that, although OH is aimed to “get at” how people experienced an event at the time of its occurrence, accounts and perceptions obtained through OH research are influenced by circumstances or events that occurred later on in a person’s life. What the OH interview achieves is to capture the respondent’s recollections of the period being researched. Most of the retired teachers who were interviewed had taught for between 37 and 40 years and some also went through mind shifting curriculum changes instituted since 1994.

Theme 1: Attitude towards Bantu Education

All 31 interviewees, including the two white female teachers, described the Bantu Education system as discriminatory, constructed to marginalise black people and ensure that they were subservient to the white minority, and averred that the system provided inferior education. Most of the black teachers had strong opinions about the inequalities and discrimination that were imposed by Bantu Education and the following quotations eloquently articulate these teachers’ general opinions of Bantu Education:

- “Bantu Education was a well-orchestrated, legalised system aimed at maintaining at all costs white supremacy over the black majority. The creation of Bantustans was used to further entrench the system.”
- “The creation of the homeland system perpetuated apartheid and created discordance amongst blacks.” (Several respondents made comments to this effect.)
- “Bantu Education was slavery education.”

Apart from these negative comments 7 of the 31 respondents, provided positive comments regarding the system:

- “Bantu Education was slavery education, but a good education. Teachers were disciplined and exemplary and were good role models for pupils.”
- “Teachers [under the Bantu Education system] were assertive and confident because they were respected by the pupils, parents and the community.”
- “The system was designed for blacks, but inherently the principles of teaching were sound.”

- “Bantu Education should be reinstated because the current system is appalling.”
- “At least children could read and write after they had left school – I guess better than pupils who leave school today.”
- “Teacher training in black colleges was excellent and produced well qualified teachers. The training was theoretical that provided content knowledge and practical that prepared teachers with the skills how to teach.”

Perhaps it should be noted that none of the positive comments quoted was made by the two white teachers. They both spoke about the system in negative terms, stressing that it was racially segregated and entrenched the policies of apartheid. Although all the respondents had experienced Bantu Education as politically discriminatory and aimed at subjugating blacks, some perceived Bantu Education as having merit – especially in contrast to what was happening in schools currently (cf Motshekga, 2011). The positive aspects that were pointed out reflect traces of well-grounded teaching principles; that teacher training of the time appropriately equipped teachers to teach confidently and focus on quality teaching; and that teachers were respected in their communities and at school and they were perceived to be good role models for the youth.

Theme 2: Curriculum and related matters during the years of Bantu Education

Under this theme, the comments related to the medium of instruction, subjects offered in the curriculum, methods of instruction, discipline, and career opportunities for which school leavers were prepared are discussed.

Medium of instruction

Most of the respondents pointed out that mother tongue instruction was used until Standard 6 [Grade 8], after which the medium of instruction was English. The introduction of Afrikaans as a/the medium of instruction (instituted in 1974 as the Afrikaans Medium Decree and repealed in 1979) was experienced incongruously. Some teachers remarked that the cause of the school boycotts and struggle for liberation were based on the fact that Afrikaans had become the medium of instruction [for all subjects] in secondary schooling.⁸ Because

8 In 1974, according to the Afrikaans Medium Decree, [Northern Transvaal Region, “Regional Circular Bantu Education”, Northern Transvaal (No. 4), File 6.8.3. of 17.10.1974] Afrikaans was introduced as the medium of instruction from Standard 5 (grade 7) upwards in Soweto and some Northern Transvaal schools for certain subjects namely mathematics, arithmetic and social sciences. The other subjects were to be taught in English or in the vernacular (Boddy-Evans, 2012).

many teachers were themselves not conversant with Afrikaans, teaching came to a virtual standstill. Others mentioned that only certain subjects were authorised to be taught in Afrikaans, for example mathematics, while one teacher said that at the school where she taught (a rural school in Kwa-Zulu Natal), it was “business as usual” and that they continued teaching in English despite the Afrikaans Medium Decree. Even though mother tongue instruction is generally seen as having a positive effect on a child’s learning experience, some of the interviewees’ saw this as a further entrenchment of apartheid and segregation. School leavers who left school after or before having completed Standard 6 were “unequal as an employable population” due to having been taught in the vernacular. However, one teacher indicated that mother tongue instruction should have been used throughout the pupils’ schooling. One of the white teachers who taught at secondary level mentioned that after the introduction of Afrikaans as a medium of instruction in certain subjects in 1976, the [black] teachers continued to explain concepts and methods in these subjects (for example mathematics, arithmetic and social studies) either in the vernacular or in English which was more understandable to the pupils. In this teacher’s opinion this was one of the reasons pupils struggled when it came to the examinations which had to be written in Afrikaans.

Curriculum issues

Respondents who commented on the curriculum itself mentioned the actual subjects that were taught at school included the mother tongue, arithmetic, nature studies, social studies, health, crafts and needlework, agriculture, music, religious instruction and English. The official languages (English and Afrikaans) mathematics, science, biology and home economics were mentioned as additional subjects that were taught at secondary school level which started in Standard 6 (grade 8). (Initially Standard 6 was accommodated in the primary phase and later moved to secondary school level). Respondents were generally negative towards some of the subjects that were included in the curriculum, in particular towards crafts, needlework and agriculture since they perceived these subjects to be inferior and aimed at preparing pupils for domestic service or farm labourers thereby ensuring that they would not be able to rise above a certain social station. In contrast, others mentioned that these subjects gave students the opportunity to learn useful life skills and to express their creativity. Crafts as a subject was singled out as a means of keeping alive traditional crafts of the particular ethnic groups. Twenty-eight

of the respondents (90 per cent) indicated the value of religious instruction in the curriculum, arguing that it taught respect, dignity and the Word of God. Many attributed the fact that school discipline was not a problem during these years to the fact that positive moral values and respect were instilled through religious instruction. None of the teachers (those who did not refer to it specifically) spoke of religious instruction in negative terms.

Sport (as an extramural activity) and music were commended as forming an important feature of the curriculum. It was suggested that, because participation in sport and music activities requires pupils to follow instructions and learn to follow rules, this contributed to pupils learning discipline. One teacher explained the value of sport as follows: “Sports have to be played according to rules and regulations – if these rules are not followed, you can’t play”.

Teaching in the classroom

Several of the respondents indicated that teachers came to school well prepared to teach their lessons because their lesson preparation was checked by the principal at least twice a week. It was also mentioned that this proper preparation ensured that the pupils were kept busy and that there was no time for disruptive behaviour. All but one of the interviewees who commented on teaching methods said that teaching and learning were teacher-centred with enforced rote-learning and note-taking [from the blackboard]. One teacher described teaching as spoon-feeding while another described it as a “jug and mug” method. One teacher mentioned that the “Socratic” method of instruction (question and answer) was used and that this amounted to rote-learning. Teaching towards preparation for the examination was another allegation levelled against the system. One of the white teachers who was interviewed indicated that pupils were encouraged to engage in discussion in her classes. She disagreed that teaching and learning methods were necessarily teacher-centred or that they were imposed through policy.

Several interviewees stated that the curriculum prepared pupils for one of three careers – teaching, nursing or entering the police force. The majority of school leavers (those who left the system early or prematurely) became blue collar workers and mostly, because of being unskilled, took on manual jobs as domestic workers, farm labourers or miners.

Discipline

Linked to a previous discussion related to the inclusion of religious instruction in the curriculum, and the respect and obedience assumed to have emerged from this, a number of teachers commented that problems of discipline seldom occurred. Pupils were respectful and helpful towards their teachers and school hours were respected. Punctuality was never a problem. Disciplining a pupil was at times necessary and generally took the form of manual work such as weeding the garden or digging holes for trees to be planted. Corporal punishment was used, but none of the teachers in the sample mentioned that it had been abused. Teachers who mentioned corporal punishment, spoke of it in relatively positive terms as being a reminder to pupils to be diligent, do their homework and learn conscientiously for tests and exams.

Teachers also remarked that the moral code instilled by religious instruction and daily assembly, which included scripture reading, prayer and singing, reminded teachers that they had to lead by example. They worked hard and were well prepared for their lessons, were respectful towards each other and the pupils, and followed a formal dress code. Pupils were also expected to wear a proper school uniform. Informal dressing was only allowed on sports days.

Theme 3: Circumstances and resources during the years of Black Education

This theme covered topics that looked at the infrastructure, teachers' conditions of service, teaching resources and school attendance.

Infrastructure

Regarding the infrastructure, about 20 per cent of the teachers mentioned that the schools they had taught at had had no electricity or water and no toilets. Pupils and teachers had to relieve themselves in the "bush". All mentioned that the classrooms were overcrowded and that in many instances teaching took place outside under a tree. A significant number of teachers mentioned the platoon system of teaching, which meant that teaching was spread over two sessions a day with some pupils attending in the morning and others in the afternoon. This system was implemented to try to deal with the overcrowding in schools. The community, according to several interviewees - specifically mentioned by those from rural areas, was responsible for building their own schools and became responsible for the maintenance of the buildings, the

administration of expansions to the school, and the employment of private teachers who were paid from funds collected from schools fees. One of the key limitations with regard to the payment of private teachers was that parents were not forthcoming in paying their children's school fees.

Remuneration

Government-employed teachers complained that it was common for them not to be paid on time and that the salaries were poor. Several mentioned the inequality of salaries, with men earning more than women, and men receiving an increase when they got married and now had a wife and possibly a family to support. Pregnant married female teachers were given unpaid maternity leave while unmarried women who fell pregnant were dismissed. A particular teacher once petitioned the government to increase the salaries of black teachers. The response, she recalls, was: "You live in mud houses and wear cow-skins. Why do you need more money?" Such comments indicate the level of indifference towards the plight of black teachers.

Resources

Schools were generally under-resourced which ranged from a lack of classroom furniture to a lack of teaching resources. Often the teaching resource was limited to a single textbook. The teacher would then write notes on the black board which the pupils had to copy. Parents were expected to purchase their children's school books, but many were too poor to do so. Consequently, teachers had to improvise and produce their own learning-support materials. The under-resourced schools were generally known for poor scholastic achievement and a lack of pupil and teacher motivation. However, with regard to the latter, it would seem that even in the face of difficult circumstances, most teachers were generally so dedicated to their profession that they managed as best they could. It was interesting to note that most teachers responded to the challenges positively and were proud of this fact. Very few indicated that the difficulties they experienced were an excuse not to give children the best education they could.

School attendance

School attendance was a particular issue of concern and a number of points were raised by the teachers in this regard. Children generally started school after the official school-going age of seven. This was attributed to the fact that children of this age were still expected to be involved in household tasks such as herding cattle or sheep. However, this practice led to age differences in classes that complicated teaching and pupil interaction in the classroom and on the school grounds. Absenteeism in winter was common since parents could not afford suitable winter clothing for their children. In summer, it often happened that pupils had to be turned away from the school for safety reasons. Because school buildings were generally thatched mud structures, they were in danger of collapse if it rained heavily or if the wind was blowing strongly. Pupils who had to attend initiation schools when they came of age generally stayed away from school for the whole year. Teaching in the face of such constraints would certainly have had a negative effect on learning quality and consistency.

Additional comments emanating from the interviews on Bantu Education experiences

Two teachers raised the issue of nepotism in the Bantustans which they perceived to be associated with the clear class distinctions prevalent in black society. There was an elite class of blacks whose children were given privileges at school and were not required to do manual work such as sweeping the classroom or scrubbing the floors, which was part of the regular pupil's school day.

Teachers were divided on the value and purpose of school inspection and school inspectors. Some reported that the inspectors were helpful and followed up on assistance provided; others mentioned that if the teacher made a mistake in the lesson that was being monitored, the inspector would take over, which was a great embarrassment to the teacher.

Interviewees' and interviewers' experiences and perception of the interview process and experience

None of the interviewees was reluctant to be interviewed and many felt honoured and excited that they had been selected for the interview. All the

interviewees were cooperative and eager to participate. Most were described as being confident, at ease, fluent and having excellent recall. One student mentioned that the interviewee had been overwhelmed by being able to share his experiences with someone who wanted to listen to him. Some were curious that they were being interviewed and that their opinion actually mattered. One interviewee hoped that her contribution could be used to advise the Department of Education on teaching matters.

Many of the students indicated that they felt overwhelmed by being required to engage in OH research and were unsure whether they would succeed. Frequent comments students made were that they were concerned that the interview schedule would be inappropriate; that the interviewee would be annoyed by the intrusion or that they would embarrass themselves due to their lack of experience on the topic and in doing fieldwork. Despite these concerns, all the interviewees seemed to have enjoyed the interview as can be deduced from the following selection of responses:

- “I learnt new skills, I felt empowered and I would love to continue searching for information this way.”
- “I found the process very informative and enlightening. I had a marvellous experience – it was a real “wow” and I am inspired to do further research.”
- “It was an emotional experience – it was like watching a movie of the past.”
- “It felt so good to do the interview.”

Five students specifically mentioned that by doing the OH interview, they had learnt the importance of being objective and withholding personal opinions. The following statements from students support this statement:

- “I did not agree with many of the statements the interviewee made, but I had to withhold my own opinion.”
- “Conducting the interview was an exercise in professionalism: I had to withhold my own opinions and listen to arguments and statements that I did not agree with.”
- “I learnt to tolerate different viewpoints, but at the same time gained compassion and respect for the teacher’s contribution in being determined to do the best for his nation.”
- “Our views differed and I had to reserve mine no matter how strongly I felt about them.”

In my opinion, the comments relating to the experiences and perceptions of both the students and the interviewees in relation to the OH interview indicate that interviewees engaged willingly, were forthcoming with their opinions and reminiscences and consequently that the credibility of the research can be endorsed in principle.

Conclusion

In this article the researcher reported on the role that OH interviews can play in the field of history of education in giving retired teachers or teachers who have many years of experience an opportunity to narrate their personal experiences and their perceptions of experiences in relation to a particular episode of their teaching career. The topic for discussion on which this article focused was teachers' experience of Bantu Education [1953-1979] – possibly one of the most contested educational policies passed in Apartheid South Africa. The generally accepted (and perpetuated) perception is that Bantu Education was disparaging, oppressive, degrading and held the black child back from venturing into careers supposedly reserved for their white counterparts. Looking back, one cannot deny that the country has suffered because of the Bantu Education policy passed under Apartheid. It is still blamed for failures in education (Mohamed, 2012; X-press, 2012: 3) almost four decades after its repeal and the change of government for whom the introduction of new education policy was a matter of immediate concern. The Bantu Education Act was racially based – there is no doubt about that – however it was the first legislation ever passed that provided for the formal education of the black child. One of the chief concerns that the policy hoped to address was to provide education for black children in order to eradicate widespread black illiteracy and to provide instruction in the mother tongue in the primary school years – a practice that is generally accepted to be academically sound (Giliomee, 2012).

The purpose of this research was to establish how a sample of teachers who had actually taught under the Bantu Education system personally experienced and perceived the education system. The data was gathered by Hons B Ed students who conducted OH interviews with these teachers. From the interviews it was clear that all the teachers perceived and experienced Bantu Education as being racially segregated, inferior and marginalising. Despite this, interviewees also highlighted positive aspects of the system and the contexts within which they had taught. The researcher's review and reflection

of the interview findings provided a constant reminder that, despite the perceived constraints and challenging educational circumstances and teaching contexts, most of the teachers who formed part of this study were champions in the cause of education that was driven by their passion for teaching. What I personally regard as being a striking outcome of the interviews is that so many of the teachers were profoundly proud of what they had achieved as teachers and that they had persevered in their cause despite the poor circumstances and salaries they received. They were proud of their social status as teachers and the respect that communities accorded them. But most of all, these teachers were especially willing to share their experiences with the researchers and were astonished that their reminiscences were important and that people actually wanted to hear about their experiences. It is a humbling thought that perhaps society has become blasé or neglectful of recognising and valuing the role the older generation has played in shaping society – a deficiency that can be resolved by collecting the OH narratives of ordinary people.

One of the responsibilities of historians and historians of education is to fill the gaps in history and capture the voices of the ordinary members of society if they intend to be true to past, present and future generations. This is where OH research can play a pivotal role, and its contribution to this cause needs to be acknowledged and used. However, because only 31 OH interviews were analysed for the purpose of this study, this could be viewed as a limitation in that the results cannot be generalised to the broader population of retired teachers who taught under the Bantu Education system. However, the research on which this article is based, at the very least, should alert researchers in education to the importance of OH research to provide fresh perspectives on events and practices that have occurred in the provisioning of schooling to children. From these oral narratives it is possible to better understand history within the spirit and context of the times and to attempt to gain different and perhaps more balanced perspectives of the history of education in South Africa.

