

YESTERDAY & TODAY

No. 36
July 2026

Published by



Editorial Policy: Yesterday & Today

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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.

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Submissions accepted electronically via the UPJournals site -

https://upjournals.up.ac.za/index.php/yesterday_and_today/about/submissions

ISSN 2223-0386 (Print version) | ISSN 2309-9003 (Online version)

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EDITORIAL

DOI: <http://dx.doi.org/10.17159/2223-0386/2026/n36a1>

The year 2026 marks fifty years since the Soweto Uprising of 16 June 1976, a watershed in South Africa's struggle against apartheid and more specifically, against an education system designed to reproduce racial domination. This commemorative issue of *Yesterday & Today* revisits the Uprising not as a closed historical episode, but as a living educational, political, and cultural legacy. Read in sequence, the contributions move from broad historical reflections on educational reform to close examinations of curriculum, pedagogy, memory, identity, language, activism, professional education, and environmental justice. Together, they demonstrate the Uprising's enduring capacity to generate new questions about whose knowledge matters, how the past should be taught, and what education can realistically achieve in transforming society. At the same time, *Yesterday & Today*, No. 35, July 2026, is also a *Festschrift* for Peter Kallaway. Peter is a distinguished South African historian of education, teacher educator, and comparative education scholar. He is Professor Emeritus at the University of the Western Cape and a Research Associate in the School of Education at the University of Cape Town. Peter's scholarship focuses on the history of education in South Africa and colonial Africa, apartheid education, missionary and vocational education, teacher education, educational policy, and democratic transformation. His influential publications include *Apartheid and Education; The History of Education under Apartheid, 1948–1994*; *Empire and Education in Africa*; and *The Changing Landscape of Colonial Education in Africa*. Peter's work has made a significant contribution to understanding the relationship between education, colonialism, inequality, and social change. Many of his colleagues have contributed to the *Festschrift* section, which opens this issue of *Yesterday & Today*.

In terms of academic contributions, the issue opens with Peter Kallaway's two-part contribution, "The Search for Educational Utopia" Part I, "The Rhetoric and Reality of Educational Reform in Times of Social Change: France 1789–1804 and South Africa 1985–2000", places South Africa's educational transition in comparative historical perspective. By juxtaposing revolutionary France with late-apartheid and democratic South Africa, Kallaway interrogates the persistent gap between egalitarian educational rhetoric and unequal provision. Part II, "South Africa and the 'Rainbow Nation': Popular Education and the Utopian Dream", turns more directly to People's Education, liberation-era aspirations and post-1994 policy. The analysis cautions against assuming that political democratisation

automatically produces educational or economic equality, while inviting renewed debate about education's possibilities and limits as an instrument of social transformation.

Bongumenzi Mthethwa next asks why an event widely regarded as a turning point has become little more than a curricular footnote. Through an examination of CAPS and prescribed textbooks, "From Turning Point to Footnote: The 1976 Soweto Uprising in the CAPS History Curriculum" shows that the Uprising receives limited exposure in Grades 9 and 12. Mthethwa argues for its development as a stand-alone topic, greater attention to Black youth agency and African epistemologies, and the inclusion of participants' oral histories.

The focus then shifts from curricular marginalisation to the recovery of local memory. In "Exploring Anti-Bantu Education Protests in Grahamstown/Makhandla Through Drama-in-Education Techniques with Grade 9 Learners", Phemelo C. Hellemann and Thembele Madliki use *A Childhood in Chalk* to reconnect learners with largely neglected local protests between 1975 and 1985. Their participatory case study demonstrates how embodied drama, role play, and reflection can deepen historical understanding, empathy, and emotional engagement while repositioning community histories within national narratives.

Pranitha Bharath's "Controversial Memory and Digital Mediation: Preservice Teachers' Approaches to the Soweto Uprising" examines how future History teachers use digital tools to mediate the difficult past of the Soweto Uprising. Analysis of selected student ICT projects reveals uneven source selection, positionality and historical reasoning, but also the potential of carefully guided digital inquiry to cultivate multiperspectivity, evidence-based judgement and civic consciousness. The article underscores that technology becomes educationally meaningful only when joined to sound historical and pedagogical knowledge.

