

YESTERDAY & TODAY

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Editorial Policy: Yesterday & Today

1. Overview

Yesterday & Today is a peer-reviewed, scholarly journal focusing on History Education, History in Education, and the History of Education. The journal welcomes research contributions that advance understanding in these fields through empirical, theoretical, and pedagogical perspectives. The journal has been accredited since 2012 and is committed to academic excellence, scholarly integrity, and educational impact.

2. Submission Guidelines

- Contributions may be submitted by individuals or collaboratively authored.
- Manuscripts must be submitted electronically to the Editor-in-Chief, Professor Johan Wassermann, at: johan.wassermann@up.ac.za. Confirmation of receipt will be issued within 72 hours.
- All manuscripts are subject to a double-anonymized peer review process to ensure scholarly rigor.

3. Language Policy

The official language of the journal is English. However, abstracts may be submitted in any of South Africa's 11 official languages. The English used must be accessible to the journal's readership.

4. Formatting Requirements

- Manuscripts must be submitted in Microsoft Word format using Times New Roman, 12-point font, 1.5 spacing.
- Articles should preferably not exceed 8,000 words, including references, tables, and figures.
- A structured abstract of no more than 250 words must accompany all submissions.
- Article titles should preferably not exceed 15 words.
- Each submission must include the full name(s) of the author(s), institutional affiliation(s), city, country, ORCID iD, and email address(es).

5. Referencing Style

- Authors may choose between the Harvard and Footnote method of referencing. The preferred style must be applied consistently.
- Reference formatting must be clear and comprehensible to a general academic audience.
- Authors must follow the chosen method's *Yesterday & Today* referencing guidelines.

6. Visual Material

- High-resolution editorial materials such as illustrations, photographs, tables, and graphs are encouraged.
- Images must be at a minimum resolution of 200dpi with sources indicated.
- Large media files should be submitted as separate, clearly numbered attachments.

7. Declaration and Fees

- All authors must submit a signed author declaration form upon submission.
- A publication fee of R300.00 per page is applicable for South African authors and payable by their institution. Authors are responsible for ensuring payment.

8. AI Use Policy

To promote transparency and academic integrity in history education, the journal applies the following AI policy:

- 8.1. Permissible Use: AI tools may assist with non-substantive tasks (e.g., grammar correction, citation formatting).
- 8.2. Mandatory Disclosure: AI use must be disclosed in a dedicated section or acknowledgements.
- 8.3. Responsibility and Ethics: Authors are responsible for all content, and any misuse will be considered an ethical breach.
- 8.4. Restrictions: Manuscripts cannot be primarily AI-generated. AI material must be labeled and supplementary.
- 8.5. Peer Review: Reviewers must not use public AI platforms unless authorized. Confidentiality must be maintained.

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- The journal is preserved through the Portico digital preservation system.
- It is registered with SHERPA RoMEO for Green Open Access.

10. Data Availability Statement

Authors should provide links to relevant datasets and cite data sources where applicable.

11. Sustainable Development Goals (SDGs)

Authors are encouraged to indicate relevant SDGs in their article keywords.

12. Copyright and Licensing

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EDITORIAL

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History Education greetings,

Welcome to the July 2025 edition of *Yesterday & Today*. The July 2025 edition has implemented the new editorial policy pioneered by Scielo and ASSAF, which went through numerous scholarly engagements. The editorial board of *Yesterday & Today* itself discussed the suggested editorial policy on various platforms and is embracing it, especially in aspects related to the submission regarding AI and good governance. This is a new era for *Yesterday & Today* as it moves with the times.

Regarding contributions, the July 2025 edition of *Yesterday & Today* carries seven articles.

- In her article, Bronwyn Strydom engages with “*Archival Practice and the Historiography of Education in South Africa: An Overview of Government Collections on Education*”.
- In turn, Laura Efron wrote on “Reflections on coloured identity in the Teacher’s League of South Africa during the early 1940s. The introduction of the concept of non-European”.
- Christopher Koekemoer tackled “Learning about World War Two: Group work discussions and literary engagement using Markus Zusak’s *The Book Thief*”.
- Knysna Motumi and Elize van Eeden argued in their paper for “*Reconceptualising Africanising, and its positioning in history teaching and learning through regional and microspatial-planned programmes*”.
- In their contribution, Bongumenzi Mthethwa and Paul Maluleka challenged “*Peripheralisation of some histories in the school history curriculum in the post-apartheid South Africa: The case study of the 1950s Drum generation and their contributions to the liberation struggle*.”
- Noel Ndumeya, in his article, engaged with “*‘Greening History Teaching’: Justifying the Inclusion of Socio-Environmental History in the South African Further Education and Training History Curriculum*.”
- The final contribution is by Hedwick Chigwida, Manasa M. Madondo, and Hardy Chitate. It deals with “*Reading the African School Curriculum as a Historical Text: Educational Contexts, Policies and Practices in Zimbabwe*.”

The July edition has, as per usual, a vibrant book review section in which five different publications are reviewed. Getting reviewers is not always easy. Therefore, I want to thank our review editor, Bafana Mpanza, for his work and all the reviewers who contributed to this essential aspect of our journal.

In the “hands-on” section, Wiebe de Groot and Gordon Brookbanks engaged with the ideas of international collaboration amongst prospective history teachers and how to strengthen the history curriculum by reimagining how we teach West Africa in the Grade 10 South African History Curriculum.

Finally, a big thank you to Stefan Meyer and his team, who have expertly put the July 2025 edition together in good time.

Happy reading.

Johan Wassermann

Editor-in-Chief