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HANDS-ON ARTICLES

“NOT JUST TO KNOW HISTORY BUT TO DO HISTORY”

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Introduction

This is an article about learners’ attempts at doing History based on a panel discussion and presentation held at the annual South African Society for History Teachers (SASHT) conference on 4-5 October 2012 in Somerset West, South Africa. These learners were recruited from the Crestway High School and Fairmount High School. Both schools on the Cape Flats in the Western Cape serve the learners from similar socio-economic backgrounds. These similar challenges have led two history teachers to seek ways in pooling resources and creating opportunities for learners to engage in activities requiring the application of historical skills; those generic proficiencies also crucial to the historian. I refer to generic skills such as using sources as evidence, identifying point of view, understanding ethical dimensions and understanding cause and consequence, to mention a few.

This panel discussion is an attempt to share with you those moments when we, the educators, realise that despite all the challenges, learners can be trusted to develop a historical gaze, to think historically and ultimately to do history. However, this does not come automatically. What is required is scaffolding, specific to the skills required and the understanding of concepts in History.

Methodology

The History Association of Fairmount High School participated with five other schools in a workshop run by the Constitutional Literacy and Service Initiative (CLASI). The purpose of the workshop was for learners to

investigate and discover for themselves the unrecorded histories of individuals who escaped the gaze of popular history. These learners were entrusted with the task of using the tools of the historian to gather evidence and using that evidence to construct a narrative that could withstand the rigorous interrogation normally associated with history writing. The list of individuals to be interviewed was provided by CLASI. All of the individuals, identified by CLASI, were individuals who lived and worked in the areas familiar to the learners.

This involved them doing a preliminary search of available documents and public storage (libraries/ archives etc.). Then they developed questions suitable to the information they sought. This was done over weekends over a period of three months. Several interviews were held, conducted by these proto-historians. This included follow-up interviews. The result was a successful exhibition held at the District Six's Homecoming Centre in Cape Town on Heritage Day, 24 September, 2012. The exhibition ran until the end of October 2012.

Application

The History Association of Crestway High School then undertook an exercise for the sake of the upcoming SASHT Conference in Somerset West to deconstruct the narratives presented at the exhibition. An opportunity was provided at Crestway for the two Fairmount learners to share the narrative which they had constructed. The Crestway learners then had the opportunity to inquire from the proto-historians how they went about constructing the narrative. The educators present guided the inquiry away from making judgments but rather to establishing reliability and thoroughness of research and associated findings.

At no point did Crestway's learners challenge the Fairmount learners: This opportunity was saved for the SASHT Conference. What they did was to develop questions that interrogated the motives of both the subjects and the constructors of the narratives. What was extremely exciting was that the learners did not limit their engagement to the received narration. Instead they focused on the proto-historians and their subjects as aggregations of bias and ulterior motives.

Images 1-4: SASHT Conference

Image 1: Elme and Sharisha facilitating the interaction between constructors and deconstructors



Image 2: Fiona Nefdt explaining to the plenary her experiences as a history educator



Image 3: Sydney Ndzongo (second from left) questioning Chad Crowley on his method of gathering information



Image 4: Left-right: Sharisha Steenkamp, Jordan Peters and Chad Crowley



Source: SASHT (Photographer WJ Meiring, 3-5 Oct 2012).

Hands-on-moments at the SASHT conference

The conference provided the opportunity for the two Fairmount proto-historians to again deliver their narrations. One of the subjects, Emil Jansen, was also present and observed the deconstruction of the narrative surrounding him. This was an unexpected privilege for learners to have a history audience as part of the subject of their historical quest. Jansen's presence kept both the constructors and de-constructors of the narrative careful and cautious. Herewith some of the questions posed to the constructors:

- How did you go about gathering evidence?
- Why do you trust his/her version of events?
- What proof did you find to support his/her narrative?

- Is it possible that you only looked for good things about your constitutional hero?
- The question which struck me as a most authentic response to a received narrative was the following question:
- Is Emil Jansen racist? This question came from a learner who had heard Emil speak at her school. She understood him to be saying that the exclusion of coloured people from meaningful political activity was as a result of black South Africans dominating the political landscape. The proto-historian, who conducted the research, was at pains to point out that Jansen's track record at no time spoke of racism. Instead, it spoke of a deep commitment to community involvement and poverty alleviation. Members of the audience also tapped into this point and required the learners to negotiate the minefield of historical construction and accountability. They discovered that statements, critical and complimentary, required sound evidence in order to substantiate a particular point of view.

As an aside, at no time did Jansen feel the need to defend himself publicly. He allowed the process of letting learners express their concerns and develop their voice, to continue.

Conclusions

Hands-on moments such as the example discussed, not only provide practical opportunities to deal with a theme or phenomenon in History, but allow learners of History to become informed on how difficult it can be to research and record History and how easy stereotyping and labelling can be formed as perceptions. Concisely covered then, the following observations were made:

- Learners can do history;
- Learners can appreciate the complexity of constructing a narrative based on sound evidential research;
- Learners appreciated that narratives are indeed just constructions that reflect the views (bias and prejudices) of the constructors;
- Four learners who participated in this deconstruction of these local historical characters appreciated that profound leaders in history like N Mandela, FW de Klerk, Napoleon Bonaparte, Shaka and Zwide are also the result of someone else's research construction.

The last point is especially important. These constructions by professional historians are sophisticated narratives which sometimes may be embedded

in vaguely cloaked 'ism's not immediately visible to naïve learners and educators. These constructions, perhaps efficiently and cautiously packaged, may speak to needs of identity of those who read and consume uncritically the authoritative statements of the historian.

Finally, without the time consuming scaffolding provided by the facilitators at the District Six Museum, these learners would not have been able to see beyond the veneer of the narrative. Even then, there is no final answer as narrative because more sources always allow for a revision in interpretations.

History classrooms are spaces where learners are constantly confronted by one narrative after the other. Not enough attention is given to procedural knowledge and as a result the dominant substantive history swamps the senses of learners, like those we teach on the Cape Flats: Largely unsophisticated readers not alert to the subtleties of text and images. And when that happens they are not doing history.

The learners' performance at the conference was a memorable experience. My colleague and I take strength from what we witnessed. To conclude, we as history educators decided to embark on the following:

- Investing in contextual procedural history to a greater degree without neglecting the exciting, interesting and engaging stories that makes the consuming of history so enjoyable;
- Continue arranging dialogues between the history societies on topics ranging from local to issues of universal concern. Key note speaker Dan Sleight's comments on the local value comes to mind.
- To continue to demand of our learners to attempt to *do* history. We must not lessen our expectations of them: If scaffold sufficiently content can expose the tools of the historian. It enables learners to dabble in the dark art: *doing* history.

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BLOWING YOUR OWN TRUMPET – GIVING YOUR SCHOOL'S HISTORY DEPARTMENT A HIGH PROFILE

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In this short hands-on article, I will be looking at various ways in which a school history department can ensure that it remains vital and relevant in a 21st century school.

Why is it necessary to actively promote history at your school?

It is certainly no secret that the number of pupils in South Africa taking history at school has declined significantly over the last twenty years. While there are some indications that numbers have stabilised, or in some instances even grown slightly over the last few years, there is no room for complacency.

Another factor of concern, given the highly complex and academic nature of History as a discipline, is a tendency for the brighter learners to opt for other subjects, because they require less effort to score an A and are frequently seen as more relevant to life after school.

One of the problems with history is that outsiders still tend to labour under two misconceptions namely that history is all about learning reams of facts and that its usefulness to learners after they leave school is distinctly limited. These are obviously key areas that need to be addressed in any campaign to promote history at your school.

Who are the main targets of your campaign?

There are three groups that are essential to target:

- Grade 9 learners – This is an obvious group as this is where subject choice is exercised. Three aspects are essential here:
 - * These learners' experience of the subject needs to be made as stimulating and interesting as possible. Learners are more likely to resist counter-arguments to doing history if their own experience has been a positive one.
 - * Learners need to be able to look ahead to the remaining grades of their school career and be assured that Grades 10, 11 and 12 will continue to be interesting and stimulating.
 - * Learners need to be reassured that they will not suffer any disadvantage from doing history instead of subjects which on the surface at least seem to have greater career relevance.

Image 1: A poster and model showing the Auschwitz-Birkenau (II) camp complex. This was on display at a recent Kearsney College history evening



Source: Adam Rogers.

- Parents – This group are likely to have their own prejudices which you will need to overcome. In some cases it will be from their own experience or from that of their classmates when they were at school. It will obviously be just as important as with the learners to persuade parents that their children will suffer no educational or career disadvantage from doing history.
- School Management – This is not always a problem and sometimes a sympathetic management can actually help the subject flourish. However, in some schools the management has a negative attitude to history and sometimes works actively to marginalise the subject. History teachers in these schools will have to take active measures to win over the management to see the subject in a more positive light.

Method of reaching the target groups

In this short article I shall mainly be discussing one way in which Grade 9s, their parents and the school management might be reached. In this case I am referring to the History evenings held at Kearsney College in KwaZulu-Natal.

Image 2: Another display from a Kearsney College history evening. Source: Adam Rogers



Source: Adam Rogers.

For this event, learners in Grade 9 are given the brief of developing an exhibit on the Second World War – a high interest section. They are permitted to work in groups or as individuals depending on what suits their learning style. Exhibits can be posters, actual installations or models. The main criterion is that they should make a strong visual impact on the viewers and get their message across effectively.

During the history evening, learners, parents and the school management are invited to attend and the best exhibit is given a cash prize.

Several variations on this idea are possible. For instance, one school I know has an evening of history dramatisations.

Other less focussed ways of reaching the target groups include a history website or blog or a Grade 9 history newspaper.

Internal promotion

As mentioned in the last section, the history department that is most likely to prosper is one which concentrates on being vital and stimulating. There are two major aspects to this:

The classroom environment

We live in a very visual age and this needs to be reflected in the classroom environment. Posters, flags, photographs, charts, timelines all need to find a place in our classrooms.

Continuing on the theme of the importance of the visual element to 21st century learners, if we have audio-visual equipment and access to the Internet, we cannot afford not to build it into our lessons. There is a wealth of material within easy reach on the Internet. For instance, recently I was teaching the Industrial Revolution to a group of History learners. At some point I was talking about the Newcomen steam engine and was able to offer them a clever animation to show exactly how the engine worked. A shot clip showing a nineteenth-century cotton mill – now a working museum – in operation was more effective than a thousand words of description.

Image 3: A scene in one of the history rooms at Kearsney College. Notice the interesting wall displays and the way the furniture has been laid out to facilitate discussion groups and other interactive methodologies



Source: Adam Rogers, Kearsney College.

Keeping things interesting

One of the problems with OBE was that it tried to replace one type of orthodoxy with another – the teacher-centred “chalk and talk” method with endless self-discovery through group work (or that at least was how it was inexpertly marketed). The effective teacher needs to vary the approach to suit the subject matter, and there is nothing wrong with either of the above methods, provided it does not become the only way in which the subject is transmitted.

There are several ways to promote effective learning and enjoyment at the same time. These include:

- Simulations – for instance a session of the United Nations or a court case
- Dramatisation – for instance plays based on history.
- Debates

- Artwork and model making – The text on the History evening shows how this might be used.
- Tours – These do not have to cover great distances. Trips to the local museum or buildings of interest are just as relevant. One interesting one-day trip connected with the Industrial Revolution involved a visit to a traditional spinning and weaving operation, followed by a trip to a modern textile mill.
- Fieldwork – This would involve learners in practical applications such as the establishment of a school museum.

External promotion

Available on the web are PowerPoint programmes designed to promote history to learners in schools. The problem with most of these is that they are designed for particular countries. Research in the United Kingdom which led up to the production of a programme of this sort, suggested the following:

- Highlighting career relevance is a key factor, but learners are not particularly attracted to so-called “history jobs”, such as working in a museum or being an archivist or librarian. The reason for this is that such jobs are seen as lacking glamour and being low-paying. Promotional programmes should not concentrate on this area. It is a better idea to concentrate on jobs such as law and journalism which are seen as attractive by the younger generation and where there is a close fit between the job and the skills and knowledge imparted by History.
- History role models are a good idea. These are people who have been successful in a variety of fields who studied history to an advanced level. The British programme had a long list, including the pop star Sting, who was a history teacher, and Sasha Baron Cohen the well-known actor and director, who studied history to postgraduate level at Cambridge University.
- A key area is to emphasise the importance of the skills learned in History across a wide range of application and especially for any type of study at a university.
- The value of history in forming an informed citizen with a strong sense of context needs to be stressed.

I made a video promoting history in 1993. This covered all the points listed above and more, but it is now too much of a historical artefact in its own right to be of much use.

What can the Society do?

There are several steps the SASHT can take to help teachers promote History in their schools. These include:

- Lobby for improvements to the matric History papers. In their present form, these have several shortcomings which we need organised power to change. For instance, key history skills such as bias and exploring different points of view need to be fore-grounded in the papers much more than they are at present. There is far too much emphasis on simple extraction.
- Become a conduit for history best practice, which to some extent we already are through our conference and publications.
- If the money can be found, the Society's involvement in the production of a promotional DVD would be of tremendous significance to the subject.

BOOK REVIEWS

*uDume njengo phuthu*¹

(Jacana Media, Johannesburg, 2012, ISBN 978 - 1 - 4314 - 0493 – 3,
168 pp, R103)

Clive Glaser, *The ANC Youth League*

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Clive Glaser offers an engaging, short ‘pocket history’, which is still thorough and detailed with the complexities of the African National Congress Youth League (ANCYL) organisational history. The ANCYL, synonymous with populist Julius ‘Juj’ Malema’s ‘antics’, ‘the once lean and hungry adolescent became distinctly plump’ (p136) from government tenders, this image has over-shadowed and possibly blemished the history of the ANCYL. Glaser attempts to write a history of the entire lifespan of the ANCYL from its inception in the 1940s until March 2012, using secondary sources and make the book accessible to a non-academic audience. ‘Human beings entering inter relations of many different kinds with others, through which they construct meanings and narratives and fashion their identities, writers must recognize multiple narratives, intersecting, and cross-cutting each other, recognizing one ‘voice’ among others’.² Glaser uses political biographies beautifully to trek the ANCYL’s history.

Through the usage of political characters Glaser affirms that a nation is its people and its people are the organizing forces that bring about change. Each individual be it the ANCYL presidents or background thinkers; provided tangential and vibrant arsenals of characteristics which shaped the ANCYL. The Transvaal Youth leaguer Potlako Kitchener Leballo through the ex-facia of the pages can be linked to Julius Malema, or rather the other way around, Malema’s radicalism can be likened to Leballo’s ‘instinctive populist rather than an intellectual’ (p54) demeanour and ad hominem attacks.

1 An isiZulu saying which means, “As widely known as maize meal pap is to the masses.”

2 C. Rassool, “Rethinking Documentary History and South African Political Biography”, *South African Review of Sociology*, 41(1), 2010, p. 47.

The current Youth League likes to draw comparisons between itself and the generation of Mandela and Co. which founded the movement in the 1940s and effectively seized control of the ANC in 1949 (8) throughout the book Glaser keeps the conclusion, entitled *Class of '44 vs. Class of '04* apparent and muses on the possible extent of such liberties.

The story of the Congress Youth League begins in the early 1940s, and Glaser marks the election of Dr Alfred Xuma to the presidency of the ANC in 1940 as representing an important turning point in the life of the movement, as he was a member of the elite, and never related comfortably to the uneducated masses (pp. 14-15). Xuma was pragmatic when it came to cooperation with leftists and non-Africans, and this was the yeast which saw the gradual rise of the Youth league. The ANC felt it was worth working strategically within state-subsidised advisory structures, such as township Advisory Boards and the new NRC. Glaser provides rich detail on the milieu of the era with rapid urbanization and industrialization, coupled with Xuma welcoming African Communists into the ANC, signing the 'Doctors'Pact', co-operating with General Jan Smuts' 'war liberalism' plans and his stance on paternalist 'trusteeship' towards blacks. Glaser argues that all these decisions and debates were germane and pertinent to the formation of the Youth League.

Urbanization brought many black people into Johannesburg's townships, which became 'an extraordinary melting pot of young educated Africans' (p. 20), two of these being Ashby. P. Mda and Anton Lembede, the inspirational figures in the Congress Youth League and the architects of the ANCYL. Mda rejected all vestiges of Smuts' trusteeship and segregation, he felt it was time for Africans to stop cooperating with all government institutions and challenge white power more directly, and his ideas resonated with a number of young educated men in Johannesburg who were frustrated with the slow pace of change (p. 23). Anton Lembede was responsible for the term 'Africanism' which described his brand of nationalism. These and other men sort ways to influence the 'frustratingly staid ANC from within'. In the lead-up to the ANC's December 1943 congress, they met with Xuma to discuss the possibility of forming a youth league in the ANC, although concerned about their militancy, Xuma felt that they could 'bring new energy to the organization and attract an important new constituency' (p. 29). 'The ANCYL, it was made clear, was never to set itself up in opposition to the mother body but rather to change it from within, to help the ANC to represent the African masses more effectively and more robustly' (p. 30). The ANCYL was inspired by mass

action, but initially it was not an organization of the masses, members being high school and college students and professionals.

