

EDITORIAL

History Education greetings,

Welcome to the July 2019 edition of *Yesterday & Today*. Allow me to firstly thank my predecessor as editor-in-chief, Dr. Pieter Warnich and his team. Pieter, a big thank you to you and all of those who have worked with you for the yeomanry work done in producing the *Yesterday & Today* twice a year for many years. Under your editorship the journal has grown and maintained its place on the Scielo platform.

At the same time, I would also like to welcome the new editorial team that will support me as editor-in-chief: Dr. Kate Angier of UCT, Dr. Marshall Maposa of UKZN, and Dr. Claudia Gouws of NWU. As book review editor Mr. Bafana Mpanza of UKZN, has taken over from Dr. Marshall Maposa. Collectively we will strive to continue with the service provided by the previous editor and editorial board. The composition of the editorial board will be discussed at the SASHT Conference to be held at the University of Pretoria from 26-27 September 2019.

This edition of *Yesterday & Today* is also a nostalgic one, as it is the final print version of the journal. Financial realities and the changing world of journal publications means that from the December 2019 edition onwards, *Yesterday & Today* will be an open-access electronic journal only. Since *Yesterday & Today* has been challenged to be more internationally relevant, being an open-access e-journal would hopefully help to attract more quality articles from across the History Education, History in Education and History for Education worlds.

Finally, in this the last print edition of *Yesterday & Today* we are carrying four academic and one teacher's voice article. Additionally, two book reviews will also be published. In terms of the academic articles:

- Sarah Godsell, in her contribution, interrogated the declonising abilities of using poetry in History classrooms.
- Noor Davids, in his article, reported on learners' imagination on democratic citizenship and critical literacy in a History classroom.
- Brenda Gouws, in her article, engaged with the personal professional story of a history teacher teaching the Holocaust.
- Clement Sefa-Nyarko and Alexander Afram investigated gender in the historical narratives of Social Science textbooks in Ghana and

look at gender presentations in Ghanaian textbooks.

- Zoleka Mkhabela, in the teacher's voice article, grappled with the personal and professional conflict when engaging with official and unofficial history narratives.

Happy reading!