Paul Maluleka subsequently connects the Uprising to the 2015–2016 #MustFall movements. "Linking Liberation Legacies" argues that these youth struggles share demands for visibility, rehumanisation and epistemic justice. Through decolonial, intersectional queer and social-movement perspectives, Maluleka maintains that honouring these legacies requires confronting the continued erasure of LGBTQIA+ histories and developing a school History curriculum that represents the full diversity of South African experience.

In "When History Education and English Literature Merge", PraysGod Siphesihle Mhlongo turns to Athol Fugard's *My Children! My Africa!* as a means of teaching the Uprising and facilitating difficult conversations about race, racism, and social cohesion.

Drawing on reflective practitioner experience, the article illustrates how literature can create an empathetic, but critically demanding space in which students move beyond textual interpretation to engage South Africa's violent past and contested present.

Bodibadi Dorothy Modungwa and Kehumile Molotsane extend the discussion into contemporary cultural production. "From Soweto Protest Chants to Setswana Motswako Hip-Hop" traces continuities between the chants, struggle songs, and embodied performances of 1976 and present-day Motswako, Amapiano, and spoken-word poetry. Their analysis shows how Setswana functions as cultural capital and as a vehicle for youth agency, identity formation, language reclamation and resistance to linguistic marginalisation.

Language remains central in Raudina Madina Simelane's "Decolonising the Curriculum Through Language". Based on interviews with preservice History teachers in an open and distance learning institution, the study finds strong recognition of indigenous languages as essential to epistemic justice, alongside significant institutional constraints on multilingual practice. The Uprising, thus, becomes a pedagogical lens through which to reconsider language hierarchies, historical consciousness, and the preparation of teachers for decolonial education.

Kalpna Hiralal's "Women in Protest: Indian Activism in the Wake of Soweto, 1970s–1980s" broadens the liberation narrative by foregrounding South African women of Indian origin. Using archival materials, newspapers, interviews, and secondary sources, Hiralal shows how the Uprising intensified political consciousness and encouraged more visible, assertive participation in student, civic, and national organisations. The article recovers minority women's contributions to non-racial resistance while demonstrating shifts in political identity and gendered leadership.

The penultimate article moves beyond school History into professional education. Sebola-Samanyanga's "Silencing Struggles through Colonial-Apartheid Amnesia in Planning Education" identifies five systemic silences in planning curriculum standards, including the profession's colonial origins and complicity in racialised spatial violence. The resulting "ahistorical planner" may be technically competent, yet historically unconscious. The article consequently calls for historical consciousness to become a foundational requirement of planning education.

The issue concludes with Tolulope Ayodeji Olatoye, Raymond Nkweni Fru, and Anathi Magadlela's "Land Cover Change, Historical Memory and Resistance". The authors' systematic review brings the Uprising into conversation with climate adaptation, spatial inequality, and GIS-supported pedagogy. By digitally mapping protest geographies alongside present-day environmental vulnerability, learners can connect historical resistance to contemporary resilience, develop spatial literacy and imagine more just and sustainable futures.

Collectively, these articles refuse to memorialise 1976 as a static anniversary. They recover marginalised actors and places, test innovative pedagogies, expose curricular silences, and carry the Uprising's questions into new domains. In doing so, 'No. 35' affirms that the history of Soweto remains indispensable not only to understanding South Africa's past, but also to reimagining its educational future.

The issue concludes with six reviews of five recent books that extend its engagement with history, education, culture, and resistance. Derrick Myeni reviews Thomas Pooley's *The Land Is Sung*, highlighting how Zulu song, dance, and praise poetry connect identity, land, spirituality, and environmental justice. Mncube and Krige offer complementary assessments of *From Education Crisis to Organisation*, recovering the National Education Co-ordinating Committee's pivotal contribution to resistance against apartheid education and the imagining of a democratic system. Paballo Moerane examines Saleem Badat and Goolam Vahed's history of the University of Durban-Westville, foregrounding its contested transformation and non-racial legacy. Celani Zwane considers Thulani Mkhize's study of Nontsizi Mqgqwetho, emphasising its contribution to African literary, feminist and intellectual scholarship. Finally, Bronwyn Strydom reviews *A New History of Formal Schooling in South Africa, 1658–1910*, commending its nuanced account of schooling as an institution shaped by contradiction, domination, and the potential for disruption.

Johan Wassermann

Editor-in-Chief