In the build up to the ANC conference in Bloemfontein in 1949 the ANCYL decided to develop a programme of action; they approached Xuma with it and he reacted angrily, the ANCYL approached James Moroka to be their candidate as they had lost faith in Xuma. The Programme of Action was endorsed and Moroka narrowly won the presidency, even though many in the 'old guard dismissed the youngsters as cheeky, irresponsible and impulsive' (p. 12). Between 1949 and 1951 the Youth Leaguers succeeded in transforming the ANC into a more assertive African nationalist movement (p. 41). Although in the 1950s the Youth League stopped criticising the senior body and became a loyal section of the ANC.

With the ANCYL ceasing to exist as from the 1960s with the banning of political parties, chapter four provides a detailed history of the many youth organizations that sprouted. It is in this chapter that Glaser's attempt of writing a whole history of the ANCYL in a pocket book seems a bit grandiose and splinters, 'carrying' the reader awkwardly, a lot of information is offered but it's not tied together well. With the ANC leaders in either exile or prison the Youth League was left to 'peter out' and a plethora of youth organizations sprouted leading into the 1980s which was known as the era of the 'comrade'; SASCO, NUSAS, SAYCO, 'for many activists, SAYCO, was quite simply the Congress Youth League in a new guise' (p. 97). 1991 was the rebirth of the ANCYL, under the leadership of Peter Mokaba, through the years some leadership were more ideologically aligned to the ANC and were calm and in other period's views would differ.

Glaser references William Gumede's description of 'a gravity-defying somersault' (p. 121) to describe the 2009 political events which saw Fikile Mbalula retract support for Thabo Mbeki and rally support for Jacob Zuma. But how influential is the ANCYL, or does it take liberties in calling itself a 'kingmaker'? Glaser argues that its influence is important, but not overwhelming (p. 131). The ANCYL's April 2009 conference where Malema was voted in was characterised by ill discipline, which in many ways Glaser posits, it was befitting. Three years later Malema was expelled from the ANCYL for sowing divisions and bring the party into disrepute (p. 147).

Glaser's concluding notes; *Class of '44 vs. Class of '04*, draws fascinating parallels between these two 'classes', Mda, Lambede and the Youth Leagues success in 1949 with the Youth Leaguers taking 7 of the 15 National Executive

Committee positions, whereas in Polokwane the ANCYL simply backed a senior faction that won (p. 155). A contrast in ideologies also exists, the class of '44 believed in Booker T. Washington's idea of 'self-help' as appose to what might now be called 'help yourself' (p. 156), Where Peter Mokaba made his wealth through hair salons, Julius Malema made it through government tenders, 'lift as you rise' has been rendered a red-herring. By in large, Glaser succeeds in his objectives, and has written a book of profound utility for anyone who cares to learn more about the history of the ANCYL.

'n Meer inklusiewe benadering tot die Geskiedenis van Suid-Afrika

(Tafelberg, Kaapstad, 2012, ISBN: 978-0-624-05466-5, 640 pp, R285)

Fransjohan Pretorius (Red), *Geskiedenis van Suid-Afrika: Van voortye tot vandag*

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Nog 'n toevoeging tot die Suid-Afrikaanse geskiedskrywing word gemaak deur die boek *Geskiedenis van Suid-Afrika: Van voortye tot vandag*, onder die redakteurskap van Prof. Fransjohan Pretorius. Die boek is die gevolg van 'n leemte wat aangespreek is tydens 'n simposium van die GeskiedenisKommissie van die Suid-Afrikaanse Akademie vir Wetenskap en Kuns in 2006. Tydens die geleentheid is die begeerte uitgespreek vir 'n "omvattende geskiedenis van Suid-Afrika", waar die pendulum meer in die middel is betreffende die geskiedskrywing van Suid-Afrika. Dus, waar die geskiedskrywing meer gebalanseerd is en wegbeweeg van die vroeëre sterk Afrikaner- of blanksentriese benadering na die huidige sterker fokus op swart versetbewegings of die "struggle"-benadering. Kortom: die ambisieuse projek is van stapel gestuur "ter wille van versoening en wedersydse begrip onder die verskillende kulturele en politieke groepe".

As gerekende navorsers is die medeskrywers van hierdie publikasie terdeë bewus daarvan dat totale neutraliteit en objektiwiteit in geskiedskrywing 'n strewe bly en word onomwonde in die inleiding verklaar dat, ten spyte van die ideaal om 'n meer gebalanseerde geskiedenis van Suid-Afrika te boek te stel,

hul steeds nie aanspraak maak op volkome objektiwiteit nie. Dit bly egter hul doelwit met die boek om sover moontlik 'n "billike en objektiewe geskiedenis van Suid-Afrika" aan te bied. Vandaar dat die boek diverse sienswyses van bepaalde tydperke aan die leser voorhou. Vergelyk byvoorbeeld, soos tereg aangedui, die verskil in Herman Giliomee en David Scher se interpretasie van die rol wat apartheid by die Nasionale Party-oorwinning in 1948 gespeel het.

Die boek maak, net soos van sy voorlopers betreffende 'n algemene geskiedenis van Suid-Afrika, waaronder *Nuwe geskiedenis van Suid-Afrika in woord en beeld* onder redaksie van Trehwella Cameron en SB Spies (1986); die *Reader's Digest illustrated history of South Africa* (1988); en *Nuwe geskiedenis van Suid-Afrika* onder redaksie van H Giliomee en B Mbenga (2007), gebruik van interdisiplinêre samewerking. Benewens 'n groot groep historici, word kennis ook verkry uit die etno-argeologie (Andrie Meyer), geografie (Barnie Barnard) en politieke veld (Jan-Jan Joubert).

Pretorius met sy groep van 22 Suid-Afrikaanse medeskrywers, is dus hoofsaaklik historici en hierdie groep sluit 'n verskeidenheid van spesialisterreine met diepgaande kennis binne die geskiedeniswetenskap in. Deur gebruik te maak van dié groep historici word grootliks aandag gegee aan die politieke geskiedenis, met inagneming van die ekonomiese -, kerk- en omgewingsgeskiedenis, asook sekere sosiale faktore van bepaalde tydperke in Suid-Afrika se geskiedenis. Lig word gewerp op hoe verskillende aspekte en gebeure die betrokke bevolkingsgroepe beïnvloed en betrek het. Daar word dus gepoog om die betrokkenheid van alle Suid-Afrikaners binne historiese konteks in ag te neem en te verreken. Hierdeur word die leser bewus gemaak van die invloede wat politieke, ekonomiese en omgewingsdenke en omstandighede op alle bevolkingsgroepe kan uitoefen.

Die titel van die boek reflekteer in die 29 hoofstukke wat Suid-Afrika se verlede omsluit, vanaf die oerverlede (*voortye*) wat in Hoofstuk 1 weergegee word tot en met Hoofstuk 29, wat fokus op 2011 (*vandag*). Dit verskaf aan die leser 'n besondere reis deur die geskiedenis van Suid-Afrika van die vroegste gebeurtenisse tot en met 'n kontemporêre interpretasie van gebeure en uitdagings in die tydperk 2004-2011. Ander hoofstukke verken onder meer die koloniale era, die Groot Trek en Voortrekkers, die minerale revolusie, die ekonomiese ontwikkeling binne Suid-Afrika, die Anglo-Boereoorlog, Afrikanernasionalisme, die vestiging van apartheid en swart verset, vakbonde en arbeid, terwyl klem terselfdertyd op die Afrikaanse kerke en omgewingsfaktore binne Suid-Afrika geplaas word. Derhalwe word

‘n oorwegend chronologiese benadering in die boek gevolg, terwyl daar terselfdertyd ook bepaalde temas uit die betrokke tydperke aangespreek word. Hoewel daar ‘n gemis aan bepaalde temas is, spreek dit vanself dat die reeds lywige publikasie nie alle gebeure kan aanspreek nie.

Die 640 bladsye boek verskaf slegs agt kaarte in swart en wit met ongelukkig geen verdere visuele uitleg soos byvoorbeeld kleurillustrasies en foto’s nie. Wat wel interessant is, is die tydlyne wat verskaf word in die eerste hoofstuk, asook die geblokte informasie wat telkens in hoofstukke opduik om bepaalde terme/konsepte/persones meer beskrywend toe te lig. Die skryfstyl is gemaklik wat die boek verder toeganklik maak. Teen die einde van die boek verskyn ‘n lys van die medewerkers met gepaardgaande biografie van elke outeur, asook ‘n omvangryke register en uitgebreide bibliografie van elke hoofstuk, wat uiteraard met groot vrug gebruik sal kan word vir verdere naslaanwerk.

Hierdie omvattende geskiedenisboek in Afrikaans is ‘n welkome toevoeging en maak ‘n waardevolle bydrae tot die historiografie en literatuur oor die algemene geskiedenis van Suid-Afrika. Dit sal nuttig wees vir ‘n breë teikengroep wat skoolleerlinge en studente van geskiedenis, onderwysers, dosente, historici en die algemene publiek insluit. Ongelukkig sal die teikengroep lesers beperk wees tot diegene wat Afrikaans verstaan. Om die trefkrag van die boek te verbreed en by te dra tot ‘n meer gemeenskaplike geheue, sal dit wenslik wees indien die boek ook in ander tale vertaal kan word. Daarvolgens sal dit meer toeganklik wees vir alle taalgebruikers om sodoende ‘n groter leserspubliek bloot te stel aan die meer inklusiewe benadering tot die geskiedenis van Suid-Afrika wat verdere insig en debatvoering kan meebring.

No more than a pocket history

(Jacana Media, Johannesburg, 2012, ISBN 978-1-4314-0379-0, R103)

Saul Dubow, *South Africa’s Struggle for Human Rights*

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This 10 chapter book on the struggle for human rights in South Africa is a much needed recording of this portion of our history. The writer embarks from the premise that South Africa presents a unique history of human rights from colonialism through Afrikaner nationalism to the final liberation. The second premise he embarks from is that despite the embrace of human rights by both the Afrikaner and the ANC neither of these two groups were historically huge champions of human rights.

The second to fourth chapters' deals with Dutch commercial settlement right through the British annexation of the Cape and the subsequent formation of Boer Republics up until the Anglo Boer War. These chapters focus mainly on voting rights, which was the root of citizen's complaints against the DEIC, British colonial rule and Republican era. The Uitlander question was after all one of voting rights. Besides a reference to the work of Dr John Philips little attention is given to other human rights issues such as the treatment of workers and discriminatory treatment of people of colour. Especially the brutal assault against the human rights of the Khoi and the San is largely ignored. What are also ignored are the human rights of Africans. Not only their treatment by the colonial powers but also their internal systems and its effect on human rights.

Chapters 5 and 6 deals with the formation of the ANC post the creation of Union in 1910 up to the the post Second World War adoption of the UN Charter. Dubow continuously make the point that the ANC was not necessarily the champion of the human rights struggle through the years. In fact the point is made that the ANC were believers of the segregation concept and therefore could not have embraced human rights unqualified.

The arrival of the National Party to power in 1947 was the trigger to many significant developments. The liberation movements were forced to adopt the principle of human rights. This was driven by liberal minded individuals of who most were communists. Even the adoption of the Freedom Charter was not an ANC organized event – hence the reference to the Congress of the People. Dubow makes the point that hard core ANC cadres remained sceptics of the Freedom Charter for at least a decade thereafter.

Chapters 8 and 9 deals with the internationalizing of the anti-apartheid struggle in reaction to the harsh, brutal internal repression. This forced the anti-apartheid movement to move closer to the concept of human rights as the universal currency for revolutionary forces. The assistance of the UN in this regard was important. The internal situation also forced a more clear

focus on human rights as the abuses thereof started to surface on a regular basis. It also served the role of cover for anti-apartheid forces such as the Legal Resources Centre and the similar organisations. The adaptation of the concept of human rights by the National Party negotiators during the late eighties and nineties also emerges in these chapters.

The final chapter deals with the interim and final constitution, which sees the pinnacle of the ultimate acknowledgment for Human Rights in the South African society.

The book is a pocket history and is no more that. It sums up the development of the road to the ultimate recognition of human rights without offering any new or fresh insights – a project still waiting to be done.

Highly recommended to all

(Jacana Media, Johannesburg, 2012, ISBN 978-1-4314-0385-1, R 99)

Howard Phillips, *Plague, Pox and Pandemics*

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Plague, Pox and Pandemics: a Jacana Pocket History of Epidemics in South Africa by Howard Phillips examines the five main epidemics that have emerged in South Africa, tracing the years from the early eighteenth century to today's HIV/AIDS pandemic.

Phillips simplifies these five major epidemics that have shaped the lives and histories' of South Africa and each epidemic is dedicated to an individual chapter in the book. They have been chosen due to their large scale devastating effects that they had on South African communities. From the Smallpox outbreak in 1713 to 1893, which almost destroyed the Khoekhoe population; to the Bubonic and Pneumonic plague of 1901 to 1907, which arrived at ports on flea infested rats, first in Cape Town and later Durban; to the Spanish flu which affected South Africa for a short period after World War 1; to Poliomyelitus, from 1918 to 1963, "the middle-class plague" and finally to modern societies' grave medical and health problem of the HIV/ AIDS

virus, which has 'resulted in an epidemic of orphanhood and child-headed households' in South African communities.

In the pocket history Phillips brings to the fore the reality that these epidemics and diseases had on the communities within South Africa and its direct effect on the history of South Africa and in shaping South Africa. This is interwoven into the mainstream historical record, including pivotal moments such as, European Colonisation, the Mineral Revolution, The South African War, World War 1, Apartheid and post-Apartheid. The book addresses how disease has dramatically effected South Africa's history and vice versa. The epidemic and disease factor has directly affected the demographics of this country over the centuries.

Phillips acknowledges the lack of research and writing by scholars and academics that has gone into the study of plagues and epidemics, even though these diseases have had a largely noticeable effect on the history of South Africa, its people, and its conflicts. Despite the ravaging effects of the disease at the time, these epidemics have been under recorded and recognised. Herein the book provides a springboard to such a necessary and no doubt fascinating history that is yet to be written.

Chapter One of *Plague, Pox and Pandemics*, examines the Smallpox outbreak in 1713, which lasted until 1893. Smallpox's survival is addressed as a disease that was dependent on that of human movement and more specifically trade. The disease arrived mostly from Dutch colonies travelling across the Indian Ocean, with the vector being smallpox-infected clothing. This caused outbreaks in areas that had never before been introduced to Smallpox and therefore no immunity had been introduced. Large scale deaths were experienced in the Cape by the Khoekhoe who were first affronted by the 'great sickness' in records dating back to 1658. Whole communities were wiped-out as the disease favoured and thrived on close proximity and crowded areas. This epidemic was one of the first challenges and, subsequently an achievement for biomedicine in South Africa, as the discovery of vaccinations was revealed and eventually distributed in 1789 to Cape Town.

Phillips consistent focus on producing asocial history of epidemics exposes the reader to the larger non-medical related effects of disease in South Africa. Epidemics in the eighteenth and nineteenth centuries allowed for the 'racialising' and blaming of new diseases on groups of people. Large scale prejudices and superstitions grew amongst communities, with the Khoekhoe, Black and Indian communities often being blamed for such outbreaks and

the racial underpinning of 'other' and 'unclean'. This can be seen for both smallpox and the plague.

Furthermore, epidemics caused a clash of culture. In areas where vaccinations were available and encouraged, Muslims among other communities were hesitant to be vaccinated due to the spiritual implication of going against divine will. These advancements in biomedicine posed a threat to societies, who were unsure of the implications of western medicine and religious obligations and cleansing associated practices of their culture. The disease factor produced conflicting solutions for religious, scientific and folklore solutions. These curious social effects of disease are examined further in *Plague, Pox and Pandemics*, and this allows for a deeper understanding of the complications and multi-layered suffering associated with sickness and scourge, as well as the direct emotional, psychological and social cost to society. On a lighter note, such epidemics and outbreaks paved the way towards modern day health care units, the establishment of a ministry of health, the provision of immunisation and medical officers through the progression of public reform.

Chapters Two to Four examine the Bubonic and Pneumonic Plague, the Spanish flu and Poliomyelitus, and continue with the underlying social theme of the socio effects on the communities on which they effected and changed. The strong racial implications of disease and those affected resulted in deeper problems and scapegoating of groups depicted as 'unclean' by colonials. The plague was often blamed on Africans "with their filthy habits, who brought the disease into the town", regardless of the knowledge that the epidemic had arrived with rats on ships and had slowly spread from these posts to inland areas such as Pietermaritzburg and Johannesburg. In some extremes cases entire areas were burnt down. An entire "coolie Location" in Johannesburg was burnt in an attempt to stop the spread of the disease to "white" areas. In addition medical examinations were forced on Africans or Indians who were travelling by rail or sea, and this treatment entrenched the 'racialised' association of disease and sickness. This 'victim blaming' took on 'racial', religious and geographical attitudes involving slave, Khoekhoe, Muslim, migrant worker, Blacks, Whites, Christians, and others as being responsible for the disease outbreaks.

The complicated relationship between epidemics and conquest, prejudice and movement is illustrated in the accounts of almost all the epidemic diseases that are mentioned in *Plague, Pox and Pandemics*. The final chapter on society's modern day pandemic, HIV/AIDS provides surprising insights

into the complexity of the epidemic, and gives the reader a great appreciation of the added perspective that a historian brings to one's epidemiological understanding of disease, illness, and racial stereotyping within societies.

The book makes for a fascinating read and provides insight not only into the diseases themselves, but the socio and macro political responses to these diseases both in a private and public sphere. One is affronted with the crude racial 'pathologising' of diseases and the association of 'clean' and 'unclean', which played out in societies at the time. Phillips undertakes to change the way the reader views the history of South Africa, and this is achieved to a large extent. However, in some instances, the book does not fully engage with a 'grassroots' history of societies affected by disease.

Plague, Pox and Pandemics is recommended to all scholars studying history and the social sciences, as well as the health sciences. It provides a review of epidemic disease and augments our understanding of epidemics, while deepening ones' understanding of human society and the associations that we place on one another both privately and publically.

One history, multiple truths: From educational reproduction to transformation

(Pinetown Printers, Pinetown, 2012, ISBN NO.?, 168 pp, R 100)

Johan Wassermann & Angela Bryan (editors), *From College to Faculty of Education: Memories of the Edgewood Campus of The University of Kwazulu-Natal*

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The motivation behind this publication was to capture the memories of the Edgewood Campus covering the period since its inception in 1966 as a College of Education, to its present status as university Faculty of Education of the University of KwaZulu-Natal (UKZN). The publication was launched as part of the year-long celebration of "100 years of academic excellence"

in the Kwazulu-Natal region. Today Edgewood, the place, functions as the synergized nucleus of the University of Kwazulu-Natal's Faculty of Education, the product of the mandatory process of incorporations and mergers of higher education institutions in the region.

A mix of twenty six authors from academic staff - past and present, ex-SRC members, students and administrative staff, pieced together more than 40 years of discursive practices, creating a tale of Edgewood. Memories are interwoven with historical events, chronicles, anecdotes, humour and academic arguments. Of great interest are enunciations of the pre-discursive: emotional, provocative, defensive, apologetic, confessionary, disgusted, offended, insulted, disappointed, silent and elated – all lingering prints on the collage. As a commemorative moment, all these authors celebrated in their own style – recalling and forgetting, but hopefully to remind and be remembered. A fair intermix of gendered discourses accentuate different views and perspectives. Ten women's vivid memories are included to make up the cacophony of sounds that tells the story. Two archived speeches, two poems and original architectural sketch added to the sources.

In producing this collage of collective memories, the editors cautioned that “memory work” cannot be equated with “history”, but they argue that it is not less rigorous in its undertaking than history writing itself. They acknowledged Maurice Halbwach's notion on space and collective memory that individuals and groups are not alone in remembering, they create their own spatial frameworks and their collective memories become part of an imagined social community. According to Halbwach's, space is cut up in order to compose a fixed framework within which to enclose and retrieve its remembrances. Given the selective and subjective nature of memory, what emerged in this publication is an anthology of memories, encoded in nuanced textual formations, depicting a multi-layered narrative of Edgewood: the imagined community. Memories espoused contradictory, affirmative and silent discourses confirming Edgewood as a work in progress. Collective memories also diminish the delusion of a singular truth or a grand narrative of Edgewood.

Chapters were arranged in an overlapping timeline, allowing for intersection of counter memories and inter- generational reflections. The story predates the first turning of the sod, to the present – roughly from 1966 to 2010, with a trajectory of the physical and intellectual space still to grow. This period coincided with apartheid engineering program of the National

Party and establishment of the new democratic South Africa - post 1994. The earlier chapters of the book mainly tell the story of the liberal (White) Edgewood, but the emergence of a countervailing discourse appeared later - a discourse engrossed with the urgency of reconceptualization, innovation and transformation.

Although not written to deal with any particular scholarly agenda the authors' memories often overlapped discursively. Reading the book intertextually reveals, often serendipitously, memories which are confirmatory as well as contradictory. What flows is a continuation and (re)membering of the major themes in apartheid education: Liberalism, politics and education, Christian National Education (CNE), reproduction and reform, racism and sexism and educational transformation. Below are some excerpts from the text to highlight the plurality of views on some of these common themes:

On the liberal discourse and its contested nature: "...Edgewood was profoundly influenced by "Liberalism" - "by liberalism I mean ... a generosity spirit, a tolerance of others, an attempt to comprehend otherness..." (p. 54). "... the staff and students were relentless in their fight against apartheid" (p. 67). These quotations can be compared with the following: "Amongst the academic staff as a whole there was a range of political opinion from right to left ..." (p. 91) and "There were some of the staff of a more radical bent ... who were critical of his [le Roux's] Liberalism ..." (p. 91). Liberal reformism became exposed as out of touch with the demands of a nation in transformation. Apolitical

On politics and education at Edgewood, the following extracts inform: "We believed that in the context of apartheid the pursuit of a Liberal education might well produce an epidemic of freedom in a closed society" (p. 66) and "... these occasions [assemblies] had a strong Christian bias with communal prayer and a college choir ..." (p. 32) and "Underpinning this philosophy [of non-racialism] is a firm commitment to maintain standards of excellence, to retain our Christian ethos and our English Liberal tradition" (p. 38). In contradiction to the above: "... Edgewood at this time was a – political and for the most part very politically unaware" (p. 100). Edgewood politics was of a mix kind. Some lecturers even used radical educational materials (Paulo Freire's *Pedagogy of the Oppressed*) at a time when Fundamental Pedagogics prevailed at most Colleges of Education.

The struggle against racism and sexism are major social justice projects today. The earlier book chapters often masked the racist and sexist discourse

at Edgewood. In the latter chapters, frank and direct instances are cited. As material beneficiaries of apartheid, Edgewood came a bit late in redressing political injustices. Initially, the political acquiescence made Edgewood an ordinary apartheid institution. There was nothing 'extraordinary' in the way Edgewood's handled the politics of education during apartheid years. The following references to racism are worth noting: "While the majority of staff had no qualms with this [Black dean at predominantly White college], there were few who did not find it amusing ..." (p. 134). Various experiences of *ukubakaza* (uncomfortable feelings, subtle racism) instances are recalled (pp. 140-147) such as "The arising of the Coloured students' organization ... "it is racist" (p. 120) and "...the idea that all Black students should vote for the Black candidates contesting the election, regardless of competence" (p. 160).

Due to the dominance of race as an organizing criterion in the social stratification of South African society, it cannot be ignored as an important issue in contemporary South Africa. Crain Soudien in his piece "Apartheid and education: coping with difference in South Africa" published in the *Southern African Review of Education*, asserted for instance, that white and black, schooling and racialization have assisted in the entrenchment of fixed and incontestable meaning (1995, p. 79). Late in the book the recognition of racism leads to some transformation: "Whiteness, that is apartheid Whiteness, and its attendant racialization and racism was infused into the very fabric of the institution and caught you in every corner and turn" (p. 181). The agency to confront racism became "a part of the continuous struggle to repair and overcome the damage of a racialised and gendered life history, both my own and those I reflect on" (p. 180).

The discourse of gender inequality appears euphemistically in the metaphorical notion of Edgewood as a "family". By invoking Edgewood as a "family" with a *pater familias* at its head, normative gender inequalities were reproduced. With the incorporation of "other" staff and students, the Edgewood "family" became dysfunctional in need of "therapy". The "family" just disappeared in the last chapters of the book. When the first female Dean of Education was appointed in 2005, the senior leadership of the Faculty happened to be a "Black leadership" but still mainly a "White Faculty" (p. 180). Institutional transformation was facilitated by the discursive framework of the UKZN's mission statement to be "the premier university of African scholarship" which needed "to heal the divisions of our nation's past, bridges racism and cultural diversity, and lay foundations for a university that is united in its diversity".

At Edgewood the establishment of a research identity became a necessary hurdle for transformation as it essentially defines the difference between the new Faculty of Education and the old College of Education. At the level of infrastructure, new policies and procedures were created. These practices marked the journey towards fairness, equity and reflective of a university environment (p. 1810).

As a public discourse on memory this publication supports the argument that memory construction and all social stories are told from the vantage position of the author. The conversation will remain open as voices of new and the old, the past and present engage to express themselves. For me, a newcomer to the Edgewood Campus of UKZN and the region, irking to familiarize the unfamiliar, this book opened many conversations. It also stimulated further curiosity and inquiry. For higher education specialists and historians, it is also a case of how policy implementation and mediation on a micro level occurred. Above all, the book should become a sough after memorabilia to the many who value Edgewood as an institution worthwhile remembering.

SASHT CONFERENCE 2012 - WESTERN CAPE

**The South African Society for History Teaching (SASHT)
October, 2012 – Erinvale, Somerset West**



Some SASHT Executive Committee members that were able to attend the conference:

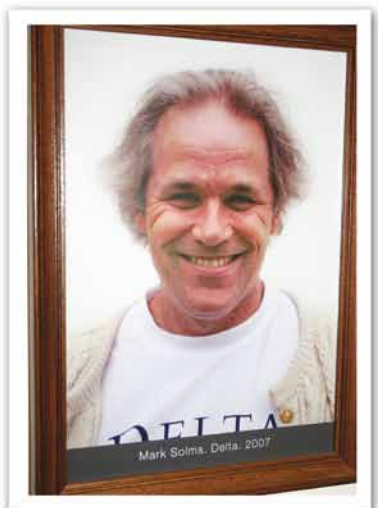
From left to right: Dr Pieter Warnich; Mr Simon Haw; Ms Henriëtte Lubbe; Prof Elize van Eeden; Mr Patrick Mc-Mohan; Mr Matthews Marwick.

Back, from left to right: Mr Jakes Manenzhe; Mr Paul Haupt; Mr Barry Firth

Mr Barry Firth and colleagues having their interactive session with learners



SASHT CONFERENCE 2012 - WESTERN CAPE



SOLMS DELTA EXCURSION

THE CHAIRPERSON'S REPORT
IMPRESSION OF THE SASHT CONFERENCE
PAPERS, 4-5 OCTOBER 2012

*organised by the University of Stellenbosch,
Venue: Erinvale Estate Hotel, Somerset West*

The 17th SASHT conference theme “Back to the Future? The Value of History Teaching for Tomorrow” of 2012 allowed my memories to dwindle back to 1988: The year in which the SASHT for the very first time organised a conference under the Society banner with the theme “History Education, The Road ahead”. The theme at both occasions very much overlaps, and accentuates the importance to occasionally look ahead and backwards to value ways of past thinking and doings in order to perhaps re-depart and further progress. To the SASHT conference organisers of 2012 the meaning of their catchy conference theme (also reminding others of a very successful movie trilogy first screened in 1985 and known for its high quality sound and state of the art technology) relates to if a proper understanding of the past can still contribute towards making better decisions and creating a better future for younger generations. The concern that people often tend to be so future-oriented, and then ignoring the past, became the motive for the theme of choice to be used for this conference.

At hind sight I interpreted the conference topic for myself slightly differently (and I guess that's a good sign if the choice of a theme arouses different forms of interpretations, for then you do cover a broad spectrum of understanding). I appreciated its meaning as moving ahead with efficient History teaching, not to be steered sideways as a result of some trendy ideas that may be imprinted from top down structures. Professional History teaching to me is, amongst others, to accommodate and cope with a diversity of knowledge through the reflection of diverse knowledge systems. The ability to skilfully teach any history curriculum content by means of experiences/examples ranging from the personal or the local to national level knowledge (inclusive of archival and published information) always allow learners to understand any matter or timeframe better. This way forward should be another major non-negotiable feature of teaching History, and in this regards the say

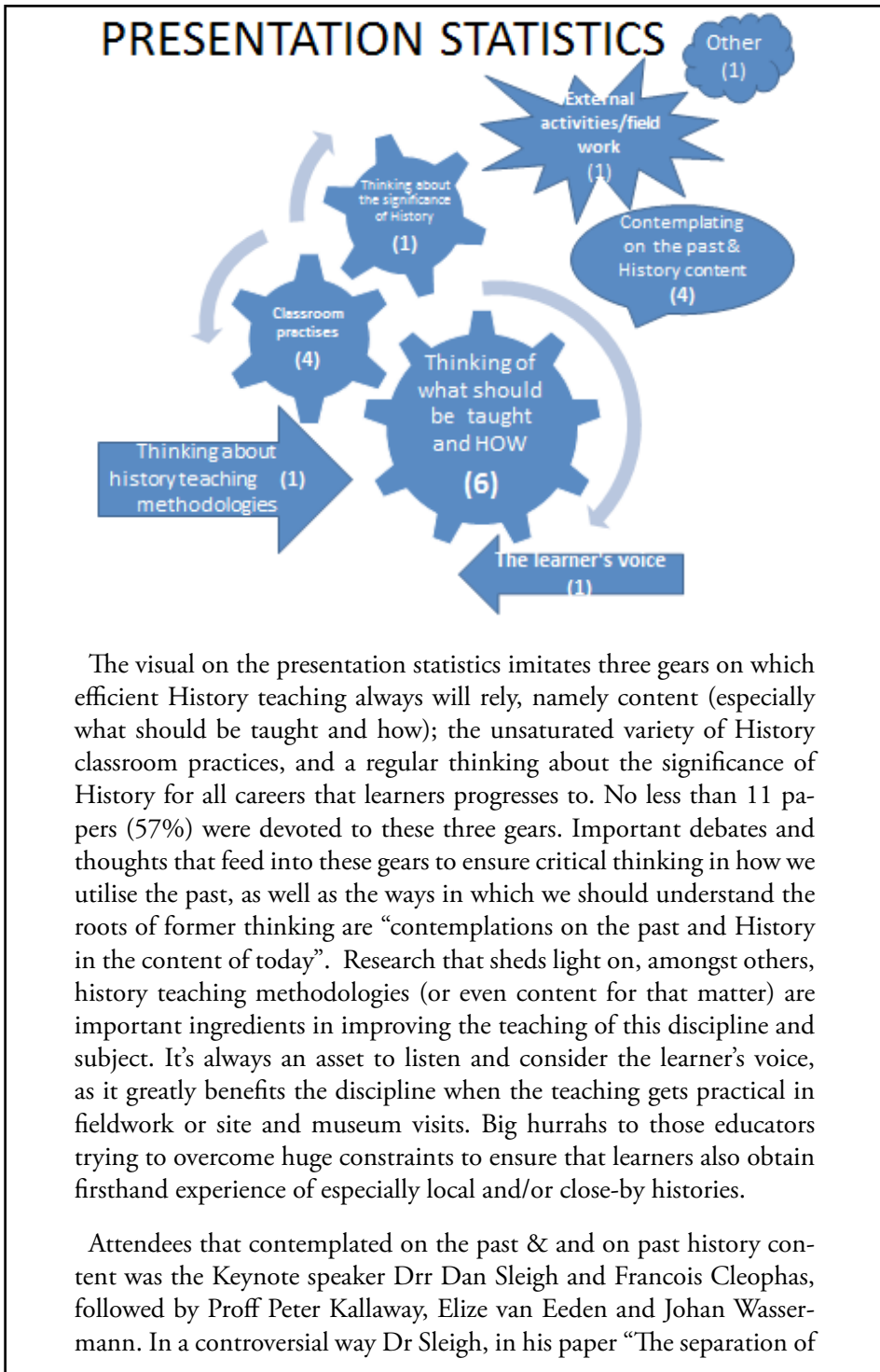
ing by Winston Churchill is so meaningful: “If we have opened up a quarrel between the past and the present, we shall find that we have lost the future”. To my mind the ability to teach History efficiently can be lost if politics, whatever the nature, are allowed to steer our thoughts on how to utilise History on the past, present and the future. With these features in mind of why History, the “what abouts” of new knowledge in History research, and the how to in teaching History I broadly summarised some impressions of the papers presented at the 2012 conference.

What has made me extremely grateful during this conference, and what I have also observed in some past SASHT conferences recently, is the passion educators express for practising History. The obligation to understand the past in a balanced way in order to make a difference in one’s constituency was another quality of the 2012 conference. SASHT conferences are valuable in many ways. It not only provides a platform for exposing research (in History and in the education of History), but it fills a need to be refreshed in one’s discipline and to be reloaded for yet another tough term in office. As we have to support our circle of expertise, we also must keep in mind that we should exercise an openness to anchor our past to our present and future dreams for History as discipline, despite its momentary distortions and its occasional exposure to deformed historical moments.

The 2012 conference at Erinvale in Somerset West was organised by the colleagues of the University of Stellenbosch, namely Prof Arend Carl, Drr Wessel Visser and Karen Horn with Ms Sally le Roux at the centre of arrangements to this very successful conference. Distance and cost will always remain contentious issues, even when cutting expenses to the bone. It is hoped that the leadership of each school in South Africa, as well as the Department of Education, will soon come to realise the intellectual and collegial value of allowing for financial support in getting educators of disciplines together at least once a year.

The SASHT conference of 2012 has produced a bulky 19 papers in only the one and a half day conference (followed by a delightful and scenic excursion to the Solms-Delta Wine Estate in Franschoek).

The major focus of the papers as presented, and their position in the education of History I have summarised as follow:



societies from their past: an under-appreciated tragedy”, reminded the audience that the past should be at the heart of our education; that local and regional histories should be considered more in history content to understand world and national problems, and that South African learners appears to be too occupied with international history. Sleigh also took the opportunity to criticise the CAPS as a design to “keep the truth from the people” and that appears to be narrow in scope, though politically correct.

Peter Kallaway continued on the CAPS by critically assessing its merits and shortcomings in more depth. As it is a meritorious discussion, keen readers should follow his arguments in the published version (see *Yesterday&Today* Journal, 7, July 2012). Elize van Eeden took wider strides by looking at what South African History educators could learn from a broader international audience; what was learned from past national reports on the status of History and why history educators still grapple with the significance of History. In turn Francois Cleophas shared very interesting research on the historical relatedness of churches in the past with schools. The impact and influence of 19th century missionary British Empire schools like the Zonnebloem School, was the focal point of his discussion. The paper by Johan Wassermann concluded the open debate contemplations by remarking that an appreciation for what others has done should always be considered in teaching and that formal education do not yet properly prepare teachers for their future task as educators of History. Pieter Warnich informed the attendees more about research in History teaching methodologies by concentrating on learner-centred education. Role play and the value of excursions in most schools were said to be limited to absent while lecturing apparently remain the most powerful methodology. Like Wasserman, Warnich also remarked that a lack in the feasible preparation of History educators is a concern that featured in research.

Thoughts on the WHAT and the HOW of History teaching by six presenters provided valuable food for thought on History and Africa, History and local/regional history as well as History and oral memories. The paper of Dr Helen Ludlow exposed excellent engagement in how to teach African history via the topic: “What’s the fuss about chocolate? Ghana, cocoa, nationalism and globalization”. In turn a plea for more efficient and comprehensive African history was raised by Wits student Mr Ntokozo Sibiyi. Dr Karen Horn’s paper on “Oral history in the classroom: Linking historical research and history education”

also sparked keen interest as it was related to the personal memories of former South-African soldiers participating in the Second World War. Though the HOW to of incorporating valuable oral memories in History classroom practices and in particular sections of History curricula still require the attention of practitioners of History, some efforts were made by especially Ludlow and also Horn to stimulate some thinking in this direction. The fascination of oral memories further featured in the papers of Prof Arend Carl, titled “War remembrances of an ex-prisoner of war and the relevance for History: Some personal reflections” and Dr Raymond van Diemel’s “The controversy around Apartheid – challenges and opportunities for the History Teacher”. A dream combination effort between higher education and further education was personified in the value of local history presentation by Prof. Harold Herman and Mr David Sayer in the paper “The Coachman’s Cottage Museum as custodian of local history of schools and communities of the Helderberg region”. In South Africa we do not have a culture yet to properly utilise and display our local histories in and through education. Perhaps the SASHT should consider developing a Popular History e-Journal covering local history on its current website.

Four papers representing refreshed ideas for classroom practices on familiar themes were that of Dr Susan Bester (on “Collecting and organising the multimedia components for the development of educational DVDs and multimedia clips for grade 10 History: The French Revolution – some practical guidelines”); Another Wits student Ms Claudia Smith (on “Visual Literacy in History Teaching: Photographs as Opinions, not Reality”); Nokuzula Bikwana (on “Holocaust education can still play a big role in helping South Africans memorialise their past history as a way of paving the future”) and Mr Craig Divis, as exchange student of the USA, currently hosted at the Free State University, that did a capturing presentation on “The Rainbow Resistance: Creatively Teaching the Struggle to Today’s Learners”. As always, with the required passion and exemplary of many years of experience, Mr Simon Haw shows all on ways of making History significant and enjoyable in “Thinking about the value of History teaching: Blowing your own trumpet”. In many ways the sparking presentation of Mr Ryan Andreas on how History can come to life in a multidisciplinary learning environment through the well-developed activities at the Babanango Environmental Centre in KwaZulu Natal, created well-deserved interest. The Centre’s offerings to History students, teachers and educators should not be ignored.

Two worthy presentations that should actually be featuring at each conference in future, are the panel discussion on History in action (Mr Barry Firth's educator-learner team) and the value of Emotional Intelligence in teaching History so efficiently presented by the SASHT's Vice Chair, Ms Henriette Lubbe. The voice of the learners should be heard more than often. Furthermore an openness towards improving ways of managing learners, your subject input and your educational input among those of others in your immediate environment are points of focus which were covered.

It's the task of all educators of History to take the conference focus and discussions back to their constituencies and to mobilise fellow colleagues to do their bit in uplifting and empowering History as discipline and as school subject. It's heartening to hear and to experience firsthand what is done. More could be done. I would like then to conclude by urging each educator of History to return their attention to value the true meaning of teaching History, by not allowing side-issues to blur their view on WHY and HOW we do and apply history research and teach and think about History. Historians and history educators, let's believe in our ability to make a difference because South Africans (and the world alike) cannot do without History.



THE SOUTH AFRICAN
SOCIETY FOR HISTORY
TEACHING (SASHT)



17th ANNUAL SOCIETY CONFERENCE

hosted by the **Faculty of Education, University of Stellenbosch**
at
Erinvale Estate Hotel & Spa, Somerset West, South Africa
4-5 October 2012

THEME

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

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

Wednesday, 3 October 2012

TIME	MEETING & REGISTRATION
16:00-18:00	Pre-conference registration (for those delegates who wish to register early)
17:30-20:00	SASHT Executive Committee meeting
20:00	SASHT Executive Committee business dinner

Thursday, 4 October 2012

TIME	
07:30-08:30	REGISTRATION: Refreshments & SASHT Conference registration, SASHT membership subscription and nominations for SASHT executive positions.

	Venue: Camphor	
<u>FACILITATOR:</u> Prof Arend Carl (Stellenbosch University)		
08:30-08:40	Prof Elize van Eeden (Chairperson, SASHT)	Word of welcome
08:40-08:50	Mr Patrick McMahon (Master of Ceremonies) (Crawford College, Sandton)	Brief guidelines regarding conference proceedings
08:50-09:50	KEYNOTE ADDRESS	
<u>FACILITATOR:</u> Prof Arend Carl (Stellenbosch University)	Dr Dan Sleigh	The separation of societies from their past: an under-appreciated tragedy
	Venue: Camphor	
<u>FACILITATOR:</u> Mr Simon Haw (KZN DoE)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP</u> <u>TITLE</u>
09:50-10:10	Dr Susan Bester (North-West University)	Collecting and organising the multimedia components for the development of educational DVDs and multimedia clips for grade 10 History: The French Revolution – some practical guidelines
10:10-10:30	Ms Nokuzola Bikwana (Cape Town Holocaust Center)	Holocaust education can still play a big role in helping South Africans memorialise their past history as a way of paving the future

10:30-10:50	Dr Wessel Visser (Stellenbosch University)	To publish a history textbook: Notes on the compilation of the South African Academy for Science and Art's new history textbook <i>Geskiedenis van Suid-Afrika. Van Voortye tot Vandag</i>
10:50-11:00		QUESTIONS AND DISCUSSION
11:00-11:20	TEA/COFFEE – FOYER	
	Venue: Camphor	
<u>FACILITATOR:</u> Mr Paul Haupt (Settlers High School)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
11:20-11:40	Dr Francois Cleophas (University of Stellenbosch)	Replaying school sport: A sport historical exploration of establishment of mass based school sport in 20 th century Cape Town
11:40-12:10	Mr Simon Haw (Retired from KZN DoE)	Blowing your own trumpet – How to give your school history department a high profile
12:10-12:40	Mr Ryan Andreas (Babanango Environmental Centre)	Babanango Environmental Centre and what we can offer History students, teachers and educators
12:40- 13:00		QUESTIONS & DISCUSSION
13:00- 13:50	LUNCH	

Venue: Camphor		
<u>FACILITATOR:</u> Dr Helen Ludlow (Univ of the Witwatersrand)	<u>PRESENTERS</u>	<u>PAPER/WORKSHOP TITLE</u>
13:50-14:10	Prof Arend Carl (Stellenbosch University)	War remembrances of an ex-prisoner of war and the relevance for History: Some personal reflections
14:10-14:30	Dr Raymond van Diemel (Stellenbosch University)	The controversy around Apartheid – challenges and opportunities for the History Teacher
14:30-14:50	Mr Ntokozo Sibiyi (University of the Witwatersrand)	The Relevance of African History for 21 st Century
14:50-15:20	Harold Herman & David Sayer	The Coachman's Cottage Museum as custodian of local history of schools and communities of the Helderberg region
15:20-15:30		QUESTIONS & DISCUSSION
15:30-15:50	TEA/COFFEE – FOYER	
Venue: Camphor		
<u>FACILITATOR:</u> Dr Francois Cleophas (University of Stellenbosch)		
15:50-16:10	Ms Henriëtte Lubbe (University of South Africa)	Researching and developing the emotional intelligence of History teachers in the Lejwel-eputswa District, Free State (South Africa)

16:10-16:30	Dr Helen Ludlow (University of the Witwatersrand)	What's the fuss about chocolate? Ghana, cocoa, nationalism and globalization
16:30-16:50	Prof Peter Kallaway (University of Cape Town)	History in Senior Secondary School: CAPS 2012 and beyond
16:50-17:30 (Workshop)	Mr Craig Divis (University of the Free State)	The Rainbow Resistance: Creatively Teaching the Struggle to Today's Learners
17:30-17:40		QUESTIONS & DISCUSSION
	Venue: Camphor	
17:40-18:40	<i>Annual General Meeting</i>	
20:00	Magnolia Restaurant CONFERENCE DINNER (Sponsored by Dr Chris van der Merwe, Curro Holdings)	

Friday, 5 October 2012

TIME		
07:45-08:30	REGISTRATION: Refreshments & SASHT Conference registration	
	Venue: Camphor	
FACILITATOR: Mr Barry Firth (Crestway High School)	PRESENTERS	PAPER/WORKSHOP TITLE
8:30-8:50	Prof Elize van Eeden (North-West University)	Valuing the teaching of History: National and international reflections post 1994 as a contemplation for tomorrow's teaching History in South Africa

08:50-09:10	Me Karen Horn (Stellenbosch University)	Oral history in the classroom: Linking historical research and history education
09:10-09:30	Ms Claudia Smith (University of the Witwatersrand)	Visual Literacy in History Teaching: Photographs as Opinions, not Reality
09:30-09:50	Dr Pieter Warnich (North-West University)	Assessing History and Social Sciences teachers' attitudes towards learner-centred instruction
09:50-10:10	Prof Johan Wasserman (University of KwaZulu-Natal)	This is what we should learn in history at school! – Reflections on the history curriculum imagined by young prospective history teachers' views
10:10-10:20		QUESTIONS & DISCUSSION
10:20-10:45	TEA/COFFEE – FOYER	
	Venue: Camphor	
<u>FACILITATOR:</u> Prof Johan Wasserman (University of KwaZulu-Natal) 10:45-11:30	<u>Panel discussion:</u> History in Action: The voice of the learners (Schools: Mr Barry Firth, Crestway High School; Mr Alton Lubbe, Steenberg High School; Mr Roy Prinsloo, Fairmount High School)	
11:30-12:20 (Workshop)	Ms Henriëtte Lubbe (University of South Africa)	Teaching History the EQ way: Emotional intelligence training for History teachers
12:20-12:30		QUESTIONS & DISCUSSION

<p><u>MASTER OF CEREMONIES:</u> Mr Patrick McMahon (Crawford College, Sandton)</p>		
<p>12:30-12:50</p>	<p>Prof Elize van Eeden (NWU, Vanderbijlpark)</p>	<p>Conference summary and some general thoughts on the value of history teaching for tomorrow</p>
<p>12:50</p>		<p>Closure of the programme</p>
<p>13:00-18:00</p>	<p>Depart on excursion to Solms-Delta Museum – Lunch served on the bus</p>	

CONFERENCE 2012
KEYNOTE ADDRESS *

SA SOCIETY FOR HISTORY TEACHING
ANNUAL CONGRESS

Dr Dan Sleigh
(*Novelist and retired educator*)

Abstract

“The separation of societies from their past: An under-appreciated tragedy”

South Africa’s population consists of several groups of peoples, roughly (linguistically) defined by the number of languages used in schools. Each of these groups has a past of its own, and many occupy land where generations of ancestors are buried. They have their own origins, kinships and customs. Government acknowledges (admits) the diversity of cultures and provided among others Heritage Day to commemorate and celebrate not only the separate but also the shared histories. Unfortunately its good intentions went up in the smoke of “Braai Dag”. Neither do the CAPS History syllabi support the government’s aims in this respect. I regard them as generally narrow and politically correct in outlook, because they ignore much of what is important to the remainder. A great need for people educated and trained in local and regional history exists across the country, which not only affects government’s Conservation Management and Education System but almost all walks of life, and dangerously so in politics and parliament.

Chairman, Ladies and Gentlemen.

“The separation of societies from their past: An under-appreciated tragedy”²

Thank you for the invitation, Professor Carl of the Department of Education and Dr Visser of the Department of History, who provided me with a set of CAPS History syllabi and the following pretty lead line: *“The political sanity of the public depends on the quality of its history*

* The *Yesterday & Today* editorial panel did not edit the content in any way. The author takes sole responsibility for the views expressed in this keynote.

2 For some ideas for this talk, including its title, I am indebted to T Hunt, “Gove’s paradox”, *The Spectator*, 21 April 2012, p. 24.

teachers". I assume that it was sent to me by "Education" and not by "History" as it was not accompanied by a footnote giving its source.

"The separation of societies from their past". Think of the people who were removed from District Six and dumped on the Cape Flats.

I work with History, in a variety of fields, daily. I write both History and historical fiction, I do freelance research for other authors, for legal practitioners in the Land Claims Court and Equality Court and for City Councils. I train tour guides, amongst others. History has been kind to me, so I give my time freely to all Conservation Bodies that need help. I wondered what kind of customers I would deal with in future, how well informed, how discriminating, how understanding? What does the future hold for Applied History? Will there still be able practitioners to serve the public sector? I examined the CAPS History syllabi of 2012 critically for sense and intention. It is more than twenty years since I formally taught History. I will tell you my general impressions as a concerned practitioner.

There are two old truths about our subject: Firstly: "First ask Why?" And after "Why", follow "Who, Where, When and What", all the chronology. And after the chronology comes the next big question: "With what result?" The first and the last, "Why" and "With" what result, I regard as the historian's true task. Secondly: My favourite definition of our subject is, "History is the analysis and interpretation of documents". That is what I did with the CAPS History syllabi. I analysed and interpreted them.

I find them as "Politically Correct" (PC) as those of my own day. It makes them as exclusive (like a dog in the manger) and equally provocative. I regard them, from a personal and professional point of view, in conflict with their stated aims of "equipping learners with the knowledge, skills and values needed for self-fulfilment and meaningful participation in society as citizens".³ I experience them as limiting, and possibly stulti-fying and counter productive. Would they inspire History students to become History teachers? Because they are so PC, they do not interest me personally and I would not care to be on the teaching or the learning side of them. Because they are so PC, they invite PC text books, examples of which were shown to me. I discovered that the manipulation of (tampering with) young minds starts at a very early age (Grade 5.) I also find that they raise many questions, and in some instances, eyebrows. ("How colonization led to

³ Department of Basic Education: National Curriculum Statement, Grades R-12 (2011).

slavery". Grade 10.) Also, I miss a sequence in things, the chronology. There is no coherence without chronology. I see great gaps, particularly in Grades 10-12. History, like Truth, does not refuse to bridge gaps.

It happens in Africa that there are people without a history. They are like birds and plants.

The problem is that they have minds, with a feeling that they have been left out, they don't belong.

Now "not belonging", is taught here, in our schools.

I see, for example, in the new syllabi, plenty of Africa but very little of the Cape; much political struggle, not enough struggle against forces, bounds and needs - natural as well as human - which shaped this region. I mean that, three centuries ago, it took our ancestors nine months to put a loaf of bread on the table. Why? And with what result? That is essential knowledge, but missing.

We have here descendants of Koina, hundreds of thousands of them, in the Western Cape and elsewhere - a people in a diaspora. I notice a cultural renewal among them, a revival of interest in their origins and ancestry. They are keen to learn the old language. They assume ancient but extinct clan names like Cochoqua, Hessequa, Chainouqua. Some even refer to themselves as Outeniqua - there is even a king of the Outeniqua, which is an unfortunate fallacy, because no such clan existed. In ignorance some, like the CAPS syllabi, refer to themselves as Koisian, which is not historical but an unholy anachronism, a modern (1928) artificial construction, coined for the convenience of anthropologists.⁴ But the interest and historical awareness are clearly there. It is visible on the streets when they march demonstrate with placards. There is a demand for knowledge that the present syllabi do not recognise.

Where, in all of the syllabi, do we find the Koina and Sonqua? - down in Grade 5, for 10-12 year- olds, in a series of crude generalisations. Why are they virtually written out of our History? Do the compilers hope to parade the Koina and Sonqua under the Black banner? Are they afraid that Koina and Sonqua descendants, educated about their origins, will deny that they are Black, since their own ancestors lived here in isolation for hundreds of centuries? Or, are they afraid of inconvenient Koina land claims, or to a certain preference, as First People?

⁴ L. Schultze, *Zur Kenntnis der Körper der Hottentotten und Buschmänner* (Jena, 1928), p. 211.

These are just two societies separated from their past. Our past should be at the heart of education. We live at the Cape, not in Ghana or Vietnam. You hear that I advocate a largely regional syllabus, with much more local content. Why? I am from the Cape; I earn my bread here.

Please see this need for local History teaching in the context of your own province or region of origin. If, for example, I were a Grade 11 pupil born at Entonyaneni, or at Nongoma or Mahlabatini, and spoke Zulu, I believe I would enjoy it tremendously if my teacher, in that lovely language where every word, every syllable, ends in a vowel, said something like: “Three sons of Senzangakhona became king of the Zulu. Notice, grade 11’s, that the title was not passed down but sideways, which is a sign of distress, great distress,” and he or she would then tell us about uShaka and the *mfecane*, and Dingane and the Boer invasion, and Mpande the peacemaker, and then Cetzwayo and the British invasion, and the magnificent fight at Isandhlwana, and the final loss of independence. But what do they get? Ghana and Vietnam, in Grades 11 and 12. Let me tell you what Churchill said about this kind of education: “I have lived seventy-eight years without hearing of a bloody place like Cambodia.”⁵ There on the map I would see Botswana (independent), Lesotho (independent), Swaziland (independent). But where is Zululand? Why is the Afro-American civil rights movement (Malcolm X and Martin Luther King) more important than a South African community’s own history?

Crimes are committed and evil flourishes in ignorance of regional history. Take as an example Picture 1: **[PIC 1]:** We have here, growing in Klaassens Road, Bishopscourt, some *L Brabeium stellatifolium*, wild almond trees, as you can see it is a proclaimed national monument: **[PIC 2]:** The so-called “Van Riebeeck’s hedge”. The plants grow wild on mountain slopes in the Western Cape. The Koina ate their fruit. **[PIC 3]:** It is a proper *kreupelhout* or tanglewood, that given time to grow, would under pioneering conditions make a good natural enclosure for animals. It is common knowledge that Van Riebeeck attempted, in 1660, to fence in a piece of land using these indigenous trees, to protect the Company’s draught and breeding stock against theft and its wheat fields against intrusive grazing.⁶ This information found its way into school books. One book was copied from the other, and the fact that the whole project was abandoned after two years as unnecessary, difficult to maintain, expensive and a waste of time, never

⁵ R Hyman (comp.), *A dictionary of famous quotations* (London, 1973), n.p.

⁶ DB Bosman & HB Thom (reds.), *Dagbregister gehouden bij... J.A. van Riebeeck*, deel III, 12 July 1660, p. 249.

became common knowledge.⁷ Our extensive VOC archives, readily available in Cape Town, cover the next 132 years in much detail, and as can be expected, there is no further reference to a hedge, neither is one shown on any of the hundreds of maps of the area after 1663. [PIC 4] examine [PIC 5]: That is the record.

Now for the Compton version: Professor RH Compton was the head of what became the world renowned Kirstenbosch Botanical Garden. He, a botanist, found some *Brabeium stellatifolium* growing both inside and outside his little kingdom and invented a history for them. Assuming that they were a remnant of a hedge that never existed, he appealed in 1935 to the then National Monuments Commission (NMC) to proclaim his folly as a National Monument. Why? Did he need a status symbol for his garden? Did he hope to draw school groups? But he was encouraged by the developers of the adjacent new millionaires' suburb, Bishopscourt ("the best address in Southern Africa,") who needed a marketable status symbol. Go there, and see how many of the mansions along Klaassens Road have names like Wild Almond, Wilde Amandel, Van Riebeeck House, etc. Shockingly, even for the time, Compton's written motivation, to be seen in the SAHRA files, does not contain one single syllable of archival reference.⁸ Yet, the NMC proclaimed the trees at Compton's request. Why? Can it really only be that no member of the then Commission had any knowledge at all of Cape history? Or can it? But so it remained, a national monument for 75 years.

[PIC 6]: Now for the SAHRA version: About twelve years ago the heavy bronze plaque was stolen to be sold as scrap, and the SA Heritage Resources Agency, successor to the NMC, replaced it with a new one of a synthetic material. And at the same time, illegally, secretly, like graffiti appearing on your wall overnight, a new line was mischievously slipped in to the old text. Illegally, because it was not published in the Government Gazette. Unnecessary to ask Who? That is chronology. Ask Why? Why is a small copse of completely innocent trees turned into a scapegoat, loaded with misinformation and a political label, and driven into the wilderness? Next, with reference to those trees, Kirstenbosch Garden's illustrated pamphlet for tourists takes it much further: "Van Riebeeck undertook the first act of Apartheid on South African soil."⁹ I was told about a teacher, accompanied by about 40 students, who kicked at, and cursed the poor plants: "You should die,

7 AJ Böeseken (red.), *Memoriën en Instructiën; Verklaring van P. Overtwater*, 7 September 1663, p. 60.

8 SAHRA / NMC file 11/K/Kaa 4, part 1.

9 Anonymous: *Kirstenbosch National Botanical Garden: A 3-dimensional guide to Kirstenbosch Garden including interesting facts and historical information* (Copyright, Richard Smith), No date, Obverse.

you should die, for shame.”

Now for the Mbeki version, in which myth becomes malice. On 25 February 1999, the then deputy-president Mr Mbeki addressed a joint session of parliament on the Truth and Reconciliation Commission's Report. I quote:¹⁰

At Kirstenbosch Botanical Garden there are the remains of a 340 year old almond and thornbush hedge. Planted by Jan van Riebeeck, this thorn hedge was intended to ensure the safety of the newly arrived white European settlers, by keeping the menacing black African hordes of pagan primitives at bay. Black and white had to be kept apart, circumscribed by an equation which described each as the enemy of the other, each the antithesis of the other.

The brief statement contains some 12 strategic assumptions (e.g. that Koina are Black) and even a new religious slant: Pagan good, Christian bad. (Like in *Animal Farm*.) This is serious stuff. Did you notice that, although it was said in Parliament, there is not a word of truth in it? This is very serious. Why, in 1999, is a political attack on people long, long gone thought necessary? Why wage war on the dead, or waste words on them? Was it aimed at the minds of your students, to stir up Black indignation and evoke White guilt and a sense of not belonging? And, in spite of the much vaunted Constitution, to drive a wedge between Black and White? In other words, doing exactly that which he is ranting against? I believe that if you need a stick to beat a dog, it remains criminal to steal one. Although the Minister of Education mentions “healing the divisions of the past” as an aim in the introduction to the CAPS syllabi, not a History teacher across the nation made a whisper of protest at all this. Which raises a horrible suspicion: Are History syllabi designed to keep the truth from the people, to bury all in ignorance and leave politicians plenty of room in pursuit of power and the old gravy train? Is this not an under-appreciated tragedy?

[PIC 7]: History is also geography with people in it. This map shows where my bread, as a professional practitioner, comes from. Before 1652 the history of the Western Cape wore a sheepskin coat. From 1652 it wore a blue coat. From 1795 it wore a red coat. Now I do not see a coat; it seems to have been “liberated”. For a proper grasp of the forces that drove colonial settlement in these parts before diamonds and gold, it would be good to have this map of the sea route to the East in your lecture- or classroom, permanently. It shows “Why” and “With what result”. It shows the invisible building blocks of history, the high

¹⁰ T Mbeki, Statement of the President of the African National Congress, Thabo Mbeki, on the Report of the TRC; Joint sitting of the Houses of Parliament, Cape Town; 25 February 1999, p. 1.

pressure systems and the winds and currents that rotate around them. It shows “the East” (the source) and Europe (the market), and how you get there and back. It explains why a maritime replenishment service was required and how nature, as an agent of history, determined why it had to be at the Cape. This Cape, where so many of us were born, went to school and spent our working lives, but gets such scant attention in the History syllabi of the New South Africa.

A word about the Dutch thalassocracy which, like the Big Bang at the beginning of Creation, set vast positive and negative processes in motion. The Dutch state in its Golden Age depended on the East India Company as its biggest employer, biggest ship owner and biggest tax payer. The East India Company relied on Eastern trade. Eastern trade depended on successful shipping. Successful shipping depended on the Cape maritime replenishment service. And the maritime replenishment service depended on a system of productive outstations - 57 of them in fact, amongst others Hottentots-Holland, Simons Bay, Groote Schuur, Saldanha Bay, Mossel Bay, Houteniqualand (sic), Plettenberg Bay, Groene Cloof, Robben Island, ’t Nieuweland, etc. Those are the beginnings of the modern Western Cape Province, with its hundreds of schools and tens of thousands of students. This is where our roots are, where the tragedy of separating societies from their past is happening in government schools.

We have in our Archives meticulous records of 143 years kept by the Company on a variety of subjects. In the Company’s *Dagbregister*, a veritable treasure house of information, we discover amongst others, many particulars about the Koina, and the causes and the ways of their demise. On animal incidence: When, where and what were the “sea cows” of Zeekoevlei and the “horses” of Paardeberg and Paardeneiland? We read about extinction; we can tell the very day in 1702 when the last elephant in the Peninsula was shot down. We witness the dawn of science: The sea worm *pectinaria capensis* was described in the *Kaapse Dagbregister* three years before Petrus Pallas published a description in his *Zoologica* of 1769. We see rainfall patterns, drought patterns, summer floods in the Karoo, and a winter when 36 000 sheep died under deep snow. We can study earthquake incidence. (I, as a former a History teacher, can tell you that the Koeberg nuclear power station is not far enough from a fault line.) We see human incidence and nomadic patterns, on which land claims can be based. Settlement patterns, pre-industrial production systems, social, religious and legal systems, slavery, medicine, fishing, astronomy, wine, women, and war. I think Lewis Carroll had a very good peek in the old *Kaapse Dagbregister*

before he wrote: “*The time has come, the Walrus said, to speak of many things, Of Shoes- and Ships- and Sealing wax, of Cabbages- and Kings.*”¹¹ What need have we of Ghana and Vietnam?

The same documents show why the directors of the English India Company for decades coveted the Cape. What brought them here in 1795, and again in 1806, and into the rest of the country after diamonds and gold were found? And then the great wars about them. And then sweeping the board with a Union of South Africa, an artificial, unsympathetic concoction to suit their own ends and purposes. What was so wonderful about the Union that the New South Africa adopted the same map? The USSR at least dissolved its union and gave its subjects a choice of freedom.

I suspect that the syllabi fail to encourage historical and conservation awareness. As an example, take Heritage Day, in my opinion our government’s best idea so far, with great goodwill, the most lofty ideals and a special school holiday - an idea which I believe deserves our strongest support as History teachers, to help instill a practical interest in local history. This excellent idea of Heritage Day was hijacked and corrupted into “Braai Dag”, a mind-rotting feast day to worship at the altar of Bacchus, with ill-health, alcoholism and pollution as by-products. What is behind the degradation? Lack of interest and a latent fear of history coupled with parasitic opportunism, commerce and bad education? Or an apparent failure on the part of the syllabi to inspire teachers and parents to take an active lead in Heritage Conservation, as they do so well with the football and the cricket?

Finally, do the subject syllabi prepare or empower students for a future career in History? We hear much about unemployment. Who knows, perhaps they can all enter politics and become ambassadors to Vietnam or Ghana. A great need exists for people qualified in local and regional history, for Heritage Management in all parts of the country. Indeed in several provinces the service is dysfunctional for a lack of competent staff. In addition, the current Heritage Act invites the public to participate in Heritage Conservation, but the present syllabi appear to withhold the necessary knowledge and stimulation. There are many other employment opportunities for History students, like cultural tourism, that the syllabi do not support. From personal experience I can provide various examples of very rewarding career opportunities in History:

¹¹ L Carroll, *Alice Through The Looking Glass*, Ch. 4.

There is the power of your own example. You, their teachers, are examples of successful academic careers in History. You actively practise the subject. You continue to study to improve yourself. Because of your love for of the subject you attend conferences and join conservation organisations. Encourage students to take your subject to matric, and afterwards continue at university and major in History, combined with a literature course, so that they can learn to read and write.

If they prefer not to teach, but want more freedom of movement and more money, then post- graduate study is necessary. They qualify themselves to specialise in a particular field, and become professional practitioners of some use to a community, like your medical man, although not as well paid. Who will pay your well-taught and fully trained history student for his or her knowledge and skills?

Other employment options include the:

- National and Provincial Archives, Cultural History Museums,
 - The National, Provincial and Municipal heritage and conservation authorities, and
 - City Councils' special committees, e.g. Street naming committee, Disaster Management Department (Catalogue of Disasters).
 - Alternatively they could become legal practitioners (as expert witness in Land Claims Court and Equality Court.) Help to formulate laws. (E.g. For a new anti-corruption law, translate, analyse and interpret a 1715 document "Placaat teegens neemen en geeven van giften en gaven" for the Department of Legal Studies, University of Pietermaritzburg). And there are more:
- Field archaeologists. Restoration architects.
 - Free lance research and contract work. (Histories of farms, firms, families, etc. TANAP for the Netherlands government.)
 - Authors and Own authorship (history and fiction).
 - Tourism: The employment, deployment and training of tour guides.
 - Treasure divers.

And when you are old enough, people's respect become more important than an income. What is satisfying, is giving your skill in voluntary service on committees of conservation bodies, like the VOC Foundation, the National Monuments Council, the Castle of Good Hope Advisory Committee, etc. Also satisfying are National and International awards. Even helping the police to identify stolen artefacts is spiritually rewarding.

In conclusion then: If it is so, colleagues, that the political sanity

of the public depends on the quality of its History teachers, always remember that Maki Skozana died for our sins. Put her picture on your wall. Thank you. Good luck to all.

Consider including headings in the text, change the oral style into a written style. It will be more in line with the other articles in this edition of the journal.

It is a very interesting and thought-provoking presentation. Although not a scientific, educationally-sound research report.

It is an example of a narrative biography research design. It interrelates the world of the author with his/her social and cultural world.



MINUTE

SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING

Annual General Meeting

Erinvale Estate Hotel
Somerset West
4 October 2012

1. Welcome

Prof Elize van Eeden welcomes all and thanked the University of Stellenbosch as host of the conference for their warm hospitality and for a very well organised conference. Prof Arend Carl in particular is thanked for taking the lead amidst a heavy workload and also having managed to get sponsorship for the SASHT dinner.

2. Chairperson Report (E v Eeden)

Prof Van Eeden welcomed all and thanked Dr Susan Bester as new SASHT secretary for her support and hard work during the past few months. As the time is limited the following important matters are concisely reported on and discussed:

2.1. SASHT Executive-DBE feedback

Prof van Eeden points out that the SASHT in 2011 have received some complaints regarding the CAPS document process for History and queries about the 2011 Grade 10 textbook process by the Dept of Basic Education (DBE). These caused wide dissatisfaction. After the AGM of the SASHT in 2011 the SASHT Executive received a mandate by its members to follow up matters of concern with the DBE. This was done during January to March 2012. The outcome was communicated (see Annexure A for the E van Eeden and M Maposa reports on the visit to the DBE in May 2012). At present some academia as members of the SASHT scientifically follow up the efficiency of the 2011-process by means of certain research procedures. These will be

reported on in the 2013 Conference and via the *Yesterday&Today* Journal.

2.2 *Yesterday&Today* status

Dr Warnich mentioned that the journal has received accreditation and that Prof Elize van Eeden's pivotal role should be applauded. Prof Van Eeden thank Dr Warnich and reported that two issues of the Y&T will appear per annum in July and in December. The AGM was informed that the following people were approached to serve on the Y&T editorial committee, and which all accepted:

Dr Helen Ludlow (School of Education, Wits);

Mr Gengs Pillay (Dept of Education, KZN);

Ms Rika Odendaal-Kroon (Rand Girls' School, Gauteng);

Ms Henriette Lubbe (History, Unisa);

It is noted that the following people resigned or who's term has expired:

Mr Jimmy Verner;

Ms Portia January.

The quality control institution Assaf supported the Y&T in 2011 and in 2012 to produce two issues of the Journal. The NWU supported one issue with the directive to start requesting for page fees from July 2012 onwards to be independent. A page fee of R200-R250 per page for scientific articles (and not Hands-on articles) will be reimbursed from authors of articles. GET and FET educators are encouraged to write "hands-on" articles. Book reviews also are important and Prof Van Eeden urges all to inform Prof Wassermann as book review editor if any new books must be obtained to be reviewed. They should also support engaging as reviewers for the book review team in helping with book reviews. Also when member obtained a new book he/she can consider writing a book review. It is not only members on the book review committee who should and could write book reviews.

2.3 *Membership*

An expansion of the membership and adhering to marketing needs were discussed. Some ideas were proposed which will be deliberated by the SASHT executive:

- Changing the minds of History educators to be investors and not only receivers;
- Development of a popular online e-journal for local History will be invested in 2013;
- Producing a DVD on the significance of History as discipline will be kept in mind and activated as soon as funding becomes available.

2.4 Vision for projects 2013

Prof van Eeden mentions that the marketing of History within the SASHT structures still requires some extensive thinking. With sufficient funding support will be possible to partially financing educators wanting to continue studies; supporting regional workshops more substantially; Engaging with GET; FET and HET Educators to become members of the SASHT and; to conducting a report on the status of History in South Africa, last done in 1992). These aims will remain on the AGM-agenda to pursue.

3. 2013 Conference

Mr Matthew Marwick announced that the Maritzburg College, will host the 2013 conference. The School will celebrate its 150 anniversary. Opportunities to discuss History; Twitter and Facebook will be considered as communication possibilities and perhaps added to the theme of the 2013 conference. A flyer was distributed (See see **Annexure B**).

4. Other SASHT hosts for future conferences

The following possibilities are confirmed/discussed. It was confirmed that Prof Van Eeden and Ms Lubbe will communicate with the different hosts during 2013 to ensure confirmation:

2014: University of the Witwatersrand (Dr. H Ludlow)

2015: Free State University (Dr Boitumelo Moreeng?)

2016: Oprah Winfrey leadership Academy (Mr Thomas Tervitt?)

2017: International Conference ISHD-SASHT NWU-Potchefstroom Campus (Dr. Pieter Warnich)

2018: Limpopo Province (Mr Jake Manenzhe?)

5. Vice-Chairperson's report on regional activities (H Lubbe)

Dr Henriette Lubbe reported (See **Annexure C**). She also mentioned that there is no representative in the Northern Cape and in Mpumalanga and that the Executive should keep their ears and eyes on the ground to identify suitable and passionate practitioners.

6. Showcasing the website (P McMahon & P Haupt)

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

Patrick McMahon and Paul Haupt discussed the new interactive SASHT website. Links, amongst others for report Newsletters, Membership application. Archival info of previous conferences, reports and older versions of the *Yesterday&Today* journals were scanned at a cost and added onto the

website. Only issue 6 seems to be missing, and will be added soon. The idea to organise a mini quiz and Olympiad will be re-opened as possibility as soon as the website portfolio members find their way to be fully operational within the new service provider domain.

7. SASHT Financial report

Prof Van Eeden reports on behalf of Mr Verner who was not able to attend and he also indicated that he is not available for another term. The SASHT's financial status on 1 October 2012 was R54 604.39, with some payments still outstanding. Mr Verner envisaged a remainder balance of approximately R27 600.00 after deducting conference obligations. Prof Van Eeden thanked Mr Verner for having fulfilled an excellent function as treasurer. His absence as long-standing member and builder of the SASHT (also in his previous capacity as SASHT Chair) will in future be felt.

Prof van Eeden also informs the AGM that the SASHT Executive has changed some articles in the SASHT constitution with regards to the finances to ensure a more consultative and democratic process. The AGM take note of the following phrase that replaces the older constitutional version:

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 treasurer/ or 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.

8. Election of nominated members

Prof Van Eeden proposes a new arrangement based on the revised SASHT constitution to ensure a procedure that is in line with other History Societies in South Africa:

8.1 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.

(see **Annexure D** for the nomination Form)

The AGM approved of such an arrangement.

It is noted that Prof Van Eeden and Ms Lubbe also language edited the Constitution again.

9. Announcement of newly elected/standing members

Prof Van Eeden informs the AGM that Mr Thomas Tervitt indicated that he will no longer be available for the marketing position. A nomination was receive for Marshall Maposa which the Executive approved according to the newly advised system. Mr Maposa will remain in the position as a full member of the Executive while the Executive must consider which portfolio to allocate but to search for a candidate that can fulfil the mandate of the Marketing portfolio.

(See **Annexure E** for the executive and regional SASHT representatives).

10. General matters

Mr Simon Haw reported that an e-newsletter for 2012 was not published on the website due to several constraints. After discussion it was decided that Mr Haw will be supported by Mrs Lubbe and the Regional Representatives to ensure regular inputs to an e-Newsletter which should be distributed 2-3 times per annum from 2013. Examples of what could be send were discussed. History Olympiads, quizzes, discussions and vacancies were mentioned amongst others. The SASHT Executive is of opinion that the news letter must be a tool to make people aware of the SASHT.

11. Closure

Prof Van Eeden thanks the few outgoing executive members for their past loyalty and support and welcome the new executive, especially Ms Henriette Lubbe in her first year as the new vice Chairperson for the SASHT. So far she very efficiently shaped the regional structure of cooperation in the Society. Prof Van Eeden also expresses a hearty thanks to the rest of the executive for being so supporting, especially the working committee situated in who always are willing to set aside precious hours in meeting on Saturday afternoons.

Annexure A

(E van Eeden and M Maposa reports on the visit to the DBE in early 2012)

Report on the meeting between the SASHT delegation and the DBE officials

25/05/2012

Marshall Maposa
University of KwaZulu-Natal

I attended the meeting as a member of the SASHT delegation. My understanding of the objective of the meeting was that we were meant to question the DBE on the practicalities of the screening process of the textbooks submitted for evaluation for the CAPS. We were also to find out who does the screening; to ask why they selected only four books; and find out the implications of all this for the next process in 2014. We hoped that the meeting would build bridges and come up with solutions. From our side, the proposed solution would be to put forward the name of Prof Rob Siebörger to conduct another screening process.

We appreciated the fact that after a long time of refusal to meet, the DBE had at last agreed. The meeting however did not start as we anticipated as the DBE delegates expressly refused to discuss anything to do with textbooks right from the outset. They stated that they were only interested in us bringing up other issues to do with the teaching and learning of History. Faced with this situation, we could not present our issues as planned. As a result we had to manoeuvre our way to bring in the issue of textbook screening. We had to keep doing this throughout the meeting so that we could keep to our planned issues.

When we asked about the screening process, the DBE officials responded that they had done it as fairly as they could. Our question on the lack of use of textbook research experts in the SASHT was shot down with the argument that there were many other experts who did not belong to the SASHT. They also expressed that we had wrongly come up as representatives of textbook writers, who should only raise their issues through the publishers and not SASHT. They thought that there was a conflict of interest on our part.

In the end we learned that the main people who had been used in this process were subject advisors. We were also told that only four books (instead of eight) were adopted since the teachers had complained that they would not know which textbook to rely on if many were put on the catalogue. This was in spite of our counter-argument that History learners need to be exposed to a variety of resources so that they come up with informed and diverse understandings. The DBE officials stated that unapproved textbooks could still be published and sold to the schools, but not through the department-sanctioned catalogue.

The DBE refused to consider redoing the screening process and said that we can only analyse the textbooks that have been adopted. Nevertheless they agreed to furnish us with the criteria that were used to screen the books. Concerning the other evaluations to be done later in 2012, the DBE could not promise the involvement of expertise from the SASHT. Although we tried to explain our relevance in the textbook production and screening process, the DBE officials claimed that they did not work with associations because they would not know which one to engage since they were too many. This argument was despite our explanation that we were the only association for History in South Africa. We had also explained that our voice should not be muzzled and should not be regarded as dissent, but should be celebrated as evidence of healthy and transparent involvement of various stakeholders.

Evidently we hit a brick wall as our concerns were barely considered. The positive that we can take from the meeting is that the DBE officials agreed to continue corresponding and even arranging meetings with us. They also agreed to attend the SASHT conference and answer any questions. It seems like our hope to have the textbooks re-screened have been dashed and the only chance we have is to be involved in the later processes. We did not agree with the DBE's view that we should only be concerned with the finished product as our experts on textbook research show how the process leading to the adoption of the textbook is very important.

Some impressions by Elize S van Eeden

As communicated per letter to the DBE on 2 May 2012

Dear Michelle

For attention Dr Joshua

As you know me and Mr Marshall Maposa (representing the SASHT) attended a discussion last week Wednesday 25 April with delegates of the DBE. I will appreciate if you could pass on my appreciation to Dr Joshua for the opportunity and the time. Though we will internally communicate our observations of this meeting with the SASHT broader Executive and the members of the Society, we will appreciate if you could pass on our positive impressions and our remarks expressing a concern to Dr (Marié-Louise?) Joshua, Dr Nduna and Mr Pule (Pardon my ignorance if these particulars are wrong but we did not get time to share this information on paper due to the time constraint some DBE delegates had).

Positively perceived impressions/discussions:

- The SASHT representatives welcome the invitation by the DBE that the SASHT and DBE should communicate more often on issues related to the education and training of History teachers;

- The SASHT welcome the information that the DBE intend forming a History Committee from which invitations to the SASHT (or individual members of the SASHT) will be directed, especially as far as it concerns issues the DBE regards as of importance;
- The SASHT representatives in turn posed an invitation to the DBE to consider sending a member or two to the SASHT conference that will take place this year in the Stellenbosch region in early October. The invitation also includes the possibility of a discussion by the DBE delegate regarding the screening of History textbooks as it was/is processed during 2011 and perhaps the Grade 11's for 2012. If the DBE is interested in attending the conference, information could be forwarded;
- The SASHT invited the DBE delegates to co-opt any SASHT member(s) when having a need for some expertise dealing with matters regarding History. It was accentuated that the focus by the SASHT never was the SASHT per se but about its members representing various FET and HET institutions, and who appears absent in processes of importance (such as textbook assessments and guidance);
- The DBE was assured by the representatives of the SASHT that the SASHT only represents its members and passionately enhances, as well as acting as watchdog for, quality, diversity and representativeness in History teaching content;
- The SASHT assured the delegates of the DBE that they do not represent particular/all publishers.

Some concerns from the discussion between the DBE and the SASHT delegates as perceived by the SASHT representatives:

- The fact that the DBE delegates did not want to talk about the complaints that the SASHT has directed to the DBE per several letters, but wanted to steer the discussion on other another pathway, was not particularly welcomed. Especially if one considers the amount of time and expenses that was incurred to be able to attend the meeting to specifically discuss the concerns that have been communicated;
- The SASHT representatives were under the impression that the actual complaints the Society have raised, namely poor textbook screening and a lack of transparency in the Grade 10-textbook screening process were to be the foci of the discussion. These shortcomings were raised per letter to the DBE several times because the SASHT felt that none of the country's specific expertise in history textbook developments were considered for neither the training nor the screening process;

- The SASHT representatives have made some effort to explain to the DBE delegates that if expertise of history textbook assessment and experts of the History CAPS doc are not part of an open and democratic screening process, then South Africa literally don't need any practitioners of History teaching anymore, neither perhaps historians, because their expertise as important voice are ignored;
- The SASHT is familiar with many historians as experts (whether they are/are not members of the SASHT) and it is categorically stated that none of them were approached for any assistance so far in the process of textbook screening which also is very much part of the history educator's concern;
- The impression by the SASHT representatives was that the DBE delegates wanted the practitioners of History (on especially HET level) to simply accept that textbook screening is "only" an assignment of the DBE, whereas criticising "accepted" published textbooks is an assignment of the history practitioners as experts. This impression is not shared by the SASHT in general, because the Society strongly feels that history practitioners for several decades have criticised the shortcomings of textbooks but these shortcomings are repeated with every new phase of curriculum and textbook development. The best phase to stop this repetitiveness is to improve on the phases of progressing towards textbook development and screening (with the aid of history educators as experts dealing with these in many HET research projects), like:
 - guidance to publishers on textbook writing;
 - guidance to textbook screeners;
 - assistance with selecting textbooks (with the obvious accepted arrangement that no individual should be considered on a panel that has been part of writing a history textbook).
- Many unanswered questions on the 2011 history textbook screening process unfortunately remain.

The SASHT will continue to utilise the several expertise available in South Africa with regards to history textbooks to academically (and some anonymously) assess the 2011- textbook screening and textbook selection process. The need is to, independently, obtain impressions from respected members of the SASHT and from others practising History in South Africa. On behalf of the SASHT we express the hope that this arrangement (and the outcomes), will be of value to the SASHT membership, the History practitioners in general in South Africa and to the DBE.

Kindest regards
Elize

Annexure B: 2013 Conference flyer

The flyer features a background image of a group of people, likely students, in a classroom setting. The text is overlaid on this image. At the top left, there is a red rectangular box containing the word "SASHT" in white, bold, sans-serif capital letters. To the right of this box is the Maritzburg College crest, which is a shield with a red background and a white border, containing a white cross and a white banner. Below the crest, the text "Maritzburg College" is written in a red, serif font. The main title of the conference is centered in large, bold, black, sans-serif capital letters: "South African Society for History Teaching 18th Annual Conference: Maritzburg College 26 – 28 September 2013". Below the title, the theme is stated in bold, italicized, black, sans-serif font: "THEME: Teaching and Learning History in a 21st century African classroom". Underneath the theme, the sub-themes are listed in a smaller, italicized, black, sans-serif font: "Sub-themes: overcoming the generational disconnect; history as a specific discipline; modern media: threats & opportunities; keeping history alive & relevant in a 21st century classroom". A paragraph of text follows, stating: "We hereby invite proposals for papers and workshops on any of the above themes." At the bottom left, contact information is listed in bold, black, sans-serif font: "Contact:", "E-mail address:", "Telephone (w):", and "School website:". To the right of this information, the contact details are provided in a smaller, black, sans-serif font: "Matthew Marwick", "marwickm@mc.pmb.school.za", "033-342 9376", and "www.maritzburgcollege.org.za".

Vice-Chairperson's report on regional activities (H Lubbe)

**ANNEXURE C
SASHT REGIONAL NEWS (2012)**

During 2012 the SASHT Executive Committee made a successful effort to actively stimulate interest in History and History teaching in the various provinces of South Africa. Except for Mpumalanga and the Northern Cape, regional representatives were appointed for all the other provinces at the 2011 SASHT Conference, and the Vice-president of the SASHT was given the task to liaise with and encourage these regional representatives to organise at least one History-related regional activity in 2012. Regional representatives would also be expected to publicise the SASHT's many activities in their provinces, compile a data base of History teachers where it did not yet exist, and recruit new members for the SASHT.

Communication with regional representatives proved to be a challenge as some representatives either took very long to respond to outreach from the Vice-president or did not respond at all. Fortunately, several representatives eventually submitted reports on what they had achieved in their provinces during the year and the obstacles some of them encountered.

What follows below is a brief overview of the activities that have been taking place in the various provinces (in alphabetical order):

Eastern Cape

For unknown reasons no response to email messages was received from the regional representative in the Eastern Cape and no report was submitted.

Free State

The SASHT Regional Representative for the Free State, Dr Boitumelo Moreeng, worked very closely with the Free State Provincial Department of Education, especially in the Motheo and Xhariep Districts. This intervention included two workshops that focused on teaching methodologies and techniques. Close to 70 teachers attended the workshops.

Dr Moreeng was also involved in an intervention programme for Grade 12 History learners which focused on the development of skills such as interpretation, analysis, paragraph and essay writing. The programme, which involved 12 schools, was conducted through a collaborative effort by the University of the Free State's Faculty of Education, the Department of History, and a group of history teachers in Bloemfontein.

Furthermore, the Faculty of Education at Free State University hosted an American Fulbright scholar – a history teacher from the state of Vermont in the United States, Mr Craig Divis – from January to June 2012. During his stay in South Africa, Mr Divis conducted workshops for teachers on the effective teaching of History and made presentations on the value of History to History learners at schools in Xhariep and Motheo.

Dr Moreeng is currently working closely with the Faculty of Education's section on values in education at Free State University around the organisation and adjudication of the Nkosi Albert Luthuli Oral History competition.

Finally, he usually shares information about the SASHT with the History Subject Advisors in the Province so that they can discuss it with their teachers.

There were also activities of a different kind in other parts of the Free State. With the assistance of Subject Advisor, Cecilia Khoabane, a two-day Emotional Intelligence (EQ) Training workshop was conducted at Leseding Technical School in Welkom on 10 and 11 August 2012 by Henriëtte Lubbe from the Department of History at the University of South Africa (Unisa). Around 30 History educators from secondary schools in the Lejweleputswa District attended this workshop. This intervention essentially formed part of a community outreach initiative on the part of an academic historian, but also fitted into a broader research-based project on EQ training for teachers, supported by Call on the Professionals, a corporate company specialising in human dynamics and EQ training. In view of the lack of financial support for this initiative from the provincial DoE, the Municipal Manager of Welkom kindly stepped in to finance the catering, while the Unisa Short Course in School History Enrichment financed travelling costs and accommodation for the facilitators, who offered their services free of charge. This team effort was richly rewarded in terms of emotional growth on the part of the participants, and bridging the gap between academic historians and school teachers, let alone narrowing the divide between the education and corporate sectors.

Participants in the workshop had their interaction style, level of assertiveness, listening skills and listening styles assessed; participated in enjoyable pair work and group work activities; learnt about the critical importance of flexibility in all human relations (including classroom relations), and went home with practical guidelines for improving their classroom interaction with diverse learner personalities. More importantly, they left with a better understanding of their role in teaching culturally and politically sensitive historical content with the necessary sensitivity and flexibility in the modern South African classroom.

Gauteng

In this province, SASHT Regional Representative, Dee Gillespie, worked with NAPTOSA and presented two History Workshops which were organised by NAPTOSA's Marion Joseph. In the first workshop on 7 May 2012, entitled 'Having fun in History', Dee shared various ideas for the delivery of lessons. In the second workshop on 14 May 2012, she focused on 'Ideas to develop writing skills in History'. Unfortunately, in both cases the attendance was not good. Only 14 teachers attended the first workshop while just 8 turned up for the second. During discussions in the first workshop, it became clear that primary school teachers had no idea of what was expected in CAPS. It was also reported that many schools had stopped excursions because of the vast amount of paperwork and the risk of accidents. In the second workshop, Dee found that the teachers were very demotivated and that they tended to focus on problems rather than solutions. Once again it became apparent that CAPS training was needed.

Dee also attended the Grade 11 training offered by the Department of Education (DoE) earlier in the year but thought that the guidelines were very vague. She subsequently attended the overview national training of the DoE on behalf of NAPTOSA in June. This was a summary of how all the trainers/GDE officials had been trained to cascade the information. She was very impressed with this session despite the senior DoE presenter's severe criticism of delegates who were perceived to be abusing the opportunity by coming late, leaving early, eating, sleeping and not actually working. She found the trainers to be well briefed, received all the training materials, and left feeling highly motivated to get started.

But the rest of the story is less positive. Dee says:

'I then went to the GDE Grade 11 training during the July holidays really excited about the fact that the information would be cascaded down... HORRORS! The official clearly had his own agenda. When I insisted he refer to the manual, he refused and did not even have a laptop for PPT. Once again training fell short and many teachers left feeling very disillusioned! Even me! I am overwhelmed at the task that needs to be done and the lack of skills to achieve the effective implementation of CAPS. People seem to be motivated to drive it into the ground before even taking off. These ANA assessments are also a huge amount of work for teachers who have their own assessment to do. Hopefully NAPTOSA will be organising more effective CAPS training. NAPTOSA is very happy to give us slots to do training for their members! Marion [Joseph] does all advertising and bookings, without receiving any payment, only personal reward.

Since July 2012, Dee has also done two camps to KwaZulu-Natal and four day excursions. She is currently planning a 10-day tour with 50 girls to Cape Town in April 2013 and a 14-day European History tour to Poland, Italy, Holland, France and Russia in 2014.

Siobhan Glanvill from Wits University has been equally active in promoting History in Gauteng. In collaboration with the Wits History Workshop, the Apartheid Museum and the South African Historical Archives, she helped organise a teachers' workshop on 'Teaching Race' at the Origins Centre at Wits on 28 July 2012. Here guest speaker, Zimitri Erasmus, held the audience spell bound with her ideas on the possibilities of a society that is not defined by race, and her information on the history of the social and political construction of the concept of race. Teachers were then given a tour of the Origins Centre and divided into smaller groups after lunch to discuss topics relevant to CAPS and the teaching of an emotive and controversial issue such as 'race', especially in Grades 9 and 11.

Although 100 educators had been expected, only 60 eventually turned up. Nevertheless, the workshop was well received and the educators left with a resource pack and lots to think about.

The Wits History Workshop also employed a student to set up a data base, but she had a very difficult task as not all the subject advisers or district officials were co-operative. This has been identified as a major challenge seeing that there is no sense in planning and organising events if the History teachers cannot be reached.

Catherine Kennedy at the South African Historical Archives is reportedly doing a fantastic job of providing worthwhile workshops based on the primary resources kept at the Archives. Siobhan strives to attend as many of these workshops as possible and also takes her students along. Perhaps the Archives could be approached to advertise the SASHT on its website.

Siobhan says she does inform teachers about the SASHT during her school visits but suggests that 4th year students should be encouraged to signed up as members and attend and present at conferences.

KwaZulu-Natal

SASHT Regional Representative for KwaZulu-Natal (KZN), Matthew Marwick, reports that a current affairs general knowledge quiz – themed 'The World We Live In' and sent out under the banner of the SASHT – was hosted by Maritzburg College on 16 August 2012. The purpose of this event was to increase the profile of the SASHT amongst leading schools in the Midlands and Coastal regions of KwaZulu-Natal (KZN) in the build-up to the 2013 SASHT Conference.

Maritzburg College's historic red-bricked Victoria Hall, which was used as a fever hospital by the British Army during the South African War (1899-1902), proved to be a most suitable venue, given the strong historical leaning to many of the questions covered in the quiz.

The evening's format provided for teams of four in junior and senior categories, and the topics covered were 'Current Affairs', 'Olympic Games and World Sport', 'Conflict in the Twentieth Century', '100 Years of Quotations', 'Music, Movies and TV', 'Our Province KZN', and (in honour of Women's Month) 'Identify the Famous Lady'. A total of 29 teams took part – an admirable start, perhaps, but a tally that it is hoped will increase in the years to come.

Despite the slight feminine slant to a number of the questions, it was the boys who emerged triumphant, with the all-male team from Clifton College in Durban winning the senior section, and similarly testosterone-powered teams from the host school finding themselves in second, third and fourth places. Matters of competition aside, though, the 116 boys and girls who attended the quiz certainly seemed to have a fun time trying to answer the questions, which varied from 'With what weapon would you associate the name, Brett Murray?' to 'What German attack from the final months of World War II might you also associate with weight-loss?' and 'Which lazy, wannabe billionaire, singer "would catch a grenade for you"?'

Although teams from only five schools took part on the night, contact with many other prominent schools in KZN was made in the preceding weeks, and the seed of the SASHT was planted. Given the success of this inaugural quiz, it is anticipated that the event will become an annual one, with Maritzburg College already agreeing to host the quiz again next year, in the build-up to its hosting of the SASHT National Conference at the same venue over the Michaelmas holidays in 2013.

Post Script: For the battlers in the class, the answers to the questions mentioned in the above text are (i) Spear, (ii) Battle of the Bulge, and (iii) Bruno Mars.

Limpopo

SASHT regional Representative, Jake Manenzhe, reports from Limpopo Province that a History Mini-Conference on 'Managing History' was held at Capricorn High School on 10 August 2012. All the preparations and logistical arrangements for this conference were handled by an interim structure consisting of four people led by Mr Manenzhe as convener.

The expected number of participants was 60. To the organisers' surprise, 99 participants including teachers, curriculum advisors and lecturers, turned up. There were also 12 History learners from the host school who assisted in ushering but were part of the audience during presentations.

The high turn-out which exceeded all expectations, and the fact that participants stayed for the full duration of the conference which ended 30 minutes later than planned, suggest the following: keen interest in the

conference among subject practitioners; a thirst for knowledge by History practitioners; a need among History practitioners to be part of associations that promote the historical discipline; and the potential present in Limpopo to revive the subject through contributions of interested structures.

Presentations were delivered according to the program. Speaking at the beginning, Jake thanked the various donors and pointed out that the conference would not have taken place had it not been for their much appreciated support. The Unisa History Department and Short Course in School History Enrichment (through Henriëtte Lubbe) provided folders, writing paper, SASHT marketing material and other conference paraphernalia; the SASHT made a financial contribution towards covering the cost of catering, while book publishers such as Shuter & Shooter, Heineman, Vivlia and New Generations made various donations. Macmillan and Oxford University Press also came on board on the day of the conference. Delegates were in turn encouraged to support the donors. The role of an educator as a life-long learner was explained at great length and participants were encouraged to enroll for courses at Unisa. All the details (hard copies) regarding the October 2012 SASHT Conference in the Western Cape were distributed to participants who understood the importance of networking and connections with structures that will empower them. Publishers were each given about 15 minutes to make presentations before the participants went to view the books on display.

All other presentations took place as planned except the one on the sharing of good practices by a teacher, Mr NS Makhokha, who ironically did not turn up. The audience clearly appreciated the presentations by all speakers and in their comments, indicated how much they had gained. Apart from the interim structure which organised the conference, district representatives forwarded two names each to establish a provincial structure. It was suggested that each district would have to fully constitute a district structure and organise a district advocacy so that all history teachers and interested people are involved. Once all district structures are constituted, a provincial structure will be formally constituted. In the meantime, the interim structure led by Jake Manenzhe, will continue to coordinate and convene the provincial meeting that should formally constitute the provincial structure.

Mpumalanga

The SASHT still needs to appoint a regional representative for Mpumalanga.

Northern Cape

The SASHT still needs to appoint a regional representative for the Northern Cape.

North West Province

SASHT Regional Representative, Dr Pieter Warnich of North-West University (Potchefstroom Campus), managed to build up a data base of History teachers in the Province consisting of 60 names with telephone numbers. In many cases these teachers unfortunately do not have email addresses. Nevertheless, phone numbers will be very useful to disseminate information about SASHT and other History-related activities via SMS.

Dr Warnich also had a meeting with District chief, Dr Tex Dlamini, who promised to try and arrange funding for a History teachers' workshop in the Province when the new budget is being drawn up in March 2013.


Western Cape

The SASHT Regional Representative, Mr Barry Firth, mentioned his intention to organise a History Quiz in 2012 but failed to respond to email and telephonic communication during the year and did not submit feedback to the Vice-president in time for integration into this report.

I would like to express my sincere thanks to all the regional representatives for their initiative and hard work during 2012. You play a crucial role in inspiring and supporting History teachers in your respective provinces, promoting the SASHT at regional level, and keeping the historical discipline alive in South Africa. I look forward to coordinating the SASHT's regional activities again next year – let us work together to make 2013 even more successful!

Ms Henriette Lubbe

(Annexure D :Nomination form)

 <p>SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)</p> <p>SUID-AFRIKAANSE VERENIGING VIR GESKIEDENISONDERRIG (SAVGO)</p>	<p>THE CHAIR PERSON & EDITOR SASHT PROF ES VAN EEDEN (CHAIRPERSON SASHT) & EDITOR (YESTERDAY & TODAY) SCHOOL OF BASIC SCIENCES NORTH WEST UNIVERSITY VAAL TRIANGLE CAMPUS PO BOX 1174 VANDERBIJLPARK 1900 SOUTH AFRICA</p>
<p><i>Nomination for election to the committee in terms of article 4 of the constitution</i></p>	
<p>The SASHT is required to elect ten (10) members of the Society to serve on the SASHT Executive Committee.</p> <p>According to article 4.3 of the SASHT Constitution retiring members (3-year term) are eligible for re-election if they are willing to stand.</p> <p>Both those nominating and those nominated must be paid-up members of the Society.</p> <p>All nominations must have a seconder.</p> <p>All nomination forms must include acceptance of the nomination (usually by signature).</p> <p>All nomination forms must be completed and E-mailed to the Secretariat (Dr Susan Bester at sjbdok@telkomsa.net two weeks prior to the SASHT conference. Nominees will have an opportunity to be elected at the SASHT-AGM meeting. The Secretary and Treasurer will confirm if all nominators and nominees are paid up members of the Society.</p>	
<p><u>Nomination form</u></p>	
<p>I, the undersigned, hereby nominate:</p> <p>.....</p> <p>for election to the Executive Committee of the SASHT</p> <p>.....</p>	
<p>Nominator</p>	<p>Seconder</p>
<p>I accept this nomination:(Name and signature)</p> <p>Date: _____</p>	

Annexure E: The executive and regional SASHT representatives

SASHT Executive

Prof Elize Van Eeden (Chairperson-NWU)
Mrs Henriette Lubbe (Vice-Chairperson-UNISA)
Dr Susan Bester (Secretariat-NWU)
Mr Simon Haw (Portfolio e-Newsletter - KZN)
Dr Pieter Warnich (Regional representative – North-West Province)
Mr Patrick McMahon (Portfolio Website-Crawford, Gauteng)
Mr Paul Haupt (Portfolio Website-Settlers, Western Cape)
Mr Barry Firth (Regional representative - FET Western Cape)
Ms Siobhan Glanvill (Wits, Gauteng)
Mr Jake Manenzhe (Regional Representative-Limpopo province)
Mr Matthew Marwick (Regional representative-Maritzburg, KZN)
Dr Boitumelo Moreeng (Regional representative-FSU)
Mrs Dee Gillespie (Regional representative-FET Gauteng)
Mr Marshall Maposa (Executive and regional representative-UKZN)
Ms B Feni (Regional representative-FET Eastern Cape)

Vacancies:

Treasury
Portfolio Marketing
Representative GET Phase
Regional representatives for Mpumalanga and Northern Cape

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 History. The Journal is currently editorially managed by the North-West University and published under the auspices of the South African Society for History Teaching (SASHT).
3. Contributions may be either in the humanities (historically based theoretical discourses), or from education (best practice workshops, or focused content research with a fundamental theoretical basis reflecting History or other histories). Articles, in which interdisciplinary collaborations between the humanities and education are explored, are also welcome.
4. Regional content mostly considers quantitative and qualitative 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. Contributions are subject 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 the journal for the reference guidelines for more detail on the Harvard and Footnote reference methods). The authors' choice of which 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 according to the Harvard method are provided on the last pages of the journal. The most recent *Yesterday&Today* journal 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.vaneden@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 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. Copies of 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: 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. **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.

11. **Body text:** Names without punctuation in the text. Example: “HL le Roux said” and **NOT** “H.L. le Roux said”.
12. **Page numbering:** Page numbering in the footnote reference text should be indicated as follows:
Example: p.space23 – p. 23. / pp. 23-29.
13. **Any lists** in the body text should be 11pt, and in bullet format.
14. **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”.
15. Quotes (**as part of the body text**) must be in double inverted commas: “...and she” and **NOT** ‘...and she’.
16. **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. All visuals are referred to as Images.
Example: **Image 1: ‘Image title’** (regular font, 10pt) in the body text.
Sources of all images should also be included after the ‘Image title’.
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).
17. Punctuation marks should be placed in front of the **footnote numbers** in the text. Example: the end.¹ **NOT** ...the end¹.
18. **Single and left spacing** between the sentences in the footnote.
19. **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].**
20. 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 (or in its shortened version) on the rest of a page(s) in the footnote section.

The titles of books, articles, chapters, theses, dissertations and papers/manuscripts should NOT be capitalised at random. Only the names of people and places (and in some instances specific historic events) are capitalised. For example: **P Erasmus**, “**The ‘lost’ South African tribe – rebirth of the Koranna in the Free State**”, *New Contree*, **50**, **November 2005**, p. 77;

NOT

P Erasmus, “The ‘Lost’ South African Tribe – Rebirth Of The Koranna In The Free State”, *New Contree*, 50, November 2005, p. 77.

PLEASE NOTE: Referencing journal titles imply that every word of the journal must start with a capital letter, example: Yesterday&Today Journal.

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 eighteen 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.

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[Please note: ONLY the title of the article is shortened and not the finding place.]

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.

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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 (Bigenafrica, Pretoria/E van Eeden (Researcher), 22 October 2006.

• National archives (or any other archive)

National Archive (NA), Pretoria, Department of Education (DoE), 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-Africa 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.

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

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

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• 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.

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